

# Island Grown Schools

## Organizational Overview, UbD Format

### Desired Results

A) Roots:	B) Enduring Understandings:	C) Harvest:	D) Essential Questions:
<ol style="list-style-type: none"> <li>1. Integrate agriculture- and sustainability-based education into all Martha’s Vineyard Public Schools</li> <li>2. Provide access to local, healthy food year-round for the community, beginning with the schools</li> <li>3. Create citizens who are empowered and engaged in the food system, as producers and consumers</li> <li>4. Help children strengthen their relationship to nature</li> </ol>	<ol style="list-style-type: none"> <li>1. Appreciate the farming profession</li> <li>2. Recognize difference between the industrial food system and localized food systems</li> <li>3. Understand the connection between healthy soil, healthy plants, and healthy people</li> <li>4. Know that everyone can grow food</li> <li>5. Feel confident in making healthy food choices</li> </ol>	<p style="text-align: center;"><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> <li>1. Work towards establishing a localized food system</li> <li>2. Educate the community about the importance of local food</li> <li>3. Make connections between food and sustainability</li> <li>4. Explore their own questions about food justice</li> <li>5. Inspire others to support the local food movement</li> <li>6. Make healthy food choices</li> </ol>	<ol style="list-style-type: none"> <li>1. What is soil?</li> <li>2. What is waste?</li> <li>3. Where do seeds come from?</li> <li>4. Where does food come from?</li> <li>5. What is a farm?</li> <li>6. How can we feed the world?</li> <li>7. What is food culture?</li> <li>8. What are seasons?</li> <li>9. What are the politics of food?</li> <li>10. What is “local”?</li> <li>11. Who decides what we eat?</li> <li>12. What is sustainable?</li> </ol>

## Sustainability

Lens of Sustainability:	Big Ideas of Sustainability:
<p>1. Collaboration will happen through....</p> <ul style="list-style-type: none"> <li>- Cross curricular lessons/activities</li> <li>- Service-learning projects in the community</li> <li>- Peer exchanges</li> <li>- Cross-school lessons/activities/projects</li> <li>- Community events</li> </ul> <p>2. Students will make a difference by...</p> <ul style="list-style-type: none"> <li>- Providing local food to those in need</li> <li>- Growing food for the school community</li> <li>- Educating others about local food systems</li> </ul> <p>3. Students will address real-world issues through...</p> <ul style="list-style-type: none"> <li>- Gleaning and seeing the surplus of local food</li> <li>- Distributing food to those in need</li> <li>- Planting seeds and harvesting their own crops</li> <li>- Cooking with local food</li> </ul> <p>4. Students will use campus and community based learning sites when they...</p> <ul style="list-style-type: none"> <li>- Go on farm field trips</li> <li>- Glean on local farms</li> <li>- Distribute food to elderly housing, schools, jail, tribe, low-income housing</li> <li>- Collaborate on projects with other schools</li> <li>- Grow food in the school gardens</li> </ul>	<p><b>A) Local food systems create opportunities to establish local economic systems, which together allow for sustainable communities</b></p> <p><b>B) Local food systems allow communities to fight hunger, obesity, diabetes and heart disease and support healthy lifestyles</b></p> <p><b>C) Local food systems help our environment by reducing carbon emissions and the use of fossil fuels, and by supporting diverse ecosystems, healthy soil, and healthy animals</b></p> <p><b>D) Local food systems are possible in any environment - urban, rural, tropical, temperate - and every human has the ability to grow food</b></p>

## Evidence

Performance Tasks(s): *Students will show that they really understand by evidence of...*

- \* *Class projects*
- \* *School garden projects (designing, planting, harvesting, distributing, composting)*
- \* *Community-based projects (distributing local produce, teaching others, helping farmers)*
- \* *Written assessments*
- \* *Written reflections*
- \* *Student advocacy projects (teaching others, media presentation, etc)*

Other evidence: *Students will show that they have achieved goals by...*

- \* *Feedback from students, teachers, and parents/families*
- \* *Changes in behavior*
- \* *Food choices*
- \* *Feedback from community/farmers*
- \* *Community involvement*

## Index of IGS Curriculum Units

Click on links to access IGS Units	IGS Units: <i>student success at transfer, meaning, and acquisition depends on...</i>
<a href="#">Soil Curriculum</a> <a href="#">Seed Curriculum</a> <a href="#">Farm Curriculum</a> <a href="#">In the Garden</a> <a href="#">Healthy Eating</a>	<p><i>In grades K-5, students will begin to explore food, where it comes from, and how to grow it. Teachers and IGS coordinators utilize the following units to create a solid foundation of understanding and awareness of the food system and our connection to the soil:</i></p> <ul style="list-style-type: none"> <li>* <i>Soil</i></li> <li>* <i>Seeds</i></li> <li>* <i>Farms</i></li> <li>* <i>In the Garden</i></li> <li>* <i>Healthy Eating</i></li> </ul>
<a href="#">Math Curriculum</a> <a href="#">Social Studies Curriculum</a> <a href="#">Science Curriculum</a>	<p><i>In grades 6-8, students will develop this connection to the food system, and the island farming community, through a variety of lessons in three subject areas:</i></p> <ul style="list-style-type: none"> <li>* <i>Math: This includes units such as the Pizza Garden, designing garden beds, and harvesting and measuring garden produce</i></li> <li>* <i>Social Studies: These units focus on the global food system, and food cultures around the world and throughout history</i></li> <li>* <i>Science: These units focus primarily on the soil in the garden and observing weather patterns in the garden</i></li> </ul>
<a href="#">Nutrition Curriculum</a> <a href="#">History Curriculum</a> <a href="#">Government Curriculum</a> <a href="#">Service Learning Curriculum</a>	<p><i>In high school, students will start to apply their knowledge and experiences to their own lives, and begin to transform theory to practice. The major subject areas, which reach all students in grades 9-12, are;</i></p> <ul style="list-style-type: none"> <li>* <i>Nutrition</i></li> <li>* <i>History</i></li> <li>* <i>Government</i></li> <li>* <i>Service Learning</i></li> </ul>