

**Down to Earth Content Standards**  
**Grades 6-8**

**\*Project Area Skill refers to the subject matter based skill which youth demonstrate in relation to the correlating content standard.\***

**Objectives:**

**Arts-**

**Content Standard 2: Use dance, music, theatre/drama, and visual arts to express ideas.**

**Theatre Benchmarks: 5-8: A,B**

**Visual Art Benchmarks: 5-8: A**

**Project Area Skill: By creating commercials in groups to illustrate the importance of protecting one's skin from the sun and drawing pictures of seeds and flowers the youth will express their ideas and knowledge surrounding down to earth gardening.**

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**Objectives:**

### **Career Readiness-**

- 1. Students will identify their career interests and aptitudes to develop an educational plan which supports personal career goals.**

**Benchmarks: 5-8: A,C,D**

**Project Area Skill: The youth will discuss career opportunities associated with agriculture and natural resources. The group leader will bring in guest speakers who have a career in ag and natural resources and discuss with the youth the importance of staying in school to pursue their interests. Furthermore the youth have the opportunity to ask the speaker questions regarding the skills necessary to earn such a position.**

- 2. Students will utilize and manage resources effectively to produce quality services and products.**

**Benchmarks: 5-8: A,B**

**Project Area Skill: The youth will set goals to complete activities in the workbook within a given period of time. They will also learn about careers associated with ag and natural resources and the training required to obtain the career of their interest.**

- 3. Students will demonstrate the technological knowledge and skills required for future careers.**

**Benchmarks: 5-8: A,D**

**Project Area Skill: The youth will sample three different areas with soil around their garden or school by contacting their local extension office or the SWAT lab at NMSU for directions and price list. Furthermore the youth will create a commercial designed to advertise the proper ways to protect one's self from the sun.**

4. Students will develop and demonstrate responsible and ethical workplace behaviors.

**Benchmarks: 5-8: A,B**

**Project Area Skill: The youth will demonstrate positive behavior as they work in groups to learn about soil, water, plants, fertilizer's insects etc. Furthermore the youth will learn about safety precautions when dealing with chemicals and pesticides around the house.**

5. Students will develop effective leadership, interpersonal, and team skills.

**Benchmarks: 5-8: B,C,D**

**Project Area Skill: The youth will work in groups to complete various activities. They must work cooperatively and demonstrate positive interaction with each other as they explore the agricultural implications of what it takes to work in a garden. Furthermore the youth will assume leadership roles in team settings as they choose team speakers to present ideas to the whole group.**

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### **Language Arts-**

- 1. Reading and Listening for Comprehension: students will apply strategies and skills to comprehend information that is read, heard, and viewed.**

**Benchmarks: 5-8: A,B,C,D**

**Project Area Skill: The youth will read about topics relating to gardening in their workbook. They will use the information they have read and apply it to the activities following. The youth will also use a variety of learning resources such as a newspaper and a guest lecturer to gain more information about careers in ag and natural resources. Furthermore through reading and discussion the youth will gain new vocabulary such as geotropic and phototropic.**

- 2. Writing and Speaking for Expression: students will communicate effectively through speaking and writing.**

**Benchmarks: 5-8: A,B,C**

**Project Area Skill: The youth will create commercials to illustrate the importance of wearing sun protection. They will create a weed identification book and record a brief description of what the plants look like as well as the methods for controlling the weeds. Furthermore the youth will write a myth story 2-3 pages long about the sun.**

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**Objectives:**

**Math-**

- 1. Algebra: students will understand algebraic concepts and applications.**

**Benchmarks: 5-8: C**

**Project Area Skill: The youth will use a chart to record the amount of sprays it takes for chemicals to permeate clothing and graph the results. From this, the youth will understand the importance of wearing the appropriate clothing when working with chemicals.**

- 2. Data Analysis and Probability: students will understand how to formulate questions, analyze data, and determine probabilities.**

**Benchmarks: 5-8: A,B,C,D**

**Project Area Skill: The youth will record data such as soil information and chemical penetration of fabric in charts. They will then analyze the results of the soil test and the chemical penetration to determine how the soil should be amended and the importance of wearing the proper clothing when working with chemicals.**

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**Objectives:**

**Science-**

**Strand I: Scientific Thinking and Practice**

**Standard I: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.**

**5-8 Benchmark: I,II,III**

**Project Area Skill: The youth will conduct several investigations dealing with soil, chemical use and sun. They will research the topic by reading information in the workbook, and then go about investigating the topic by recording the information in charts and projects. Furthermore the youth will analyze their findings by creating charts or discussing the outcome with their peers and group leader.**

**Strand II: Content of Science**

**Standard I: Physical Science: understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.**

**5-8 Benchmarks: I,III**

**Project Area Skill: The youth will learn the basic principles of the water cycle. They will also analyze the effects of gravity on a sprouting seed. Furthermore the youth will understand the importance of knowing the physical aspects of nature and how they apply to growing plants.**

**Strand II: Content of Science**

**Standard II: Life Science: understand the properties, structures, and processes of living things and the interdependence of living things and their environments.**

**5-8 Benchmarks: I**

**Project Area Skill: The youth will understand the basic functions of the water system as well as the basic needs of plants by playing games and reading information provided by the workbook. Furthermore, the youth will understand how plants need a constant balance of water, air, soil and nutrients to grow properly.**

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**Objectives:**

**Social Studies-**

- 2. Geography: students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.**

**Benchmarks: 5-8: F**

**Project Area Skill: The youth will identify natural resources such as nutrients that exist in the soil that plants utilize for growth. They will also analyze the basic elements in the water cycle and understand the importance of water, nutrients, and sunlight for plant growth.**