

Agricultural Literacy Curriculum Matrix



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The National Center at Utah State University develops resources, conducts research, and provides opportunities for professional learning.

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Making it Easy

THEMES FOR LEARNING GRADES K-5



School Garden Center



Pollinator Palooza



Hatching Science Center



Diversity-Focused Literature



What's the Source?



COURSE TOPICS GRADES 7-12



Integrated Science



Geography



Biology



World Geography



AP Human Geography



Environmental Science



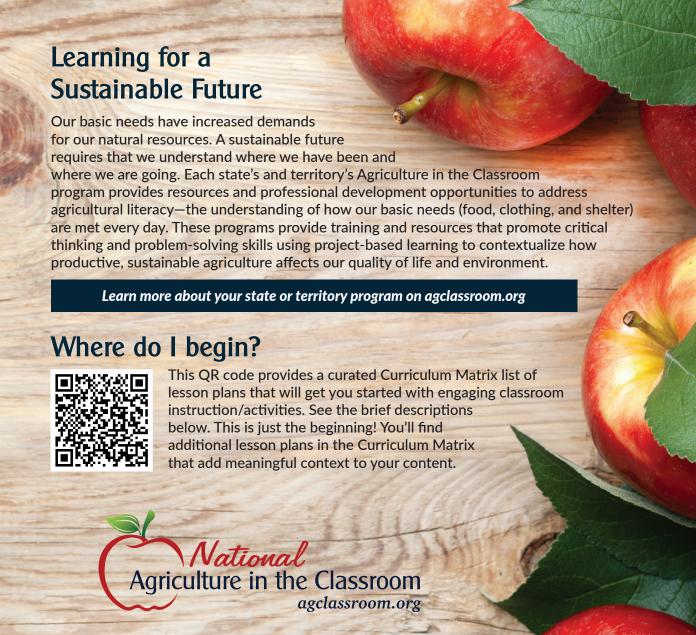
American History



Family and Consumer Sciences

Themes for Learning & Course Topics

Cultivate an understanding of our quality of life and our environment



Explore Our Land Resources

Students explore our limited land resources and investigate soil management for a sustainable future. The Journey 2050 lesson plans provide additional content related to land and water for a growing population.

Topics Covered In These Lessons:





Topography



Topsoil



Climate

What's Our Soil Worth (Grades 3-5)

Land and Soil in the Ecosystem (Grades 6-8)

Earth's Land and Soil Resources (Grades 9-12)

Make a Connection to Agriculture



A Search for the Source (Grades K-12)

Engage students in a relay-race game to determine where everyday things come from. The end result is that agriculture provides nearly all the products they use every day, with the support of the natural world.



My Farm Web (Grades K-5)

Using a concept map strategy, students construct a food web to explore the role of agriculture in their daily lives. This exploration demonstrates how most of what we use every day can be traced back to the farm.



Planet Zorcon (Grades 6-8

Through a simulation, students visit a distant planet that will hopefully provide for their basic needs (food, clothing, shelter, and water). Students explore the connection between their behaviors and the resources on planet Zorcon.

Evaluate your Sphere of Influence

When it comes to current events and real-world issues in science and society, students often have difficulty sorting facts from opinion and viewing issues from multiple perspectives. It is important for students to understand that opinions are often based on biases, beliefs, and values rather than facts and evidence. Educational standards promote using evidence to approach and address conflicts, issues, and differences of opinions. Agricultural issues are relevant and provide students an opportunities to evaluate evidence and inference and incorporate the viewpoints of others to address plausible solutions to complex problems.

To demonstrate and explore different points of view, write the numbers 1-4 or 1-6 on a ball, as they would appear if the ball were a die. Explain to the students that the ball represents an issue. Holding the ball in the front of a classroom, ask students from different locations in the room, "Which number(s) do you see?" After they state the number, ask, "Are you sure you see that number?" Then ask, "If the ball is representing the same issue, why are each of you seeing different numbers?" Explain that each person has a "point of view" and that when looking at or discussing issues, people may use facts, opinions, or personal biases to defend and persuade others to see their point of view.



(Issues and different roles/viewpoints on the issues can be found in this companion resource.)

Resolving issues and evaluating situations requires that we look at the viewpoints of others to arrive at workable solutions, to form realistic conclusions, or to make our own evidence-based decisions. Have a ball! And remind students that it is okay to agree to disagree while finding solutions.