



EDUC267G: Integrating the Garden into the Elementary Curriculum  
 Fall-Spring 2020-2021  
 1 unit

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**Course Description**

This mini-course uses the garden and kitchen environments to provide teacher candidates with real world contexts in which to explore some of the key issues that children face in health, nutrition, and sustainability. Sessions occur once a quarter and center on a particular theme and subject matter. Teacher candidates will gain an understanding of how to integrate the various themes with content areas and standards. They will also gain an appreciation for the importance of addressing children's health needs in an era when the country is facing increased obesity and other health problems in young children by learning the skills needed to support a garden project and cook the food grown. Teacher candidates will leave the course with ideas and models on how to continue this type of work at their own school sites. The course, which primarily takes place in the garden, serves as a metaphor for teacher candidates' growth over the course of the year as they learn to become educators.

**Sessions at a glance**

Session/Date/Time	Theme/Topics	Subject Matter Focus
Session 1 Fall  DEC 11, 2020 10-12pm	<b>Planting the Seeds of Change/Living History</b> Intro to benefits of garden programs/Online Resources and Curriculums Description of course and final assignment Nutrition- 1 pot 10 ingredient cooking Importance of fruits and vegetables Gardening with heritage seeds Ohlone Indians  <b>Location: Online</b>	Social Studies
Session 2 WINTER  Feb 26, 2021 10:00-12:00 pm	<b>Gardening in a container, cooking in a pot</b> Medicinal herbs Health <b>Location: Online</b>	Science/Health

<p>Session 3- SPRING</p> <p>Friday in April 10:00-12:00pm</p>	<p><b>School gardens</b> Gardening with heritage seeds Planning for kids in the garden <b>Location: TBD</b></p>	<p>Integrated curriculum</p>
<p>Session 4- CELEBRATION!</p> <p>JUNE 4 10am-12:30pm</p>	<p><b>Bring it Back Home</b> Sharing of school site visits Lunch at the garden <b>Location: TBD</b></p>	<p>Sharing what we have learned about school gardens</p>

### Course Expectations

This is a course designed to help you learn both practical skills in planting, gardening, and cooking, along with teaching skills in integrating content standards with real-life contexts. As such, attendance of the five class sessions is expected. Teacher candidates should be prepared to participate in the various rotations that will help with acquisition of this knowledge. If you must miss a class for any reason, please notify the lead instructor prior to the class via email.

### Final Assignment- due date: JUNE 4

Teacher candidates will complete a final lesson plan or unit (3 lessons) utilizing knowledge gained from the three garden sessions. Teacher candidates have the option to teach the lesson or unit during their independent student teaching week. Teacher candidates will identify a subject area or areas on which to focus, choose standards to address in a lesson or unit, identify materials needed, outline the lesson, and select an assessment.

### Session Details

#### Session 1: Planting the Seeds of Change/Living History

##### Location: Online

In this session, we will discuss the changes that have occurred in the garden from summer to autumn. We will learn about the old ways of gardening, preserving, and preparing for winter. We will learn about the Ohlone people and the ways that they use heritage seeds in their daily lives through integration of the Social Science standards. We will be introduced to Jesse Cool's 7 ingredients/1 pot/no recipe method of cooking.

Stations: Living History/Indigenous people, Curriculum and course design, cooking lunch together

Standards Focus: CA Social Science Standards (from Framework 2016):

Grade 2: How do people move? How can we best describe California?

Grade 3: Who were the first people in my community? Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources

Grade 4: Why did different groups of immigrants decide to move to California? How were the California Indians affected by colonization and the mission system?

Suggested Reading(s) & Resource(s):

*Renewing America's Food Traditions: Saving and Savoring the Continent's Most Endangered Foods* by Gary Nabhan

## **Session 2: Gardening in a Container**

### **Location: School Garden or Online**

This session will be used to facilitate understanding of the way the seasons impact the garden and the structures used for gardening. Teacher candidates will gain practical skills in learning how to use containers in the winter. We will also explore issues of health and the role of medicine in promoting health. We will focus on a few easy staples students can create in their classrooms.

Stations: Garden in a pot, Cooking, Curriculum integration

Standards Focus: NGSS Standards (a sample of applicable standards)

K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

1-LS1-1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow and meet their needs.

2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.

2-LS2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.

2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.

4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

4-LS1-2 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

4-ESS2-1 Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.

Suggested Reading(s) & Resource(s):

*"A School Garden in Containers" by Drew Harwell*

## **Session 3: School garden projects**

### **Location: School Garden or Online**

This session will be used to explore how a school integrates their curriculum into a large working school garden. Teacher candidates will have an opportunity to work in the garden, plant seeds and practice the one pot method of cooking.

Stations: Cooking, Working in the Garden, Planting Heritage Seeds, Curriculum and School integration

Standards focus: Integrated Curriculum

Suggested readings and resources:

## **Session 4: Bringing It Back Home**

### **Location: O'Donahue Family Farm, Stanford University**

Prior to this last session, we will visit several Bay Area school garden projects. We will learn about the effect that resources have on starting and sustaining gardens at your own school sites. In observing the changes in the garden due to spring, we will also revisit the theme of sustainability. In this session we will share what we learned about the local school gardens.

Gardens to visit: TBD as possible

Activities: Farm tour, presentations, catered lunch

## Standards Focus: Integrated Curriculum

### Suggested Reading(s) & Resource(s):

*Hungry Planet: What the World Eats* by Peter Menzel & Faith D'Aluisio

### **HONOR CODE:**

Students are expected to adhere to Stanford's honor code. According to the Office of Judicial Affairs (OJA) website, "For purposes of the Stanford University Honor Code, plagiarism is defined as the use, without giving reasonable and appropriate credit to acknowledging the author or source, of another person's original work, whether such work is made up of code, formulas, ideas, language, research, strategies, writing or other form(s)."

For further information, please consult the OJA website:

<http://www.stanford.edu/dept/vpsa/judicialaffairs/students/plagiarism.sources.html>

### **STUDENTS WITH DOCUMENTED DISABILITIES:**

Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 7231066, URL <http://studentaffairs.stanford.edu/oae>).