

**Introduction to Environmental, Natural, and Agricultural Science– Grade Levels 9-10
TEKS Manager**

Credit: ½

Place a check (√) in each column to show TEKS taught.

	TEKS	1 st 6 wks	2 nd 6 wks	3 rd 6 wks
(b) Introduction. To be prepared for careers in the broad field of agriculture/agribusiness, students need to attain academic skills and knowledge, to acquire knowledge and skills related to agriculture/agribusiness 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 agriculture/agribusiness;			
	(B) apply competencies related to resources, information, interpersonal skills, and systems of operation in agriculture/agribusiness;			
	(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 supervised agricultural experience programs.			
(2) The student identifies concepts related to cultural diversity. The student is expected to:	(A) identify significant similarities and differences in international agriculture;			
	(B) explain the variety of world markets; and			
	(C) know marketing factors and practices that impact other cultures.			

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(3) The student describes the historical, current, and future significance of the agricultural industry. The student is expected to:	(A) define agriculture;			
	(B) identify the scope of agriculture and its effect upon society;			
	(C) identify significant historical and current agricultural developments; and			
	(D) identify potential future scenarios for food and fiber systems.			
(4) The student analyzes the structure of agricultural leadership organizations. The student is expected to:	(A) describe life skills for effective leadership;			
	(B) identify opportunities for leadership development; and			
	(C) demonstrate democratic principles in conducting effective meetings.			
(5) The student explains the food and fiber system at local, state, national, and international levels. The student is expected to:	(A) identify reasons for world trade;			
	(B) identify the political impact of agriculture;			
	(C) identify the interdependency of agriculture and the environment;			
	(D) demonstrate the impacts of agriculture upon land, air, and water resources;			
	(E) identify alternative fuels; and			
	(F) know environmental protection and remediation methods.			
(6) The student demonstrates appropriate personal and communication skills. The student is expected to:	(A) describe professional and ethical work habits;			
	(B) define the uses of proper etiquette and behavior;			
	(C) identify appropriate personal appearance and health habits;			
	(D) identify written and oral communication skills;			
	(E) apply preparation skills to prepared and extemporaneous oral presentations; and			
	(F) demonstrate speaking skills.			

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(7) The student applies appropriate research methods on agricultural topics. The student is expected to:	(A) define major fields of agricultural research and development;			
	(B) identify and apply research in the food and fiber products industries;			
	(C) explain and interpret the labeling of agricultural products; and			
	(D) describe the scientific method of research.			
(8) The student identifies basic plant and animal science concepts. The student is expected to:	(A) define terms related to food and fiber production;			
	(B) describe the animal products industry;			
	(C) describe the plant products industry;			
	(D) describe the fiber products industry; and			
	(E) list basic management practices.			
(9) The student safely applies basic science and mathematical skills to mechanical agricultural systems. The student is expected to:	(A) explain the impact of mechanization on world agricultural production;			
	(B) demonstrate safety and appropriate laboratory procedures;			
	(C) identify metal and prepare a shop plan or working drawing; and			
	(D) perform basic metal-working skills.			