INSTRUCTIONAL MATERIALS ADOPTION

VENDOR: Thomson/Delmar

INSTRUCTIONAL MATERIALS: Soil Science and Management

SUBJECT: Soil & Plant Science

COPYRIGHT DATE(S): 2001

INSTRUCTIONAL MATERIALS ADOPTION: GENERIC EVALUATION CRITERIA

GROUP II – 2002 TO 2008

SE ISBN 0766861974
TE ISBN

R-E-S-P-O-N-S-E-S

YES	NO	N/A	CRITERIA	NOTES
			I. INTER-ETHNIC	
✔			1. The instructional materials meets the requirements of inter-ethnic: concept, content, and illustration, as set by West Virginia Board of Education Policy (Adopted December 1970).	
			II. EQUAL OPPORTUNITY	
✔			1. The instructional material meets the requirements of equal opportunity" concept, content, illustration, heritage, roles, contributions, experiences, and achievements of males and females in American and other cultures, as set by West Virginia Board of Education Policy (Adopted May 1975).	

10-12 Grade

VENDOR: Thomson Delmar

INSTRUCTIONAL MATERIALS: Soil Science and Management

SUBJECT: Soil and Plant Science

COPYRIGHT DATE(S): 2000/1997

SE ISBN: 0766861974

TE ISBN:

COMMENTS:

INSTRUCTIONAL MATERIALS ADOPTION: GENERAL EVALUATION CRITERIA

GROUP VI – 2002to 2008
Agricultural Education
Robert C. Beach Credit Courses

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT		I = In-depth A = Adequate M = Minimal N = Nonexistent	(IMR Committee) RESPONSES I	A	M	N
	MULTIMEDIA Offer appropriate multimedia (e.g. computer software, audio, visual, Internet access) in order to :					
	1. Problem solve; locate, evaluate and collect information; develop positive attitudes toward technology; and use databases, spreadsheets and graphics.			✔		
	2. Provide a web site which links to relevant sites containing suggested lesson plans and student activities.			✔		
	3. Integrate current technology into the curriculum.			✔		
	4. Use TV/Satellite, VCR, DVD, ect., to retrieve and relate information.				✔	
	READING STRATEGIES					
	1. Include activities using graphic organizers (e.g., webbing and mapping).			✔		
	2. Promote independent reading skills and study techniques			✔		
	3. Present varied teaching models.			✔		
	LEARNING STYLES Learning activities and labs should address the varied learning styles and multiple intelligences of students and include models for insightful decision-making by the teacher. Reteach, practice, and enrichment activities should be provided.			✔		

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	CRITICAL THINKING SKILLS				
_____	Questioning models should include higher order thinking skills to analyze problems and implement solutions.	___	✔	___	___
	LIFE SKILLS				
_____	Learning activities should be applicable to life skills, including but not limited to: using reference tools, completing an application, interviewing and setting goals.	___	✔	___	___
	CLASSROOM MANAGEMENT				
_____	1. Learning activities should include opportunities for large, small and cooperative learning groups through panel discussions, peer teaching, and independent learning in a variety of environments both indoor and outdoor.	___	✔	___	___
_____	2. Engage in active inquiries, investigations and hands-on activities for a minimum of 50 percent of the instructional time to develop conceptual understanding and laboratory skills.	___	✔	___	___
	INSTRUCTIONAL MATERIALS				
	Student materials should include, but not be limited to:				
_____	1. Extensive and varied opportunities to practice targeted skills.	___	✔	___	___
_____	2. Reteaching, practice, and enrichment materials.	___	✔	___	___
_____	3. Leveled texts that will allow students to read independently (Grades 7-12).	___	✔	___	___
	ASSESSMENT				
	Assessment materials should include, but not be limited to:				
_____	1. Practice available in norm referenced, criterion referenced and performance based measures.	✔	___	___	___
_____	2. Varied assessment techniques (e.g., true/false, multiple choice, short answer) with teacher text indicating test bank answers and additional resources.	✔	___	___	___

10-12 Grade

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Agricultural Education
Soil and Plant Science

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Course Description: This area of study is designed to provide students with scientific knowledge and experiences essential to careers in soil and plant science. The course includes major units in soil formation, soil properties, land classification, fertility, plant growth and the impact of agriculture and the environment.

ORIENTATION TO SOIL AND PLANT SCIENCE

The instructional materials present information in a manner that enables the student to:

	1. Research career opportunities in soil and plant science.		✔		
	2. Explore impact of agriculture on the environment.		✔		
	3. Describe the function of federal, state and local entities and interest groups concerned with soil and plant science.		✔		
	4. Examine the role of soil and plants in the ecosystem.		✔		

PROVIDE WORK-BASED EXPERIENTIAL LEARNING OPPORTUNITIES

The instructional materials present information in a manner that enables the student to:

	1. Explore opportunities for work-based experience through supervised experience programs.				✔
	2. Define record keeping terms for supervised experience programs.				✔
	3. List steps in developing a budget for a potential supervised experience program.				✔

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SOIL AND PLANT SCIENCE
SPECIFIC CRITERIA

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	SOIL ORIGIN AND DEVELOPENT				
	The instructional materials present information in a manner that enables the student to:				
_____	1. Investigate how soil is formed.	___	✔	___	___
_____	2. Interpret information from soil surveys.	___	✔	___	___
	PHYSICAL PROPERTIES OF SOIL				
	The instructional materials present information in a manner that enables the student to:				
_____	1. Define and interpret soil depth.	___	✔	___	___
_____	2. Define and interpret soil texture.	___	✔	___	___
_____	3. Define and interpret soil permeability.	___	✔	___	___
_____	4. Define and interpret drainage	___	✔	___	___
_____	5. Define and interpret slope.	___	___	✔	___
	CLASSIFICATION OF SOILS INTO SERIES AND LAND CAPABILITY CLASSES				
	The instructional materials present information in a manner that enables the student to:				
_____	1. Identify and describe soils by common physical properties.	___	✔	___	___
_____	2. Describe soil series located in different geographical regions.	___	___	✔	___
_____	3. Identify land capability classes and recommend appropriate land management practices.	___	✔	___	___
	PLANT NUTRITION AND SOIL FERTILITY				
	The instructional materials present information in a manner that enables the student to:				
_____	1. List and describe the functions of macro and micronutrients.	___	✔	___	___
_____	2. Describe and identify plant nutrient deficiencies.	___	✔	___	___
_____	3. Explain the function and management of soil pH.	___	✔	___	___
_____	4. Describe and engage in the process of soil testing.	___	✔	___	___

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_____	5. Interpret and apply data generated by soil testing.	___	✔	___	___
_____	6. List and compare sources of plant nutrients.	___	✔	___	___
_____	7. Identify nutrient deficiencies and plant diseases.	___	✔	___	___
_____	8. Describe procedures for conducting plant growth experiments	___	✔	___	___
_____	9. Describe the use of soil-testing equipment.	___	✔	___	___
	PLANT STRUCTURES AND THEIR FUNCTIONS				
	The instructional materials present information in a manner that enables the student to:				
_____	1. Explain basic plant production requirements.	___	✔	___	___
_____	2. Identify the major part of a plant.	___	✔	___	___
_____	3. Describe the functions of the major parts of a plant.	___	✔	___	___
_____	4. Explore and investigate the plant growth process of photosynthesis, respiration, and transpiration.	___	✔	___	___
	ROW CROP MANAGEMENT				
	The instructional materials present information in a manner that enables the student to:				
_____	1. Identify row crops common in the area.	___	✔	___	___
_____	2. Describe cultural requirements and production practices of row crops.	___	✔	___	___
_____	3. Describe harvesting methods.	___	✔	___	___
	FORAGE MANAGEMENT				
	The instructional materials present information in a manner that enables the student to:				
_____	1. Identify forage crops common to the area.	___	✔	___	___
_____	2. Describe cultural requirements and production practices of forage crops.	___	✔	___	___
_____	3. Describe harvesting methods.	___	✔	___	___

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	SOIL AND WATER CONSERVATION				
	The instructional materials present information in a manner that enables the student to:				
_____	1. Define and provide examples of erosion.	___	✔	___	___
_____	2. Explain agricultural practices to conserve soil and reduce pollution (stewardship).	___	✔	___	___
_____	3. Explore the impacts of erosion.	___	✔	___	___
_____	4. Identify and describe best management practices to prevent soil erosion.	___	✔	___	___
	LABORATORY PRACTICES AND PROCEDURES/HANDS-ON LEARNING				
	The instructional materials present information in a manner that enables the student to:				
_____	1. Engage in active inquires, investigations and hands-on activities for a minimum of 50 percent of the instructional time to develop conceptual understanding and laboratory skills.	✔	___	___	___
_____	2. Properly and safely manipulate equipment, materials, chemicals, organisms and models.	___	✔	___	___