Place-Based Learning
Project Planning Guide

Project Title: The Future of Animal Agriculture in the US **Project Leader(s):** Wes and Kate Crawford

Grade Level(s) _____ **School Name:** Sutherlin and Oakland High Schools **School District:** Sutherlin and Oakland School Districts

Content Areas: _X__ Science ___ Arts ___ Math ___ Technology ___ Foreign Language ___ Social Studies ___Ag Science_____ Other

1.Project Objective(s):
Students will:
- Compare and contrast animal agriculture within the US and New Zealand
- Make recommendations for the future of US animal agriculture
- Utilize technology to construct a visual display
- Share their ideas with fellow students about their findings

2. Project Description: Include in your description answers to the following questions: What is the scope of the project; that is, how many teachers, students, and community members do you expect to be involved? Who are your community partners and how are they involved in planning and implementation?

Students will compare and contrast the differences and similarities within animal agriculture in the United States and its trading partner New Zealand. In this project students will develop a visual poster on the computer that we will print using a poster printer to display. The poster will outline production elements that we share as well as items that are distinctly different. From their findings students will draw conclusions on what methods they feel are more economical, environmentally sustainable, and most innovative for the future of the industry. Students will share their findings in round table discussion panels within the class.

3. Community Connection: How is the project connected to the unique identity of your place (e.g., culture, economy, infrastructure, natural resources)? What makes this a community development project? What specific community need will it address?

Oakland and Sutherlin are both agricultural communities with the primary focus of the family operated agriculture focusing on animal production. By doing this project it will get students thinking about new and more innovative practices that could potentially be utilized to help make our animal production practices better. Hopefully through this project it will break possible trends of "well this is how its always been done" type of mind sets and possibly get both them and the community thinking of outside the box approaches to production. By starting this process with the students, it will hopefully start conversations at home and beyond.

4. Essential Question: What is the essential question addressed by the work of the students and community partners?

The essential question to be addressed by this project is how can we use our cousins down under to strengthen our production practices here in the US?

5. Student Learning Outcomes and Standards:

Learning Outcomes: What will students know and be able to do as a result of this project?	**Standards Addressed:** Which learning results or benchmarks do these outcomes address?	**Assessment:** How will you assess each student learning outcome?
1. Compare and contrast elements of health concerns within both the US and New Zealand.	ANS 03. Provide for the proper health care of animals	Utilize scoring rubric to evaluate student generated content of the project.
2. Evaluate various feeds and feeding systems to hypothesize what would be the most economical feeds to utilize while maintaining proper nutrition and growth rates.	ANS 04. Apply principles of animal nutrition to ensure the proper growth, development, reproduction and economic production of animals	Utilize scoring rubric to evaluate student generated content of the project.
3. Determine which innovative technologies currently being utilized within the US and New Zealand are the most effective for selecting production animals.	ANS 05. Evaluate and select animals based on scientific principles of animal production.	Utilize scoring rubric to evaluate student generated content of the project.
4. Compare and contrast the environmental factors of New Zealand and western Oregon and determine the appropriate animal management practices to benefit both the production of animals and maintain the environment.	ANS 08. Analyze environmental factors associated with animal production.	Utilize scoring rubric to evaluate student generated content of the project.
5. Based on current public conceptions of animal production in the US students will identify commonalities in issues that are global issues pertaining to animal production and care.	ANS 09. Identify contentious issues in animal science.	Utilize scoring rubric to evaluate student generated content of the project.

6.. Literacy Acquisition:		
Goals: What specific literacy goals will the project address?	**Strategies:** What literacy strategies will the project employ?	**Assessment:** How will you assess literacy outcomes?
Understanding of animal agriculture in the US and New Zealand.	Utilizing information provided by our visit to Lincoln University and our stay with members of the New Zealand beef and sheep council students will use highlighters to identify key production aspects of animal production.	Utilize scoring rubric to evaluate student generated content of the project.

Understand international commonalities in animal production.	Utilizing information from above, students will use a word web to draw connections between international and local practices in animal production.	Utilize scoring rubric to evaluate student generated content of the project.

7. What 21st Century Skills will students apply and assimilate through this project? How will students demonstrate these behaviors?	
Goals: What 21st Century skills with students apply?	**Assessment:** How will you assess 21st Century outcomes?
Students will be able to evaluate various practices to with the same outcome in mind and be able to determine the most suitable path for their situation.	Evaluating their project and presentation against a scoring rubric.
Students will utilize computer technology to create an eye appealing visual.	Evaluating their project and presentation against a scoring rubric.
Students will apply communication skills while presenting their posters.	Utilize the state scoring guide for public speaking.

8. Technology: What technology tools will the project employ? How will that technology be used to enhance learning and improve on the community issue(s) the project is addressing?

There will be various components of technology implemented within this project. Students will utilize the internet for researching about both US and New Zealand production systems. To compile their information they will utilize power point to develop their poster which will be printed using a poster printer.

9. Authenticity: How does this problem connect to the local community OR Where in the "**real world**" might one see the problem or question addressed by the project tackled by an adult at work or in the community? (Ex. Local fish and game scientists also study species in our local creek.)

Students will connect with local livestock producers through the FFA alumni group. Individuals will share their findings and field questions local producers have about the information the students have compiled. This will connect with the real world because the students will be sharing their thoughts on animal production practices with individuals directly involved within the industry.

10. Adult Connections:

10a. Do students have access to at least **one other adult** with expertise relevant to their project who can address questions, provide feedback, etc.?

__X___ Yes _____ No _____ Not Sure

10b. Does the project offer students the opportunity to develop a broader understanding of the relevant field of work through observing adults during at least one in-depth **work site visit**?

_____ Yes _____ No ___X__ Not Sure

10c. Does at least one adult from outside the classroom help students develop a sense of the **real world standards** for the type of work arising from their project?

_____ Yes ___X__ No _____ Not Sure

10d.. What **roles** will adults outside of the classroom play in this project and how will students **connect** with these individuals? (Ex. Structural engineers will provide feedback to student teams on bridge design.)

Members from our FFA alumni groups will evaluate the student's projects and ask questions regarding their proposals. Students will connect with the alumni by attending one of the alumni's monthly meetings.

11. Active Exploration: Which of the following **methods and sources** of information are students expected to use in the project? (Check all that apply.)

- ○ Interviewing
- ○ Observing, documenting, and/or surveying
- ○ Video or audio-taping
- ○ **X** Gathering and reviewing published information
- ○ **X** Searching on-line and electronic databases
- ○ **X** Creating a symbolic representation (g/g/, model building, map making)
- ○ **X** Discussion
- ○ Experimentation
- ○ Other

12. Additional Assessment Information:
12a. Which of the following methods of **self-assessment** of progress are students expected to use? (Check all that apply) ○ Journals and work logs ○ Conferences with teachers or adult mentors ○ Conferences with peers ○ **X** Using a rubric or other assessment measure ○ **X** Reviewing their progress against a work plan they developed for the project ○ Identifying areas where improvement has occurred and where it is needed
12b. Do students prepare a culminating exhibition, performance, or demonstration at the completion of their project that shows their ability to apply the knowledge and skills they have gained? ___X__ Yes _____ No _____ Not Sure
12c. What opportunities are students given to conduct individual, small group and whole class **reflections on their learning** and to offer suggestions for future class projects? [Ex: Small group reflection and whole-class debrief held the day after final exhibition.] Students will have the opportunity to meet in small groups and discuss their findings and share their projects.
Please attach any lesson plans to this guide.