

**AG 460**

**AGRIBUSINESS**

**MANAGEMENT**

**AND MARKETING**

FOR

IDAHO

SECONDARY AGRICULTURE INSTRUCTORS

Developed and written by:  
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Administered through the  
Department of Agricultural and Extension Education  
University of Idaho

By  
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## FOREWORD

The Agricultural Science and Technology Curriculum Guides are the product of many years of careful planning and development. In 1987, an Agricultural Education Technical Committee was assembled to determine the competencies necessary to prepare students for careers in agriculture. In 1989, a committee of secondary agriculture instructors, state supervisory staff and University of Idaho Agricultural and Extension Education faculty arranged the competencies into an outline of courses appropriate for secondary agriculture programs in Idaho. These curriculum guides have been written to provide the secondary agriculture instructor with up-to-date instructional materials to be used in developing lessons for the student interested in pursuing a career in agriculture.

The arrangement of the guide follows the courses outlined in the Agricultural Science and Technology Curriculum Outline - The Guide to the 90's (Vo. Ed. #240) published in 1989. The format used in this guide was adapted from the curriculum guides developed for Idaho secondary agriculture instructors during the period of 1981-1985.

The original Idaho Agricultural Curriculum Guides used in the development of these materials were:

- 1981 - Livestock Production
- 1981 - Agricultural Mechanics
- 1982 - Farm Business Management
- 1985 - Crop and Soil Science

Many individuals made the original guides possible. The format used was adapted from curriculum developed by the Curriculum and Instructional Materials Center of the Oklahoma State Department of Vocational and Technical Education. Selected information and many of the transparency masters used in the guides were provided by the Vocational Instructional Services, Texas A & M University. Additional information and transparency masters were provided by the Department of Agricultural Communications and Education, College of Agriculture, University of Illinois and the Agricultural Education Program, Department of Applied Behavioral Sciences, University of California, Davis.

Laboratory exercises incorporated into the units of instruction were used from the Holt, Rinehart and Winston, Inc. book, Modern Biology, Biology Investigations and the Scott, Foresman, and Company Lab Manual for Biology. Credit appears on the first page of the materials used from these two sources.

Without the following individuals' dedication and commitment, this project would not have been completed.

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## USE OF THIS PUBLICATION

### Introduction

This material must be taught. It does not replace the teacher, nor the teacher's expertise. The teacher needs to adapt the material to the local area and individual students. The teacher must also provide the necessary motivating techniques to help the students learn the material.

The pages in the guide are color coded to assist in identifying and locating the desired pages. The colors used are:

|  |        |
|--|--------|
| Table of Contents                          | Ivory  |
| Semester Course Title Page                 | Green  |
| Foreword                                   | Yellow |
| Use of Publication                         | Salmon |
| Divider Page Between Units                 | Tan    |
| Refer to Another Unit Page                 | Grey   |
| Unit Objectives/Specific Competencies      | White  |
| Suggested Activities                       | Blue   |
| Information Sheets                         | White  |
| Transparency Masters                       | White  |
| Assignment Sheets                          | White  |
| Answers to Assignment Sheets               | Gold   |
| Instructors Notes for Laboratory Exercises | Blue   |
| Laboratory Exercises                       | White  |
| Answers to Laboratory Exercises            | Gold   |
| Unit Test                                  | White  |
| Answers to Test                            | Gold   |

### Instructional Units

These units are not geared to a particular age level and must be adapted for the students with whom they are used. Units include objectives and competencies, suggested activities for the instructor and students, information sheet, transparency masters, assignment sheets, laboratory exercises, instructor notes for laboratory exercises, answers to assignment sheets and laboratory exercises, test and answers to test. Units are planned for more than one lesson or class period.

The teacher should carefully study each instructional unit to determine:

- A. The appropriateness of the material for the age level
- B. The amount of material that can be covered during a class period
- C. Additional objectives and/or assignments, which could be developed

- D. The skills that must be demonstrated
  - 1. Supplies needed
  - 2. Equipment needed
  - 3. Amount of practice needed
  - 4. Amount of class time needed for demonstrations
- E. Supplementary materials, such as pamphlets, filmstrips and slides that must be ordered
- F. Resource people who must be contacted

### Objectives and Competencies

Each unit of instruction is based on stated objectives. These objectives state the goals of the unit, thus providing a sense of direction and accomplishment for the student.

The objectives are stated in two forms: unit objectives, stating the subject matter to be covered in a unit of instruction; and specific objectives, stating the student performances necessary to reach the unit objective.

Since the objectives of the unit provide direction for the teaching-learning process, it is important for the teacher and students to have a common understanding of the intent of the objectives. A limited number of performance terms have been used in the objectives for this curriculum to assist in promoting the effectiveness of the communication among all individuals using the materials.

Following is a list of performance terms and their synonyms that may have been used in this material:

| <u>Name</u>        | <u>Identify</u> | <u>State a Rule</u> | <u>Apply a Rule</u> |
|--------------------|-----------------|---------------------|---------------------|
| Label              | Select          | Calculate           |                     |
| List in writing    | Mark            |                     |                     |
| List orally        | Point out       |                     |                     |
| Letter             | Pick out        |                     |                     |
| Record             | Choose          |                     |                     |
| Repeat             | Locate          |                     |                     |
| Give               | Match           |                     |                     |
| <br>               |                 |                     |                     |
| <u>Describe</u>    | <u>Order</u>    | <u>Distinguish</u>  |                     |
| Define             | Arrange         | Discriminate        |                     |
| Discuss in writing | Sequence        |                     |                     |
| Discuss orally     | List in order   |                     |                     |
| Interpret          | Classify        |                     |                     |
| Tell how           | Divide          |                     |                     |
| Tell what          | Isolate         |                     |                     |
| Explain            | Sort            |                     |                     |

### Construct

Draw  
Make  
Build  
Design  
Formulate  
Reproduce

Transcribe  
Reduce  
Increase  
Figure  
Conduct  
Compare

### Demonstrate

Show your work  
Show procedure  
Perform an experiment  
Perform the steps  
Operate  
Remove

Replace  
Turn on/off  
(Dis) assemble  
(Dis) connect

Reading of the objectives by the student should be followed by a class discussion to answer any questions concerning performance requirements for each instructional unit.

Teachers should feel free to add objectives, which will fit the material to the needs of the students and community. When a teacher adds objectives, he/she should remember to supply the needed information, assignment sheets and/or laboratory exercises and criterion tests.

### Suggested Activities

Each unit of instruction has a suggested activities sheet outlining steps to follow in accomplishing specific objectives. Duties of the instructor will vary according to the particular unit. However, for best use of the material they should include the following: provide students with objective sheet, information sheet, assignment sheets, and laboratory exercises; preview filmstrips, make transparencies, and arrange for resource materials and people; discuss unit and specific objectives and information sheet; give test. Teachers are encouraged to use any additional instructional activities and teaching methods to aid students in accomplishing the objectives.

### Information Sheet

The information sheet provides content essential for meeting the cognitive (knowledge) requirements of the unit. The teacher will find that the information sheet serves as an excellent guide for presenting the background knowledge necessary to develop the skills specified in the unit objective.

Students should read the information sheet before the information is discussed in class. Students may take additional notes on the information sheet.

### Transparency Masters

Transparency masters provide information in a special way. The students may see as well as hear the material being presented, thus reinforcing the learning process. Transparencies may present new information or they may reinforce information presented in the information sheet. They are particularly effective when identification is necessary.

Transparencies should be made and placed in the notebook where they will be immediately available for use. Transparencies direct the class's attention to the topic of discussion. They should be left on the screen only when topics shown are under discussion. (NOTE: Stand away from the overhead projector when discussing transparency material. The noise of the projector may cause the teacher to speak too loudly.)

### Assignment Sheets

Assignment sheets give direction to study and furnish practice for paper and pencil activities to develop the knowledge which is a necessary prerequisite to skill development. These may be given to the student for completion in class or used for homework assignments. Answer sheets are provided which may be used by the student and/or teacher for checking student progress.

### Laboratory Exercises

Laboratory exercises are found in selected units. The laboratory exercises include both science and agricultural mechanics activities. The science laboratory exercises often have instructions to the instructor prior to the actual laboratory. Procedures outlined in the laboratory exercise for agricultural mechanics give direction to the skill being taught and allow both student and teacher to check student progress toward the accomplishment of the skill.

### Test and Evaluation

Paper-pencil and performance tests have been constructed to measure student achievement of each objective listed in the unit of instruction. Individual test items may be pulled out and used as a short test to determine student achievement of a particular objective. This kind of testing may be used as a daily quiz and can help the teacher spot difficulties being encountered by students in their efforts to accomplish the unit objective. Test items for objectives added by the teachers should be constructed and added to the test.

### Test Answers

Test answers are provided for each unit. These may be used by the teacher and/or student for checking student achievement of the objectives.

### Care of Materials

The cost of reproduction of this guide prohibits the replacement of these materials. Therefore, please be extremely careful in handling originals. Make the necessary copies of the information sheets, transparencies, assignments and tests and replace originals in the curriculum guide notebook. Take extra care in keeping originals clear for future reproduction.