



# Introduction To Agriculture

## Course Description

This exploration course provides the opportunity to learn non-farming concepts in the agriculture industry to serve as a foundation for future courses and to inform students about the industry that is so vital to society and to their future. Major units of instruction include an introduction to the agricultural industry, agribusiness, animal science, plant and horticulture science, environmental science, and leadership and personal development. Participation in FFA student organization activities is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

## Instructor:

*Patricia Brummel*  
123  
*Patricia.Brummel@central301.net*  
1847 717 8100

## Course Materials Required: Student Required

- *Pen, Pencil*
- *Soup Can, Red Solo Cup*
- *Glue Sticks*

## Resources:

*Canvas*

## Course Outline

Unit	Approximate Dates	Topics	Student Activities
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<p><b><u>UNIT 1:</u></b>  <b><u>Agriculture</u></b>  <b><u>industry</u></b>  <b><u>Exploration</u></b>  <b><u>and</u></b>  <b><u>Agribusiness</u></b>  <b><u>ABS.06</u></b></p>	<p><i>22 Days</i></p>	<ul style="list-style-type: none"> <li>● Defining the Agriculture Industry/Agriculture marketing</li> <li>● Marketing Agricultural Products and Career Exploration</li> </ul>	<ul style="list-style-type: none"> <li>● 1-1-History of Agriculture WS</li> <li>● 1-2 Animal Uses Super Animal</li> <li>● 1-3 Plant Uses</li> <li>● 1-3 Quiz</li> <li>● 1-4 Agriculture Trade Chain-Import Export</li> <li>● 1-5 --Trading on the board of Exchange</li> <li>● 1-6 Vocabulary</li> <li>● 1-7 Small Business Power Point</li> <li>● 1-8 Guided Notes</li> <li>● 1-9 Careers in Agriculture Project</li> </ul>
<p><b><u>UNIT 2:</u></b>  <b><u>Plant and Horticultural Science</u></b></p>	<p><i>16 Days</i></p>	<ul style="list-style-type: none"> <li>● Parts of the Plant and Classification</li> <li>● Plant Propagation</li> <li>● Discuss profits, yields, and productivity in agri-crops</li> <li>● Plant Biotechnology</li> </ul>	<ul style="list-style-type: none"> <li>● Seed Germination</li> <li>● Micropropagation</li> <li>● 2-1 Parts of the Plant Flip Chart</li> <li>● Power Point</li> <li>● WS 2-1 Parts of the Plant Flip Chart</li> <li>● Parts of the Plant quiz</li> <li>● Soybean Germination</li> <li>● Guided noted WS 2-2</li> <li>● Count Your Yeild</li> <li>● Count Soybeans W-S 2-3, 2-4</li> <li>● Count corn kernels to find yields by variety</li> <li>● Fill in WS 2-5</li> <li>● DNA Power Point</li> <li>● Guided Notes WS 2-6</li> <li>● Build DNA Strand WS 2-7</li> </ul>



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			<ul style="list-style-type: none"> <li>● <b>GMO Research Project</b></li> </ul>
<p><b><u>UNIT 3:</u></b>  <b><u>Animal Science</u></b>  <b><u>10 days</u></b>  <b><u>AS.02</u></b></p>	<p><i>10 Days</i></p>	<ul style="list-style-type: none"> <li>● Classifying Animals</li> <li>● Exploring Companion Animals</li> <li>● Animal Digestive Systems</li> <li>● Large Animals</li> </ul>	<ul style="list-style-type: none"> <li>● Power Point on Scientific Classification</li> <li>● Guided Notes <b>WS 3-1</b></li> <li>● Genus Family Project</li> <li>● <b>WS 3-2</b></li> <li>● Assign Animals to students.</li> <li>● Go over power point instructions. <b>WS 3-3</b></li> <li>● Explain the differences between digestive systems.               <ul style="list-style-type: none"> <li>➤ Warm-up----- How many stomachs does a cow have?</li> <li>➤ Exit Ticket ----- How is the cow's digestive system different than a humans?</li> </ul> </li> <li>● Have students use vocabulary and identify the digestive physiology and give definitions.</li> <li>● <b>WS 3-4</b></li> </ul>

**Major Course Assignments/Assessments**

- *WS 1-1 through WS 3-1. As posted on Canvas*

**Grading Procedures:**

- *Class grading is based on projects and classroom based research.*



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**Grades will be determined by the following category weights:**

<b>Category</b>	<b>Percentage</b>
<i>In class work, projects, quizzes, all equal value. Total points</i>	<i>100%</i>

**Grading Scale:**

<b>Letter Grade</b>	<b>Range</b>
A	100-90
B	89.99-80
C	79.99-70
D	69.99-60
F	59.99-below

**Absences/Make-up Work:**

Students who are absent from school will be allowed to make up work for equivalent academic credit. The time allowed to make up work will generally be one school day for every school day missed, starting with the first day the student returns to school. In



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extenuating circumstances a student may ask his/her teacher for additional time to make up work. It is the responsibility of the student (and his/her parent/guardian), not the teachers, to get the assignments, complete them, and turn them in, and to arrange a time with the teacher to make up any missed quizzes or tests. Incomplete work or failure to do the work may result in a lowering of grades.

### Timeframe for makeup work:

*(Example) Students have 1 week to complete and submit work starting date student returns from absence.*

### Procedure to follow to receive and submit makeup work:

- (Example)*
1. Student will log into Canvas and go to date missed
  2. Student will review the information covered for the day
  3. Student will complete assignment stated in Canvas
  4. Student will submit assignment as stated in Canvas



