# Agriculture Explorations I Course No. 68001 Credit: 0.5

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| --- | --- | --- | --- |
| **Student name:**  |  | **Graduation Date:** |  |

Pathways and CIP Codes:  **Animal Science, Health, and Related Industries (01.0901); Agricultural Technology and Mechanical Systems (01.0201); Diversified Agricultural Science (01.0000); Natural Resources and Environmental Sustainability (03.0101); Plant Science and Industry Operations (01.1101).**

Course Description: **Introductory Level**: This course explores basic topics within the agricultural industry, exposing students to the varied types of agriculture career opportunities and to those in related fields. This course serves to introduce students to the agricultural field, providing an opportunity for student to identify an area for continued study or to determine that their interest lies elsewhere.

Special Note: The AFNR College and Career Ready Skills are to be taught throughout the course utilizing FFA and SAE programming found at the Kansas Ag Ed website. Specific activities may be found in the SAE for All Teachers Guide and at National FFA.org. The AFNR College and Career Ready Skills competencies can be found at Kansas Ag Ed.

Opportunities in Agriculture Education & FFA:Classroom and laboratory instruction integrates and/or is supplemented by experiential, project, and leadership and personal development through FFA .Students should be introduced to FFA through leadership activities and College and Career Ready Skills. Specific FFA information and activities may be found in the “National FFA Student Handbook, 16thedition”. Student activities, scoring rubrics, grading examples, and teacher lessons are all found in the “FFA Student Handbook Teachers Guide”. Additional information can be found at [www.ffa.org](http://www.ffa.org/).

Workplace Skills, Supervised Agricultural Experience and Record Keeping: Classroom and laboratory instruction integratesand/or is supplemented by experiential, project, and work based learning through SAE. Specific SAE activities that support the College and Career Ready Skills may be found in the “SAE for All Guide”. Students should be introduced to Foundational SAE’s and the AET student portfolio system. Student activities, scoring rubrics, grading examples, and teacher lessons are all found in the “SAE for All Teachers Guide”. Additional information is found in the SAE Individual Learning Guides and Teacher Editions and in the AFNR College and Career Ready Competency Profile found at *Kansas Ag* *Ed.*

Directions:The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.

**RATING SCALE:**

4. Exemplary Achievement: Student possesses outstanding knowledge, skills or professional attitude.

3. Proficient Achievement:Student demonstrates good knowledge, skills or professional attitude. Requires limited supervision.

2. Limited Achievement:Student demonstrates fragmented knowledge, skills or professional attitude. Requires close supervision.

1. Inadequate Achievement:Student lacks knowledge, skills or professional attitude.

0. No Instruction/Training:Student has not received instruction or training in this area.

## Benchmark 1: Agriculture in Our Society

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 1.1 | Define Agriculture. |  |
| 1.2 | Identify the major sectors of the agriculture industry. |  |
| 1.3 | Describe the history of agriculture. |  |
| 1.4 | Describe the importance of American agriculture in world food production. |  |
| 1.5 | Define and give examples of agribusinesses. |  |

## Benchmark 2: Careers in Agriculture

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 2.1 | Research agriculture career opportunities in each pathway. |  |
| 2.2 | Identify important workplace skills for all careers. |  |

## Benchmark 3: Agribusiness Systems

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 3.1 | Define and give examples of agribusinesses. |  |
| 3.2 | Define the words import and export. |  |
| 3.3 | Explain the relationship between producers and agribusinesses. |  |

## Benchmark 4: Plant Systems

### Competencies

| **#** | **Description** | **RATING** |
| --- | --- | --- |
| 4.1 | Define agronomy and horticulture. |  |
| 4.2 | Describe how agronomic crops are used for food, textiles, feed & energy. |  |
| 4.3 | Identify five horticultural crops. |  |

## Benchmark 5: Animal Systems

### Competencies

| **#** | **Description** | **RATING** |
| --- | --- | --- |
| 5.1 | Describe the basic needs of all animals. |  |
| 5.2 | Define and list examples of animal byproducts. |  |

## Benchmark 6: Power Structural & Technical Systems

### Competencies

| **#** | **Description** | **Rating** |
| --- | --- | --- |
| 6.1 | Describe the components of power, structural and technical systems in agriculture. |  |
| 6.2 | Abide by the safety guidelines for using common agricultural tools. |  |
| 6.3 | Identify and describe the uses for common agricultural tools. |  |

## Benchmark 7: Environmental & Natural Resource Systems

### Competencies

| **#** | **Description** | **rating** |
| --- | --- | --- |
| 7.1 | Define and list examples of Natural Resources. |  |
| 7.2 | Differentiate between renewable and non-renewable resources. |  |

## Benchmark 8: Food Products & Processing

### Competencies

| **#** | **Description** | **Rating** |
| --- | --- | --- |
| 8.1 | List the steps food must go through to from producer to the consumer. |  |
| 8.2 | Explain how food can become unsafe to eat. |  |

I certify that the student has received training in the areas indicated.

Instructor Signature:

For more information, contact:

CTE Pathways Help Desk

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