

## USDA PROPOSES BAN ON USE OF GENETICALLY MODIFIED ORGANISM (GMO) SEED

### Performance Standard 4B.H

Students are to demonstrate group discussion skills by participating in a small group discussion to reach a consensus on the question: Should the United States Department of Agriculture ban the use of Genetically Modified Organism (GMO) seed? The small group will present their results to the class accordingly:

- *Student Presentation:* demonstrate good speaking skills (e.g., vocabulary, rate, volume, style); use introduction, organized body and effective conclusion; use clear, audible and appropriate language; use appropriate grammar, word choice and pacing.
- *Group Presentation:* state position; preview main points of the discussion; elaborate on main points.

### Procedures

1. ***In order to speak effectively using language appropriate to the situation and audience (4B)***, provide students with sufficient learning opportunities to develop the following:
  - Align content, vocabulary, rate, volume and style with the characteristics of the audience and intent of the message.
  - Employ an engaging introduction, appropriate organization and an effective conclusion.
  - Use verbal and nonverbal cues to engage the audience.
  - Use language that is clear, audible and appropriate.
  - Use appropriate grammar, word choice and pacing.
  - Utilize available technological resources (e.g., Internet, video, overhead, pictures, maps, diagrams).
  - Incorporate feedback to make impromptu modifications.
  - Manage use of note cards, graphic organizers, various forms of outlining and/or other visual aids in oral presentations.
  - Discuss a problem, list possible solutions and analyze and evaluate solutions to arrive at a group consensus.
  - Evaluate and provide evidence to support synthesis of other people's content and feelings.
  - Rehearse presentations to overcome communication anxiety and apprehension.
  - Demonstrate composure while confronting and rebutting opposing viewpoints.

As technology in agriculture rapidly changes, the general public in America and the rest of the world is fearful of the consequences of using this technology because of health and moral issues. Agriculture students must be able to evaluate current agricultural policies and/or practices and communicate their viewpoints, using good speaking skills, to other groups as they relate to utilizing or not utilizing developing technology. Students must be able to state their position and present and elaborate on the main points of their discussion. This standard aligns with Illinois Workplace Skill D1 (Communicating on the Job/Communicate orally with others).
2. Have agriculture students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Students will read materials that deal with the use of GMO seeds and related topics.
4. Students will be assigned to groups of 3 – 5 to provide opportunities to share and organize the work for the following prompt:

The USDA recently proposed the following concept: *“We believe the use of genetically modified organism seed in agriculture should be halted.”* React to this proposal and attempt to reach consensus within your group. State the reasons why your group agrees or disagrees with the proposal.
5. Prior to assessment, groups will be assigned position (for or against ban on use of GMO seed).
6. Students will need to research and determine ramifications of banning GMO seed. Students need to evaluate advantages and disadvantages of this policy from the perspective of producers as well as consumers.
7. Students will record notes on discussion.
8. After completing group work, each group will present a summary of their findings regarding the implementation of the ban on use of GMO seed.
9. Each student will submit his/her note cards following the presentation.
10. The due date will be the same for all students.

11. Each student will receive two scores (to be combined):
  - a. Student segment
  - b. Group consensus
12. As each student delivers his/her portion of the presentation, evaluate his/her performance using the rubric. Add each student's scores to determine the performance level.

**Examples of Student Work**

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

**Time Requirements**

- Two to three class periods

**Resources**

- Writing materials
- Note cards
- Student Prompt
- USDA Ban on Use of GMO Seed Rubric

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Student Prompt

The USDA recently proposed the following concept: “*We believe the use of genetically modified organism seed in agriculture should be halted.*” React to this proposal and attempt to reach consensus within your group. State the reasons why your group agrees or disagrees with the proposal.

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NAME \_\_\_\_\_ DATE \_\_\_\_\_

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

	<b>Student Presentation: Speaking Skills</b>	<b>Group Presentation: Notes on Assigned Position</b>
<b>4</b>	<ul style="list-style-type: none"> <li>• Student consistently demonstrates good speaking skills.               <ul style="list-style-type: none"> <li>○ Vocabulary</li> <li>○ Rate</li> <li>○ Volume</li> <li>○ Style</li> </ul> </li> <li>• Student consistently uses engaging introductions, organized body and effective conclusion.</li> <li>• Student consistently uses language that is clear, audible and appropriate.</li> <li>• Student consistently uses appropriate grammar, word choice and pacing.</li> </ul>	<ul style="list-style-type: none"> <li>• Group consistently states position.</li> <li>• Group consistently previews main points of the discussion.</li> <li>• Group consistently elaborates on main points.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Student usually demonstrates good speaking skills.               <ul style="list-style-type: none"> <li>○ Vocabulary</li> <li>○ Rate</li> <li>○ Volume</li> <li>○ Style</li> </ul> </li> <li>• Student usually uses engaging introductions, organized body and effective conclusion.</li> <li>• Student usually uses language that is clear, audible and appropriate.</li> <li>• Student usually uses appropriate grammar, word choice and pacing.</li> </ul>	<ul style="list-style-type: none"> <li>• Group usually states position.</li> <li>• Group usually previews main points of the discussion.</li> <li>• Group usually elaborates on main points.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Student occasionally demonstrates good speaking skills.               <ul style="list-style-type: none"> <li>○ Vocabulary</li> <li>○ Rate</li> <li>○ Volume</li> <li>○ Style</li> </ul> </li> <li>• Student occasionally uses engaging introductions, organized body and effective conclusion.</li> <li>• Student occasionally uses language that is clear, audible and appropriate.</li> <li>• Student occasionally uses appropriate grammar, word choice and pacing.</li> </ul>	<ul style="list-style-type: none"> <li>• Group occasionally states position.</li> <li>• Group occasionally previews main points of the discussion and is occasionally well worded.</li> <li>• Group occasionally elaborates on main points.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Student seldom/never demonstrates good speaking skills.               <ul style="list-style-type: none"> <li>○ Vocabulary</li> <li>○ Rate</li> <li>○ Volume</li> <li>○ Style</li> </ul> </li> <li>• Student seldom/never uses engaging introductions, organized body and effective conclusion.</li> <li>• Student seldom/never uses language that is clear, audible and appropriate.</li> <li>• Student seldom/never uses appropriate grammar, word choice and pacing.</li> </ul>	<ul style="list-style-type: none"> <li>• Group never states position.</li> <li>• Group seldom/never previews main points of the discussion and is not well worded.</li> <li>• Group seldom/never elaborates on main points.</li> </ul>
<b>Score</b>		