



**ANSC 3321**  
**Curriculum Planning in Agricultural**  
**Education**  
Fall 2018



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**Instructor**

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Or by appointment

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**Time and Location**

TR 9:30am – 10:45am 135 RAS

**Course Description**

This course is designed to help students plan, develop, and assess agricultural education curricula in accordance with current standards.

**Course Objectives**

At the completion of the course, the learner will be able to:

1. Describe the role of Agricultural Education in the broader curricula.
2. Explain the significance and relevance of the Code of Ethics and Standard Practices for Texas Educators.
3. Create a plan that connects the Agricultural Education Program with the community.
4. Develop a scope and sequence of courses for an Agricultural Education Program.
5. Create course syllabi.
6. Develop a unit of instruction.
7. Assess student learning through multiple methods.
8. Describe effective classroom management techniques.

**TEA AFNR Educator Standards**

Standard II. The AFNR teacher promotes student development through effective use of career pathways, supervised agricultural experiences, leadership development, and student organizations.  
Standard IX. The AFNR teacher knows how to organize and manage an effective AFNR program and how to work with school, community, and industry representatives to support the program.  
Standard X. The AFNR teacher knows how to plan, implement, and utilize instruction and student assessment, including academic integration.

**(ANSC) Student Learning Outcomes**

Student will demonstrate that he/she is able to:

1. Analyze and interpret information gathered in a research setting,
2. Apply critical thinking skills to deal with potential challenges in diverse animal sciences and related industries, and
3. Communicate through written, spoken and graphical methods.

**Recommended Texts** (Available at the SRSU Bookstore or online)

Phipps, L. J., Osborne, E. W., Dyer, J. E., & Ball, A. L. (2008). *Handbook on Agricultural Education in Public Schools* (6th ed.). Clifton Park, NY: Thomson Delmar Learning.

Other articles as assigned – provided by instructor

## **DESCRIPTION OF COURSE ASSIGNMENTS**

### **School & Community Profile – September 18**

Using all available resources, you will develop a profile for your assigned school and its community that can be used to assist in the curriculum development process. This profile will be the foundation upon which all future assignments will be built. The profile should contain: 1) school enrollment and demographic data; 2) school grade and standardized testing results; 3) city/school district demographics; 4) county demographics; 5) general description of the community and surrounding areas; 6) local industries and employers; 7) area agricultural statistics; and, 8) teaching facilities/resources (school and non-school) available to the agriculture program.

### **School Instructional Program Plan – October 2**

Based on the information you gathered in your School and Community profile, you will develop a School Instruction Program plan for a four-year period that outlines: 1) which career pathways will you offer under the AFNR career cluster; 2) what courses will be taught; 3) the plan for FFA and SAE incorporation; and, 4) a rationale for why each class was included. Assume you are creating this plan for a two-teacher program, thus, include the class load for each teacher.

### **Course Syllabi – October 16**

You will create syllabi for 2 courses from your School Instructional Program Plan. Be sure to include: 1) course title; 2) your contact information; 3) a course description; 4) FFA and SAE description and expectations; 5) goals and objectives for the course; 6) grading and assessment activities; 7) classroom management policies; 8) a course topic sequence (schedule) including the TEKS. The syllabus should be in a format that you would give to students on the first day of class.

### **Curriculum Maps/Scope and Sequence – October 23**

Prepare a curriculum map/scope and sequence for a one-year agricultural science course from your School Instructional Program Plan (excluding Principles of AFNR). Include the order and title of the topics for each week. The total number of days should equal the number in a given year (consider a 187 day school year). All state requirements (TEKS) for the course should be met. Use the scope and sequence template provided. Grading will be based on: inclusion of all TEKS; appropriate number of days for each topic; descriptive titles for each topic; and, total number of days appropriate for a semester schedule.

### **Curriculum Map/Scope and Sequence Discussion Paper – October 23**

Write a two-page, double-spaced discussion paper to accompany your scope and sequence. Discuss the following: your rationale for organizing the course as you did; your rationale for including particular topics not mentioned in the TEKS that you may have included in the course; what you hope students will gain from their participation in this course as it is planned; and, how this assignment will benefit you later as a professional agricultural science teacher. Grading will be based on: content included; completeness; organization; thoroughness of thought; grammar; and spelling.

### **Unit Plan – December 4**

You will need to create a unit plan for the course you used in the scope and sequence assignment. Your unit plan will be a unit of instruction related to a single topic in your course. It should include: 1) unit title; 2) unit objectives; 3) assessment plan; 4) 4-6 complete lesson plans; 5) unit exam and answer key.

### **Unit Exam (included in Unit Plan) – December 4**

Develop an exam that follows the guidelines provided for higher level thinking exams. Your exam should be comprehensive enough to effectively assess student learning of the entire unit. Use multiple types of questions that address the goals and objectives of the unit's lessons. You must have 25 items on your exam – 15 MC, 5 matching, 3 short answer, and 2 essay.

### **Participation, Attendance, and other assignments**

A high degree of engagement is expected and will contribute to your learning as an active participant. This includes interacting with the instructor and other students, completing outside of class assignments and readings, and being prepared to participate in class discussions. This class is the beginning of your journey to becoming a professional. Evidence of professionalism includes attendance,

collegial attitude, participation, and punctuality.

<b>COURSE ASSIGNMENTS</b>	<b>Due</b>	<b>Points</b>
School and Community Profile	September 18	200
School Instructional Program Plan	October 2	200
Course Syllabi (2 @ 75 pts each)	October 16	150
Curriculum Maps/Scope and Sequence	October 23	100
Curriculum Maps/Scope and Sequence Discussion Paper	October 23	50
Unit Plan	December 4	150
Unit Exam	December 4	100
Participation, Attendance and other assignments	Throughout	50

### **Grading Scale**

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = below 60%

### **Attendance and Make-up Exams and Assignments**

Students' class attendance and participation are required. To receive the maximum number of points for an assignment, it must be completed and submitted by the due date. Late assignments will receive a 10% deduction for each day late, and no work will be accepted ten or more days after its original due date, unless other arrangements have been made with the instructor.

Any time instruction is missed, for any reason, it will count as an absence. College approved field trips, and competitive and leadership development events (with prior instructor approval) are considered legitimate and with proper documentation will not be considered an absence. Seeking an extended deadline due to the above mentioned absences should be arranged before missing the course meeting. In case of emergencies, arrangements for completing assignments should be made immediately upon return to campus.

### **Use of technology during instruction**

This class is part of your journey to becoming a professional, and the use of personal cell phones, iPads, computers, and other electronic devices can distract learning for all individuals and create an unprofessional environment. However, electronic devices can also be powerful tools to be used in the learning process. Therefore, the use of electronic devices for class purposes, such as note-taking and internet searches is allowed. But, remember that you are now a professional and will be required to act accordingly. So, if you choose to use electronic devices in the classroom, do so in a professional manner.

### **Academic Honesty**

On all work submitted for credit by students at the university, the following pledge is either required or implied: **"On my honor, I have neither given nor received unauthorized aid in doing this assignment."**

As members of a learning community, all should strive to be honest in all endeavors. A fundamental principle is that the whole process of learning and pursuit of knowledge is diminished by cheating, plagiarism and other acts of academic dishonesty. In addition, every dishonest act in the academic environment affects other students adversely, from the skewing of the grading curve to giving unfair advantage for honors or for professional or graduate school admission. Therefore, the university will take severe action against dishonest students. Similarly, measures will be taken against faculty, staff and administrators who practice dishonest or demeaning behavior.

## **About the Course**

Being a high school agriculture teacher is a rewarding profession, and this course is designed to help you develop your expertise and professionalism as an agricultural educator. As a teacher you will be expected to develop a total agricultural education program. Therefore, the activities you will be required to complete work toward achieving this goal. In line with this, there are some expectations that I have of you, and conversely, there are some expectations that you should have of me. The expectations for this course are as follows:

I will expect you to:

- Complete all assignments thoroughly, in a timely manner.
- Attend all classes, unless there are extenuating circumstances, which you should inform me of as soon as possible.
- Be on time for all class sessions and activities
- Look at each assignment as an occasion for you to learn, and make the most of every learning opportunity.
- Be honest and submit your own original work.
- Participate in class discussions and activities; this helps you as well as all of your classmates.
- Enjoy this class!

You can expect me to:

- Provide learning opportunities that advance your knowledge and development in agricultural education.
- Be available before and after class, during office hours, and at other times (I have an open door policy) to provide assistance and answer your questions.
- Be fair in my grading and assessment of your work.
- Provide you with timely, constructive feedback on your work.
- Enjoy this class!

## **About Me**

I grew up in Elgin, Texas where I was a member of my high school FFA chapter. I attended Texas A&M University and received my BS degree in Animal Science. Afterwards, I worked for HEB Grocery Company for 2 years as a meat processor and then for Ruffino Meats as a sausage processing manager. My love of FFA and agricultural education led me to pursue my Master's degree in AgEd at Texas A&M. I was a high school ag teacher at Greenwood High School in Midland, Texas for three years. I then went to the University of Florida to work on my PhD in AgEd.

## **Reasonable Accommodation Statement**

It is the SRSU policy to provide reasonable accommodation to students with disabilities. If you would like to request such accommodations because of physical, mental, or learning disabilities, please contact the ADA coordinator in Student Services: Ferguson 112, 837-8203.

## ANSC 3321 Course Calendar (Subject to Change)

Date	Topics/Learning Experiences	Readings
8/28	Introductions – How Ag Ed fits into the broader curricula	Phipps pp. 7-21
8/30	Educator Ethics and Responsibilities	
8/30	Creating a School and Community Profile	
9/4	Introduction to Course Planning – The Foundation Plan and Endorsements	Phipps pp. 111-121
9/6	TEKS	
9/11	TEKS	
9/13	Selecting Courses	
9/18	Developing a Scope and Sequence	
9/20	Developing a Scope and Sequence	
9/25	Developing syllabi	Phipps pp. 259-274
9/27	<b>SRSU Rodeo – No class</b>	
10/2	Creating a Unit of Instruction	
10/4	Creating a Unit of Instruction	
10/9	Domains of Learning and Levels of Cognition	
10/11	Linking Unit Plans and Daily Lessons	
10/16	Linking Unit Plans and Daily Lessons	
10/18	Assessing Student Learning – Formative & Summative Assessments	Phipps pp. 275-287
10/23	Assessing Student Learning – Formative & Summative Assessments	
10/25	Assessment methods - Exams	
10/30	Assessment methods - Rubrics	
11/1	Alternative Assessment Methods	
11/6	Meeting the Needs of Diverse Learners	Phipps pp. 355-366
11/8	Classroom Management – The Importance of Good Planning	Phipps pp. 202-209
11/13	Effective Teaching	Phipps pp. 191-194; 209-214
11/15	Summers and extended contracts	
11/20	<b>Thanksgiving Holiday – No Class</b>	
11/22	<b>Thanksgiving Holiday – No Class</b>	
11/27	Being a Reflective Teacher	
11/29	Trends in Education – T-TESS	
12/4	Reflection	