

# Agricultural Science II

**Curriculum Guide:** *Introduction to Grassland Management*

**Unit:** III. Grassland Management Practices

**Unit Objective:**

Students will apply grassland management practices by evaluating a grassland site for its ability to sustain wildlife and presenting their findings to the class in a diagram and oral report.

**Show-Me Standards:** 1.3, SC4

**References:**

*Introduction to Grassland Management*. University of Missouri-Columbia, Instructional Materials Laboratory, 1997.

Missouri Department of Conservation. Accessed January 14, 2003, from <http://www.conservation.state.mo.us>.

Students may use additional outside sources to complete this activity.

**Instructional Strategies/Activities:**

- Students will engage in study questions in lessons 1 through 5.
- Students will complete AS 4.1, Habitat Evaluation; AS 4.2, Grassland Evaluation for Wildlife Habitat; AS 5.1, Determining Grassland Condition; and AS 5.2, Evaluating a Grassland.
- Additional activities that relate to the unit objective can be found under the heading "Other Activities" in the following location: p. III-42.

**Performance-Based Assessment:**

Students will work in groups to find and record evidence of wildlife activity in a grassland area. Based on their findings, students will evaluate the area in terms of its ability to sustain wildlife and present their findings to the class in a diagram and oral report.

Assessment will be based on the thoroughness of the evidence collected, the interpretation of the evidence, and the overall content and presentation of the diagram and report. At the instructor's discretion, students will contribute to the assessment process by providing a brief evaluation of the performance of the other members of their group.



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The instructor should assign the performance-based assessment activity at the beginning of the unit. Students will work toward completing the activity as they progress through the unit lessons. The assessment activity will be due at the completion of the unit.

1. Prior to assigning the investigative portion of this assessment, lead the class in a discussion that will help students evaluate a grassland site in terms of its ability to sustain wildlife. See Lesson 4 of this unit, Wildlife Management.
2. Divide the class into groups.
3. Have each group locate a grassland site, such as a native grassland or farmland, and record evidence of animal activity in the area by making written notes. Indicate other acceptable methods of recording or collecting evidence, if desired.
4. Based on their observations, have students evaluate the area in terms of its ability to sustain wildlife and present their findings to the class in a diagram of the area and an oral report.
  - a. Students should indicate the layout of the area in their diagram and include key features, such as streams, trees, and fencerows. They should also label their diagram to indicate where they found evidence of animal activity and what the evidence was.
  - b. Students should incorporate their notes and other elements as needed to make the presentation interesting and informative.
  - c. Have students turn in their diagram following their presentation.
5. Extensive expertise in wildlife identification is *not* necessary to successfully complete this assessment. Students should simply observe and record evidence to the best of their ability.
  - a. Students may use outside sources to help them in the identification process. For example, information regarding native Missouri animals can be found on the Missouri Department of Conservation web site at <http://www.conservations.state.mo.us>.
  - b. If students do use web sites or other sources to help identify wildlife, they must turn in a list of these sources along with their diagram.

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6. If desired, have students contribute to the assessment process by completing a short evaluation of their teammates' performance in completing the project. A peer evaluation form is included following the scoring guide.
  - a. Have students complete the peer evaluation form by following the instructions listed at the top. Students should base their assessment on how much each person contributed to the project.
  - b. If tasks are divided so that students do only one type of task to contribute to the project, have students adjust their peer evaluation form by disregarding the category that does not apply to a particular teammate. Instead of assessing teammates on two categories worth 0 to 3 points, students will assess teammates on one category worth 0 to 6 points.
  - c. To determine the final peer evaluation score, add up the scores that a student receives from the other members of the group and divide the total by the number of scores received. The maximum number of points possible for each student is 6.
  
7. The final assessment score will be a combination of the student's diagram and oral report score and final peer evaluation score.

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**Unit III—Grassland Management Practices**  
**Student Handout**

1. The instructor will divide the class into groups.
2. Your group will locate a grassland site, such as a native grassland or farmland, and identify and record evidence of animal activity in the area by making written notes.
3. Based on your observations, evaluate the area in terms of its ability to sustain wildlife and present your findings to the class as a diagram and an oral report.
4. Your diagram should indicate the layout of the area and include key features, such as streams, trees, and fencerows.
  - a. Label your diagram to indicate where you found evidence of animal activity and what the evidence was.
  - b. Incorporate your notes and other elements as needed to make the diagram and report interesting and informative.
5. You may use outside sources to help in the identification process.
6. Give your diagram to your instructor following your presentation, along with a list of any sources you used.
7. If requested, you will contribute to the assessment process by completing a short evaluation of your teammates' performance in helping to develop the presentation.
  - a. Following the presentation, fill out the peer evaluation score sheet.
  - b. Give the completed score sheet to your instructor.
8. Your final assessment score will be a combination of your diagram and oral report score and your final peer evaluation score.



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Unit III—Grassland Management Practices  
Scoring Guide**

Name \_\_\_\_\_

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Assessment Area	Criteria	0 Points	1 Point	2 Points	3 Points	4 Points	Weight	Total
Information and Content of Grassland Evaluation	<input type="checkbox"/> Information is complete <input type="checkbox"/> Facts are accurate <input type="checkbox"/> Evidence provides a thorough representation of a grassland site <input type="checkbox"/> Animals and evidence are correctly identified <input type="checkbox"/> Assessment of the area's ability to sustain wildlife is correct based on the evidence presented	0 criteria met	1-2 criteria met	3 criteria met	4 criteria met	All 5 criteria met	X 16	
Presentation of Diagram	<input type="checkbox"/> Well organized <input type="checkbox"/> Emphasizes key points <input type="checkbox"/> No spelling, grammar, or punctuation errors <input type="checkbox"/> Good use of supporting materials	0 criteria met	1 criterion met	2 criteria met	3 criteria met	All 4 criteria met	X 5	
Delivery of Oral Report	<input type="checkbox"/> Holds audience interest <input type="checkbox"/> Speaks clearly <input type="checkbox"/> Good posture <input type="checkbox"/> Maintains eye contact	0 criteria met	1 criterion met	2 criteria met	3 criteria met	All 4 criteria met	X 2.5	
Peer Evaluation						6 pts. maximum		
<b>TOTAL</b>								

Final Assessment Total \_\_\_\_\_/100 pts.

**Comments:**





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Peer Evaluation**

Name \_\_\_\_\_

Write your name on the line above. Fill in the names of your teammates in the spaces provided below. For each category listed below, give each teammate a score from 0 to 3 based on his or her contribution to the project. Use the following guide.

- 0 – no contribution
- 1 – minimal contribution
- 2 – average contribution
- 3 – excellent contribution

Add the person’s score in each category and place the total in the column at the right. Give the completed score sheet to your instructor.

Project development includes tasks such as recording evidence and research. Project completion includes writing, assembling, or presenting the project. If tasks are divided so that you or your teammates do only one type of task to contribute to the project, consult the instructor about how to adjust your evaluation form.

Name of Teammate	Project Development 0-3 Points	Project Completion 0-3 Points	Total (6 Points Max.)

