

Gee Whiz in Agriculture Content Standards

“Wool Ewe Keep Me Warm?”

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 the importance of learning valuable skills relating to the sheep and wool industry. They recognize that a better understanding of the industry will help them to reach their career goals.

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 understand the importance of using available resources such as feed, land, shelter, and water to efficiently raise sheep. They understand that proper care of all equipment for shearing extends the usefulness of the equipment.

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

Project Area Skill: The youth use computers to keep records and prepare reports. Learning the basics of shearing, as shown in the video, teaches the youth to use the most modern equipment when harvesting wool.

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

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

Project Area Skill: The youth learn the importance of behaving properly around other youth and adults. They realize that poor conduct has a negative affect upon achieving goals. The youth understand that proper behavior carries over into the workplace, and good conduct is a highly desirable trait to have when involved in a hiring process.

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 learn how to grade wool and obtain new terms associated with the wool industry. Knowledge of the material enables the youth to compete in wool judging contests and allows them to explain the wool industry to others better.

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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 materials related to the wool industry from completing activities in a student worksheet. They are also able to learn through the instructor’s lecturing about the topics. A section of the material covers common terms associated with the wool industry as well as sayings that are derived from the wool industry.

- 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 are able to interact with others to properly convey information using different oral communication strategies. Youth are expected to complete written assignments in the student worksheets.

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

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

Project Area Skill: The youth watch a thirty minute presentation of the wool industry on a VHS video. The video follows an outline similar to the outline which accompanies both the student and teacher materials. This video allows students to see the different aspects of the wool industry.

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Objectives:

Math-

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

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

Project Area Skill: The youth use basic formulas to figure out amounts of wool produced per lamb. Youth are able to calculate predictions of clean wool amounts, using a formula and percentages to account from the grease wool.

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

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

Project Area Skill: The youth understand how to grade wool and recognize the importance of staple length to the grades. Staple length utilizes inches as the preferred unit of measurement to determine wool grades. Youth are able to learn the proper method of reading a ruler and understand its increments.

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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 changes in meaning, use, distribution, and relative importance of resources.

Project Area Skill: The youth understand the importance of the effect of the wool industry upon the environment. Youth recognize how humans utilize the available resources in order to produce wool and sheep products.

Social Studies: Strand: Economics: Content Standard IV-

- 1. 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 formed between communities and the sheep industry. Also, the youth recognize how the industry contributes back to the community in ways such as labor and growth. The youth are able to understand how the local industries use available resources to remain fixed in the local economy, and determine incentives offered by local agencies to entice sheep and wool growers into the area.

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 sheep industry. Also, the youth are able to recognize how the local economy may become dependent upon decisions made by the sheep and wool growers.

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 wool and sheep are marketed. Youth are able to understand the relationship between the buyers and sellers, and learn about the trade aspects of the sheep industry through the knowledge of prices and futures of the product.

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Objectives:

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

- 1. 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 are able to classify wool into different grades using the scientific method to eliminate possible grade choices. Youth learn the different breeds and how each breed produces a different type of wool. Youth are then able to predict which wool grade is represented by certain breeds.

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

- 1. 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 breeds of sheep. They recognize that these breeds fit into a variety of different environments. Some breeds are better suited for extensive range operations, while

others may only be productive in a small farm flock situation.

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 the role genetics plays in passing different traits on to offspring. Youth recognize how sheep have evolved over time to live progressively in their environments. Youth understand that genetic progress in the wool and sheep industry has aided in producing a more efficient and economic product.

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

1. 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 wool and its by-products have affected society. They know of inventions and scientific discoveries which have positively affected the processing of wool into a usable textile. Youth understand the importance of being able to produce more wool using quicker methods than what was used in the past.