VERMONT FEED
A FARM TO SCHOOL PROJECT of Shelburne Farms & NOFA-VT

Farm to School & Big Ideas

Adapted with permission from Shelburne Farms

Concept / Grade Level	Farm to School Connection / Curricular Idea
Community **PreK–Kindergarten**	Students study the concept of community by exploring the roles that people play to get food from farm to table. Students explore their own role in the food system and as "community helpers" grow seedlings for the school garden as a service project. **ESSENTIAL QUESTION: WHAT IS MY RESPONSIBILITY TO OUR COMMUNITY?**
Cycles **1st–2nd Grade**	Students explore cycles all around them—investigating everything from pollinating insects to seasonal cycles—and how they impact their own lives. Students learn about the local agricultural cycles of maple sugaring and apple growing, and engage with local farmers and community businesses involved in these product cycles. **ESSENTIAL QUESTION: WHAT CYCLES CAN WE FIND IN OUR COMMUNITY?**
Systems **3rd–4th Grade**	Students investigate local food systems by tracing locally available products back to their source and evaluating and assessing the impact of different food choices. Through working with local farmers, students also explore farming practices to better understand the importance of ecological diversity. Students develop skills for reading and writing informational texts by creating informational posters about the local food system for display at a grocery store. **ESSENTIAL QUESTION: HOW DOES CHANGE HAPPEN IN A SYSTEM?**

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Change & Adaptation **5th–6th Grade**	Students learn about change over time as they explore biological and social adaptation and change. They research geologic forces and how bedrock influences soil types. They study early settlements in their community to understand why people settled near rivers and on rich agricultural soils. They study regional human migration patterns through time and how shifting demographics and diversity have shaped the local community. Students also explore the impacts of human migration on the natural/agricultural world. As a culminating project, students create a museum display with maps illustrating how their community has changed over time. **ESSENTIAL QUESTION: IN WHAT WAYS DOES THE LAND SHAPE CULTURE?**
Interdepen-dence **7th–8th Grade**	Students explore economics by launching a small food-focused business with their classmates. With the help of local business people, they conduct market research, create a business plan, and track data on costs and revenues. Finally, students write annual reports to shareholders, describing the economic, environmental, and social outcomes of their business. **ESSENTIAL QUESTION: IN WHAT WAYS DO WE DEPEND ON NATURAL SYSTEMS?**
Limits **9th–10th Grade**	Students are immersed in a study of sustainable agriculture and water: watersheds, management, rights, natural limits, and equity issues. They compare local water use and regulation to locales with similar demographics and geography, both nationally and internationally. Students then make recommendations to local regulating agencies on resource management. **ESSENTIAL QUESTION: WHAT CAN COMMUNITIES LEARN FROM NATURAL SYSTEMS TO IMPROVE OUR COMMON FUTURE?**
Long Term Effects **11th–12th Grade**	Students collaborate with the School Nutrition Director to analyze food purchasing in the school community and evaluate locally available options. They consider the economic, ecological, and social justice issues related to food purchasing, from fair trade to ecological packaging. Students research opportunities to increase local products served and present their findings/recommendations to the school. **ESSENTIAL QUESTION: IN WHAT WAYS DOES HOW WE LIVE TODAY IMPACT HOW PEOPLE LIVE IN THE FUTURE?**