Intro to Agriculture

Grades 9-12

Ms. Wedger

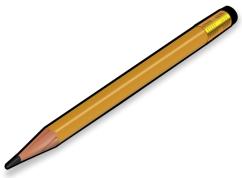
Room: 3206

Email: Hannah.Wedger@spps.org
Hannah.Wedger@stpaul.k12.mn.us

Phone: 651-744-5313

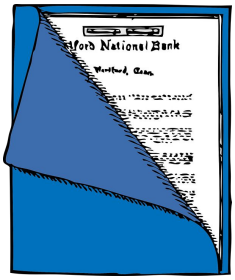
Materials Needed

Pencil/Pen



Notebook

Pocket Folder



Course Summary

Students will get the buffet of agriculture-learning a little bit of everything! Students explore topics in animal science, plant science, natural resources & wildlife, and biotechnology. Hands-on experiences will be used to teach topics in agriculture while taking advantage of seasonal opportunities. This course will provide opportunities to explore the high school course offerings in the agriculture department.

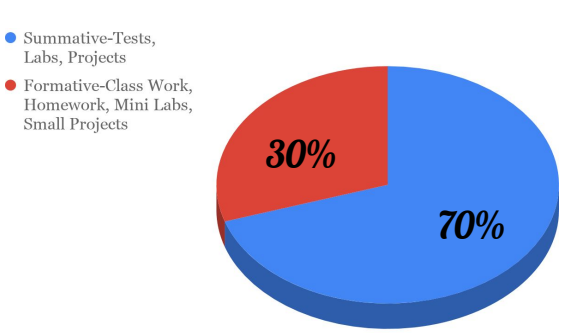
Units of Study

1. History of Agriculture
2. Plant Science
3. Animal Science
4. Natural Resources
5. Floral Design
6. Fish and Wildlife Management

Responsible, Respectful & Ready to Learn

Learning opportunities will consist of notes, mini labs, demonstrations, case studies, role playing, small projects, and homework.

Students will have the opportunity to show what they have learned through presentations, projects, quizzes & tests, Lab work, and floral arranging..



The total number of points a student earns will determine grades.

90-100% A
80-89% B
70-79% C
60-69% D
Below 60% N

All grades will follow the Highland Park grading policy.

Ways to Avoid Academic Dishonesty

Citations: Students should always cite information that is beyond what is considered "common knowledge." The fact that Franklin D. Roosevelt was the President of the U.S. during World War II is common knowledge, but the fact that Roosevelt's public approval rating dropped in 1943 is not, and should be cited. The best rule to follow is, 'When in doubt—cite your source.'

Authentic Work: Students must remember that all work must be authentic, even ideas. If an idea is taken from a website or other source, it must be properly cited even if the student paraphrases the idea in his own words. For example, if a student takes H.L Mencken's idea that "The average man does not want to be free. He simply wants to be safe", from a website and paraphrases it, that idea must still be properly cited.

Collaboration: When a teacher gives students work to be done collaboratively, the names of the collaborators should be written on the work and an account of how the work was divided needs to accompany the assignment.

Student Support vs. Collusion: Students are encouraged to create support systems with other students to help each other when learning and mastering coursework. However, help can easily become collusion. Collusion is defined as supporting dishonesty by another student, as in allowing one's own work to be copied or submitted by another for assessment.

National Standards

- Relate the role of FFA in student's personal development.
- Explore, develop, and implement SAE programs.
- Recognize how agriculture meets human needs today, in the past and for the future.
- Demonstrate and illustrate safety in the agriculture lab.
- Describe soil formations and management in relevance to plant/animal science.
- Demonstrate the knowledge of physics in agriculture as it relates to ag mechanics.
- Identify the different areas of agriscience.
- Define major components of the animal industry.
- Demonstrate basic skills in natural resource management.
- Apply principles of science to food processing.
- Apply principles of environmental science.
- Explain and demonstrate basic plant science principles.