

STRANDS AND STANDARDS

PLANT & SOIL SCIENCE 2



Course Description

Students will develop knowledge and skills in advanced areas of plant and soil science, including range resource management. The instruction will also include the importance of biotechnology in crop production. Students will also learn to identify common weeds, diseases, and insect pests.

Intended Grade Level	10-12
Units of Credit	1.0
Core Code	30.02.00.00.010
Concurrent Enrollment Core Code	
Prerequisite	Plant & Soil Science 1
Skill Certification Test Number	143
Test Weight	1.0
License Area of Concentration	CTE and/or Secondary Education 6-12
Required Endorsement(s)	
Endorsement 1	Agriculture (CTE/General)
Endorsement 2	Plant/Soil Science & Technology
Endorsement 3	

STRAND 1

Student will participate in personal and leadership development activities through the FFA.

Standard 1

Student will use communication skills to effectively communicate with others.

- Understand when it is appropriate to listen and to speak.
- Understand and follow verbal and written instructions for classroom and laboratory activities.
- Will practice communication skills through public speaking using one or more of the following activities: memorized speech, prepared speech, extemporaneous speech, parliamentary practice, group presentation, or serving in a leadership capacity.

Standard 2

Student will effectively use teamwork to respectfully work with others.

- Identify and understand different roles in working with a team.
- Lead a group discussion or serve in a leadership capacity.

Standard 3

Student will use critical thinking and problem-solving skills.

- Analyze the cause of the problem.
- Develop a solution to address the problem.
- Implement the plan.
- Evaluate the effectiveness of the plan.

Standard 4

Student will be dependable, reliable, steady, trustworthy, and consistent in performance and behavior.

- Set and meet goals on attendance and punctuality.
- Prioritize, plan, and manage work to complete assignments and projects on time.

Standard 5

Student will be accountable for results.

- Use an achievement chart for activities and behaviors in class that encourages a personal evaluation of classroom performance.
- Use reflection to describe what was learned, what went well, what could have been improved, and what are the implications to the learning process.
- Track and communicate progress toward completion of assignments and projects.

Standard 6

Be familiar with the legal requirements and expectations of the course.

- Be familiar with the course disclosure statement and all requirements for successful completion of the course.
- Demonstrate workplace ethics, e.g., fair, honest, disciplined.

Performance Skills

- Student will practice communication skills through public speaking using one or more of the following activities: memorized speech, prepared speech, extemporaneous speech, parliamentary practice, group presentation, or serving in a leadership capacity.

STRAND 2

Student will participate in work-based learning activities through the Supervised Agricultural Experience (SAE) Program.

Standard 1

Student will demonstrate employability skills.

- Use a career search network to find career choices.
- Identify appropriate CTE Pathway for selected career choice.
- Prepare for entry into the work force by completing one of the following: list of required skills needed for a career choice, a resume including a list of demonstrated skills, a cover letter or letter of application, a job application, or participate in an actual or simulated job interview.

Standard 2

Student will participate in a work-based learning experience outside the classroom.

- Student will plan and implement a Supervised Agricultural Experience Program:
 - Foundational SAE: Career exploration and planning, employability skills for college and career readiness, personal financial management and planning, workplace safety, and agricultural literacy.
 - Immersion SAE: Ownership/entrepreneurship, placement/internship, research, school-based enterprise, and/or service-learning experiences.

Standard 3

Student will develop a job portfolio specific to their selected SAE/WBL experience.

Student will keep a personal record/journal/log of their SAE/WBL experience; including pictures, financial records or log of their hours, skills learned, goals, reflection, etc.

Performance Skills

- Student will keep a personal record/journal/log of their SAE/WBL experience; including pictures, financial records or log of their hours, skills learned, goals, reflection, etc.

STRAND 3

Students will describe plant physiology concepts.

Standard 1

Explain plant physiology concepts and energy conversion in plants.

- Explain cell differentiation and the functions of the major types of plant cells.
- Relate the active and passive transport of minerals into and through the root system.
- Describe the processes of translocation.
- Explain the process of secondary plant growth.
- Explain the light-dependent and light-independent reactions that occur during photosynthesis and apply the knowledge to plant management.
- Explain the four stages of aerobic respiration, and relate cellular respiration to plant growth, crop management, and post-harvest handling.

STRAND 4

Choose ONE of the following three area of focus:

Focus: Students will explain range resources and management practices.

Standard 1

Describe practices associated with range management.

- Evaluate range management systems, economics, and improvement techniques.
- Determine livestock and wildlife use on rangeland.
- Describe range management practices related to plant growth and development.
- Establish a range transect and use it to evaluate the types and numbers of plant species in a specific area.

Standard 2

Collect and prepare plant tissue and soil samples for analysis and interpret test results.

- Explain the reasons for analyzing plant tissue and soil samples.
- Describe the procedures in collecting and preparing plant tissue and soil samples for analysis.
- Test soil samples for nutrient content.
- Interpret test results from plant tissue and soil samples.

Performance Skills

- Evaluate range management systems, economics, and improvement techniques.
- Establish a range transect and use it to evaluate a specific location.
- Develop a plan for multiple use of rangeland for both wildlife and livestock.
- Prepare plant and soil samples for analysis.

Focus: Students will explain forestry resources and management practices.

Standard 1

Describe practices associated with forest management.

- Evaluate forest management systems, economics, and improvement techniques.
- Determine livestock and wildlife use on forest land.
- Describe forest management practices related to plant growth and development.
- Establish a forest transect and use it to evaluate the types and numbers of plant species in a specific area.

Standard 2

Collect and prepare plant tissue and soil samples for analysis and interpret test results.

- Explain the reasons for analyzing plant tissue and soil samples.
- Describe the procedures in collecting and preparing plant tissue and soil samples for analysis.
- Test soil samples for nutrient content.
- Interpret test results from plant tissue and soil samples.

Performance Skills

- Evaluate forest management systems, economics, and improvement techniques.
- Establish a forest transect and use it to evaluate a specific location.
- Develop a plan for multiple use of forest land for both wildlife and livestock.
- Prepare plant and soil samples for analysis.

Focus: Students will explain agronomics, the science of the cultivation of land, soil management, and crop production.

Standard 1

Describe practices associated with the cultivation of land, soil management, and crop production.

- Evaluate specific cultivation practices and determine the economic value of each, e.g., till, no till, crop rotation, cover crops, integrated pest management, integrating livestock and crops, etc.
- Evaluate how different tillage operations (plowing, chiseling, harrowing, discing, rototilling, etc.) affects the soil and water conservation, soil fertility, percolation, plant growth and development.
- Describe input management practices related to plant growth and development, e.g., seed, fertilizer, irrigation, pest control, etc.

Standard 2

Collect and prepare plant tissue and soil samples for analysis and interpret test results.

- Explain the reasons for analyzing plant tissue and soil samples.
- Describe the procedures in collecting and preparing plant tissue and soil samples for analysis.
- Test soil samples for nutrient content.
- Interpret test results from plant tissue and soil samples.

Performance Skills

- Select a cultivation practice and/or tillage operation to mitigate an agronomic challenge in your area.
- Develop a plan for the integration of livestock on crop land.
- Prepare plant and soil samples for analysis.

STRAND 5

Students will describe integrated pest management on agronomic, range or forest lands.

Standard 1

Describe the principles of integrated pest management (IPM).

- Explain IPM.
- Identify benefits of IPM.
- Describe pest control strategies associated with IPM.

Standard 2

Identify and manage plant pests and diseases.

- Identify types of plant pests and disorders.
- Describe the classification of weeds.
- Explain the classification of insects and nematodes.
- Explain the classification of plant diseases.
- Identify weeds, insect pests, and infectious and noninfectious plant diseases.
- Explain scouting of field crops for pests.

Standard 3

Explain procedures for the safe handling, use, and storage of pesticides.

- Explain risks and benefits associated with the materials and methods used in plant pest management.
- Interpret pesticide labels.
- Explain procedures for mixing and storing pesticides.
- Describe types of pesticide controls and formulations.
- Explain the safety practices in applying pesticides.

- Calibrate equipment used in applying pesticides.
- Describe the proper disposal of surplus pesticides and empty containers.
- Evaluate environmental and consumer concerns regarding pest management strategies.

Performance Skills

- Develop an Integrated Pest Management Plan.

STRAND 6

Students will investigate principles of biotechnology as related to plant science.

Standard 1

Explain biotechnology.

- Define biotechnology and explore its historic impact on agriculture.
- Describe current applications of biotechnology in agriculture.
- Describe the role of agencies that regulate biotechnology.
- Identify examples of ethical, legal, social, and cultural biotechnology issues.
- Describe benefits and risks associated with biotechnology.

Standard 2

Explain selective plant breeding.

- Describe the selective plant breeding process.
- Explain how to estimate the heritability of certain traits.
- Predict the genotypes and phenotypes from monohybrid and dihybrid crosses by using the Punnett square.
- Describe sex determination, linkage, crossover, and mutation.
- Describe how biotechnology tools are used to monitor and direct plant breeding.

Standard 3

Examine genetic engineering of plants.

- Explain the reasons for genetic modification of plants.
- Identify transgenic plants on the market.
- Describe the processes and techniques used to produce transgenic plants.
- Describe how biotechnology can be used to evaluate existing transgenic plants.

Standard 4

Describe micro-propagation techniques.

- Define micro-propagation and its importance.
- Explain applications of micro-propagation.
- Describe procedures used in micro-propagation.

Performance Skills

- Design and conduct experiments to support known principles of genetics.
- Demonstrate tissue culturing.
- Research and debate ethical issues in modern biotechnology.

Skill Certification Test Points by Strand

Test Name	Test #	Number of Test Points by Strand										Total Points	Total Questions
		1	2	3	4	5	6	7	8	9	10		