

HARVEST OF THE MONTH - MARCH / PORK

Grades 6-8

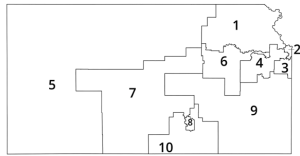


Kansas leads the world in the success of each student.

JULY 17, 2025



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SUCCESS DEFINED

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES

- Social-emotional growth
- Kindergarten readiness
- Individual Plan of Study
- Civic engagement
- Academically prepared for postsecondary
- High school graduation
- Postsecondary success



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MISSION

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

VISION

Kansans leads the world in the success of each student.

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Kansans Can

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July 1, 2025

HARVEST OF THE MONTH

March / Pork

INTRODUCTION

Over the next few weeks, we will be learning about a kind of food that we harvest in Kansas. I'm going to give you some clues to see if you can guess what this food is.

- This food is a vegetable that grows underground in the soil.
- They are a good source of Vitamin A which helps keep our eyes and immune system healthy. They are also good for our hearts and blood pressure. They are also a good source of Vitamin C and fiber which help with digestion.
- They are oval shaped, and their skin can be tan, brown, or purplish red and their insides can be white, orange, or purple.
- They are sweet and even have sweet in their name!
- They can be eaten raw, baked, mashed, and as an ingredient in pies and casseroles. Many of us eat them with marshmallow melted on top around Thanksgiving.

Can you guess what food I'm talking about? We will be learning about Sweet Potatoes!



VOCABULARY

Livestock: Farm animals raised for labor or consumption

Processing: Any meat that has been modified

Consumption: Eating

Natural Selection: The process in which certain members of a species, with traits that allow them to best live in their environment, live to pass that trait to their offspring. Over time, this trait becomes more prevalent in the community.

Artificial Selection: A process in which humans identify a specific desirable trait in a population and take steps to enhance the likeliness of this trait becoming passed and becoming more prevalent in the community.

GENERAL RESOURCES

Pork Information Gateway¹

ENGAGE

To engage students with the topic of pork, students can be shown different images of pork products to discuss students' prior knowledge and experiences with pork. Then, show students a map of global pork consumption²

In their science notebooks or journals, have students make a t-chart to record their notices and wonderings about the patterns they notice. Pair or group students to share their observations, and facilitate a discussion to determine 1-2 investigation questions. Students could ask about the importance, abundance, or cultural significance of pork in various global regions.

EXPLORE

Now that the students have a few questions they want to explore they will complete a scavenger hunt. This can be virtually done with a slide deck, or stations could be set up around the room where students rotate through. Each station (or slide) will contain fact sheets and other at-a-glance type of information for students to quickly and efficiently build some background knowledge. Students will track their findings using the graphic organizer³ If your students are 1-1 with iPads or other devices, you could provide QR codes for each of these resources.

1 https://drive.google.com/file/d/1w0JBvk1kO6_DmVxlbnsG65LuOrlNgOFe/view

2 <https://worldpopulationreview.com/country-rankings/pork-consumption-by-country>

3 https://docs.google.com/document/d/1TPUNGIR5qAh4NwXxzVrphP8h_rxbTEGHCmxhj_etpnA/edit?usp=sharing

4 | Kansas State Department of Education | www.ksde.gov

Pig Farming⁴

Pig Breeds & Breeding⁵

Pig Characteristics⁶

EXPLAIN

At this stage of the lesson, students should be able to answer one or more of the investigation questions. To engage students in discussion consider using a scientist circle. To learn more watch an example of scientist circles⁷. Considerations could include sustainable farming practices and the importance of animal welfare.

ELABORATE

Have students research the Sustainable Development Goals (SDGs)⁸ and make recommendations based on what they find out.

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- 4 <https://pig-farming.net/blog/pig-breeding/how-to-start-a-pig-farm-business/>
<https://www.porkcares.org/americas-pig-farmers/our-farms/>
<https://www.ontariopork.on.ca/recipes/Our-Farmers/Take-a-Tour>
 - 5 <https://www.livestockoftheworld.com/pigs/>
<https://www.thepigsite.com/news/2020/08/how-to-farm-pigs-breeding>
 - 6 https://drive.google.com/file/d/19Si9YAN2lfMM5_vylQ1KGarMSrjVxKRW/view?usp=drive_link
https://drive.google.com/file/d/11rA1x5UTrKSFoEmK1IIVilEEiLu5qzrs/view?usp=drive_link
 - 7 <https://www.edutopia.org/video/scientists-circle-encouraging-collaboration/>
 - 8 <https://sdgs.un.org/goals>

KANSAS SCIENCE STANDARDS ADDRESSED

MS. Matter and Energy in Organisms and Ecosystems

Students who demonstrate understanding can:

MS-LS1-5

Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms

Clarification Statement:

Examples of local environmental conditions could include availability of food, light, space, and water.

Examples of genetic factors could include large breed cattle and species of grass affecting growth of organisms. Examples of evidence could include drought decreasing plant growth, fertilizer increasing plant growth, different varieties of plant seeds growing at different rates in different conditions, and fish growing larger in large ponds than they do in small ponds.

Assessment Boundary:

Assessment does not include genetic mechanisms, gene regulation, or biochemical processes.

The performance expectations above were developed using the following elements from the NRC document A Framework for K-12 Science Education.

Science and Engineering Practices

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific knowledge, principles, and theories.

- Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.

Disciplinary Core Ideas

LS1.B: Growth and Development of Organisms

- Genetic factors as well as local conditions affect the growth of the adult plant.

Crosscutting Concepts

Cause and Effect

- Phenomena may have more than one cause, and some cause and effect relationships in systems can only be described using probability.

A sample of Kansas ELA Standards addressed in this unit is listed below. For details and specific grade level standard alignment, see: Kansas 2023 English Language Arts Standards⁹

Reading Foundations: Standard 3; using grade-level phonics and word reading skills

Reading Literature: Standard 1; asking and answering questions about a text

Reading Literature: Standard 4; word meaning/ word choice

Reading Information: Standard 3; Describe the relationship between historical events, scientific ideas, or concepts

Reading Information: Standard 12; word meaning/ nuances

Writing: Standard 3; writing effective narratives to share experiences/ information with effective word choice and relevant details

Speaking and Listening: Standard 4; effectively presenting ideas and detailed/ sequenced descriptions with others

9 [https://www.ksde.gov/Portals/0/CSAS/Content%20Area%20\(A-E\)/English_Language_Arts/Kansas%20Standards%20for%20English%20Language%20Arts.pdf?ver=2023-05-17-150345-123](https://www.ksde.gov/Portals/0/CSAS/Content%20Area%20(A-E)/English_Language_Arts/Kansas%20Standards%20for%20English%20Language%20Arts.pdf?ver=2023-05-17-150345-123)

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