

Topic 5 - Technology-Updating the Farm Image

Students will have the opportunity to:

- observe and explore tools, technology and structures unique to dairy farming;
- investigate functions of technology on a dairy farm; and
- discover the knowledge and expertise needed to be a modern dairy farmer

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); and
- 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.

Science and Technology

- describe how humans prepare for and/or respond to daily seasonal changes.

Social Studies

- identify the places in which people work and describe the technologies, tools and vehicles they use.

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.

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.

Heritage and Citizenship - Medieval Times

- describe medieval agricultural methods and innovations (e.g., common pasture, three-field rotation, fertilizers, the padded horse collar, the wheeled plough, mills) and explain why the innovations were important; and
- 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).

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.

Social Studies

- make connections between some elements of modern life and similar elements from early civilizations; and
- report on the relevance to modern society of technological discoveries made by early civilizations.

Science and Technology

- explain the advantages and disadvantages of different types of mechanical systems.

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

- 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.