

Soils

Unit Outline

1. Project Team Members: Eddie Parsons and Dan Overdorff;
Chambersburg Area School District
2. Title of Course: Forestry, Wildlife, and Natural Resources
3. Title of Unit or Project: Soils
4. Approximate length of Unit or Project: Three weeks
5. Brief description of the Unit or Project with an expected final outcome.
Students will apply knowledge of soil, environmental impacts, economics, multiple human demands, and use given data for a proposed scenario in making land use decisions.
6. Major Goals of Unit:
Students will be able to:
 - Recognize basic soil forming factors.
 - Explain the concept of soil horizons
 - Identify the soil types
 - Understanding maps and surveys
 - Describe possible environmental impacts of agriculture
7. Sequence of balanced and integrated activities for students:
 - Explore essential vocabulary
 - Create a Venn Diagram of soils
 - Create a diagram of horizons
 - Participate in a hands-on investigation with a field trip
 - Demonstrate use of maps and scenarios
 - Debate land use issues and/or scenarios
 - Discuss a case study
8. Checklist or rubric of assessment components for students:
Rubrics are attached for the presentation and the debate.

9. Specific Standards addressed in this Unit or Project:

<u>Ref. #</u>	<u>Name of Standard</u>	<u>Title of Individual Standard</u>
4.3.10	PA- EE	Environmental Health
4.4.10	PA – EE	Agriculture and Society
7.1.9-12	PA- SAE	Soil and Soil Conservation
7.2.9-12	PA- SAE	Soil and Soil Conservation
7.3.9-12	PA- SAE	Soil and Soil Conservation
7.4.9-12	PA- SAE	Soil and Soil Conservation
3.1.10	PA- ST	Unifying Themes
3.2.10	PA- ST	Inquiry and Design
3.5.10	PA- ST	Earth Sciences
3.7.10	PA- ST	Technology Devices
3.8.10	PA- ST	Science, Technology and Human endeavors
1.1.11a	PA- RWSL	Reading Independently
1.2.11a	PA- RWSL	Reading Critically
1.4.11b	PA- RWSL	Types of Writing
1.6.11c,f	PA- RWSL	Speaking and Listening
1.8.11	PA- RWSL	Research
2.2.11	PA-MATH	Computation and Estimation
2.3.11	PA-MATH	Measurement and Estimation
13.2.11	PA- CEW	Career Acquisition

Presentation and Demonstration Rubric

Student:

Name of Product:

Description	Possible Points	Points Awarded
Research Sources - Minimum of 5 sources	5	
Chart - Easy to follow - Complete - Creativity	15	
Visual Aids - Minimum of 3 presentation techniques	5	
Length of Presentation - Presentation within the 3-5 minute window	10	
Voice - Complete sentences - Spoken clearly	5	
Organization - Presentation easy to follow - Well organized	15	
Appearance - Students appropriately dressed	5	
Accuracy of Information - Information is current - Information is correct	10	
Research Paper - Typed, double spaced,	10	
Research Paper - Mechanics of grammar - Spelling	5	
Research Paper - Organization of the paper	10	
Total	100	

Grading: Excellent; 92-84 Very Good; 83-74 Good; 73-65 Satisfactory; 64-0 Poor

Debate Grading Rubric

Name:

Description	Possible Points	Points Awarded
Opening Statement Clearly Stated Main Points Outlined	20	
Creativity Originality of resource material Sources sited	20	
Assignment completed on time Outline submitted by the due date	20	
Questioning the opposing team Exhibit knowledge of opponents point of view Critical analysis of the material presented by opponent	20	
Conclusion Salvaging defensible points	20	
Total	100	

Grade according to the following scale:

100-93 Excellent
92-84 Very Good
83-74 Good
73-65 Satisfactory
64-0 Poor

Teacher Comments: