



Course Title: Agriscience 2a/2b

State: WA

State Course Title: Agriscience 2

State Standards: CAREER AND TECHNICAL EDUCATION PROGRAM STANDARDS

Date of Standards:

Percentage of Course Aligned: 93%

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 2b	Unit 1: Plants and Humans: A Delicate Balance	Lesson 4	Florida-Friendly Landscaping promotes "science-based, sustainable, low-impact, and environmentally friendly practices..." It is a joint effort of U of Florida's Institute of Food and Agricultural Sciences and the Florida Department of Environmental Protection. It incorporates principles of landscape design and has 3 subgroups targeting specific groups of people.	Critical Thinking Question 4		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 OSP. CTE courses will incorporate curriculum focused on the interrelationships of family, career, and community roles and responsibilities.	Agriscience 2a	Unit 1: Plants and Humans: A Delicate Balance	Lesson 2	Domains of the horticulture industry are summarized in this lesson, as well as trends in the horticultural industry as influenced by changes in society, events such as the COVID-19 pandemic, and the crucial needs generated by principles of supply and demand, both commercial and individual.	Critical Thinking Question 5		Fully met
2.2 CTE courses will incorporate curriculum focused on the interrelationships of family, career, and community roles and responsibilities.	Agriscience 2a	Unit 7: Plant Biotechnology	Lesson 3	Biotechnology Around the World addresses ethical issues, using the example of GMOs, which have caused controversy. The USDA supports safe use of science and technology to help meet challenges. Three federal agencies ensure that plants and products produced through biotechnology are safe for farmers, consumers, and the environment. The National Bioengineered Food Disclosure Standard keeps track of which food or crops are bioengineered around the world.	Critical Thinking Questions 3-5		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 2a	Unit 6: Environmental Impacts and Plants	Lesson 3	Best Management Practices for water can be practiced on the individual residence level, and Residential BMPs section describes what students can do at home to conserve water and prevent pollution. These include tips for fertilizing, mowing, and irrigation.	Critical Thinking Question 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 2ab	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 2a	Unit 2: The World of Horticulture	Activity 2	Students are introduced to the Florida Nursery, Growers and Landscape Association (FNGLA) and assigned to use their website as a key resource. They explore how to join the organization, what kinds of educational resources are available, and they listen to a podcast or read an available article. They then summarize their findings in the format of their choice.	Students submit their summaries of their findings, including notes taken in Step 1.		Fully met
2.5.b Facilities and equipment meet or exceed the related federal, state and county safety standards.	Agriscience 2b	Unit 5: Plant Diseases and Pests	Lesson 3	Handling Pesticides Safely summarizes methods used to apply pesticides safely. Personal Protective Equipment is described. Preparing to Use Chemicals describes conditions that are safest, and Emergency Procedures explains what to do in cases of exposure.	Critical Thinking Questions 1, 2 and 4		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 2ab	All Units	All Lessons	After completing these courses, students will be closer to earning a credential by taking a certification exam: the NOCTI Horticultural exam.	The NOCTI Exam		Fully met
2.6 Curriculum is based on occupational needs and is developed and maintained in consultation with program specific advisory committees.	Agriscience 2a	Unit 2: The World of Horticulture	Lesson 4	Professional Development section explains industry certifications that verify skills in cooperation with a business, trade organization, or other industry group. These certifications and professional development can enhance knowledge and provide opportunities for advancement. Different types of post-high-school degrees are explained. Curricula in secondary schools are designed to prepare students for these educational programs.	Lesson 4 Knowledge Check Question 3		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 2a	Unit 2: The World of Horticulture	Lesson 3	Summaries of the range of career opportunities are divided into professional roles and educational teaching careers, including what a person does in the job and the required educational preparation for entry into each profession.	Critical Thinking Question 2		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 2a	Unit 8: The Business of Horticulture	Lesson 1	Owning a business can yield rewards and also involves taking risks, which are outlined in this lesson. The focus is on low-budget businesses in agriculture, assuming that students considering entrepreneurship are getting started. The concepts of investing, budgeting, and clients are summarized.	Lesson 4 Knowledge Check Question 3		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 2a	Unit 6: Environmental Impacts and Plants	Activity	Students choose a site in their own community that in their opinion is being underutilized or used for an inappropriate purpose for the good of the greater community. They develop at least 5 questions to ask about this site, which they would need to answer to fully evaluate the site. They find answers to their questions through research, or they explain what steps they took to find answers even if they were not able to. They submit their choice of site and why they chose it, the five questions they developed for evaluation, the answers to these questions, and their final report.	Students submit their choices of sites and why they chose them; the five questions they developed for evaluation, the answers to these questions, and their final reports.		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 2ab						Not met

<p>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.</p>	<p>Agriscience 2a</p>	<p>Unit 8: The Business of Horticulture</p>	<p>Final Cumulative Project</p>	<p>Students complete the project they've been working on through the course--a landscape design that they will present through highlighting the most impressive elements of their designs. They assume client has given the full range of choice for design and they create and submit a presentation that highlights the best parts.</p>	<p>Students submit their presentations, which may include virtual tours, charts and graphs showing the design's strengths, mood boards, or some other feature.</p>	<p>Fully met</p>
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