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|  | **Agricultural Science Dept. Mr. Jason Hovell** | **Week #34****Week of May 5th-9th, 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 understand how to evaluate land and soil.**Instructional Strategies:** Group Lab **Task/Activity/Assignment:**Remove dead foliage. Clean plants up!Plant Signs Assignment**Resources:** clay, paint  | **Objective:** Students can relate the importance of solar angle to the intensity of light on Earth. **Instructional Strategies:** Teacher Instruction/Student Work Time**Task/Activity/Assignment:**Inv. 3- Pt. 3 “Beam Spreading” Demonstration -Beamspreading Fossweb Worksheet **Resources** : Flashlight, white tagboard, markers | **Objective:** Students can install a landscape, based on a created plan. **Instructional Strategies:**Notes/Lecture **Task/Activity/Assignment:**Shroeder Landscape Project **Resources:** Shovels, rakes, rock, edging  | **Objective:** Students participate in the DNR Trapper Safety Program.**Instructional Strategies:**--Individual Exam **Task/Activity/Assignment:**Part 1: DNR Trapper Safety Exam**Resources :** Exam | **Objective:** Students can construct a solar cooker. **Instructional Strategies:**Solar Cooker Projects**Task/Activity/Assignment:**Solar Cooker Projects | **Objective:** Students can identify 15 local ag business in Trempealeau County.**Instructional Strategies:**Lab**Task/Activity/Assignment:**Finish/Print Greenhouse Lab Signs**Resources**: computers, paper |
| **Tuesday** | **Objective:** Students understand how to evaluate land and soil.**Instructional Strategies:** Group Lab **Task/Activity/Assignment:**Plant Signs Assignment **Resources:** clay, paint | **Objective:** Students can explain the concepts of rotation, revolution, equinox, and solar angle during a Summative Assessment.**Instructional Strategies:** Individual Assessment **Task/Activity/Assignment:** Review for Assessment: Terms: Aphelion, Perihelion, Rotation, Revolution, Axis, Solstice, Equinox **Resources** : Review Guide  | **Objective:** Students can install a landscape, based on a created plan. **Instructional Strategies:**Notes/Lecture **Task/Activity/Assignment:**Shroeder Landscape Project **Resources:** Shovels, rakes, rock, edging  | **Objective:** Students participate in the DNR Trapper Safety Program.**Instructional Strategies:**--Individual Exam **Task/Activity/Assignment:**Part 2: DNR Trapper Safety Exam**Resources :** Exam | **Objective:** Students can choose projects of their interest that relate to solar and photovoltaic science.**Instructional Strategies:**Students in lab/shop**Task/Activity/Assignment:**Solar Differentiated Instruction Projects | **Objective:** Students can list the basics of the FFA Organization**Instructional Strategies:**Class Review **Task/Activity/Assignment:**FFA Opportunities**Resources**: PP |
| **Wednesday** | **Objective:** Students understand how to evaluate land and soil.**Instructional Strategies:** Student Research**Task/Activity/Assignment:**Soil & Land judging Practice **Resources:** Land judging scorecard & Study Guide Packet | **Objective:** Students can explain the concepts of rotation, revolution, equinox, and solar angle during a Summative Assessment.**Instructional Strategies:** Assessment **Task/Activity/Assignment:**Inv. 3 Assessment **Resources** : Exam  | **Objective:** Students can install a landscape, based on a created plan. **Instructional Strategies:**Notes/Lecture **Task/Activity/Assignment:**Shroeder Landscape Project **Resources:** Shovels, rakes, rock, edging  | **Objective:** Students can differentiate between the different subspecies of North American wild turkeys.**Instructional Strategies:**-Whole Group Instruction/Individual Assignments **Task/Activity/Assignment:**Wild Turkey Unit: 5 Subspecies Project **Resources :** NWTF Resource Guide  | **Objective:** Students can choose projects of their interest that relate to solar and photovoltaic science.**Instructional Strategies:**Students in lab/shop**Task/Activity/Assignment:**Solar Differentiated Instruction Projects | **Objective:** Students can list the basics of the FFA Organization**Instructional Strategies:**Class Review **Task/Activity/Assignment:**FFA Opportunities**Resources**: PP |
| **Thursday** | **Objective:** Students understand how to evaluate land and soil.**Instructional Strategies:** Student Research**Task/Activity/Assignment:**Soil & Land judging Practice **Resources:** Land judging scorecard & Study Guide Packet | **Objective:** Students can explain the concept of conduction, as it relates to weather.**Instructional Strategies:** Teacher Instruction/Student Work Time**Task/Activity/Assignment:**Record Class Weather Chart Inv. #4: Heat Transfer-Pt. 1 Conduction**Resources** : Lab Sheet | **Objective:** Students can install a landscape, based on a created plan. **Instructional Strategies:**Notes/Lecture **Task/Activity/Assignment:**Shroeder Landscape Project **Resources:** Shovels, rakes, rock, edging  | **Objective:** Students can differentiate between the different subspecies of North American wild turkeys.**Instructional Strategies:**-Whole Group Instruction/Individual Assignments **Task/Activity/Assignment:**Wild Turkey Unit: 5 Subspecies Project **Resources :** NWTF Resource Guide  | **Objective:** Students can choose projects of their interest that relate to solar and photovoltaic science.**Instructional Strategies:**Solar Quiz**Task/Activity/Assignment:**Solar Quiz | **Objective:** Students can list the basics of the FFA Organization**Instructional Strategies:**Speech**Task/Activity/Assignment:**FFA Creed Paragraph #1**Resources**: plants, pots, soil |
| **Friday** | **Objective:** Students understand how to evaluate land and soil.**Instructional Strategies:** Student Research**Task/Activity/Assignment:**Posts/Plant Sale Signs Hangup**Resources:** Land judging scorecard & Study Guide Packet | **Objective:** Students can explain the concept of conduction, as it relates to weather.**Instructional Strategies:** Teacher Instruction/Student Work Time**Task/Activity/Assignment:** Record Class Weather Chart Inv. #4: Heat Transfer-Pt. 2 Conduction **Resources** : Lab Sheet  | **Objective:** Students can install a landscape, based on a created plan. **Instructional Strategies:**Notes/Lecture **Task/Activity/Assignment:**Shroeder Landscape Project **Resources:** Shovels, rakes, rock, edging  | **Objective:** Students can differentiate between the different subspecies of North American wild turkeys.**Instructional Strategies:**-Whole Group Instruction/Individual Assignments **Task/Activity/Assignment:**Last Turkey PresentationTurkey Calling Lab **Resources :** NWTF Resource Guide, Turkey Calls | **Objective:** Students can choose projects of their interest that relate to solar and photovoltaic science.**Instructional Strategies:**Bring Plants to Greenhouse **Task/Activity/Assignment:** | **Objective:** Plant Sale Preparation **Instructional Strategies:**Bring Plants to Greenhouse **Task/Activity/Assignment:**Assessment  |