

Gee Whiz in Agriculture Content Standards

“How Do You Grow a Fish Sandwich?”

Project Area Skill (PAS) refers to the subject matter based skill which youth demonstrate in relation to the correlating content standard.

Objectives:

Career Readiness-

1. **Students will identify their career interests and aptitudes to develop an educational plan which supports personal career goals.**

Benchmarks: K-4: 1 A, B, C; 5-8: 1 A, B, C, D

Project Area Skill: The youth understand an ecologically diverse system in which fish co-exist with other aquatic life and plants. They learn the basics of producing fish and plants in an aquaculture system.

2. **Students will utilize and manage resources effectively to produce quality services and products.**

Benchmarks: K-4: 2 A, B, C; 5-8: 2 A, B

Project Area Skill: The youth manage time effectively to complete assignments in a timely fashion. They learn the importance of using resources effectively in everyday activities.

3. **Students will demonstrate the technological knowledge and skills required for future careers.**

Benchmarks: K-4: 3 A, B, C, D; 5-8: 3 A, B, C, D

Project Area Skill: The youth use computers and other technology to complete assignments related to this topic. They learn about various technologies which are used to run aquaculture systems.

4. **Students will develop and demonstrate responsible and ethical workplace behaviors.**

Benchmarks: K-4: 4 A, B, C, D, E; 5-8: 4 A, B, C, D

Project Area Skill: The youth learn the importance of working cooperatively with others to achieve common goals. Youth understand that responsible behaviors learned at home impact behaviors at school.

- 5. Students will develop effective leadership, interpersonal, and team skills.**

Benchmarks: K-4: 5 A, B, C, D; 5-8: 5 A, B, C, D

Project Area Skill: The youth recognize the importance of using leadership skills when working with others. Youth learn why it is important to assume differing roles in groups. As the youth work towards common goals during mastery of the content, they gain social skills, and leadership skills, as well as learning to work as a team.

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Objectives:

Language Arts-

- 1. Reading and listening for comprehension: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.**

Benchmarks: K-4: 1 A, B, C, D; 5-8: 1 A, B, C, D

Project Area Skill: The youth learn about aquaculture systems by reading the provided student materials and completing assignments. Youth are encouraged to openly communicate with others by sharing opinions and ideas.

- 2. Writing and speaking for expression: Students will communicate effectively through speaking and writing.**

Benchmarks: K-4: 2 A, B, C; 5-8: 2 A, B, C

Project Area Skill: The youth learn the importance of describing information which they have learned. Youth must complete assignments related to aquaculture, by utilizing different writing styles and techniques.

- 3. Literature and media: Students will use literature and media to develop an understanding of people, societies, and the self.**

Benchmarks: K-4: 3 A; 5-8: 3 A

Project Area Skill: The youth view a short video which serves as a more concrete adaptation of the material they are learning. This video can be used as an introduction or a continuation of the learning process.

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Math-

- 1. Number and operations: Students will understand numeric concepts and mathematical operations.**

Benchmarks: K-4: 4 A, B, C; 5-8: 4 A, B, C

Project Area Skill: The youth use addition, subtraction, multiplication, and division to perform math equations. Youth calculate length and width of possible systems.

- 2. Measurement: Students will understand measurement systems and applications.**

Benchmarks: K-4: 1 A, B, C, D; 5-8: 1 A, B, C, D

Project Area Skill: The youth learn to calculate sizes of aquaculture systems using units of measurement. The youth measure volume of water using liters and gallons. They understand the importance of properly utilizing equipment to adapt for different water flow rates for the system.

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Science: Strand I: Scientific Thinking and Practice: Standard I:

- 1. Understand the processes of scientific investigation and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.**
 - A. K-4: Benchmark II: Use scientific thinking and knowledge and communicate findings.
5-8: Benchmark II: Understand the processes of scientific investigation and how scientific inquiry results in scientific knowledge.**

Project Area Skill: The youth learn the steps of the scientific method, and properly use it to conduct investigations. The youth are able to form opinions and possess ideas after following the steps involved.

Science: Strand II: Content of Science: Standard II: Life Science:

- 1. Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.**
 - A. K-4: Benchmark I: Know that living things have diverse forms, structures, functions, and habitats.
5-8: Benchmark I: Explain the diverse structures and functions of living things and the complex relationships between living things and their environments.**

Project Area Skill: The youth recognize the relationships which are formed between plants and fish in an aquatic environment. An aquatic habitat is similar to other ecosystems, in that all organisms which dwell in it can be responsible for any change that occurs. Youth understand how fish benefit from plants and vice versa in a food chain.