LCB File No. R043-05

PROPOSED REGULATION OF THE STATE BOARD OF EDUCATION

(This proposed regulation was previously adopted as T042-05)

Explanation: Matter in ***italics*** is new; matter in brackets ~~[]~~ is material to be omitted.

AUTHORITY: NRS 385.080, 385.110, & 389.180

Section 1. NAC 389 is hereby amended as follows:

Section 2. New

Agriculture Leadership, Communication, and Policy. A course of study in agriculture and natural resource sciences must be designed so that pupils meet the following performance standards by completion of the terminal course of instruction.

1. History/Purpose: Students will recognize the importance of agriculture communications, leadership, and policy, their history, and their effects on consumer and producer markets.

a. Students will determine the need for competent agriculture communications, leadership, and policy.

b. Students will identify major changes in agriculture communications, leadership, and policy.

c. Students will identify historical events in agriculture communications, leadership, and policy.

d. Students will explore the future of agriculture communications, leadership, and policy.

2. Leadership Development/Teamwork: Students will characterize factors associated with leadership categories and styles.

a. Students will analyze various definitions of leadership.

b. Students will investigate the discuss personal leadership development.

c. Students will explain the relationship between leadership categories, human behavior and employment.

d. Student will describe the various leadership styles.

e. Students will identify the qualities of successful leaders.

f. Students will identify the need for teamwork in group settings.

3. Students will recognize and apply various methods of research used in agriculture communications.

a. Students will identify basic research techniques.

b. Students will identify and apply effective interviewing techniques.

4. Students will develop effective verbal communication skills to be used in occupational, social and civic settings.

a. Students will explain the types and importance of verbal communications.

b. Students will demonstrate the principles of verbal communication.

5. Students will develop effective written communication skills to be used in occupational, social and civic settings.

a. Students will identify the types of written agriculture communication.

b. Student will demonstrate the basics of journalistic writing.
c. Students will demonstrate the basics of group correspondence.
d. Students will demonstrate the basics of writing for employment.
e. Students will demonstrate the basics of technical writing.
f. Students will demonstrate the basics of page layout and design.

6. Mass Media: Students will be able to identify various channels of mass media communication and apply its uses in the agriculture industry.

a. Students will explore the importance of/and impact of mass media on the agriculture industry.
b. Students will utilize the internet in agriculture communication.
c. Students will develop print, broadcast and electronic media projects.

7. Human Relations: Students will identify traits associated with a positive self-concept and relationships with others in occupational, social and civic settings.

a. Students will discuss the importance and ingredients of self-concept.
b. Students will demonstrate the importance of self-concept in social, occupational and civic settings.
c. Students will compare diversity in relationships.

8. Agriculture/Policy: Students will examine the development process of political and government policy issues related to the agriculture industry.

a. Students will demonstrate the principles of effective meeting management.
b. Students will investigate local and political agriculture policy issues.
c. Students will identify the steps of the political process.
d. Students will identify the various organizations involved in agriculture policy.
e. Students will examine legal and ethical aspects of agriculture policy.

9. Leadership/FFA: Students will recognize the importance of leadership skills including interpersonal relations, group management, and communications through involved participation in the FFA.

a. Students will recognize the traits of effective leaders and participate in leadership training through involved participation in the FFA.

10. Supervised Agriculture Experience: Students will explain the relationship between a Supervised Agriculture Experience (SAE) and their preparation for a career in Natural Resources and Wildlife Management.

a. Students will actively engage in and manage SAE, which enables them to develop work-based skills

11. Students shall achieve competence in workplace readiness, career development, and lifelong learning.

a. Students shall demonstrate problem solving skills.
b. Students shall demonstrate critical thinking skills.
c. Students shall demonstrate the ability to speak, write and listen effectively.
d. Students shall demonstrate the ability to select, apply and maintain appropriate technology.
e. Students shall demonstrate leadership and teamwork skills.
f. Students shall demonstrate sound workplace ethics.
g. Students shall demonstrate the ability to effectively manage resources in high performance workplaces.
h. Students shall demonstrate career planning and development skills.
i. Students shall demonstrate the ability of job retention and lifelong learning skills.

Section 1. NAC 389 is hereby amended as follows:

Section 2. ~~[NAC 389.532 Management of Wildlife. (NRS 385.080, 385.110) A course of study in management of wildlife must include instruction designed to teach the pupil to do the following:~~

~~1. Develop a knowledge of the management of game in local communities.~~

~~2. Demonstrate a knowledge of the laws concerning game and fish.~~

~~3. Develop a knowledge of pollution as it relates to types of wildlife, the effect on wildlife and prevention and control of pollution.~~

~~4. Recognize the importance of commercially raising and marketing fish and game.]~~

Natural Resources and Wildlife Management. A course of study in agriculture and natural resource sciences must be designed so that pupils meet the following performance standards by completion of the terminal course of instruction.

1. Student will be able to identify the characteristics of soil.

a. Students will be able to identify the characteristics of soil.

b. Students will explore the chemical and biological interactions of soil.

c. Students will develop an appreciation for soil conservation.

2. Students will examine the sources and distribution of water resources.

a. Student will examine the sources and distribution of water resources.

b. Students will be able to comprehend and describe the hydrological cycle.

c. Students will explore the factors contributing to water quality.

d. Students will investigate the basis of water monitoring.

3. Students will understand air quality as it relates to natural resource systems.

a. Student will investigate the composition of the atmosphere.

b. Students will explore major issues affecting air quality and monitoring techniques.

4. Student will examine energy resources and how they interact with the ecosystems.

a. Students will recognize the types and importance of energy resources.

b. Student will explore the relationship between energy, development and use as it relates to the ecosystem.

5. Students will examine minerals in Nevada and there social economic impact.

a. Students will develop an appreciation for the mineral resources in Nevada.

b. Students will examine the mineral development as it relates to natural resource management.

c. Students will examine the mineral development as it relates to cultural resources and socio-economics in Nevada.

6. Students will examine vegetation resources in Nevada.

a. Students will examine plant biology.

b. Students will be able to identify the characteristics of plant communities and community dynamics.

c. Students will explore the agricultural vegetation of Nevada.

d. Students will investigate the basis of vegetation standards and monitoring.

7. Students will explore the science of range management.

a. Students will be able to identify the components of range management.

b. Students will examine range animal nutrition.

c. Students will determine the factors affecting carrying capacity of rangelands and compare and contrast between the various grazing systems.

d. Students will investigate the factors contributing to range ecology.

e. Students will investigate range vegetation manipulation practices.

f. Students will investigate the principles involved in range inventory monitoring.

8. Students will understand forest ecology.

a. Students will develop historical and regional perspective of the forest resources and future forest management opportunities.

9. Students will investigate fish and wildlife ecology.

a. Students will differentiate among the various categories of wildlife and explore the importance and distribution of fish and wildlife resources in Nevada.

b. Students will examine wildlife and aquatic ecology.

c. Students will investigate the relationship between uplands and riparian habitats.

d. Students will examine the endangered species act and its implementation.

e. Students will investigate the basis of wildlife and aquatic monitoring.

10. Students will understand fire ecology dynamics.

a. Students will explore the effects of fire on the ecosystem.

b. Students will explore the fire cycle and examine fire as a management tool on the rangeland ecosystem.

11. Students will understand outdoor recreation and its importance to natural resources.

a. Students will explore opportunities associated with outdoor recreation.

12. Students will explore outdoor safety and survival skills.

a. Students will examine proper response to outdoor emergency situations.

13. Students will understand the importance and application of GPS/GIS in natural resource management.

a. Students will investigate GPS/GIS systems and their applications.

14. Leadership/FFA: Students will recognize the importance of leadership skills including interpersonal relations, group management, and communications through involved participation in the FFA.

a. Students will recognize the traits of effective leaders and participate in leadership training through involved participation in the FFA.

15. Supervised Agriculture Experience: Students will explain the relationship between a Supervised Agriculture Experience (SAE) and their preparation for a career in Natural Resources and Wildlife Management.

a. Students will actively engage in and manage SAE, which enables them to develop work-based skills

16. Students shall achieve competence in workplace readiness, career development, and lifelong learning.

a. Students shall demonstrate problem solving skills.

b. Students shall demonstrate critical thinking skills.

c. Students shall demonstrate the ability to speak, write and listen effectively.

d. Students shall demonstrate the ability to select, apply and maintain appropriate technology.

e. Students shall demonstrate leadership and teamwork skills.

f. Students shall demonstrate sound workplace ethics.

g. Students shall demonstrate the ability to effectively manage resources in high performance workplaces.

h. Students shall demonstrate career planning and development skills.

i. Students shall demonstrate the ability of job retention and lifelong learning skills.