Food, Land, and People I: 2019
Course Syllabus

COURSE AND NUMBER	Education 600 Food, Land, and People – Introduction Course **Prerequisite:** None
CREDIT HOURS	1 Professional Development Credit – NDSU
FEE	$50 registration fee and $50 credit fee
INSTRUCTORS:	Virginia M. Deitz, Phone 701-799-1825, email deitzv@gmail.com Jill D Vigesaa, Phone 701-799-5488 email jill.vigesaa@gmail.com
TEXTBOOKS:	Food, Land & People "Resources for Learning" 2nd Edition and Updated Lessons, AITC Curriculum Matrix Lessons, www.foodlandpeople.org and other related web-sites e.g. www.agclassroom.org ; www.ndaginclassroom.org.
DESCRIPTION:	The course is designed to provide meaningful activities, instructional strategies, materials, and research to enhance the teaching skills of Pre-K-12th grade educators in subjects related to food, land and people. The participants will have educational tools to help their students better understand the interdependence of agriculture, the environment, and human needs through lessons in multiple curriculum areas: science, health, consumer education, mathematics, social studies, geography, technology, and more. This course is designed to provide educators with resource information and education materials that are supplementary and across the curriculum in PreK-12. Resources for the course will be updated lessons from "Resources for Learning" and the National Agricultural Literacy Curriculum Matrix, which is an online, searchable, standards-based curriculum map for K-12 teachers. The information will be given with a four hour face-to face introduction and the remainder as an online correspondence course.
NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS	The National Board for Professional Teaching Standards seeks to identify and recognize teachers who effectively enhance student learning and demonstrate the high level of knowledge, skills, abilities and commitments. This course aligns with all 5 of those standards. 1. Teachers are committed to students and their learning. 2. Teachers know the subjects they teach and how to teach those subjects to students. 3. Teachers are responsible for managing and monitoring student learning. 4. Teachers think systematically about their practice and learn from experience. 5. Teachers are members of learning communities.
OBJECTIVES:	1. Understand how agricultural concepts can be integrated into the curriculum and heighten the awareness level of how agriculture impacts our raw resources, processing, and our relationship with food, land, and people.

	2. Use lessons available in FLP, and the AITC Curriculum Matrix, guide group activities (large, small, and cooperative,) provide for individual differences and learning styles, and evaluates students' learning.
	3. Develop understanding, thinking skills, creativity, and improve communication skills in the learning environment with students.
	4. Use FLP and AITC Matrix lessons to demonstrate how they integrate into current curriculum and how lessons are aligned to education standards in science, social studies, and nutrition education with relevant instructional resources linked to Common Core Standards.
	5. Identify and use appropriate learning activities to integrate social concerns and social perspectives regarding food, land, and people issues.
TOPICAL OUTLINE	1. Participate in a 4 hour, face to face introduction and interactive training with facilitator and colleagues using activities from Food, Land & People "Resources for Learning 2nd Edition and AITC Curriculum Matrix Lessons. (4 hours)
	2. Complete a Curriculum Connections review worksheet. (1 hour)
	3. Complete Curriculum Planning & Evaluation Worksheet for two lessons, with the planning portion to be utilized for classroom implementation, and the final reflective report section to be written upon completion of each lesson. (2 hours)
	4. Choose and present two lessons with students from selected FLP curriculum and/or the National AITC Matrix. Lessons shall incorporate community connections, suggested videos, current literacy connections, power points, etc. to enhance delivery and strengthen selected lessons. (4 hours)
	5. Submit samples of student work to instructor for assessment/feedback of lesson delivery. Post student work and participate in online media discussion with facilitators and colleagues demonstrating effective strategies for integrating selected lessons into existing classroom curriculum. (2 hours)
	6. Participate in an interactive video conference with facilitators and colleagues, and provide a review of one of the lessons utilized with students using the Curriculum Planning and Evaluation Worksheet. (2 hours)
REQUIREMENTS:	1. Attend all classroom instruction and final video conference.
	2. Participants are required to be actively engaged during the class sessions through the questioning of processes and practices presented along with productive discussion about integration into the classroom curriculum, while addressing grade level standards and benchmarks
	3. Research and present one FLP or Matrix lesson with peer group
	4. Complete homework and Curriculum Planning Worksheet for 2 lessons to be incorporated into current classroom units of study, including references to applicable ND State Standards, to be submitted upon designated conclusion of the workshop.

EVALUATION: The students will be evaluated on the completion of the requirements with point values stated. The attached course rubric will be utilized for individual student assessment and letter grading.
http://www.RCampus.com/rubricshowc.cfm?code=RX2657X&sp=true&nocache=1425668573500

STUDENTS WITH DISABILITIES: Any students with disabilities or other special needs, who need special accommodations in this course are invited to share these concerns or requests with the instructor as soon as possible.

ACADEMIC HONESTY STATEMENT   All work in this course must be completed in a manner consistent with NDSU University Senate Policy, Section 335: Code of Academic Responsibility and Conduct- (https://www.ndsu.edu/education/teacher_education/academicintegritystatement/