

# Place-Based Learning Project Planning Guide

Project Title: Keeping it Fresh at JVES

Project Leader(s): Carla Billups

Grade Level(s) 4-5 School Name: Jonathan Valley Elementary School School District: Haywood County, NC

Content Areas:  Science  Arts  Math  Technology  Foreign Language  Social Studies  
----- Other

## 1. Project Objective(s):

The main object is for students to understand where their food comes from and learn to work with fresh local food.

Learn to grow their own food and cook with it.

Learn what foods are grown regionally and seasonally.

Students will learn to read recipes and prepare recipes to publish a school cookbook.

**2. Project Description:** Include in your description answers to the following questions: What is the scope of the project; that is, how many teachers, students, and community members do you expect to be involved? Who are your community partners and how are they involved in planning and implementation?

There are various levels of involvement depending on the grade level. Approximately 400 students and 22 teachers will be involved in this project. The number of community members will change year to year based on the involvement in the community garden, but approximately 25 community members will be involved.

**3. Community Connection:** How is the project connected to the unique identity of your place (e.g., culture, economy, infrastructure, natural resources)? What makes this a community development project? What specific community need will it address?

We are a rural community and a Title I with over 60% of our students receiving free and reduced lunch. Many of our students have socio economic needs and



do not have space to grow their own vegetables. Fresh local produce can be more expensive than prepackaged and fast foods and/or take more time to access. It is always amazing to have kids who live in a rural area not know the difference between a tomato and a pepper on the vine. My hope is that our students will get excited about trying new vegetables (or fresh vegetables) and learning to cook with them. We'll do individual classroom cooking and school wide tastings of fresh food prepared by our students. Recipes will be provided via our website and a cookbook so students can share these recipes with their families. For the families participating in the garden, they will be able to harvest fresh vegetables.

**4. Essential Question:** What is the essential question addressed by the work of the students and community partners?

Where does our food come from and how can we learn about the food through the way we eat our meals?



## 5. Student Learning Outcomes and Standards:

| <b>Learning Outcomes:</b> What will students know and be able to do as a result of this project?                                      | <b>Standards Addressed:</b> Which learning results or benchmarks do these outcomes address?   | <b>Assessment:</b> How will you assess each student learning outcome?   |
|---|---|---|
| 1. Students will know what types of local food they have access to through our school garden, local farm tours and the farmers maker. | Exemplify how technological advances (communication, transportation and agriculture) have allowed people to overcome geographic limitations.<br><br>Explain how the movement of goods, ideas and various cultural groups influenced the development of regions in the United States   | Students will be able to identify different vegetables that grow locally that are found in our garden and at the local farmers market |
| 2. Students will be able to follow recipes to cook local food.  | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.<br>Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem | Students will use cooking tools and read the recipes in small groups and make simple dishes successfully.                             |
| 3. Students will understand how to grow and harvest their own food.   | Infer the effects that may result from the interconnected relationship of plants and animals to their ecosystem.  | Students will read and understand the conditions for plant growth to plant the garden and plan on timeline for harvest.               |
| 4. Students will be willing to taste new foods that they have never tried before.   | Understand the importance of consuming a variety of nutrient dense foods and beverages in moderation  | Students will taste, at least be willing to taste new foods.  |
| 5. Students will take recipes they use in school to make a cookbook to share with their families.                                     | Use technology tools and skills to reinforce and extend classroom concepts and activities.<br>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  | Cookbooks will be completed by students and published.  |



**6. Literacy Acquisition:**  
 Students will be able to read a recipe, directions for planting seeds, write out recipes and type them into a word document

| <b>Goals:</b> What specific literacy goals will the project address? | <b>Strategies:</b> What literacy strategies will the project employ?  | <b>Assessment:</b> How will you assess literacy outcomes?                                      |
|--|---|--|
| Reading planting labels on seed packets                              | Looking at sequence<br>Reading directions<br>Reading keys and legends | Students will be able to correctly follow directions for the conditions and planting of seeds. |
| Reading and following recipes  | Looking at sequence<br>Reading directions                             | Students will follow the steps to make a dish  |
| Writing out recipes and publishing in a cookbook.                    | Writing directions<br>Proof reading<br>Categorizing information       | Students will have a fully complete cook book that will be published                           |

**7. What 21<sup>st</sup> Century Skills will students apply and assimilate through this project? How will students demonstrate these behaviors?**

| <b>Goals:</b> What 21 <sup>st</sup> Century skills with students apply?    | <b>Assessment:</b> How will you assess 21 <sup>st</sup> Century outcomes?  |
|--|--|
| Students will <b>collaborate</b> to cook a dish.                           | Students will be able to work in small groups to complete a recipe.        |
| Students will use the internet to research recipes they would like to make | Students will find recipes to use that use local foods in a simple matter. |
|  |  |

**8. Technology:** What technology tools will the project employ? How will that technology be used to enhance learning and improve on the community issue(s) the project is addressing?

Using the computer to type of the cook book  
 Soil testing to plant the seeds in the garden  
 Digital cameras will be used by students to photograph the food they cook.

**9. Authenticity:** How does this problem connect to the local community OR Where in the “**real world**” might one see the problem or question addressed by the project tackled by an adult at work or in the community? (Ex. Local fish and game scientists also study species in our local creek.)

Students will gain skills in planting, harvesting and using the food they grow to cook. They will learn to shop for produce based upon recipes. These are real world skills used by chefs and home cooks.



**10. Adult Connections:**

**10a.** Do students have access to at least **one other adult** with expertise relevant to their project who can address questions, provide feedback, etc.?

Yes       No       Not Sure

**10b.** Does the project offer students the opportunity to develop a broader understanding of the relevant field of work through observing adults during at least one in-depth **work site visit**?

Yes       No       Not Sure

**10c.** Does at least one adult from outside the classroom help students develop a sense of the **real world standards** for the type of work arising from their project?

Yes       No       Not Sure

**10d.** What **roles** will adults outside of the classroom play in this project and how will students **connect** with these individuals? (Ex. Structural engineers will provide feedback to student teams on bridge design.)

The community members involved are:

local master gardeners: help with our garden and bee hive

local farmers: farm tours (vegetable farmer and dairy farmer)

local chefs: will come to school to teach students in my classroom and do at least on family cooking night

**11. Active Exploration:** Which of the following **methods and sources** of information are students expected to use in the project? (Check all that apply.)

- Interviewing
- Observing, documenting, and/or surveying
- Video or audio-taping
- Gathering and reviewing published information
- Searching on-line and electronic databases
- Creating a symbolic representation (g/g/, model building, map making)
- Discussion
- Experimentation



- Other

**12. Additional Assessment Information:**

**12a.** Which of the following methods of **self-assessment** of progress are students expected to use? (Check all that apply)

- Journals and work logs
- Conferences with teachers or adult mentors
- Conferences with peers
- Using a rubric or other assessment measure
- Reviewing their progress against a work plan they developed for the project
- Identifying areas where improvement has occurred and where it is needed

**12b.** Do students prepare a culminating exhibition, performance, or demonstration at the completion of their project that shows their ability to apply the knowledge and skills they have gained?

Yes     No     Not Sure    The publication of our cookbook...The Foods of Jonathan Valley

**12c.** What opportunities are students given to conduct individual, small group and whole class **reflections on their learning** and to offer suggestions for future class projects? [Ex: Small group reflection and whole-class debrief held the day after final exhibition.]

Students will be working with fourth grade students during cooking projects. During this time they will reflect on what should be planted for the next year based on the success and possible failures of the current crops.

We will do small and whole group reflection about the project.

Students will evaluate the cookbook to see if it is a clear representation of the foods that they enjoyed cooking.

We will discuss meals that we make to determine if we like a particular food or not.

**Please attach any lesson plans to this guide.**





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