

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

The student:

- 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.
- 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.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 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 instruction 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 (continued)

Content

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:

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 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

- 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.
- 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.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 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 describes steps to achieve them
- uses personal initiative to formulate questions and find answers
- access a range of relevant in-school/community resources
- interprets, organizes and combines information into a logical sequence
- records information accurately with appropriate supporting detail and using correct technical terms
- plans and uses time effectively
- gathers and responds to feedback regarding approach to task and project status

Content

Content (continued)

Presenting/Reporting

- demonstrates effective use of at least two communication media:
e.g., Written: spelling, punctuation, grammar, format (formal/informal)
Oral: voice projection, body language, appearance
Audio-visual: techniques, tools, clarity
- maintains acceptable grammatical and technical standards through proofreading and editing
- provides an introduction that describes the purpose and scope of the project
- communicates ideas into a logical sequence with sufficient supporting detail
- states a conclusion by synthesizing the information gathered
- provides a reference list that includes five or more relevant 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 3 IN EACH APPLICABLE TASK

Rating Scale

The student:

- 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.
- 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.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 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 describes steps to achieve them
- uses personal initiative to formulate questions and find answers
- accesses a range of relevant information sources and recognizes when additional information is required
- interprets, organizes and combines information in creative and thoughtful ways
- records information accurately using appropriate technical terms and supporting detail
- plans and uses time effectively, prioritizing tasks on a consistent basis
- accesses and refines approach to task and project status based on feedback and reflection

Content

Content (continued)

Presenting/Reporting

- demonstrates effective use of a variety of communication media:
e.g., Written: spelling, punctuation, grammar, format (formal/informal, technical/literary)
Oral: voice projection, body language, appearance, enthusiasm, evidence of prior practice
Audio-visual: techniques, tools, clarity, speed and pacing
- maintains acceptable grammatical and technical standards through proofreading and editing
- provides an introduction that describes the purpose and scope of the project
- communicates thoughts/feelings/ideas clearly to justify or challenge a position
- states a conclusion by analyzing and synthesizing the information gathered
- gives evidence of adequate research through a reference list including seven or more relevant information sources.

REFLECTIONS/COMMENTS:

TASK	OBSERVATION/RATING
Preparation and Planning	N/A 0 1 2 3 4
Information Gathering and Processing	N/A 0 1 2 3 4
Content	N/A 0 1 2 3 4
Collaboration and Teamwork	N/A 0 1 2 3 4
Information Sharing	N/A 0 1 2 3 4
TOTAL	

STANDARD IS 1 IN EACH APPLICABLE TASK

Rating Scale

The student:

- 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.
- 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.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 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

Assessment Tools

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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 in-school/community information sources
- uses one or more information-gathering techniques
- interprets and organizes information into 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 one or more career opportunities within the field; e.g.:
 - labour-based
 - technical
 - professional

Content (continued)

- identifies and describe occupations relevant to one or more career opportunities; e.g.:
 - nature of the occupation
 - duties of the employee
- provides a survey of current employment statistics relevant to one or more careers; e.g.:
 - types of occupations
 - number of employees
- identifies entry requirements and training programs relevant to one or more careers; e.g.:
 - entrance requirements and competencies
 - type of training programs
- assesses current and future employment opportunities and trends; e.g.:
 - local and national needs
 - opportunities for advancement

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/technical conventions
- cites basic information sources

REFLECTIONS/COMMENTS

TASK	OBSERVATION/RATING
Preparation and Planning	N/A 0 1 2 3 4
Information Gathering and Processing	N/A 0 1 2 3 4
Content	N/A 0 1 2 3 4
Collaboration and Teamwork	N/A 0 1 2 3 4
Information Sharing	N/A 0 1 2 3 4
TOTAL	

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

- 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.
- 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.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 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 establishes steps to achieve them
- creates and adheres to useful timelines
- uses personal initiative to formulate questions and find answers
- plans and uses time effectively

Information Gathering and Processing

- accesses a range of relevant in-school/community resources
- uses a range of information-gathering techniques
- interprets, organizes and combines information into a logical sequence
- records information accurately with appropriate supporting detail and using correct technical terms
- determines accuracy/currency/reliability of information sources
- gathers and responds to feedback regarding approach to the task

Content

- describes one or more career opportunities within the field; e.g.:
 - labour-based
 - technical
 - professional
- identifies and describes occupations relevant to one or more career opportunities; e.g.:
 - nature of the occupation

Content (continued)

- duties of the employee
- workplace conditions
- provides a survey of current employment statistics relevant to one or more careers; e.g.:
 - types of occupations
 - number of employees
 - employment trends
- identifies entry requirements and training programs relevant to one or more careers; e.g.:
 - entrance requirements and competencies
 - type and extent of training programs
- assesses current and future employment opportunities and trends; e.g.:
 - local, national and international needs
 - opportunities for advancement and/or career change

Collaboration and Teamwork

- cooperates with group members
- shares work appropriately among group members
- negotiates solutions to problems

Information Sharing

- demonstrates effective use of two or more communication media:
e.g., written, oral, audio-visual
- communicates ideas in a logical sequence with sufficient supporting detail
- maintains acceptable grammatical and technical standards
- cites relevant information sources

REFLECTIONS/COMMENTS

TASK	OBSERVATION/RATING
Preparation and Planning	N/A 0 1 2 3 4
Information Gathering and Processing	N/A 0 1 2 3 4
Content	N/A 0 1 2 3 4
Collaboration and Teamwork	N/A 0 1 2 3 4
Information Sharing	N/A 0 1 2 3 4
TOTAL	

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

The student:

- 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.
- 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.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 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

Assessment Tools

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TASK CHECKLIST

The student:

Preparation and Planning

- sets clear goals and establishes steps to achieve them
- creates and adheres to detailed timelines
- uses personal initiative to formulate questions and find answers
- plans and uses time effectively, prioritizing tasks on a consistent basis

Information Gathering and Processing

- accesses a range of relevant information sources and recognizes when additional information is required
- demonstrates resourcefulness in collecting data
- interprets, organizes and combines information in creative and thoughtful ways
- records information accurately with appropriate supporting detail and using correct technical terms
- recognizes underlying bias/assumptions/values in information sources
- assesses and refines approach to the task and project status based on feedback and reflection

Content

- describes one or more career opportunities within the field; e.g.:
 - labour-based
 - technical
 - professional
- identifies and describes occupations relevant to one or more career opportunities; e.g.:
 - nature of the occupation
 - duties of the employee
 - workplace conditions
 - salary/wages and employee benefits

Content (continued)

- provides a survey of current employment statistics relevant to one or more careers; e.g.:
 - types of occupations
 - number of employees
 - employment trends
- identifies entry requirements and training programs relevant to one or more careers; e.g.:
 - entrance requirements and competencies
 - type and extent of training programs
 - post-secondary institutions
- assesses current and future employment opportunities and trends; e.g.:
 - local, national and international needs
 - opportunities for advancement and/or career change
 - opportunities for self-employment and entrepreneurship

Collaboration and Teamwork

- cooperates with group members
- shares work appropriately among group members
- negotiates solutions to problems
- displays effective communication and leadership skills

Information Sharing

- demonstrates effective use of a variety of communication media; e.g., *written, oral, audio-visual*
- communicates thoughts/feelings/ideas clearly to justify or challenge a position
- maintains acceptable grammatical and technical standards
- gives evidence of adequate information gathering by citing relevant information sources

REFLECTIONS/COMMENTS

TASK	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Analyzing Perspectives	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Negotiating and Debating	4	3	2	1	0	N/A

STANDARD IS 1 IN EACH APPLICABLE TASK

Rating Scale

The student:

- 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.
- 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.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 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

- accurately describes an issue on which people disagree
- poses an important question regarding the issue
- accesses basic in-school/community information sources regarding the issue
- uses one or more information-gathering techniques

Analyzing Perspectives

- states a position on the issue and logical reasons for adopting that position
- explains why the issue is important by presenting examples of possible consequences
- clarifies different points of view regarding the issue: *e.g., social, economic, environmental*
- distinguishes between fact and fiction/ opinion/theory

Collaboration and Teamwork

- works with a range of peer members
- shares information/opinions/suggestions through group discussion
- listens to and respects the views of others

Negotiating and Debating

- presents a convincing argument in logical sequence supporting a position adopted on the issue
- provides a relevant response to opposing arguments
- speaks clearly so the argument can be understood
- establishes a shared understanding of key alternatives and consequences relevant to the issue

REFLECTIONS/COMMENTS:

TASK	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Analyzing Perspectives	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Negotiating and Debating	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

- 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.
- 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.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 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

- accurately describes an issue on which people disagree, explaining areas of disagreement
- poses one or more thoughtful questions regarding the issue
- accesses a range of relevant in-school/community resources
- uses a range of information-gathering techniques

Analyzing Perspectives

- states a position on the issue and logical reasons for adopting that position
- explains why the issue is important by presenting examples of possible consequences
- categorizes different points of view regarding the issue: *e.g., cultural, ethical, economic, environmental, health-related*
- determines accuracy/currency/reliability of information and ideas

Collaboration and Teamwork

- works with a range of peer members
- shares information/opinions/suggestions, and maintains a balance between speaking and listening
- listens to and respects the views of others, and requests clarification as necessary from other group members

Negotiating and Debating

- presents a convincing argument in logical sequence supporting a position adopted, conveying points in order of importance
- provides a relevant and convincing response to opposing arguments
- speaks clearly without hesitation so the argument can be understood
- negotiates a shared agreement on preferred alternatives relevant to the issue

REFLECTIONS/COMMENTS:

TASK	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Analyzing Perspectives	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Negotiating and Debating	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

The student:

- 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.
- 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.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 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

- accurately describes an issue on which people disagree, explaining specific causes of disagreement
- poses thoughtful questions regarding the issue
- accesses a range of relevant information sources and recognizes when additional information is required
- demonstrates resourcefulness in collecting data

Analyzing Perspectives

- states a position on the issue and insightful reasons for adopting that position
- explains why the issue is important by presenting examples of possible consequences and implications
- categorizes different points of view regarding the issue: *e.g., cultural, ethical, economic, environmental, health-related, scientific, political*
- recognizes underlying bias/assumptions/values in information and ideas

Collaboration and Teamwork (continued)

- works with a wide range of peer members
- shares information/opinions/suggestions, and maintains a balance between speaking and listening
- listens to and respects the views of others, and requests clarification as necessary from other group members

Negotiating and Debating

- presents a convincing argument in logical sequence supporting a position adopted, conveying points in order of importance and backing each with sound evidence
- provides a relevant and convincing rebuttal to opposing arguments
- speaks clearly without hesitation so the argument can be understood by all listeners
- negotiates a shared agreement on preferred alternatives by resolving divergent points of view

REFLECTIONS/COMMENTS:

- Biodiversity of Commercial Plant/Animal Species
- Land Reform in Developing Nations
- Declining Soil Profiles on Arable Land
- Use of Pesticides
- Ground Water Pollution
- Agriculture Subsidies
- Urban Encroachment on Rural Farm Land
- Cost of Protein Production
- Use of Arable Land for Cash Crops or Food Crops
- Slaughter of Livestock
- Use of Animals in Rodeo Events
- Livestock Housing
-
-
- Genetic Engineering of Plants/Animals
- Foreign Ownership of Arable Land in the Third World
- Drought, Famine and International Food Aid
- The Greenhouse Effect
- Agricultural Runoff
- International Trade Agreements
- Conscription of Farmers in Times of War
- Water Rights
- Desertification
- Hormone and Drug Use
- Artificial Insemination
- Dehorning/Castration/Tooth Removal
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JOURNAL ENTRY: DATE:	#1	#2	#3	#4	#5
Preparation and Planning	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A
Analyzing Impacts/ Interactions	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A
Identifying Trends/Making Predictions	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A
Presenting and Reporting	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A
TOTAL:					

STANDARD: Complete 5 journal entries; address criteria for reflection to a standard of 1 for introductory level modules, 2 for intermediate level modules and 3 for advanced level modules.

Rating Scale

The student:

- 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.
- 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.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 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

CRITERIA FOR SUMMATIVE REFLECTION

The student:

Preparation and Planning

- sets goals and follows instructions accurately
- establishes a schedule of activities for completing each journal entry
- accesses in-school/community sources of information
- plans and uses time effectively

Analyzing Impacts/Interactions

- considers the impact of one or more agriculture practices on social/cultural values, environmental factors and/or economic viability within the local community
- explains interactions and potential sources of conflict among different interest groups; *e.g.: Who? What? Where? Why?*
- balances information and values
- demonstrates respect for and considers the views of others

Identifying Trends/Making Predictions

- considers the impact of consumer needs/wants/choices/decisions on agriculture; *e.g.: aesthetic, economic, health, recreational*
- relates current consumption patterns and changing world markets to trends in agriculture
- identifies developments in technology likely to influence future agriculture
- explains how the need for sustainable production systems and environmental stewardship may affect future agriculture

Presenting and Reporting

- provides an introduction that states the purpose of the journal entry
- communicates information and ideas clearly in a logical sequence
- uses correct grammatical convention and technical terms through proofreading/editing
- states a conclusion based on a summary of information and ideas

RATING	ASSESSMENT CRITERIA
<p>4 3 2 1 0</p>	<p><i>The student:</i></p> <p>Preparation and Planning</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies a specific issue regarding the forest environment <input type="checkbox"/> talks to others in order to clarify ideas <input type="checkbox"/> accesses basic in-school/community resources regarding the issue <input type="checkbox"/> identifies appropriate individuals/agencies to contact <input type="checkbox"/> establishes a position on the issue <input type="checkbox"/> _____
<p>4 3 2 1 0</p>	<p>Writing the Letter</p> <ul style="list-style-type: none"> <input type="checkbox"/> clearly states a position on the issue and a rationale for adopting that position <input type="checkbox"/> considers the implications of various approaches for dealing with the issue <input type="checkbox"/> cites references to support information/views <input type="checkbox"/> maintains an appropriate tone of communication <input type="checkbox"/> requests a response to the letter <input type="checkbox"/> uses correct grammatical and technical conventions <input type="checkbox"/> demonstrates proofreading and editing skills <input type="checkbox"/> _____
<p>4 3 2 1 0</p>	<p>Critiquing the Response</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies important elements of the response: <ul style="list-style-type: none"> - acknowledgement of support or concern - statement of position and rationale - reference to supporting information/views - comments regarding future options/alternatives <input type="checkbox"/> assesses quality of the response based on: <ul style="list-style-type: none"> - logical development of ideas - quality/quantity of supporting information and views - tone of communication <input type="checkbox"/> suggests possible improvements to the response and original letter <input type="checkbox"/> _____

Rating Scale

The student:

- 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.
- 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.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 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

<p>REFLECTIONS/COMMENTS</p>
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TASK	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Technical Components	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A

STANDARD IS 1 FOR INTRODUCTORY LEVEL MODULES, 2 FOR INTERMEDIATE LEVEL MODULES, AND 3 FOR ADVANCED LEVEL MODULES

Rating Scale

The student:

- 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.
- 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.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 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
- responds to directed questions and/or follows necessary steps to find answers
- uses time effectively
- accesses basic in-school/community information sources
- interprets and organizes information logically
- transfers and/or extrapolates data from print and visual sources to create maps
- _____
- _____

Technical Components

- prepares an outline of the mapped area to scale
- provides an appropriate map title
- records relevant location data
- provides a map legend that explains:
 - map symbols
 - map scale
- organizes use of space; e.g.:
 - map size in relationship to paper size
 - use of borders
 - position of legend

Technical Components (continued)

- demonstrated appropriate use of colour, shading and/or patterns
- produces a document free of wrinkles and smudges
- maintains appropriate technical standards through proofreading and editing; e.g.:
 - spelling
 - legibility
- _____
- _____

Information Sharing

- communicates map content through oral presentation
- demonstrates ability to use map overlays in presentation
- poses questions based on information provided in map
- _____
- _____

Collaboration and Teamwork

- shares work appropriately among group members
- respects the views of others
- negotiates solutions to problems
- _____
- _____

REFLECTIONS/COMMENTS

RATING	ASSESSMENT CRITERIA
<p>4 3 2 1 0</p> <p>4 3 2 1 0</p> <p>4 3 2 1 0</p> <p>4 3 2 1 0</p>	<p><i>The student:</i></p>
	<p>Scheduling Tasks</p> <p><input type="checkbox"/> sets goals and follows instructions accurately</p> <p><input type="checkbox"/> identifies major tasks and organizes them into a logical sequence</p> <p><input type="checkbox"/> uses time effectively</p> <p><input type="checkbox"/> _____</p>
	<p>Gathering Information</p> <p><input type="checkbox"/> defines a need within an agriculture/horticulture industry</p> <p><input type="checkbox"/> accesses basic in-school/community resources regarding similar needs and how they were addressed</p> <p><input type="checkbox"/> poses important questions regarding design potential</p> <p><input type="checkbox"/> talks to others in order to clarify ideas</p> <p><input type="checkbox"/> interprets and organizes information into a logical sequence</p> <p><input type="checkbox"/> _____</p>
	<p>Constructing Drawings/Models</p> <p><input type="checkbox"/> makes reasoned judgements regarding design potential</p> <p><input type="checkbox"/> generates ideas/alternatives regarding a mechanical system and/or process that will address the need</p> <p><input type="checkbox"/> selects the most appropriate alternative based on:</p> <ul style="list-style-type: none"> - defined needs/problems - efficient use of resources - human and environmental safety <p><input type="checkbox"/> constructs a simple drawing and/or model of the technology that illustrates/demonstrates:</p> <ul style="list-style-type: none"> - component parts - principles of operation <p><input type="checkbox"/> _____</p>
	<p>Assessing Processes and Outcomes</p> <p><input type="checkbox"/> assesses the design process and technology outcomes in relation to original needs, efficient use of resources and human/environmental safety</p> <p><input type="checkbox"/> summarizes opportunities and challenges relevant to industry applications of the technology</p> <p><input type="checkbox"/> suggests possible improvements to the design process and/or technology outcomes</p> <p><input type="checkbox"/> _____</p>

STANDARD IS 1 FOR INTRODUCTORY LEVEL MODULES, 2 FOR INTERMEDIATE LEVEL MODULES AND 3 FOR ADVANCED LEVEL MODULES

Rating Scale

The student:

- 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.
- 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.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 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 in appropriately.

N/A Not applicable

REFLECTIONS/COMMENTS

TASK	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Technical Components	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A

STANDARD IS 1 FOR INTRODUCTORY LEVEL MODULES, 2 FOR INTERMEDIATE LEVEL MODULES, AND 3 FOR ADVANCED LEVEL MODULES

Rating Scale

The student:

- 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.
- 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.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 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
- responds to directed questions and/or follows necessary steps to find answers
- uses time effectively
- accesses basic in-school/community information sources
- interprets and organizes information logically
- transfers and/or extrapolates data from print and visual sources to create a diagram/technical drawing
- _____
- _____

Technical Components

- selects and uses appropriate drawing instruments and tools
- prepares an accurate outline of the theme to scale
- adds detail to the theme as required to ensure recognition and realism
- organizes use of space; e.g.:
 - diagram/technical drawing in relation to paper size
 - use of borders
 - position of labels

Technical Components (continued)

- accurately labels diagram/technical drawing components
- provides an appropriate title for the diagram/technical drawing
- demonstrates appropriate use of colour, shading and/or patterns
- produces a document free of wrinkles and smudges
- maintains appropriate technical standards through proofreading and editing; e.g.:
 - spelling
 - readability
- _____
- _____

Information Sharing

- communicates content of diagram/technical drawing through oral presentation
- demonstrates ability to use overlays in presentation
- poses questions based on information provided in the diagram/technical drawing
- _____
- _____

Collaboration and Teamwork

- shares work appropriately among group members
- respects the views of others
- negotiates solutions to problems
- _____
- _____

REFLECTIONS/COMMENTS

TASK	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Technical Components	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A

STANDARD IS 1 FOR INTRODUCTORY LEVEL MODULES, 2 FOR INTERMEDIATE LEVEL MODULES, AND 3 FOR ADVANCED LEVEL MODULES

Rating Scale

The student:

- 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.
- 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.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 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
- responds to directed questions and/or follows necessary steps to find answers
- uses time effectively
- accesses basic in-school/community information sources
- interprets and organizes information logically
- transfers and/or extrapolates data from print and visual sources to create a flow chart
- _____
- _____

Technical Components

- prepares an outline of steps/processes in proper sequence and order
- organizes use of space in relation to paper size
- selects and uses appropriate drawing instruments and tools
- creates a flow chart that:
 - has a definite beginning and end
 - clearly indicates the sequencing of steps/processes
- provides arrows to indicate correct sequence of steps/processes

Technical Components (continued)

- labels flow chart components as required
- provides an appropriate title for the flow chart
- demonstrates appropriate use of colour, shading and/or patterns
- produces a document free of wrinkles and smudges
- maintains appropriate technical standards through proofreading and editing; e.g.:
 - spelling
 - legibility
- _____
- _____

Information Sharing

- communicates content of flow chart through oral presentation
- demonstrates ability to use flow chart overlays in presentation
- poses questions based on information provided in the flow chart
- _____
- _____

Collaboration and Teamwork

- shares work appropriately among group members
- respects the views of others
- negotiates solutions to problems
- _____
- _____

REFLECTIONS/COMMENTS

Student Name:	Module:	Date:
Destination:		
Contact Person:		
Title/Position of Contact Person:		

PURPOSE OF TRIP (Teacher Defined)**STUDENT EXPECTATIONS (What do you expect to observe/learn?)****ACTUAL OBSERVATIONS (What did you actually observe/learn?)****APPLICATIONS OF SCIENCE AND TECHNOLOGY****REFLECTION ON FIELD INVESTIGATION (What did you find most interesting? least interesting?)**

<u>OBSERVED CAREERS</u>
<p style="text-align: center;">Career #1:</p> <p>Title: Education Requirements: Salary Range: Pros: Cons:</p>
<p style="text-align: center;">Career #2:</p> <p>Title: Education Requirements: Salary Range: Pros: Cons:</p>
<p style="text-align: center;">Career #3:</p> <p>Title: Education Requirements: Salary Range: Pros: Cons:</p>

<p><u>Would any of the observed careers appeal to you? Why or why not?</u></p>

<u>SUMMATIVE CHECKLIST</u> (to be completed by teacher/supervisor)
<p><i>The student:</i></p> <p><input type="checkbox"/> identifies trip goals and follows instructions accurately</p>
<p><input type="checkbox"/> adheres to established itinerary/timelines</p>
<p><input type="checkbox"/> demonstrates appropriate use of equipment, supplies and/or clothing</p>
<p><input type="checkbox"/> adheres to acceptable safety standards and behavioural expectations as established by school policy</p>
<p><input type="checkbox"/> accesses resources available on-site</p>
<p><input type="checkbox"/> uses effective questioning techniques to gather information</p>
<p><input type="checkbox"/> interprets and records information accurately</p>
<p><input type="checkbox"/> follows directions/procedures indicated by tour guide and/or as established by industry policy while on site</p>
<p><input type="checkbox"/> completes all sections of the observation checklist for each field-based investigation.</p>
<p><input type="checkbox"/></p>
<p><input type="checkbox"/></p>

		Basic Floral Design			Floral Design 2		
		Floral Design 1			Floral Design 2		
P R O D U C T	Vase Arrangements	Round (Mound) Arrangements	Triangular Arrangements	Centrepieces	European Arrangements	Oriental Arrangements	Bridal Design, Calendar Event and Other Special Occasion Arrangements
		<ul style="list-style-type: none"> • bud vase • larger vase 		<ul style="list-style-type: none"> • symmetrical • asymmetrical 	<ul style="list-style-type: none"> • horizontal • pyramidal 	<ul style="list-style-type: none"> • presentation • cluster • vegetative • parallel • hogarth curve 	<ul style="list-style-type: none"> • Ikebana • Moribana • Ritka

CUT FLOWERS AND FOLIAGE

	Common and Botanical Names	Basic Characteristics	General Use
<i>Dianthus caryophyllus</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Rosa</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Chrysanthemum</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Narcissus</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Tulipa</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Gypsophila paniculata</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Limonium tartarica</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Limonium sinuatum</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Consolida regalis</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Eucalyptus</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Archniodes adiantiformis</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Asparagus setaceus</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Ruscus</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Dendrobium orchid</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Gladiolus hortulanus</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Freesia hybrid</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Alstroemeria</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Anthurium scherzerianum</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Aster</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Gerberia</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Iris</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Protea</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Stephanotis floribunda</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Achillea Filipendulina</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Echinops ritro</i>	<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"/>

INTERIOR PLANTS

	Common and Botanical Names	Basic Characteristics	General Use
<i>Chrysanthemum</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Euphorbia pulcherrima</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Lilium</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Rhododendron indicum</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Saintpaulia</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Aglaonema species</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Asparagus plumosus</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Begonia species</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Chlorophytum comosum</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Cissus species</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Cordyline indivisa</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Ficus species</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Hibiscus</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Kalanchoe blossfeldiana</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Cyclamen persicum</i>	<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"/>

STANDARD: The student identifies by common and botanical names and describes the basic characteristics and general use of:
10 cut flowers and/or foliage specimens
5 interior plants

REFERENCE GUIDES:

- *Home Floral Design*
- *Step by Step: A Designer's Guide to Basic Floral Design.*

	Common Name	Growth Habit	Basic Structure
Cereals/Small Grains			
Oats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barley	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wheat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rye	<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"/>
Oil Seeds			
Canola	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flax	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sunflower	<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"/>
Grass Seeds/Forage			
Alfalfa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brome Grass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fescue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rye Grass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Timothy	<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"/>

	Common Name	Growth Habit	Basic Structure
Vegetables/Fruits			
Beet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carrot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Corn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Potato	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Raspberry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strawberry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Turnip	<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"/>
Specialty/Other			
_____	<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"/>

STANDARD: The student identifies the common name, growth habit and basic structure of 10 Alberta field crop species.

TREES AND SHRUBS

	Common and Botanical Names	Growth Habit/Taxonomy	Specific Applications in Alberta
Coniferous			
Picea pungens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pinus sylvestris	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pinus mugo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Juniperus scopulorum “Blue Heaven”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thuja occidentalis “Brandon”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thuja occidentalis “Woodwardii”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Juniperus sabina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Juniperus chinensis “Old Gold”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Juniperus sabina tamariscifolia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deciduous			
Fraxinus pensylvancia lanceolata	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Betula pendula “Gracilis”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prunus Maacki	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prunus virginiana “Shubert”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Malus x “Royalty”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sorbus americana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elaeagnus angustifolia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prunus x cistena	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prunus triloba “Multiplex”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Potentilla fruticosa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cotoneaster lucidus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cornus alba	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Syringa villosa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spirea x bumalda “Froebelli”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERENNIALS

	Common and Botanical Names	Growth Habit/Taxonomy	Specific Applications in Alberta
Arabis alpina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Artemisia schmidtiana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Armeria maritima	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asilbe spp.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bergenia cordifolia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cerastium tomentosum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chrysanthemum x superbum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Convallaria majalis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delphinium species	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dicentra spectabilis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hemerocallis hybrids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hosta varieties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iris spp.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iberis sempervirens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lupinus polyphyllus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lychnis calcedonica	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paeonia lactiflora	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phlox subulata	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sedum spp.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tradescantia virginiana	<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"/>

STANDARD: The student identifies the common and botanical names, growth habits/taxonomy, and specific applications of 10 tree, shrub, perennial, annual and/or tropical species suited for use in Alberta.

ANNUALS

	Common and Botanical Names	Growth Habit/Taxonomy	Specific Applications in Alberta
Ageratum houstonianum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Antirrhinum majum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coleum x hybrids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gladiolus hybrids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lathyrus odoratus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lobelia erinus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lobularia maritima	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nicotiana alata grandiflora	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pelargonium x hortorum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Petunia x hybrida	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Portulaca grandiflora	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Senicio cineraria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Salvia splendens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tageteas patula	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Viola x wittrockiana	<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"/>

TROPICALS

	Common and Botanical Names	Growth Habit/Taxonomy	Specific Applications in Alberta
Chrysanthemum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Euphorbia pulcherrima	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lilium	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhododendron indicum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Saintpaulia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aglaonema species	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asparagus plumosus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Begonia species	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chlorophytum comosum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cissus species	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cordyline indivisa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ficus species	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hibiscus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kalanchoe blossfeldiana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cyclamen persicum	<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"/>

STANDARD: The student identifies the common and botanical names, growth habits/taxonomy, and specific applications of 10 tree, shrub, perennial, annual and/or tropical species suited for use in Alberta.

TREES, SHRUBS AND GROWDCOVERS

	Common and Botanical Names	General Characteristics/ Growth Habits	Functional Use in Alberta
Coniferous			
Picea pungens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pinus sylvestris	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pinus mugo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Juniperus scopulorum “Blue Heaven”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thuja occidentalis “Brandon”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thuja occidentalis “Woodwardii”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Juniperus sabina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Juniperus chinensis “Old Gold”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Juniperus sabina tamariscifolia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deciduous			
Fraxinus pensylvancia lanceolata	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Betula pendula “Gracilis”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prunus Maacki	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prunus virginiana “Shubert”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Malus x “Royalty”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sorbus americana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elaeagnus angustifolia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prunus x cistena	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prunus triloba “Multiplex”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Potentilla fruticosa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cotoneaster lucidus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cornus alba	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Syringa villosa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spirea x bumalda “Froebelli”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERENNIALS

	Common and Botanical Names	General Characteristics/ Growth Habits	Functional Use in Alberta
Arabis alpina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Artemisia schmidtiana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Armeria maritima	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asilbe spp.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bergenia cordifolia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cerastium tomentosum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chrysanthemum x superbum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Convallaria majalis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delphinium species	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dicentra spectabilis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hemerocallis hybrids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hosta varieties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iris spp.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iberis sempervirens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lupinus polyphyllus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lychnis calcedonica	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paeonia lactiflora	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phlox subulata	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sedum spp.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tradescantia virginiana	<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"/>

STANDARD: The student identifies the common and botanical names, general characteristics/growth habits and functional use of 10 landscape plants (including tree, shrub, groundcover, flower and turfgrass specimens) suited for use in Alberta landscapes.

ANNUALS

	Common and Botanical Names	General Characteristics/ Growth Habits	Functional Use in Alberta
Ageratum houstonianum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Antirrhinum majum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coleum x hybrids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gladiolus hybrids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lathyrus odoratus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lobelia erinus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lobularia maritima	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nicotiana alata grandiflora	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pelargonium x hortorum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Petunia x hybrida	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Portulaca grandiflora	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Senecio cineraria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Salvia splendens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tageteas patula	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Viola x wittrockiana	<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"/>

TURFGRASSES

	Common and Botanical Names	General Characteristics/ Growth Habits	Functional Use in Alberta
Kentucky blue grass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creeping red fescue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quack grass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creeping bent grass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crested wheat grass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Timothy	<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"/>

STANDARD: The student identifies the common and botanical names, general characteristics/growth habits, and functional use of 10 landscape plants (including tree, shrub, groundcover, flower and turfgrass specimens) suited for use in Alberta landscapes.

PERENNIAL WEEDS

	Common Name	Growth Habit	Management Technique
Canada Thistle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creeping Charlie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dandelion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Foxtail Barley	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plantain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Purple Loosestrife	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quackgrass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scentless Chamomile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Toadflax	<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"/>

ANNUAL WEEDS

	Common Name	Growth Habit	Management Technique
Chickweed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Common Groundsel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lamb's-quarters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pineapple Weed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prostrate Knotweed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Purslane	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Round-leaved Mallow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shepherd's Purse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stinkweed	<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"/>

STANDARD: The student identifies the common name, growth habit and management technique for 5 common weeds found in Alberta landscapes and/or turfgrasses.

Flower/Plant Name

Common: *Carnation*

Botanical: *Dianthus caryophyllos*

Basic Characteristics and Features: *mass - sometimes form*

Available colours: *white, pink, peach, yellow and variegated*

Seasonal Availability: *all year*

Vase Life: *14 days*

General and Specific Care: *recut under warm water*

- *use preservative solution*

- *store in cooler*

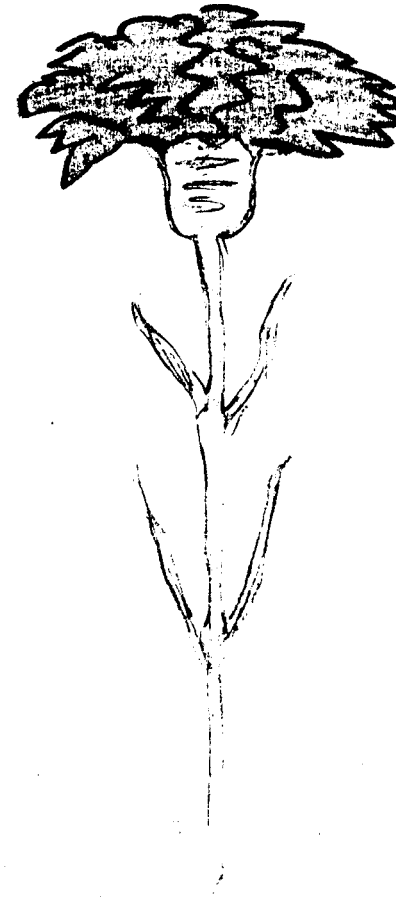
- *reds lose colour at low temperature*

- *avoid ethylene gas*

- *recut stems*

Applications/Use: *corsage and boutonniere, bud vases, arrangements*

Other Notes: *long lasting flower and easy to care for*



General Information

Common Name: _____

Classification by Use; e.g., cereal, legume, root, oil, forage, tuber:

Growth Habit; e.g., size, form, texture: _____

Structural Characteristics; e.g., root, stem, leaf, flower/seed: _____

Growth Requirements; e.g., water, light, temperature, soil, nutrients,
space variables: _____

Selection Criteria; e.g., expected yield, market demand, labour/equipment
requirements, pest control, cost of production: _____

Applications/Use: _____

Other Notes: _____

Picture or Sketch

(to include, where possible, structural parts of
the root, stem, leaf and flower/seed.)

Plant Name	Picture or Sketch
(tree, shrub, perennial, annual or tropical)	
Common: _____	
Botanical: _____	
Basic Characteristics; e.g., size, form, texture: _____	

Special Features; e.g., flowers, leaves, fruit, bark: _____	

Suggested Location/Light Requirements; e.g., full sun, partial sun, full shade, partial shade: _____	

Care and Handling: _____	

Applications/Use: _____	

Other Notes: _____	

Plant Name

(tree, shrub, groundcover, flower, turfgrass)

Common: _____

Botanical: _____

Functional Use in Landscape: _____

Basic Characteristics/Growth Habits; e.g., size, form, texture: _____

Special Features; e.g., flowers, leaves, fruit, bark: _____

Suggested Location/Light Requirements; e.g., full sun, partial sun, full shade, partial shade: _____

Care and Handling: _____

Other Notes: _____

Picture or Sketch

Name of Weed	Picture or Sketch
Common Name: _____	
Life Cycle; e.g., annual, biennial, perennial: _____	
General Description/Growth Habits; e.g., size, form, texture: _____	

Basic Identification Characteristics: _____	

Preferred Growing Location; e.g., light, moisture, soil: _____	

Time of Flowering: _____	
Cultural Control Techniques: _____	

Herbicidal Control Techniques: _____	

Other Notes: _____	

Name of Tool, Equipment or Supply	Picture or Sketch
(e.g., hand tool, power tool, materials, supplies)	
Item: _____	
Manufacturer/Brand: _____	
Basic Characteristics/Features; e.g., type, size, composition, structure:	

Application in Plant Production or Landscape Service: _____	

Directions for Use: _____	

Safety Guidelines: _____	

Instructions for Maintenance/Storage: _____	

Other Notes: _____	

**COMPLETE ALL SECTIONS OF THE INFORMATION SHEET FOR HAND/POWER EQUIPMENT AND SUPPLIES
RELEVANT TO THREE AREAS OF PLANT PRODUCTION OR LANDSCAPE SERVICE**

Student Name: _____

Module: Basic Floral Design Floral Design 1 Floral Design 2

PROJECT:							
DATE:							
Management	4	4	4	4	4	4	4
	3	3	3	3	3	3	3
	2	2	2	2	2	2	2
	1	1	1	1	1	1	1
	0	0	0	0	0	0	0
Teamwork	4	4	4	4	4	4	4
	3	3	3	3	3	3	3
	2	2	2	2	2	2	2
	1	1	1	1	1	1	1
	0	0	0	0	0	0	0
Construction Techniques	4	4	4	4	4	4	4
	3	3	3	3	3	3	3
	2	2	2	2	2	2	2
	1	1	1	1	1	1	1
	0	0	0	0	0	0	0
Safety and Sanitation	4	4	4	4	4	4	4
	3	3	3	3	3	3	3
	2	2	2	2	2	2	2
	1	1	1	1	1	1	1
	0	0	0	0	0	0	0
TOTAL							

TASK CHECKLIST

The student:

Management

- prepares self for task
- organizes and works in an orderly manner
- interprets and carries out instructions accurately
- plans and uses time in a logical sequence
- maintains a clean work area
- attempts to solve problems prior to requesting help
- _____
- _____

Teamwork

- cooperates with group members
- shares work appropriately among group members
- negotiates solutions to problems
- displays effective communication skills
- _____
- _____

Construction Techniques

- selects and uses appropriate tools and floral material
- interprets and adapts the project plan
- applies appropriate design principles
- performs tasks in logical sequence
- minimizes waste of materials
- _____
- _____

Safety and Sanitation

- handles equipment and materials safely
- demonstrates concern for safe procedures/ techniques
- maintains facilities in a sanitary condition
- sanitizes tools and containers
- advises of immediate hazards and necessary repairs
- _____
- _____

STANDARD IS 1 FOR INTRODUCTORY LEVEL MODULES, 2 FOR INTERMEDIATE LEVEL MODULES AND 3 FOR ADVANCED LEVEL MODULES

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.

N/A Not Applicable

Assessment Tools

Student Name: _____

Module: AGR103 AGR203 AGR214 AGR210 AGR303 AGR314

PRODUCTION TASK:	Soil Preparation	Cultivation	Propagation/Transplanting	Watering and Fertilizing	Control of Pests/Disease	Harvesting
DATE:						
Management	4	4	4	4	4	4
	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	0	0	0	0	0	0
Teamwork	4	4	4	4	4	4
	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	0	0	0	0	0	0
Equipment and Materials	4	4	4	4	4	4
	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	0	0	0	0	0	0
Production Techniques	4	4	4	4	4	4
	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	0	0	0	0	0	0
TOTAL						

TASK CHECKLIST

The student:

Management

- prepares self for task
- organizes and works in an orderly manner
- interprets and carries out instructions accurately
- plans and uses time in a logical sequence
- maintains a tidy work environment
- attempts to solve problems prior to requesting help
- maintains records regarding the production cycle

Teamwork

- cooperates with group members
- shares work appropriately among group members
- negotiates solutions to problems
- displays effective communication skills

Equipment and Materials

- selects and uses appropriate equipment and materials
- handles equipment and materials safely
- demonstrates concern for safe procedures/techniques
- maintains facilities in a sanitary condition
- sanitizes tools and containers
- advises of immediate hazards and necessary repairs

Production Techniques

- performs tasks in a logical sequence
- minimizes waste of materials
- weighs and measures accurately
- utilizes appropriate environmental control and conservation practices

STANDARD IS 1 FOR INTRODUCTORY LEVEL MODULES, 2 FOR INTERMEDIATE LEVEL MODULES AND 3 FOR ADVANCED LEVEL MODULES

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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- 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.

N/A Not Applicable

Student Name: _____

Module: AGR107 AGR206 AGR306

MAINTENANCE TASK:	Planting/ Transplanting	Cultivation/ Mulching	Pruning/ Mowing/ Trimming	Watering/ Fertilizing	Pest/Disease Control	Spring/Winter Preparation
DATE:						
Management	4	4	4	4	4	4
	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	0	0	0	0	0	0
Teamwork	4	4	4	4	4	4
	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	0	0	0	0	0	0
Equipment and Materials	4	4	4	4	4	4
	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	0	0	0	0	0	0
Service Techniques	4	4	4	4	4	4
	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	0	0	0	0	0	0
TOTAL						

TASK CHECKLIST

The student:

Management

- prepares self for task
- organizes and works in an orderly manner
- interprets and carries out instructions accurately
- plans and uses time in a logical sequence
- maintains a clean work area
- attempts to solve problems prior to requesting help
- maintains records regarding services rendered

Teamwork

- cooperates with group members
- shares work appropriately among group members
- negotiates solutions to problems
- displays effective communication skills

Equipment and Materials

- selects and uses appropriate equipment and materials
- handles equipment and materials safely
- demonstrates concern for safe procedures/techniques
- maintains facilities in a sanitary condition
- utilizes appropriate conservation practices
- sanitizes tools and containers
- advises of immediate hazards and necessary repairs

Service Techniques

- performs tasks in a logical sequence
- minimizes waste of materials
- weighs and measures accurately
- responds to client needs in a professional manner

**STANDARD IS 1 FOR INTRODUCTORY LEVEL MODULES,
2 FOR INTERMEDIATE LEVEL MODULES, AND 3 FOR ADVANCED LEVEL MODULES**

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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- 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.

N/A Not Applicable

Assessment Tools

Student Name: _____

Module: AGR103 AGR202 AGR204 AGR207 AGR210 AGR304 AGR307

TASK:	Feeding	Housing and Bedding	Handling and Restraint	Health and Welfare	Care for Young	Training Practices
DATE:						
Management	4	4	4	4	4	4
	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	0	0	0	0	0	0
Teamwork	4	4	4	4	4	4
	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	0	0	0	0	0	0
Equipment and Supplies	4	4	4	4	4	4
	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	0	0	0	0	0	0
Animal Handling and Care	4	4	4	4	4	4
	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
	0	0	0	0	0	0
TOTAL						

STANDARD IS 1 FOR INTRODUCTORY LEVEL MODULES, 2 FOR INTERMEDIATE LEVEL MODULES AND 3 FOR ADVANCED LEVEL MODULES

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.

N/A Not Applicable

TASK CHECKLIST

The student:

Management

- prepares self for task
- organizes and works in an orderly manner
- interprets and carries out instructions accurately
- plans and uses time in a logical sequence
- maintains a tidy work environment
- attempts to solve problems prior to requesting help
- maintains records regarding animal care provided
- _____

Teamwork

- cooperates with group members
- shares work appropriately among group members
- negotiates solutions to problems
- displays effective communication skills
- _____

Equipment and Supplies

- selects and uses appropriate equipment and supplies
- handles equipment and supplies safely
- demonstrates concern for safe procedures/techniques
- maintains facilities in a sanitary condition
- sanitizes tools and containers
- advises of immediate hazards and necessary repairs
- _____

Animal Handling and Care

- performs tasks in a logical sequence
- demonstrates concern for animal health and welfare
- minimizes waste of supplies
- weighs and measures accurately
- utilizes appropriate environmental control and conservation practices
- _____

Student Name: _____

Module: AGR106 AGR205 AGR305

PROJECT:							
DATE:							
Management	4	4	4	4	4	4	4
	3	3	3	3	3	3	3
	2	2	2	2	2	2	2
	1	1	1	1	1	1	1
	0	0	0	0	0	0	0
Teamwork	4	4	4	4	4	4	4
	3	3	3	3	3	3	3
	2	2	2	2	2	2	2
	1	1	1	1	1	1	1
	0	0	0	0	0	0	0
Equipment and Materials	4	4	4	4	4	4	4
	3	3	3	3	3	3	3
	2	2	2	2	2	2	2
	1	1	1	1	1	1	1
	0	0	0	0	0	0	0
Processing Techniques	4	4	4	4	4	4	4
	3	3	3	3	3	3	3
	2	2	2	2	2	2	2
	1	1	1	1	1	1	1
	0	0	0	0	0	0	0
TOTAL							

TASK CHECKLIST

The student:

Management

- prepares self for task
- organizes and works in an orderly manner
- interprets and carries out instructions accurately
- plans and uses time in a logical sequence
- maintains a tidy work environment
- attempts to solve problems prior to requesting help
- _____
- _____

Teamwork

- cooperates with group members
- shares work appropriately among group members
- negotiates solutions to problems
- displays effective communication skills
- _____
- _____

Equipment and Materials

- selects and uses appropriate tools and material inputs
- handles equipment and input materials safely
- demonstrates concern for safe procedures/techniques
- maintains facilities in a sanitary condition
- sanitizes tools and containers
- advises of immediate hazards and necessary repairs
- _____
- _____

Processing Techniques

- performs tasks in a logical sequence
- minimizes waste of materials
- weighs and measures accurately
- utilizes appropriate environmental control and conservation practices
- _____
- _____

**STANDARD IS 1 FOR INTRODUCTORY LEVEL MODULES,
2 FOR INTERMEDIATE LEVEL MODULES AND 3 FOR ADVANCED LEVEL MODULES**

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.
- N/A Not Applicable

Assessment Tools

LOG/RECORD OF PRODUCTION TASKS: Plants**AGRLOG-PLT**

Student Name: _____ Module: _____ Supervisor: _____

Production Task: _____ Date: _____ Time Required to Complete Task: _____ Activity/Task Details _____ _____ Plants/Crops Affected: _____ _____ Environmental Conditions (e.g., indoor/outdoor temperature, light conditions, humidity, air circulation): _____ _____ Equipment and Materials Used: _____ _____ Comments: _____ _____	Production Task: _____ Date: _____ Time Required to Complete Task: _____ Activity/Task Details _____ _____ Plants/Crops Affected: _____ _____ Environmental Conditions (e.g., indoor/outdoor temperature, light conditions, humidity, air circulation): _____ _____ Equipment and Materials Used: _____ _____ Comments: _____ _____
Production Task: _____ Date: _____ Time Required to Complete Task: _____ Activity/Task Details _____ _____ Plants/Crops Affected: _____ _____ Environmental Conditions (e.g., indoor/outdoor temperature, light conditions, humidity, air circulation): _____ _____ Equipment and Materials Used: _____ _____ Comments: _____ _____	Production Task: _____ Date: _____ Time Required to Complete Task: _____ Activity/Task Details _____ _____ Plants/Crops Affected: _____ _____ Environmental Conditions (e.g., indoor/outdoor temperature, light conditions, humidity, air circulation): _____ _____ Equipment and Materials Used: _____ _____ Comments: _____ _____

(Verification by Supervisor)_____
(Date)**STANDARD: The student completes all sections of the log/record for each production task performed.**

LOG/RECORD OF ANIMAL CARE**AGRLOG-ANM**

Student Name: _____

Module: _____

Supervisor: _____

<p>Animal Care Task: _____ Date: _____</p> <p>Time Required to Complete Task: _____</p> <p>Activity/Task Details _____</p> <p>_____</p> <p>Environmental Conditions (e.g., indoor/outdoor temperature, light conditions, humidity, air circulation): _____</p> <p>_____</p> <p>Status of Animal Health/Welfare (e.g., normal/abnormal signs) _____</p> <p>_____</p> <p>Equipment and Supplies Used: _____</p> <p>_____</p> <p>Comments: _____</p> <p>_____</p>	<p>Animal Care Task: _____ Date: _____</p> <p>Time Required to Complete Task: _____</p> <p>Activity/Task Details _____</p> <p>_____</p> <p>Environmental Conditions (e.g., indoor/outdoor temperature, light conditions, humidity, air circulation): _____</p> <p>_____</p> <p>Status of Animal Health/Welfare (e.g., normal/abnormal signs) _____</p> <p>_____</p> <p>Equipment and Supplies Used: _____</p> <p>_____</p> <p>Comments: _____</p> <p>_____</p>
<p>Animal Care Task: _____ Date: _____</p> <p>Time Required to Complete Task: _____</p> <p>Activity/Task Details _____</p> <p>_____</p> <p>Environmental Conditions (e.g., indoor/outdoor temperature, light conditions, humidity, air circulation): _____</p> <p>_____</p> <p>Status of Animal Health/Welfare (e.g., normal/abnormal signs) _____</p> <p>_____</p> <p>Equipment and Supplies Used: _____</p> <p>_____</p> <p>Comments: _____</p> <p>_____</p>	<p>Animal Care Task: _____ Date: _____</p> <p>Time Required to Complete Task: _____</p> <p>Activity/Task Details _____</p> <p>_____</p> <p>Environmental Conditions (e.g., indoor/outdoor temperature, light conditions, humidity, air circulation): _____</p> <p>_____</p> <p>Status of Animal Health/Welfare (e.g., normal/abnormal signs) _____</p> <p>_____</p> <p>Equipment and Supplies Used: _____</p> <p>_____</p> <p>Comments: _____</p> <p>_____</p>

(Verification by Supervisor)_____
(Date)**STANDARD: The student completes all sections of the log/record for each animal care task performed.**

PRICING SCENARIO

FLORAL PRODUCT: <i>Miniature Carnation Corsage</i>		
<i>Price Range: \$12.00 - \$16.00</i>		
CONSTRUCTION MATERIALS (cost x 2):	WHOLESALE/ COST PRICE	RETAIL/SELLING PRICE
<i>Wire and Tape</i>	\$.40	\$.80
FLOWERS (cost x 3):		
<i>3 Pink Miniature Carnations.....</i>	\$.75	\$ 2.25
<i>4 Yellow Miniature Carnations.....</i>	1.00	3.00
<i>White Statice.....</i>	.25	.75
<i>Gypsophila (Baby's Breath).....</i>	.25	.75
FOLIAGES (cost x 3):		
<i>Sprengeri.....</i>	\$.50	\$ 1.50
ACCESSORIES (cost x 2):		
<i>1/3 yard 7/8" Bluebell Single-Face Satin Ribbon.....</i>	\$.40 .32	\$.80 .64
<i>1/3 yard #9 Ivory Lace Ribbon.....</i>	1.00	2.00
<i>Corsage Bag, Box and Pins</i>		
<i>TOTAL MATERIAL COST</i>	4.87	12.49
LABOUR CHARGE (based on complexity of design, time factor and overhead):		
<i>20% of Retail/Selling Price of Materials & Supplies.....</i>		\$ 2.50
<i>TOTAL SELLING PRICE</i>		\$ 14.99
LABOUR TIME:		
<i>Approximately 20 minutes to complete.</i>		
ADDITIONAL INFORMATION:		
<i>Lace ribbon is split in half to create a "scalloped" look. This is combined with satin ribbon to accent a corsage look suitable for a baby shower or many other occasions.</i>		

SAMPLE WORKSHEET

FLORAL PRODUCT:		
<i>Price Range:</i>		
CONSTRUCTION MATERIALS:	WHOLESALE/ COST PRICE	RETAIL/SELLING PRICE
	\$	\$
FLOWERS:		
	\$	\$
FOLIAGES:		
	\$	\$
ACCESSORIES:		
	\$	\$
<i>TOTAL MATERIAL COST</i>		
LABOUR CHARGE (based on complexity of design, time factor and overhead):		
	\$	\$
<i>TOTAL SELLING PRICE</i>		
LABOUR TIME:		
ADDITIONAL INFORMATION:		

STANDARD: Accurate completion of all sections of a pricing worksheet for each of three floral arrangements constructed.