

Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Sea to Sky #48	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD48
Developed by: Tami Jazic/ Keenan Way	Date Developed: December 16, 2021
School Name: Howe Sound Secondary School	Principal's Name: Erin Boisvert
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Farm Studies (YAAPS0B & YAAPS11B)	Grade Level of Course: 10-11
Number of Course Credits: Four (4)	Number of Hours of Instruction: Approximately 112 hours (75 minute blocks, 90 instructional days)

Board/Authority Prerequisite(s):

This course will be offered as an ADST elective, and therefore no prerequisite is required.

Special Training, Facilities or Equipment Required:

This course is an experiential, hands-on course taking place partially in the classroom, and partially in the school farm. Comfort with and access to working outside on the school farm will be required for completion of this course.

Course Synopsis:

This hands-on, experiential course will consist of both classroom and fieldwork in the farm. Classroom learning will consist of exploring local food production and consumption, and practical ways to integrate concepts of food safety, agricultural issues and sustainability. Farm fieldwork will include crop planning, seed starting, planting, weeding, harvesting, greenhouse management, pest management, soil health, crop storage, and record keeping. Food grown on the farm will be distributed to a variety of school and community groups, including foods and cafeteria programs.

Goals and Rationale:

Our curriculum uses food and farming as a portal to explore critical issues in science, ecology, health, culture, and justice. Classes delve into the history and science of food, the principles of resilient agriculture, diverse food cultures, how to prepare fresh, farm-driven meals and the politics and economics of food. Systems thinking and sustainability are key concepts for consideration.

- Strengthen local food systems by expanding exposure for small and access to local agricultural producers whose products have typically been unavailable in school meal programs;
- Build vibrant locally-oriented food systems by fostering positive relationships and increase understanding of local food systems among students, farmers, families, educators, school districts, and other community members and businesses;
- Advance environmental stewardship, where practicable, by supporting more sustainable food production methods, reducing reliance on long distance transportation, and reducing food waste.

Aboriginal Worldviews and Perspectives:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of Indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations

Course Name: Farm Studies

Grade: 10-11

BIG IDEAS

Experiential, place-based learning about sustainable food systems to support the well-being of self, community, and earth.

Biodiverse systems are dependent on the complex interactions and processes between biotic and abiotic factors.

Climate adaptation, increasing resiliency of food systems for adapting to a changing climate.

School & community connectedness - strengthen relationships between students, farmers, parents, educators, local First Nations, and the community.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> ● Farm planning & management tasks will include, but are not limited to: <ul style="list-style-type: none"> ○ Choosing & starting seeds ○ Planning & bed prep ○ Soil health ○ Planting ○ Transplanting ○ Pest management & beneficial insects ○ Weed control ○ Plant diseases ○ Responding to climate: heat & drought ○ Watering & irrigation ○ Composting ○ Harvesting the crop ○ Crop processing (washing, bunching, labelling) ○ Crop storage ○ Harvest logs & record keeping ○ Cleaning ● Work cooperatively with team members to develop and carry out a plan, and troubleshoot problems as they arise (e.g., perform a field study on a terrestrial ecosystem). ● Evaluate individual and group processes used in planning, problem solving, decision making and completing a task (e.g., evaluate group brainstorming ideas for environmental projects). ● Know the characteristics of a viable site for commercial vegetable crop production. ● Develop practical problem solving and research skills. All students learn the fundamentals of experimental design and analysis relevant to sustainable agriculture. ● The ability to grow fruit and vegetable crops within a sustainable ecological context. ● Be able to articulate why soil quality, crop planning and proper pre-plant preparation are critical to success. ● Know where to go to find reliable, fact based resource material on topics related to vegetable farming. ● Make good decisions about fertility management for specific crops. ● Understand options available for weed, pest, and disease control. ● Be able to identify problem weeds, pests and diseases on the farm. ● Learn successful harvesting and marketing strategies ● Describe the impact of food deserts and food swamps on opportunity and access to a nutritious and safe food supply. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> ● Simple and complex global food systems and how they affect food choices, including environmental, ethical, economic, and health impacts. ● Local food systems: growing, harvesting, processing, packaging, transporting, marketing, consumption, and disposal of food and food-related items. ● Seasonal produce. ● Climate and greenhouse effects. ● Predict the effect of climate change on a specific agricultural operation. ● Provide different perspectives on ways that human actions today may affect the sustainability of agricultural biomes for future generations; identify potential conflicts between human wants and needs and protecting agricultural environments. ● Use a crop as a study of an ecosystem. ● Modern agricultural technologies. ● Food chains, food webs and energy pyramids, and flows. ● Assess how multiple perspectives, including economics, spirituality, stewardship, sustainability, and resource development should be considered when developing agricultural land and resources. ● Squamish Nation traditions and practices and food protocols, including land stewardship, harvesting/gathering, food preparation and/or preservation, ways of celebrating, and cultural ownership ● The identities, worldviews, and languages of BC First Peoples are renewed, sustained, and transformed through their connection to the land. ● Will be mentored by grade 12 students on key projects.

- Predict the effect of increasing globalization on the global food supply and investigate actions that agricultural producers can implement.
- Investigate the strengths and limitations of technology used to predict weather and aid farmers in planting and harvesting crops.
- Investigate the use of water in agricultural operations, focusing on how water purification and conservation is applied to livestock and crop production.
- Develop best practices for plant propagation in a specific agricultural field.
- Focus on skills related to sustainable agricultural practices, including soil management and applications of technology.
- Identify the agricultural products that are used in a variety of recipes.
- Assess the nutrients that are provided by a range of different agricultural products.
- Identify agricultural practices that promote food safety and security.

Big Ideas – Elaborations

Experiential, place-based learning about sustainable food systems to support the well-being of self, community, and Earth.

Sample questions to support inquiry with students:

- How is sustainable agriculture connected to our health? The health of our communities? The planet?
- How are your decisions around personal food consumption linked to global food security?

Biodiverse systems are dependent on the complex interactions and processes between biotic and abiotic factors.

Sample questions to support inquiry with students:

- How do soil management practices impact biodiversity and health of plants?
- What are the relationships between biotic and abiotic factors in the soil?

Climate adaptation, increasing resiliency of food systems for adapting to a changing climate.

Sample questions to support inquiry with students:

- How do changes in weather patterns affect our ability to grow food?
- What is the relationship between sustainable farming and climate change?

School & community connectedness - strengthen relationships between students, farmers, parents, educators, local First Nations, and the community.

Sample questions to support inquiry with students:

- What can we learn from indigenous peoples' relationship to the land and food?
- How does engagement with a local food system strengthen community relationships?

Curricular Competencies – Elaborations

Students will be able to complete the following statements:

Collaboration

I can be an active listener, and a strong public speaker; present information clearly and in an organized way
I can receive and act on feedback, and represent my own learning and tell how it connects to my experiences and efforts

Creative Thinking

I can build the skills I need to make my ideas work and usually succeed, even if it takes a few tries

Personal and Cultural Identity

I can describe and express my attribute, characteristics and skills and reflect on these to identify my potential as a leader in my community

Personal Awareness and Responsibility

I can image and work toward change in myself and the world
I can make choices that benefit my well-being and use strategies to find peace in stressful times

Social Responsibilities

I can participate and contribute in group activities to make my community or natural world a better place
I can identify how my actions and the actions of others affect my community/environment and can work to make active, sustainable changes
I can demonstrate respectful, inclusive behavior and advocate for others
I can be kind to others and can work cooperatively and identify when others need support and help provide it

Content – Elaborations

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Recommended Instructional Components:

- Direct/Indirect Instruction
- Peer and Partner Instruction
- Modeling
- Brainstorming
- Collaborative work
- Independent study
- Guest Speakers
- Field Trips
- Self Evaluation

Experiential Learning

Analysis of Self/Peer feedback/performance

Portfolios

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Self/Teacher/Peer assessment/feedback

Evaluation of planning, communication with stakeholders, practical skills and reflections

Learning Resources:

Squamish CAN

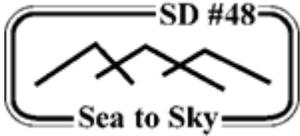
Farm to School BC

Resource books

Articles, Videos

Additional Information:

This course is an amalgamation of existing BAA leadership courses already approved to align with revised curriculum. Once course code will be made available to all schools, while allowing for site-specific flexibility.



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School Name: Howe Sound Secondary School	Principal's Name: Erin Boisvert
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Food and Community Leadership	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120 Hours

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: None

Course Synopsis: Food and Community Leadership 11 provides students with opportunities to contribute to the school farm and local community. Students will develop the organizational tools necessary to perform a leadership role. The course will teach students to plan and implement programs that will benefit others in the school and community at large. Students will be mentored by grade 12 students in this course.

Goals and Rationale: Provide students with opportunities to learn leadership skills through a coaching environment in which students learn to recognize and subsequently apply their individual talent to enhance the school farm and community. Through this course students are empowered to contribute to school in positive, inclusive and creative ways.

Indigenous Worldviews and Perspectives:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
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Course Name: Food and Community Leadership

Grade: 11

BIG IDEAS

Leaders are able to support and empower others to make a positive difference

Identifying how to create and engage in leadership roles within the school farm and community

Leaders seek out new challenges, possibilities and opportunities

Leaders are proactive- they identify a need or vision and create strategies to resolve it

Leaders are reflective and seek feedback to continuously grow

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Principles of Leadership:</p> <ul style="list-style-type: none"> - Explore different leadership styles and places leadership occurs - Apply different leadership theories in action - demo <p>Personal Leadership:</p> <ul style="list-style-type: none"> - Generate an understanding about their self in terms of leadership abilities and skills - Develop positive life skills to support themselves (mentally, physically, academically, extra-curricular) <p>Collaborative Leadership:</p>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> ● <i>different leadership styles</i> ● <i>places where leadership takes place</i> ● <i>qualities that make an effective leader</i> ● <i>leader effectiveness</i> ● <i>metacognitive/reflective thinking</i> ● <i>awareness of personal leadership strengths and how to leverage these strengths</i> ● <i>new skills to become confident leader</i> ● <i>communication skills and active listening and public speaking</i> ● <i>problem solving and decision making</i> ● <i>delegating tasks/responsibilities</i> ● <i>networking skills and public relations</i> ● <i>communication skills</i>

<ul style="list-style-type: none"> - Apply critical thinking and decision making skills - Demonstrate how to actively delegate tasks and responsibilities to others - Explore how to actively inspire a group to movement (on an issue or concept) - Put into practice skills on how to support others <p>Contributive Leadership</p> <ul style="list-style-type: none"> - Create positive change in local or global community - Explore, analyze, and enhance their understanding of local and global social justice issues 	<ul style="list-style-type: none"> ● <i>role of technology and how it impacts growing food</i> ● <i>understanding climate change and role organic food</i> ● <i>how to mobilize a group in a shared project or towards a shared goal</i> ● <i>ethical reason/strategic thinking by understanding the systems that support action, organizational learning and personal effectiveness</i> ● <i>strengthen local economies by collaborating with community stakeholders</i>
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Big Ideas – Elaborations

- Leadership extends beyond the classroom into the school and greater community
- Leadership is effective through collaboration among peer and stakeholders

Curricular Competencies – Elaborations

Students will be able to complete the following statements:

Collaboration
 I can be an active listener, and a strong public speaker; present information clearly and in an organized way
 I can receive and act on feedback, and represent my own learning and tell how it connects to my experiences and efforts

Creative Thinking
 I can build the skills I need to make my ideas work and usually succeed, even if it takes a few tries

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 I can demonstrate respectful, inclusive behavior and advocate for others

I can be kind to others and can work cooperatively and identify when others need support and help provide it

Content – Elaborations

- Specific local and global issues: examine, develop and take actions
- Decision making model
- Communication skills
- Role of Technology

Recommended Instructional Components:

Direct/Indirect Instruction

Peer and Partner Instruction

Modeling

Brainstorming

Collaborative work

Independent study

Guest Speakers

Field Trips

Self Evaluation

Experiential Learning

Analysis of Self/Peer feedback/performance

Portfolios

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

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