



Introduction to Farm to School

EDUO 9534

1 Semester Credit/Unit

Instructor – Heather Ridge

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Public Syllabus

Note: This is a Public syllabus of the course. For a fully detailed syllabus, please email the instructor.

Course Overview

This course is designed for K-12 teachers, administrators and other educators who wish to learn more about the growing Farm to School movement in K-12 education.

The term “farm to school” encompasses efforts that bring local or regionally produced foods into school cafeterias while supporting hands-on learning activities such as school gardening, farm visits, and culinary classes to support both academic learning and foster a connection between local food and healthy eating. It encourages the integration of food-related education into the classroom and develops connections between the school and the local agricultural community.¹

This 1-credit course is delivered in an online, self-paced format that includes reading, research and reflection. It is the prerequisite for the 3-credit course, EDUO 9535 Farm to School Practicum.

Course Objectives:

Upon completion of the course, the student will be able to:

- Understand basic concepts of farm-to-school programming, identify resources to support this programming, and explore examples of formal and informal educational activities that support student learning through hands-on activities and lessons.
- Identify areas within current curricula (standards or learning objectives) where farm-to-school programming can be integrated to further support standards-based curriculum.
- Develop a list of contacts and potential community partnerships which link farm and food production in the local area to their classroom
- Create a lesson or unit plan that embeds standards-based learning into inquiry-based farm to school activities.

¹ USDA’s Food Nutrition Services: Farm to School. <http://www.fns.usda.gov/farmentoschool/farm-school> (retrieved July 19, 2014).

Course Relation to CCS or other Professional Standards

This course aligns to the standards for:

California Department of Education: QUALITY PROFESSIONAL LEARNING STANDARDS

Element A: Curriculum Content and Materials Quality professional learning builds educators' knowledge and understanding of subject-matter curricula and materials so that all students meet content and performance expectations and are ready for college and careers.

1. Focuses on learning the content required in meeting state and district outcomes for students.
2. Deepens and extends subject-matter knowledge within educators' own discipline and across other disciplines.
3. Builds educators' capacity to use curriculum frameworks, instructional materials, equipment, and technology that support the teaching and learning of subject-matter content.

Element C: Program/School Quality professional learning uses schoolwide information to determine the current policies, practices, and outcomes that are the most essential priorities for educators' professional learning.

1. Uses information from school initiatives and improvement efforts to identify knowledge and skills that educators need to implement recommendations.
2. Assesses how well current programs are aligned with federal, state, and district expectations for safe and secure environments, in order to determine priority actions.

How to Submit Coursework

Each completed assignment in this course is submitted to the instructor for review.

Throughout this course, keep one "running document" and submit via "Dropbox" upon completion of all tasks. You will receive feedback from your instructor within 2-5 days indicating successful completion of the assignment or the need for revision. The final course grade will be determined and you will be notified.

Name your completed file submitted with your last name and course name (i.e.

BrownIntroFarmtoSchool). Make sure you place your full name, course number and assignment number at the top of each document page. You will receive feedback from your instructor within 5 days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

Grading assessment rubrics for written projects and for presentation projects are found in this document.

Course Assignments:

Label Assignments #1- #6 clearly with name and assignment number/letter and submit as one document to Dropbox when all assignments are complete.

Assignment #1: The Farm to School Movement

View the USDA's Farm to School link at: <http://www.fns.usda.gov/farmtoschool/farm-school> and review the [Farm to School Census](#) data and Fact Sheet.

Write a reflection on the following question:

“What does ‘Farm to School’ look like across the country and what benefits do you see it bringing to your school and local community?”

Submit your reflection, once finished with **all** assignments, to the Dropbox.

Assignment #2: Farm to School Initiatives: Case Studies

- a. Visit the National Farm to School Network's website at: <http://www.farmtoschool.org> and explore the different initiatives taking place around the country. Visit the “Network” link and look at Farm to School examples in your own state and at least 2 others. Discuss 3 different initiatives (activities, ideas, programs or lessons) that you discover that support the Farm to School goal of “providing complementary educational activities that emphasize food, farming and nutrition to enrich children's bodies and minds while supporting local economies.”
- b.

Assignment #3: Managing a School Garden

View the following 2 links:

1. Managing a School Garden
http://prezi.com/q_azywyaimdn/?utm_campaign=share&utm_medium=copy&rc=ex0share
- 2.

Write a reflection to the following questions:

- a. *What are the benefits of maintaining a school garden and how might you use one to support your current content?*
- b. *What are some of the logistical concerns that should be sorted out in order to build, maintain and integrate a school garden into the classroom?*

Assignment #4: Exploring Curriculum: Integrating Standards-Based Learning within a Farm to School

- a. View sample lesson plans at the National Center for Agriculture in the Classroom at: <https://www.agclassroom.org/teacher/matrix/> and reflect on one that you find particularly good. Why do you like it?
- b.

Assignment #5: Locating Farm to School Resources

- a. View the following 2 Locating Farm to School Resources links:
 1. USDA: <https://www.fns.usda.gov/farmentoschool/farm-school-resources>
 2. Food Hub: <https://food-hub.org/knowledgebase/farm-to-school>

Identify one resource you feel would help support your classroom/school/district in engaging in Farm to School programming.

- b. Create a “dream team” of people, businesses and organizations within your community that might already be involved in Farm to School initiatives or might bring background expertise.

Assignment #6: Lesson Plan Development

You will be creating a lesson plan appropriate to your class/grade level (administrators or non-classroom teachers may choose any class/grade level) based on your own content standards that utilizes Farm to School concepts. This could be an activity around plants/animals, school garden, farm visit, soil experiment, etc.

- a. Check out the following links for example Lesson Plans
 1. <https://www.nutrientsforlife.org/for-teachers>
 2. <http://dug.org/school-garden-curriculum>

Course Assessment Rubric

EXCELLENT Meets or Exceeds Course Objectives: A to A-	ACCEPTABLE Majority of Work Meets Course Objectives; B+ to B-	NOT ACCEPTABLE Needs Considerable Improvement: Resubmit Work Suggested: C or below
Shows exemplary understanding of principals of farm to school programing	Shows basic understanding of different characteristics of school gardens and local connections to agriculture	Needs more time to develop an understanding of how to integrate agriculture or school gardens into school programming.
Shows exemplary application of new knowledge evidenced by engaging lesson plan aligned to state standards AND	Shows basic application of new knowledge evidenced by usable lesson plan connecting current standards to farm to school principles	Needs more time to develop the application of new knowledge evidenced by lesson that does not align to either state standards or farm to school principles
Work is very organized. Supporting material is easy to locate, clearly labeled and aligns with course assignments.	Work is fairly-well organized. Supporting material is hard to locate, not clearly labeled, aligns only loosely to course assignments.	Work is poorly organized. There is a lack of supporting material, the material is not related to course assignments.
Assignment content and projects are original. Assignment content aligns with course learning objectives and subject-related professional standards	Assignment content and projects are original. Assignment content align with course learning objectives and subject-related professional standards	Assignment content and projects may not be original. Assignment content does not align with course learning objectives and subject-related professional standards
All work submitted follows suggested formatting. Work is free of spelling and grammatical errors. Resources are cited.	All work submitted follows suggested formatting. Work is free of spelling and grammatical errors. Resources are cited.	Submitted work does not follows suggested formatting. Work has numerous spelling and grammatical errors. Resources are not cited.

Addendum: Other examples and resources can be found at the following links:

[The Edible Schoolyard](#)

[Growing Minds](#)

- You are allowed 9 months to complete the course. Course questions? Contact your instructor by email.
 - For questions involving your registration please contact us at support@dominicanCAonline.com or call (800) 626-5080. To change your address, link to your Dominican Store account at https://www.dominicancaonlinestore.com/store/index.php?main_page=login
 - For Dominican Self-Guided course information, link to <http://dominicancaonline.com/Dominican-CA-Online-FAQ>