

Linking Students with Agriculture
List of New Jersey Department of Education Core Curriculum Content Standards
Which are Reinforced by an Agricultural Education Session at Happy Hollow Farm Market,
Phillipsburg, 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 historical agricultural tools, tractors and specialized equipment.*

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.*
- 2.5:3 Adapt movement skills in relation to objects, other participants and boundaries. *Students will walk through a corn maze and hay yard. Other activities included are: echo chamber, straw/corn jump, hiking trail and pony rides.*

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 plants grown on the farm.*
- 3.2:6 Develop listening strategies such as asking relevant questions, taking notes, and making predictions, to understand what is heard. *During the hayride students will find answers to questions about agriculture.*
- 3.5:2 Demonstrate the ability to gain information from a variety of media. *During the hayride and in the instructional area signs and charts will be displayed and provide information.*

4. Mathematics
(Grades K-4)

- 4.2:1 Discuss, listen, represent, read, and write as vital activities in their learning and use of mathematics. *Problem solving activities in the instructional area will require reading and listening.*
- 4.3:6 Recognize the connections between mathematics and other disciplines, and apply mathematical thinking and problem solving in those areas. *Mathematical problems using agricultural examples are included in the instructional session.*
- 4.3:7 Recognize the role of mathematics in their daily lives and in society. *The retail market 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 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 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 in the market.*

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 growing crops 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 that 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 other wise 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.*
- 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 living 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 living 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 and experience living plants and animals and provide descriptions.*
- 5.12:1 Investigate the interdependence of living things and their environment. *Students will see how the environment is controlled and enhanced 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 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 an agricultural business is operated.*
- 6.6:2 Describe the relationship of price to supply and demand. *Students will have pricing of agriculture products explained to them.*
- 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 and development.*
- 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. The history of the farm will be shared.*
- 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 that food is important to different cultures in 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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