

Teacher/Grade: Juli Vitello/3	Topic: Agriculture	Month/Time span: 9 weeks/September, October and some November
EIC Curriculum Map		
<u>Pennsylvania Academic Standards:</u>		
<p><u>Environment & Ecology</u></p> <ul style="list-style-type: none"> 4.4.4. A-Know the importance of agriculture to humans. 4.4.4. B-Identify the role of the sciences in Pennsylvania agriculture. 4.4.4. C-Know that food and fiber originate from plants and animals. 4.4.4. D-Identify technology and energy use associated with agriculture. 4.8.4. B-Know that environmental conditions influence where and how people live. 4.8.4. D.-Know the importance of natural resources in daily life. 	<p><u>Reading, Writing, Speaking & Listening</u></p> <ul style="list-style-type: none"> 1.1.3. A.-Identify the purposes and types of text before reading. 1.1.3. F-Understand the meaning of and use correctly new vocabulary learned in various subject area. 1.1.3. G-Demonstrate after reading understanding and interpretation of both fiction and nonfiction text. 1.2.3. C-Produce work in at least one literary genre that follows the conventions of the genre. 1.4.3. B-Write informational pieces using illustrations when necessary. 1.6.3.D-Contribute to the discussion 1.6...3.F.3-Explain how advertising sells things. 	
<p><u>Science & Technology</u></p> <ul style="list-style-type: none"> 3.1.4. C-Illustrate patterns that regularly occur and reoccur in nature. 3.6.4. A-Know those biotechnologies relate to propagating, growing, maintaining, adapting, treating, and converting. 	<p><u>Math</u></p> <ul style="list-style-type: none"> 2.3.3. B-Determine the measurement of objects with standard units of measure. 	
<p><u>Civics & Government</u> N/A</p>	<p><u>Geography</u></p> <ul style="list-style-type: none"> 7.1.9. B-Identify and locate places and regions. 7.3.3. B-Identify the human characteristics of places and regions by their cultural characteristics. 	<p><u>Arts and Humanities</u></p> <ul style="list-style-type: none"> N/A
<p><u>History</u></p> <ul style="list-style-type: none"> 8.1.3. A-Understand chronological thinking. 8.1.3. D-Understand historical research. 8.3.3. A-Identify contributions of individuals and groups to United States history. 	<p><u>Career Education and Work</u></p> <ul style="list-style-type: none"> 13.1.3.F-Explore how people prepare for careers 	<p><u>Economics</u></p> <ul style="list-style-type: none"> N/A
<p><u>Health Safety and Physical Education</u></p> <ul style="list-style-type: none"> N/A 	<p><u>Family and Consumer Science</u></p> <ul style="list-style-type: none"> 11.1.3-Describe criteria needed to identify quality in consumer goods and services. 11.3.3. A-Know the 	<p><u>World Languages</u></p> <ul style="list-style-type: none"> N/A

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	<p>production steps that a food travels from the farm to the consumer.</p> <ul style="list-style-type: none"> • 11.3.3. D-Classify foods by food group within the food guide pyramid including the serving size and nutrient function within the body. 	
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Goals and Objectives:

- Name the seasons in “cycle” order
- Identify the season in which his or her birth date occurs.
- Describe at least three things that occur in each season in an agricultural area, in their community, and in an urban area
- Explain and illustrate the causes of seasonal changes.
- Recognize breadth of vegetables grown in Pennsylvania.
- Create a grid map of a farm with key.
- Determine the resources/sequence of steps involved in taking a product from the field to the consumer (path of production.)
- Become familiar with names of dairy products.
- Become familiar with careers available in agriculture.
- Review what makes a legend (Johnny Appleseed.)
- Differentiate between what is legend and what is fact.
- Sort food pictures according to raw food source.
- Identify an agricultural product based on its origin.
- Identify common animals found on PA farms.
- Identify common plants found on PA farms.
- Identify the parts of important vegetables and fruits.
- Place symbols on a US map of the top 5 agricultural commodities of each state in a specific region.
- Identify food groups as represented on the Food Pyramid.
- Identify foods/meals which are healthy.
- Apply knowledge of food pyramid and healthy eating to create an original snack.
- Use writing, listening, and speaking skills to create and present a commercial advertising an original snack food product.

Overview of Integrated Activities:

Plant vegetable seeds in Root View Growing Kit “Step by Step” Food, Land, and People “Tomatoes to Ketchup” Food, Land, and People “From Sea to Shining Sea” Food, Land, and People “Why Don’t We Grow Pineapples in Pennsylvania?”SCEE	Read 11 agriculture books including <u>George Washington Carver, Saving Strawberry Farm</u> aloud. View 6 agriculture videos including “Moo to You” and “Dairy Farming for Kids.”
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Assessment

<p>Monitor growth of vegetables in Root View Farm. Create a collage that illustrates a specific raw food and its products. On a map, label five US states, including PA and its surrounding states with their capitals and main agricultural products. Draw the Food Pyramid and label food groups. Write paragraph stating why George Washington Carver was significant to agricultural progress.</p>	<p>On map of Pennsylvania identify five growing areas for dairy products, forest products, farm animals, vegetables, fruit, and mushrooms. Complete worksheet: Johnny Appleseed, Fact or Fiction Compare/contrast the books <u>Ox Cart Man</u> and <u>Ice Cream</u>.</p>
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Resources

<p><u>Food, Land, and People</u> <u>Seasons Through the Year</u> <u>Vegetable Alphabet Book</u>-Jerry <u>How Groundhog's Garden Grew</u>-Lynne Cherry <u>Fairy in the Dairy</u> <u>Century Farm</u> <u>Amelia's Road</u> <u>George Washington Carver</u></p>	<p><u>Caesar Chavez-Harvesting Hope</u> <u>Johnny Appleseed</u> <u>Cow to Carton</u> <u>Ice Cream</u> <u>Saving Strawberry Farm</u> Root View Vegetable Growing Kit Video-"Dairy Production" Video-"Moo to You" Video-"Dairy Farming for Kids" Video-"Down on Sickle Farm" Video- "Farming for Kids"</p>
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