



ANSC 3321
Curriculum Planning in Agricultural
Education
Spring 2022



Instructor

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Instruction: Online instruction

Time and Location

Each week you must complete the assignment. Weeks begin on Monday and end on Sunday at 11:59PM.

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

(Tentative pending on current student resources
and progression)

School & Community Profile – February 2 (Tentative)

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 – March 1 (Tentative)

Based on the information you gathered in your School and Community profile, you will develop a School Instructional 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 with each teaching 6 class periods a day, thus, include the class load for each teacher.

Course Syllabi – March 22 (Tentative)

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 – March 29 (Tentative)

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 – March 29 (Tentative)

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 – April 26 (Tentative)

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) – April 26 (Tentative)

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 essays.

Participation, Attendance, and other assignments (Tentative)

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.

COURSE ASSIGNMENTS	Due	Points
School and Community Profile	February 2	200
School Instructional Program Plan	March 1	200
Course Syllabi (2 @ 75 pts each)	March 22	150
Curriculum Maps/Scope and Sequence	March 29	100
Curriculum Maps/Scope and Sequence Discussion Paper	March 29	50
Unit Plan	April 26	150
Unit Exam	April 26	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!

Teaching Philosophy

We are a team. I am a teacher and you are young adults not students like in high school but adult student with experiences to draw upon. Your job is to stay curious, ask questions, read thoroughly, complete assignments on time. My job is to guide you, individualize your experiences in a group, let you know your progress and work with you. Together we will both learn, and both provide feedback to how one another are doing. I am your biggest fan and supporter, but no one cares about you as much as you do. Study and work like it means something to you and not like it means something for the teacher giving you a grade. Do that and you will find yourself learning, maturing, and at the end prepared.

Reasonable Accommodation Statement

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the Student's responsibility to initiate a request. Please contact me, Ms. Rebecca Greathouse Wren, M.Ed., LPC -S, Director/Counselor, Accessibility Services Coordinator, Ferguson Hall (Suite 112) at 432.837.8203; mailing address is P.O. Box C -122, Sul Ross State University, Alpine, Texas 79832. Students should then contact the instructor as soon as possible to initiate the recommended accommodations.

ANSC 3321 Course Calendar (Tentative)

Week of	Topics/Learning Experiences	Readings (TBA)
01/19	Introductions – How Ag Ed fits into the broader curricula	
01/26	Educator Ethics and Responsibilities Creating a School and Community Profile	
02/02	Introduction to Course Planning – The Foundation Plan and Endorsements Intro to TEKS	
02/09	TEKS Selecting Courses	
02/16	Developing a Scope and Sequence	
02/23	Developing syllabi	
03/01	Creating a Unit of Instruction	
03/08	Domains of Learning and Levels of Cognition	
03/13-17	SPRING BREAK	
03/22	Linking Unit Plans and Daily Lessons	
03/29	Assessing Student Learning – Formative & Summative Assessments	
03/29	Assessment methods - Exams	
04/5	Assessment methods - Rubrics	
04/5	Alternative Assessment Methods	
04/12	Meeting the Needs of Diverse Learners Classroom Management – The Importance of Good Planning	
04/19	Effective Teaching Summers and extended contracts	
04/26	TBD	