

## **FLP 2022 Harvest for the Future**

EDUC 2000, 1 Professional Development Credit

COURSE AND NUMBER	Education 2000 - FLP 2022 Harvest for the Future <b>Prerequisite:</b> None
CREDIT HOURS	1 Professional Development Credit
FEES	\$50 Credit Fee payable to NDSU
INSTRUCTORS:	Gail Benson, M.Ed., Phone: 936-336-5215 email: <a href="mailto:gailbenson51@gmail.com">gailbenson51@gmail.com</a> Jill Vigesaa, Phone 701-799-5488 email: <a href="mailto:jill.vigesaa@gmail.com">jill.vigesaa@gmail.com</a>
RESOURCES:	Spring Summit Online Workshops; AITC Curriculum Matrix lessons <a href="http://www.agclassroom.org/">http://www.agclassroom.org/</a> .
DESCRIPTION:	Come learn how the world is changing and how to help your students be ready to change and grow along with it! Learn how to solve the problem of world hunger and other social issues. This course is designed to provide educators with professional development training in agricultural literacy through workshops and demonstrations. This course will utilize the elementary level workshops/concepts with additional lessons and resources from the National Agricultural Literacy Curriculum Matrix. The Matrix is an online, searchable, standards-based curriculum map for K-12 teachers. The course will provide an overview of strategies, materials, curriculum development, and research related to assisting the Pre-K-12th grade educators to better understand the interdependence of agriculture, the environment, and human needs through lessons in multiple curriculum areas: reading, writing, science, health, consumer education, mathematics, social studies, geography, STEAM and more.
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. <ol style="list-style-type: none"><li>1. <i>Teachers are committed to students and their learning.</i></li><li>2. <i>Teachers know the subjects they teach and how to teach those subjects to students.</i></li><li>3. <i>Teachers are responsible for managing and monitoring student learning.</i></li><li>4. <i>Teachers think systematically about their practice and learn from experience.</i></li><li>5. <i>Teachers are members of learning communities.</i></li></ol>

OBJECTIVES:

1. Provide educators with current agricultural professional development training by National Center for Agriculture Literacy (NCAL) curriculum specialists to understand larger concepts such as ecosystem balance, diversity, sustainability, watersheds and community.
2. Use lessons available through AITC, FLP, ND Dept of Ag, etc. with current educational concepts to help teachers with group activities (large, small, and cooperative), provide for individual differences and learning styles, and evaluate students' learning using agricultural content.
3. Develop understanding, thinking skills, creativity, and improve communication skills in the learning environment with students.
4. Use hands-on lessons and demonstrate how they integrate into the current curriculum.
5. Identify and use appropriate learning activities to integrate social concerns and social perspectives regarding food, land, and people issues.

TOPICAL  
OUTLINE

**Day #1 9 AM - 5 PM CST**

Introduction to NAITC Curriculum Matrix Food, Land & People  
Interdisciplinary Curriculum (1 hour)

Introduce the Five Themes of Agricultural Literacy (2 hours)

Lunch (.5 hour)

Exploration of Theme 1: Agriculture and the Environment (2 hours)

Journaling (.5 hour)

Exploration of Theme 2: Plants and Animals for Food, Fiber & Energy (2 hours)

**DAY #2 8 AM - 4:30 PM**

Exploration of Theme 3: Food, Health, and Lifestyle (2 hours)

Exploration of Theme 4: Science, Technology, Engineering & Math (2 hours)

Lunch (.5 hour)

Exploration of Theme 5: Culture, Society, Economy & Geography (2 hours)

Journaling (.5 hour)

Final Review and Sharing (1 hour)

REQUIREMENTS:

1. **Attendance:** Attend all classroom instruction
2. **Reflective Journal:** Participants will complete a reflective journal entry for each theme. Journals will include reflection on the presentation and application in the educator's classroom or position.
3. **Participation:** Participants are required to be actively engaged during the class sessions through the questioning of processes and practices presented along with productive discussions about integration into the classroom curriculum, while addressing grade level standards and benchmarks.
4. **Class Assignments:** Participants must complete a final composite reflection stating how the thematic concepts learned can be incorporated into their daily curriculum, within two weeks of the conclusion of the course.

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.

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/academic\\_integrity\\_statement/](https://www.ndsu.edu/education/teacher_education/academic_integrity_statement/)