

**Linking Students with Agriculture**  
**List of New Jersey Department of Education Core Curriculum Content Standards**  
**Which are Reinforced by an Agricultural Education Session at Alstede Farms,**  
**Chester, New Jersey**  
**Grade Groups K-4**

*Please note-- the first number is the instructional area, the second number is the New Jersey Department of Education Core Curriculum Standard and the third number after the colon (:) is the Cumulative Progress Indicator that is also written out. The activity during the Agricultural Educational Session is written in italic.*

**1. Visual and Performing Arts**  
**(Grades K-4)**

- 1.5:2 Investigate, experience and participate in dance, music, theater and visual arts activities representing various historical periods and world cultures. *Students will view and touch agricultural tools, tractors, specialized equipment and buildings.*

**2. Health and Physical Education**  
**(Grades K-4)**

- 2.1:3 Identify and demonstrate responsible health behaviors for children. *Students will wash hands after petting and feeding animals.*
- 2.2:3 Discuss how family and friends are important throughout life and that relationships require respect for others. *Students will visit a Family Agricultural Enterprise and see the retail farm market in operation with members of the family providing labor.*
- 2.5:3 Adapt movement skills in relation to objects, other participants and boundaries. *Students will have the opportunity to pick fruits or vegetables.*

**3. Language Arts Literacy**  
**(Grades K-4)**

- 3.2:3 Listen for a variety of purposes, such as enjoyment and obtaining information. During the hayride, *students will receive agricultural information about growing plants sold in the retail market.*
- 3.2:6 Develop listening strategies such as asking relevant questions, taking notes, and making predictions, to understand what is heard. *During the hayride or visit to the greenhouse, students will find answers to questions about agriculture.*
- 3.3:3 Use writing to extend the experience. *Students are encouraged to write follow up letters to the farm operator.*

**4. Mathematics**  
**(Grades K-4)**

- 4.3:7 Recognize the role of mathematics in their daily lives and in society. *The retail market and farm has examples where mathematics is important to the agricultural business.*
- 4.5:4 Use a variety of tools to measure mathematical and physical object in the world around them. *Students will see and use different measures that are utilized in the retail market.*

- 4.9:3 Recognize the need for uniform unit of measure. *Students will see different size baskets and other measures in the retail market.*
- 4.9:6 Understand and incorporate estimation and repeated measures in measurement activities. *Students will see different size baskets and other measures used in the retail market.*
- 4.10:2 Use personal referents, such as the width of a finger as one centimeter, for estimations with measurement. *Students will see different size baskets and other measures used.*

## 5. Science (Grades K-4)

- 5.1:2 Recognize that since the components of a system usually influence one another, a system may not work if a component is missing. *During the hayride, students will see crops growing and the process of growing these crops will be explained and shown to them.*
- 5.2:1 State a problem about the natural world in the form of a question. *Experience with growing crops/animals will stimulate the development of problems that can then be researched.*
- 5.3:2 Recognize that scientific ideas and knowledge have come from men and women of all cultures. *Students will see that agriculture is concentrated food production and the crops originated in different countries.*
- 5.4:2 Demonstrate how tools are used to do things better and more easily or to do tasks that could not otherwise be done. *Students will see how agriculture equipment saves hand labor.*
- 5.4:4 Find and report on examples of how technology helps people. *Students will see how agriculture equipment saves labor.*
- 5.5:1 Judge whether estimates, measurements, and computations of quantities are reasonable. *Students will estimate the amounts in a variety of containers when picking crops.*
- 5.5:2 Use a variety of measuring instruments, emphasizing appropriate units. *Students will see a variety of ways that agricultural products are sold.*
- 5.6:1 Compare and contrast living and nonliving things. *Students will have the opportunity to see and experience living plants and animals.*
- 5.6:2 Determine the basic needs of organisms. *Students will have the opportunity to see and experience living plants and animals.*
- 5.6:4 Show that plants and animals are composed of different parts serving different purposes and working together for the well being of the organisms. *Students will have the opportunity to see and experience living plants and animals.*
- 5.6:6 Group organisms according to the functions they serve in a food chain. *Students will have the opportunity to see and experience both plants and animals.*
- 5.7:1 Recognize the diversity of plants and animals on earth. *Students will have the opportunity to see and experience many different plants and animals.*
- 5.7:3 Recognize that individuals vary within every species. *Students will have the opportunity to see and experience many different species of plants and animals.*
- 5.7:4 Identify and describe external features of plants and animals that help them survive in varied habitats. *Students will have the opportunity to see, describe and experience plants and animals.*

- 5.12:1 Investigate the interdependence of living things and their environment. *Students will see how the environment is controlled to benefit plants and animals.*
- 5.12:2 Explain how meeting human requirements affects the environment. *Students will experience how agriculture uses the environment to raise plants and animals for food.*

## **6. Social Studies (Grades K-4)**

- 6.1:4 Give examples of the impact of government policy on their lives. *Students will see the importance of the farm's location to homes, roads and other businesses.*
- 6.4:2 Identify social institutions, such as family, religion, and government, that function to meet individual and group needs. *Students will see how a family business is operated.*
- 6.6:5 Illustrate the balance between economic growth and environmental preservation. *Students will see where this farm and market is located and its relationship to population.*
- 6.8:2 Discuss the similarities, differences, and interdependencies among rural, suburban, and urban communities. *Students in traveling to the market and farm will see a variety of communities.*
- 6.9:1 Explain the characteristics of renewable and nonrenewable resources and their distribution, and the role of resources in daily life. *Students will see how growing a crop is a renewable resource.*
- 6.9:2 Explain how people depend on the physical environment and how they modify the environment. *Students will see how the environment has been modified to maximize the growth of plants and animals*

## **7. World Languages (Grades K-4)**

- 7.2:1 Demonstrate an awareness of culture. *Students will see food is important to different cultures and the celebration of holidays and special occasions.*

## **8. Cross Content Workplace Readiness (Grades K-4)**

- 8.1:5 Identify skills that are transferable from one occupation to another. *Students will see the many tasks performed at the farm and retail market.*
- 8.2:1 Understand how technological systems function. *Students will see how technology is used in agriculture equipment.*
- 8.2:2 Select appropriate tools and technology for specific activities. *Students will see how agricultural equipment is designed to perform specialized functions.*
- 8.5:3 Demonstrate principles of safe physical movement. *Students will be required to practice safety and follow safety rules while visiting this agricultural enterprise.*
- 8.5:7 Identify and follow safety procedures for laboratory and other hands-on experiences. *Students will be required to practice safety and follow safety rules while visiting this agricultural enterprise.*

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