

Portales Municipal Schools
Exploratory Agriculture 7-8

ESSENTIAL QUESTIONS: How has Agriculture Influenced your life? How will Agriculture Influence you in the future?					
STRAND: FOOD AND FIBER SYSTEMS, AND THE HUMAN ENVIRONMENT			BENCHMARK: I-A Understand Food and Fiber Systems I-B Identify types of farms and ranches and other agricultural industry. I-C Understand Food and Fiber Systems’ relation to society. I-D Understand the local, national, and international importance of Food and Fiber Systems I-E Understand Food and Fiber Systems careers.		
STANDARD: I: Understanding Food and Fiber Systems, History, II: Geography and Culture					
9 weeks	PERFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
			The student will be able to:		
1st	Examine why agriculture is the oldest, largest, and most-essential industry.	History of Agricultural Industry	Identify why agriculture is the most essential industry by class discussion and creating power points on all the agricultural products that they use daily.	Power Point and Participation	Exploring Agriscience, computers
9	Explain how agriculture is the foundation of civilizations.	History of Agricultural Industry	Create a drawing and description of how the world would look with no organized form of agriculture.	Drawing and Description	Exploring Agriscience, computers
	Explain how traders, explorers, and colonists influenced the availability of plants and animals.	History of Agricultural Industry	Explain what the U.S. agriculture looked like before colonization and after. Each student will write a short summary to define topic.	Guided discussion and Quiz.	Exploring Agriscience, Video (America The Bountiful)
		History of Agricultural Industry			
Week	Analyze how early inhabitants relied on hunting and gathering.	History of Agricultural Industry	Explain the difference between hunting and gathering and agriculture. Students will give a short oral presentation on topic.	Presentation and Quiz	Exploring Agriscience
e	Compare nomadic life to farming and settlements.	History of Agricultural Industry	Identify the difference between nomadic cultures, farming, settlement and sustainable agriculture. Students will be able to explain the differences in an essay.	Essay and participation	Exploring Agriscience, Video- (Sustainable Agriculture)
	Determine that households, businesses and agriculture share resources, such as water and land.	Environment/ Natural Resource Protection			
k	Describe examples of multiple uses for land and water resources.	Environment/ Natural Resource Protection	Compare urbanization and agriculture by drawing a diagram comparing urban and agriculture use of natural resources.	Diagrams	Exploring Agriscience, Natural Resource Presentation.
	Identify major agricultural commodities produced in their state.	Agricultural Products			
	Compare commodity output at state and national levels	Natural Resource/ Sustainable Agriculture	Identify and explain why and what crops are grown in all 50 states by having each student create a presentation on 2-3 states and the agricultural commodities grown in each state.	Presentation	Exploring Agriscience, Cheeseburger Presentation.
S	Identify native agricultural products available				

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1st 9 Weeks	Recognize that agricultural inventions, discoveries, and technological advances Produce and effect opportunities.	Agricultural Technology	Explain how agriculture is advancing every day through technology and research. Students will conduct guided online research into assigned topics. Students will present the information to class.	Presentation	Exploring Agriscience, Technology Presentation
	Identify innovations that increased the availability of food, clothing, and shelter.	Agricultural Technology	Students will research innovations that have increased agricultural production through class discussion and online research. Each student will at least be able to explain two innovations and how it has impacted agricultural production.	Research and Presentation	Exploring Agriscience, Technology Presentation
	Identify agricultural careers, traditional and non-traditional and how they have changed over time.	Agricultural Careers	Identify agricultural careers by research, discussion, and presentation. Students will define traditional vs. non-traditional agricultural jobs.	Presentation and Participation	Careers in Ag Presentation
	Identify individual experience and involvement with Food and Fiber production.	Agricultural Careers	Students will complete a survey of how agriculture impacts their lives. They will gain an understanding of their involvement in agriculture direct or indirect.	Survey	Food and Fiber Presentation

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ESSENTIAL QUESTIONS: How Can I Be Safe In The Shop? How Do I Build A Project?					
STRAND: SAFETY, HEALTH, AND ENVIRONMENTAL			BENCHMARK: X-A Apply safety/health precautions to participation in AFNR projects. X-B Identify hazards and acquire first aid skills to promote safety.		
STANDARD: X: Identify health goals and safety procedures for AFNR occupations.					
9 weeks	PERFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) The student will be able to:	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
2nd 9 Weeks	Wear personal protective clothing. Demonstrate how to avoid placing oneself in hazardous work situations. Identify various emergency response plans for a facility. Identify general workplace safety hazards. Apply general workplace safety Precautions / procedures. Handle chemicals and safety equipment appropriately. Observe all regulatory and safety standards	Personal Protective Equipment Accident Prevention Emergency Plan Accident Prevention Accident Prevention Accident Prevention Accident Prevention	Students will be able to rationalize risk and demonstrate the ability perform shop related task in a safe manner. Students will perform safety task perfectly before being able to work in shop. Students will demonstrate the ability to use and adjust tools by hands on presentations, and one on one instruction. Will operate a tape measure to measure materials with accuracy. Students will measure both individually and with instructor. Students will repeat all measuring exercises until they become proficient reading taper measure correctly. Demonstrate and perform basic employability skills by following the all shop and safety rules. Students will be able to explain how drug and alcohol abuse can influence work behavior and safety. All will complete the drugs and the work place presentation. Students will create a project by using all safety guidelines and following all shop rules.	Shop Safety Test Observed ability to perform task in a safe manner Assessed on willingness to work safely in shop and follow rules and guidelines. Hand Tool Usage Power Tool Usage Measurement	Shop Safety and presentations. Shop materials and tools.