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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Agriculture, Food and Natural Resources |
| **Course Name** | Principles of Agriculture, Food, and Natural Resources |
| **Lesson/Unit Title** | Defining Fields of Agriculture |
| **TEKS Student Expectations** | **130.2. (c) Knowledge and Skills**  (4) The student describes the historical, current, and future significance of the agricultural industry.  (A) The student is expected to define agriculture |
| **Basic Direct Teach Lesson**  **With Special Education Modifications/Accommodations and**  **one English Language Proficiency Standards (ELPS) Strategy** | |
| **Instructional Objectives** | **The students will be able to:**   * Define agriculture and explain agriculture industry. * Describe the various components of the agriculture industry. |
| **Rationale** | Allows students to develop knowledge and skills regarding career opportunities, personal development, globalization, industry standards, details, practices, and expectations. |
| **Duration of Lesson** | Teacher’s Discretion |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | Refer Handout - Defining Fields of Agriculture – Vocabulary Sheet |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer * Projector   **Materials:**   * Handouts ((Attached)   + Defining Fields of Agriculture   + Defining Fields of Agriculture – Vocabulary Sheet   + Defining Fields of Agriculture – Evaluation   + Defining Fields of Agriculture – Lab 1   + Defining Fields of Agriculture – Lab 2 * Writing surface |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Two possible interest approaches are listed below:   * The day before, Have the students survey five individuals to list three different areas of agriculture. Use the survey results as a basis for a discussion on how far-reaching agriculture is. * Have the students define agriculture in their own words. List the best definitions on the board, and then build a broad definition using the student’s answers. |
| **Direct Instruction \*** | Question students on how would they describe the fields of agriculture   * Do Vocabulary Sheet/Lesson 1 * Lecture on topic and discuss vocabulary sheet * Do Lab 1/Lesson 1 and/or Lab 2/Lesson 1 to have students to explore areas in * Agriculture * Give Sample Test/Lesson 1 * Review areas that were not mastered   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Guided Practice \*** | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Lesson Closure** |  |
| **Summative/End of Lesson Assessment \*** | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **References/Resources/Teacher Preparation** | * E-unit: The Nature of the Agriculture/Horticulture Industry. Danville, IL: * CAERT, Inc. www.mycaert.com * Cooper, Elmer L., and L. DeVere Burton. (2002). Agriscience Fundamentals and Application, 3rd ed. Albany: Delmar/Thomson Learning. Print. |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | English  Writing I.A.3; Reading II.A.4; II.B.1; II.B.3; Listening IV.A; IV.B.1; IV.B.2; IV.B.3; Speaking III.B.1; III.B.2; Research V.A.2; V.B.3  Science  Nature of Science: Scientific Ways of Learning and Thinking I.D.1; Foundation Skills: Scientific Applications of Communication III.B.3; III.b.4; III.D.1 |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** | Handouts ((Attached)   * Defining Fields of Agriculture * Defining Fields of Agriculture – Vocabulary Sheet * Defining Fields of Agriculture – Evaluation * Defining Fields of Agriculture – Lab 1 * Defining Fields of Agriculture – Lab 2 |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) |  |
| **Family/Community Connection** |  |
| **CTSO connection(s)** |  |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)