



AYERSfoundation and The Greene School Collaborative

The Core Curriculum 9th Grade: Sustaining Us, Sustaining our Communities

This 9th grade expedition occurs in the Spring Semester. Students learn about the agricultural history of the Americas, read the *The Omnivores Dilemma*, and delve into the biogeochemical cycles that are foundational to understanding of the food system. Students are introduced to the workings of different types of food systems including centralized and distributed. Through this collaboration with the AYERSfoundation, students are introduced to several key concepts that they will have the opportunity to continue to investigate during their Sophomore and Junior year. These include the agro-ecological foundations of sustainable agriculture in terms of inputs and outputs, the ecosystem services provided by farm lands and land trusts, the economic importance of cottage industries and value added products in Rhode Island, and the value of Place-Based environmental education.

9th-11th Grade: Intensives

By the time students are starting their senior year they will have had the opportunity to take up to four different one-week intensive classes. These intensives follow up with concrete projects related to the concepts that were introduced to them in the core curriculum their 9th grade year.

<p>Environmental Ed Curriculum- Students collaborate with non-profit organizations and local farmers to design innovative ways to incorporate local places into the educational culture of Rhode Island Communities.</p>	<p>Sustainable Food Production System Students participate in intensive experiences that invite them to consider what makes an agricultural system sustainable. Students experience examples of local regional food production systems.</p>	<p>Ecosystem Services-open spaces Students learn about and collect data on the indicators of ecological health within the Quonochontaug Pond Watershed. Students learn about ecosystem services in coastal ecological communities within the context of the constant influence of development.</p>	<p>Value Added Products and the Culinary Arts Students learn about various processes that add value to farm products as well as methods of preparing and presenting attractive, seasonally grown foods.</p>
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11th-12th Grade Internship Opportunities

<p>Environmental Ed Curriculum</p> <ul style="list-style-type: none"> • Assist with Hillandale Farm summer educational programming • Writing place-based curriculum for Hillandale and Ocean Breeze Farm • Facilitating Elementary School Field-Trips • TGS Fieldwork Leaders (help facilitate core 9th grade curriculum) 	<p>Sustainable Food Production System</p> <ul style="list-style-type: none"> • Greenhouse horticulture • Farmers markets • Animal husbandry internship 	<p>Ecosystem Services-open spaces</p> <ul style="list-style-type: none"> • Sustainable Forest management • Forestry Internship • Agro-ecology 	<p>Value Added Products and the Culinary Arts</p> <ul style="list-style-type: none"> • Greenhouse horticulture • Animal husbandry apprentice • Working in a commercial farm kitchen* <p>*Program expected to start in 2014</p>
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12th Grade: Senior Projects and Internships*

<p>Environmental Ed Curriculum</p> <ul style="list-style-type: none"> • Hillandale Farm Spring Break Farm Camp • “Under development” 	<p>Sustainable Food Production System</p> <ul style="list-style-type: none"> • Greenhouse Pest Management Internship • Small-Farm Economics • Soils Management – the essence of organic food production 	<p>Ecosystem Services-open spaces</p> <ul style="list-style-type: none"> • Water quality monitor of Westerly Salt-Ponds • Climate change research projects (migration of estuaries) • Immersion into the model of agro-ecology 	<p>Value Added Products and the Culinary Arts</p> <ul style="list-style-type: none"> • Greenhouse horticulture • RI cottage industries • Working in a commercial farm kitchen* <p>*Program expected to start in 2014</p>
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***Senior projects and internships are designed to amalgamate all salient intensives and expeditions undertaken while at TGS in order to bring a deeper and more holistic understanding to sustainable agriculture. In other words, teaching that the value of the whole is greater than the sum of its parts provides a more meaningful impetus for change.**

