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|  | **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 NotesHW: 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, cupsAES:D.12.4ITL: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 |