



ABOUT VIDEOS TEACH LEARN ACT STORE BLOG

SEARCH

keywords



# FARM TO FORK



“ The biggest question to ask yourself about food is:  
Where did this come from? And that begins the telling of the story.

MICHAEL POLLAN



The Farm Bill  
Michael Pollan



Farmers Markets  
Multiple Voices



Food Chain  
Michael Pollan

## VIDEOS

### ► Themes

- Farm to Fork
- Food and Community
- Edible Education
- Food and Health
- Cooking and Eating

### ► Voices

- Nadine Burke
- Cameron Diaz
- Anna Lappé
- Ian Marvy
- Jamie Oliver
- Michael Pollan

Week 18 Farm to Fork

## January 4<sup>th</sup> From the Soil

Obj. TSW gain a better perspective of the  
importance of healthy soil. P. 80 NB



1. What are the components of healthy soil?
2. Why is Farm to Fork important?
3. Explain what you have learned about growing healthy food for RCHS students and Culinary?

## Second Barcode

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- Take 3 – 4 Notes in the 2 minute video.
- After watching the short video clip, what are your thoughts?
- How realistic is a second barcode?

# Activity: The Story of Food

[nourish.org](http://nourish.org)

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- **Objective:** Students examine food labels and conduct research to trace food paths from the original plant or animal source. They then make posters describing the story of a particular food.
- **Question:** How does the way food is raised, processed, transported, and eaten impact both people and the environment?
- Read the background information.

# 11/5 Bayer Crop Science

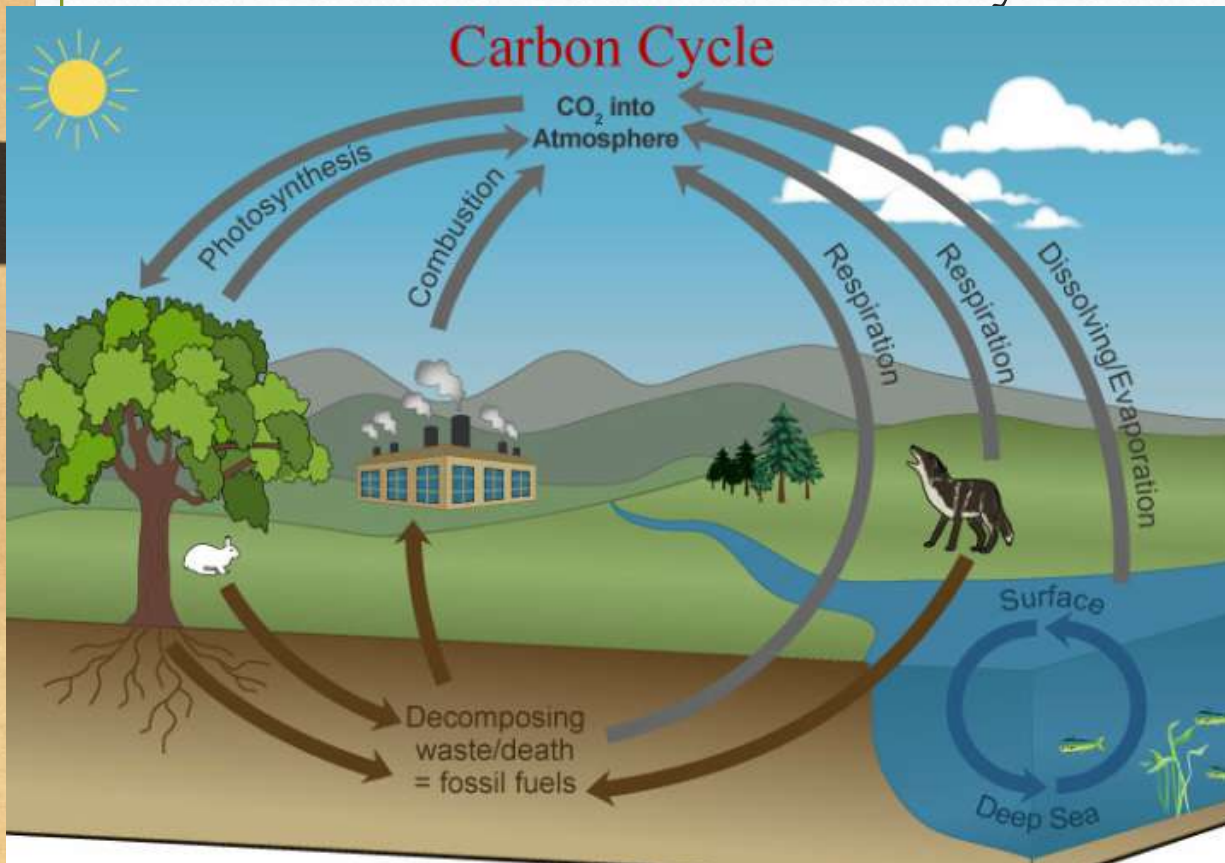
Obj. TSW learn about local companies that play a role in our Agricultural success. p.82 NB



1. What association do you have with Bayer?
2. Why would a Pharmaceutical company get involved with Crops and growing Food?
3. How does what you have learned about Bayer Crop Science underscore the importance to growing healthy food worldwide?

# 1/6 Carbon Cycle Review P. 84 NB

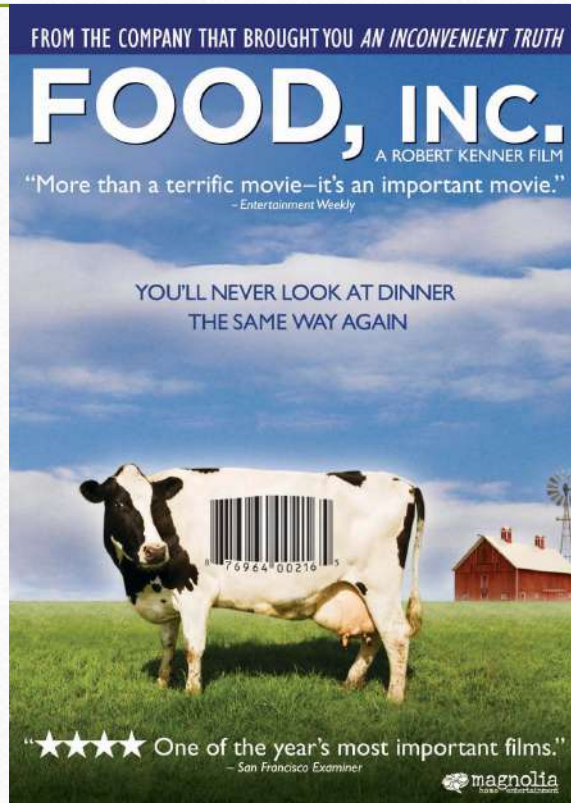
Obj TSW review how important the carbon cycle is to us.



1. What is the Carbon Cycle?
2. How does CO<sub>2</sub> cycle through the Biotic and abiotic factors?
3. List 6 processes of the Carbon cycle.

## 1/8 Food Inc.

Obj. TSW make connections between how food is produced and why Farm to Fork is so important. 86 NB



1. What impression was left on you by the movie Food Inc.?
2. What did you learn from Food Inc. that changes how you think about food?
3. If you got to meet Micheal Pollan in person, what would you like to ask him?

# Final Presentation –PPT

**Farm to Fork Project PART 2 DUE** McAllister needs to review your progress of your project before **January 8<sup>TH</sup>**.

PPT Individual: 10 – 15 Slides

PPT Two students: 15 – 20 Slides

**Introduction:** Briefly review your project for us.

## **Data**

- **Qualitative Data:** Words, Descriptions, Pictures, Video
- **Quantitative Data:** Tables, Charts, Graphs

## **Data Analysis**

- What does the data mean?
- What were some things that you learned from mistakes you made?
- What would you do differently next time?

## **Conclusion**

- Explain what your project meant to you and how the class Farm 2 Fork has helped you gain a better understanding of your project/ gardening caring for plants/& or soil . If you were in charge of feeding the world, or creating more sustainable practices worldwide how you would go about it?

- **Works Cited** **Title. Author. Website link.**

- ~~*Yolo Farm to Fork.* By Dorthy Peterson. Dir. Dominic Machi. Perf. Beth Harrison. *Yolo Farm To Fork.* Yolo Farm to Fork.org, n.d. Web.~~



# Grading Rubric for Final Presentation

Criteria/ Score	5 (100%-90%)	4 (89%-80%)	3 (79%-70%)	2 (69%-60%)	1 (59%-50%)	0 (<49%)
<b>Completeness</b>	All components of the assignment are included.	Most of the components of the assignment are included.	Some of the components of the assignment are included.	Few of the components of the assignment are included.	Severely deficient work.	Unacceptable
<b>Depth of understanding</b>	Student demonstrates mastery of key concepts.	Student demonstrates a thorough understanding of key concepts.	Student demonstrates a rudimentary grasp of key concepts.	Student lacks understanding of several key concepts.	Student shows gross misunderstanding of numerous key concepts.	NA

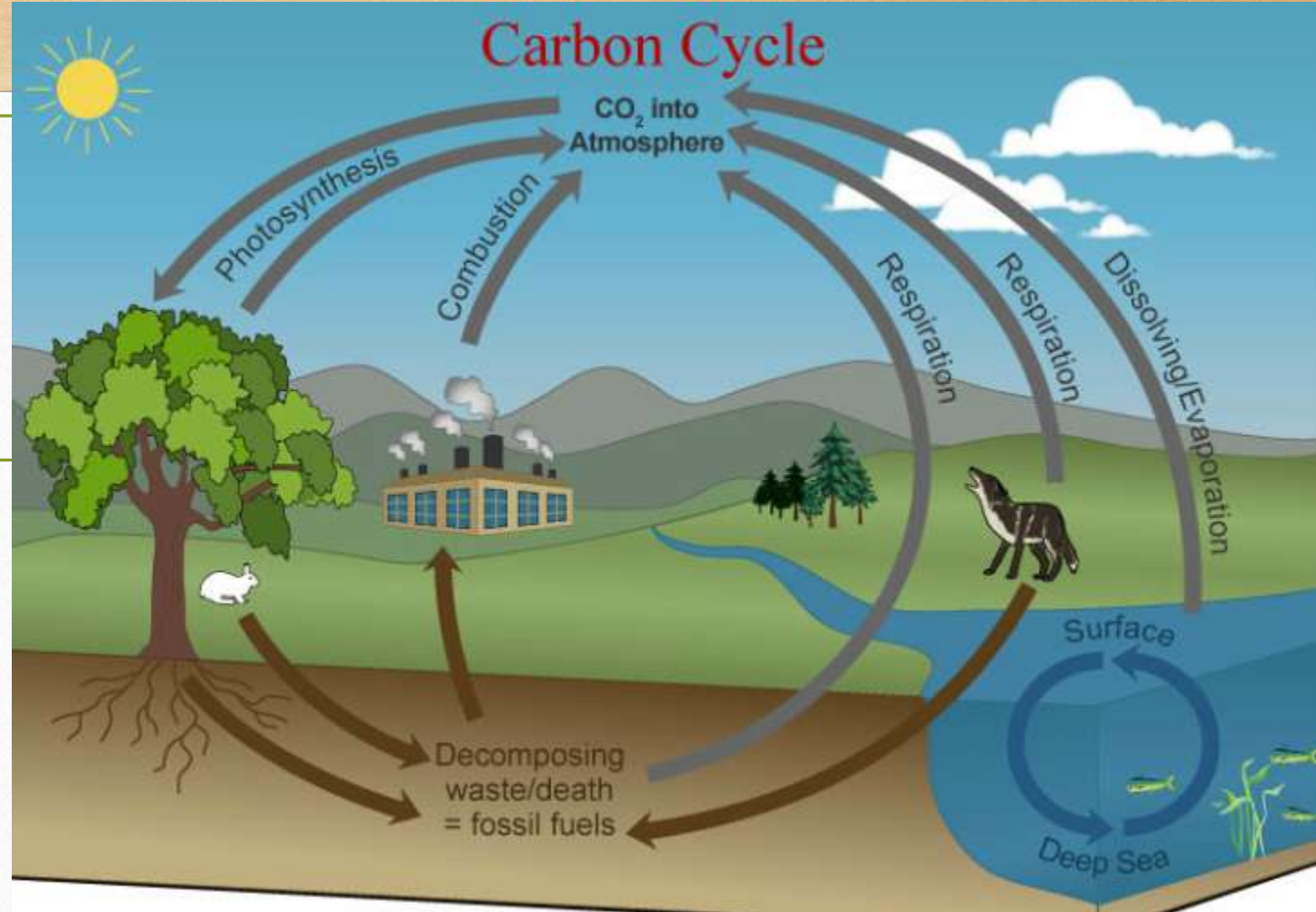
# Bayer Crop Science P. 85 NB

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- Where is Bayer Crop Science in West Sac?
- What does Bayer Crop Science do concerning agriculture?
- Give 3 examples of how they are involved in agriculture.
- How does it relate to Farm to Fork?

## Page 87 NB

- Students will draw the carbon cycle. Labeling the 6 processes that take place: **Photosynthesis, Cellular Respiration, Exchange, Sedimentation & Burial, Extraction and Combustion.** Students will gain a better understanding of how carbon cycles between the atmosphere, geosphere, hydrosphere, and biosphere from their graphical simulation of the carbon cycle.



# Greenhouses & Carbon Cycle Activity. p. 87NB

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- "What happens to the carbon dioxide you breathe out or the carbon dioxide released from a burning paper?"
- How does the carbon cycle influence the greenhouse effect?
- How do greenhouses utilize the greenhouse effect to promote plant growth?
- How is greenhouse plant cultivation a sustainable practice?

# 1/12 Nourish.org

Obj. TSW learn about the story of your food.

p. 88 NB



1. Name three things about the video that you learned.
2. How does Nourish relate to Food Inc. and to Farm to Fork?
3. How has Nourish changed your thinking about food? And what is healthy.

1/13 Understanding where our food comes from

Obj. TSW explain three aspects of how this class has impacted themselves, or the school or the community.

P. 90 NB



1. If someone were to ask you, “What was the Farm to Fork” class like? How would you describe what was taught in the class?

