Healthy Foods from Healthy Farms
CURRICULUM CONNECTIONS (GRADES 1-5)

GRADE 1 SCIENCE

Cluster 1: Characteristics and Needs of Living Things	
1-1-07	Recognize that plants, animals, and humans, as living things, have particular needs.
1-1-08	Describe what is needed to care for a pet, a farm animal, or an indoor plant.
1-1-10	Describe how humans and other living things depend on their environment to meet their needs.
1-1-12	Identify hobbies and jobs that require knowledge of the needs of living things.

GRADE 1 SOCIAL STUDIES

Cluster 2: My Environment	
KC-001	Recognize that plants, animals, and humans, as living things, have particular needs.
KC-012	Describe what is needed to care for a pet, a farm animal, or an indoor plant.
Cluster 3: Connecting with Others	
KC-006	Describe various ways in which people depend upon and help one another.
KE-029	Describe ways in which work may be shared in families, schools, and communities.

GRADE 1 HEALTH

Strand C: Nutrition	
K.5.K.C.1A	Recognize the food guide rainbow and a variety of foods in Canada's Food Guide to Healthy Eating.
K.5.K.C.1B	Recognize that you need food to grow and feel good.

GRADE 2 SCIENCE

2-1-01	Use appropriate vocabulary related to their investigations of growth and changes in animals. Include: food groups, Canada's Food Guide to Healthy Eating, offspring, adult, behaviour, life cycle, stage, life processes, as well as terms relating to life cycles studied.
2-1-04	Recognize that food is a form of energy and that healthy eating is essential for growth and development.
2-1-05	Identify the four food groups of Canada's Food Guide to Healthy Eating and give examples of foods from each group.
2-1-06	Plan a menu for one day based on the four food groups outlined in Canada's Food Guide to Healthy Eating.
2-1-07	Recognize that foods humans eat come from plants and animals and classify foods accordingly.

GRADE 2 SOCIAL STUDIES

KL-022	Explain the importance of conserving or restoring natural resources.

Agriculture in the Classroom MANITOBA

KE-036	Give examples of goods produced in Canadian communities.
KE-037	Describe different types of work in Canadian communities studied.
VE-013	Appreciate that their quality of life is enhanced by the work and products of other Canadian communities.

GRADE 3 SCIENCE

3-1-14	Describe ways plants are important to the environment. Examples: improve soil, air, and water quality; reduce erosion.
3-1-15	Identify and describe hobbies and jobs involving plants.
3-1-18	Explain how humans replenish the plants they use and the consequences if plants are not replen-ished. Examples: after loggers harvest trees, new ones should be planted to ensure a future lumber supply.
3-4-08	Explain the importance of understanding the characteristics of different soils. Examples: enables farmers to determine which crops can be grown in a particular area, enables gardeners to im-prove plant growth, enables engineers to know what types of foundations to set for structures.
3-4-10	Describe ways to return organic matter to the soil. Examples: composting, spreading manure on fields.

GRADE 3 SOCIAL STUDIES

KL-018	Give examples of the use of natural resources in communities studied.
KE-035	Give examples of work, goods, and technologies in communities studied.
KE-036	Give examples of how the natural environment influences work, goods, technologies, and trade in communities studied.
KE-037	Describe diverse ways in which communities meet their members' needs.
VE-012	Value the contributions individuals make to their communities

GRADE 4 SCIENCE

4-1-02	Recognize that each plant and animal depends on a specific habitat to meet its needs.
4-1-03	Identify the components of an animal habitat. Include: food, water, living space, cov-er/shelter.
4-1-10	Recognize that the food chain is a system in which some of the energy from the Sun is trans-ferred eventually to animals.
4-1-11	Construct food chains and food webs, and classify organisms according to their roles. Include: producer, consumer, herbivore, omnivore, carnivore, predator, prey, scavenger.
4-1-16	Describe how specific technological developments have enabled humans to increase their knowledge about plant and animal populations.
4-4-12	Investigate and describe ways in which soil erosion is controlled or minimized in their com-munity and in communities around the world. Examples: windbreaks, retaining walls, terrac-ing, cover crops, reforestation.
4-4-14	Describe effects of wind, water, and ice on the landscape. Examples: ice breaking rocks into soil, wind shaping sand dunes, waves polishing rocks on the shoreline
4-4-15	Identify natural phenomena and human activities that cause significant changes in the land-scape. Examples: floods, avalanches, mud slides, hydroelectric dams, clearing land for agriculture, clear-cut forestry, forest fires

GRADE 4 SOCIAL STUDIES

4-KL-023	Identify issues related to environmental stewardship and sustainability in Manitoba.

GRADE 4 HEALTH

K.5.4.C.1A	Demonstrate an understanding of food groups, serving sizes and serving numbers that support good health.

GRADE 5 SCIENCE

5-1-01	Use appropriate vocabulary related to their investigations of human health. Include: nutri-ents; carbohydrates; proteins; fats; vitamins; minerals; Canada's Food Guide to Healthy Eating; food group; serving size; terms related to the digestive, skeletal, muscular, nervous, integu-mentory, respiratory, and circulatory systems
5-1-03	Describe the types of nutrients in foods and their function in maintaining a healthy body. Include: carbohydrates, proteins, fats, vitamins, minerals
5-2-14	Research and describe how raw materials are transformed into useful products. Examples: food processing, oil refining, paper milling, plastic moulding, gold smelting
5-4-02	Describe how weather conditions may affect the activities of humans and other ani-mals. Examples: heavy rainfall may cause roads to wash out; stormy conditions may prevent a space shuttle launching; in excessive heat, cattle may produce less milk