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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 the Food Industry |
| **TEKS Student Expectations** | **130.2. (c) Knowledge and Skills**  (1) The student demonstrates professional standards/employability skills as required by business and industry.  (A) The student is expected to identify career development, education, and entrepreneurship opportunities in the field of agriculture, food, and natural resources |
| **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 gain a deeper insight of professional standards or employability skills necessary for career development, education and entrepreneurship opportunities in the field of agriculture, food and natural resources. |
| **Duration of Lesson** | Teacher’s Discretion |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)*  *)* | Gourmet Food industry Retailer  Wholesaler Distributor Processor  Grader Packer Trucker  Harvester Producer Grades  Climatic conditions Harvesting Maturity  Underripe Overripe Spoiled  Microorganism Migratory labor Processing  Bran Endosperm Germ  Edible |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer * Projector   **Materials:**   * Handout – Defining Food Industry (Attached) |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Possible interest approaches are listed below:   * Invite someone from a processing plant or a local food business to come speak to the class about food processing and food safety * Have the students make a map of foo production in the state.   You can obtain statistics from your state department of agriculture or the Economic Research Service of the United States Department of Agriculture to indicate the raking of your state or region in the production of foods that you identified   * At the beginning of class, break the students up into several groups, have them pick a food product and have them create a timeline from seed to kitchen table with details (about 15 minutes) |
| **Direct Instruction \*** | Question students on what are the steps in getting the seed planted to the dinner table   * Do Vocabulary Sheet * Lecture on topic and discuss vocabulary sheet * Do Lab 1/Defining the Food Industry to have students to explore areas in food science * Give Sample Test * 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** | * Canning, Patrick. "USDA ERS - Food Dollar Series." *USDA ERS - Food Dollar Series*. USDA, 10 June 2014. Web. 04 Aug. 2014. * L. DeVere Burton and. Cooper, Elmer L, *Agriscience Fundamentals and Application*. Forth Ed. Albany: Delmar/Thomson Learning, 2007. Print. |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | English / Language Arts:  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** | Handout – Defining Food Industry (Attached) |
| **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)