

# Agriculture...Where Does it Fit?

## Kindergarten

**Weather:** Observe the weather patterns that occur from season to season; communicate how the weather can affect individuals

**Living Things:** Describe patterns of what plants and animals need to survive; emphasize the similarities and differences between the survival needs of all living things; evaluate patterns in the relationships between the needs of different living things and the places they live

**Culture:** Explain the elements of culture, including dress, food and shelter

**Financial Literacy:** Recognize that people have basic needs and wants; describe the types of jobs people do and the tools and equipment they use

**Health and Safety:** Recognize that food is fuel for the body; practice good nutrition and proper hand washing

## 1st Grade

**Financial Literacy:** Explain how goods and services meet people's needs; recognize that people need to make choices to meet their needs

**Seasons:** Identify characteristics of the seasons of the year; identify characteristics of weather; observe/record weather within each season

**Life Science:** Determine the effect of sunlight and water on plant growth; observe external features of living things that survive in different locations; communicate patterns of how living things are alike, but not exactly like their parents

**Health and Safety:** Practice good nutrition and proper hand washing

## 2nd Grade

**Culture:** Explain ways people respect and pass on their traditions and customs; give examples of how families in the community borrow these from other cultures; compare and contrast elements of cultures within the state and nation

**Financial Literacy:** Define and explain the difference between producing and consuming; recognize that people supply goods and services based on what people want and people make choices for what they want/need

**Life Science:** Relate how external features affect an organism's ability to survive in its environment; determine how organisms meet basic needs

**Health and Safety:** Explain the importance of a balanced diet; relate behaviors that can prevent disease (e.g. hand washing, good nutrition)

## 3rd Grade

**Community:** Evaluate key factors that determine how a community develops

**Geography:** Determine relationships between human settlement and geography; describe how various communities have modified the environment to accommodate their needs

**Traits:** Identify patterns of traits that plants and animals have inherited from parents; describe changes organisms go through during their life cycles; explain that the environment can affect the traits of an organism

**Simple Machines:** Identify simple machines and their uses

**Nutrition:** Determine a balanced diet based on MyPlate; name foods rich in key nutrients (e.g., proteins, fats, vitamins, minerals)

## 4th Grade

**Utah History:** Explore cultural influences from various groups found in Utah today; identify key events and trends in Utah history and their significance; investigate the development of the economy in Utah

**Geography:** Compare the development of industry and business in Utah as it relates to its physical geography; analyze how human actions modify the physical environment

**Living Science:** Explain that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction; describe how animals receive different types of information from their environment through their senses

**Environment:** Describe the physical characteristics of Utah's wetlands, forests, and deserts; describe and observe common plants and animals found in Utah environments

**Nutrition:** Plan balanced food intake; determine the functions of vitamins and minerals in our diets

## 5th Grade

**U.S. History:** Examine the causes and consequences of important events in the United States expansion (Homestead Act); assess the divisions and the impact of physical geography between regions that contributed to the Civil War; describe the wide-ranging impact of the Industrial Revolution; assess how the free-market system in the U.S. serves as an engine of change and innovation; summarize the consequences of the Great Depression (e.g., migration, New Deal)

**Cycling of Matter:** Explain that plants use air, water, and energy from sunlight to produce plant matter needed for growth; describe how animals obtain energy and matter from the food they eat; emphasize that the energy used by animals was once energy from the sun

**Nutrition:** Relate how the Dietary Guidelines for Americans impact the health of individuals

**Consumerism:** Identify natural resource protection needs; participate in service-learning that preserves natural resources

## 6th Grade

**Ancient Cultures and Civilizations:** Analyze how the earliest civilizations created technologies and systems to meet community and personal needs

**Middle Ages to 1900:** Understand how revolutions develop in multiple areas of human life; examine the outcomes of the Scientific and Industrial Revolutions

**Geography:** Explain why physical geography affected the development of early civilizations

**Global:** Explore current global issues facing the modern world and identify potential solutions (e.g., famine, hunger, poverty, environmental stewardship)

**Nutrition:** Analyze food intake and compare to Dietary Guidelines for Americans; explain nutritional labeling

**Consumerism:** Identify environmental protection needs; participate in service-learning that benefits the environment

**Ecosystems:** Describe and identify how organisms interact with each other and the environment



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