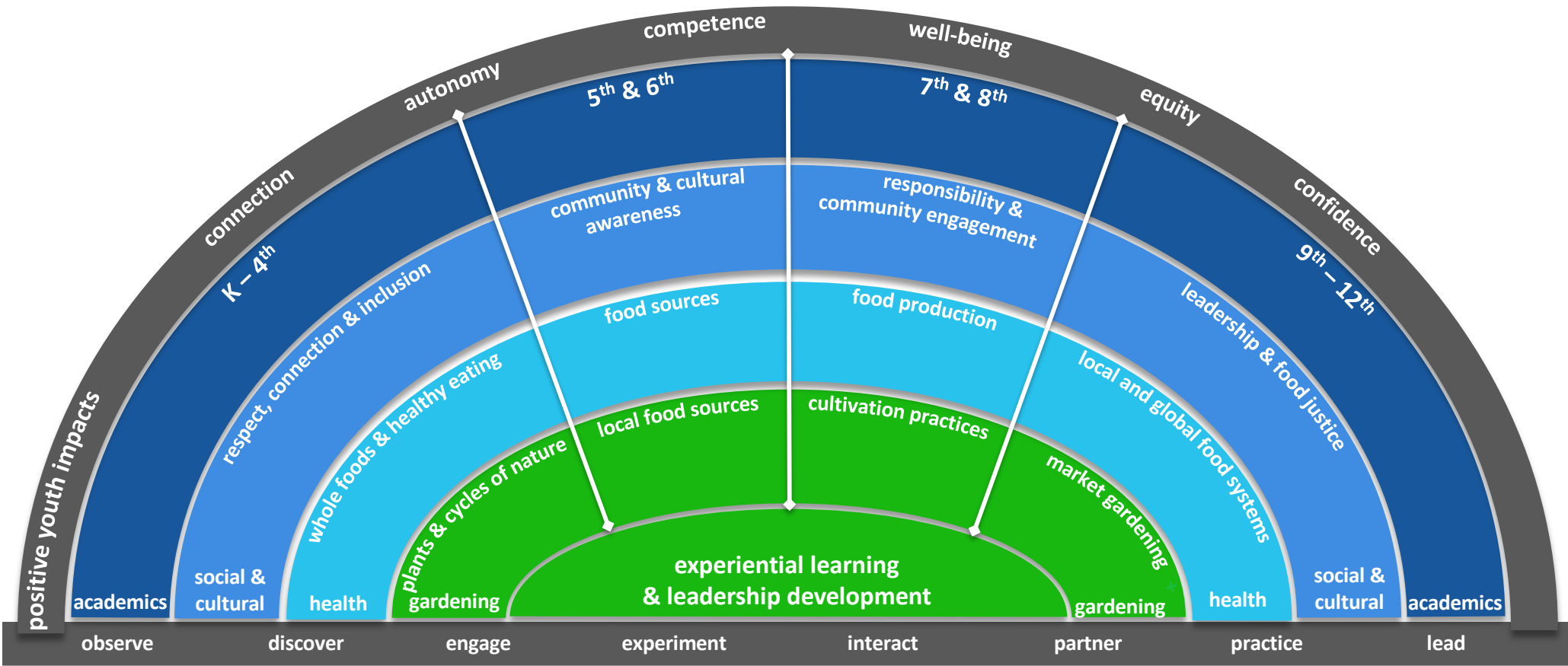


CSG Educational Roots Framework (RootEd)TM

The CSG Educational Roots Framework (RootEd)TM is grounded in our core values, and is intended to provide garden-based, experiential learning opportunities and leadership development that:

- cultivates gardening skills
- promotes health
- nurtures social & cultural development
- enhances academic learning



City Schoolyard Garden is an independent non-profit that cultivates academic achievement, health, environmental stewardship and community engagement through garden-based, experiential learning and leadership development.

CSG Educational Roots Framework (RootEd)TM

Gardening – K-12th Grades

K-4th Grades – plants and cycles of nature

- Students learn about gardening on a small-scale with focus on working with individual plants.
- Students explore the basic needs and characteristics of the diversity of plants and animals in the garden, and gardening strategies for plants and animals flourish.
- Students observe the natural cycles of the garden including: life cycles, the water cycle, the nutrient cycle, seasonal cycles, erosion and soil cycles.
- Students explore human impacts on the environment and learn steps they can take as individuals to care for the earth.
- Students engage in planting, watering, harvesting, weeding, digging, composting and exploring.

5th & 6th Grades – local food sources

- Students explore local farms with an emphasis on understanding growing practices specific to the region and to different farming types and styles.
- Students learn the connections between their school garden and local farms, including the ecosystem dynamics, natural cycles and resources affecting each.
- Students understand human impacts on the environment and environmental stewardship initiatives in their schools and in the community.
- Students observe tools, systems and infrastructure that are used in large-scale farming.

7th & 8th Grades – cultivation practices

- Students learn large-scale garden work and maintenance practices and use a variety of techniques to grow throughout each season.
- Students explore environmental and earth processes in the garden and surrounding ecosystem, and gardening and planning strategies for growing in the Blue Ridge.
- Students participate in environmental stewardship initiatives in their school and community.
- Students practice soil nutrition management (cover cropping, composting and mulching), large-scale seedling production and systems, crop rotations, perennial care, trellising and daily seasonal garden work.

9th-12th Grades – market gardening

- Students engage in designing and managing a market garden and farm business.
- Students learn large-scale gardening and planning strategies to support environmental, human and economic health.
- Students explore environmental issues in our agricultural systems and practice stewardship techniques in the garden.
- Students lead soil nutrition management, plant selection, rotation planning, daily seasonal garden work and the marketing and distribution of garden produce.

observe

discover

engage

experiment

interact

partner

practice

lead

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CSG Educational Roots Framework (RootEd)TM

Health – K-12th Grades

K-4th Grades – whole foods and healthy eating

- Students name a wide variety of whole foods and explore them using all five senses.
- Students explore how the health of the garden affects the health of the foods they eat from it.
- Students learn why whole foods are healthy for our bodies and how they can be grown in our gardens.
- Students experience the seasonal harvest calendar by planting, growing, investigating, harvesting and tasting different fruits and vegetables throughout the year.

5th & 6th Grades – food sources

- Students observe large-scale processes and systems for growing different foods.
- Students learn the impact of different growing strategies on the nutritional content and quality of food, and how these strategies impact the surrounding environment and watershed.
- Students experience the seasonal harvest calendar by tasting different seasonal fruits and vegetables and visiting local farms at different times of the year.

7th & 8th Grades – food production

- Students explore the food system supply chain in the US and how large-scale food production and distribution methods impact the health of our environment, individuals and community.
- Students work in the garden using small-scale organic growing techniques to produce food for distribution to the student body and faculty.
- Students engage in the seasonal growing calendar by working and eating from the garden throughout the year.

9th-12th Grades – food systems

- Students engage in research and dialog about the history of the food system in the U.S., our current food system policies and barriers to access in our food system.
- Students explore beyond individual choice to examine barriers to healthy eating in their school, home and community.
- Students work in the garden using organic growing techniques to produce fruits and vegetables for a community supported agriculture (CSA) business.
- Students develop the seasonal growing calendar and eat from the garden throughout the year.

observe

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CSG Educational Roots Framework (RootEd)TM

Social and Cultural – K-12th Grades

K-4th Grades – respect, connection & inclusion

- Students practice respect for themselves, others, the garden space and the environment, and recognize that the garden space belongs to them and their school community.
- Students explore the ways they are similar to and different from their classmates.
- Students work with and respect one another regardless of gender, race, religion, ethnic, cultural or ability differences.

5th & 6th Grades – community & cultural awareness

- Students practice respect for themselves, others and the garden space.
- Students engage with food producers in the community to gain understanding about the people and land that grow their food.

7th & 8th Grades – responsibility & community engagement

- Students take responsibility for themselves, others, and the garden space, working independently and in teams to complete tasks and showing craftsmanship.
- Students engage with their community by growing seedlings to distribute, hosting events, meeting diverse food producers, and developing resources for youth.
- Students use their time and energy in the garden to grow healthy food for others in their school and community.
- Students experience the growing techniques, food traditions and crop diversity of cultural groups in their school community.
- Students learn about food justice issues facing their community and the impact of these issues on the school and community culture.

9th-12th Grades – leadership & food justice

- Students take leadership roles in managing the garden space, work with others and show craftsmanship in their work.
- Students interact with their community to discuss food justice issues and to advocate for changes they would like to see.
- Students engage in research and exploration of the food system and understand the policies and barriers to food justice in their community.

CSG Educational Roots Framework (RootEd)TM

Academics – Virginia Standards of Learning (VA SOL)

English 2017 VA SOL
Math 2016 VA SOL
Science 2010 VA SOL
History & Social Science 2015 VA SOL



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CSG Educational Roots Framework (RootEd)TM

Academics – Kindergarten

English

- listen and speak in informal conversations with peers and adults (K.1e)
- follow one- and two-step directions (K.1h)
- ask how and why questions to seek help, get information, or clarify information (K.1i)
- work respectfully with others (K.1j)
- tell stories orally (K.2c)
- identify and produce words that rhyme (K.3b)
- listen to a variety of texts read aloud (K.7b)
- expand vocabulary to include content area vocabulary, nouns to identify and name people, places, and things, adjectives to describe location, size, color, and shape, and verbs to identify actions (K.7cfgh)
- relate previous experiences to what is read (K.8)

Math

- count how many are in a set of 20 or fewer objects (K.1a)
- solve practical problems involving equal sharing between 2 sharers (K.5)
- add and subtract up to 10 concrete objects in single step story and picture problems (K.6)
- sort, classify, and compare objects by length (shorter/longer), height (taller, shorter), weight (heavier/lighter), temperature (hotter/colder), volume (more, less), and time (longer, shorter) (K.9)
- collect, organize, and represent data (K.11a)
- sort and classify objects by one attribute (K.12)

Science

- sequence objects by size (K.1c)
- sort objects by a characteristic (K.1d)
- use five sense organs (K.2)
- describe color, shape, texture, relative size, weight, speed and position of objects (K.4)
- observe water flows downhill (K.5b)
- distinguish living from nonliving organisms (K.6)
- identify basic needs of plants and animals (K.7)
- explore shadows and repeating patterns (weather, shapes and forms of natural objects, animal and plant growth) (K.8a)
- conserve, reduce, recycle and reuse materials (K.11)

History & Social Science: Focus on Community

- comparing and contrasting people, places, or events and recognizing direct cause-and-effect relationships (K.1ef)
- making connections between past and present, and sequencing events as past and present to learn to recognize things change over time (K.1g, K.3)
- describe relative location of people, places and things as near/far, left/right, above/below, behind/in front (K.4)
- observe that maps and globes show the position of objects from above of things in smaller size (K.6)
- experience sharing, taking turns, responsibility for specific tasks, honesty, kindness, and group participation (K.10)

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CSG Educational Roots Framework (RootEd)TM

Academics – 1st Grade

English

- ask and respond to questions to seek help, get information, or clarify information (1.1g)
- follow and give simple two-step directions (1.1hi)
- work respectfully with others (1.1k)
- tell and retell stories and events in sequential order (1.2b)
- develop vocabulary by listening to and reading a variety of texts (1.7b)
- use vocabulary from content areas, singular and plural nouns, adjectives to describe nouns, and verbs to identify actions (1.7efgh)
- write in a variety of forms including narrative, descriptive, & opinion (1.12)

Math

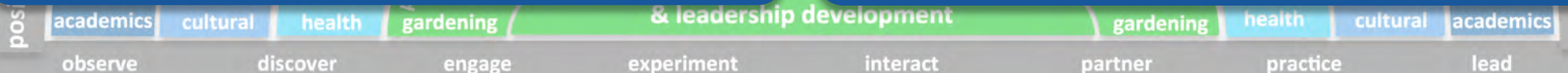
- count by 1s, 2s, 5s, and 10s to determine the number of objects to 110 (1.1d)
- solve problems involving equal sharing between 2 or 4 sharers (1.4a)
- use nonstandard units to measure and compare length, weight/mass, and volume (foot length, new pencil, paper clip, cubes, rice, water, sand) (1.10)
- collect, organize, and represent data (1.12a)
- sort and classify objects by one or two attributes color, size, shape and thickness (1.13)

Science

- observe with senses (1.1a)
- classify and arrange objects or events (1.1c)
- measure length, mass, volume and temperature in nonstandard units (foot length, hand span, new pencil, paper clip, block) (1.1e)
- make inferences and predictions based on observations and data (1.1fh)
- understand the basic needs and functional parts of both plants and animals and classify them by characteristics (1.4, 1.5)
- understand that the sun is the source of energy and light that warms the land, air and water on Earth (1.6a)
- identify seasonal changes in temperature, light and precipitation (1.7)
- understand some natural resources are limited (1.8)

History & Social Science: Focus on Virginia

- comparing and contrasting people, places, or events in Virginia history (1.1e)
- making connections between past and present (1.1g)
- learn about life in Virginia today (1.2c)
- construct a simple map including a title, map legend, symbols and a compass rose (1.5e)
- explore how the location of Virginia determines its climate and seasons and how the landforms of Virginia affect the places people live (1.6)
- practice traits of good citizenship including respect for others, helpfulness, responsibility for one's actions, honesty and truthfulness, sportsmanship and hard work (1.10)



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CSG Educational Roots Framework (RootEd)TM

Academics – 2nd Grade

English

- use oral language to inform, persuade, entertain, clarify, and respond (2.1b)
- follow and give multi-step directions (2.1jk)
- work respectfully with others and value everyone’s contributions (2.1l)
- create oral stories to share with others (2.2a)
- write in a variety of forms including narrative, descriptive, opinion, and expository (2.10)
- conduct research by gathering information and answering questions to create research projects (2.12)

Math

- count by 2s, 5s, & 10s to 120 starting at various multiples of 2, 5, & 10 (2.2a)
- name and write fractions for halves, fourths, eighths, thirds, and sixths (2.4a)
- solve practical single step addition and subtraction problems with whole numbers to 20 (2.5)
- estimate sums and differences (2.6)
- estimate and measure length to the nearest inch and weight to the nearest pound (2.8)
- read the temperature, tell time, and identify days and dates on the calendar (2.9, 2.10b, 2.11)
- collect, organize, and represent data in pictographs and bar graphs (2.15a)

Science

- make inferences and predictions based on observations, data and conditions (2.1ag)
- identify characteristics of solids, liquids and gases (2.3)
- experience plant and animal life cycles (2.4)
- understand living things are part of a system and are interdependent on their living and nonliving surroundings (2.5)
- learn that animals habitat needs change over time due to many influences (2.5)
- track types, changes, and patterns of weather (2.6)
- explore the affect of seasonal changes on plants, animals, and their surroundings (growth, behavior, erosion, weathering) (2.7)
- understand plants produce oxygen and food and provide useful products and benefits in nature (2.8)

History & Social Science: Focus on the US

- comparing and contrasting people, places, or events in American history (2.1e)
- recognizing direct cause and effect relationships (2.1f)
- using a decision-making model to make informed decisions (2.1h)
- learn the impact of George Washington Carver and Cesar Chavez on the U.S. (2.4di)
- understand natural resources (water, soil, wood, coal), human resources (people at work) and capital resources (machines, tools, buildings) (2.8)
- experience the difference between the use of barter and the use of money in exchange for goods and services (2.9)
- show respect for the property of others and the community (2.11a)
- describe actions that can improve the school and community (2.11c)
- practice honesty and trustworthiness (2.11f)

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CSG Educational Roots Framework (RootEd)TM

Academics – 3rd Grade

English

- participate in collaborate discussions (3.1g)
- work respectfully with others in pairs, diverse groups, and whole class settings (3.1h)
- read fiction, nonfiction, literary nonfiction, and poetry texts (3.5, 3.6)
- write in a variety of forms including narrative, descriptive, opinion, and expository (3.8)
- research a topic and create a research product (3.10)

Math

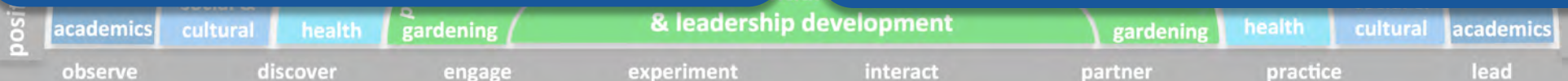
- estimate and determine the sum or difference of 2 whole numbers (3.3)
- solve practical multiplication and division problems through 10 x 10 (3.4b)
- measure length to the nearest 1/2 inch, inch, foot, yard, centimeter, and meter and liquid volume in cups, pints, quarts, gallons, and liters (3.7)
- tell time to the nearest minute and read temperature to the nearest degree (C and F) (3.9a, 3.10)
- collect, organize, and represent data in graphs (3.15a)

Science

- make observations, gather data and form hypotheses (3.1ahg)
- measure length, volume, mass and temperature in standard and metric units (3.1e)
- experience simple and compound machines (3.2)
- explore animal adaptations (3.4)
- understand food chains and ecosystems (3.5, 3.6)
- observe the components of soil and its origin and importance (3.7)
- explore animal and plant life cycles (3.8bc)
- observe patterns in nature including day and night, seasonal changes, simple phases of the moon and tides (3.8)
- explore the water cycle (3.9)
- understand human impacts on the environment (3.10)
- investigate different sources of energy (3.11)

History & Social Science: Focus on Ancient World Cultures

- determining relationships with multiple causes or effects and explaining connections across time and place (3.1fg)
- using a decision-making model to make informed decisions (3.1h)
- describe adaptations of different cultures to their environments (3.7)
- explore the responsibilities of a good citizen including actions to improve the school community, respect for property of others and the community, self-discipline and self-reliance and honesty and trustworthiness (3.11)
- understand the diverse ethnic origins, customs and traditions of U.S. citizens (3.13)



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CSG Educational Roots Framework (RootEd)TM

Academics – 4th Grade

English

- demonstrate the ability to collaborate with a diverse team, while sharing responsibility for the work (4.1h)
- work respectfully with others & show value for individual contributions (4.1i)
- learn how media messages are constructed and for what purposes (4.3)
- read fiction, nonfiction, literary nonfiction, and poetry texts (4.5, 4.6)
- write in a variety of forms including narrative, descriptive, opinion, and expository (4.7)
- research a topic using multiple sources and create a research product (4.9)

Math

- compare and order fractions, mixed numbers, and decimals (4.2a, 4.3c)
- estimate and determine sums, differences, products, and quotients of whole numbers (4.4bc)
- create and solve practical problems involving addition, subtraction, multiplication and division with whole numbers (4.4d)
- solve practical problems to determine perimeter, area, length, weight/mass, and liquid volume in US Customary and metric units (4.7, 4.8d)
- determine the likelihood of an outcome of a simple event (4.13a)
- collect, organize, and represent data in graphs (4.14a)

Science

- explore plant anatomy and the function of each structure (4.4a)
- understand the processes of photosynthesis and plant reproduction (4.4bc)
- observe plant and animal adaptations (4.5a)
- understand energy flow in food webs and the interrelation of populations, communities and ecosystems (4.5bc)
- explore habitats and niches (4.5d)
- use weather measurements and phenomena to make predictions (4.6)
- investigate the causes of Earth's seasons (4.8b)
- understand watersheds and water resources in Virginia (4.9a)

History & Social Science: Virginia Studies

- recognizing points of view and historical perspectives (VS.1d)
- comparing and contrasting ideas and cultural perspectives in Virginia history (VS.1e)
- using a decision-making model to identify costs and benefits of a specific choice made (VS.1h)
- explore the role and impact of Thomas Jefferson on Virginia and U.S. history (VS.5b)
- investigate the importance of agriculture and its influence on the institution of slavery (VS.4a)
- describe the shift in Virginia from a rural, agricultural society to a more urban, industrialized society after the 1900s (VS.9a)

observe

discover

engage

experiment

interact

partner

practice

lead

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CSG Educational Roots Framework (RootEd)TM

Academics – 5th & 6th Grades

English

- summarize the main points a speaker makes (5.1f)
- demonstrate the ability to collaborate with a diverse team, while sharing responsibility for the work (5.1g, 6.1i)
- work respectfully with others & show value for individual contributions (5.1h, 6.1j)
- learn how media messages are constructed and for what purposes (5.3, 6.3)
- demonstrate comprehension of fiction, nonfiction, literary nonfiction, and poetry texts (5.5, 5.6, 6.5, 6.6)
- write in a variety of forms including narrative, descriptive, expository, persuasive, and reflective (5.7, 6.7)
- research a topic using multiple sources & create a research product (5.9, 6.9)

Math

- create and solve practical problems involving addition, subtraction, multiplication, and division of whole numbers, fractions, mixed numbers, and decimals (5.4, 5.5b, 5.6, 6.5bc)
- solve practical problems involving perimeter, area, and volume and differentiate the appropriate application for each (5.8)
- solve practical problems involving length, mass and liquid volume (5.9b)
- represent data in line and stem-and-leaf plots (5.16a)
- find and describe the mean, median, mode and range of data sets (5.17)
- solve practical problems involving circumference, area, and perimeter of circles, triangles, and rectangles (6.7bc)
- represent data from a practical situation in a circle graph (6.10a)

Science

- develop hypotheses including independent and dependent variables and constants (5.1ef, 6.1d, LS.1f)
- collect and analyze data (5.1g, 6.1g)
- explore ecosystem and watershed health (6.7a)
- classify organisms and examine the characteristics that define a species (LS.4)
- understand photosynthesis (LS.5)
- explore the energy flow and relationships in food webs and energy pyramids (LS.6)
- investigate the carbon, water and nitrogen cycles (LS.6)
- explore human impacts on the environment (includes food production and harvest) (LS.11)

History & Social Science: US History to 1865

- comparing and contrasting historical, cultural, and political perspectives in US history (USI.1e)
- determining relationships with multiple causes or effects in US history and explaining connections across time and place (USI.1fg)
- explore the impact of the inventions the cotton gin and the reaper on life in the U.S. (USI.8)

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CSG Educational Roots Framework (RootEd)TM

Academics – 7th & 8th Grades

English

- assume responsibility for specific group tasks and share responsibility for collaborative work within diverse teams (7.1d, 8.1a)
- exhibit willingness to make compromises to accomplish a goal (7.1i, 8.1b)
- collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems (8.1c)
- use self-reflection to evaluate one's own role in preparation and participation in small-group activities (8.1g)
- develop and deliver multimodal, interactive presentations (8.2)
- examine elements of media literacy & produce media messages (7.3, 8.3)
- analyze fiction, nonfiction, literary nonfiction, poetry, and drama texts (7.5, 7.6, 8.5, 8.6)
- use prewriting strategies for expository and persuasive writing (7.7, 8.7)
- find, evaluate, and select resources to create a research product (7.9, 8.9)

Math

- compare and order numbers greater than zero written in scientific notation (7.1b)
- solve practical problems using proportional reasoning (7.3)
- solve practical problems involving volume and surface area of rectangular prisms, cylinders, cones, and square-based pyramids (7.4b, 8.6a)
- determine theoretical and experimental probabilities of independent and dependent events (7.8a, 8.11b)
- represent data from a practical situation in histograms, boxplots, and scatterplots (7.9a, 8.12ab, 8.13)

Science

- design experiments including dependent and independent variables, constants, controls and repeated trials (PS.1f)
- collect and analyze data (PS.1)
- measure accurately length, mass, volume, density, temperature, weight and force (PS.1b)
- investigate conduction, convection and radiation (PS.7)
- explore the processes of soil dynamics (ES.8a)
- collect weather data and predict weather patterns (ES.12ab)

History & Social Science: US History 1865 to Present

- determine the accuracy and validity of information by separating fact and opinion and recognizing bias (CE.1d)
- determining multiple cause-and-effect relationships that impact political and economic events (CE.1f)
- using a decision-making model to identify costs and benefits of a specific choice made (USII.1h, CE.1h)
- explore the impact of new innovations, the rise of big business, the growth of industry, and the changes to life on American farms in response to industrialization (USII.4d)
- participate in civic life by practicing trustworthiness & honesty, courtesy & respect for others, responsibility, accountability, & self-reliance, thoughtful decision-making and service to the school & local community (CE.4)

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CSG Educational Roots Framework (RootEd)TM

Academics – 9th–12th Grades

Garden-to-Market

- work collaboratively to develop a planting plan
- nurture crops in the school garden
- harvest crops
- develop a strategy to sell the harvest
- learn real-life gardening and landscaping skills
- build skills in applied math, entrepreneurship, reading and writing
- address historical and scientific themes relating to the environment and nutrition
- experience field trips to farmers' markets and local farms

CTE Urban Agriculture

- 1st Quarter – workplace readiness, the farming industry, understanding entrepreneurship, and hydroponics
- 2nd Quarter – business ownership, planning an entrepreneurial business, and high tunnels
- 3rd Quarter – marketing principles, economic principles, and urban livestock
- 4th Quarter – sales and customer service, financial statements, and rooftop gardens



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CSG Educational Roots Framework (RootEd)TM

Positive Youth Impacts

Connection & Caring

- Youth feelings of belonging
- Youth understanding of and placing value on their garden activities for community benefit
- Youth degree of investment in the garden
- Youth connection to garden teacher, peers and self

Well-Being

- Degree of youth happiness and peacefulness in the garden
- Youth utilize the gardens as spaces to resolve conflict, relax, work through problems
- Youth feeling of clarity in the garden and refreshed for school work

Autonomy

- Youth opportunities to make decisions in the garden and design garden outcomes
- Youth degree of affecting change and overcoming garden challenges
- Youth sense of pride in work and decision-making

Equity

- Youth trying and liking new foods
- Youth demonstrating leadership skills
- Youth paid internships and resulting impacts for job skill training, work references, etc.
- Youth feelings of belonging and connection to a diversity of people

Competence

- Youth skill learning and development
- Youth knowledge of gardening practices
- Youth ability to determine garden needs for each seasonal cycle
- Youth ability to see connections between work in the garden and academic class work
- Youth understanding of the broader food system/food equity

Confidence & Leadership

- Degree of youth feeling their voice and opinion makes a difference in the garden
- Youth confidence in themselves while in the garden
- Degree of youth engaging as a role model

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CSG Educational Roots Framework (RootEd)TM

K-4th Grades

Gardening – plants and cycles of nature

- Students learn about gardening on a small-scale with focus on working with individual plants.
- Students explore the basic needs and characteristics of the diversity of plants and animals in the garden, and gardening strategies for plants and animals flourish.
- Students observe the natural cycles of the garden including: life cycles, the water cycle, the nutrient cycle, seasonal cycles, erosion and soil cycles.
- Students explore human impacts on the environment and learn steps they can take as individuals to care for the earth.
- Students engage in planting, watering, harvesting, weeding, digging, composting and exploring.

Health – whole foods and healthy eating

- Students name a wide variety of whole foods and explore them using all five senses.
- Students explore how the health of the garden affects the health of the foods they eat from it.
- Students learn why whole foods are healthy for our bodies and how they can be grown in our gardens.
- Students experience the seasonal harvest calendar by planting, growing, investigating, harvesting and tasting different fruits and vegetables throughout the year.

Social & Cultural – respect, connection & inclusion

- Students practice respect for themselves, others, the garden space and the environment, and recognize that the garden space belongs to them and their school community.
- Students explore the ways they are similar to and different from their classmates.
- Students work with and respect one another regardless of gender, race, religion, ethnic, cultural or ability differences.

Academics

- See previous section on Academic Standards of learning

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CSG Educational Roots Framework (RootEd)TM

5th & 6th Grades

Gardening – local food sources

- Students explore local farms with an emphasis on understanding growing practices specific to the region and to different farming types and styles.
- Students learn the connections between their school garden and local farms, including the ecosystem dynamics, natural cycles and resources affecting each.
- Students understand human impacts on the environment and environmental stewardship initiatives in their schools and in the community.
- Students observe tools, systems and infrastructure that are used in large-scale farming.

Health – food sources

- Students observe large-scale processes and systems for growing different foods.
- Students learn the impact of different growing strategies on the nutritional content and quality of food, and how these strategies impact the surrounding environment and watershed.
- Students experience the seasonal harvest calendar by tasting different seasonal fruits and vegetables and visiting local farms at different times of the year.

Social & Cultural – community & cultural awareness

- Students practice respect for themselves, others and the garden space.
- Students engage with food producers in the community to gain understanding about the people and land that grow their food.

Academics

- See previous section on Academic Standards of learning

CSG Educational Roots Framework (RootEd)TM

7th & 8th Grades

Gardening – cultivation practices

- Students learn large-scale garden work and maintenance practices and use a variety of techniques to grow throughout each season.
- Students explore environmental and earth processes in the garden and surrounding ecosystem, and gardening and planning strategies for growing in the Blue Ridge.
- Students participate in environmental stewardship initiatives in their school and community.
- Students practice soil nutrition management (cover cropping, composting and mulching), large-scale seedling production and systems, crop rotations, perennial care, trellising and daily seasonal garden work.

Health – food production

- Students explore the food system supply chain in the US and how large-scale food production and distribution methods impact the health of our environment, individuals and community.
- Students work in the garden using small-scale organic growing techniques to produce food for distribution to the student body and faculty.
- Students engage in the seasonal growing calendar by working and eating from the garden throughout the year.

Social & Cultural – responsibility & community engagement

- Students take responsibility for themselves, others, and the garden space, working independently and in teams to complete tasks and showing craftsmanship.
- Students engage with their community by growing seedlings to distribute, hosting events, meeting diverse food producers and developing resources for youth.
- Students use their time and energy in the garden to grow healthy food for others in their school and community.
- Students experience the growing techniques, food traditions and crop diversity of cultural groups in their school community.
- Students learn about food justice issues facing their community and the impact of these issues on the school and community culture.

Academics

- See previous section on Academic Standards of learning

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CSG Educational Roots Framework (RootEd)TM

9th–12th Grades

Gardening – market gardening

- Students engage in designing and managing a market garden and farm business.
- Students learn large-scale gardening and planning strategies to support environmental, human and economic health.
- Students explore environmental issues in our agricultural systems and practice stewardship techniques in the garden.
- Students lead soil nutrition management, plant selection, rotation planning, daily seasonal garden work and the marketing and distribution of garden produce.

Health – food systems

- Students engage in research and dialog about the history of the food system in the U.S., our current food system policies and barriers to access in our food system.
- Students explore beyond individual choice to examine barriers to healthy eating in their school, home and community.
- Students work in the garden using organic growing techniques to produce fruits and vegetables for a community supported agriculture (CSA) business.
- Students develop the seasonal growing calendar and eat from the garden throughout the year.

Social & Cultural – leadership & food justice

- Students take leadership roles in managing the garden space, work with others and show craftsmanship in their work.
- Students interact with their community to discuss food justice issues and to advocate for changes they would like to see.
- Students engage in research and exploration of the food system and understand the policies and barriers to food justice in their community.

Academics

- See previous section on Academic Standards of learning

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