AGED 325
Exam II

Use the lesson plan to answer the following questions. Read each question CAREFULLY and respond COMPLETELY. Use the back if necessary. Please write as NEATLY as possible!

1. Discuss the three problems found in the IDENTIFICATION portion of the lesson plan. (10 points)
   - There are units, but the lesson title should start with verbs.
   - The course listing does not include the course number.
   - The TEKS are incomplete.

2. What is wrong with the OBJECTIVES on the lesson plan? Rewrite one of the objectives to make it correct. Why are the objectives important? (12 points)
   - The first objective starts with "know", which is not a measurable verb.
   - All the objective are missing the active wording.

3. What are the three parts of the PREPARATION? Are these found in this lesson plan? If not, what is missing? Why is the PREPARATION important? (10 points)
   - 1) Think 2) Motivation 3) Overview
   - There is no think or motivation, but there is some information given for an overview.
   - The preparation is important because you are gaining the students attention and interest as well as preparing them for the lesson.

4. How detailed should the PRESENTATION part of the lesson plan be? Is this lesson plan made detailed enough? (10 points)
   - It is better to have too much detail than not enough.
   - It should be very detailed, but the detail should be able to teach the lesson just from your plan.
   - No, it is not detailed enough.

5. When should the APPLICATION take place? Is the APPLICATION in this lesson plan appropriate given this fact? Why or why not? (10 points)
   - The Application should come at the end of the lesson.
   - No, in this plan, there are questions given throughout the lesson. Also, the teacher is to use a field trip as an application, which is not correct.

6. What two things should be included in the EVALUATION part of the lesson plan? Are these two things included in this lesson plan? (10 points)
   - 1) Summary of the material
   - 2) Evaluation/Questions/Quiz
   - No, they are not both included. It does not say the questions are being discussed orally.

7. Why is it important that we indicate TEKS in the lesson plan? (6 points)
   - So that you as an educator can always reference the objectives are on all TEKS (e.g., no searching) and the teacher can grow and rely on covering the material mandated by TEKS.
8. For ONE of the following unit plan titles, list four lesson plans you would teach (written correctly) and why each would be important to include. (10 points)

- Animal Nutrition
- Plant Reproduction
- Ag Mechanics Safety
- Personal Leadership Styles

- Discuss the importance of nutrition and feeding. Give students a variety of diet options to choose from.
- Evaluate the importance of feeding and the different types of animal feed.
- Evaluate the nutritional needs of various animals.
- Discuss how to feed and care for cows and other animals.

9. What is a scope and sequence and why is it important to develop one for each class you are teaching? (6 points)

1) It is a general overview of what units and lessons will be taught in a class, the order they will go in, and the amount of time spent on each lesson.
2) It will keep you better organized and prepared for upcoming units.

10. Using the TEKS provided, determine what units you would teach for the first six weeks of a regular semester and the number of days you will spend on each (assuming a 90 day schedule). (10 points)

<table>
<thead>
<tr>
<th>Course: Agricultural Communications</th>
<th>1st Six Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td># Days</td>
<td>Unit Title</td>
</tr>
<tr>
<td>-----------</td>
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</tr>
<tr>
<td>2</td>
<td>Identify opportunities in the operation of communications</td>
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<tr>
<td>3</td>
<td>Discuss the importance of written and oral communications</td>
</tr>
<tr>
<td>4</td>
<td>Evaluate the importance of communicating factual and unbiased data and information obtained from reliable sources</td>
</tr>
<tr>
<td>3</td>
<td>Identify bias in information in written and oral materials</td>
</tr>
<tr>
<td>2</td>
<td>Identify journaling skills and appropriate note-taking styles</td>
</tr>
<tr>
<td>2</td>
<td>Plan and conduct supervised agricultural experience projects</td>
</tr>
<tr>
<td>3</td>
<td>Identify appropriate note-taking styles relative to the audience and presentation setting</td>
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<tr>
<td>4</td>
<td>Prepare a written informative report</td>
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<tr>
<td>4</td>
<td>Demonstrate speaking, presentation, and delivery skills</td>
</tr>
<tr>
<td>3</td>
<td>Being Record Books Up to Date</td>
</tr>
<tr>
<td>30</td>
<td>Total Days</td>
</tr>
</tbody>
</table>

11. TEKS: 119.56c1AE, 119.56c2ABCD, 119.56c3

11. Justify why you would teach the above in the first six weeks and in the order you used. (7 points)

- The order I chose would gradually introduce the course to the students, and by starting on something the students already knew, it would make the new info back to other classes they've had, instead of just throwing new material at them in the beginning.
Objectives:
A. The student will be able to:
   Know the anatomy of the equine digestive system
   Discuss the digestion process
   Describe the major parts stomach of the digest tract of the equine.

Teaching Materials: Digest tract handout, Digest tract transparency, Power point

Teaching Procedure:
Preparation
After the instructor has covered information over feedstuffs and method of feeding, the students should be ready to start the digestive tract lesson.

Open up a short discussion on current events. Range conversation from school announcements to current news events. This will help students loosen up and relax (clear their minds). Also do a brief summary of the previous day's lesson. Only take about five minutes before rolling into the day's objectives.

Presentation
Objectives
- Sections of the Digestive Tract
  - Parts of the Foregut
  - Parts of the Hindgut

Sections of the Digestive Tract
- Foregut
  - Mouth
  - Esophagus
  - Stomach
  - Small Intestine
- Hindgut
  - Large Intestine
  - Cecum
  - Large colon
  - Small colon
- Rectum

Teacher Led Discussion
- Pass out digestive tract handout. Handouts are left blank so students can fill out as the discussion moves along.
- Where do you think that most of the horse's digestion takes place in the foregut or hindgut? Why is that?
- Explain the function of all parts of the hindgut emphasizing on microbial digestion
- If I had a foal that was suffering from severe diarrhea what might be the problem? How can it be fixed?

Application
Application questions are threaded throughout discussion.

Plan a field trip to a local quarter horse farm after the completion of units focusing on equine nutrition, care & handling, and reproduction & breeding methods.

Students will answer based on their thoughts and information covered in class.

The field trip will show the students how all the techniques and information they learned can be applied to a real life example of the horse industry.

Evaluation
The hindgut is composed of what?
How about the foregut?
What takes place in the stomach and the small intestines?
Where are microbial bacteria found in the digestive tract?
What happens in the large intestines?

References: D. Douglas Householder, Ph. D. And Gary D. Potter, Ph. D.
Department of Animal Science. Texas A&M University. College Station, TX.
§119.56. Agricultural Communications (One-Half Credit).

(a) General requirements. This course is recommended for students in Grades 9-12.

(b) Introduction. To be prepared for careers in leadership development systems, students need to attain academic skills and knowledge, to acquire knowledge and skills related to leadership development systems and the workplace, and to develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need to have opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings.

(c) Knowledge and skills.

(1) The student learns the employability characteristics of a successful worker in the modern workplace. The student is expected to:

(A) identify career development and entrepreneurship opportunities in the field of agricultural communications;

(B) apply competencies related to resources, information, interpersonal skills, and systems of operation in agricultural communications;

(C) demonstrate knowledge of personal and occupational safety practices in the workplace;

(D) identify employers' expectations, appropriate work habits, and good citizenship skills; and

(E) plan and conduct supervised agricultural experience programs.

(2) The student identifies agricultural communications in relation to utilizing appropriate spoken communications techniques and procedures. The student is expected to:

(A) identify the importance of verbal and non-verbal communications;

(B) know the importance of communicating factual and unbiased data and information obtained from reliable sources;

(C) demonstrate speech preparation and delivery skills; and

(D) identify journalistic interviewing skills and appropriate speaking styles.

(3) The student demonstrates effective written communications skills. The student is expected to:

(A) identify appropriate writing styles related to the delivery method and target audience;

(B) identify bias information in written materials; and

(C) prepare a written informative report.

(4) The student demonstrates effective visual communications skills. The student is expected to:

(A) demonstrate photography skills as they apply to effective communications;

(B) prepare a photo or video essay on agriculture/agribusiness; and

(C) utilize appropriate technology in agricultural communications.