

Implementation date

Fall 2009

PROGRAM CONCENTRATION:

Agriculture

CAREER PATHWAY:

***Additional Course for
Agricultural Mechanics Pathway
Agricultural Electricity and
Electrical Controls**

COURSE TITLE:

Course Description: This course is designed to provide students with a more in-depth study of agricultural electricity and electrical controls. Students interested in agricultural mechanics will have the opportunity to explore the many career possibilities in the field of agricultural electricity and electrical controls. Additionally, hands-on laboratory activities enhance the classroom learning experience and provide students with the skills needed to participate in Supervised Agricultural Experience Programs and FFA Career Development Events

AG-AME-1. Students will become oriented to the comprehensive program of agricultural education, learn to work safely in the agriculture lab and work sites, demonstrate selected competencies in leadership through the FFA and agricultural industry organizations, and develop plans for a Supervised Agricultural Experience Program (SAEP).

- a. Explain the role of the Agriculture Education program and the FFA in personal development.
- b. Demonstrate knowledge learned through a Supervised Agricultural Experience Program (SAEP).
- c. Develop leadership and personal development skills through participation in the FFA.
- d. Explore career opportunities in Agriscience through the FFA and Agriculture Education Program.
- e. Explore the professional agricultural organizations associated with the course content.
- f. Explore the history and background of the FFA.

Academic Standards:

ELA10C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

SCSh6 The student communicates scientific investigations and information clearly.

SCSh9 The student enhances reading in all curriculum areas.

ELA10LSV1 (d) The student actively solicits another person's comments or opinion. (e) The student offers own opinion forcefully without domineering.

Implementation date
Fall 2009

ELA10LSV1 (i) The student employs group decision-making techniques such as brainstorming or a problem-solving sequence (e.g., recognizes problem, defines problem, identifies possible solutions, selects optimal solution, implements solution, evaluates solution).

ELA10LSV1 (e) The student offers own opinion forcefully without domineering. (f) The student contributes voluntarily and responds directly when solicited by teacher or discussion leader. (g) The student gives reasons in support of opinions expressed.

AG-AME-2. Students will demonstrate the skills necessary for safely wiring electrical circuits to industry standards.

- a. Justify fundamental safety rules of electricity.
- b. Demonstrate safety procedures for electricity to teacher's standards.
- c. Explain the purpose of the National Electrical Code.
- d. Identify tools commonly used in the electrical industry.
- e. Demonstrate the proper use of electrical tools.
- f. Select conductors of electricity.
- g. Identify single pole switches, duplex receptacles, and ceiling outlets.
- h. Select wire nuts and grounding materials to be used in basic circuits.
- i. Prepare and connect wires to receptacles, switches, and fixtures to the standards of the electrical industry.
- j. Demonstrate the proper technique for grounding devices in a basic circuit.
- k. Describe the theory of electricity.
- l. Define electrical terms.
- m. Identify electrical symbols used in diagrams and floor plans.
- n. Select service entrance equipment for different jobs.
- o. Explain the theory of operation for branch circuits.
- p. Identify types of circuits and outlets.
- q. Plan electrical circuits.
- r. Select service entrance equipment for a specific job.
- s. Select materials to wire a branch circuit.
- t. Select appropriate grounding materials for a specific wiring system.
- u. Draw a wiring diagram using appropriate symbols according to the National Electrical Code.
- v. Install service entrance equipment.
- w. Install branch circuits.
- x. Install grounding materials.

Academic Standards:

SCSh2 The student uses standard safety practices for all classroom laboratory and field investigations.

Implementation date

Fall 2009

SCSh3 The student identifies and investigates problems scientifically.

SP3 The student evaluates the forms and transformations of energy.

SP5 The student evaluates relationships between electrical and magnetic forces

MM1P3 The student communicates mathematically.

MM1P4 The student makes connections among mathematical ideas and other disciplines.

MM1P5 The student represents mathematics in multiple ways.

ELA9RC2 The student participates in discussions related to curricular learning in all subject areas.

ELA9RC3 The student acquires new vocabulary in each content area and uses it correctly.

ELA9RC4 The student establishes a context for information acquired by reading across subject areas.

AG-AME-3. Students will demonstrate skills necessary for safe operations of electric motors and controls that are used in the agricultural industry.

- a. Explain the theory and operations of electric motors.
- b. List advantages of electrical motor power.
- c. Explain the use of different types of electric motors.
- d. Describe the parts of an electric motor.
- e. List factors in selecting electric motors.
- f. Recognize types of motor bearings.
- g. Identify types of motor enclosures.
- h. Demonstrate the ability to collect and interpret name plate information.
- i. Select motor control for various agricultural related jobs.
- j. Install and maintain motor controls.
- k. Interpret a motor control schematic diagram.
- l. Calculate total motor current required.
- m. Analyze proper conductor size based on capacity requirements.
- n. Determine conductor size based on voltage drop.
- o. Select conductor size to meet both capacity and voltage drop requirements.
- p. Determine motor protection load.
- q. Check continuity of the starting and running winds.
- r. Determine the difference between starting and running winds.

Implementation date

Fall 2009

- s. Calculate the amount of current drawn.
- t. Identify proper techniques for checking the voltage on electric motors.

Academic Standards:

SCSh2 The student uses standard safety practices for all classroom laboratory and field investigations.

SCSh3 The student identifies and investigates problems scientifically.

SP3 The student evaluates the forms and transformations of energy.

SP5 The student evaluates relationships between electrical and magnetic forces.

MM1P3 The student communicates mathematically.

MM1P4 The student makes connections among mathematical ideas and to other disciplines.

MM1P5 The student represents mathematics in multiple ways.

ELA9RC2 The student participates in discussions related to curricular learning in all subject areas.

ELA9RC3 The student acquires new vocabulary in each content area and uses it correctly.

ELA9RC4 The student establishes a context for information acquired by reading across subject areas.

Reading Across the Curriculum

Reading Standard Comment

After the elementary years, students engage in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas in *context*.

Beginning with the middle grades years, students begin to self-select reading materials based on personal interests established through classroom learning. Students become

Implementation date

Fall 2009

curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

CTAE-RC-1 Students will enhance reading in all curriculum areas by:

Reading in All Curriculum Areas

- Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
- Read both informational and fictional texts in a variety of genres and modes of discourse.
- Read technical texts related to various subject areas.

Discussing Books

- Discuss messages and themes from books in all subject areas.
- Respond to a variety of texts in multiple modes of discourse.
- Relate messages and themes from one subject area to messages and themes in another area.
- Evaluate the merit of texts in every subject discipline.
- Examine author's purpose in writing.
- Recognize the features of disciplinary texts.

Building Vocabulary Knowledge

- Demonstrate an understanding of contextual vocabulary in various subjects.
- Use content vocabulary in writing and speaking.
- Explore understanding of new words found in subject area texts.

Establishing Context

- Explore life experiences related to subject area content.
- Discuss in both writing and speaking how certain words are subject area related.
- Determine strategies for finding content and contextual meaning for unknown words.

CTAE Foundation Skills

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations,

Implementation date

Fall 2009

these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U. S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

CTAE-FS-1 Technical Skills: Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

CTAE-FS-2 Academic Foundations: Learners achieve state academic standards at or above grade level.

CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.

CTAE-FS-4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.

CTAE-FS-5 Information Technology Applications: Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

CTAE-FS-6 Systems: Learners understand a variety of organizational structures and functions.

CTAE-FS-7 Safety, Health and Environment: Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

Implementation date

Fall 2009

CTAE-FS-9 Ethics and Legal Responsibilities: Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

CTAE-FS-10 Career Development: Learners plan and manage academic-career plans and employment relations.

CTAE-FS-11 Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.