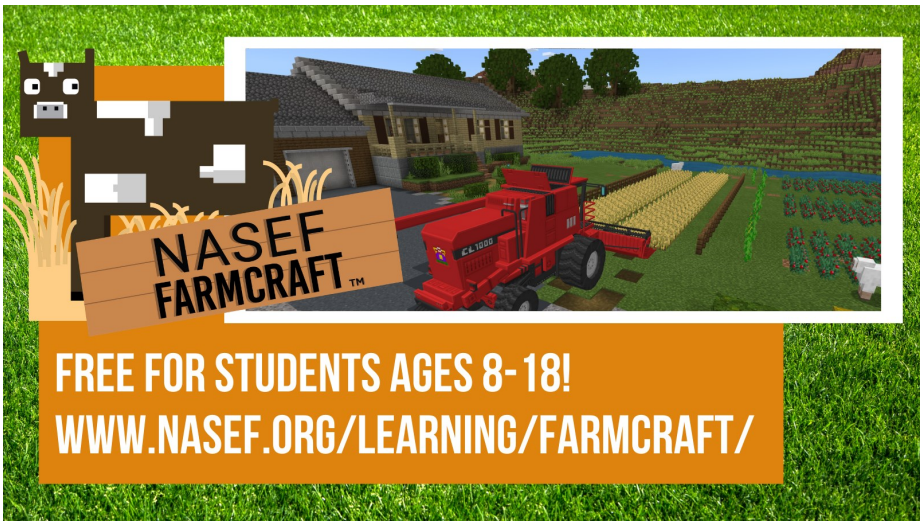
NASEF Farmcraft™ 2021 Education Standards

NASEF Farmcraft™ 2021 is a student challenge to successfully create farms and grow foods in Minecraft! Apply and adapt agricultural production techniques in different unique environmental biomes. Participation is free and open to individuals of all ages, especially grades 3-12 (ages 8-18).



Build the best farm in Minecraft Education, understand global conditions, and compete internationally. A new kind of game where you can compete and learn in an international arena of science and technology. A U.S. Department of State supported science-based, esports event featuring Minecraft challenges and live online events.

Farmcraft Preseason Now—March 26, 2021
Learn the basics to planting your own sprouts in the NASEF Farmcraft 2021 Preseason! We invite you to explore your own world in Minecraft as we guide you on soil preparation, seed planting, fertilizing, watering, sunlight and harvesting.

Farmcraft Regular Season March 31-May 7, 2021
Apply and adapt agricultural production techniques in different unique environmental biomes! Teams will download our Minecraft World file to successfully create farms and grow foods in Minecraft: Education Edition. Be sure to join us Wednesday, March 31 for our official launch of the NASEF Farmcraft 2021 Regular Season challenges!

NASEF
NORTH AMERICA SCHOLASTIC ESPORTS FEDERATION™
Game. Grow. Learn. Lead.™

Education Standards—NASEF Farmcraft 2021

Next Gen Science Standards

3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment.

MS-LS1-5 Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.

MS-LS4-5 Gather and synthesize information about technologies that have changed the way humans influence the inheritance of desired traits in organisms.

HS-LS3-3 Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.

National Social Studies Economic Standards

NSS-EC.K-4.1 , NSS-EC.5-8.1, , NSS-EC.9-12.1
Scarcity
Productive resources are limited. Therefore, people cannot have all the goods and services they want; as a result, they must choose some things and give up others.

NSS-EC.K-4.3 , NSS-EC.5-8.3 , NSS-EC.9-12.3
Allocation of goods and services
Different methods can be used to allocate goods and services. People acting individually or collectively through government, must choose which methods to use to allocate different kinds of goods and services.

NSS-EC.K-4.4 , NSS-EC.5-8.4 , NSS-EC.9-12.4
Role of incentives
People respond predictably to positive and negative incentives.

ITTEA Standards for Technological and Engineering Literacy
STEL-3D Explain how various relationships can exist between technology and engineering and other content areas.

STEL-4G Judge technologies to determine the best one to use to complete a given task or meet a need.

STEL-5D Determine factors that influence changes in a society's technological systems or infrastructure.

STEL-5H Evaluate a technological innovation that arose from a specific society's unique need or want.

STEL-1Q Conduct research to inform intentional inventions and innovations that address specific needs and wants.

ISTE Standards

3 *Knowledge Constructor*
Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.

4 *Innovative Designer*
4a Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.

4d Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

5 *Computational Thinker*
5c Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.

6 Creative Communicator
6c Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

7 Global Collaborator
Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

7a Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

7b Students use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.

7c Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

7d Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.