

*Cultivate an
understanding of
our quality of life
and
our environment*

Curriculum Matrix



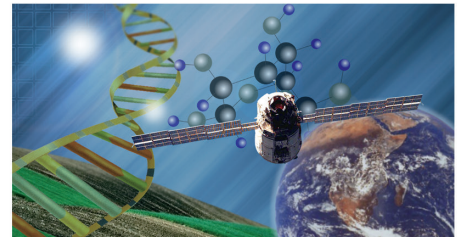
Search for resources aligned with educational standards.

State Programs



Learn more about each state program.

AgroWorld



Bi-monthly ideas for secondary educators, subscribe today!

STEM Programs



Explore agricultural resources to build STEM curriculum.



Home

Teacher Center

Student Center

Get Involved

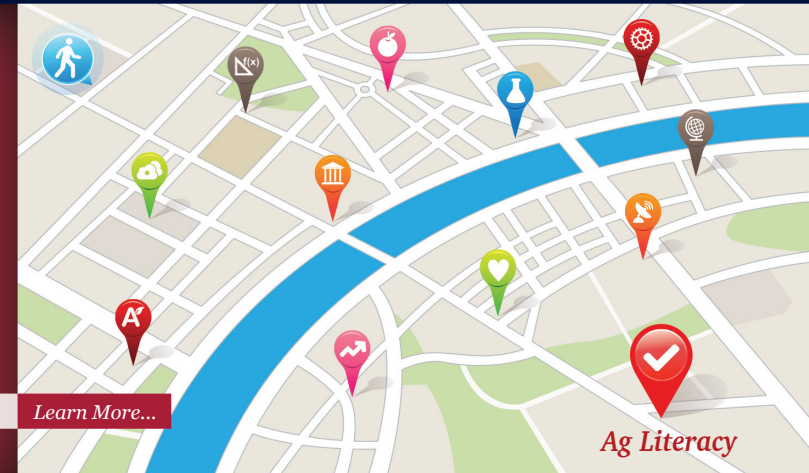
Affiliates

Plan Your Route

Use the Matrix
to arrive at
Agricultural Literacy





You can get there from here...

[Learn More...](#)



Ag Literacy

Explore the National Agricultural Literacy Curriculum Matrix

-  Search by keyword, grade, subject, state, standard or agricultural literacy outcome
-  Explore high quality K-12 relevant and engaging instructional resources
-  Add resources to your own personal online binder — MyBinder
-  Diversify your instruction by using integrated companion resources

LEARNING *for a* Sustainable Future

Understanding how societies have met basic needs through research, invention, and other achievements in technology and science facilitates a deeper understanding of significant historical events that have changed, and will continue to change, how Americans live. Each state Agriculture in the Classroom program provides resources and professional development opportunities to address agriculture literacy—the understanding of how our basic needs (food, clothing, and shelter) are met every day.

State programs provide training, and resources that promote critical thinking and problem solving using project-based learning to contextualize how productive, sustainable agriculture affects everyone's quality of life and our environment.

STUDENT CENTER RESOURCES

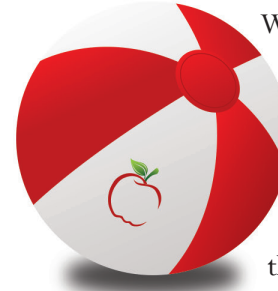
Teens and young children can learn more about how science enhances food production and how agriculture affects their quality of life and the environment. The Teen Scene provides edutainment and exciting online resources to challenge older students to examine their food's background, scientific research, sustainability, natural resources and their own career opportunities. The Kids' Zone provides quizzes, virtual tours, state profile geography facts, and science fair project ideas for informal and at-home learning.

*Agriculture in the Classroom
programs are implemented at the state level
—visit agclassroom.org to learn more
about your state's program!*



What is your sphere of influence?

Have a ball with this teaching strategy!



When it comes to current events and real-world issues in science and society, students often have difficulty sorting fact 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. The Common Core State Standards promote using evidence to approach and address conflicts, issues, and differences of opinion. Agricultural issues are relevant and provide students with an opportunity to evaluate evidence and inference, and to 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, like they would appear if the ball were a die. Explain to the students that the ball represents an issue or event such as the safety of genetically modified food or the causes on the Vietnam War. Holding the ball, ask students on the opposite sides of the room and in front of you which number(s) they 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 her or his point of view.

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!

Sphere of Influence Tips

As students evaluate information to make their own conclusions, they may need some guidance concerning credible sources. Here are a few tips:

- Recognize the differences between published and unpublished information. Just because something is published doesn't mean it's credible. Be especially careful when evaluating internet sources.
- Consider the date of the publication. Are the facts presented still relevant?
- Check out the authors. What are their credentials? Look at other publications by the same authors to determine any biases and consider the organizations they represent. Is there a conflict of interest?
- Determine if cited facts in a publication are derived from credible, published, peer reviewed, objective sources.
- Look for concurrence of facts between various credible sources.
- Evaluate the organization or the author's use of a particular media choice and tone. Is he or she trying to incite, market to, or manipulate a particular audience? What stake does the author have in getting the reader to agree with him or her?
- Is the source of the information selling a product or service?

