

Assessment Criteria and Conditions:

- provides a definition/explanation of comprehensive agriculture that encompasses three or more examples of each of the following:
 - production operations
 - processing systems and value-added products
 - marketing and distribution systems
 - business and labour providing inputs/services
 - community and government agencies serving agriculture.

Suggested Reference(s):

- *Growing More Than Food, Growing Alberta*
- *Space Age Agriculture: Land and Life*
- *Agriscience and Technology*.

STANDARD: Address five of the criteria for a definition/explanation of comprehensive agriculture to a minimum standard of 1 on the rating scale

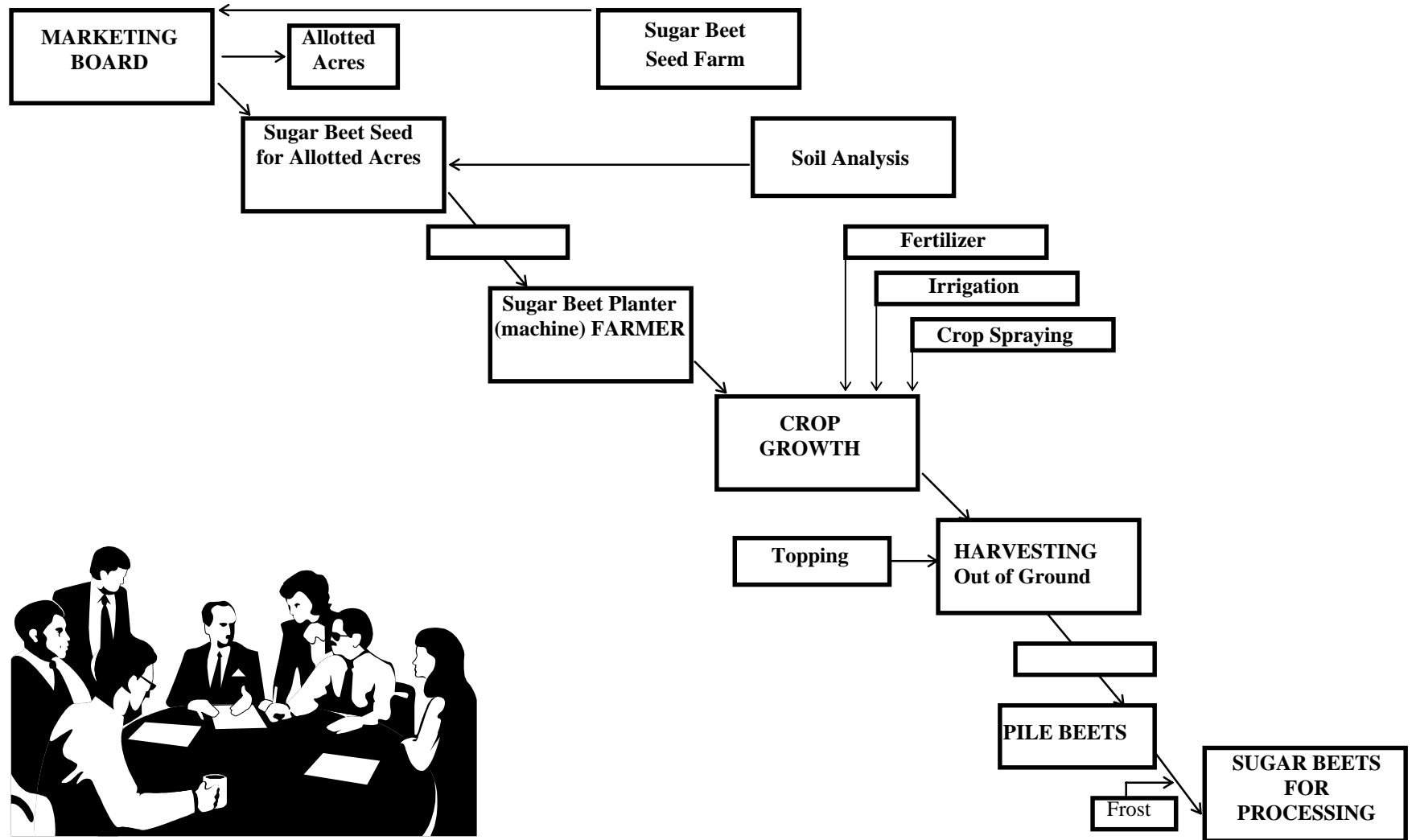
Rating Scale

- 4 meets project/task objectives in a self-directed manner. Provides explanations and critical judgements based on a superior knowledge base. Demonstrates an understanding of relevant concepts and related issues.
 - 3 meets project/task objectives in a self-directed manner. Provides explanations and comparisons of relevant concepts using more precise terminology. Requires little or no prompting.
 - 2 meets project/task objectives with limited assistance in planning and selecting and using resources. Applies knowledge of concepts in different situations using correct terminology. Requires occasional prompting.
 - 1 completes task as directed, demonstrating basic skills/completeness by following a guided course of action. Uses simple recall to demonstrate basic knowledge of concepts. Requires prompting.
 - 0 does not complete task, or is unable to provide a suitable response
- N/A Not applicable

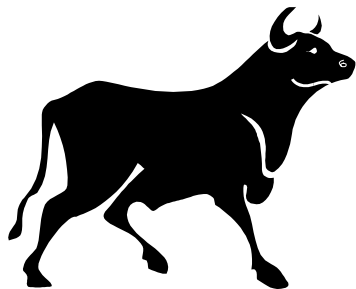
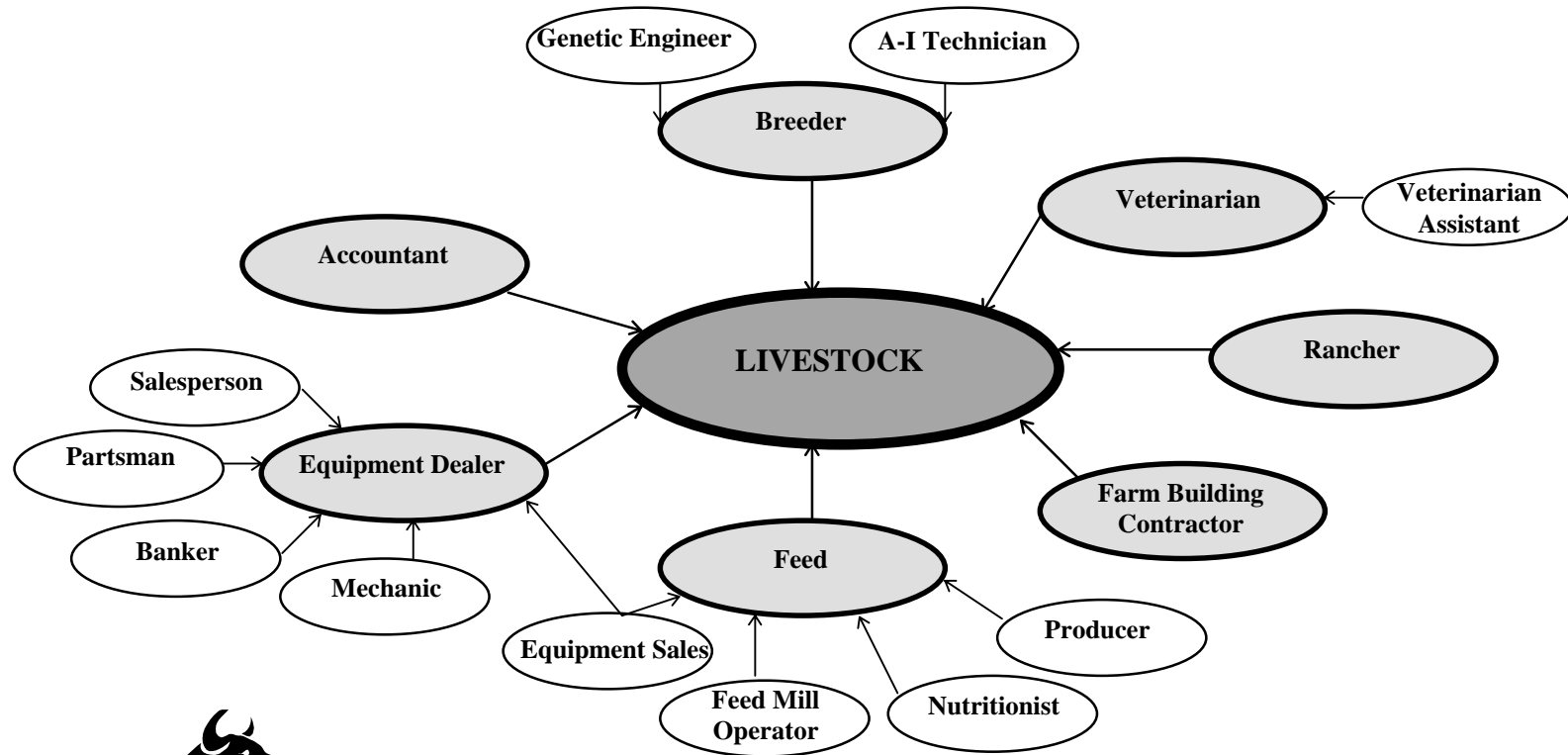
Background Information	Criteria for a Definition of Agriculture
<p>Obtain <i>Growing More Than Food, Growing Alberta</i>, a CD ROM available from Growing Alberta (see Section I: Learning Resource Guide). This resource provides an overview of the diversity of Alberta’s agriculture industry, including its economic, social and environmental significance to all Albertans.</p> <p>Topics covered include:</p> <ul style="list-style-type: none"> • primary production • agrifoods • distribution and inspection • food retailing • sustainability • lifestyle contributions. 	<p>A definition/explanation of comprehensive agriculture should:</p> <ul style="list-style-type: none"> <input type="checkbox"/> distinguish between agriculture production, processing and marketing systems <input type="checkbox"/> include public and private agencies/organizations that service and/or support the industry; e.g.: <ul style="list-style-type: none"> – business and labour inputs/services – supporting community and government agencies <input type="checkbox"/> make reference to primary operations traditionally regarded as agriculture (e.g., crop and livestock production), as well as to industry activities that add value to primary commodities (e.g., the agrifoods industry) <input type="checkbox"/> make reference to the economic and aesthetic values of horticulture in Alberta communities (e.g., nursery and greenhouse crop production, landscape services) <input type="checkbox"/> demonstrate awareness that agriculture is an integral part of Alberta’s economy, and is present in both rural and urban communities <input type="checkbox"/> _____ _____

REFLECTIONS/COMMENTS

Agriculture Commodity: Sugar Beets



Agriculture Commodity: Beef



- 1 Identify personal safety equipment that you must always wear when operating power landscape maintenance machines.

Steel-toed boots, long pants, gloves, ear protection

2. Name two additional pieces safety equipment that may be required and identify the power machine(s) you must use it with.

Eye protection – goggles, gloves, helmet, respiratory protection

3. Describe the correct procedure for stopping any power machine and tell why this procedure is necessary.

Stop machine – remove spark plug attachment. Machine will not restart accidentally.

4. What must you know about a power machine before you start it?

How to stop/shut off.

5. Some machines require a large operating distance. Name two such machines and explain why this distance is necessary.

Machines that throw plant material – power edges, trimmers, mowers

6. Explain how you would respond in each of the following situations:

- a) your engine runs out of fuel half-way through a job

Turn off machine, remove spark plug attachment, give 10-15 minute cool-down period, refuel.

- b) you are mowing grass and the grass is no longer being pulled into the bag because the bag is full

Turn off machine, remove spark plug, remove bag, clean grass from under mower.

- c) a friend approaches you during the course of operating a power trimmer.

Turn off the machine immediately.

STANDARD: Correct response to all items prior to operation of power maintenance equipment.

TASK CHECKLIST: Basic Landscape/Turf Care

AGR1070-2

MAINTENANCE TASK	Watering of Plants and/or Turf	Cultivation and Mulching of Plants	Corrective Pruning of Plants	Mowing, Trimming and Edging of Turfgrass	Control of Pests/Disease	Installation/ Removal of Plant Material
<i>The student:</i>						
A. performs routine checks on plants/growth medium to determine the need for service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. selects, assembles and calibrates appropriate equipment and/or materials as necessary to perform the maintenance service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. performs the maintenance service by safely following established procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. follows established guidelines for the safe use of hand and/or power equipment relevant to the service*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. disassembles, cleans and/or stores equipment and/or materials used in the course of performing the service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. demonstrates effective conservation practices and regard for the environment in providing the service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STANDARD IS 1 FOR TASKS A, B, C, E, AND F IN EACH OF THREE AREAS OF LANDSCAPE/TURFGRASS SERVICE

*** STANDARD IS 3 FOR TASK D (SAFE USE OF HAND AND/OR POWER EQUIPMENT)**

Rating Scale

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute to team goals. Analyzes and provides effective client/customer services beyond expectations.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. Identifies and provides customer/client services.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonable consistent. Works cooperatively. Provides a limited range of customer/client services.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CONDITIONING FRESH CUT FLOWERS AND GREENERY (PERFORMANCE STANDARD IS 1 IN EACH TASK AREA)	
<i>The student:</i>	
<input type="checkbox"/>	unpacks incoming stock and inspects for disorders/irregularities
<input type="checkbox"/>	prepares containers for incoming stock
<input type="checkbox"/>	mixes preservatives
<input type="checkbox"/>	uses correct water temperature to condition materials
<input type="checkbox"/>	cuts stems under water
<input type="checkbox"/>	cuts stems to correct length
<input type="checkbox"/>	stores materials at correct temperature
<input type="checkbox"/>	incorporates recutting of stems and replacement of solutions as part of regular work routine
<input type="checkbox"/>	handles and cleans emergency spills, and maintains facilities in a sanitary condition
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

HANDLING DRIED AND FABRIC FLOWERS AND GREENERY (PERFORMANCE STANDARD IS 1 IN EACH TASK AREA)	
<i>The student:</i>	
<input type="checkbox"/>	bundles materials correctly
<input type="checkbox"/>	hangs/boxes materials in a manner that prevents breaking, soiling and fading
<input type="checkbox"/>	organizes materials in an effective manner
<input type="checkbox"/>	
<input type="checkbox"/>	

PACKAGING CUT FLOWERS, INTERIOR PLANTS AND FLORAL ARRANGEMENTS (PERFORMANCE STANDARD IS 1 IN EACH TASK AREA)	
<i>The student:</i>	
<input type="checkbox"/>	packages materials to protect, stabilize and preserve during transport
<input type="checkbox"/>	packages materials without causing damage to floral stock
<input type="checkbox"/>	packages materials to withstand adverse weather conditions

PACKAGING CUT FLOWERS, INTERIOR PLANTS AND FLORAL ARRANGEMENTS (continued)	
<input type="checkbox"/>	includes care tags, preservatives, etc., in packaging
<input type="checkbox"/>	keeps packaging neat and clean in appearance
<input type="checkbox"/>	performs tasks in order of priority
<input type="checkbox"/>	
<input type="checkbox"/>	

USING CONSTRUCTION MATERIALS (PERFORMANCE STANDARD IS 1 IN EACH TASK AREA)	
<i>The student:</i>	
<input type="checkbox"/>	ties floral bows using ribbons of different width
<input type="checkbox"/>	wraps wires of different gauge using floral tape
<input type="checkbox"/>	
<input type="checkbox"/>	

CONSTRUCTING FLORAL ARRANGEMENTS <u>(PERFORMANCE STANDARD IS 1 IN EACH TASK AREA)</u>	
<i>The student:</i>	
<input type="checkbox"/>	follows and implements a plan for constructing a single bud vase
<input type="checkbox"/>	follows and implements a plan for constructing a triple bud vase
<input type="checkbox"/>	follows and implements a plan for constructing a single boutonniere
<input type="checkbox"/>	follows and implements a plan for constructing a triple corsage
<input type="checkbox"/>	follows and implements a plan for constructing a rose bowl
<input type="checkbox"/>	follows and implements a plan for constructing a simple mound arrangement
<input type="checkbox"/>	follows and implements a plan for constructing a triangle arrangement of a dozen roses
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

STANDARD IS 1 IN EACH APPLICABLE TASK AREA

Rating Scale

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute to team goals. Analyzes and provides effective client/customer services beyond expectations.
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0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

REFLECTIONS/COMMENTS:

PROJECT STANDARDS	PROJECT: Single Bud Vase	PROJECT: Triple Bud Vase	PROJECT: Single Boutonniere	PROJECT: Triple Corsage	PROJECT: Rose Bowl	PROJECT: Mound Arrangement	PROJECT: Triangle Arrangement
Application of Design Principles <ul style="list-style-type: none"> • colour harmony is appropriate • composition and arrangement are correct • balance and symmetry are achieved • proportion and scale are evident 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of Workmanship <ul style="list-style-type: none"> • materials used were appropriate and consistent with design concept • secure in construction and finished on all sides • construction is concealed • all floral materials placed at proper height, depth and/or angle • wrapping is smooth, snug and tight • performs check on final product for quality, quantity and/or appeal 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PROJECT RATING							

STANDARD IS 1 IN EACH APPLICABLE TASK AREA

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- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

REFLECTIONS/COMMENTS

RATING	ASSESSMENT CRITERIA
<p>4 3 2 1 0</p>	<p><i>The student:</i></p> <p>Scheduling Tasks</p> <ul style="list-style-type: none"> <input type="checkbox"/> defines the task <input type="checkbox"/> identifies task components and organizes them into a logical sequence <input type="checkbox"/> uses time effectively <input type="checkbox"/> _____
<p>4 3 2 1 0</p>	<p>Identifying Marketing Components</p> <ul style="list-style-type: none"> <input type="checkbox"/> accesses basic in-school/community information sources regarding the product/service and potential customers/markets <input type="checkbox"/> interprets and organizes information into a logical sequence <input type="checkbox"/> describes the product/service, customer and target market <input type="checkbox"/> assesses commodity supply and/or suitability of product/service suppliers <input type="checkbox"/> identifies existing sources of competition within the market place <input type="checkbox"/> describes marketing alternative for the product/service; e.g.: <ul style="list-style-type: none"> - extensive (open) - selective (niche) <input type="checkbox"/> describes the pricing strategy based on market analysis and cost factors <input type="checkbox"/> describes the packaging/labelling, advertising, promotion and distribution strategy <input type="checkbox"/> identifies intended marketing outcomes and/or product/service sales <input type="checkbox"/> summarizes opportunities and challenges relevant to the marketing plan <input type="checkbox"/> _____
<p>4 3 2 1 0</p>	<p>Assessing and Communicating the Marketing Strategy</p> <ul style="list-style-type: none"> <input type="checkbox"/> presents the marketing strategy in a logical sequence using one or more communication media <input type="checkbox"/> uses correct grammar and technical terms <input type="checkbox"/> assesses the current and potential achievement of marketing goals <input type="checkbox"/> make summative statements regarding strengths/weaknesses and general success of the marketing plan <input type="checkbox"/> _____

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Rating Scale

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- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not applicable

REFLECTIONS/COMMENTS

Rating	ASSESSMENT CRITERIA
<p>4 3 2 1 0</p>	<p><i>The student:</i> Scheduling Tasks <input type="checkbox"/> sets goals and follows instructions accurately <input type="checkbox"/> identifies major tasks and organizes them into a logical sequence <input type="checkbox"/> revises work plan to accommodate changing requirements <input type="checkbox"/> uses time effectively <input type="checkbox"/> _____</p>
<p>4 3 2 1 0</p>	<p>Gathering Information <input type="checkbox"/> poses important questions regarding an existing product or market <input type="checkbox"/> gathers background information regarding the product/market using basic in-school/community information sources <input type="checkbox"/> uses one or more information-gathering techniques <input type="checkbox"/> distinguishes between fact and fiction/opinion/theory <input type="checkbox"/> _____</p>
<p>4 3 2 1 0</p>	<p>Developing the Plan <input type="checkbox"/> identifies an existing product or market <input type="checkbox"/> explains the current status of the product or market; e.g., Who does the existing product/market serve? <input type="checkbox"/> outlines plans for altering the product, developing a new/related product, or expanding the market <input type="checkbox"/> provides a rationale for product development or market expansion based on social/ethical, economic and personal considerations <input type="checkbox"/> develops a strategy for testing the product or surveying the market <input type="checkbox"/> _____</p>
<p>4 3 2 1 0</p>	<p>Presenting the Plan <input type="checkbox"/> presents product/market plans in a logical sequence <input type="checkbox"/> explains basic principles of product/market development <input type="checkbox"/> uses correct grammatical convention and technical terms <input type="checkbox"/> cites three or more relevant information sources <input type="checkbox"/> _____ <input type="checkbox"/> reflects on the strengths/limitations of the plan for product/market development</p>

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N/A Not applicable

REFLECTIONS/COMMENTS:

NEED/PROBLEM	RESULTING PRODUCT/PROCESS/SERVICE	CONTRIBUTING RESEARCH/TECHNOLOGY
Foods With Longer Shelf Life		
Higher Yield Grains		
Disease-resistant Plant Varieties		
Leaner Meat		
Management of Animal Wastes		
New Vegetable Varieties		
Longer-lasting Cut Flowers		
Water/Soil Pollution		
High Fibre Foods		
Low Cholesterol Snacks		
Soil Conservation		

STANDARD: Identify products and technologies developed in response to each of ten problems/needs.

TASK	OBSERVATION/RATING				
Preparation and Planning	4	3	2	1	N/A
Information Gathering and Processing	4	3	2	1	N/A
Content	4	3	2	1	N/A
Collaboration and Teamwork	4	3	2	1	N/A
Information Sharing	4	3	2	1	N/A

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- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.
- N/A Not applicable

TASK CHECKLIST

The student:

Preparation and Planning

- sets goals and follows instructions accurately
- adheres to established timelines
- responds to directed questions and follows necessary steps to find answers
- uses time effectively

Information Gathering and Processing

- accesses basic school/community information sources
- uses one or more information-gathering techniques
- interprets and organizes information in a logical sequence
- records information accurately using correct technical terms
- distinguishes between fact and fiction/opinion/theory
- responds to feedback when current approach is not working

Content

- describes the development of one or more technologies currently used in agriculture/horticulture production; e.g.:
 - defines a need/problem
 - explains processes/machines/species developed to address the need
- explains benefits and costs relevant to applications of the production technology; e.g.:
 - social
 - economic
 - environmental

Content (continued)

- describes the development of one or more technologies currently used in agriculture/horticulture processing; e.g.:
 - defines a need/problem
 - explains processes/machines/species developed to address the need
- explains benefits and costs relevant to applications of the processing technology; e.g.:
 - social
 - economic
 - environmental
- describes the development of one or more technologies currently used in agriculture/horticulture marketing; e.g.:
 - defines a need/problem
 - explains processes/tools developed to address the need
- explains benefits and costs relevant to applications of the marketing technology; e.g.:
 - social
 - economic
 - environmental

Collaboration and Teamwork

- cooperates with group members
- shares work appropriately among group members

Information Sharing

- demonstrates effective use of one or more communication media:
 - e.g., written, oral, audio-visual*
- communicates information in a logical sequence
- uses correct grammatical convention and technical terms
- cites three or more basic information sources

REFLECTION/COMMENTS:

Assessment Criteria and Conditions:

- explain three or more practices used in Alberta to manage limited and/or excess water supplies for agriculture.

Suggested Reference(s):

- *Agriscience and Technology*
- *Water and Agriculture*
- *Water Management in Alberta*

STANDARD: Respond to a minimum standard of 1 on the rating scale

Rating Scale

- 4 meets project/task objectives in a self-directed manner. Provides explanations and critical judgements based on a superior knowledge base. Demonstrates an understanding of relevant concepts and related issues.
 - 3 meets project/task objectives in a self-directed manner. Provides explanations and comparisons of relevant concepts using precise terminology. Requires little or no prompting.
 - 2 meets project/task objectives with limited assistance in planning and selecting and using resources. Applies knowledge of concepts in different situations using correct terminology. Requires occasional prompting.
 - 1 completes task as directed, demonstrating basic skills/completeness by following a guided course of action. Uses simple recall to demonstrate basic knowledge of concepts. Requires prompting.
 - 0 does not complete task, or is unable to provide a suitable response.
- N/A Not applicable

Background Information	Sample Questions/Activities
<p>See <i>Agriscience and Technology</i>:</p> <ul style="list-style-type: none"> • Chapter 7: Plant Management Technologies • Chapter 17: Protection of Natural Resources. <p>Contact Alberta Environmental Protection for copies of:</p> <ul style="list-style-type: none"> • <i>Water and Agriculture</i> • <i>Water Management in Alberta</i> • <i>Water in Alberta: The Living Flow</i>. <p>Contact local industry organizations for information and resources on water management that are specific to an agriculture enterprise. See the Learning Resource Guide (Section I) for a listing of industry contacts.</p>	<ol style="list-style-type: none"> 1. Describe the nature and extent of water resources in different regions of Alberta, and their potential to support agriculture. 2. Explain the water cycle and its role in replenishing water supplies. 3. Describe three or more practices used in Alberta to manage limited and/or excess water supplies for agriculture; e.g.: <ul style="list-style-type: none"> – irrigation, storage, conservation practices – diversion, drainage, flood control. 4. Cite two or more examples of legislation used in Alberta to manage water resources for agriculture; e.g.: <ul style="list-style-type: none"> – water rights – pollution control. 5. Propose strategies for managing water within a specific rural, urban and/or indoor agriculture environment. 6. Prepare a glossary of terms relevant to water management in Alberta.

TASK	Observation/Rating					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

STANDARD IS 1 IN EACH APPLICABLE TASK

Rating Scale

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
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 - 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
 - 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.
- N/A Not applicable

TASK CHECKLIST

The student:

Preparation and Planning

- sets goals and follows instructions accurately
- adheres to established timelines
- responds to directed questions and follows necessary steps to find answers
- uses time effectively

Information Gathering and Processing

- accesses basic school/community information sources
- uses one or more information-gathering techniques
- interprets and organizes information in a logical sequence
- records information accurately using correct technical terms
- distinguishes between fact and fiction/opinion/theory
- responds to feedback when current approach is not working

Content

- provides examples of five rural land uses and factors involved in making each land use decision
- provides examples of five urban land uses and factors involved in making each land use decision

Content (continued)

- defines and gives examples of multiple land use in Alberta
- given a specific rural or urban land site, identifies:
 - alternatives regarding its use
 - benefits/costs relevant to each alternative
- develops goals, a plan and a rationale for the use of a specific rural or urban land site
- constructs a diagram/model that illustrates land use planning principles relevant to the site
- _____
- _____
- _____

Collaboration and Teamwork

- cooperates with group members
- shares work appropriately among group members

Information Sharing

- demonstrates effective use of one or more communication media:
e.g., written, oral, audio-visual
- communicates information in a logical sequence
- uses correct grammatical convention and technical terms
- cites three or more basic information sources

REFLECTIONS/COMMENTS

TASK	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A

STANDARD IS 1 IN EACH APPLICABLE TASK

Rating Scale

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N/A Not applicable

TASK CHECKLIST

The student:

Preparation and Planning

- sets goals and follows instructions accurately
- responds to directed questions and follows necessary steps to find answers
- accesses basic in-school/community information sources
- interprets and organizes information into a logical sequence
- records information accurately using correct technical terms
- uses time effectively

Content

- provides a clear and concise statement of an issue regarding water, soil or land use
- examines social, political, scientific, ethical, economic and/or environmental perspectives related to the issue
- provides detailed examples of the consequences of previous human activities relevant to the issue
- develops a logical argument and conclusion regarding the issue, and provides a rationale for the position taken

Content (continued)

- develops a plan of action for dealing with the issue at local and/or global levels
- provides a glossary of terms relevant to the issue
- _____

Presenting/Reporting

- demonstrates effective use of one or more communication media:
e.g., Written: spelling, punctuation, grammar basic format
Oral: voice projection, body language
Audio-visual: techniques, tools
- uses correct grammatical convention and technical terms through proofreading/editing
- provides an introduction that describes the purpose of the project
- communicates information in a logical sequence
- states a conclusion based on a summary of facts
- provides a reference list of three or more basic information sources

REFLECTIONS/COMMENTS: