|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Agricultural Science Dept.  Mr. Jason Hovell** | **Week #25**  **Week of Feb 24-28, 2014** |  | | | |
|  | **Plant & Soil Science** | **Science 7** | **Landscape Design & Construction** | **Wildlife, Forestry & Aquaculture** | **Small Engines/Renewable Energy**  **Instructional Strategies:**  **Resources:**  **Task/Activity/Assignment:** | **Exploring Ag** |
| **Monday** | **Objective:** Students can explain the science behind hydroponics.  **Instructional Strategies:** Student Research  **Task/Activity/Assignment:**  Hydroponics WebQuest  **Resources: Activity Sheet** | **Objective:** Students can measure voltage drop within a closed circuit.  **Instructional Strategies:**  Teacher Instruction/Students Exploration  **Task/Activity/Assignment:** Measuring Voltage Drop Activity Inv. 3: Pt. 1    **Resources :** Batteries, lamps, blue springboards, overheads, | **Objective:** Students can apply the fermentation equation learned in food science to make root beer.  **Instructional Strategies:** Sub Assignment  **Task/Activity/Assignment:**  Sub Assignment  **Resources:** Sub Assignment | **Objective:** Students can explain the factors that affect deer population.    **Instructional Strategies:**  -Group Inquiry Based Activity  **Task/Activity/Assignment:**  -Deer Distribution/Population Density Lab- Day #1    **Resources :** Deer Education Trunk | **Objective:** Students will produce ethanol.  **Instructional Strategies:**  Students in lab/shop  **Task/Activity/Assignment:**  Ethanol Production Lab | **Objective:** Students can explain the steps in fermentation  **Instructional Strategies:**  Lab  **Task/Activity/Assignment:**  MM Bread  **Resources**: video & wksht |
| **Tuesday** | **Objective:** Students can design and construct a hydroponics system.  **Instructional Strategies:** Student Research  **Task/Activity/Assignment:**  Hydroponics Research and blueprint drafting  **Resources: internet, paper** | **Objective:** Students can calculate the % of voltage drop of each resistor in a circuit.  **Instructional Strategies:**  Teacher Instruction/Student Exploration Lab  **Task/Activity/Assignment:** Student pgs. 13 & 14  **Resources** : Batteries, lamps, blue springboards, overheads | **Objective:** Students can identify good vs. bad landscaping  **Instructional Strategies:** Partner exploration  **Task/Activity/Assignment:**  7 Good, 5 Bad, 5 Ugly Landscapes  **Resources:** computers | **Objective:** Students can explain the factors that affect deer population.    **Instructional Strategies:**  -Group Inquiry Based Activity  **Task/Activity/Assignment:**  -Deer Distribution/Population Density Lab- Day #2    **Resources :** Deer Education Trunk | **Objective:** Students will produce ethanol.  **Instructional Strategies:**  Students in lab/shop  **Task/Activity/Assignment:**  Ethanol Production Lab | **Objective:** Students can explain the steps in fermentation  **Instructional Strategies:**  Lab  **Task/Activity/Assignment:**  Bread Fermentation Lab  **Resources**: Bread Ingredients, Lab Sheet |
| **Wednesday** | **Objective:** Students can design and construct a hydroponics system.  **Instructional Strategies:** Student Research  **Task/Activity/Assignment:**  Hydroponics Research and blueprint drafting  **Resources:** internet, paper | **Objective:** Students can explain the 3 “Great Truths” of Circuitry  **Instructional Strategies:**  Teacher Instruction/Student Exploration Lab  **Task/Activity/Assignment:** The 3 Great Truths of Electricity  -Read pg. 9 & PP Notes  HW: Pg 15 Response Sheet  **Resources** : Notes | **Objective:** Students can identify good vs. bad landscaping  **Instructional Strategies:** Partner exploration  **Task/Activity/Assignment:**  7 Good, 5 Bad, 5 Ugly Landscapes  **Resources:** computers | **Objective:** Students can explain the factors that affect deer population.    **Instructional Strategies:**  -Group Inquiry Based Activity  **Task/Activity/Assignment:**  -Deer Distribution/Population Density Lab- Day #3  -Reflection Assignment, submit to TurnItIn.com    **Resources :** Deer Education Trunk | **Objective:** Students will produce ethanol.  **Instructional Strategies:**  Students in lab/shop  **Task/Activity/Assignment:**  Ethanol Production Lab | **Objective:** Students can explain the steps in fermentation  **Instructional Strategies:**  Lab  **Task/Activity/Assignment:**  Bread Taste Analysis Lab  **Resources**: Bread, Lab Sheet |
| **Thursday** | **Objective:** Students can design and construct a hydroponics system.  **Instructional Strategies:** Student Research  **Task/Activity/Assignment:**  Hydroponics Research and blueprint drafting  **Resources:** internet, paper | **Objective:** Students can calculate voltage and resistance amounts of a complete circuit using the 3 Great Truths  **Instructional Strategies:**  Teacher Instruction/Student Calculation Lab  **Task/Activity/Assignment:** Wksht Pg. 17-18- “How do Resistors Divide Voltage”  **Resources** : Wksht, Calculators | **Objective:** Students can apply the fermentation equation learned in food science to make root beer.  **Instructional Strategies:**  lab  **Task/Activity/Assignment:**  Taste-test Root Beer  **Resources:** Lab sheets, cups  AES:D.12.4 ITL:C.12.1, D.12.1 | **Objective:** Students can take a stance on a wildlife topic through a debate format, and can provide evidence to support their claims.    **Instructional Strategies:**  -Group Project  **Task/Activity/Assignment:**  -Watch debate: Trapping in Today’s World  -Introduce Debate Format  -Form Debate Teams  -#1- New Deer Registration Laws  -#2 Should Wolf Hunting Be Allowed?  **Resources :** Internet, Computer, Text Resources | **Objective:** Students will produce ethanol.  **Instructional Strategies:**  Students in lab/shop  **Task/Activity/Assignment:**  Ethanol Production Lab | **Objective:** Students can explain the steps in fermentation  **Instructional Strategies:**  Lab  **Task/Activity/Assignment:**  Bread Lab Report  **Resources**: Bread, Lab Sheet |
| **Friday** | **Objective:** Students can design and construct a hydroponics system.  **Instructional Strategies:** Student Research  **Task/Activity/Assignment:**  Hydroponics Quiz  **Resources:** internet, paper | **Objective:** Students can calculate voltage and resistance amounts of a complete circuit using the 3 Great Truths  **Instructional Strategies:**  Teacher Instruction/Student Calculation Lab  **Task/Activity/Assignment:** Go over Wksht Pg. 17-18- “How do Resistors Divide Voltage”  Take Home: How do Resistors Divide Voltage” #2  **Resources** : Wksht, Calculators | **Objective:** Students can identify good vs. bad landscaping  **Instructional Strategies:** Partner exploration  **Task/Activity/Assignment:**  Landscape Video & wksht  **Resources:** Video & wksht | **Objective:** Students can take a stance on a wildlife topic through a debate format, and can provide evidence to support their claims.    **Instructional Strategies:**  -Group Project  **Task/Activity/Assignment:**  -Research debate topic Points  -Form Debate Teams  -#1- New Deer Registration Laws  -#2 Should Wolf Hunting Be Allowed?  **Resources :** Internet, Computer, Text Resources | **Objective:** Students will produce ethanol.  **Instructional Strategies:**  Students in lab/shop  **Task/Activity/Assignment:**  Ethanol Production Lab | **Objective:** Students can find a career pathway that is of interest.  **Instructional Strategies:**  Lab  **Task/Activity/Assignment:**  Ag Careers  **Resources**: Career Explorer Website |