

AGRICULTURAL TERMS CARD FILE

Performance Standard 1A.I

Agriculture/horticulture students will select vocabulary words from their reading each week and complete a card for each word that includes the uninflected word, definition, source and sample sentence in which the word is correctly used accordingly:

- *Numbering/Formatting*: complete assigned vocabulary cards; include required items on the card; identify items (i.e., word, definition, original user, quotation, student sentence) on the card.
- *Including accurate information*: reflect the denotation of the word's use in the identified context; use words correctly; include accurate optional information.

Procedures

1. *In order to apply word analysis and vocabulary skills to comprehend selections (1A)*, students should experience sufficient learning opportunities to develop the following:
 - Expand knowledge of word origins and derivations.
 - Apply knowledge of roots and affixes to comprehend the meaning of unfamiliar or difficult words, terms or phrases.
 - Identify and analyze the structure and function of words in context.
 - Analyze the structure and function of words in context.
 - Analyze and interpret word usage in traditional and contemporary sources (e.g., books, lyrics, speeches).Agriculture/horticulture students will enhance their employment opportunities by better understanding appropriate agricultural industry terminology. Students need to understand that there are some words that can have multiple meanings depending on the context used. Knowing the correct meanings and use of agricultural industry terminology is crucial to employment and success in the industry. This assessment aligns with the Illinois Workplace Skills D1 (Communicating on the Job/Communicating orally with others), D4 (Communicating on the Job/Prepare written communication) and D5 (Communicating on the Job/Follow written directions).
2. Agriculture/horticulture students will review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Each student will select unfamiliar words from his/her reading each week. Words may come from any source, including personal reading, textbooks from any agriculture/horticulture class, newspapers, magazines, classroom lessons, Internet, etc.
4. In class, the agriculture/horticulture student will prepare his/her word cards according to the example given on the instruction sheet.
5. Each student's performance will be evaluated using the rubric. Add each student's scores to determine the performance level.

Examples of Student Work

- [Meets](#)
- [Exceeds](#)

Time Requirements

- One class period

Resources

- 4 x 6 inch note cards for each student, five or more cards per week
- References (e.g., dictionaries, thesauruses, etc.)
- Card file instructions
- Agricultural Terms Card File Rubric

AGRICULTURAL TERMS CARD FILE
Card File Instructions

Each week you will be expected to complete five or more vocabulary building cards using the following directions. The idea is to find words that are part of your week's reading and develop your understanding of the words and their use in real life situations from sources such as magazines, books, newspapers and textbooks. You should obtain a set of 4 X 6 inch note cards from your teacher on which to place the information required. You should review the information to prepare a short explanation of the word, where you found it, its use in a sentence of your own design, etc., which you will share with the class. You will maintain this agricultural terms card file for the duration of the course. It is highly recommended that a similar file be kept for every agriculture/horticulture class.

Each card should contain the following information, properly identified:

1. The new word in its base, uninflected form.
2. A brief definition in everyday language (not a word-for-word copy from a dictionary).
3. The name of the person who used the word with an explanation if needed.
4. The source (newspaper, magazine, book, classroom lesson, Internet, etc.) in which you found the word.
5. The context: one or more sentences from the source, quoted exactly, with the target word underlined for identification.
6. A sentence of your own using the word correctly.
7. Optional: phonetic spelling and/or derivation of the word, synonym or antonym.

SAMPLE CARD:

- | | |
|------|---|
| 1, 2 | POIKILOTHERM – refers to an animal whose body temperature is altered by changing temperatures in the environment. |
| 3, 4 | Biological Science Applications in Agriculture, Animal Science Notebook, Lesson Titled, “Effect of Temperature on Cold-Blooded Animals, Pages 227 through 231. The definition of Poikilotherm can be found on page 230. |
| 5 | Most fish and reptiles are <u>poikilotherms</u> . |
| 6 | Factors affecting the activity of poikilotherms include: species, adrenaline and other hormones, stress level, external parasites, poor nutrition and water pollutants. |

You may find words in any of your textbooks, your personal reading, newspapers and magazines, etc. Look for sources that have a challenging vocabulary.

(Adapted from Marian W. Price, University of Central Florida, Orlando, Florida, as presented in *A Sampler from the NCTE Idea Exchange*. Urbana: NCTE, 1981: 28-29.)

AGRICULTURAL TERMS CARD FILE

NAME _____ DATE _____

- Exceeds standard (must receive 7 - 8 total points)
- Meets standard (must receive 5 - 6 total points)
- Approaches standard (must receive 3 - 4 total points)
- Begins standard (must receive 2 total points)

	Number/Format	Accuracy of Information
4	<ul style="list-style-type: none"> • Six or more cards completed. • All required items included on the card. • All items (i.e., word, definition, original user, quotation, student sentence) are properly identified on the card. • Some cards include optional information. 	<ul style="list-style-type: none"> • Student definitions accurately reflect the denotation of the words' use in the identified context. • Student sentences use all words correctly. • When included, optional information is accurate.
3	<ul style="list-style-type: none"> • Five cards completed. • All required items included on the card. • Most items are properly identified on the card. 	<ul style="list-style-type: none"> • Student definitions accurately reflect the denotation of the words' use in the identified context. • Student sentences use most words correctly. • When included, most optional information is accurate.
2	<ul style="list-style-type: none"> • Three or four cards completed. • Most required items included on the card. • Some items are properly identified on the card. 	<ul style="list-style-type: none"> • Student definitions approximate the denotation of the words' used in the identified context. • Some definitions may not fit the context of the target word. • Student sentences occasionally use words incorrectly.
1	<ul style="list-style-type: none"> • No to two cards completed. • Few or no required items included on the card. 	<ul style="list-style-type: none"> • Student definitions do not agree with the denotation of the words' use in context. • Student sentences consistently use the words incorrectly.
Score		