

Topic 4 – Processing From Moo to You

Students will have the opportunity to:

- investigate how milk is processed into milk and other milk products for consumers;
- identify and discuss the quality and quantity of milk and milk products available in the marketplace; and
- seriate the process milk follows from the cow to the store.

How Do We Connect?

The Dairy Education Program can be adapted for most grade levels to enhance your programming in the classroom. The following outlines some of the many specific curriculum connections that can be realized by inviting a dairy educator into your classroom. (Please note that other connections are also possible.)

KINDERGARTEN

Science

- conduct simple investigations through free exploration, focused exploration and guided activity, using inquiry skills (observing, questioning, planning an investigation, carrying out the investigation and communicating findings);
- recognize and use safely some common forms of technology.

Mathematics

- sort, classify and display a variety of concrete objects, collect data, begin to read and describe displays of data and begin to explore the concept of probability in everyday contexts.

Language

- communicate by talking and by listening and speaking to others for a variety of purposes and in a variety of contexts;
- demonstrate an understanding and critical awareness of a variety of written materials that are read by and with the teacher; and
- demonstrate a beginning understanding and critical awareness of media texts.

The Arts

- demonstrate an awareness of themselves as artists through engaging in activities in visual arts, music, drama and dance; and
- communicate their ideas through various art forms.

Career Education (Choices in Action Policy)

- identify jobs and occupations in the community related to school subjects;
- describe the connections between individuals and work; and
- learn and apply decision-making and problem-solving skills.

GRADE ONE

Language

Oral Communication

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes; and
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

Media Literacy

- demonstrate an understanding of a variety of media texts.

Social Studies

- list the occupations of some people in the community (e.g., storekeeper, hair stylist, mail carrier, farmer, teacher, police officer, firefighter, doctor, nurse, salesperson);
- identify the places in which people work and describe the technologies, tools and vehicles they use; and
- list a variety of occupations in the community and explain how they meet people's needs.

Career Education (Choices in Action Policy)

- identify jobs and occupations in the community related to school subjects;
- describe the connections between individuals and work; and
- learn and apply decision-making and problem-solving skills.

GRADE TWO

Language

Oral Communication

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes; and
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

Media Literacy

- demonstrate an understanding of a variety of media texts.

Science and Technology

- describe some ways in which solids and liquids can be combined to make useful substances (e.g., milk and chocolate powder to make chocolate milk).

Social Studies

- describe some similarities and differences in the ways communities around the world meet their needs (e.g., food, shelter and clothing).

Career Education (Choices in Action Policy)

- identify jobs and occupations in the community related to school subjects;
- describe the connections between individuals and work; and
- learn and apply decision-making and problem-solving skills.

GRADE THREE

Language

Oral Communication

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes; and
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

Media Literacy

- demonstrate an understanding of a variety of media texts.

Social Studies

- compare aspects of life in early settler communities and present-day communities; and
- compare and contrast tools and technologies used by early settlers with present-day tools and technologies (e.g., quill/word processor; sickle/combine harvester; methods of processing lumber, grain, and other products).

Career Education (Choices in Action Policy)

- identify jobs and occupations in the community related to school subjects;
- describe the connections between individuals and work; and
- learn and apply decision-making and problem-solving skills.

GRADE FOUR

Language

Oral Communication

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes; and
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

Media Literacy

- demonstrate an understanding of a variety of media texts.

Social Studies

- compare aspects of life in a medieval community and their own community (e.g., with respect to housing, social structure, recreation, land use, geography, climate, food, dress, government); and
- identify and describe various types of communities in each physical region in Ontario.

Career Education (Choices in Action Policy)

- identify their personal interests, strengths, competencies and accomplishments;
- identify jobs and occupations in the community related to school subjects;
- describe the connections between individuals and work; and
- learn and apply decision-making and problem-solving skills.

GRADE FIVE

Language

Oral Communication

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes; and
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

Media Literacy

- demonstrate an understanding of a variety of media texts; and
- create a variety of media texts for different purposes and audiences, using appropriate forms, conventions and techniques.

Healthy Living

- explain how to use nutrition facts tables and ingredient lists on food labels to make healthier personal food choices.

Science and Technology

- identify the source of the materials found in a product and describe the steps required to modify the natural materials to make the product;
- describe physical changes and chemical reactions that can take place in household products and explain how these reactions affect the use of the products;
- explain changes in states of matter (e.g., evaporation, solidification, condensation, etc.) and give examples of each;
- describe chemical changes in matter as changes that are irreversible; and
- describe physical changes in matter as changes that are reversible.

Career Education (Choices in Action Policy)

- identify jobs and occupations in the community related to school subjects;
- describe the connections between individuals and work; and
- learn and apply decision-making and problem-solving skills.

GRADE SIX

Language

Oral Communication

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes; and
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes,

Media Literacy

- demonstrate an understanding of a variety of media texts.

Science and Technology

Understanding Life Systems

- identify everyday products that come from a diversity of organisms.

Understanding Matter and Energy

- evaluate the impact of the use of electricity on both the way we live and the environment.

Career Education (Choices in Action Policy)

- identify jobs and occupations in the community related to school subjects;
- describe the connections between individuals and work; and
- learn and apply decision-making and problem-solving skills.