

Linking Students with Agriculture
List of New Jersey Department of Education Core Curriculum Content Standards
Which are Reinforced by an Agricultural Education Session at
Johnson's Corner Farm,
Medford, 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 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.*
- 2.1:5 Describe potentially dangerous or threatening situations related to childhood activities, develop personal protections strategies, and cite resources for help. *Students entering the hay or corn maze must adhere to safety rules.*
- 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 business in operation with members of the family providing labor.*
- 2.5:3 Adapt movement skills in relation to objects, other participants and boundaries. *During the pumpkin season, students will walk through a corn/hay maze.*

3. Language Arts Literacy
(Grades K-4)

- 3.1:2 Adjust oral communications for different purposes and audiences. *Students will be encouraged to ask questions through the agricultural education session.*
- 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 produced on the farm and 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 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 operators and/or write stories about their experiences on the farm.*
- 3.5:2 Demonstrate the ability to gain information from a variety of media. *During the hayride and in the animal barnyard area signs and narration will provide information.*

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

- 4.1:1 Use discovery-oriented, inquiry-based and problem-center approaches to investigate and understand mathematical content appropriate to early elementary grades. *Temperature and growing seasons are important considerations when growing plants.*
- 4.1:2 Recognize, formulate, and solve problems arising from mathematical situations and everyday experiences. *Math problems that use agricultural examples will be included.*
- 4.1:5 Construct, explain, justify, and apply a variety of problem-solving strategies in both cooperative and independent learning environments. *Problem solving will be done as individuals and as groups.*
- 4.1:6 Verify the correctness and reasonableness of results and interpret them in the contest of the problems being solved. *Follow up questions will be provided to students for summary and recall.*
- 4.2:1 Discuss, listen, represent, read, and write as vital activities in their learning and use of mathematics. *Problem solving activities 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.*
- 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 that are used in the retail market.*
- 4.9:3 Recognize the need for uniform unit of measure. *Students will pick apples, peaches, corn, pumpkins, strawberries, cotton, popcorn and peanuts requiring measures.*
- 4.9:6 Understand and incorporate estimation and repeated measures in measurement activities. *Students will see different size baskets and other measures used.*
- 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 retail market.*
- 4.14:1 Explore a variety of puzzles, games, and counting problems. *Students participate in games and encounter problems during each session.*

5. Science **(Grades K-4)**

- 5.1:1 Recognize that most things are made up of components that, when assembled, can do things they could not do separately. *Students will see items made from farm products.*
- 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. *Students will see crops growing during the hayride session and the processes involved with growing 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 would 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.*
- 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 different living plants and animals.*
- 5.7:3 Recognize that individuals vary within every species. *Students will have the opportunity to see and experience 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, describe and experience living 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 of 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.*
- 6.2:4 Evaluate works of aesthetic expression serve as cultural representations. *Students will make crafts as a result of their pumpkin session.*
- 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 and other agricultural products are 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.*
- 8.3:15 Apply problem-solving skill to original and creative/design projects. *Students will be asked to do various projects.*
- 8.4:3 Work cooperatively with others to accomplish a task. *Students will work as individuals and together in-groups.*
- 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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