

**Agriculture, Food & Natural Resources Career Cluster  
Environmental Science and Stewardship  
Course Number 03.42200**

**Course Description**

This course is designed as a component of one of the pathways in the Environmental Systems Pathway. The course delves into the environment, natural resources, ecosystems, soils, land use, chemicals in the environment, and water and air quality. After completing the course, the student should be aware of issues in our society relating to environmental concerns as well as land use and waste management. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

**Course Standard 1**

**AFNR-ESS-1**

The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

**Standard: Demonstrate employability skills required by business and industry.**

The following elements should be integrated throughout the content of this course.

**1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.**

Person-to-Person Etiquette	Telephone and Email Etiquette	Cell Phone and Internet Etiquette	Communicating At Work	Listening
Interacting with Your Boss	Telephone Conversations	Using Blogs	Improving Communication Skills	Reasons, Benefits, and Barriers
Interacting with Subordinates	Barriers to Phone conversations	Using Social Media	Effective Oral Communication	Listening Strategies
Interacting with Co-workers	Making and Returning Calls		Effective Written Communication	Ways We Filter What We Hear
Interacting with Suppliers	Making Cold Calls		Effective Nonverbal Skills	Developing a Listening Attitude
	Handling Conference Calls		Effective Word Use	Show You Are Listening
	Handling Unsolicited Calls		Giving and Receiving Feedback	Asking Questions
				Obtaining Feedback
				Getting Others to Listen

Nonverbal Communication	Written Communication	Speaking	Applications and Effective Résumés
Communicating Nonverbally	Writing Documents	Using Language Carefully	Completing a Job Application
Reading Body Language and mixed Messages	Constructive Criticism in Writing	One-on-One Conversations	Writing a Cover Letter
Matching Verbal and Nonverbal communication		Small Group Communication	Things to Include in a Résumé
Improving Nonverbal Indicators		Large Group Communication	Selling Yourself in a Résumé

## Georgia Department of Education

Nonverbal Feedback		Making Speeches	Terms to Use in a Résumé
Showing Confidence Nonverbally		Involving the Audience	Describing Your Job Strengths
Showing Assertiveness		Answering Questions	Organizing Your Résumé
		Visual and Media Aids	Writing an Electronic Résumé
		Errors in Presentation	Dressing Up Your Résumé

### 1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

Teamwork and Problem Solving	Meeting Etiquette
Thinking Creatively	Preparation and Participation in Meetings
Taking Risks	Conducting Two-Person or Large Group Meetings
Building Team Communication	Inviting and Introducing Speakers
	Facilitating Discussions and Closing
	Preparing Visual Aids
	Virtual Meetings

### 1.3 Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations.

Problem Solving	Customer Service	The Application Process	Interviewing Skills	Finding the Right Job
Transferable Job Skills	Gaining Trust and Interacting with Customers	Providing Information, Accuracy and Double Checking	Preparing for an Interview	Locating Jobs and Networking
Becoming a Problem Solver	Learning and Giving Customers What They Want	Online Application Process	Questions to Ask in an Interview	Job Shopping Online
Identifying a Problem	Keeping Customers Coming Back	Following Up After Submitting an Application	Things to Include in a Career Portfolio	Job Search Websites
Becoming a Critical Thinker	Seeing the Customer's Point	Effective Résumés:	Traits Employers are Seeking	Participation in Job Fairs
Managing	Selling Yourself and the Company	Matching Your Talents to a Job	Considerations Before Taking a Job	Searching the Classified Ads
	Handling Customer Complaints	When a Résumé Should be Used		Using Employment Agencies
	Strategies for Customer Service			Landing an Internship
				Staying Motivated to Search

### 1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

Workplace Ethics	Personal Characteristics	Employer Expectations	Business Etiquette	Communicating at Work
Demonstrating Good Work Ethic	Demonstrating a Good Attitude	Behaviors Employers Expect	Language and Behavior	Handling Anger
Behaving Appropriately	Gaining and Showing Respect	Objectionable Behaviors	Keeping Information Confidential	Dealing with Difficult Coworkers
Maintaining Honesty	Demonstrating Responsibility	Establishing Credibility	Avoiding Gossip	Dealing with a Difficult Boss
Playing Fair	Showing Dependability	Demonstrating Your Skills	Appropriate Work Email	Dealing with Difficult Customers
Using Ethical Language	Being Courteous	Building Work Relationships	Cell Phone Etiquette	Dealing with Conflict

## Georgia Department of Education

Showing Responsibility	Gaining Coworkers' Trust		Appropriate Work Texting	
Reducing Harassment	Persevering		Understanding Copyright	
Respecting Diversity	Handling Criticism		Social Networking	
Making Truthfulness a Habit	Showing Professionalism			
Leaving a Job Ethically				

### 1.5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills.

Expected Work Traits	Teamwork	Time Management
Demonstrating Responsibility	Teamwork Skills	Managing Time
Dealing with Information Overload	Reasons Companies Use Teams	Putting First Things First
Transferable Job Skills	Decisions Teams Make	Juggling Many Priorities
Managing Change	Team Responsibilities	Overcoming Procrastination
Adopting a New Technology	Problems That Affect Teams	Organizing Workspace and Tasks
	Expressing Yourself on a Team	Staying Organized
	Giving and Receiving Constructive Criticism	Finding More Time
		Managing Projects
		Prioritizing Personal and Work Life

### 1.6 Present a professional image through appearance, behavior and language.

On-the-Job Etiquette	Person-to-Person Etiquette	Communication Etiquette	Presenting Yourself
Using Professional Manners	Meeting Business Acquaintances	Creating a Good Impression	Looking Professional
Introducing People	Meeting People for the First Time	Keeping Phone Calls Professional	Dressing for Success
Appropriate Dress	Showing Politeness	Proper Use of Work Email	Showing a Professional Attitude
Business Meal Functions		Proper Use of Cell Phone	Using Good Posture
Behavior at Work Parties		Proper Use in Texting	Presenting Yourself to Associates
Behavior at Conventions			Accepting Criticism
International Etiquette			Demonstrating Leadership
Cross-Cultural Etiquette			
Working in a Cubicle			

### Support of CTAE Foundation Course Standards and Georgia Standards of Excellence L9-10RST 1-10 and L9-10WHST 1-10:

Georgia Standards of Excellence ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses.

## Course Standard 2

### AFNR-ESS-2

**Relate the role of the FFA in the personal development of students.**

- 2.1 Illustrate the relationship of the FFA within the Agricultural Education model and describe the role and function of the organizational structure from the chapter to national level.
- 2.2 Demonstrate communication skills individually and within group situations by using public speaking skills and parliamentary procedure abilities.
- 2.3 Design a personal leadership plan that includes opportunities for personal development through student, chapter, and community related activities.

## Course Standard 3

### AFNR-ESS-3

**Explore, develop, and implement Supervised Agricultural Experience Program (SAEP) by exploring careers in agriculture and agribusiness.**

- 3.1 Design, implement, and document SAEP by recording steps, skills acquired, and financial information.
- 3.2 Demonstrate employability skills such as work ethic, timeliness, communication, and self-direction.
- 3.3 Explain the role of the different types of agribusiness in society and identify agribusinesses in the local community.
- 3.4 Define agribusiness terminology and discuss the role of marketing in agricultural production.
- 3.5 Analyze skills, education requirements, income, and advantages and disadvantages of careers in the agriculture industry.

## Course Standard 4

### AFNR-ESS-4

**Recognize the importance of how the environment relates to the well-being of humanity, animals, and plants and how they interact.**

- 4.1 Explain the three basic human needs and sources for food, clothing, and shelter.
- 4.2 Understand natural resources by identifying those renewable resources found in Georgia and the United States.
- 4.3 Identify environmental issues that are important to the well-being of the planet and assess cause and effect scenarios for the use of certain resources.
- 4.4 Describe the flow of energy by constructing a model that will help the student predict energy usage and consumption.
- 4.5 Understand environmental processes by observing and interpreting the information gathered.
- 4.6 Relate agriculture to ecology and our lives by explaining the relationships and interactions of the three.
- 4.7 Analyze the impact of agricultural practices on the environment and develop a logical argument for or against an identified practice.
- 4.8 Improve the quality of our air and water by identifying point source contamination and formulate a plan to alleviate the problem.

## Course Standard 5

### AFNR-ESS-5

**Identify different ecosystems and summarize their characteristics.**

- 5.1 Understand basic ecological concepts by explaining their characteristics.
- 5.2 Classify ecosystems of the United States and explain how they are managed.
- 5.3 Identify a grassland ecosystem and summarize its characteristics.

- 5.4 Identify a forest ecosystem and summarize its characteristics.

## Course Standard 6

### AFNR-ESS-6

**Describe soil formation and management, and assess its relevance to soil conservation.**

- 6.1 Become familiar with soil and differentiate it from dirt.
- 6.2 Understand the physical properties of soil by determining the criteria used in classifying each of the properties.
- 6.3 Evaluate methods of soil erosion control and recommend a best management practice based on that evaluation.
- 6.4 Determine how soil formation affects land use and soil conservation.
- 6.5 Analyze soil erosion and human's effect on soil erosion.

## Course Standard 7

### AFNR-ESS-7

**Demonstrate knowledge of land use and waste management.**

- 7.1 Understand sustainable development and land use planning as it relates to human population growth.
- 7.2 Define waste and classify according to its characteristics.
- 7.3 Identify solid waste and investigate procedures needed and used to properly dispose of solid waste and manure.
- 7.4 Evaluate land use issues concerned with waste disposal.

## Course Standard 8

### AFNR-ESS-8

**Identify chemicals and how they can be used (or abused) in the environment.**

- 8.1 Understand the importance of chemicals in the well-being of our lives.
- 8.2 Recognize a chemical by its molecular structure as well as its name as defined by IUPAC.
- 8.3 Demonstrate safe handling and application practices for chemicals.
- 8.4 Assess the regulation and control of chemicals and their use.

## Course Standard 9

### AFNR-ESS-9

**Analyze water quality and its importance in aquatic ecosystems.**

- 9.1 Understand water quality by researching parameters defining quality water and analyze water to determine its condition.
- 9.2 Identify aquatic ecosystems and summarize their characteristics.
- 9.3 Identify wetland ecosystems and summarize their characteristics.
- 9.4 Monitor the quality of water in an aquatic ecosystem.
- 9.5 Determine management practices that enhance the quality of water.

## Course Standard 10

### AFNR-BAS-10

**Discuss issues related to air quality and how pollutants can degrade the quality of the air.**

- 10.1 Identify air pollutants and their effects on the quality of the air.
- 10.2 Assess quality of life and the effect of air pollution on it.
- 10.3 Understand the cause and effect of acid rain on quality of life.
- 10.4 Research and explain the Clean Air Act and how it relates to environmental law.