

**COURSE TITLE:** LOCAL FOOD: Feeding Ourselves in a High Cost World

**NO OF CREDITS:** 3 QUARTER CREDITS                      **WA CLOCK HRS:** 30  
[semester equivalent = 2 credits]                      **OREGON PDUs:** 30

**INSTRUCTOR:** JULIE BORA, M.S.T.  
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jabora@whidbey.com

**COMPLETION DATE:**  
6 months from your registration date.

**LEARNING ENVIRONMENT:** This course requires assignment responses to be posted in a password-secured ONLINE website hosted by The Heritage Institute.

**COURSE DESCRIPTION:**

As food prices remain volatile and the price of fossil fuels continue to soar, this nation that was once one of local farmers is returning to its roots. Whether you are new to small scale farming, an old hand or just wanting to eat healthier by joining a CSA or by buying from nearby farmers' markets, this course will help you and your students learn how to forego mainstream industrial conventional food by examining and participating in alternatives. Maybe you and your class want to explore seed collecting and heirlooms as a hands-on science project. Maybe your 5<sup>th</sup>-8<sup>th</sup> graders want to design and plant a "pizza patch" garden whose ingredients can be used by the school cafeteria. Maybe you want to introduce your high school students to a new kind of consumer, by participating in local food experiences. This online independent study for K-12 grade teachers in many content areas, offers a menu of assignment options to heighten awareness about the joys of growing, cooking, eating, and buying local food. Those taking the course for credit must also purchase a required text (\$14 to \$17 approximate cost from Amazon): Grades K-6 *Roots, Shoots, Buckets & Boots* by Sharon Lovejoy or Grades 7-12 *Micro Eco-Farming* by Barbara Berst Adams.

**LEARNING OUTCOMES:**

Upon completion of this course, participants will have:

1. Developed more awareness of local food alternatives that can replace the industrial products of big agribusiness.
2. Checked out CSAs and local farmers' markets and evaluated which one(s) are best suited for their own and their students' use.
3. Reflected on their own consumer & life values and practiced how to bring these forward in their teaching.
4. An inventory of print and Internet resources that provide an overview as well as detailed descriptions of abundance methods used in small-scale environmental friendly farming practice.
5. Learned how to design, set-up, and sow a school garden.
6. Designed and implemented some form of action project or unit of study for/with students which features micro eco-farming techniques (for credit registrants).

**COURSE REQUIREMENTS:**

Participants will complete assignments and post responses online to specific questions outlined for each assignment. Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

**HOURS EARNED:**

Completing the basic assignments (*Section A. Information Acquisition*) for this course automatically earns participant's their choice of 30 Washington State Clock Hours, 30 Oregon PDUs. The Heritage Institute is an approved provider of Washington State Clock Hours and Oregon PDUs.

## UNIVERSITY QUARTER CREDIT INFORMATION

### • REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Antioch University Seattle requires 75% or better for credit at the 400 level (upper division) and 85% or better to issue credit at the 500 level (Post-baccalaureate). These criteria refer both to the amount of work submitted as well as the quality of work as determined by each instructor.

1. Completion of Information Acquisition assignments 30%
2. Completion of Learning Application assignments 40%
3. Completion of Self-Reflection & Integration assignments 30%

### • CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)

Antioch University Seattle (AUS) Continuing Education (CE) Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents will show on a transcript. 400 level credit granted is equal to a "C" or better, 500 level credit is equal to a "B" or better. This information is stated on the back of the transcript.

AUS CE quarter credits may not be accepted into degree programs. Prior to registering determine with your district personnel, department head or state education office the acceptability of these credits for your purpose.

## ADDITIONAL COURSE INFORMATION

### COURSE MATERIAL and/or TECHNICAL REQUIREMENTS:

You will need high-speed (DSL) Internet access in order to easily view online resources. Some of the reading materials may be provided in the online course environment as PDF documents, a format readable by computers with Adobe Acrobat Reader. You may download a free copy of Acrobat Reader from our website, <http://www.hol.edu> if it is not already on your computer.

### REQUIRED TEXTBOOK:

Text required for 400/500 Credit Option:

**K-6:** *Roots, Shoots, Buckets & Boots* by Sharon Lovejoy ISBN-13: 978-0-7611-1056-9 \$13.95

**7-12:** *Micro Eco-Farming* by Barbara Berst Adams ISBN: 978-0-9632814-3-2 \$16.95

May be purchased from Amazon or your local bookseller.

### GETTING STARTED:

- After registering for the course, you will be sent an email with the website address, password and course key you need to access your online course, along with log in instructions.
- The assignments listed in this syllabus are also listed at the bottom of each online course document. Access each assignment and enter your responses online.
- First write your responses in a WORD document and then 'copy/paste' them into the Responses box.
- When you have completed all assignments for the course, CLICK the 'ALL ASSIGNMENTS COMPLETED' option. The instructor will be notified that you have completed all assignments.
- The instructor will review your work and enter his responses online. You will be notified by email when the instructor has marked the course completed, and you will be instructed to log in and view the instructor's comments. At that time, you can also SAVE a complete copy of the course assignments and responses.

### NOTES TO ALL PARTICIPANTS:

- You are not required to be present (i.e. online) specific days or times. You will work at your own pace.
- All responses will be posted online. Large documents, files, photographs or PowerPoint presentations may be attached as part of your response by using the "Share A File" option.

- You may work collaboratively and submit similar responses on all assignments except the Integration Paper, which must be individually authored.
- To maintain privacy, please do not refer to students in your papers by their actual names, but rather use an alias or designation such as “Student A.”

## ASSIGNMENTS for CLOCK HRS/PDUs, 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT

### A. INFORMATION ACQUISITION

#### Assignment #1:

##### At Home in Nature

Aldo Leopold’s daughter states, “It has been written that children must have an opportunity to bond with the natural world to learn to love it and to feel comfortable in it before being asked to heal its wounds.”

VIEW: *Aldo Leopold Nature Center - Foxfires & Fireflies*

<http://www.youtube.com/watch?v=9RiKzl9r134>

In the online response box, explain how you as a teacher, using a daily classroom routine that you develop, will foster a sense of connectedness to the land.

#### Assignment #2:

##### Total Economy or Local Economy?

Use the following link to access *The Idea of a Local Economy* by Wendell Berry, published in the Winter 2001 issue of *Orion* magazine.

<http://www.orionmagazine.org/index.php/articles/article/299>

- Describe what a **total economy** means for the life of an individual.
- Explain how a **local economy** protects the lives, livelihoods and freedom of people.
- Using an example from your own life, tell how one’s ignorance and vulnerability as a consumer in the total economy supports globalization. Suggest how you may combat this situation.
- Why is **land stewardship** not possible in a total economy?
- What does the following statement mean to you?

***‘The idea of a local economy rests upon only two principles: neighborhood and subsistence...’***

#### Assignment #3:

##### Food, Glorious Food?

With intentions to support a local economy, many of us have turned to organics in the supermarket as a conscious alternative, but are we really finding healthier food there?

Michael Pollan contends that “organic is in danger of and in many ways beginning to repeat the mistakes of the industrial food chain.”

View: *Michael Pollan: The Omnivore’s Dilemma.*

[http://www.youtube.com/watch?v=kFpjskn3\\_Pc](http://www.youtube.com/watch?v=kFpjskn3_Pc)

Start viewing in the middle at 20:20 and stop at 29:43.

Review and survey at least 7 **organic** foods you may buy in the grocery store/supermarket.

- Create a 3- column table.
- In the first column list a minimum of seven of the foods surveyed.
- In the second column put a checkmark by those you chose because of what Pollan calls “evocative prose.”
- In the third column note other options you could and might choose.
- In the online response box, copy and paste your table or use the “Share A File” to upload your table.

**Assignment #4:  
Farmer's Café**

Tilth and Farmers' Markets are the new places to mingle and to meet new faces, but before you visit and take/meet your class there, find out a little more about your eating preferences.

a) Are You a Regional or Seasonal Eater?"

- Go to: <http://www.nrdc.org/health/foodmiles/results.asp?season=20&state=49>
- After viewing the regional and seasonal offerings for this time of year, please summarize your eating preferences in a few paragraphs. Please cite specific foods you routinely eat which are not in season and not locally produced.
- Compose a survey of 5 or more questions or create a graphic organizer for students which would expose whether or not they are eating locally produced seasonal foods.
- In the online environment please attach or copy your work in pdf or .doc format..

b) Check out your local Tilth/ Farmers' Markets by exploring these websites:

**For Washington State teachers:**

Access the *Tilth Producers Directory*

<http://www.tilthproducers.org/directory/tpdirportal.htm>

Select *Search for a Farm Stand Near You*

**For teachers in other states:**

Use the website below to search for farmers' markets in your state

<http://www.howtogoorganic.com/?page=north-american-directory>

Locate the section: *Browse by*

In the "Resource Type" space scroll down and choose *Farmers Market* ; Next type in your state

c) Contact (in off season) or visit (with or without your class) a local Tilth/Farmers' market. Usually there are many farms/vendors participating. Note what day(s) and the times the market is open.

- 1) Ask/observe what products the local producer's are offering. Make or obtain a map of the market. Note which vendors are organic, biodynamic, seasonal, local and/or regional. Which ones accept food stamps? If they are not organic, ask why not?
- 2) What processed food vendors are present? Interview them. Are they using organic ingredients? Homegrown ingredients? Their own recipes?
- 3) What other products using natural sources are represented ( pottery, beeswax cosmetics, flowers, jams, soaps, woolen slippers, wreaths and so forth)?
- 4) Is there entertainment? Musicians? Juggling? Other?
- 5) Compile a directory of the names and addresses of the *businesses that offer products that you would purchase.*
- 6) Mark these producers with a star on your map.
- 7) In the online response box, post your directory and map with stars.

**Assignment #5:  
The Garden of Eatin'**

View: *Michael Pollan: The Omnivore's Dilemma.*

[http://www.youtube.com/watch?v=kFpjskn3\\_Pc](http://www.youtube.com/watch?v=kFpjskn3_Pc)

Begin watching at 30:00

Listen to Michael Pollan's story of his internship at Polyface Farm.

Note at least 3 important environmental/ecological relationship/connections amongst the humans, animals, plants and nonliving factors on the farm.

In a 1 page essay answer the following questions or statements. Post your answers and opinion in the online response box.

- a) Why does the owner of Polyface farm call himself a “grass farmer?”
- b) Describe the inter-relationship between cows, chickens and other more holistic practices which make Polyface so remarkable.
- c) Is he a steward of the land?
- d) Justify your position using your notes and statements from Pollan’s Polyface story.

### **Assignment #6:**

#### **Edible Schoolyard**

- a) The **Key Concepts of Ecoliteracy are: community, sustainability, diversity, responsibility, networks, systems, cycles, and flows.**

Students who participate in the Edible Schoolyard program learn about the connection between their everyday food choices and the health of the community, the environment, and themselves. These lessons foster sound nutritional practice, responsible food choices, and environmental stewardship.

To learn more about the program visit the two websites below.

[http://www.pbs.org/opb/meaningoffood/food\\_and\\_life/edible\\_schoolyard/](http://www.pbs.org/opb/meaningoffood/food_and_life/edible_schoolyard/)

In the black box entitled *The Edible Schoolyard*, read through the presentation by selecting the button “Read More”. As you read through take notes (which you will use in the second part of this assignment) and identify the key concepts embedded in the text.

<http://www.ecoliteracy.org/programs/visual-guide/index.html>

Click on “Take a tour of Linking Food, Culture, Health, and the Environment”.

Scroll through and pay particular attention to pages 20-25.

- b) Look at some of the lessons from this link <http://www.edibleschoolyard.org/publications>.

Select one lesson for use in your classroom and highlight any one of the key concepts to introduce to your students.

Design, using the key concept, an introductory activity for your class that meets the needs of visual, auditory and kinesthetic learners. Be sure to specify which aspects of the activity are for which type of learner.

For example, create an interactive visual display, tell a story, write a rap, draw a cartoon, assemble a photo essay, do an impersonation (for example, a Mrs. Frizzle from the Magic Schoolbus series) or adapt the lyrics of a contemporary song (include title of the melody).

In the online response box, describe your activity and post a sample.

### **Assignment #7:**

#### **Check out your local CSAs**

- a) Watch the presentation on CSAs.

##### **Community Supported Agriculture**

<http://www.youtube.com/watch?v=IOYhM2c8PmM&NR=1>

- b) Go to the US Dept of Agriculture’s website to find a CSA near you.

##### **USDA Community Supported Agriculture**

<http://www.nal.usda.gov/afsic/pubs/csa/csa.shtml>

c) Interview and/or visit at least 3 people working at a CSA near you. Compose a questionnaire beforehand of 10 questions you will ask.

d) In a short three paragraph report, describe each person's role at the CSA using data obtained from the questionnaire. In a fourth paragraph state whether or not you are inclined to join a CSA, based on what you learned in the interviews.

e) In the online response box, post your report.

***This completes the assignments required for Washington Clock Hours or Oregon PDUs.***

***Continue to the next section for additional assignments required for University Quarter Credit.***

**ADDITIONAL ASSIGNMENTS REQUIRED for 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT**

**B. LEARNING APPLICATION**

**Assignment #8: Your Secret Garden  
(Required for 400 and 500 Level)**

**Grades K-6 & 7-12 teachers:**

a) Survey at least 4 of the following methods for farming in small spaces (abundant farming designs) by doing your own internet search using any of the methods listed as your keyword.

Square foot gardening  
Intensive wide-row spacing  
Intercropping  
Nook gardening  
Succession planting or continual harvest  
Vertical growing  
Permaculture and the “layering effect”  
Companion planting  
Multicropping

b) Student Activity:

**For Grades K-6 teachers**

Survey and then select 3 activities from the assigned text: *Roots, Shoots, Buckets, and Boots*. Match them up with one of the above methods. In the response box name the activity (or part of an activity), the micro-farming method and rate it as first, second or third preference for your class garden.

**For Grades 7-12 teachers**

After selecting one of the abundant farming designs for a garden at your school, use the text: *Micro Eco-Farming*, Chapter 4 to decide how to revitalize soil and prepare your garden bed. Read pages 106-111 and decide if you want to explore any of those techniques to accelerate fertility. In the response box record your favorite combination of design, soil preparation and enhancement techniques that you might use at your school.

**Assignment #9:**

**For 400 Level – Complete Part A only**

**For 500 Level – Complete Part A and Part B**

**Part A: (400 & 500 Level)**

**For Grades K-6 teachers**

In your text read pages 133-149, *Gardening Basics*. In the online response box indicate what information you could use in your teaching and how you might put it to use in the class garden selected as your favorite in assignment #8.

**For Grades 7-12 teachers**

In your text read Chapter 2: *A Treasury of New and Ancient Crops the World Now Embraces*, pages 37-51. In the online response box indicate what information you could use in your teaching and how you might put it to use in the class garden selected as your favorite in assignment #8.

**Part B: (500 Level only)**

**For Grade K-6 Teachers**

- a) Decide how to implement this gardening theme in your classroom.
- b) Decide what you and your students will plant and the logistics for success.  
Feel free to roam: on the web, through gardening catalogs, at your local garden center or grocery store, in your neighbor's garden, on the roadside, anywhere you may find seeds for sowing. Be sure to check out *Resources* starting on pg. 153 in your text.
- c) Make a list of materials, volunteers and a timeline.
- d) Develop a schedule for gardening tasks.
- e) This assignment is open ended but you will need to post your plan and timeline in the online response box.

**OR**

Go to [http://www.theorganicreport.com/pages/65\\_o\\_kid.cfm](http://www.theorganicreport.com/pages/65_o_kid.cfm)

This website contains printable materials for classroom use. Select one of the activities from the list in *Just for Kids* from the O'mama Report.

- a. Using the HOL lesson plan template provided, organize your lesson for presentation.
- b. Present the lesson to a small group (3-5) or to your class.
- c. Evaluate how it could be refined or enhanced.
- d. In the online response box, post your lesson plan and your revisions.

**For Grade 7-12 Teachers**

Now it's time to look at possible gardening you and your students/school can engage in.

- a) Take a look at these motivational presentations:

**Just Us For Food Justice: Youth at Bioneers**

<http://www.youtube.com/watch?v=nWbGu3LlV0>

**The People's Grocery**

<http://www.youtube.com/watch?v=HN2laxseU8E&feature=related>

- b) Design an implementation plan that includes student input. (For some ideas: See Additional Websites)
- c) Decide what you and your students will plant/do and the logistics for success.
- d) Make a timeline that highlights your plans.
- e) Post your plan and timeline in the online response box.

**OR**

Develop an assignment of your own choice with the instructor's prior approval.

***Please continue for additional assignments required for University Quarter Credit.***

## 500 LEVEL ASSIGNMENT (Required for 500 Level)

### Assignment #10:

In addition to the 400 level assignments, complete **One** of the following:

#### For Grade K-6 Teachers

- a) Decide how to implement this gardening theme in your classroom.
- b) Decide what you and your students will plant and the logistics for success.  
Feel free to roam: on the web, through gardening catalogs, at your local garden center or grocery store, in your neighbor's garden, on the roadside, anywhere you may find seeds for sowing. Be sure to check out *Resources* starting on pg. 153 in your text.
- c) Make a list of materials, volunteers and a timeline.
- d) Develop a schedule for gardening tasks.
- e) This assignment is open ended but you will need to post your plan and timeline in the online response box.

**OR**

Go to [http://www.theorganicreport.com/pages/65\\_o\\_kid.cfm](http://www.theorganicreport.com/pages/65_o_kid.cfm)

This website contains printable materials for classroom use. Select one of the activities from the list in *Just for Kids* from the O'mama Report.

- e. Using the HOL lesson plan template provided, organize your lesson for presentation.
- f. Present the lesson to a small group (3-5) or to your class.
- g. Evaluate how it could be refined or enhanced.
- h. In the online response box, post your lesson plan and your revisions.

#### For Grade 7-12 Teachers

Now it's time to look at possible gardening you and your students/school can engage in.

- a) Take a look at these motivational presentations:

**Just Us For Food Justice: Youth at Bioneers**

<http://www.youtube.com/watch?v=nWbGu3LfVo>

**The People's Grocery**

<http://www.youtube.com/watch?v=HN2laxseU8E&feature=related>

- b) Design an implementation plan that includes student input. (For some ideas: See Additional Websites)
- c) Decide what you and your students will plant/do and the logistics for success.
- d) Make a timeline that highlights your plans.
- e) Post your plan and timeline in the online response box.

**OR**

Develop an assignment of your own choice with the instructor's prior approval.

***Please continue for additional assignments required for University Quarter Credit.***

**ADDITIONAL ASSIGNMENTS REQUIRED for 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT**

**400 & 500 LEVEL ASSIGNMENT**

**C. INTEGRATION PAPER**

**Assignment #10: Integration Paper  
(Required for 400 and 500 Level Credit)**

Complete the requirements for university quarter credit by submitting a final Integration paper (2-3 pages). A heading is required; please use the following format.

Your Name:	Date:
Course Name:	Course Number:
Number of Credits:	Level: (400 or 500)
Advisor Name:	

Respond to each of the 5 questions below. (First list the question and then write your answer)

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

**INSTRUCTOR COMMENTS ON YOUR WORK:**

**Be sure to mark the “All Assignments Completed” section in the online course environment as this will notify the instructor that you have completed the course.**

Upon receiving notification of your completion of all course assignments, your instructor will provide written comments online.

**QUALIFICATIONS FOR TEACHING THIS COURSE:**

**Julie Bora, M.S.T.** has been active in educational renewal since the early 90’s and has been growing and preserving local food since her childhood. She has taught a variety of subjects at both elementary and secondary levels. In addition to a Master of Science In Teaching degree from State University New York – Plattsburgh, Julie has a B.S. in pharmacology/ biology from the Philadelphia College of Pharmacy and Science. A couple of her favorite experiences with kids and local food are:

Burying fingerling potato parts in early Summer and digging out... gold nuggets in the Fall (Yup, you can get most of your potatoes out this way.) And planting garlic cloves by the light of the first full moon of October. Not only does this activity ward off vampires but it pretty much keeps everyone else, saving a select few, away for a while too!

## LOCAL FOOD: Feeding Ourselves in a High Cost World BIBLIOGRAPHY

### Web-based Resources

*The Geopolitics of Food Scarcity* by Lester Brown

<http://www.spiegel.de/international/world/0,1518,606937,00.html>

*Aldo Leopold Nature Center - Foxfires & Fireflies*

<http://www.youtube.com/watch?v=9RiKzI9r134>

*The Idea of a Local Economy* by Wendell Berry, published in the Winter 2001 issue of *Orion* magazine

<http://www.orionmagazine.org/index.php/articles/article/299>

*Michael Pollan: The Omnivore's Dilemma.*

[http://www.youtube.com/watch?v=kFpjskn3\\_Pc](http://www.youtube.com/watch?v=kFpjskn3_Pc)

"Quiz: Are You a Regional or Seasonal Eater?"

<http://www.nutrition.cornell.edu/foodguide/archive/quiz.html>

Tilth Producers Directory

<http://www.tilthproducers.org/directory/tpdirportal.htm>

Farmers' markets in your state

<http://www.howtogoorganic.com/?page=north-american-directory>

*Edible School Yard*

<http://www.edibleschoolyard.org/>

Community Supported Agriculture

<http://www.youtube.com/watch?v=IOYhM2c8PmM&NR=1>

USDA Community Supported Agriculture

<http://www.nal.usda.gov/afsic/pubs/csa/csa.shtml>

### Additional Websites

Farm to School

[www.farmtoschool.org](http://www.farmtoschool.org)

Action for Healthy Kids

[www.actionforhealthykids.org](http://www.actionforhealthykids.org)

California Foundation for Agriculture in the Classroom

[www.cfaitc.org](http://www.cfaitc.org)

Agventures!

[www.heritagecomplex.com](http://www.heritagecomplex.com)

The Great Plant Escape

[www.urbanext.uiuc.edu/gpe](http://www.urbanext.uiuc.edu/gpe)

The National Farm- City Council  
[www.farmcity.org](http://www.farmcity.org)

Local Harvest  
<http://www.localharvest.org>

### **Written Materials**

**Adams, Barbara Berst** (2004) *Micro Eco-Farming* Auburn, CA: New World Publishing

**Dannenmaier, Molly**, (2008) *A Child's Garden: 60 Ideas to Make Any Garden Come Alive for Children*, New York, NY: Archetype Press Books

This beautiful book is chock full of ideas with plenty of photos, not too much info on how to---inspirational.

**Jaffe, Roberta**, et. al. *The Growing Classroom: Garden-Based Science*. New York: Pearson Learning.

**Jeavons, John** (2006) *How To Grow More Vegetables and Fruits* Berkeley, CA: Ten Speed Press

**Lappe, Frances Moore & Lappe, Anna (2003)** *Hope's Edge: The Next Diet for a Small Planet*, New York, NY: Jeremy P. Tarcher/Putnam

**Louv, Richard** (2008) *Last Child in the Woods* New York, NY: Algonquin Books

This book points out the need to make an effort to help children discover the wonder of nature and that this direct exposure is essential for a child's healthy physical and emotional development. In the back is a great list of 100 Actions We Can Take.

**Lovejoy, Sharon** (1999) *Roots, Shoots, Buckets and Boots*, New York, NY: Workman Publishing.

**Nearing, S. & Nearing, H.** (1990) *The Good Life* New York, NY: Schocken Books

The great grandparents of the back to the land movement explain how they judiciously used what was native to their area, blueberries and maple syrup, as a means of support. They never "raped" the earth in order to survive, but instead modeled wise stewardship of the land. Anyone who wants to grow a hearty organic vegetable garden should read their section on building a garden soil with compost and no artificial fertilizer.

**Pollan, Michael** (2006) *Omnivore's Dilemma A Natural History of Four Meals*. New York, NY: Penguin Books

**THE HERITAGE INSTITUTE  
ONLINE COURSE  
LESSON PLAN TEMPLATE**

**Grade Level:** \_\_\_\_\_

**Subject:** \_\_\_\_\_

**Theme/Topic:** \_\_\_\_\_

**Student Outcomes:** *(with Connection to State Standards)*

**Required Materials and Equipment:**

**Agenda:** *(The major events of the day posted for public viewing. Schedule warm-up, bathroom breaks, surprises (pop quiz), guest speakers, specials, assemblies, movie clips, outside assignments etc. so students can manage their time with you.)*

**Warm Up:** *(A one to two sentence task, written or drawn on the board, to be completed alone or in groups prior to the beginning of the lesson. At the elementary level it would be used for classroom transitions, and in grades 7-12 to define one content area from another. The warm-up is designed to access learning from the previous lesson and settle students into the flow for the present lesson on hand.)*

**Anticipatory Set:** *(Attention Getter to kindle student interest)*

**Direct Instruction (10-20 mins):** *(Input, Modeling/demo, giving directions, check for understanding)*

**Guided Practice (x mins):** *(Under teacher's direct supervision, students individually apply or practice what they have just learned and receive immediate feedback)*

**Closure (x mins):** *(Actions designed to cue in students that they have arrived at an important point in the lesson or at the end of the lesson; often closure consists of review and clarifying key points)*

**Independent Practice:** *(Student directed, may be incorporated before closure or as outside assignment. The aim is repetition in enough different contexts so that the learning may be applied to any relevant situation, not only the context in which it was originally learned.)*

**Assessment and Follow-Up:** *(Self-reflection, collaborative rubric, other rubric, anecdotal evidence, teacher created quiz/test etc., peer review, standardized test, exhibition, portfolio piece(s))*