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|  | **Agricultural Science Dept. Mr. Jason Hovell** | **Week #26****Week of March 3-7th, 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 identify main components of a hydroponics system.**Instructional Strategies:** Student Research**Task/Activity/Assignment:**Ch. 8 Soilless Plant Production Pg. 189 (1-18)**Resources:** book | **Objective:** Students can state the 3 Great Truths & use the 3 Great Truths to calculate % of Resistance & Voltage. **Instructional Strategies:**  Teacher Instruction/Students Exploration **Task/Activity/Assignment:**3 Great Truths Voltage/Resistance Quiz Start Fossweb Component Research Assignment if time allows - Fossweb.com**Resources :** Quiz, Internet, Lab Sheet | **Objective:** Students can identify good vs. bad landscaping **Instructional Strategies:**Partner exploration**Task/Activity/Assignment:**Good, Bad & Ugly Landscaping Presentations **Resources:** computers | **Objective:** Students can explain what they learned about deer.  **Instructional Strategies:**-Individual Assignment **Task/Activity/Assignment:**-Reflection Assignment, submit to TurnItIn.com-Watch debate: Trapping in Today’s World**Resources :**  | **Objective:** Students will produce ethanol.**Instructional Strategies:**Students in lab/shop**Task/Activity/Assignment:**Ethanol Lab ObservationsEthanol Experiment Pt. A | **Objective:** Students will research career interests in the agriculture career cluster. **Instructional Strategies:**Lab**Task/Activity/Assignment:**Career Cruising Assignment**Resources**: Career Cruising Assignment |
| **Tuesday** | **Objective:** Students can design and construct a hydroponics system.**Instructional Strategies:** Student Research**Task/Activity/Assignment:**Hydroponics Quiz**Resources:** internet, paper | **Objective:** Students can visually identify and explain the purpose of different electrical components within an object, **Instructional Strategies:** Teacher Instruction/Student Exploration Lab**Task/Activity/Assignment:**Fossweb Component Research Assignment- Fossweb.com**Resources** : Lab Sheet, Internet, Fossweb.com | **Objective:** Students can draw landscape design symbols to scale. **Instructional Strategies:**Drafting Exercise**Task/Activity/Assignment:**Finish Friday’s Activity in class**Resources:** computers | **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:**-Introduce Debate Format-Form Debate Teams-#1- New Deer Registration Laws-#2 Should Wolf Hunting Be Allowed in WI? **Resources :** Internet, Computer, Text Resources | **Objective:** Students will produce ethanol.**Instructional Strategies:**Students in lab/shop**Task/Activity/Assignment:**Ethanol Differentiation Activity Work Day  | **Objective:** Students will research career interests in the agriculture career cluster. **Instructional Strategies:**Lab**Task/Activity/Assignment:**Career Cruising Assignment**Resources**: Career Cruising Assignment |
| **Wednesday** | **Objective:** Students can design and construct a hydroponics system.**Instructional Strategies:** Student Research**Task/Activity/Assignment:**Plant seeds/Finalize Hydroponic Systems**Resources:** seeds, supplies | **Objective:** Students can Identify the components found within an electrical device.**Instructional Strategies:** Teacher Instruction/Student Exploration Lab- Day 1**Task/Activity/Assignment:**Electronic Dissection Lab **Resources** : Inventory Lab Sheet  | **Objective:** Students can draw landscape design symbols to scale. **Instructional Strategies:**Drafting Exercise**Task/Activity/Assignment:**Finish Friday’s Activity in class**Resources:** computers | **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 Experiment Pt. B | **Objective:** Students can explain the steps in fermentation**Instructional Strategies:**Lab**Task/Activity/Assignment:**Bread Lab #2 **Resources**: Bread, Lab Sheet |
| **Thursday** | **Objective:** Students can design and construct a hydroponics system.**Instructional Strategies:** Student Research**Task/Activity/Assignment:**Plant seeds/Finalize Hydroponic Systems**Resources:** seeds, supplies | **Objective:** Students can Identify the components found within an electrical device.**Instructional Strategies:** Teacher Instruction/Student Exploration Lab-Day 2**Task/Activity/Assignment:**Electronic Dissection Lab **Resources** : Inventory Lab Sheet | **Objective:** Students can draw landscape design symbols to scale. **Instructional Strategies:**Drafting Exercise**Task/Activity/Assignment:**Finish Friday’s Activity in class**Resources:** computers | **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 Experiment Pt. C | **Objective:** Students can explain the steps in fermentation**Instructional Strategies:**Lab**Task/Activity/Assignment:**Bread Taste Analysis Lab **Resources**: Bread, Lab Sheet |
| **Friday** | **Objective:** Students can design and construct a hydroponics system.**Instructional Strategies:** Student Research**Task/Activity/Assignment:**Greenhouse Soil Amendments Lab**Resources:** bring soil amendment to class | **Objective:** Students can Identify the components found within an electrical device.**Instructional Strategies:** Teacher Instruction/Student Exploration Lab-Day 3**Task/Activity/Assignment:**Electronic Dissection Lab Dissection Lab Summary **Resources** : Inventory Lab Sheet | **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:**Wildlife Debate #1 (Use Ipad to Record) **Resources :** Internet, Computer, Text Resources | **Objective:** Students will produce ethanol, and compare/contract it with other fuels..**Instructional Strategies:**Students in lab/shop**Task/Activity/Assignment:**Ethanol Experiment Pt. D | **Objective:** Students can explain the importance of agriculture in the USA.**Instructional Strategies:**Lab**Task/Activity/Assignment:**USA Agriculture Lesson**Resources**: USA Agriculture wksht |