

## Gee Whiz in Agriculture Content Standards

“Now Ear This!”

**\*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 common 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 the important affects which corn has on the food, fuel, and livestock industries. By determining why corn is important, the youth can engage in learning activities which may interest them in pursuing a career in the corn industry.**

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 learn to manage their time effectively when completing assignments related to this topic. They learn the importance of using available resources efficiently.**

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

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

**Project Area Skill: The youth use computers and other technology to complete assignments in the student worksheet. Youth can use Internet access to research topics related to the corn industry. They can utilize spreadsheet programs to create charts and graphs to illustrate production statistics.**

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 efficiently and cooperatively with others in a group or individual learning setting. They learn how to be responsible for their work and their actions, especially when trying to achieve common group and individual goals.**

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 understand the importance of developing leadership skills as they interact with others. They learn to assume roles in the group or class. The youth gain important social skills by interacting with others as they work towards a common goal.**

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### 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 the corn industry by completing assigned activities and reading the student materials. They share s thoughts and ideas orally with peers and adults.**

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 that they have learned. They create essays and stories using different writing styles.**

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 are able to watch a video which covers aspects of the corn industry. This video offers a glimpse into the industry in modern society and shows the different used for corn.**

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### Math-

- 1. Number and operations: Students will understand numerical 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 complete activities in the student worksheet. Activities include using multiplication and division to calculate production statistics, and using percentages to calculate corn supplies.**

- 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 about land area and use this knowledge to calculate corn production per acre. Youth learn how to calculate quantities of corn in weighted bushels.**

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**Objectives:**

### **Social Studies: Strand: Geography: Content Standard II-**

- 1. Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.**

- F. K-4: Benchmark II: Describe how natural and man-made changes affect the meaning, use, distribution, and value of resources.**
- 5-8: Benchmark II: Understand the effects of interactions between human and natural systems in terms of change, meaning, use, distribution, and relative importance of resources.**

**Project Area Skill: The youth understand the importance of the effect of the corn industry on the environment. The youth recognize how humans use available resources to produce corn for food, livestock feed, and for use in other industries.**

### **Social Studies: Strand: Economics: Content Standard IV-**

- 2. Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.**

- A. K-4: Benchmark IV: Understand that individuals, households, businesses, governments, and societies make decisions that affect the distribution of resources and that these decisions are influenced by incentives (both economic and intrinsic).**
- 5-8: Benchmark IV: Explain and describe how individuals, households, businesses, governments, and societies make decisions, are influenced by incentives (economic as well as intrinsic) and the availability and use of scarce resources, and that their choices involve costs and varying ways of allocating.**

**Project Area Skill:** The youth understand the importance of relationships which are formed between communities and corn producers. Moreover, the youth learn how communities and corn producers support each other in the workforce, local economy, and state economy.

**B. K-4: Benchmark IV:** Understand that economic systems impact the way individuals, households, businesses, governments, and societies make decisions about goods and services.

**5-8: Benchmark IV:** Explain how economic systems impact the way individuals, households, businesses, governments, and societies make decisions about resources and the production and distribution of goods and services.

**Project Area Skill:** The youth recognize the importance of decision making by individuals and communities in relation to goods and services within the corn industry. The youth are also able to recognize how local economies are affected by decisions made by corn producers.

**C. K-4: Benchmark IV:** Understand the patterns and results of trade and exchange among individuals, households, businesses, governments, and societies, and their interdependent qualities.

**5-8: Benchmark IV:** Describe the patterns of trade and exchange in early societies and civilizations and explore the extent of their continuation in today's world.

**Project Area Skill:** The youth understand the ways in which corn and corn bi-products are marketed. The youth recognize the types of relationships which exist between the buyer and the seller. By learning about bushels and how corn is priced, the youth can further develop an understanding of corn industry.

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**Science: Strand: Scientific Thinking and Practice: Content Standard I-**

- 2. Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.**

**K-4: Benchmark I: Use scientific methods to observe, collect, record, analyze, predict, interpret, and determine reasonableness of data.**

**5-8: Benchmark I: Use scientific methods to develop questions, design and conduct experiments using appropriate technologies, analyze and evaluate results, make predictions, and communicate findings.**

**Project Area Skill: The youth can sort and classify different types of corn by observing differences in shape of the seeds, and the phenotypical makeup of the plant. The youth are able to determine which types of corn grow in different geographical regions, and which types are used for feed, food, and other purposes.**

**Science: Strand: Content of Science: Content Standard I: Life Science-**

- 3. Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.**

**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 understand that there are many different varieties of corn. They understand that these varieties grow and thrive in many different environments. Based on the environment and the usage of the varieties,**

the youth can determine why and how these varieties thrive in certain situations.

**K-4: Benchmark II:** Know that living things have similarities and differences and that living things change over time.

**5-8: Benchmark II:** Understand how traits are passed from one generation to the next and how species evolve.

**Project Area Skill:** The youth understand how genetics can improve varieties of corn to acclimate better to their surroundings. Youth are able to understand how certain traits are selected when producing hybrids.

**Science: Strand: Science and Society: Content Standard I-**

4. Understand how scientific discoveries, inventions, practices, and knowledge influence, and are influenced by individuals and societies.

**K-4: Benchmark I:** Describe how science influences decisions made by individuals and societies.

**5-8: Benchmark I:** Explain how scientific discoveries and inventions have changed individuals and societies.

**Project Area Skill:** The youth understand how corn and its bi-products have affected society. Youth are able to identify important scientific discoveries which have impacted the corn industry. Genetics, machinery, and growing methods have all contributed to producing and processing corn more efficiently.