

Framingham State University | PRDV 70423 Growing Your School Garden

1 credit online course

Course Syllabus

Instructor:

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Jumana will be available by e-mail or phone to assist students. Appointments to speak over the phone should be made in advance by e-mail.

Course Dates: This is a 4-week on-line course beginning Monday, March 25, 2019 and ending April 22, 2019.

Course Description:

A school gardening course for teachers and school nutrition directors, who are already involved with at least one school gardening initiative and wish to expand. Participants will evaluate their current school gardening program and apply resources to allow for expansion. Emphasis will be on connecting gardening lessons to state curriculum frameworks and/or nutrition education in the classroom, as well as sharing of best practices and outcomes. Prerequisite: PRDV 73522 School Gardening 101 **or** approval by instructor, verifying the implementation of at least one school gardening lesson or school garden activity.

All students will demonstrate foundation knowledge of school gardening terminology by successfully completing the Gardening Terminology Quiz (achieving at least 90% accuracy) by the end of week one. Students who successfully completed the quiz during the course, PRDV 73522 School Gardening 101, are exempt.

Course Objectives:

At the end of this course, participants will be able to:

1. Explore and evaluate their school gardening program and identify areas to expand.
2. Investigate resources for funding and sustaining your school gardening program.
3. Investigate, evaluate and consider feasible gardening lessons and activities.
4. Create an outline and present a gardening proposal to grow your school garden.

Massachusetts Comprehensive Science Curriculum Framework:

1. K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment.
2. K-ESS3-3. Communicate solutions to reduce the amount of natural resources an individual uses.
3. 1-LS1-1. Observe and communicate that animals (including humans) and plants need food, water, and air to survive. Animals get food from plants or other animals. Plants make their own food and need light to live and grow.
4. 1-LS1-2(MA). Recognize that all plants and animals grow and change over time.
5. 2-LS1-1. Use evidence to explain that (a) different animals use their body parts and senses in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air, and (b) plants have roots, stems, leaves, flowers, and fruits that are used to take in water, air, and other nutrients, and produce food for the plant.
6. 2-LS2-3(MA). Develop and use models to compare how plants and animals depend on their surroundings and other living things to meet their needs in the places they live.
7. 4-LS1-1. Construct an argument that animals and plants have internal and external structures that support their survival, growth, behavior, and reproduction.
8. 5-LS1-1. Ask testable questions about the process by which plants use air, water, and energy from sunlight to produce sugars and plant materials needed for growth and reproduction.

Course Materials:

Online readings and resources include, but are not limited to:

- [JSI Resource Center](#) : This online directory has resources specific to gardening. For example, [Go Green for Schools](#) ;
- [USDA School and Preschool Gardens Resource Page](#);
- [Massachusetts Agriculture in the Classroom](#) and various school gardening blogs including the [USDA Food and Nutrition Blog](#).
- Resources for [Creating and Sustaining School Gardens from the California School Garden Network](#) ;
- [TEAM Nutrition: Resource Library](#): This resource library offers gardening and classroom resources;
- [Farm-to-School Curriculum Resources](#);
- Whole Kids Foundation and FoodCorps [School Gardening Guide](#);
- [The Let's Move! School Garden Checklist](#).

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Course Expectations and Requirements:

You will need computer access to log into FSU Blackboard (BB) to participate in this course. This is an online course and is NOT self-paced. Students are expected to work online each week to complete readings, assignments, and discussions according to the course deadlines. The course begins on a Monday, so new “weeks” in the course will begin each Monday. The due date for all materials from the previous week will be Sunday nights at Midnight.

Please allow 4-6 hours/week to do the work for the first three weeks and 8-10 hours in the last week. Active participation and constructive peer-to-peer feedback are essential for the course to run smoothly and effectively. Regular participation is crucial to the success of the student and the quality of discussion. Thoughtful responses, reflections, and constructive comments are expected. Late assignments interfere with the online community learning and will be graded accordingly.

Students are expected to treat their classmates with respect. Comments and class discussions should remain on topic, with appropriate language used at all times. Additionally, the personal information (e-mail addresses, photos, etc.) of other students may not be used or shared outside of the class.

Grading Criteria:

Total points earned / possible total points= percentage. Letter grade based on FSU official grading scale.

Activity/Assignment Possible Points

Week 1: Student Introductions 5

Week 1: Class Discussion 10

Week 2: Funding and Sustainability Investigation 10

Week 2: Class Discussion 10

Week 3: Explore and Evaluate Lessons and Activities 10

Week 3: Class Discussion and Proposal Outline 10

Week 4: Create Proposal 10

Week 4: Presentation and Class Discussion 10

Total: 75 points

Course Outline:

Week 1: EXPLORE YOUR SCHOOL GARDEN

Learning Objective: To explore and evaluate your school gardening program and identify areas to expand.

1. Welcome and Introductions

An introductory activity to build the online community; provides each student the opportunity to introduce themselves and meet their classmates and instructor.

2. Class Discussion

Explore and describe the gardening activities that currently take place in your school. Consider the following questions in your investigation: what are the short and long term goals of your school garden, who is involved with the program (teachers, school nutrition, students (grade and/or specific classroom), etc), where does gardening take place, do activities connect with curriculum frameworks and/or nutrition education goals, are other gardening activities taking place across your district, how can the district share best practices among schools, what is your vision for growing your school gardening program.

Week 2: FUNDING AND SUSTAINING YOUR GARDEN

Learning Objective: To investigate resources for funding and sustaining your school gardening program.

1. Funding and Sustainability Investigation

Investigate resources for funding and sustaining your school gardening program. Students will identify three potential funding sources and review application steps and criteria; name three steps to assure sustainability within your school garden.

2. Class Discussion

Share the funding resources with class, including a summary of criteria and application steps and web address. Share your sustainability ideas and any strategies currently utilized within your school to keep your program running.

Week 3: EXPLORE, EVALUATE AND PROPOSE

Learning Objectives: To investigate, evaluate and consider feasible gardening lessons and activities. Create an outline for a gardening proposal to grow your school garden.

1. Explore and Evaluate Lessons and Activities

Investigate and evaluate online school gardening lessons and activities using the course resources.

Select 3 gardening lessons and/or activities appropriate for your school, as well as those which align with curriculum frameworks.

2. Class Discussion and Proposal Outline

Share evaluations and proposal; rank gardening lessons and/or activities based on feasibility of incorporating within school. Share your gardening proposal outline.

Week 4: PROPOSAL TO GROW YOUR SCHOOL GARDEN

Learning Objectives: Create and present one gardening initiative and implementation plan to grow your school garden program.

1. Create Proposal

Apply resources to create a plan to grow your gardening program, including how to implement and sustain the program; proposal will describe the lesson including grade level, goals, objectives, activities and tools to evaluate learning objectives, connection to curriculum frameworks, nutrition education and long term school gardening goals.

2. Presentation and Class Discussion

Present your final proposal to grow your school gardening program, using a PowerPoint slide show. The goal is that you will present this proposal with your school administrator, whether it be your principal, superintendent, or whomever you require support from to move forward.

Academic Honesty Policy: Please refer to the FSU student handbook for the Academic Honesty policy posted for 2018-2019. All students are expected to generate materials and thoughts that are their own. You can access the student handbook online by clicking [HERE](#).

Accommodation Statement for Special Needs Students: Framingham State University offers equal opportunities to all qualified students, including those with disabilities and impairments.

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The University is committed to making reasonable accommodations as are necessary to ensure that its programs and activities do not discriminate, or have the effect of discriminating, on the basis of disability. Academic Support serves students with learning and psychiatric disabilities as well as students with visual, mobility and hearing impairments. For further information about this, please visit the website at <https://www.framingham.edu/academics/center-for-academic-success-and-achievement/disability-access-services/index> or contact Dr. LaDonna Bridges, Director of Academic Support/Disability Services, in the Center for Academic Support and Advising (CASA) at 508-626-4906 or lbridges@framingham.edu