Section 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1	Indiana Acader Sixth Grade	mic Standards and Agricultural Education	n: English Language Arts		
March Company Compan		Standard		Resource(s)	Affiliate Organization(s)
March Marc		range of complexity appropriate for grades 6-8.			
March Marc		texts proficiently and independently at the low end of the range and with scaffolding as	Read agriculture literature and complete the "Feeding Minds, Cultivating Growth:	Feeding Minds. Cultivating Growth: Accurate Ag Book Lesson	American Farm Bureau
March Marc	Literature: Key Ideas and Textual	6.RL2.1 Analyze what a text says explicitly as well as draw inferences from the text through	Accurate Ag Book Lisson Plan Sens : Analyze what an agricultural text says explicitly as well as draw inferences from	Recommended Agricultural	American Farm Bureau
Section of the company of the compan	Support	6 81 2 2 Determine how a thome or central	Read accurate agriculture books and	Publications	Foundation for Agriculture
Section of the company of the compan		idea of a work of literature is conveyed through particular details; provide a detailed,	provide students with graphic organizers to determine the theme and a detailed	Recommended Agricultural	American Farm Bureau
Auto-	Support	objective summary of the text.	summary of the text. Using a graphic organizer have students read horses from the "Feeding Minds	Publications	Foundation for Agriculture
Selection from the order of members of the company		6.Rt. 2.3 Explain how a plot unfolds in a series	Cultivating Growth: Accurate Ag Book Lesson Plan Series" and have students		
March Marc	Literature: Key Ideas and Textual	of episodes as well as how the characters respond or charge as the narrative advances	characters respond or change as the		American Farm Bureau
Section of Members of Process in Section 2014 1999 1999 1999 1999 1999 1999 1999 1	Support			Lesson Pian Simis	roundation for Agriculture
Security	Structural	chapter, scene, or stanza fits into the overall structure of a work of literature and	sentence and/or chapter fits into the overall text and contributes to the development of		
March Marc		characterization, setting, or plot.	the theme, characterization, setting, or plot in an accurate agriculture text.	Recommended Agricultural Publications	American Farm Bureau Foundation for Agriculture
March Marc	Literature: Structural	point of view of the narrator or speaker in a work of literature and how the narrator or	Ask students to explain how an author		
March Marc	Elements and	speaker impacts the mood, tone, and meaning of a text.	develops the point of view of the narrator in an accurate aericulture book.		
March Marc	Literature: Synthesis and	6.RL.4.2 Compare and contrast works of literature in different forms or genres (e.g., stories and poems: historical novels and	Use graphic organizers for students to compare and contrast the themes and		
Search Company of the property	Connection of Ideas		topics in accurate agriculture literature in different forms or genres.	Becommended Agricultural Publications	American Farm Bureau Foundation for Agriculture
Marchane	Nonfiction: Key Ideas and Textual	6.RN.2.1 Analyze what a text says explicitly as well as draw inferences from the text through	Have students analyze what an agricultural text says explicitly and draw inferences by sitting textual evidence.	Recommended Agricultural	American Farm Bureau
Search Month of the Company of Homes planted and some production of the Company of American Company of Ame	Nonfiction: Key	6.RN 2.2 Determine how a central idea of a	agricultural topic, provide students with a		
Security of the process of the proce	Ideas and Textual Support	text is conveyed through particular details; provide an objective summary of the text.	graphic organizer for them to write an objective summary of the text.	National Agriculture in the Classroom Curriculum Matrix lesson database	
Selection of well-below and selection of the selection of		6.RN.2.3 Analyze in detail how a key individual,	Cheese Maker by Jerry Anns and complete	Casper Jappi Master Swiss Cheese	
Selection of well-below and selection of the selection of	Nonfiction: Key Ideas and Textual	event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or	Art and a Craft" for students to analyze in detail how a key individual is introduced,	Cheesemaking A Science, An Art.	Indiana Ag in the
Security of the company of the compa	Support	anecdotes).	Use an accurate agriculture book for students to analyze how a particular	and a Craft lesson	Classroom
And section of the control of the co	Stoughard	6.RN.3.2 Analyze how a particular sentence, paragraph, chapter, or section fits into the	sentence, paragraph, chapter, or section fits into the overall structure of a text and how		
Security of the company of the compa	Elements and Organization	overall structure of a test and contributes to the development of the ideas.	it contributes to the development of the ideas.	National Agriculture in the Classroom Curriculum Matrix lesson database	Indiana Ap in the Classroom
Secretary of the bank of the b	Nonfiction: Structural Elements and	6.RN.3.3 Determine an author's perspective or purpose in a text, and explain how it is	distancing the sether's property and seed in	National Agriculture in the Classenow	
Standard Portion of the finding of a place of some of companion of the companion of the finding of the companion of the compa	Organization Nonfiction:	conveyed in the text.	how it is conveyed in the text.	Curriculum Matrix lesson database	
Standard of the control of protein pro		converent media or formats (e.g., visually, quantitatively, verbally) to demonstrate a coherent understanding of a tools or issue	integrate information presents in different media or formats to demonstrate a coherent understanding of the topic	Career Trek lesson	Indiana Ag in the Classroom
Studies Section of the common and protection and	Vocabulary: Vocabulary	6.RV.2.1 Use context to determine or clarify	Use context to determine or clarify the		
No. 2. Security of the security of securit	sulding		meaning of agricultural words and phrases. Consult reference materials to find the pronunciation of an aericultural word or	inguina Ag in the Classroom	suasiroom
Standard with the control of the con		6.RV.2.5 Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to	determine or clarify its precise meaning. Have students record the agricultural words		
Not 3 a 19ths arguments in a variety of trans in the control clarify, during prospects and as a control clarify, and a proper of the control clarify, and a control clarify of the control clarify, and a control clarify of the control	Vocabulary	and the pronunciation of a word or determine or clarify its precise meaning, part of speech, or	and meanings in a journal to use as a reference when discussioning or writing	halisan ta in the fi	Indiana Ag in the
Note of control control, or special proposes to the second of the second of control co	withing	6.W.3.1 Write arguments in a variety of forms	MANUAL METICUTURAL CODICS.	received Ale in the Classroom	Lastroom .
A Country of Company of the Country of Company of the Country of		that - a Introduce claim(s) using strategies such as			
Support controlled with contraction and extension of the controlled process of the controlled pr		 Use an organizational structure to group 			
** Addition and maintains is considered by any and a company of the security of the secur		related ideas that support the argument			
** Addition and maintains is considered by any and a company of the security of the secur		relevant evidence, using credible sources and demonstrating an understanding of the toric or text			
September 1997 When the company of		 Establish and maintain a consistent style and tone ammoriate to rumose and audience 			
September 1997 When the company of		e. Use appropriate transitions that enhance the progression of the text and clarify the	Complete the "Caring for the the Land"		
Secretaria — More delicates from the organization of the control of control of the cont			different opinions on soil management. Then have students write an argument to		Indiana As in the
A total call call call call call call call c	Narrative	that follows from the argument presented. 6.W.3.2 Write informative compositions in a	support a soil management strategy.	Carino for the Land lesson	Classroom
section and testing. 1. Use agreement for sections to section the section of the		a. Introduce a topic; organize ideas, concepts, and information, usine strategies such as			
section and testing. 1. Use agreement for sections to section the section of the		definition and classification. b. Develop the topic with relevant facts,			
1. Out of programment and control cont					
which is safety 1. Obes in groups and content quantify interest of properties of the content quantify distincting undersome of the content quantifies distincting undersome of the		sources and texts. c. Use appropriate transitions to clarify the			
selected baseling 4. Obes large goal and content quantific second general content quantific second		d. Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when			
would approximate any ordination of the company of		comprehension.			
Secretary of Laboratory and American Secretary of Secreta		vocabulary that express ideas precisely and concisely, recognizing and			
Apparentation, a Product according of performance and extreme from the Section 1997 of			Have students write informative		
Security of the control of the contr	Argumentative	purpose and audience. g. Provide a concluding statement or section that follows from the information or	completing lessons and activities from the		helises to in the
Engage and count for two and by sporting and county of the county o	Narrative	explanation presented.	Curriculum Matrix.	Curriculum Matrix lesson database	Classroom
motivation for control sequence and experience and		a. Engage and orient the reader by developing an exposition is a describe the setting			
special official from one store the store of setting for the control of the store of setting for the control of the store		establish the situation, introduce the narrator			
special official from one store the store of setting for the control of the store of setting for the control of the store		b. Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and leastedly union as a contract of the contract of			
window, control and extraction, and in addings and extraction of the control of t		signal shifts from one time frame or setting to			
Some particular and search of the company of the co		another.			
Some particular and search of the company of the co		experiences, events, and/or characters. d. Use precise words and phrases. relevant			
Secretary of control granteness and control secretary of the control of the contr	Argumentative		Have students write a narrative composition		
A formation research requirement of the complete of the comple	informative, Narrative	e. Provide an ending that follows from the narrated experiences or events. 6.W.5 Conduct short research assignments and	using agricultural settings, characters, and problems.	Indiana Ag in the Classroom	indiana Ag in the Classroom
with of the deliver Water Information from multiple south, we also also an experience of the control of the con		tasks to build knowledge about the research process and the topic under study.			
So Carlier reviews in information from multiple southers, and multiple received in the control of the control o		ways did Madame Walker influence Indian society?).			
Frances Fording and Coloration of American September 1 (1994) and the properties of the Coloration September 1 (1994) and the Coloration September		b. Cathor coloured information from multiple			
Springer and the control of the cont	Process Finding			Examples of individuals in acricultural history	
Separating with the control of the c	Assessing, Synthesizing, and	Avoid plagiarism and provide basic bibliographic information for sources.		George Washington George Washington Corver John Deere	
Substance and such an	Reporting				Indiana Ag in the Classroom
Schoren, which such with first growth or the schoren to report the first of address to region and the schoren to report the first of address to region and the schoren to report	Speaking and	6.SL2.1 Engage effectively in a range of collaborative discussions (e.g.,one-on-one. in	Recipe for Genetics: Selective Breeding and Transgenics". During each activity there are		
Collections of the and represent personal risks death of the collection and for the collection and offer the collection a	Listening: Discussion and	groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others'	several opportunities for students to engage in a range of collaborative discussions on	A Recipe for Genetics: Selective	Indiana Ag in the
Southern seed	Speaking and Listening:	ideas and expressing personal ideas clearly.	Complete the "High-Tech Farming" lesson.	www.earng.and Transgenics lesson	Liassroom
Speaking and continued and surface process of the continued and surface process of th	Discussion and	discussion by identifying specific evidence from	have opportunities to elaborate and reflect on the ideas under discussion.	High-Tech Farming lesson	
Collection of the Collection o	Speaking and	6.SL.2.4 Pose and respond to specific questions with plaboration and datail by making	Conservation Terms" lesson for student to		
Southing and M.3.2.5 former of the year operand and southern of the street, "See a second or the street," and the street of the street, "See a second or the street," and the street of the street, "See a second or the street," and the street of the street, "See a second or the street, "See a second or the street," and the street, "See a second or the street, "See	Discussion and Collaboration	comments that contribute to the topic, text, or issue under discussion.	elaboration and detail by making comments that contribute to the topic.	Toolsie Roll Conversation About Conservation Terms lesson	Indiana Ag in the Classroom
Confidence on a complete company of the company of	Speaking and	6.SL2.5 Review the key ideas expressed and	As the class completes the lesson, "Bring Home the Blue, Not the Flu!", review the		
\$1.1.1 stronger information presented in Special grad and strategy of the stronger in the stro	Discussion and Collaboration			Bring Home the Blue, Not the Flui lesson	Indiana Ag in the Classroom
Compensation of the control of the c		6.SL3.1 Interpret information presented in diverse media and formats (e.g., visually,	Use the "Career Trek" lesson for students to		
Southing and specific claims, disruptioning damped claims that are supported and specific claims, disruptioning damped claims that are supported and specific claims, disruptioning damped claims that are supported and specific claims, disruptioning damped	Listening:	opamicatively, orany; and explain how it contributes to a topic, text, or issue under study.	and explain how it contributes to the topic.	Career Trek lesson	Indiana Ag in the Classroom
Speaking and speak			industry to present on a hot topic in		
Comprehensive Section 1 Amount of Section 2 Am	Speaking and	6.SL3.2 Delineate a speaker's argument and specific claims, distinuishing claims that	agriculture. Have students delineate the speaker's argument and claims,		
Special register of sequencing class lapsoid by all ording planted and production of sequencing class lapsoid by all ordinary discovered in the control of sequencing class lapsoid by all ordinary discovered in the control of sequencing class lapsoid laps	Listening: Comprehension	supported by reasons and evidence from claims that are not.	reasons and evidence from claims that are not.	Indiana Farm Bureau Adopt a Classroom	Indiana Ag in the Classroom
Consciption on directly, delegation country, and state agreement of property, have discussed as a special country of the coun	Speaking and	6.3L4.1 Present claims and findings, sequencing ideas logically and using pertinent			
them semontation. About times of federals are all control of the c		main ideas or themes; using appropriate eye contact, adequate volume. and rloar	agricultural project, have students present		Indiana As in the
Procession of include materiane Compression (s.g. groups), on the foreign deposition in the Compression (s.g. groups), on the foreign deposition of the Compression (s.g. groups), on the foreign deposition (s.g. groups), on the foreign deposit	Mane	pronunciation.	their claims and findings.	Indiana Az in the Classroom	Classroom
State and the state of the stat	Listening: Presentation of Knowledge	6.SL4.2 Create engaging presentations that include multimedia components (e.g. graphics, images music second and decorations).	to search using the "Student Center" section on the National Agriculture in the	Student Control Mani	Indiana An in the
particular media message, using the context of Search major media outlets for agricultural the message (e.g., where it is placed, when it topics and have students identify the target in the	owneage and Ideas	presentations to clarify information.	Classroom website and create an engaging	Aericulture in the Classroom Hoosier Ag Today	
particular media message, using the context of Search major media outlets for agricultural the message (e.g., where it is placed, when it topics and have students identify the target in the		6.ML.2.1 Use evidence to evaluate the	Use evidence to evaluate the accuracy of	Aptività	AgWeb
o.NM.Z.2 intentify the target assertion or a particular media missage, using the context of Search major media outlets for agricultural the missage (e.g., where it is placed, when it topics and have students identify the target in the property of the search of the	Media Literacy			Successful Farming	Successful Farming
Media Literacy runs. etc.1. audience of a particular media messaee. Indiana Ae in the Classroom Classroom		particular media message, using the context of the message (e.g., where it is placed, when it	Search major media outlets for agricultural topics and have students identify the target		Indiana Ag in the
	Media Literacy	runs. etc.).	audience of a particular media message.	Indiana Ae in the Classroom	Classroom