

# Agri-Science Standards and Reading and Writing Standards

Course: Agri-Science III (Presentation)

ELA Standard	Application of Standards	Unit	Level	Resources
<p><b>RST.11-12.1</b> Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account</p>	Create a presentation on a specific agricultural topic related to present unit of study	Spring Unit – Varies within Dept.	11-12	<a href="http://www.usda.gov">www.usda.gov</a> <a href="http://www.geography.org/sustainable">www.geography.org/sustainable</a> <a href="http://www.nrcs.usda.gov">www.nrcs.usda.gov</a> <a href="http://www.ars.usda.gov/ar">www.ars.usda.gov/ar</a> <a href="http://www.dep.state.ct.us">www.dep.state.ct.us</a> <a href="http://www.ct.gov/DOAG">www.ct.gov/DOAG</a> <a href="http://www.extension.uconn.edu">www.extension.uconn.edu</a> <a href="http://www.canr.uconn.edu">www.canr.uconn.edu</a>
<p><b>RST.11-12.4</b> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics</p>	Create a presentation on a specific agricultural topic related to present unit of study	Spring Unit – Varies within Dept.	11-12	<a href="http://www.usda.gov">www.usda.gov</a> <a href="http://www.geography.org/sustainable">www.geography.org/sustainable</a> <a href="http://www.nrcs.usda.gov">www.nrcs.usda.gov</a> <a href="http://www.ars.usda.gov/ar">www.ars.usda.gov/ar</a> <a href="http://www.dep.state.ct.us">www.dep.state.ct.us</a> <a href="http://www.ct.gov/DOAG">www.ct.gov/DOAG</a> <a href="http://www.extension.uconn.edu">www.extension.uconn.edu</a> <a href="http://www.canr.uconn.edu">www.canr.uconn.edu</a>
<p><b>WHST.11-12.2a</b> Introduce a topic and organize complex ideas, concepts so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g. headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension</p>	Create a presentation on a specific agricultural topic related to present unit of study	Spring Unit – Varies within Dept.	11-12	<a href="http://www.usda.gov">www.usda.gov</a> <a href="http://www.geography.org/sustainable">www.geography.org/sustainable</a> <a href="http://www.nrcs.usda.gov">www.nrcs.usda.gov</a> <a href="http://www.ars.usda.gov/ar">www.ars.usda.gov/ar</a> <a href="http://www.dep.state.ct.us">www.dep.state.ct.us</a> <a href="http://www.ct.gov/DOAG">www.ct.gov/DOAG</a> <a href="http://www.extension.uconn.edu">www.extension.uconn.edu</a> <a href="http://www.canr.uconn.edu">www.canr.uconn.edu</a>
<p><b>WHST.11-12.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p>	Create a presentation on a specific agricultural topic related to present unit of study	Spring Unit – Varies within Dept.	11-12	<a href="http://www.usda.gov">www.usda.gov</a> <a href="http://www.geography.org/sustainable">www.geography.org/sustainable</a> <a href="http://www.nrcs.usda.gov">www.nrcs.usda.gov</a> <a href="http://www.ars.usda.gov/ar">www.ars.usda.gov/ar</a> <a href="http://www.dep.state.ct.us">www.dep.state.ct.us</a> <a href="http://www.ct.gov/DOAG">www.ct.gov/DOAG</a> <a href="http://www.extension.uconn.edu">www.extension.uconn.edu</a> <a href="http://www.canr.uconn.edu">www.canr.uconn.edu</a>

## **Agri-Science III – Presentation**

All Agri-Science III/ECE students will make a presentation during Quarter 3. Topic selection and method of presentation will be determined by the unit topic and teacher instructions. Presentation may include a slide presentation, demonstration, formal speech, etc.

### **Assignment Requirements**

- Student will develop a topic with the assistance of the teacher
- Topics will be related to current unit
- Background research using web, text, or other information provided by instructor.
- Presentation will be a minimum of 6 – 8 minutes long and will be given to the student's current class
- All presenters must provide a written document relative to the presentation: speech, summary, slides, etc.
- A list of resources must be provided and students must identify sources of information

Name \_\_\_\_\_

Agri-Science III Quarter 3 Presentation Rubric

Standard	6	5	4	3	2	1
RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account	Exemplary citation of evidence from sources	Excellent citation of evidence from sources	Moderate citation of evidence from sources	Acceptable citation of evidence from sources	Limited citation of evidence from sources	Lacks citation of evidence from sources
RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics	Exemplary determination of the meaning of domain specific words and phrases in context	Excellent determination of the meaning of domain specific words and phrases in context	Moderate determination of the meaning of domain specific words and phrases in context	Acceptable determination of the meaning of domain specific words and phrases in context	Limited determination of the meaning of domain specific words and phrases in context	Lacks determination of the meaning of domain specific words and phrases in context
WHST.11-12.2a Introduce a topic and organize complex ideas, concepts so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g. headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension	Exemplary organization of ideas; establishment of connections; use of visuals	Excellent organization of ideas; establishment of connections; use of visuals	Moderate organization of ideas; establishment of connections; use of visuals	Acceptable organization of ideas; establishment of connections; use of visuals	Limited organization of ideas; establishment of connections; use of visuals	Lacks organization of ideas; establishment of connections; use of visuals
WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	Exemplary production of clear and coherent writing appropriate to task, purpose, and audience	Excellent production of clear and coherent writing appropriate to task, purpose, and audience	Moderate production of clear and coherent writing appropriate to task, purpose, and audience	Acceptable production of clear and coherent writing appropriate to task, purpose, and audience	Limited production of clear and coherent writing appropriate to task, purpose, and audience	Lacks production of clear and coherent writing appropriate to task, purpose, and audience
PERCENTAGES	100	90	80	70	60	50

Score \_\_\_\_\_

Comments: \_\_\_\_\_