Course: YDAE 319
Program Planning in Agricultural Science and Business Programs

Credits: 3

Time and Location: Spring Semester 2009
January 12 – May 9, 2009
TR 3:30-4:45 p.m.
PFEN 103

Guest Lecturer: Mrs. Beth Theobald
Delphi Community High School
301 Armory Road
Delphi, IN 46923
School Phone: 765-564-3481 X 2411
Cell Phone: 765-427-4827
Secretary (Mona Jackson): 765-494-8423
Fax: 765-496-1152
E-mail: theobaldb@delphi.k12.in.us

Office Hours: See instructor or call for an appointment time.

Course Description:

YDAE 319 is an undergraduate course in program planning and instructional development in agricultural education. The emphasis in this course is on planning at the local level through the development and implementation of courses of study, instructional materials, specific programmatic thrusts, program activities, summer programs, and advisory committees in agricultural education - based on individual needs, employment opportunities, and community resources.

Introduction:

YDAE 319 is a comprehensive course in planning and organizing for teaching agricultural education in the public schools in Indiana. It is intended to provide information and practice in putting together the courses and activities of a typical agricultural education program in Indiana.

Text:

References:
The Agricultural Education Magazine (Several Issues). American Association for Agricultural Education.

General Objectives of the Course:

Upon completion of the course, the student should be able to:

1. Plan and organize a course of study integrating SAE and FFA utilizing: school and community descriptions, course descriptions, course outlines, units, and problem areas.

2. Identify sources of instructional and resource materials.

3. Select the most feasible and efficient pedagogical strategies (as identified in class), including the use of Supervised Agricultural Experience programs and the National FFA Organization, to implement the course of study.

4. Identify factors useful for establishing and maintaining an effective Agricultural Science and Business advisory committee.

5. Plan and organize a summer program for an agricultural education department.

6. Plan and develop a recruiting tool for Middle School/Junior High School into high school agricultural science and business courses.

7. Identify appropriate procedures for electing and training officers.

8. Involve all agricultural science and business students in planning the program of activities and identify appropriate goals and ways and means in each of the following areas for the local program of activities
   - Student Development
   - Chapter Development
   - Community Development

9. Plan and conduct effective FFA organizational meetings.

10. Describe the major considerations in budgeting and appropriate ways and means for raising and spending money.

11. Plan facilities for the Agricultural Science and Business program
12. Identify and implement effective time management strategies to assist in prioritizing the workload of Agricultural Science and Business instructors.

13. Plan and execute an effective FFA organization parent-member banquet.

14. Identify district, state, national, and international experiences for students to experience personal growth through involvement in the National FFA Organization, including degrees, contests, and awards.

15. Evaluate the local program and identify strengths and weaknesses.

**Course Requirements:**

Class attendance is factored into the grade for each student. Students are expected to be at each class session. Guest lecturers are invited for special presentations to the class for student benefit. In case you need to miss a class, contact the instructor before missing the class (if possible) to make other arrangements.

Papers are due at the beginning of the class period on the due date. Late papers incur a grade penalty and absence from class does not excuse these due dates. Ten percent per day will be deducted for late assignments.

If students need to miss a class, they are to contact the instructor before missing the class (if possible) to make other arrangements. A class field trip is scheduled to the Chicago High School for Agricultural Sciences in Chicago, Illinois. **It is expected that students will attend this trip.** Please make arrangements at the beginning of the semester with work and/or other commitments to attend the Chicago trip.

The **TaskStream Portfolio Artifacts** for this course are: **Middle School Recruiting Plan** and the **National FFA Week Description of Activities**. College of Education Themes and INTASC (Interstate New Teacher Assessment and Support Consortium) Principles addressed by this artifact are:

**COE Theme #3: Commitment to Professional Growth.**

**INTASC Principle #3:** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

**INTASC Principle #4:** The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

**INTASC Principle #7:** The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**INTASC Principle #9:** The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

**INTASC Principle #10:** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.
Grading Basis and Procedure:

Students will be evaluated on an individualized basis. Assignments will be graded on professionalism, spelling, grammar, completeness, and how well they address the objectives of the assignment. Unless otherwise stated, all assignments are to be computer generated or typed. Note: Ten percentage points per day will be deducted for late assignments.

A = 788 - 875 points  
B = 700 - 787 points  
C = 612 - 699 points

Below 70% represents unacceptable performance in the course.  
If you have a disability that requires academic adjustments, please make an appointment with me to discuss your needs as soon as possible.

Class Evaluation:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Course Outline</td>
<td>100</td>
<td>1/29</td>
</tr>
<tr>
<td>Description of your student teaching community with school information</td>
<td>100</td>
<td>2/5</td>
</tr>
<tr>
<td>Unit tests (2)</td>
<td>100/ea</td>
<td>2/12 &amp; 4/2</td>
</tr>
<tr>
<td>Organizing the Summer Program</td>
<td>50</td>
<td>4/21</td>
</tr>
<tr>
<td>Officer Election and Training</td>
<td>50</td>
<td>3/5</td>
</tr>
<tr>
<td>National FFA Week Description of Activities*</td>
<td>75</td>
<td>4/9</td>
</tr>
<tr>
<td>Agricultural Science and Business Recruiting Tool*</td>
<td>100</td>
<td>2/19</td>
</tr>
<tr>
<td>Attendance &amp; Participation in Class</td>
<td>100</td>
<td></td>
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<tr>
<td>Final Exam</td>
<td>100</td>
<td>TBA</td>
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<tr>
<td>TOTAL POINTS POSSIBLE</td>
<td>875</td>
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</tbody>
</table>

* The TaskStream e-portfolio assignments must be completed in order to pass the course. Failure to satisfactorily upload the assignments by Friday of the last official day of class results in an "F" in the course and the inability to continue in teacher education.

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>GUEST SPEAKER</th>
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</thead>
<tbody>
<tr>
<td>Jan 13</td>
<td>Developing A Course Of Study, Developing A Course Outline, Schedule Options In Indiana Schools; Writing Objectives And Establishing Local Program Goals Competency/Performance Based Learning</td>
<td></td>
</tr>
<tr>
<td>Jan 15</td>
<td>Course Philosophy And Expectations – Bring Syllabus To Class Designing, Implementing, And Evaluating Instruction For The Current Agricultural Education Delivery System (Cont.)</td>
<td>Mrs. Ashley Rice; ASB Instructor, Fountain Central, Veedersburg, IN; 765-294-2206 X 2003, <a href="mailto:ricea@sefschools.org">ricea@sefschools.org</a></td>
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<tr>
<td>Jan 20</td>
<td>Identifying Instructional and Resource Materials</td>
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<td>Jan 22</td>
<td>Agricultural and Career and Technical Education in Public Schools: Developing School and Community Needs Assessment</td>
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</tr>
<tr>
<td>Jan 27</td>
<td>Enhancing the Local Program Teaching Agricultural Science and Business in Indiana</td>
<td>Mrs. Ashley Rice; ASB Instructor, Fountain Central, Veedersburg, IN; 765-294-2206 X 2003, <a href="mailto:ricea@sefschools.org">ricea@sefschools.org</a></td>
</tr>
<tr>
<td>Jan 29</td>
<td>Program recruitment (Course Outline due)</td>
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<tr>
<td>Feb 3</td>
<td>Planning and Organizing Parent Member banquet</td>
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<tr>
<td>Feb 5</td>
<td>Guest Speaker: Mr. Chris Fenner; Training and Development Specialist, Indiana Farm Bureau Inc.; 317-692-7890, <a href="mailto:cfenner@infarmbureau.org">cfenner@infarmbureau.org</a> (Description of your student teaching community with school information due)</td>
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<tr>
<td>Feb 10</td>
<td>Parent Member banquet planning</td>
<td></td>
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<tr>
<td>Feb 12</td>
<td>Test #1</td>
<td></td>
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<tr>
<td>Feb 17</td>
<td>Teaching Middle School students; Guest Speaker: Mrs. Stacey Hartley, Middle School ASB Teacher; Lebanon Middle School, Lafayette, IN; 765-772-4750, <a href="mailto:sburton@lsc.k12.in.us">sburton@lsc.k12.in.us</a></td>
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<td>Feb 19</td>
<td>Debrief Middle School ASB presentation (Program recruitment tool due)</td>
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<td>Feb 24</td>
<td>Agricultural Education and Career and Technical Education in Public Schools: Indiana Department of Education, Core 40, High School Graduation Requirements, APC and Federal funding; Guest Speaker: Mr. Bob Juncker; Program Specialist, Agricultural Education; Indianapolis, IN, 317-232-9176</td>
<td></td>
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<tr>
<td>Feb 26</td>
<td>Developing an Effective Program of Activities Planning and Conducting Effective FFA Organization Meetings</td>
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</table>


Mar 3  Indiana Agricultural Education In-service, State Degree and Proficiency Scoring – Indiana FFA Leadership Center, Trafalgar, Indiana; **All Expected to Attend**

Mar 5  Debriefing the Indiana Agricultural Education In-service
Methods of funding Agricultural Science and Business programs and FFA Activities
(Officer Election and Training due)

Mar 10  **Guest Speaker: Mr. Dan Grayson,** Vocational Director Indiana Trails Career Cooperative, Monticello, IN.  dgrayson@twinlakes.k12.in.us
Planning Facilities for the Agricultural Science and Business Program
Understanding Budgets, Creating a Long-Range Plan for Indoor and Outdoor Facilities

Mar 12  Planning Facilities (cont.)

Mar 17  **SPRING BREAK**

Mar 19  **SPRING BREAK**

Mar 24  Implementing Effective Time Management Strategies

Mar 26  Organizing and Utilizing Advisory Committees

Mar 31  Organizing and Utilizing Advisory Committees

April 2  **Test #2**

Apr 7  Developing Summer Program Goals and Objectives

Apr 9  Professional Organizations in Agricultural Science and Business
**Guest Speaker: Mr. Ben Helms;** President, Indiana Association of Agricultural Educators (IAAE); Bloomfield, Bloomfield, IN; 812-825-5004  bhelms@bsd.k12.in.us
(National FFA Week Description of Activities due)

Apr 14  Developing a Summer Program Calendar

Apr 16  Using FFA Degrees, Contests, and Awards; **Guest Speaker: Ms. Anna Ariens,**
Executive Director, Indiana FFA Association; 317-232-9171, amariens@doe.state.in.us

Apr 21  Premier Leadership, Personal Growth, and Career Success Opportunities Through National FFA Organization Activities
(Organizing the Summer Program due)

Apr 23  Evaluating the Local Program: Strengths and Weaknesses

Apr 28  **Field Trip: John Marshall High School & Chicago High School for the Agricultural Sciences;** Chicago, IL
Apr 30

Debrief Chicago trip and final class meeting

Final Examination: TBA
(Title of assignment)

by

(Your Name)

An (assignment name)
Submitted as Partial Fulfillment of
Requirements for the Completion of
(Course name and number)

to

Mrs. Beth Theobald
Department of Youth Development and Agricultural Education
Purdue University

(Date)
**Officer Election and Training Procedures Assignment**

The purpose of this assignment is to prepare you for the process of electing officers in the local Agricultural Science and Business Program’s FFA Chapter. By working through the following procedures, you will be prepared for the variety of situations that will arise in this process.

**Officer Election Procedure and Training – 50 points**

Include the following information:

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Officer qualifications/requirements –</td>
<td>5</td>
</tr>
<tr>
<td>What qualifications exist for a student to be an officer in your program?</td>
<td></td>
</tr>
<tr>
<td>Officers and specific responsibilities –</td>
<td>5</td>
</tr>
<tr>
<td>What specific responsibilities exist for each office?</td>
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<tr>
<td>Officer Team expectations –</td>
<td>5</td>
</tr>
<tr>
<td>What are your expectations for the Officer Team as a whole?</td>
<td></td>
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<tr>
<td>Example Officer application –</td>
<td>5</td>
</tr>
<tr>
<td>Provide an Officer application that you will use</td>
<td></td>
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<tr>
<td>Interview process and questions –</td>
<td>5</td>
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<tr>
<td>What procedures will you use for determining the most qualified students?</td>
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<tr>
<td>Annual meeting plan –</td>
<td>5</td>
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<tr>
<td>When will your meetings be held?</td>
<td></td>
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<tr>
<td>Example meeting agenda –</td>
<td>5</td>
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<tr>
<td>Provide the template for a standard meeting</td>
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<tr>
<td>Officer Training Program Outline –</td>
<td>5</td>
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<tr>
<td>Provide a proposed leadership training program for your Officers</td>
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<tr>
<td>A one hour lesson plan on one specific component of the officer training program. The lesson plan should be complete and include the essential elements of a typical lesson (e.g. interest approach, objectives, evaluation, etc.).</td>
<td>10</td>
</tr>
</tbody>
</table>
**National FFA Week Description of Activities - 75 points**

The purpose of this assignment is to help the student think through the planning and preparation process for National FFA Week activities. The Program of Activities (POA) is a planning tool that will give students expertise in planning yearly events that incorporate student leaders and committee members. Components of the assignment include:

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compile of list of activities that you could and/or should conduct during the National FFA Week held each February. Activities can be taken from the list that your student teaching supervising teacher uses, activities that your own local FFA Chapter used if you were a member of a chapter active in this event, and activities that you are aware of and would like to include in your chapter’s observance of National FFA Week</td>
<td>25</td>
</tr>
<tr>
<td>The Description of Activities for National FFA Week should include opportunities for addressing each of the three major committees in the overall Program of Activities: Student Development; Chapter Development; Community Development. Include in your description the area of development targeted by the activity.</td>
<td></td>
</tr>
<tr>
<td>Include the name of each activity, a brief description of the activity, when and where it would be conducted, who is to be involved, and what audience the activity is to target. In addition, please include any budgetary information such as anticipated revenues and expenses for each activity. A minimum of one activity per day is required</td>
<td>25</td>
</tr>
<tr>
<td>Using educational technology create a “promotional” piece that could communicate FFA Week activities to all students and/or school audiences</td>
<td>25</td>
</tr>
</tbody>
</table>
**Planning and Developing Agricultural Science and Business**

**Recruitment Materials**

This assignment is designed to give you a tool to recruit students into your Agricultural Science and Business courses. The assignment will allow you to identify potential students and set up activities to inform them about the Agricultural Science and Business classes. Activities may be events scheduled throughout the year, as well as promotional literature available to potential students year-round.

<table>
<thead>
<tr>
<th>Point Value</th>
<th>Assignment Description</th>
<th>PointsAssigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>• Plan for recruiting Agricultural Science and Business students</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>• Schedule for recruiting opportunities</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>• Promotional item created to recruit students to the local program</td>
<td></td>
</tr>
<tr>
<td>100</td>
<td>Total Points</td>
<td></td>
</tr>
</tbody>
</table>
Summer can be a busy time for Agricultural Science and Business instructors. If planned properly it can be a time that allows an instructor to engage in activities that otherwise cannot be completed due to a rigorous daily class schedule during the school year. The challenge for Agricultural Science and Business instructors is identifying the necessary activities to be involved in and then prioritizing those activities. This assignment will help you design a summer program.

You should turn this assignment in as if you were turning in the proposed schedule of your summer to your administrator. The project will be evaluated as follows:

<table>
<thead>
<tr>
<th>Point Value</th>
<th>Description</th>
<th>Points assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Scope of activities – are all activities included? Have activities been left out that are necessary?</td>
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<tr>
<td>10</td>
<td>Has priority been established for all activities? Indicate the priority listed for each item by listing numbers 1, 2, 3, etc. beside each item as it was entered on the summer program.</td>
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<td>10</td>
<td>Has time been clearly allocated for personal and/or vacation time?</td>
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<td>10</td>
<td>Has appropriate communication for how to contact the Agricultural Science and Business instructor, for both working and non-working days, been included? How will you communicate with your students? Parents? Administrators? Please include samples.</td>
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<tr>
<td>10</td>
<td>Is the proposed summer calendar realistic?</td>
<td></td>
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<tr>
<td>50</td>
<td>TOTAL</td>
<td></td>
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</tbody>
</table>
Situation: You have just been hired for your first teaching job at a one-teacher Agricultural Science and Business department. Your contract begins on June 1. You have been given a 30 day extended contract with the promise that the number of summer days will increase as your enrollment increases. You currently have 60 students enrolled in the Agricultural Science and Business program. Your administration has told you that they expect you to be involved in professional development as well as to be involved with students. They have stressed that communication is the priority.

You have several responsibilities to meet this summer. Among them, but not all of them, are the following:

- State FFA Convention
- Indiana Agricultural Science and Business Teacher’s Workshop at Purdue
- FFA Leadership Camp (there are currently 4 students signed up)
- State fair
- County fair
- Indiana Assoc. for Career and Technical Education (IACTE) Conference in Indianapolis
- Meeting students and their parents
- Recruitment and Retention activities
- FFA activities including a summer cookout
- Supervise SAEs
- Establish and meet with advisory committee
- Curriculum development
- Facilities upkeep and repair
- Ordering of Supplies and Equipment for the upcoming school year
- Personal time for you and your family
- Other duties and projects

Your principal has given you a calendar to plan your daily activities. Make sure you plan accordingly. School starts on Monday, August 17 and there is a teacher in-service on the 14th.

You can find the dates to the activities listed above, and others, at [http://indianaffa.org/](http://indianaffa.org/) and click on “calendar”.
<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
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</table>
AGRICULTURAL DATA

The information that you compile in this activity will assist you in developing a working knowledge of essential community facts and resources. It will enable you to gain an understanding of essential information needed for teaching Agricultural Science and Business in your community (county).

When this activity is completed you will have a useful ready reference on the following aspects of the community and county where you will be teaching. The following steps will be needed to access your community information:

http://www.nass.usda.gov/in/

Click on “Census of Agriculture for Indiana”
Click on “County”
Click on “Table 1 State Summary Highlights: 2002” and access information from your county

<table>
<thead>
<tr>
<th>Item</th>
<th>Your Community (County) Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Number of Farms</td>
<td></td>
</tr>
<tr>
<td>2. Acres of Cropland</td>
<td></td>
</tr>
<tr>
<td>3. Market value of agriculture products Sold:</td>
<td></td>
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<tr>
<td>Crops</td>
<td></td>
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<tr>
<td>Livestock</td>
<td></td>
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<tr>
<td>4. Number of Farms – Beef</td>
<td></td>
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<tr>
<td>5. Total Number of Beef</td>
<td></td>
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<tr>
<td>6. Number of Farms – Dairy</td>
<td></td>
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<tr>
<td>7. Total Number of Dairy Animals</td>
<td></td>
</tr>
<tr>
<td>8. Number of Farms – Hogs</td>
<td></td>
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<tr>
<td>9. Total Number of Hogs</td>
<td></td>
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<tr>
<td>10. Number of Farms – Sheep</td>
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<tr>
<td>11. Total Number of Sheep</td>
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<tr>
<td>12. Total Number of Corn (grain) Farms</td>
<td></td>
</tr>
<tr>
<td>13. Total Number of Corn (grain) Acres</td>
<td></td>
</tr>
<tr>
<td>12. Total Number of Wheat (grain) Farms</td>
<td></td>
</tr>
<tr>
<td>13. Total Number of Wheat (grain) Acres</td>
<td></td>
</tr>
<tr>
<td>12. Total Number of Oats (grain) Farms</td>
<td></td>
</tr>
<tr>
<td>13. Total Number of Oats (grain) Acres</td>
<td></td>
</tr>
<tr>
<td>12. Total Number of Soybean (grain) Farms</td>
<td></td>
</tr>
<tr>
<td>13. Total Number of Soybean (grain) Acres</td>
<td></td>
</tr>
<tr>
<td>12. Total Number of Tobacco Farms</td>
<td></td>
</tr>
<tr>
<td>13. Total Number of Tobacco Acres</td>
<td></td>
</tr>
<tr>
<td>12. Total Number of Potato Farms</td>
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</tr>
<tr>
<td>13. Total Number of Potato Acres</td>
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<tbody>
<tr>
<td>14. List Top 10 Commodities By Cash Value For Your Community</td>
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<tbody>
<tr>
<td>15. List Five Additional Items That You Feel Are Important To Know About Your County’s Agriculture:</td>
<td>1.</td>
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</tbody>
</table>
SCHOOL INFORMATION DATA

This activity is designed to help you discover school information that affects an agricultural education program. The information you collect should provide you with an understanding of the current situation at the school where you are teaching.

The following steps will be needed to access your school information:

http://www.infarmbureau.org (Currently not listed on the site)

Click on “Government Relations – School Statistical Support”
Enter the following PIN number – 3002063944
Click on “Downloads” on left side menu
Click on “Excel Files” at top, then “Indiana School Sheet” to get the page number for your school
Exit this program once you have the page number
Click on upper toolbar “PDF Files”
Click on “School Data Sheet”
Scroll down to the page number for your school (enlarge page as needed)

<table>
<thead>
<tr>
<th>Item</th>
<th>Your School’s Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>(All data is for 01-02 unless specified differently)</td>
<td></td>
</tr>
<tr>
<td>1. Total Number Of Students</td>
<td></td>
</tr>
<tr>
<td>2. Increase/Decrease Since 2000-01</td>
<td></td>
</tr>
<tr>
<td>3. Number Of Full Time Equivalent Classroom Teachers</td>
<td></td>
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<tr>
<td>4. Students Per Teacher</td>
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<tr>
<td>5. Full Time Classroom Teachers Average Base Salary</td>
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<td>6. Full Time Classroom Teachers Average Full Salary</td>
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<tr>
<td>7. Ranking In The State</td>
<td></td>
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<tr>
<td>8. Highest Full Time Classroom Teachers Salary</td>
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<tr>
<td>9. Lowest Full Time Classroom Teachers Salary</td>
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<tr>
<td>10. Minimum Salary With Bachelor’s Degree</td>
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<tr>
<td>11. Minimum Salary With Bachelor’s Degree</td>
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<tr>
<td>Plus 5 Years Experience</td>
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<tr>
<td>12. Salary With Master’s Degree Plus 10 Years</td>
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<tr>
<td>13. Number Of Special Education Communications Disabilities</td>
<td></td>
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<tr>
<td>14. Special Education Mild Disabilities</td>
<td></td>
</tr>
<tr>
<td>15. Students Per Teacher</td>
<td></td>
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</tbody>
</table>
Next you will visit the Indiana Department of Education Website. To do this access the following:
Go to: 
http://dew4.doe.state.in.us/SCHLSTATS/schlstats1.html

Enter your school name

<table>
<thead>
<tr>
<th>Item</th>
<th>Your School’s Information</th>
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<tbody>
<tr>
<td>16. Average Number Of Students Passed ISTEP (2007-08)</td>
<td></td>
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<tr>
<td>State Average</td>
<td></td>
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<tr>
<td>Your School’s Average</td>
<td></td>
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<tr>
<td>17. Your School’s Improvement Focus</td>
<td>1.</td>
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<tr>
<td>18. Percent Of Students On Free Or Reduced Lunch</td>
<td></td>
</tr>
<tr>
<td>19. Attendance Rate</td>
<td></td>
</tr>
<tr>
<td>20. Graduation Rate</td>
<td></td>
</tr>
<tr>
<td>21. ISTEP Scores – Math (Grade 10)</td>
<td></td>
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<tr>
<td>22. ISTEP Scores – English (Grade 10)</td>
<td></td>
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<tr>
<td><strong>Click On School Profile</strong></td>
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<tr>
<td>23. Agriculture Classes Taught With Student Numbers In Each</td>
<td>1.</td>
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<td>6.</td>
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<tr>
<td>25. Number Of Teachers In School</td>
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<tr>
<td>26. Average Age</td>
<td></td>
</tr>
<tr>
<td>27. Average Years Of Experience</td>
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</tbody>
</table>
COMMUNITY DATA

This part of the activity will allow you to access data about your community that could be beneficial as you teach Agricultural Science and Business at your school. To access this information:

http://www.city-data.com

Click on “Indiana”
Click on the appropriate size of your community. If not found, try a different size.
Once there, find the following information:

<table>
<thead>
<tr>
<th>Item</th>
<th>Your School’s Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Population:</td>
<td></td>
</tr>
<tr>
<td>Percent Of Males</td>
<td></td>
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<tr>
<td>Percent Of Females</td>
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<td>2. Race Of Community</td>
<td>1.</td>
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<tr>
<td>3. Ancestries Represented (Percentages)</td>
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<tr>
<td>4. Percent Of Residents Foreign Born</td>
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<tr>
<td>5. Land Area</td>
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<tr>
<td>6. Median Age Of Residents</td>
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<td>7. Median Income</td>
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<td>8. Median House Value</td>
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<td>9. Crime (Top 5 Per 100,000)</td>
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<tr>
<td>10. Weather Information</td>
<td>January</td>
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<tr>
<td>Average Temp</td>
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<td>High Temp</td>
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<td>Low Temp</td>
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<td>Precipitation</td>
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<td>11. Colleges/Universities (Yes/No)</td>
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<td>3.</td>
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<tr>
<td>13. Number Of Middle Schools</td>
<td></td>
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<tr>
<td>14. Number Of Grade Schools</td>
<td></td>
</tr>
<tr>
<td>15. How Does Your Community Compare To Indiana State Average For:</td>
<td></td>
</tr>
<tr>
<td>Median House Value</td>
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<tr>
<td>Black Race Population</td>
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<tr>
<td>Median Age</td>
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<tr>
<td>Percent Of Population With B. S. Degree</td>
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<tr>
<td>Foreign Born</td>
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</tbody>
</table>
COURSE OUTLINE ASSIGNMENT

The outline that you develop for this assignment is designed to help you become a more organized teacher. It will enable you to perform your student teaching responsibilities with a greater degree of competence.

When this assignment is completed you will have a useful ready reference for one of the 11 Indiana approved courses. Use the form on the following page to complete the assignment. Course descriptions can be accessed from the Indiana Department of Education web site http://www.indianaaged.org/AgEdStandards.htm. Click on “Revised Course Standards”. The assignment will be evaluated as follows:

<table>
<thead>
<tr>
<th>Point Value</th>
<th>Points Assigned</th>
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<tbody>
<tr>
<td>40</td>
<td>Scope of topics: Are all units included? Are major objectives/content included? Is the time allotted appropriate for the content? If applicable, are FFA and SAE instruction included? Have you included time for guest speakers? Field trips? What evaluation methods are included?</td>
</tr>
<tr>
<td>40</td>
<td>Sequence of topics: Are units/lessons in a logical order? Is there a variety in instruction? Are special days considered? Has the school calendar been considered? Parent Teacher Conferences?</td>
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<tr>
<td>10</td>
<td>Header information: Course information, teacher, school, date, etc.</td>
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<td>10</td>
<td>Accuracy, grammar, spelling, page layout, cover page, etc.</td>
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<td>100</td>
<td>TOTAL</td>
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</table>

Please photocopy the unit outline for the curriculum area that you select with the lesson objectives and hand in with your assignment. Curricular guides are located in 1) the TRC, 2) each Agricultural Science and Business program in Indiana, 3) Department of Education, or 4) from individual faculty members and staff in Agricultural Education at Purdue University.
AGRICULTURAL SCIENCE AND BUSINESS
COURSE TEACHING OUTLINE (Sample format)

<table>
<thead>
<tr>
<th>TEACHER</th>
<th>SCHOOL</th>
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<tbody>
<tr>
<td>COURSE</td>
<td>YEAR</td>
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<tr>
<td>COURSE LENGTH</td>
<td>CLASS PERIOD LENGTH</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>MONTH</th>
<th>EST. # DAYS</th>
<th>UNIT</th>
<th>MAJOR OBJECTIVES/CONTENT</th>
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Program Planning Lesson #1

ANNOUNCEMENTS

I. Unit: Developing a Course of Study

II. Lesson: The basics of designing, implementing, and evaluating instruction for our current agricultural education delivery system.

III. Objectives:

Upon completion of this lesson, students will be able to:
1. Anticipate what to teach in an agricultural science and business program.
2. Organize courses of instruction.
3. Develop a course outline.
4. Determine what factors are important to evaluate in regard to course and classroom instruction.

IV. Questions to Consider:

1. What are the levels of instruction?
2. What should be considered when anticipating what to teach?
3. How are courses of instruction organized?
4. How is course content organized?
5. How are courses evaluated?

UNIT A: AGRICULTURAL LITERACY

1. Identifying Careers in Agriculture/Horticulture
   Lesson 1—Determining the Nature of the Agriculture/Horticulture Industry
   Lesson 2—Selecting an Agriculture/Horticulture Occupation
   Lesson 3—Determining Needs and Competencies
   Lesson 4—Determining Working Conditions and Earning Potential
   Lesson 5—Determining Individual Agriculture/Horticulture Interests

2. Recognizing the Role of Agriculture in Society
   Lesson 1—Determining the History of Agriculture
   Lesson 2—Understanding the Importance of Agriculture to Society
   Lesson 3—Determining Trends in Agriculture

3. Identifying the Relationship Between Agriculture and the Environment
   Lesson 1—Determining the Kinds and Importance of Natural Resources
   Lesson 2—Understanding Ecosystems
   Lesson 3—Determining Sources of Environmental Pollution
   Lesson 4—Selecting Methods of Waste Disposal
   Lesson 5—Determining How to Prevent Agricultural Pollution

4. Using Agricultural Organizations, Agencies, and Sources of Information
   Lesson 1—Using Private Organizations in Agriculture/Horticulture
   Lesson 2—Using the Internet and World Wide Web

5. Describing the World Food and Fiber System
   Lesson 1—Understanding World Agricultural Production
   Lesson 2—Determining the Use of Technology in World Food and Fiber Production
   Lesson 3—Determining the Role of Consumers in World Agriculture

6. Determining the Role of Research and Development in Agriculture/Horticulture
   Lesson 1—Understanding Agriscience and Technology
   Lesson 2—Conducting Agricultural Research
   Lesson 3—Determining the Role of International Development in Agriculture

7. Recognizing the Impact of Technology on Agriculture
   Lesson 1—Determining the Nature of Biotechnology
   Lesson 2—Understanding the Basis for Biotechnology Research
   Lesson 3—Recognizing the Agricultural Applications of Biotechnology
   Lesson 4—Determining Future Impacts of and Concerns Brought About by Agricultural Biotechnology Research
   Lesson 5—Identifying Career Opportunities in Agricultural Biotechnology
   Lesson 6—Determining the Role of Science and Technology in Agricultural Production
   Lesson 7—Determining the Role of Electronics in Agricultural Technology
Lesson 8—Determining the Role of Precision Technologies

UNIT B: EMPLOYABILITY IN AGRICULTURAL/HORTICULTURAL INDUSTRY

1. Developing Personal Skills
   Lesson 1—Self-Understanding and Assessment
   Lesson 2—Developing Human Relations Skills in the Workplace

2. Developing Communication Skills
   Lesson 1—Introduction to Communication
   Lesson 2—Understanding Effective Communication Techniques
   Lesson 3—Identifying Effective Speaking Techniques
   Lesson 4—Developing Listening Techniques
   Lesson 5—Organizing and Presenting a Persuasive Message
   Lesson 6—Using Communication Skills in Appropriate Situations

3. Using Mathematics Skills
   Lesson 1—Using English and Metric Measurements
   Lesson 2—Determining Area and Volume
   Lesson 3—Calculating Interest Rates

4. Demonstrating Problem-Solving Skills
   Lesson 1—Understanding Problem Solving
   Lesson 2—Understanding the Problem-Solving Method of Learning (Teaching)

5. Developing Transition Skills
   Lesson 1—Developing Transition Skills in Agricultural/Horticultural Occupations

6. Exploring Ethical Issues
   Lesson 1—Describing Ethics in Agribusiness

7. Gaining Employment
   Lesson 1—Developing Goals
   Lesson 2—Obtaining Education for a Job
   Lesson 3—Identifying Occupational Competencies
   Lesson 4—Finding a Job
   Lesson 5—Applying for a Job
   Lesson 6—Writing a Résumé and Letter of Application
   Lesson 7—Succeeding in a Job Interview
   Lesson 8—Understanding Conflicts and Their Resolution

8. Developing Safety Skills
   Lesson 1—Understanding Where Accidents Occur and Agencies Associated with Workplace Safety
   Lesson 2—Understanding Why Accidents Occur and How to Prevent Them
UNIT C: BASIC PRINCIPLES OF AGRICULTURAL/HORTICULTURAL SCIENCE

1. Using Basic Soil Science Principles
   Lesson 1—Determining the Nature of Soil
   Lesson 2—Understanding Soil Texture and Structure
   Lesson 3—Explaining a Soil Profile
   Lesson 4—Understanding Moisture Holding Capacity
   Lesson 5—Understanding Soil Degradation
   Lesson 6—Understanding Soil Erosion and Management Practices

2. Identifying and Using Agriscience Tools and Equipment
   Lesson 1—Practicing Safety in the Lab
   Lesson 2—Identifying Agriscience Lab Tools
   Lesson 3—Using the Microscope

3. Understanding Cells, Genetics, and Reproduction
   Lesson 1—Exploring Cells
   Lesson 2—Exploring Genetics
   Lesson 3—Examining Mitosis and Meiosis
   Lesson 4—Using Crossbreeding and Hybrids

4. Identifying Basic Principles of Plant Science
   Lesson 1—Classifying and Naming Plants
   Lesson 2—Examining Plant Structures and Functions
   Lesson 3—Examining Flowers and Fruits
   Lesson 4—Identifying Plant Types and Uses
   Lesson 5—Determining the Importance of Photosynthesis and Respiration
   Lesson 6—Managing Plant Pests
   Lesson 7—Using Soils and Growing Media
   Lesson 8—Determining Plant Nutrients and Fertility
   Lesson 9—Propagating Plants Sexually
   Lesson 10—Propagating Plants Asexually

5. Identifying Basic Principles in Animal Science
   Lesson 1—Identifying Differences Between Plants and Animals
   Lesson 2—Determining the Anatomy and Physiology of Animals
   Lesson 3—Understanding Animal Reproduction
   Lesson 4—Understanding Blood
   Lesson 5—Understanding Animal Life Span
   Lesson 6—Exploring the Animal Industry

6. Understanding and Using Pesticides
   Lesson 1—Determining the Kinds of Pesticides
   Lesson 2—Using Pesticides Safely
   Lesson 3—Interpreting Pesticide Labels
   Lesson 4—Applying Pesticides
Lesson 5—Managing Environmental Impact of Pesticides

7. Identifying Basic Principles of Electricity
Lesson 1—Introducing Electricity and Electrical Safety
Lesson 2—Exploring the Science of Electricity
Lesson 3—Measuring and Calculating Electricity
Lesson 4—Identifying Electrical Tools and Equipment
Lesson 5—Comparing Single-Phase and Three-Phase Systems
Lesson 6—Preparing and Using Schematics For Wiring Applications Using Cable
Lesson 7—Wiring Circuits

8. Identifying Basic Agricultural Mechanics Principles
Lesson 1—Identifying Basic Areas of Agricultural Mechanization
Lesson 2—Describing Basic Skills Used in Agricultural Mechanization
Lesson 3—Recognizing the Impact of Technological Advances in Agricultural Mechanics
Lesson 4—Describing Basic Physical Science Laws Applied in Agricultural Mechanics

9. Conserving Natural Resources
Lesson 1—Determining the Importance of Natural Resource Conservation
Lesson 2—Conserving Soil
Lesson 3—Conserving Water
Lesson 4—Conserving Wildlife
Lesson 5—Conserving Forests

10. Using Energy Efficiently
Lesson 1—Understanding Energy as a Resource
Lesson 2—Conserving Energy

11. Understanding Food Science Technology
Lesson 1—Exploring Food Science and Its Benefits
Lesson 2—Exploring Food Preservation
Lesson 3—Preventing Food Spoilage
Lesson 4—Food Safety and Sanitation
Lesson 5—The Business of Food Science
Lesson 6—Food Science and World Food Supply

UNIT D: BASIC AGRIBUSINESS PRINCIPLES AND SKILLS

1. Managing Personal Finances
Lesson 1—Understanding Personal Finances and Goals
Lesson 2—Understanding the Concept of Borrowing Money
Lesson 3—Determining Sources of Credit

2. Understanding Business Management and Structures
Lesson 1—Understanding Principles of Business Management
Lesson 2—Using Sole Proprietorships
Lesson 3—Using Partnerships
Lesson 4—Using Corporations and Cooperatives

3. Keeping and Using Records in Agricultural Occupations
Lesson 1—Understanding Record Keeping
Lesson 2—Understanding Net Worth, Cash Flow, Income Statements and Computerized Record Keeping
Lesson 3—Understanding Budgets and Financial Analysis Ratios

4. Applying Basic Economic Principles in Agribusiness
Lesson 1—Understanding Basic Economics Principles
Lesson 2—Understanding Depreciation, Fixed, and Variable Costs
Lesson 3—Understanding the Value of Time and Money

5. Developing Basic Computer Skills
Lesson 1—Computer Terminology and Equipment
Lesson 2—Introduction to Computers in Agriculture
Lesson 3—Using the Internet

UNIT E: DEVELOPING LEADERSHIP SKILLS IN AGRICULTURE

1. Understanding the History and Organization of FFA
Lesson 1—Exploring the History and Organization of FFA

2. Recognizing Opportunities in FFA
Lesson 1—Discovering Opportunities in the FFA
Lesson 2—Determining FFA Degrees, Awards, and CDEs

3. Developing Leadership Skills
Lesson 1—Understanding FFA Officer Duties and Responsibilities
Lesson 2—Planning and Organizing an FFA Meeting

4. Participating in Community and Government Organizations
Lesson 1—Understanding Youth Clubs and Organizations
Lesson 2—Developing an Awareness for Your Community

UNIT F: SUPERVISED EXPERIENCE IN AGRICULTURE/HORTICULTURE

1. Determining Purposes and Procedures of SAE
Lesson 1—Determining the Benefits of an SAE
Lesson 2—Determining the Kinds of SAE

2. Planning and Developing SAE Programs
Lesson 1—Researching Possible SAE Programs
Lesson 2—Planning Your SAE Program
Lesson 3—Implementing SAE Programs
3. Expanding My SAE
Lesson 1—Keeping and Using SAE Records
Lesson 2—Making Long Range Plans for Expanding SAE Programs
COURSE: Fundamentals of Agricultural Science and Business

UNIT A: AGRICULTURAL LITERACY
1. Identifying Careers in Agriculture/Horticulture

PROBLEM AREA 1: Identifying Careers in Agriculture/Horticulture

PROBLEM AREA 2: Recognizing the Role of Agriculture in Society

PROBLEM AREA 3: Identifying the Relationship Between Agriculture and the Environment

PROBLEM AREA 4: Using Agricultural Organizations, Agencies, and Sources of Information

PROBLEM AREA 5: Describing the World Food and Fiber System

PROBLEM AREA 6: Determining the Role of Research and Development in Agriculture/Horticulture

PROBLEM AREA 7: Recognizing the Impact of Technology on Agriculture

COURSE: Fundamentals of Agricultural Science and Business

UNIT A: AGRICULTURAL LITERACY
1. Identifying Careers in Agriculture/Horticulture

PROBLEM AREA 1: Identifying Careers in Agriculture/Horticulture

LESSON 1: Determining the Nature of the Agriculture/Horticulture Industry

LESSON 2: Selecting an Agriculture/Horticulture Occupation

LESSON 3: Determining Needs and Competencies

LESSON 4: Determining Working Conditions and Earning Potential

LESSON 5: Determining Individual Agriculture/Horticulture Interests
COURSE: Fundamentals of Agricultural Science and Business

UNIT A: AGRICULTURAL LITERACY

1. Identifying Careers in Agriculture/Horticulture

PROBLEM AREA 1: Identifying Careers in Agriculture/Horticulture

LESSON 1: Determining the Nature of the Agriculture/Horticulture Industry

**Indiana’s Ag Area.** FA.A: Fundamentals of Agricultural Science and Business: Students shall examine the scope of career opportunities in and the importance of agriculture to the economy.

**Indiana’s Ag Standard.** 1: Discuss agriculture and agribusiness and their role in the economy.

**Indiana’s Academic Standard.** WH.10.10: Define “post-industrial society,” and use this concept to differentiate global economic and global technological development during the latter half of the twentieth century from that of the period 1800 to 1950.

**Student Learning Objectives.** By the end of this lesson students will be able to:

1. Describe the modern agriculture/horticulture industry.
2. Trace major developments in the history of the agriculture/horticulture industry.
3. List important benefits of agriculture in the United States.

See Indiana Agricultural Science Curriculum CD Materials for Instructional Resources and the List of Equipment, Tools, Supplies and Facilities.
Program Planning Lesson #2

ANNOUNCEMENTS

I. Unit: Developing a Course of Study

II. Lesson: Writing Objectives in Competency/Performance Based Learning.

III. Objectives:

Upon completion of this lesson, students will be able to:
1. Describe the functions of objectives in the educational process.
2. Identify the major categories of educational objectives.
3. Write behavioral objectives for each of the three major objectives.
4. Identify the components of a course of study (curriculum).
5. Identify the processes in developing a program of study.

IV. Questions to Consider:

1. Why are objectives important?
2. What does a behavioral objective accomplish?
3. What part does objectives play in the educational process?
4. How are behavioral objectives derived?
5. What are the three basic categories of behavioral objectives?
6. What are the components of a program of study?
7. What process should be followed in developing a course of study?
8. What educational purposes should the course seek to attain?
9. How can Learning experiences be selected which are likely to be useful in attaining these objectives?
10. How can learning experiences be organized for effective instruction?
11. How can the effectiveness of learning experiences be evaluated?
USEFUL WORDS FOR EXPRESSING OBJECTIVES IN BEHAVIORAL TERMS
(taken from Phipps & Osborne; Handbook of Agricultural Education in Public Schools; 5th edition, 1988)

The phrase preceding all these verbs is "After completing all the work associated with this chapter, the student should be able to...."

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| Compose            | Formulate         | Plan                | Specify        |                  |                   |
| Construct          | Generalize        | Prepare             |                |                  |                   |
| Analyze            | Debate            | Distinguish         | Inventory      |                  |                   |
| Appraise           | Detect            | Experiment          | Question       |                  |                   |
| Contract           | Diagram           | Infer               | Separate       |                  |                   |
| Criticize          | Differentiate     | Inspect             | Summarize      |                  |                   |
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| Appraise           | Estimate          | Measure             | Revise         |                  |                   |
| Assess             | Evaluate          | Rank                | Score          |                  |                   |
| Choose             | Grade             | Rate                | Select         |                  |                   |
| Critique           | Judge             | Recommend           | Test           |                  |                   |
| Determine          |                   |                     |                |                  |                   |
CASE STUDY

Hoosier High School’s FFA feels it needs to improve its Chapter Safety Program. The members have voted to improve their program by certifying every member in CPR and First Aid. As their advisor, you have agreed to become certified as an instructor and work with the local hospital to implement the program.

Assignment: Below are major goals for a CPR and First Aid Program. From these major goals, write an educational objective that fits under each of the three major objective categories (cognitive, psychomotor, affective). Note: Program expertise in the content areas is not required to write objectives for this activity. A final outcome of this exercise will be to share the objectives developed by your group with the other groups in class.

MAJOR GOALS OF CPR AND FIRST AID COURSES

Upon Completion Of The Courses, The Participant Will Be Able To:

1. Competently Administer CPR To Adults And Children.

2. Competently Perform The Heimlich Maneuver To Dislodge An Obstruction In The Airway.

3. Competently Administer First Aid To Persons Needing First Aid Assistance.
Program Planning Lesson #3

ANNOUNCEMENTS

I. Unit: Agricultural Education and Career and Technical Education in Public Schools

II. Lesson: Developing school and community needs assessment and writing a description of the school and community.

III. Objectives:

Upon completion of this lesson, students will be able to:
1. To list all the possible community resources that could assist in carrying out the mission of the local agricultural education program.
2. To determine relevant community data needed to operate an agricultural education program.
3. To accurately describe the community where I will probably do my student teaching.
4. To accurately describe the school where I will probably do my student teaching.
5. Determine how community resources can be used as an instructional tool in a local agricultural science and business program.

IV. Questions to Consider:

1. What categories of information (broadly conceived) do we need to obtain to describe and identify resources in local communities?
2. How can I find this information? (What are the sources?)
3. How can this information help me teach agricultural science and business courses?
4. How can this information assist me outside the classroom?

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Program Planning Lesson #4

ANNOUCEMENTS

I. Unit: Enhancing Classroom Instruction

II. Lesson: Working with your area Career and Technical Education Director

III. Objectives:

Upon completion of this lesson, students will be able to:
1. Discuss what a Career and Technical Education Director does.
2. Describe how a Career and Technical Education Director and agriculture instructors should cooperate.

IV. Questions to Consider:

1. What are the Career and Technical Education Director subject areas in Indiana?
2. How is the Career and Technical Education Director system implemented in Indiana?
3. What is the role of the area Career and Technical Education Director?
4. What working relationship should an agricultural science and business teacher have with the area Career and Technical Education Director?
5. What reports are due to the area Career and Technical Education Director and to the state and when?
6. What funding sources and other opportunities are available through the area Career and Technical Education Director?

References:

Guest Speaker: Mrs. Ashley Rice, Fountain Central High School
Program Planning Lesson #5

ANNOUNCEMENTS

I. Unit: Enhancing Classroom Instruction

II. Lesson: Indiana Farm Bureau

III. Objectives:

   Upon completion of this lesson, students will be able to:
   1. Describe the Indiana Farm Bureau Inc.
   2. Identify the relationship between the Indiana Farm Bureau and the local Agricultural Science and Business program
   3. Identify ways the Indiana Farm Bureau program can support the local Agricultural Science and Business program

IV. Questions to Consider:

References: Indiana Farm Bureau Handouts

Guest Speaker

Mr. Chris Fenner, Training and Development Specialist, Indiana Farm Bureau Inc.
Program Planning Lesson #6

ANNOUNCEMENTS

I. Unit: Designing the Local Program

II. Lesson: Organizing and utilizing advisory committees.

III. Objectives:

Upon completion of this lesson, students will be able to:
1. Identify the state requirements and functions of a local advisory committee.
2. Determine the benefits of an advisory committee.
3. Explain how an advisory committee should be organized.

IV. Questions to Consider:

1. Why have an advisory committee (council)?
2. What is an advisory committee?
3. How are members selected and appointed?
4. How would the advisory group be organized and who serves as the chairperson?
5. What are some do's and don'ts regarding advisory committees?

TILLAMOOK SCHOOL DISTRICT NO. 9  
Tillamook, Oregon  97141  

AGRICULTURAL EDUCATION ADVISORY COMMITTEE  

BYLAWS  

NAME  

The official name of this body shall be the Tillamook School District Agricultural Education Advisory Committee.  

PURPOSE AND DUTIES  

The purpose and duties of the Committee shall be:  

1. To assist with the establishment of standards for agricultural facilities and equipment, including the reviewing of program curriculum.  

2. To advise and assist the District to develop and operate high quality, high access, and cost feasible agricultural science education programs.  

3. To assist in the review of agricultural science programs to assure that they are meeting labor market demands and student needs.  

4. To serve as an avenue of communication between the District and the community.  

5. To assist in the development of and to make recommendations for the long-range plans and goals for operation of Agricultural Science Education programs and Career Education.  

6. To assist with other activities as agreed upon by the Committee such as identification of community resources, and assistance with youth organizations.  

MEMBERSHIP  

1. The Committee shall consist of at least nine members representing a cross section of business and industry, labor, sex, race, cultural and ethnic background and homemakers.  

2. Appointments to the Committee shall be made by the Superintendent and Board of Directors of Tillamook School District in consultation with members of the Committee.
3. The term of appointment shall be for three years. A system of retirement shall be practiced so that one-third of the membership will be appointed or reappointed each year.

4. A member will automatically lose membership on the Committee if he/she fails to attend three consecutive meetings without presenting in advance reason for his/her absence.

5. Ex officio members will be appointed to the Committee by the Agricultural Science Instructor and the Superintendent. They will be non-voting members of the Committee.

6. A student currently enrolled in Agricultural Science shall serve on the Committee for one year. The student will be appointed at the beginning of each school year.

OFFICERS AND THEIR DUTIES

1. The officers of the Committee shall be Chairperson and Assistant Chairperson. They shall serve for one-year terms. An officer shall not serve for more than two consecutive years in a specific office.

2. The officers shall be nominated from the floor and elected by a majority vote of the members present at the May meeting. They will assume their duties in July.

3. The Chairperson shall be elected from among Committee members who have served on the Committee for at least one year. His/her duties shall be:
   a. To preside at the meetings of the committee.
   b. To appoint special committees which may include persons other than Committee members.
   c. To work closely with the Agricultural Science Instructor in preparing agendas, annual reports, and other information as deemed appropriate.
   d. To represent the Committee when appropriate.

4. The Assistant Chairperson’s duties shall be:
   a. To assist the Chairperson.
   b. To be responsible for the operation of sub-committees of the main Advisory Committee.
c. To be prepared to take over the duties and responsibilities of the Chairperson and preside over meetings in the absence of the Chairperson.

5. The Agricultural Science Instructor will be the Executive Secretary to the Committee. The position will be ex officio and non-voting. Duties of the Executive Secretary shall be:
   a. To keep records of the attendance of members at meetings and all communications.
   b. To keep a record of discussions and recommendations.
   c. To maintain a permanent record file of Committee activities.
   d. To develop with the Chairperson the annual report of the committee’s activities.
   e. To distribute minutes of committee meetings and copies of other documents to Committee members, administrators and counselors.
   f. To develop the agenda with the Chairperson before each meeting and send it to the Committee members.
   g. To serve as the official School District liaison between the Committee and Tillamook School District.

6. The Executive Committee of the Advisory Committee shall be comprised of the Chairperson, Assistant Chairperson, immediate Past Chairperson and Executive Secretary. The function of the Executive Committee shall be:
   a. To act on behalf of the full Committee between committee meetings.
   b. To draft the agenda for each meeting of the Committee.
   c. To recommend new members to the Committee.

MEETINGS

1. Regular meetings of the committee shall be scheduled at the beginning of each school year and will be held bi-monthly. Meeting dates will be scheduled by Committee consensus.

2. Notices of Committee meetings and agendas shall be mailed to all members at least ten days prior to the meeting.
3. Meetings will last no longer than two hours, unless a majority of the Committee members vote to continue a particular meeting for more than two hours.

4. All meetings will be open to the public.

GENERAL OPERATIONAL RULES

1. Roberts’ Rules of Order shall prevail.

2. The Committee shall serve in an advisory capacity only.

3. The Committee shall only advise the District in the areas of Agricultural Education and Career Education.

4. Only the Committee as a whole may officially advise the District Administration and Board of Directors of Tillamook School District, but shall allow a minority report to be presented.

5. In accepting membership on the Committee, a member agrees to attend meetings regularly and to take part in group studies and deliberations for the improvement of Agricultural Education and Career Education in Tillamook School District.

6. The Committee shall report its deliberations to the Board of Directors of Tillamook School District when deemed important and necessary by either the Committee or Board of Directors.

ANNUAL REPORT TO THE BOARD OF DIRECTORS

The Committee shall annually make a report of its past year’s activities to the Board of Directors of Tillamook School District in May.

ANNUAL PROGRAM OF WORK

The Program of Work of the Committee shall be drafted by the Executive Committee and at least two additional members during the months of May and June and presented to the full Committee for approval. This Program of Work will also indicate the regular meetings to be held each year.

RESOURCES AND SERVICES

1. The Board of Directors of Tillamook School District shall provide for the proper and effective operation of the Committee, within the limits of the board’s resources.
2. Meeting facilities, secretarial services for duplication of minutes of meetings and other official communications, mailing expenses, and other related services shall be considered essential for the proper functioning of the Committee.

3. All financial activities associated with the functioning of the Committee shall be in accordance with the policies of the Board of Directors of Tillamook School District.

AMENDMENTS

These rules of operation may be amended by a two-thirds vote of the appointed members of the Committee present at a regularly scheduled meeting listing the rules change as an agenda item. Any rule change must be consistent with the by-laws establishing the Committee.

These bylaws were voted on and adopted at the July 19, 1989 Agricultural Education Advisory Committee meeting.

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Do's and Don'ts

**Do's**

Know Community  
Set achievable goals  
Get members involved  
Build community influence  
Stay flexible  
Be honest and neutral source of information  
Emphasize group collaboration  
Recognize members’ achievements

**Don'ts**

Take on more activities than committee can handle  
Become dominated by a single person or interest  
Get involved in turf battles  
Overstep advisory role  
Be a fault-finder

**Other points**

1. Have a handbook  
2. Rotate members  
3. Limit term of members
CHOOSING YOUR ADVISORY COMMITTEE

Situation: You have been hired to coordinate the Agricultural Science and Business Program at Hoosier Central. Task: You want this committee to play an active role in improving the Agricultural Science and Business Program at Hoosier Central. Your task is to select 7 individuals to serve as advisory committee members. Which of your selections would make the best chairperson? Why?

The Candidates

1. John
John is married and has 4 boys. Each of the boys is, or has been, involved in the Agricultural Science and Business Program. John appreciates the program for what it has provided the boys. John is extremely busy with his bricklaying business. John usually follows through with his community assignments. He often gets hung up on his own agenda, which involves his discontent with the existing school administration.

2. Anne
Anne is married and has 5 children. All of her kids have enrolled in vocational education programs but none of them have enrolled in the Agricultural Science and Business Program. The kids have all been officers in vocational clubs and have participated in state and national club activities. If Anne takes on a commitment, you can be assured she will do an excellent job. Anne assists her husband in running their family dairy farm. She is quick to open her mouth before considering the consequences.

3. Dave
Dave manages a grain elevator and feed business in the county. He is involved in various community activities. Dave is a certified Agricultural Science and Business instructor but has never taught. His business has hired a number of Agricultural Science and Business students with moderate success. He demands only the best students, which has resulted in their quitting when they leave home to attend college. Understandably, Dave has his own concerns regarding the Agricultural Science and Business Program.

4. Marilyn
Marilyn is single and owns a local clothing store. She has never hired an Agricultural Science and Business student. Marilyn is the president-elect of the local businesspersons organization. Local businesses and the community respect her for her leadership in attracting new businesses to the community. Marilyn is academically oriented and likes to hire college students.

5. Dan
Dan is a local banker. He attended the local Catholic High School and never enrolled in a vocational class. The bank he represents makes sizable loans to businesses that use Agricultural Science and Business students. His children are in elementary school. His sister is an Ivy Tech College Director. He understands the value of vocational education but has some reservations regarding allowing students to leave school to "work".
6. **Kim**
Kim was one of the first female graduates of the Agricultural Science and Business Program. She is a nurse at the local hospital. Kim has been involved in other community activities but has rubbed some people the wrong way. She is a strong supporter of the program because of her past experience in the program.

7. **Mae Anne**
Mae Anne is married to a local doctor. She is an active member of the country club and knows everyone in town. Mae Anne has a Master’s Degree in Psychology from Notre Dame. One of her five children is an at-risk student who has already quit school once before. She heard about the program through one of her children.

8. **Laurie**
Laurie owns the local bakery. She has hired a few Agricultural Science and Business students in the past. Reports indicate that students do not like to be placed at her business because of the early morning hours and demanding pace. Laurie cannot understand why more kids do not want to work for her.

9. **Steve**
Steve is an attorney for the school district. He has had little contact with the Hoosier Central school system since his children attend the local Catholic School. He has been impressed with the work habits of the recent Co-Op (Cooperative Education or ICE) students working as clerks at his law office. Although he has used Co-Op students in his program, he is concerned that a Co-Op program hinders their academic preparation.

10. **Jerry**
Jerry is a local dairy farmer. He is a past president of the entire vocational advisory committee. Jerry is very close to retirement. Jerry has recently inquired about the possibility of placing one of the Agricultural Science and Business students on his dairy. He has previously asked for help but the teacher-coordinator failed to place a student on his farm. Your administrator has informed you that Jerry and the Superintendent do not see "eye to eye" regarding a number of school issues.

**Directions:** Individually rank the 10 candidates. Share your results with your team and arrive at a consensus. Report your results to the class.

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<td>Mae Anne</td>
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<td>Laurie</td>
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<td>Steve</td>
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<td>Jerry</td>
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Program Planning Lesson #7

ANNOUNCEMENTS

I. Unit: Designing the Local Program

II. Lesson: Developing summer program goals and objectives.

III. Objectives:

- Upon completion of this lesson, students will be able to:
  1. To identify and provide a rationale for summer activities that an agricultural science and business instructor engages in.
  2. To design a strategy for completing a summer calendar.
  3. To develop a visitation procedure for supervised agricultural experience programs.

IV. Questions to Consider:

1. Why are agricultural education instructors on an extended summer contract?
2. What activities do agricultural education instructors participate in over the summer?
3. What should be considered when developing a summer calendar?
4. How can we distribute time needed for each activity that we participate in?
5. How do we schedule students for supervised agricultural experience visits?
6. What procedures should be followed when making a supervised agricultural experience visit?

Program Planning Lesson #8

ANNOUNCEMENTS

I. Unit: Enhancing Classroom Instruction

II. Lesson: Working with Middle School/Junior High School Students

III. Objectives:

Upon completion of this lesson, students will be able to:
1. Identify Middle School/Junior High School student learning traits
2. Develop strategies for teaching the Middle School/Junior High School developmental level
3. Describe the fundamental parts to a simple lesson plan
4. Develop a simple lesson plan using accepted planning strategies
5. Deliver the lesson developed to a Middle School/High School Agricultural Science and Business or Science class

IV. Questions to Consider:

1. Are lesson plans necessary?
2. What should be included in a lesson plan?
3. How do you develop a lesson plan?
4. How do you relate material in a lesson directly to students?


Guest Speaker: Mrs. Stacey Hartley, Lebanon Middle School
Program Planning Lesson #9

ANNOUNCEMENTS

I. Unit: Enhancing Classroom Instruction

II. Lesson: Selecting and Training FFA Officers

III. Objectives:

Upon completion of this lesson, students will be able to:

1. Identify appropriate procedures in electing officers
2. Conduct an effective program of officer training

IV. Questions to Consider:

1. How are officers selected locally?
2. What are the advantages and disadvantages of each of these methods?
3. What appears to be the best methods of selecting officers?
4. How do you relate material in a lesson directly to students?

Program Planning Lesson #10

ANNOUNCEMENTS

I. Unit: Enhancing Classroom Instruction

II. Lesson: Developing the Program of Activities for an FFA Chapter and Organizing and Utilizing Committees Effectively

III. Objectives:

Upon completion of this lesson, students will be able to:

1. Involve all agricultural science and business students in planning the program of activities and identify appropriate goals and ways and means in each of the following areas for the local program of activities
   - Student Development
   - Chapter Development
   - Community Development

2. Prepare members for effective committee work
3. Prepare FFA members for effective committee work
4. Describe the uses of special and standing committees

IV. Questions to Consider:

1. What do you like about the FFA?
2. What do you dislike about the FFA?
3. What can be done to eliminate the concerns?
4. How do we provide for development of the Program of Activities?
5. How do we provide for the operation of activities like a parent-member banquet?

Program Planning Lesson #11

ANNOUNCEMENTS

I. Unit: Enhancing Classroom Instruction

II. Lesson: Planning and Conducting Effective Meetings

III. Objectives:

   Upon completion of this lesson, students will be able to:

   1. Plan and conduct effective agricultural youth organization meetings

IV. Questions to Consider:

   1. Have you ever been to a poorly run meeting?
   2. Have you ever felt that you knew more than the person running the meeting?
   3. Have you ever felt like a particular meeting was a waste of time because no business was transacted, only reports?

Program Planning Lesson #12

ANNOUNCEMENTS

I. Unit: Agricultural Education and Career and Technical Education in Public Schools

II. Lesson: The organization, funding, emphases, and methodology of vocational and agricultural education.

III. Objectives:

Upon completion of this lesson, students will be able to:
1. Identify the organizational structure of career and technical education and agricultural education in Indiana.
2. Describe how career and technical and agricultural education is funded.
3. Discuss the most important emphases and methodologies of career and technical and agricultural education.
4. Describe the major considerations in budgeting and the appropriate ways and means of raising and spending money.
5. Identify fund raising ideas.

IV. Questions to Consider:

1. What are the positions, departments, and personnel in the Indiana Department of Education?
2. How can I find this information? (What are the sources?)
3. How is agricultural education funded in Indiana?
4. What issues and problems affect agricultural education in Indiana?
5. Why is it important to have an understanding and knowledge of the FFA fund raising?
6. What are major concerns we should have when instructing students in fund raising activities?


Guest Speaker: Bob Juncker, Program Specialist for Agricultural Education, Department of Education
A New Era in Agriculture: Reinventing Agricultural Education for the Year 2020

(1999)

- An abundance of highly motivated, well-educated teachers in all disciplines, pre-kindergarten through adult, provide agriculture, food, fiber, and natural resources systems education

- All students have access to seamless, lifelong instruction in agriculture, food, fiber, and natural resources systems through a wide variety of delivery systems and educational settings

- All students are conversationally literate in agriculture, food, fiber, and natural resources systems

- Partnerships and strategic alliances ensure a continuous presence of education in and about agriculture, food, fiber and natural resources systems
Program Planning Lesson #13

ANNOUNCEMENTS

I. Unit: Designing the Local Program

II. Lesson: Planning Facilities for the Agricultural Science and Business Program

III. Objectives:

Upon completion of this lesson, students will be able to:

1. Identify necessary facilities in order to provide students a quality education in Agricultural Science and Business
2. Define the appropriate size of ASB facilities according to the Indiana Standards and Quality Indicators for ASB Program Improvement Guide
3. List the major equipment and supplies that should be considered when planning the layout of facilities for the local ASB program
4. Critically evaluate the facilities at the students’ YDAE 441 site or the site of a program the students are familiar with

IV. Questions to Consider:

1. What needs to be considered when designing ASB facilities?
2. What references can be used to support facilities improvement in ASB programs?
3. What factors influence facility needs?
4. How do facilities affect the way teachers supervise students? How do they affect safety? How do they affect student behavior?

Program Planning Lesson #14

ANNOUNCEMENTS

V. Unit: Designing the Local Program

VI. Lesson: Priorities for ASB Teachers and FFA Advisors

VII. Objectives:

Upon completion of this lesson, students will be able to:

1. Identify the need for effective time management
2. Identify work habits in the Agricultural Science and Business teaching setting that would ensure a healthy balance between the work environment and their personal life

VIII. Questions to Consider:

1. What are you going to do as a teacher that will ensure you will not create an Agricultural Science and Business program that consumes all of your time?

2. What are things that you can do that will help limit the time commitments that teaching in an Agricultural Science and Business program demand?

Program Planning Lesson #15

ANNOUNCEMENTS

I. Unit: Designing the Local Program

II. Lesson: Planning and Conducting Banquets

III. Objectives:

Upon completion of this lesson, students will be able to:

1. Identify the major considerations in planning and conducting a parent-member banquet

IV. Questions to Consider:

1. What are the major considerations in organizing an FFA banquet?
2. What is an appropriate method to use in planning and organizing for a banquet?
3. What is the role of the advisor in this activity?
4. Why is this such an important activity to the FFA Chapter?

Program Planning Lesson #16

ANNOUNCEMENTS

I. Unit: Enhancing Classroom Instruction

II. Lesson: Identify district, state, national, and international experiences for students to experience personal growth through involvement in the National FFA Organization

III. Objectives:

Upon completion of this lesson, students will be able to:
1. Identify district, state, national, and international experiences for students to experience personal growth through involvement in the National FFA Organization
2. Describe how to appropriately use degrees, contests, and awards programs.

IV. Questions to Consider:

1. Should there always be a “winner”?
2. Does the FFA Advisor owe it to the community to field the “best” team

Program Planning Lesson #17

ANNOUNCEMENTS

I. Unit: Enhancing Classroom Instruction

II. Lesson: Evaluating the FFA Program

III. Objectives:

Upon completion of this lesson, students will be able to:

1. Evaluate the local program.
2. Identify improvements needed.
3. Describe a procedure to use in such an evaluation.

IV. Questions to Consider:

1. When you want to know if a student has learned something, what do you do?
2. When you want to know if a student has developed a skill, what do you do?
3. When you want to know how effective your teaching has been, what do you do?
4. When you want to know how well the FFA has performed during the year, what do you do?

Program Planning Lesson #18

ANNOUNCEMENTS

I. Unit: Being a Professional

II. Lesson: Be a member of the profession, school, and community.

III. Objectives:

Upon completion of this lesson, students will be able to:
1. Identify agricultural, career and technical, and educational professional organizations.
2. Discuss the roles an agricultural science and business teacher has within the school.
3. Discuss the roles an agricultural science and business teacher has within the community.

IV. Questions to Consider:

1. Why should an agricultural science and business teacher belong to professional organizations?
2. What professional organizations are available?
3. What roles in the school does an agricultural science and business teacher play?
4. What community roles do an agricultural science and business teacher play?


Guest Speaker

Mr. Ben Helms - Agricultural Science and Business teacher, Bloomfield High School, IAAE President
Program Planning Lesson #19

ANNOUNCEMENTS

I. Unit: Recruitment to Agricultural Science and Business Programs

II. Lesson: Creating opportunities to recruit students into the Agricultural Science and Business program

III. Objectives:

Upon completion of this lesson, students will be able to:
1. Identify recruitment opportunities for students into the program.
2. Plan a recruitment activity.
3. Create a tool to use for student recruitment.

IV. Questions to Consider:

1. Why should an agricultural science and business teacher need to recruit students into their program?
2. What opportunities are available within the program that would be potential recruitment tools?
3. What can be used to create interest in agricultural science and business classes?
4. What promotional items can be used to stimulate interest in the program?