



**Syllabus: Food, Land & People (Elementary Teachers)  
(EDU 5560 P/F or ASTE 6400 Graded Credit)**

**Course Homepage:** <http://extension.usu.edu/aitc/training/online.html>

**Course Login Page:**

[https://extension.usu.edu/aitc/course/K\\_6/EDUC5560a\\_ASTE6400a/enter.cfm](https://extension.usu.edu/aitc/course/K_6/EDUC5560a_ASTE6400a/enter.cfm)

**Online Course Instructor:**

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**Description**

The Food, Land & People (FLP) course has been developed for the K-6 educator to increase knowledge about agricultural and environmental literacy while meeting statewide mandatory core curriculum standards in science, social studies, and healthy responsible lifestyles. The course content provides teachers with research-based strategies to implement in their classrooms and is complete with integration strategies for teaching language arts and mathematics. Teachers may earn 1-3 Utah State University semester credit(s). FLP is an independent study year-long course and enrollees may take up to one year to complete course requirements. The course is Pass/Fail and will become part of your official Utah State University transcript.

**Options: EDU 5560 P/F or ASTE 6400 Graded Credit**

Teachers may earn 1-3 Utah State University semester credit(s). FLP is an independent study (yearlong course); enrollees may take up to one year to complete course requirements. The course requirements are the same for EDUC 5560 and ASTE 6400. Teachers enrolled in EDUC 5560 will receive a Pass/Fail grade (a less expensive option). Teachers enrolled in ASTE 6400 (which may count toward a Master's degree) will receive a letter grade, meaning all projects/assignments will be graded. Both courses will be recorded on your official Utah State University transcript.

**Prerequisite: On-site Orientation**

To enroll in the 1-3 USU credit course, Food Land & People (EDUC 5560 or ASTE 6400), teachers must first attend the On-site Orientation. During the orientation, teachers receive instruction about course content, teaching strategies, and credit requirements. *Registrants have one year to complete the course.* Teachers must register one week prior to the Orientation. The Onsite Orientation fee is \$10. Orientation and online course fees are nonrefundable.

**Expected Course Outcomes**

Teachers will have access to numerous classroom resources including kits, bulletin boards, DVDs/videos, books, software, maps, and lesson plans on a variety of topics such as soils, seeds, plants, animals, heredity, microorganisms, geography, nutrition, and ancient world foods. In addition to meeting state core curriculum guidelines, the resources are designed to promote environmental awareness, critical thinking, problem-solving skills, cooperative attitudes, and an appreciation for cultural differences. Meaningful activities and well-defined objectives enhance teaching skills, instructional strategies, and content knowledge concerning social studies, science, and healthy responsible lifestyles with food, land, and people as course themes.

Upon completion of this course, students will be able to:

- ◆ Explain how agricultural concepts (soils, plants, animals, production, economics, microorganisms and food science, weather, agricultural technology) are integrated into state core curriculum standards for science, social studies, and healthy responsible lifestyles.
- ◆ Demonstrate several instructional strategies including hands-on inquiry methods.
- ◆ Explain why agriculture is as important today as it was 100, 1,000, or 10,000 years ago.
- ◆ Identify scientific advances that have changed cultures and societies.
- ◆ Navigate the Utah Agriculture in the Classroom (AITC) website, [www.agclassroom.org/ut](http://www.agclassroom.org/ut), and download or order grade-level appropriate classroom resources.
- ◆ Identify how content in science, social studies, and healthy responsible lifestyles is applied to real-world issues concerning food, land, and people.

### System Requirements

Teachers enrolling in the online course will use their email address to log into the course. The online course homepage is <http://extension.usu.edu/aitc/training/online.html>. **It is recommended that teachers create a gmail account ([www.gmail.com](http://www.gmail.com)) or another web-based email account to complete course requirements.** Several school district email systems deny users the ability to upload pictures, limit the size of files that can be sent, and have filters that may inadvertently filter out important course communications. An updated browser is required to access information on this site. Links to the required free software can be downloaded from [http://extension.usu.edu/aitc/training/online\\_software.html](http://extension.usu.edu/aitc/training/online_software.html). Access to a digital camera will be necessary to complete some of the course projects.

### Online Course Fees

Teachers determine the number of semester credits they would like to earn, 1-3 credits.

Credit(s)	Utah Teachers (Pass/Fail) EDUC 5560	Out-of-state (Pass/Fail) EDUC 5560	Graded Credit ASTE 6400
1	\$60	\$130	\$268
2	\$90	\$160	\$536
3	\$120	\$190	\$804

### Course Requirements

This course is graded as pass (P) or fail (F). Credits earned are determined by: **1)** the number of completed projects and **Project Forms**, **2)** the number of hours spent in classroom instruction using the materials and completed **Instructional Hours Forms**, and **3)** the completion of the **Final Strategy Form**.

The requirements for credit(s) are as follows:

Credit(s)	Projects (Project Forms)	Classroom Instruction (Instructional Hours Forms)	Final Strategy Report (Final Strategy Form)
1	2	Minimum of 8 hours	Required
2	3	Minimum of 18 hours	Required
3	4	Minimum of 28 hours	Required

### Projects

Teachers will complete the required number of projects based upon the number of credits for which he or she has registered. **All teachers must complete the Required Project before making other project selections.** Submit a **Project Form** after you complete each project. The **Project Form** link is located on the course menu. *Your summary, sent to your instructor via the **Project Form**, may be shared with other teachers in the course.*

Credit(s)	Number of Projects to Complete	Project Requirement
1	2	Complete the <b>Required Project</b> and one other project from either Group A or Group B
2	3	Complete the <b>Required Project</b> and two others, one from Group A and one from Group B
3	4	Complete the <b>Required Project</b> and two from Group A and one from Group B <b>OR</b> one from Group A and two from Group B

### Required Project

Under [Projects](#), click on the [Teacher Talk](#) link on the right side of the page and identify at least one tip, idea or website you think is useful. Next, send an email message, using the email tool in the course, to your instructor letting her know which tip, idea, or website you liked. In the message, be sure to introduce yourself; include your name, the school name where you teach, some of the school's demographics, the grade level you teach, and anything else you want to share. **Most importantly**, a picture of you must be attached (JPG file).

### Project Group A

- ◆ **Guest Speaker:** Invite a guest speaker to visit your class and report how this presentation enhanced course curriculum.
- ◆ **Website Review:** Identify five websites related to the course lesson plans and/or classroom activities, and explain their usefulness for other teachers.
- ◆ **Bulletin Board:** Design a course-related bulletin board to display in your classroom. Submit a JPG image and a description of the display.
- ◆ **Video/DVD Review:** Review a video/DVD listed on the Utah Agriculture in the Classroom [E-Store website](#). Complete the project form explaining how this video/DVD may enhance classroom instruction. If you show it to your students, please comment on their reactions.
- ◆ **Selected Reading Reflection:** From a list on the course website (under the [Projects](#) link), read an article and submit your comments, including a thorough analysis of how the information could be included in a lesson plan from the course. Comments may also include opinions and concerns, and suggested solutions to the problems presented in the reading. The reflection should be brief—two paragraphs to one page in length.
- ◆ **PowerPoint Presentation:** Develop an interesting PowerPoint presentation (minimum of 10 slides) that includes graphics to enhance classroom instruction for a course lesson plan.

### Project Group B

- ◆ **Service-learning Project:** Develop a project that provides students with an opportunity to provide a service and learn at the same time. Ideas include gardening services for the school or local nursing home, composting at the school and then donating the product, etc. This project should extend beyond the classroom and into the community. The activity needs to be congruent with the purposes of the Food, Land & People Course. Please have your project approved by the course instructor prior to beginning. A minimum of five JPG images to document the activity must accompany the project form.
- ◆ **Define Agriculture:** Define agriculture with your students and submit your method for conveying the concepts of agriculture. Assess what your students know about agriculture both before and after the activity. You may use agricultural literacy quizzes (<http://extension.usu.edu/aitc/literacy/questions.html>) on the Utah AITC website or use a performance-based assessment, e.g., “draw a picture of what agriculture means to you.” This project is outlined in a lesson plan titled “My Farm Web,” <http://extension.usu.edu/aitc/teachers/pdf/lesson/farmweb.pdf>. A minimum of five JPG images to document the project must accompany the project form.
- ◆ **National Agriculture Day Class/School Activity:** National Agriculture Day is the first day of spring. That week is also celebrated as National Agriculture Week. Plan an activity or event(s) that will celebrate this day or week. Submit an outline of your activity or event(s) on the form, and a minimum of five JPG images to document the event.
- ◆ **Embryology Event:** Hatch chicks in your classroom and provide instruction on the lifecycles of animals, needs of living organisms, or embryo development. (The course instructor can help you obtain fertile eggs and other classroom resources.) Any instruction related to this project may be counted as **Classroom Instruction** hours. A minimum of five JPG images to document the event must accompany the project form.

- ◆ **Creative Story Contest:** Have your students participate in the Creative Story Contest, sponsored by the Utah Farm Bureau. Details at <http://utfb.fb.org/Website/WomensComm.html>.
- ◆ **School Garden:** Develop an indoor or outdoor school gardening project to teach plants, water, lifecycles, soils, weather, nutrition, simple machines, native plants, heredity, microorganisms. This is quite an undertaking, so the development of the garden is the project and all of the instruction done to use the garden resource should be counted as **Classroom Instruction** hours. A minimum of five JPG images to document the project must accompany the **Project Form**.
- ◆ **Field Trip:** Plan, develop a lesson plan with pre- or post-assessments, and conduct a classroom field trip that promotes agricultural literacy and is congruent with the purposes of the Food, Land, & People Course (e.g. dairy farm, grocery store, farm, farm field day, agricultural production factory, etc.). Please have your field trip approved by the course instructor prior to beginning. A minimum of five JPG images to document the activity must accompany the **Project Form**.
- ◆ **Food Scientist:** Develop a lesson plan based on the article *Be a Food Scientist* that includes a minimum of two of the food-science inquiry lessons listed in the article. Your lesson plan should include Utah Core Curriculum standards, objectives, and indicators that will guide both a pre- and post-assessment to determine intended student outcome. Present the lesson plan to your students and report the results, including assessment, to your course instructor using the **Project Form**. A minimum of five JPG images to document the activity must accompany the **Project Form**, and all of the instruction done as part of the presentation of the lesson plan should be counted as **Classroom Instruction** hours.

### Classroom Instruction

Lesson plans, activities, and other classroom resources available on the course website will be used to complete the **Classroom Instruction** hours. All of the instructional materials for the course have been correlated with state core curriculum standards in the areas of science, social studies, and healthy responsible lifestyles with integration of language arts and mathematics. In addition to lesson plans, the available materials include hands-on activities, DVDs/videos, PowerPoint presentations, and literature suggestions. Teachers will determine which lesson plans, activities, and other resources they will use. **Classroom Instruction** hours must be documented using the online **Instructional Hours Form**. The hours reported on each **Instructional Hours Form** is totaled and displayed on the *Student Progress* link on the course menu. Upon completion of each lesson plan (which may span a week or more), complete the **Instructional Hours Form** located on the course menu and the main page of each grade level page. The **Instructional Hours Form** requires the following information be complete: 1) lesson plan title, 2) number of classroom instructional hours spent on this lesson, 3) number of students in the classroom, 4) strength of the lesson and/or improvement suggestions, 5) additional classroom activities conducted, and 6) integration strategies or other resources used with the lesson. If you would like to create a lesson plan of your own that meets agricultural literacy standards and state core curriculum standards, please send the course instructor your idea prior to designing and teaching the lesson for approval.

### Final Strategy Report

The **Final Strategy Report** must be completed within one year of starting the course. This report is completed using the **Final Strategy Form** found on the main navigation of the course homepage. The **Final Strategy Form** asks you to “Outline your strategy for implementing Food, Land & People and Agriculture in the Classroom concepts, lesson plans, and activities into your classroom in the future.” The response to this requirement should include specifics about what lessons, activities, teaching and instructional strategies, and other integration tactics you plan to use in your curriculum during the next year. Report examples can be viewed from a link on the **Final Strategy Form** page.

### Grades/Transcripts

Grades will be posted after all course requirements are completed and the **Final Strategy Report** is evaluated and accepted. The course instructor will send you an email notification that your grade has been posted. Please note that grades will only be posted on transcripts on the following dates: December 20, April 1, July 1, and October 1. This email will also include your USU Banner user ID (that you will need to access your transcript online) and instructions on how to access course materials for future use. An unofficial transcript can be downloaded or an official transcript can be purchased from the Utah State University Registrars Office, [www.usu.edu/registrar/records/](http://www.usu.edu/registrar/records/). If you need a letter of completion prior to the close of the semester, please contact your instructor.