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AG/PLM 30S

### **Course Description**

This course is designed to give the student an idea of the important role agriculture plays in the community, province, on the national scene, and around the world. The aim of the course is to make students aware of the main issues in agriculture and to ask key questions about those issues. Students will see the relevance of agriculture in politics, economics, and the social system. Students will gain an appreciation of some of the ethical and environmental choices the industry faces in production, marketing, and research.

Agriculture: A Cornerstone Industry explores many issues not dealt with in detail in any other school curricula. Even for those who do not choose a career in agriculture, the course can provide new insights about the changes taking place in one of the pillars of the world economy.

### **Prerequisites**

**Nil**

### **Materials Required**

All technical hardware is provided. Pencil, pen, paper and other usual course material.

### **Units of Study**

#### **Unit 1: Introduction to Agriculture**

- **Topics Covered:**
  - History and importance of agriculture
    - Origins of agriculture: transition from hunter-gatherer societies to agrarian societies
    - Early agricultural civilizations (e.g., Mesopotamia, Egypt, Indus Valley, China)

- Key historical milestones: domestication of plants and animals, the Agricultural Revolution
- Impact of agriculture on societal development: trade, urbanization, and cultural advancements
- Development of agricultural technologies: from early tools to mechanization
- Overview of modern agriculture and its global importance
- Types of farming systems
  - Subsistence vs. commercial farming
  - Traditional and modern farming practices
- Overview of agriculture careers
  - Roles in farming, research, agribusiness, and policy-making

## **Unit 2: Soil Science and Land Management**

- **Topics Covered:**
  - Soil composition and types
  - Soil conservation methods
  - Importance of land management

## **Unit 3: Plant Science and Crop Production**

- **Topics Covered:**
  - Plant anatomy and physiology
  - Crop selection and planting techniques
  - Pest management and crop rotation

#### **Unit 4: Animal Science**

- **Topics Covered:**
  - Livestock management and care
  - Breeding and genetics
  - Animal health and nutrition

#### **Unit 5: Sustainable Agriculture**

- **Topics Covered:**
  - Principles of sustainability
  - Organic farming methods
  - Renewable energy in agriculture

#### **Unit 6: Technology in Agriculture**

- **Topics Covered:**
  - Precision agriculture
  - Use of drones and sensors
  - Advancements in agricultural machinery

#### **Unit 7: Agricultural Business and Marketing**

- **Topics Covered:**
  - Basics of farm management
  - Marketing agricultural products
  - Entrepreneurship in agriculture

## Unit 8: Global Agriculture and Food Security

- **Topics Covered:**

- Global agricultural practices
- Challenges of food security
- Role of agriculture in addressing hunger

### **Evaluation Format**

It should be noted that students must successfully complete all required outcomes in order to receive credit for this course. Assignments may be added, edited or removed based on current practices, new innovations, and time constraints. These assignments will be to strengthen learning of a specific outcome, and will also be required to be complete.

### **Assessment Guidelines**

1. ***SUMMATIVE ASSESSMENT*** counts toward a student's final grade. Students, who do not complete formative work, may find summative work difficult.

a. As assignments are assigned they will be listed on PowerSchool so student can self-monitor what assignments are yet to be complete.

b. Assignments are marked as finished.

c. Mark breakdown:

Demonstrations 25%

Projects 35%

Rich Performance Tasks 25%

Final Ag Challenge 15%

d. As we progress through the course assignments there essentially are no "due dates". However, dates are set for assignments to assist the student in setting a pace for assignment completion. A "missing" and/or a "0" may be entered when the assignment time frame has passed. These assignments must still be complete to earn the credit.

e. If you are not happy with your mark, ask me what you can do to improve it. If you have time you can redo it.

f. All assignments must be handed in to earn the credit.

g. If you diligently worked throughout the semester and feel you might not finish all assignments, DON'T GIVE UP! Come talk with me and we can develop a plan that will help you to be successful. This plan may involve extra work time, extended time frame or a decrease in assignment content.

**2. FORMATIVE ASSESSMENT** is everyday classwork that is monitored, but does not count toward a final grade. It is an indicator of outcome comprehension that students have from completing work during class time or for homework.

a. Done daily. Students can ask about their work and receive instant feedback.

b. Students will be asked to evaluate their own assignments based on the marking criteria. This will help in understanding what I need from you as well as look critically at their own work. Why? Students are more motivated to learn. Students take responsibility for their own learning. Students learn valuable lifelong skills such as self-evaluation, self-assessment, and goal setting.

c. Monitoring and encouraging use of all nine Essential Skills. All are used in different combinations and applications in every occupation. They are the foundational skills you use to perform your work tasks and the building blocks you use to learn new skills. It is important for students to have the appropriate levels of Essential Skills for the workplace.

### **Learning Behaviours**

Students should be able to progress through the Agriculture curriculum, activities, and assignments at the class set pace. Students must therefore develop good time management skills and be able to work well independently in order to be successful. Students are expected to exhibit the appropriate level of respect for the facilities, tools and equipment.

Personal management skills: Uses class time effectively; works independently; completes homework and

assignments on time

Active participation in learning: Participates in class activities; self-assesses; sets learning goals

Social responsibility: Works well with others; resolves conflicts appropriately; respects self, others and the environment; contributes in a positive way to communities

## **Class Expectations**

The Swan Valley Regional Secondary School Community, which includes staff, parents and students, has the responsibility to provide and ensure a safe and positive climate for learning. Our Code of Conduct provides a broad framework of behavioral expectations for students. It is expected that all members of the school community will uphold the underlying beliefs of the school code which include the following:

### **LEARNING**

At SVRSS, we are focused on the acquisition of knowledge or skills through experience and study. Everything we do is focused on learning opportunities for the members of our school community.

### **RESPECT**

At SVRSS we are respectful of ourselves, others and the environment.

### **RESPONSIBILITY**

At SVRSS we are ready to learn. Students must follow the school code of conduct.

We will all accept responsibility for our own choices and actions.

### **SAFETY**

At SVRSS we make positive choices which keep everyone safe physically and emotionally

Our classroom expectations in our AG class:

#### *1. Learning*

- a. Come to class ready to work and LEARN
- b. Technology use is for specific course LEARNING only!
- c. Enjoy your time here, LEARNING is fun if you let it be!

#### *2. Respect*

- a. Every person (staff & student)
- b. The workplace (no food, drink)
- c. Yourself

### *3. Responsible*

- a. You (and you alone) are accountable to complete all assignments. Use class time wisely.
- b. If you are unsure of something, ASK for help.
- c. TALK to me if you have a problem. We can find a solution together.
- d. Set GOALS for each assignment, subject and class.

### *4. Safety*

- a. Clean up your area when finished
- b. Use of technology for purposes contravening the SVRSS Code of Conduct will be dealt with.

## **CLASSROOM PROCEDURES**

1. Late: Being on time means being in your seat at the start of class (not running in the door). This is a direct correlation to point “2” above: Respect

### 2. Absentees

- i. Even if approved by Parents/Guardians, you still need to complete assignments.
- ii. You are responsible to finish assignments and work that you have missed.

### 3. Leaving the class

- i. Ask permission before you leave and use the sign out/in sheet. I am accountable for your whereabouts during this class and need to know who is out of the room at all times.

### 4. Follow the SVRSS policies for absences and school appropriate dress.

## **Digital Citizenship**

1. You will be on the computer doing assignments most days.
2. Computer use is a privilege. DO NOT abuse it or it will be taken away and we will find pen and paper assignments for you to complete.
3. Internet use is solely for assignments.
4. Classroom MLDs are provided for assignment purposes not personal use.
5. Personal Technology Devices may be used discreetly, as long as they do not interfere with learning.
  - a. If learning is hindered by the device you will be asked to not bring the device to class or to place it on my desk until the end of class.
  - b. Should abuse persist you are in direct contradiction of the SVRSS Code of Conduct. Consequences and you will lose your device for the remainder of the day. It will be taken to the office where you will be able to retrieve it at the end of the day.