

**Wallingford Public Schools - HIGH SCHOOL COURSE OUTLINE**

<b>Course Title:</b> Agricultural Mechanics / Turf Management 4	<b>Course Number:</b> 8783
<b>Department:</b> Agriculture Education	<b>Grade(s):</b> 12
<b>Level(s):</b> Academic	<b>Credit(s):</b> 2
<b>Course Description</b> Senior course work continues to build a foundation for students interested in agricultural mechanics and turf management. Topics studied include: surveying, landscape construction, equipment overhaul, current trends in agriculture, golf course design, and an independent project. Students will also continue to participate in the Lyman Hall Chapter of the national organization, FFA. Students will also complete their portfolio and document skills for future careers in agricultural mechanics and turf management.	
<b>Required Instructional Materials</b> Sufficient Hands-on Materials	<b>Completion/Revision Date</b> Approved by Board of Education October 15, 2007

**Mission Statement of the Curriculum Management Team**

The mission of the Career and Technical Education Curriculum Management Team is to ensure that students, as a result of their experiences in K-12, will demonstrate transferable skills, knowledge, and attributes for successful life management, employment, career development, post-secondary educational opportunities, and life long learning.

**Enduring Understandings for the Course**

- Self-reflection of learning experiences, in and out of school, fosters the development of a life long learner. Life long learners are able to apply and refine skills as they prepare for their post-high school endeavors.
- Accurate land measurement and drawing will result in proper building, road, and utilities location.
- Skilled and safe use of materials and equipment will result in quality construction and a satisfied client or employer.
- Learned skills and safety procedures will transfer to allow students to confidently operate many different types of equipment.
- Mechanical symptoms can be caused by a multitude of failures that can be difficult to isolate.
- Systematic diagnosis and problem solving skills are applied to help identify mechanical failures.
- Organization and action planning is essential to complete tasks efficiently and accurately.
- The research process requires the use of a variety of resources to ensure validity.
- Organization is critical to the acquisition, application, and evaluation of information.
- Critical examination and evaluation of data is essential to making informed decisions.

<ul style="list-style-type: none"><li>• Recognizing a diversity of viewpoints benefits all.</li></ul>
<ul style="list-style-type: none"><li>• Writing is a tool used for thinking &amp; learning.</li></ul>
<ul style="list-style-type: none"><li>• Superior design of a golf course will enhance the playing experience.</li></ul>
<ul style="list-style-type: none"><li>• Reward can come from taking a risk.</li></ul>
<ul style="list-style-type: none"><li>• Good golf course design is the result of natural conditions, economic parameters, and designer taste.</li></ul>
<ul style="list-style-type: none"><li>• A golf course is a dynamic, living entity whose health depends on a variety of factors.</li></ul>
<ul style="list-style-type: none"><li>• Design presentation can be enhanced with the skilled use of a computer drawing program, balance of color, and effective spatial arrangement.</li></ul>
<ul style="list-style-type: none"><li>• There is more than one way to build and maintain a successful golf course.</li></ul>
<ul style="list-style-type: none"><li>• Laws are enacted to help preserve the environment and to establish and maintain coexistence among neighbors.</li></ul>

**LEARNING STRAND**

1.0 Transferable Skills

**ENDURING UNDERSTANDING(S)**

- Self-reflection of learning experiences, in and out of school, fosters the development of a life long learner. Life long learners are able to apply and refine skills as they prepare for their post-high school endeavors.

**ESSENTIAL QUESTION(S)**

- What is the importance of maintaining a portfolio?
- What are the qualities of an effective oral presentation?
- What safety precautions do I have to follow?
- What can I do differently next time?
- What does a cooperative group require to function successfully?
- How can I assess the situation and implement change?
- What are the characteristics of an organized person? What do I need to do to be more organized?
- How can I manage informational research, organize the information, and present it professionally?
- What is a leader?

**LEARNING OBJECTIVES** The students will:

- 1.1 Demonstrate public speaking skills using appropriate visuals and tailoring the presentation to specific audiences.
- 1.2 Communicate in writing about a topic using different formats applying relevant vocabulary, supporting evidence and clear logic.
- 1.3 Self-assess transferable skills and reflect on areas of strengths and improvement.
- 1.4 Identify and use the appropriate tools and equipment safely.
- 1.5 Work cooperatively with fellow peers, teachers, and employers to complete a task.
- 1.6 Apply problem solving skills to critically approach a situation and work through the steps to solve the problem.
- 1.7 Develop organizational skills that assist with data collection, analysis, and synthesis.
- 1.8 Apply research skills to collect information, summarize the findings and to cite the sources used.
- 1.9 Recognize leadership skills such as: motivating others, negotiating,

**INSTRUCTIONAL SUPPORT MATERIALS**

- See other learning strands for integration

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- See other learning strands for integration

**SUGGESTED ASSESSMENT METHODS**

- See other learning strands for integration

<p>participating in meetings, gaining confidence, and gaining self-awareness, etc.</p> <p>1.10 Apply computer-based tools such as PowerPoint, Word, Excel, and Access, to organize and present information.</p> <p>1.11 Demonstrate self expression and creativity through different projects.</p> <p>1.12 Develop a positive attitude and become an independent learner in order to prepare for the future.</p> <p>1.13 Organize and maintain a four year portfolio including a compilation of student products and reflections.</p> <p>1.14 Document SAE (Supervised Agricultural Experience) monthly. This includes recording hours, expenses, income, tasks and applied skills.</p>	
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<b><u>LEARNING STRAND</u></b>	
2.0 Surveying <ul style="list-style-type: none"> <li>Approximately 5 weeks</li> </ul>	
<b><u>ENDURING UNDERSTANDING(S)</u></b> <ul style="list-style-type: none"> <li>Accurate land measurement and drawing will result in proper building, road, and utilities location.</li> </ul>	<b><u>ESSENTIAL QUESTION(S)</u></b> <ul style="list-style-type: none"> <li>What information can surveying equipment provide?</li> <li>How can I translate field notes into an accurate drawing?</li> <li>How should batter boards be constructed to indicate where a foundation is to be placed?</li> <li>What information does a contour map provide?</li> </ul>
<b><u>LEARNING OBJECTIVES</u></b> The students will: <ul style="list-style-type: none"> <li>2.1 Work cooperatively with peers to complete a task.</li> <li>2.2 Develop organizational skills assisting with data collection, data analysis and synthesis.</li> <li>2.3 Demonstrate efficient use of surveying equipment, including: <ul style="list-style-type: none"> <li>Builder's level</li> <li>Laser transit</li> <li>Surveying rod</li> <li>200' tape and chain pins</li> </ul> </li> <li>2.4 Record accurate surveying field notes.</li> <li>2.5 Determine elevations and property border angles using field notes.</li> <li>2.6 Construct a scale drawing of FFA hay field using surveying notes.</li> <li>2.7 Draft a contour map of high school football field using surveying notes.</li> <li>2.8 Construct batter boards to indicate corners and elevations of a proposed building foundation.</li> </ul>	<b><u>INSTRUCTIONAL SUPPORT MATERIALS</u></b> <ul style="list-style-type: none"> <li>Surveying equipment</li> <li>Availability and accessibility of land for surveying purposes</li> <li>Drawing materials</li> <li>Lumber, drills, screws and string for batter board construction</li> </ul> <b><u>SUGGESTED INSTRUCTIONAL STRATEGIES</u></b> <ul style="list-style-type: none"> <li>Demonstrate proper use of surveying equipment</li> <li>Model how to take accurate surveying measurements and how to interpret this data</li> <li>Model how to construct scale drawings and contour maps including mini lessons on accurate measurements, ruler reading, contour highlighting</li> <li>Demonstrate construction of one batter board unit</li> <li>Writing assignment – your surveying company has constructed a contour map of the high school football field and you are to write a business letter explaining which areas of the playing surface need to be addressed and how you went about making this determination</li> </ul> <b><u>SUGGESTED ASSESSMENT METHODS</u></b> <ul style="list-style-type: none"> <li>Teacher observations of appropriate use of surveying equipment</li> <li>Contour map of football field</li> <li>Survey map of hay field</li> <li>Checklist to assess field notes</li> </ul>

- Portfolio items may include:
  - Skill sheet
  - Writing assignment
  - Work sample picture and caption

**LEARNING STRAND**

- 3.0 Landscape Construction
- Approximately 5 weeks

**ENDURING UNDERSTANDING(S)**

- Skilled and safe use of materials and equipment will result in quality construction and a satisfied client or employer.
- Learned skills and safety procedures will transfer to allow students to confidently operate many different types of equipment.

**ESSENTIAL QUESTION(S)**

- How are different machines used to accomplish different landscape jobs?
- How does one craft a quality landscape construction project?
- What does a quality landscape construction project look like?

**LEARNING OBJECTIVES** The students will:

- 3.1 Safely and efficiently operate landscape maintenance equipment, including:
- 11 horsepower walk-behind blower
  - Backpack blower
  - Zero-turn mower with vacuum attachment
  - Walk-behind mowers
- 3.2 Estimate the type and amount of materials needed to build a brick patio.
- Mason sand
  - 4 inch X 8 inch colonial pavers
- 3.3 Construct a brick patio following established guidelines.
- Build forms for edges
  - Construct a leveling screed
  - Level and compact mason sand
  - Basket weave pattern
  - Running bond pattern
  - Herringbone pattern

**INSTRUCTIONAL SUPPORT MATERIALS**

- Assorted landscape equipment including:
  - 11 horsepower walk-behind blower
  - Backpack blower
  - Zero-turn mower with vacuum attachment
  - Walk-behind mowers
- Maintenance tools and equipment
- Sand, stone dust, gravel
- Assorted pavers
- Assorted brick laying tools such as trowels, hammers, levels, compactors, etc.
- Location to construct patios
- Field to operate landscape equipment

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Writing assignment – Hired as a landscape consultant, you have inspected a newly-constructed brick patio and now need to write a report detailing the quality of construction and the steps that went into the build
- Demonstrate use of landscape equipment during lawn maintenance
- model site preparation and patio construction
- Students assemble brick patios with assorted patterns

**SUGGESTED ASSESSMENT METHODS**

- Brick patio rubric
- Equipment operation checklist
- Portfolio pieces may include:
  - Work sample

- Writing assignment
- Skill sheet



<b><u>LEARNING STRAND</u></b>	
<p>4.0 Equipment Overhaul</p> <ul style="list-style-type: none"> <li>• Approximately 5 weeks</li> </ul>	
<p><b><u>ENDURING UNDERSTANDING(S)</u></b></p> <ul style="list-style-type: none"> <li>• Mechanical symptoms can be caused by a multitude of failures that can be difficult to isolate.</li> <li>• Systematic diagnosis and problem solving skills are applied to help identify mechanical failures.</li> <li>• Organization and action planning is essential to complete tasks efficiently and accurately.</li> </ul>	<p><b><u>ESSENTIAL QUESTION(S)</u></b></p> <ul style="list-style-type: none"> <li>• Why is maintenance critical to equipment performance and longevity?</li> <li>• How/When is equipment maintenance performed?</li> <li>• How does one diagnose and repair equipment failures or problems?</li> <li>• How do you choose the correct tool for the job?</li> <li>• How does project planning help ensure success, save money and time?</li> </ul>
<p><b><u>LEARNING OBJECTIVES</u></b> The students will:</p> <p>4.1 Diagnose equipment conditions.</p> <p>4.2 Develop an action plan to isolate and repair/maintain including a price estimate.</p> <p>4.3 Disassemble and reassemble equipment.</p> <p>4.4 Organize the multitude of components during the disassembly and reassembly of equipment accurately.</p> <p>4.5 Repair or replace equipment components.</p> <p>4.6 Justify the importance of maintaining the equipment.</p> <p>4.7 Reflect on repair/maintenance procedures including:</p> <ul style="list-style-type: none"> <li>• areas of strength</li> <li>• areas that can be improved</li> <li>• comparison of cost estimate vs. actual cost</li> <li>• time analysis</li> </ul> <p>4.8 Demonstrate essential safety practices, such as:</p> <ul style="list-style-type: none"> <li>• Safety glasses</li> <li>• Jack stands and jacking the vehicle</li> <li>• Disposal of liquids</li> <li>• Clothing and attire</li> <li>• Electrical safety</li> <li>• Hazardous fluids</li> <li>• Fire hazards</li> <li>• Use of safety equipment such as eye washes, fire blanket, showers, emergency shut off valves</li> <li>• Tool safety</li> </ul>	<p><b><u>INSTRUCTIONAL SUPPORT MATERIALS</u></b></p> <ul style="list-style-type: none"> <li>• Appropriate safety equipment and attire including goggles, welding helmet, gloves, leggings, and aprons</li> <li>• Appropriate equipment and materials including: bench grinder, horizontal bandsaw, oxy-acetylene torch, plasma cutter, arc welder, MIG welder, angle grinder, and tap set.</li> <li>• Various small engine tools and supplies</li> <li>• Service manuals</li> <li>• Assorted project equipment in need of repair or maintenance</li> <li>• Engine fluids, filters and lubricants</li> </ul> <p><b><u>SUGGESTED INSTRUCTIONAL STRATEGIES</u></b></p> <ul style="list-style-type: none"> <li>• Model diagnosis of equipment conditions</li> <li>• Groups discussions</li> <li>• Student demonstrations</li> <li>• Use repair manuals to disassemble and assemble equipment</li> <li>• Model how to create and critique and action plan after initial diagnosis</li> <li>• Cooperative learning and peer assistance</li> <li>• Individual Instruction</li> <li>• Demonstrations</li> <li>• Hands-on-learning activities</li> </ul> <p><b><u>SUGGESTED ASSESSMENT METHODS</u></b></p> <ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Participation</li> </ul>

- Diagnosis and action plan
- Portfolio products may include:
  - Work sample picture and caption
  - Written reflection
  - Skill sheet

<b><u>LEARNING STRAND</u></b>	
5.0 Current Trends in Agriculture <ul style="list-style-type: none"> <li>• Approximately 4 weeks</li> </ul>	
<b><u>ENDURING UNDERSTANDING(S)</u></b> <ul style="list-style-type: none"> <li>• The research process requires the use of a variety of resources to ensure validity.</li> <li>• Organization is critical to the acquisition, application, and evaluation of information.</li> <li>• Critical examination and evaluation of data is essential to making informed decisions.</li> <li>• Recognizing a diversity of viewpoints benefits all.</li> <li>• Writing is a tool used for thinking &amp; learning.</li> </ul>	<b><u>ESSENTIAL QUESTION(S)</u></b> <ul style="list-style-type: none"> <li>• Why do I research?</li> <li>• What is the best way to persuade an audience?</li> <li>• What are the benefits of using multiple media to locate information?</li> <li>• How do I know my information is reliable (accurate, unbiased, current, and appropriate)?</li> <li>• How does organizing the results of my research help me to use it?</li> <li>• How does the consideration of different viewpoints influence how I think &amp; act?</li> <li>• What am I trying to achieve through my writing? Presentation?</li> <li>• What are the qualities of an effective oral presentation?</li> <li>• How can a visual enhance an oral presentation?</li> </ul>
<b><u>LEARNING OBJECTIVES</u></b> – The students will: <p>5.1 Develop a central research position related to a current trend in agriculture.</p> <p>5.2 Generate questions related to the topic.</p> <p>5.3 Locate &amp; retrieve information that is stored in print (books, magazines, etc.) as well as in digital forms (Internet, databases, videos, etc.) to support the position presented as well as the opposing view.</p> <p>5.4 Evaluate validity of sources to authenticate research.</p> <p>5.5 Organize ideas and information logically and effectively using note cards and outlining.</p> <p>5.6 Use the writing process to compose a research position paper that is focused, organized, elaborated, supported and edited for standard English conventions.</p> <p>5.7 Revise written pieces to demonstrate improvement.</p> <p>5.8 Use MLA citation for textual support.</p> <p>5.9 Persuade audience during an oral presentation with accompanying visuals.</p>	<b><u>INSTRUCTIONAL SUPPORT MATERIALS</u></b> <ul style="list-style-type: none"> <li>• Access to print and non-print sources</li> <li>• Assorted trade magazines and journals</li> <li>• Presentation materials</li> </ul> <b><u>SUGGESTED INSTRUCTIONAL STRATEGIES</u></b> <ul style="list-style-type: none"> <li>• Collaborate with library media specialists to help assist with research</li> <li>• Create a PowerPoint presentation or design a tri-fold board as a visual aid for the oral presentation</li> <li>• Create an informational hand-out to “call to action” information for the audience</li> <li>• After student presentations, students select one topic to write “a letter to the editor” by agreeing or disagreeing with the position presented</li> <li>• Model and assist students through the research process</li> <li>• Model appropriate Internet searching techniques</li> <li>• Peer review and feedback</li> <li>• Provide due dates of individual parts (note</li> </ul>

	<p>cards, outline, rough draft, etc.) of research project</p> <ul style="list-style-type: none"><li>• Conferencing with teacher</li></ul> <p><b><u>SUGGESTED ASSESSMENT METHODS</u></b></p> <ul style="list-style-type: none"><li>• Rubrics for presentation, paper, and visual</li><li>• Checklist for research process</li><li>• Self and peer assessments</li><li>• Portfolio products may include:<ul style="list-style-type: none"><li>• Skill sheet</li><li>• Persuasive research paper and outline</li><li>• Photo of visual and student</li><li>• Informational “call to action” hand-out</li><li>• Writing sample “letter to the editor”</li></ul></li></ul>
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<b><u>LEARNING STRAND</u></b>	
6.0 Independent Project <ul style="list-style-type: none"> <li>• Approximately 6 weeks</li> </ul>	
<b><u>ENDURING UNDERSTANDING(S)</u></b> <ul style="list-style-type: none"> <li>• Mechanical symptoms can be caused by a multitude of failures that can be difficult to isolate.</li> <li>• Systematic diagnosis and problem solving skills are applied for the identification of mechanical failures.</li> <li>• Organization and action planning is essential to complete tasks efficiently and accurately.</li> </ul>	<b><u>ESSENTIAL QUESTION(S)</u></b> <ul style="list-style-type: none"> <li>• Why is a bill of materials necessary for the planning of a successful project?</li> <li>• Why is maintenance critical to equipment performance and longevity?</li> <li>• How/When is equipment maintenance performed?</li> <li>• How does one diagnose and repair equipment failures or problems?</li> <li>• How do you choose the correct tool for the job?</li> <li>• How does project planning help ensure success, save money and time?</li> </ul>
<b><u>LEARNING OBJECTIVES</u></b> The student6 will: <p>6.1 Develop an agricultural construction or equipment repair project.</p> <p>6.2 Outline the steps necessary to complete an agricultural project and set completion goals.</p> <p>6.3 Create a bill of materials for an agricultural project.</p> <p>6.4. Agricultural equipment or construction project may include:</p> <ul style="list-style-type: none"> <li>• Diagnose equipment conditions.</li> <li>• Develop an action plan to isolate and repair/maintain including a price estimate.</li> <li>• Disassemble and/or assemble equipment.</li> <li>• Organize the multitude of components during the disassembly and assembly of equipment accurately.</li> <li>• Repair or replace equipment components.</li> <li>• Justify the importance of maintaining the equipment.</li> <li>• Construct a wood or metal project</li> </ul> <p>6.5 Reflect on repair/construction procedures including:</p> <ul style="list-style-type: none"> <li>• Areas of strength</li> <li>• Areas that can be improved</li> <li>• Comparison of cost estimate vs.</li> </ul>	<b><u>INSTRUCTIONAL SUPPORT MATERIALS</u></b> <ul style="list-style-type: none"> <li>• Appropriate safety equipment and attire including goggles, welding helmet, gloves, leggings, and aprons</li> <li>• Appropriate equipment and materials including: bench grinder, horizontal bandsaw, oxy-acetylene torch, plasma cutter, arc welder, MIG welder, angle grinder, and tap set.</li> <li>• Various construction supplies including lumber, fasteners, metal, etc.</li> <li>• Various small engine tools and supplies</li> <li>• Service manuals</li> <li>• Assorted project equipment in need of repair or maintenance</li> <li>• Engine fluids, filters and lubricants</li> </ul> <b><u>SUGGESTED INSTRUCTIONAL STRATEGIES</u></b> <ul style="list-style-type: none"> <li>• Model diagnosis of equipment conditions</li> <li>• Groups discussions</li> <li>• Agricultural construction project may include: <ul style="list-style-type: none"> <li>○ Build a picnic table</li> <li>○ Build a dog house</li> <li>○ Team of students build a tool shed</li> <li>○ Weld a mower deck</li> <li>○ Weld an engine stand</li> </ul> </li> <li>• Equipment repair project may include: <ul style="list-style-type: none"> <li>○ Restore and repair equipment such as a mower, trailer, tractor</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>actual cost</li> <li>• Time analysis</li> </ul> <p>6.6 Demonstrate essential safety practices, such as:</p> <ul style="list-style-type: none"> <li>• Safety glasses</li> <li>• Jack stands and jacking the vehicle</li> <li>• Disposal of liquids</li> <li>• Clothing and attire</li> <li>• Electrical safety</li> <li>• Hazardous fluids</li> <li>• Fire hazards</li> <li>• Use of safety equipment such as eye washes, fire blanket, showers, emergency shut off valves</li> <li>• Tool safety</li> </ul>	<ul style="list-style-type: none"> <li>• Model how to write a of bill of materials</li> <li>• Student demonstrations</li> <li>• Use repair manuals to disassemble and assemble equipment</li> <li>• Model how to create and critique and action plan after initial diagnosis</li> <li>• Cooperative learning and peer assistance</li> <li>• Individual Instruction</li> <li>• Demonstrations</li> <li>• Hands-on-learning activities</li> </ul> <p><b><u>SUGGESTED ASSESSMENT METHODS</u></b></p> <ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Participation</li> <li>• Diagnosis and action plan</li> <li>• Portfolio products may include: <ul style="list-style-type: none"> <li>○ Work sample picture and caption</li> <li>○ Written reflection</li> <li>○ Skill sheet</li> </ul> </li> </ul>
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**LEARNING STRAND**

- 7.0 Golf Course Design
- Approximately 6 weeks

**ENDURING UNDERSTANDING(S)**

- A well-designed golf course will enhance the playing experience.
- Rewards and failures can come from taking a risk.
- A well-designed golf course design is the result of natural conditions, economic parameters, and designer taste.
- A golf course is a dynamic, living entity whose health depends on a variety of factors.
- Design presentation can be enhanced with the skilled use of a computer drawing program, balance of color, and effective spatial arrangement.
- There is more than one way to build and maintain a successful golf course.
- Laws are enacted to help preserve the environment and to establish and maintain coexistence among neighbors.

**ESSENTIAL QUESTION(S)**

- What steps are necessary to design a unique and desirable golf course?
- What natural conditions and economic parameters affect golf course design?
- How does risk/reward affect golf course design?
- How can the design of a golf course influence the health of its living components?
- What are the qualities of an effective web page and drawing program?
- What laws have been enacted to ensure that golf courses are good neighbors – both environmentally and socially?

**LEARNING OBJECTIVES** The students will:

- 7.1 Explain USGA rules.
- 7.2 Describe golf play strategies and etiquette.
- 7.3 Evaluate an undeveloped site for its potential as a golf course.
  - property boundaries
  - natural boundaries
  - roads/structures on site
  - contours
  - soils
  - neighbors
- 7.4 Evaluate local golf course design/architecture.
- 7.5 Describe environmental and zoning laws that apply to golf course design.
- 7.6 Design an eighteen hole golf course using CorelDraw computer program.
  - Tee boxes
  - Fairway dimensions
  - Putting surfaces
  - Roughs
  - Buildings – clubhouse, cart storage,

**INSTRUCTIONAL SUPPORT MATERIALS**

- USGA.org website and USGA rule book
- Availability of wooded site to evaluate
- Plot plan and contour map of site
- Soil test kits and soil texture triangles
- Soil map of site
- Town environmental and zoning laws
- CorelDraw presentation program
- FrontPage web design program

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Written exercises based on golf rules, play and etiquette
- Model map reading skills to determine boundaries, natural features and contours
- Classify soils from proposed golf course site using soil texture triangle and compare to soil maps
- Visit town hall to research relevant environmental and zoning laws and complete written descriptions
- Visit local golf courses and compare and

<p>maintenance, irrigation</p> <ul style="list-style-type: none"> <li>• Irrigation network</li> <li>• Roads, parking lots, cart paths</li> </ul> <p>7.7 Promote a proposed golf course using FrontPage web page design program.</p> <ul style="list-style-type: none"> <li>• Home Page – course description</li> <li>• Score card</li> <li>• Course drawing</li> </ul> <p>7.8 Present designs to course superintendents and class in a forum-type setting.</p>	<p>contrast their designs /architecture</p> <ul style="list-style-type: none"> <li>• Graphic organizer to prepare for compare and contrast essay covering the architecture and design features of local golf courses</li> <li>• Model the effective use of CorelDraw and FrontPage computer programs</li> </ul> <p><b><u>SUGGESTED ASSESSMENT METHODS</u></b></p> <ul style="list-style-type: none"> <li>• Rubric – soil texture, type results</li> <li>• Rubric – environmental and zoning law exercise</li> <li>• Golf Course design rubric</li> <li>• Web Page design rubric</li> <li>• Self-assessment and peer assessments using the rubrics</li> <li>• Portfolio products may include: <ul style="list-style-type: none"> <li>○ Work sample picture and caption</li> <li>○ Writing assignment – compare and contrast local golf course designs</li> <li>○ Skill sheet</li> </ul> </li> </ul>
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