

Course Title: Agriscience 1: Introduction

State: WA

State Course Title: Agriscience

State Standards: CAREER AND TECHNICAL EDUCATION PROGRAM STANDARDS

Date of Standards:

Percentage of Course Aligned: 100%

Standards	Course Title (a or b), if applicable, e.g. Game Design 1a	Unit Name(s)	Lesson(s) Numbers	How Standard is Taught	How Standard is Assessed	Comments	Standard Rating (Fully Met / Partially Met / Not Met)
1. Demonstrate application of the state and national core content standards in the context of preparing for living, learning and working.							
1.1 Each CTE course will apply and contextualize state and national core content standards.	Agriscience 1: Introduction	Unit 6: Technology and Agriscience	Activity 1, Activity 2	After learning about the intersection of technology and agriscience in the unit, students research and evaluate an emerging technology in agriculture, including its benefits and drawbacks. In the next activity, students research and develop a record-keeping system for a farm.	Activity 1, Activity 3	Throughout the course, students demonstrate agriculture industry-appropriate technology skills and workplace practices for a variety of agriscience occupations.	Fully Met
2. Demonstrate foundational and career cluster specific skills required to meet current industry or nationally defined standards.							
2.1 Each CTE course will teach to current industry or nationally defined standards, as evidenced in the curriculum frameworks, endorsed by local program specific advisory committees, and approved by the CTE program supervisors at OSPI. CTE courses will incorporate curriculum focused on the interrelationships of family, career, and community roles and responsibilities.	Agriscience 1: Introduction	Unit 1: The Importance of Agriscience	Lesson 2	Determining the relationship between agriculture and society at the local, state, national, and international levels	Critical Thinking #1, 2, 3	This standard is fully met throughout the course as integrated into course pedagogy.	Fully Met
2.2 CTE courses will incorporate curriculum focused on the interrelationships of family, career, and community roles and responsibilities.	Agriscience 1: Introduction	Unit 8: Agribusiness Management	Activity 2	In this activity, students identify an agribusiness-related volunteer opportunity in their community and volunteer at least one hour of their time. Then, they reflect on their experience and relate it to the strategic planning concepts learned about in the unit.	Activity 2	This standard is fully met throughout the course as integrated into course pedagogy.	Fully Met
2.3 Each CTE course will include extended learning into the, community/family, and business/industry. Extended learning is managed and supervised by certified CTE teachers.	Agriscience 1: Introduction	Unit 7: Careers in Agriscience	Activity 2	In this activity, students find a local FFA organization, Supervised Agricultural Experience, or other agriscience-based professional organization and identify an in-person work and leadership experience that they can participate in through that organization.	Activity 2		Fully Met
2.4 CTE courses must be taught by a certified CTE teacher with appropriate certification, knowledge, skills and occupational experience.							
2.4.a After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years	Agriscience 1	All Units	All Lessons	The course is taught by certified instructors as per individual school district requirements	All Assessments		Fully Met
2.5 Each CTE course will provide safe and appropriate environments that support CTE program standards.							
2.5.a Laboratories and equipment are appropriate to and support the OSPI approved curriculum framework and industry training procedures.	Agriscience 1: Introduction	Unit 6: Technology and Agriscience	Activity 2	In this activity, students take a tour of a food manufacturing plant and evaluate their food handling processes and the food safety protocols in place. Then, students write a paper reflecting on their experience and offering industry-specific suggestions for safety improvement.	Activity 2		Fully Met
2.5.b Facilities and equipment meet or exceed the related federal, state and county safety standards.	Agriscience 1: Introduction	Unit 5: Animal Biology and Pest Control	Lesson 4	Evaluating the dangers in agricultural workplaces and formulating plans to mitigate risks, including interpretation of pesticide labels	Critical Thinking #4, 5, Activity 3		Fully Met

2.5.c Learning and training stations are of sufficient quantity to assure safe and appropriate supervision, delivery of instruction and student skill development.	Agriscience 1: Introduction	Unit 6: Technology and Agriscience	Critical Thinking #1	After learning about safety in the unit, students perform an evaluation of their personal safety in the laboratory and considering consequences of breaking the rules.	Critical Thinking #1		Fully Met
2.6 Curriculum is based on occupational needs and is developed and maintained in consultation with program specific advisory committees.	Agriscience 1: Introduction	Unit 6: Technology and Agriscience	Lesson 3	Evaluating food safety relevant to current industry needs, and exploring the temperature, sanitation, training and recordkeeping relevant to food transport	Activity 2	This standard is fully met throughout the course as integrated into course pedagogy.	Fully Met
3. Demonstrate knowledge of career options within the related career clusters.							
3.1 Curriculum related to foundational knowledge and skills of a broad range of career options in a related program of study.							
3.1.a These learning experiences include exploration of traditional and nontraditional careers in the program of study ranging from entry to professional level positions	Agriscience 1: Introduction	Unit 7: Careers in Agriscience	Lessons 1, 2	Comparing the working environment, needed skills, and educational requirements for various traditional and nontraditional agriscience careers	Activity 1		Fully Met
4. Demonstrate leadership skills and employability skills.							
4.1 Leadership and employability skill development for all students is a required and integral component of all CTE courses.							
4.1.a These leadership and employability skills are identified in the CTE Core Leadership Skills document, the CTE Core Employability Skills document and/or 21st Century Skills document.	Agriscience 1: Introduction	Unit 8: Agribusiness Management	Lesson 4	Identifying leadership skills and creating a strategic plan to participate in agricultural, scientific, and community programs that will help to develop leadership skills	Critical Thinking #5		Fully Met
4.1.b All students demonstrate leadership and employability skills integrated in the approved curriculum framework and applied in real-world family, community, business/industry applications	Agriscience 1: Introduction	Unit 7: Careers in Agriscience	Activity 2	After learning about leadership and employability skills in the unit, students identify and participate in a work and leadership experience and reflect on the skills they applied.	Activity 2		
	Agriscience 1: Introduction	Unit 8: Agribusiness Management	Lesson 4	Recognizing ways to apply leadership skills through agribusiness opportunities in the community	Critical Thinking #5		Fully Met
4.1.c These skills are developed and practiced at the highest professional level through integration of aligned state-recognized Career and Technical Student Organizations (CTSOs).	Agriscience 1: Introduction	Unit 7: Careers in Agriscience	Lesson 4	Identifying the benefits and responsibilities of FFA membership in building professional skills	Activity 2		Fully Met
4.1.d Locally developed leadership plans must demonstrate that these skills are developed and practiced at the highest level through classroom integration of individual, group and community programs and activities.	Agriscience 1: Introduction	Unit 7: Careers in Agriscience	Lesson 4	Understanding and developing industry skills and defining and identifying the role of the SAE in career preparation, creating a set of SMART goals	Activity 1, Activity 2	Leadership skills are further addressed in Unit 8, Lesson 4.	Fully Met