

Agriculture, Food & Natural Resources
Exploring Agricultural Education (Third Grade)
Course Number 01.00130

Overview:

These Georgia Agricultural Education Elementary Standards of Excellence are designed to allow elementary students to explore Agriculture, Food & Natural Resources. Classroom and laboratory activities should include instruction in an organized classroom; collaborative agricultural learning experiences through investigation and inquiry, including laboratory and site-based learning activities; and personal and leadership development opportunities. These elementary agricultural standards are organized under four domains: Agricultural Systems, Foundations of Agriculture, Leadership/Career Readiness and Natural Resource Systems. Each grade level will learn key agricultural topics in these four domains.

In Agricultural Systems, students will investigate and develop an understanding of agricultural systems such as Agricultural Mechanics; Plant Systems; Animal Systems; and/or Food Systems. In Foundations of Agriculture, students will explore and communicate the importance of agriculture and its impact on daily life. In Leadership and Career Readiness, students will develop an understanding of leadership skills and characteristics for career readiness while exploring youth leadership opportunities and careers in agriculture as indicated by the National FFA Organization. In Natural Resource Systems, students will develop and build an understanding of the area of forestry, environmental, wildlife and natural resource systems.

The following is an example of the nomenclature or coding structure for the identification of the standards and elements. Kindergarten example: KLCR1 = Kindergarten Leadership/Career Readiness standard 1. First Grade example: 1FA2 = 1st grade Foundations of Agriculture standard 2. The lowercase bullets under standards further define and clarify the standard and are called elements. For example: 1LCR1a = First Grade Leadership/Career Readiness standard 1, element a.

Employability Skills

Standard 1: Demonstrate employability skills required by business and industry.

1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities. (HS 1.1)

| Person-to-Person Etiquette | Communicating At Work | Listening | Nonverbal Communication | Speaking |
|-----------------------------|---------------------------------|---------------------------------|--|---------------------------|
| Interacting with Co-workers | Improving Communication Skills | Listening Strategies | Communicating Nonverbally | Using Language Carefully |
| | Effective Oral Communication | Developing a Listening Attitude | Reading Body Language and mixed Messages | One-on-One Conversations |
| | Effective Written Communication | Show You Are Listening | | Small Group Communication |
| | Effective Nonverbal Skills | Asking Questions | | |
| | Effective Word Use | | | |

1.2 Demonstrate career awareness through the appropriate use of various technologies to learn about opportunities available in the national career clusters. (HS 1.3) (Best suited for grades 3-5)

| The Application Process | Interviewing Skills |
|---|----------------------------------|
| Providing Information, Accuracy and Double Checking | Preparing for an Interview |
| Matching Your Talents to a Job | Questions to Ask in an Interview |
| | Traits Employers are Seeking |

1.3 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity. (HS 1.4)

| Workplace Ethics | Personal Characteristics | Employer Expectations | Business Etiquette | Communicating at Work |
|-------------------------------|-------------------------------|-----------------------------|-----------------------|----------------------------------|
| Demonstrating Good Work Ethic | Demonstrating a Good Attitude | Behaviors Employers Expect | Language and Behavior | Handling Anger |
| Behaving Appropriately | Gaining and Showing Respect | Objectionable Behaviors | Avoiding Gossip | Dealing with Difficult Coworkers |
| Maintaining Honesty | Demonstrating Responsibility | Building Work Relationships | | Dealing with Conflict |
| Playing Fair | Showing Dependability | | | |
| Using Ethical Language | Being Courteous | | | |

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| Showing Responsibility | Gaining Coworkers' Trust | | | |
| Reducing Harassment | Persevering | | | |
| Respecting Diversity | Handling Criticism | | | |
| Making Truthfulness a Habit | | | | |

1.4 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills. (HS 1.5)

| Expected Work Traits | Teamwork | Time Management | Teamwork and Problem Solving (HS 1.2) |
|------------------------------|---|--------------------------------|---------------------------------------|
| Demonstrating Responsibility | Teamwork Skills | Managing Time | Thinking Creatively |
| Managing Change | Decisions Teams Make | Putting First Things First | Taking Risks |
| Adopting a New Technology | Team Responsibilities | Overcoming Procrastination | Building Team Communication |
| | Problems That Affect Teams | Organizing Workspace and Tasks | |
| | Expressing Yourself on a Team | Staying Organized | |
| | Giving and Receiving Constructive Criticism | | |

Agricultural Systems

Agricultural Systems

AFNR-AS: Investigate and develop an understanding of agricultural systems such as Agricultural Mechanics; Plant Systems; Animal Systems; and/or Food Systems.

- 3AS1. Relate the importance of how food is produced, handled, prepared and stored in order to protect the safety and nutritional value of the food.
- 3AS2. Define, investigate and compare common food product labels such as: organic, GMOs, etc.
- 3AS3. Research the role of pollinators (bees, birds, butterflies, etc.)
- 3AS4. Describe the role of government and industry research in ensuring a safe and wholesome food supply and environmental stewardship (such as USDA, GA Department of Agriculture, CDC, UGA Cooperative Extension/Experiment Station).

Foundations of Agriculture

Foundations of Agriculture

AFNR-FA: Explore and communicate the importance of agriculture and its impact on daily life.

- 3FA1. Describe how agriculture impacts your daily life.
- 3FA2. Use a map to locate the geographic regions of Georgia; locate and compare the geographic regions such as crops/fruit production, livestock/poultry, native trees and plants, wildlife, fall line, and forestry.
- 3FA3. Identify commodities based on the different geographic regions of Georgia and determine how environmental factors affect agriculture production in each region.
- 3FA4. Connect the need for Georgia grown commodities to be exported to other regions and the need for imports of products from other places. (Make a historical connection to explorers and how people have been trading commodities since the beginning of time)
- 3FA5. Categorize the entities that influence Georgia Agriculture (local, state, and national government entities as well as private citizens).

Leadership and Career Readiness

Leadership and Career Readiness

AFNR-LCR: Develop an understanding of leadership skills and characteristics for career readiness while exploring youth leadership opportunities and careers in agriculture as indicated by the National FFA Organization.

- 3LCR1. Develop and practice soft skills such as public speaking, eye contact, and good citizenship.
- 3LCR2. Investigate Government and Agricultural Industry Leaders.
- 3LCR3. Explore careers related to the Forestry & Natural Resources industry such as conservationist, environmentalist, game warden, wildlife management, hunting/fishing guides, forestry/natural resource professors, forestry/natural resources researchers, arborists.
- 3LCR3. Evaluate and provide rationale for an opinion writing on an agricultural related topic.

Natural Resource Systems

Natural Resource Systems

AFNR-NRS: Develop and build an understanding of the area of forestry, environmental and natural resource systems.

- 3NRS1. Examine positive and negative impact of agriculture production on the environment in your region (water, air, soil, plants, insects).
- 3NRS2. Compare the different types of soil found in Georgia.
- 3NRS3. Analyze Georgia's renewable and nonrenewable natural resources.
- 3NRS4. Identify and categorize wildlife found in Georgia.