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|  | **Agricultural Science Dept. Mr. Jason Hovell** | **Week #33****Week of April 28th- May 2nd, 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:**Land Classification Model Assignment **Resources:** clay, paint  | **Objective:** Students integrate the concepts of Earth axis, orientation toward the North Star, and Earth's rotation and revolution to understand the phenomenon of seasons, along with the terms of rotation, revolution, equinox, and solar angle. **Instructional Strategies:** Teacher Instruction/Student Exploration**Task/Activity/Assignment:**“Pick 3” Differentiation Project **Resources** : Choiceboard Projects  | **Objective:** Students can draw a landscape design plan to a customer’s specifications. **Instructional Strategies:**Student Work TIme **Task/Activity/Assignment:**Final Drafting Assignment **Resources:** papers, landscape drafting tools | **Objective:** Students participate in the DNR Trapper Safety Program.**Instructional Strategies:**--Whole Group Instruction/Individual Assignments **Task/Activity/Assignment:**Trapping Review Game**Resources :** Manuals | **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:**Collect Ag In My Hometown Assignment-Start USA Ag Assignment **Resources**:  |
| **Tuesday** | **Objective:** Students understand how to evaluate land and soil.**Instructional Strategies:** Group Lab **Task/Activity/Assignment:**Land Classification Model Assignment **Resources:** clay, paint | **Objective:** Students integrate the concepts of Earth axis, orientation toward the North Star, and Earth's rotation and revolution to understand the phenomenon of seasons, along with the terms of rotation, revolution, equinox, and solar angle. **Instructional Strategies:** Teacher Instruction/Student Exploration**Task/Activity/Assignment:**“Pick 3” Differentiation Project **Resources** : Choiceboard Projects  | **Objective:** Students can draw a landscape design plan to a customer’s specifications. **Instructional Strategies:**Student Work TIme **Task/Activity/Assignment:**Final Drafting Assignment **Resources:** papers, landscape drafting tools | **Objective:** Students participate in the DNR Trapper Safety Program.**Instructional Strategies:**-Whole Group Instruction/Individual Assignments **Task/Activity/Assignment:**Jim Helgeson & Junior Prudlick **Resources :** Manuals | **Objective:** Students can construct a solar cooker. **Instructional Strategies:**Solar Cooker Projects**Task/Activity/Assignment:**Solar Cooker Projects | **Objective:** Students can identify major agriculture products in USA.**Instructional Strategies:**Class Review **Task/Activity/Assignment:**USA Ag Assignment **Resources**:  |
| **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 integrate the concepts of Earth axis, orientation toward the North Star, and Earth's rotation and revolution to understand the phenomenon of seasons, along with the terms of rotation, revolution, equinox, and solar angle. **Instructional Strategies:** Teacher Instruction/Student Exploration**Task/Activity/Assignment:**“Pick 3” Differentiation Project **Resources** : Choiceboard Projects  | **Objective:** Students install a landscape. **Instructional Strategies:**Notes/Lecture **Task/Activity/Assignment:**Shroeder Landscape Project **Resources:** Shovels, pruners, rakes  | **Objective:** Students participate in the DNR Trapper Safety Program.**Instructional Strategies:**-Whole Group Instruction/Individual Assignments **Task/Activity/Assignment:**Trapping Final Exam**Resources :** Manuals | **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 understand the impacts that population and food supply have on the welfare of different continents. **Instructional Strategies:**Lab**Task/Activity/Assignment:**Global USA Activity**Resources**:  |
| **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 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 install a landscape. **Instructional Strategies:**Notes/Lecture **Task/Activity/Assignment:**Shroeder Landscape Project **Resources:** Shovels, pruners, rakes  | **Objective:** Students participate in the DNR Trapper Safety Program.**Instructional Strategies:**-Whole Group Instruction/Individual Assignments **Task/Activity/Assignment:**Conservation Warden Guest Speaker**Resources :** None | **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 transplant Flowers.**Instructional Strategies:**lab**Task/Activity/Assignment:**Greenhouse Lab**Resources**: plants, pots, soil |
| **Friday** | **Objective:** Students understand how to evaluate land and soil.**Instructional Strategies:** Student Research**Task/Activity/Assignment:**Trempealeau County Soils Contest @ Centerville **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:** Individual Assessment **Task/Activity/Assignment:** Inv. 3 Assessment **Resources** : Summative Assessment  | **Objective:** Students can draw a landscape design plan to a customer’s specifications. **Instructional Strategies:**Student Work TIme **Task/Activity/Assignment:**Final Drafting Assignment **Resources:** papers, landscape drafting tools | **Objective:** Students participate in the DNR Trapper Safety Program.**Instructional Strategies:**-Video Tutorial **Task/Activity/Assignment:**Trapping Final Exam- Practical Authentic Assessment **Resources :** Traps | **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 identify the importance of agriculture on the Local, State, National, and Global scale.**Instructional Strategies:**Local, State, National, and Global Ag Assessment**Task/Activity/Assignment:**Assessment  |