

Auburn School District Framework: Environmental Horticulture I, II, III

Course: Environmental Horticulture	Total Framework Hours: 540 Hours
CIP Code: 010603	Type: Exploratory
Career Cluster: Agriculture, Food and Natural Resources	Date Last Modified: Friday, August 14, 2015

Resources and Standard used in Framework Development:
Standards for this framework are taken from the OSPI Model Framework for Plant Systems

Unit 1 DESCRIBE THE SOCIO-ECONOMIC ROLE OF AGRICULTURE	Hours: 30
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Performance Assessment(s):

Environmental Horticulture I
Presentation on a specific role or product of agriculture from the state of Washington

Environmental Horticulture II
Presentation on a specific product history of agriculture from the state of Washington
Presentation on specific career opportunity and the pathway to achieve it

Environmental Horticulture III
Presentation on a career pathway and the post education needed to achieve it
Presentation on Washington's ever changing agriculture role in the development of plants, crops and energy

Leadership Alignment:

Students will manage goals and time and produce results while doing the "Define future occupation through a career project excersize. Demonstrate effective communications with others, work creatively with others and apply technology in their career project presentation Students will collaborate with others and think creatively while explore supervisory and management roles in an organization using a career project. Students access and evaluate information, be self directed, work effectively in diverse teams and produce results while they create a top ten dream job list based on internet research .

FFA leadership completions
CDE
SAE

Standards and Competencies

- CS.02.03: Professional Growth: Develop awareness and apply skills necessary for achieving career success.
- Level 1
 - CS.02.03.01.a. Explore various career interests/options.
 - CS.02.03.03.a. Identify the skills required for various careers.
 - Level 2
 - CS.02.03.01.b. Make decisions to plan for a personal career.
 - CS.02.03.03.b. Develop skills required for a specific career.
 - Level 3
 - CS.02.03.01.c. Implement a plan to achieve career goals and priorities.
 - CS.02.03.03.c. Demonstrate employability skills for a specific career.
- CS.10.01: Examine new technologies to project their impact in the global market of AFNR
- Level 1
 - CS.10.01.01.a. Apply the use of various scientific measurement and conversions to AFNR systems.

Level 2

CS.10.01.01.b. Discuss the use of mechatronics (such as lasers and robotics) and their impact on AFNR systems.

Level 3

CS.10.01.01.c. Evaluate the importance of new and emerging communication systems and how they impact AFNR systems.

CS.10.02: Relate technology advancements to the need for Continuing Education/Career Development

Level 1

CS.10.02.01.a. Utilize historical data, technology and career training to predict market trends.

Level 2

CS.10.02.01.b. Apply emerging technology and career training to meet market demands.

Level 3

CS.10.02.01.c. Research emerging technologies and the opportunities they may create within the AFNR systems.

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

Health and Fitness

Language

CC: College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5 - Demonstrate understanding of word relationships and nuances in word meanings.

6 - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Mathematics

Reading

CC: Reading for Literacy in Science and Technical Subjects

1 - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

2 - Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

Integration of Knowledge and Ideas (9-10)

7 - Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

Key Ideas and Details (11-12)

1 - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

Integration of Knowledge and Ideas (11-12)

7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Science

Social Studies

Writing

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- Think Creatively
- Work Creatively with Others
- Implement Innovations

Creative Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- Access and Evaluate Information
- Use and Manage Information

Media Literacy

- Analyze Media
- Create Media Products

Information, Communications, and Technology (ICT Literacy)

- Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- Adapt to Change
- Be Flexible

Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

Social and Cross-Cultural

- Interact Effectively with Others
- Work Effectively in Diverse Teams

Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

Performance Assessment(s):

Environmental Horticulture I

Presentation on a specific food chain found in Washington State

Presentation on the hydrologic cycle water cycle

Plant identification tests and quiz

Environmental Horticulture II

Presentation on the findings of a soil's test

Demonstrate knowledge on invasive plants found in Washington State

Plant identification tests and quiz

Environmental Horticulture III

Develop a thesis on a specific potential problem found in greenhouse maintenance

Present a report on soil conservation practices and the effects on agriculture production

Plant identification tests and quiz

Leadership Alignment:

Students will manage goals and time, work effectively, problem solve by completing food chain and hydrologic water cycle projects

Students will collaborate, reason effectively and produce results when working together in a group soil's test project

Students will evaluate, use and manage information when writing a technical report with data collection on potential problems in greenhouse maintenance

FFA leadership examples;

CDE

SAE

Standards and Competencies

CS.01.01: Action: Exhibit the skills and competencies needed to achieve a desired result.

Level 1

CS.01.01.01.a. Work productively with a group or independently.

CS.01.01.03.a. Exhibit good planning skills for a specific task or situation.

CS.01.01.06.a. Identify the strengths/talents of team members needed to achieve a desired task.

CS.01.01.07.a. Set personal goals using the SMART goals method (Specific, Measurable, Approved by you, Realistic, Time-stamped).

Level 2

CS.01.01.02.b. Create measurable objectives for a given situation.

CS.01.01.04.b. Use appropriate and reliable resources to complete an action or project.

CS.01.01.05.b. Create a plan for performing a job that will minimize physical, financial and professional risks.

CS.01.01.06.b. Assign project parts equitably amongst team members to achieve a given task.

Level 3

CS.01.01.01.c. Work independently and in group settings to accomplish a task.

CS.01.01.02.c. Assess outcomes to determine success for a task.

CS.01.01.04.c. Create resources to complete an action or project.

CS.01.01.05.c. Implement a plan that minimizes physical, financial, and professional risks and analyze results.

CS.03.02: Decision Making: Analyze situations and execute an appropriate course of action.

Level 1

CS.03.02.01.a. Analyze the steps in the decision-making process.

Level 2

CS.03.02.01.b. Utilize the process used to reach a conclusion for a decision.

CS.03.02.02.b. Determine information that is critical to solving problems.

Level 3

CS.03.02.01.c. Make decisions for a given situation by applying the decision making process.

CS.03.02.02.c. Use problem-solving skills

CS.05.02: Examine the components of the AFNR systems and address their maintenance requirements.

Level 1

CS.05.02.01.a. Develop goals and objectives for each system to manage organizational activities more effectively.

Level 2

CS.05.02.01.b. Operate technical tools to access, manage, integrate, evaluate and create information.

Level 3

CS.05.02.01.c. Implement management plans to improve the AFNR systems.

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

Health and Fitness

Language

CC: College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language

3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

6 - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Mathematics

Reading

CC: College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Craft and Structure

4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Integration of Knowledge and Ideas

7 - Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- 8 - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- 9 - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Range of Reading and Level of Text Complexity
- 10 - Read and comprehend complex literary and informational texts independently and proficiently.

Science

Earth and Space Sciences

HS-ESS2 Earth's Systems

HS-ESS2-5. Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.

Social Studies

Writing

CC: College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Production and Distribution of Writing

4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

8 - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- Think Creatively
- Work Creatively with Others
- Implement Innovations

Creative Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- Access and Evaluate Information
- Use and Manage Information

Media Literacy

- Analyze Media
- Create Media Products

Information, Communications, and Technology (ICT Literacy)

- Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- Adapt to Change
- Be Flexible

Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

Social and Cross-Cultural

- Interact Effectively with Others
- Work Effectively in Diverse Teams

Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

Performance Assessment(s):

Environmental Horticulture I

Identify the routes that pesticides can enter the body

Identify and follow worker protection standards

Environmental Horticulture II

Demonstrate safety procedures in the classroom as well as the greenhouse

Identify safety precautions and use of pesticides use

Environmental Horticulture III

Demonstrate proper safety procedures in greenhouse spraying

Demonstrate proper storage and use of pesticides and herbicides

Leadership Alignment:

Effectively recognize safety issues and communicate them clearly through the safety poster project.

Demonstrate evaluation skills by managing information and interact effectively with others while developing the integrated pest management plan.

Access and evaluate information, solve problems, communicate clearly and reason effectively while preparing the pest management plan including appropriate protective equipment necessary for worker safety.

FFA examples;

CDE

SAE

Prepared Public speaking

Standards and Competencies

PS.03.03: Develop and implement a plan for integrated pest management

Level 1

PS.03.03.01.a Identify types of plant pests and disorders.

PS.03.03.04.a Explain risks and benefits associated with the materials and methods used in plant pest management.

Level 2

PS.03.03.01.b Identify major local weeds, insect pests and infectious and noninfectious plant diseases.

PS.03.03.04.b Explain procedures for the safe handling, use and storage of pesticides.

Level 3

PS.03.03.02.c Predict pest and disease problems based on environmental conditions and life cycles.

PS.03.03.04.c Evaluate environmental and consumer concerns regarding pest management strategies.

CS.03.02: Decision Making: Analyze situations and execute an appropriate course of action.

Level 1

CS.03.02.01.a. Analyze the steps in the decision-making process.

CS.03.02.03.a. Differentiate between ethical and unethical behavior.

Level 2

CS.03.02.02.b. Determine information that is critical to solving problems.

CS.03.02.03.b. Practice ethical behaviors.

Level 3

CS.03.02.01.c. Make decisions for a given situation by applying the decision making process.

CS.03.02.02.c. Use problem-solving skills

CS.07.01: Apply safety/health practices to AFNR worksites.

Level 1

CS.07.01.01.a Implement the health and safety policies and procedures relevant to AFNR careers.

Level 2

CS.07.01.01.b. Use appropriate personal protective equipment for a given task.

Level 3

CS.07.01.01.c. Orient a group on safety measures based on the prescribed safety guidelines.

CS.08.02: Use appropriate protective equipment and handle AFNR tools and equipment to demonstrate safe and proper use of the tools and equipment.

Level 1

CS.08.02.01.a. Use the appropriate procedures for the use and operation of specific tools and equipment.

Level 2

CS.08.02.01.b. Demonstrate safety precautions when using tools for a specific task around bystanders.

Level 3

CS.08.02.01.c. Operate applicable AFNR equipment and vehicles safely.

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

CC: College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Health and Fitness

Health 2.1: Understands dimensions and indicators of health.

2.1.1 Evaluates dimensions of health and relates to personal health behaviors.

Health 2.4: Acquires skills to live safely and reduce health risks.

2.4.1 Understands types of abuse and risky situations and how to respond appropriately and safely.

2.4.2 Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely.

Language

Mathematics

Reading

CC: Reading for Literacy in Science and Technical Subjects

Key Ideas and Details (9-10)

1 - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

3 - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.

Key Ideas and Details (11-12)

3 - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Science		
Social Studies		
Writing		
21st Century Skills		
<p>LEARNING AND INNOVATION</p> <p>Creativity and Innovation</p> <p><input type="checkbox"/> Think Creatively</p> <p><input type="checkbox"/> Work Creatively with Others</p> <p><input type="checkbox"/> Implement Innovations</p> <p>Creative Thinking and Problem Solving</p> <p><input checked="" type="checkbox"/> Reason Effectively</p> <p><input type="checkbox"/> Use Systems Thinking</p> <p><input type="checkbox"/> Make Judgements and Decisions</p> <p><input checked="" type="checkbox"/> Solve Problems</p> <p>Communication and Collaboration</p> <p><input checked="" type="checkbox"/> Communicate Clearly</p> <p><input type="checkbox"/> Collaborate with Others</p>	<p>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</p> <p>Information Literacy</p> <p><input checked="" type="checkbox"/> Access and Evaluate Information</p> <p><input checked="" type="checkbox"/> Use and Manage Information</p> <p>Media Literacy</p> <p><input type="checkbox"/> Analyze Media</p> <p><input type="checkbox"/> Create Media Products</p> <p>Information, Communications, and Technology (ICT Literacy)</p> <p><input type="checkbox"/> Apply Technology Effectively</p>	<p>LIFE AND CAREER SKILLS</p> <p>Flexibility and Adaptability</p> <p><input type="checkbox"/> Adapt to Change</p> <p><input type="checkbox"/> Be Flexible</p> <p>Initiative and Self-Direction</p> <p><input type="checkbox"/> Manage Goals and Time</p> <p><input type="checkbox"/> Work Independently</p> <p><input type="checkbox"/> Be Self-Directed Learners</p> <p>Social and Cross-Cultural</p> <p><input checked="" type="checkbox"/> Interact Effectively with Others</p> <p><input type="checkbox"/> Work Effectively in Diverse Teams</p> <p>Productivity and Accountability</p> <p><input type="checkbox"/> Manage Projects</p> <p><input checked="" type="checkbox"/> Produce Results</p> <p>Leadership and Responsibility</p> <p><input type="checkbox"/> Guide and Lead Others</p> <p><input type="checkbox"/> Be Responsible to Others</p>

Unit 4 DEMONSTRATE THE USE OF TOOLS AND EQUIPMENT AND DESCRIBE THE PRINCIPLES OF A Hours: 24

Performance Assessment(s):

Environmental Horticulture I

Identify and use proper tools and equipment for specific agriculture related work

Environmental Horticulture II

Demonstrate proper use of tools based on manufactures specification in outside nursery work

Environmental Horticulture III

Knowledge of how to service, maintain and store tools, equipment and supplies per industry standards

Leadership Alignment:

Determine individual time-management by accessing and evaluating information

Recognize safety issues by making judgment and decisions through effectively reasoning processes while using and maintaining greenhouse and landscape equipment.

Demonstrate evaluations skills by managing goals and time by doing at ool I.D project.

FFA examples;

CDE

SAE

Standards and Competencies

CS.01.01: Action: Exhibit the skills and competencies needed to achieve a desired result.

Level 1

CS.01.01.01.a. Work productively with a group or independently.

CS.01.01.04.a. Explore available resources to assist in meeting project needs.

Level 2

CS.01.01.04.b. Use appropriate and reliable resources to complete an action or project.

Level 3

CS.01.01.03.c. Implement an effective project plan.

CS.01.01.05.c. Implement a plan that minimizes physical, financial, and professional risks and analyze results.

CS.01.01.07.c. Evaluate actions taken and make appropriate modifications to personal goals.

CS.07.01: Apply safety/health practices to AFNR worksites.

Level 1

CS.07.01.01.a Implement the health and safety policies and procedures relevant to AFNR careers.

Level 2

CS.07.01.01.b. Use appropriate personal protective equipment for a given task.

Level 3

CS.07.01.01.c. Orient a group on safety measures based on the prescribed safety guidelines.

CS.08.01: Evaluate and select the appropriate tool to perform a given task.

Level 1

CS.08.01.01.a. Identify standard tools, equipment, and safety procedures related to a specific task.

CS.08.01.02.a. Follow operating instructions related to specific tools and equipment needed to complete a task.

Level 2

CS.08.01.02.b. Demonstrate appropriate operation, storage, and maintenance techniques for tools and equipment.

Level 3

CS.08.01.01.c. Use tools and equipment appropriately to complete a specific task.

CS.08.02: Use appropriate protective equipment and handle AFNR tools and equipment to demonstrate safe and proper use of the tools and equipment.

Level 1

CS.08.02.01.a. Use the appropriate procedures for the use and operation of specific tools and equipment.

Level 2

CS.08.02.01.b. Demonstrate safety precautions when using tools for a specific task around bystanders.

Level 3

CS.08.02.01.c. Operate applicable AFNR equipment and vehicles safely.

CS.08.03: Maintain tools for efficient use

Level 1

CS.08.03.01.a. Describe the conditions that cause the need for tool maintenance.

Level 2

CS.08.03.01.b. Demonstrate how to replace tool parts and components as needed.

Level 3

CS.08.03.01.c. Develop and update a preventive maintenance schedule.

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

Health and Fitness

Fitness 1.2: Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.

1.2.1 (Year One) Applies how to perform activities and tasks safely and appropriately. CBA: Concepts of Health and Fitness

1.2.1 (Year Two) Analyzes how to perform activities and tasks safely and appropriately. CBA: Concepts of Health and Fitness

Language

CC: College and Career Readiness Anchor Standards for Language

Conventions of Standard English

2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Mathematics
Reading
Science
Social Studies
Writing

21st Century Skills

<p>LEARNING AND INNOVATION</p> <p>Creativity and Innovation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Think Creatively <input type="checkbox"/> Work Creatively with Others <input type="checkbox"/> Implement Innovations <p>Creative Thinking and Problem Solving</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reason Effectively <input type="checkbox"/> Use Systems Thinking <input checked="" type="checkbox"/> Make Judgements and Decisions <input type="checkbox"/> Solve Problems <p>Communication and Collaboration</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicate Clearly <input type="checkbox"/> Collaborate with Others 	<p>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</p> <p>Information Literacy</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Access and Evaluate Information <input type="checkbox"/> Use and Manage Information <p>Media Literacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze Media <input type="checkbox"/> Create Media Products <p>Information, Communications, and Technology (ICT Literacy)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply Technology Effectively 	<p>LIFE AND CAREER SKILLS</p> <p>Flexibility and Adaptability</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adapt to Change <input type="checkbox"/> Be Flexible <p>Initiative and Self-Direction</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Manage Goals and Time <input type="checkbox"/> Work Independently <input type="checkbox"/> Be Self-Directed Learners <p>Social and Cross-Cultural</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interact Effectively with Others <input type="checkbox"/> Work Effectively in Diverse Teams <p>Productivity and Accountability</p> <ul style="list-style-type: none"> <input type="checkbox"/> Manage Projects <input type="checkbox"/> Produce Results <p>Leadership and Responsibility</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guide and Lead Others <input type="checkbox"/> Be Responsible to Others
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Performance Assessment(s):

Environmental Horticulture I

Demonstrate knowledge of proper safety protection clothing and equipment in spraying pesticides

Identify major pests found in local greenhouses

Environmental Horticulture II

Demonstrate proper use and disposal of pesticides

Demonstrate knowledge of symptoms of pesticide poisonings

Environmental Horticulture III

Demonstrate knowledge of an integrated pest management and the biological control of pests and diseases program for a Washington State greenhouse operation

Identify when a biological should be used and at what point chemicals must be used

Identify at insects that have been controlled with out man made chemicals

Leadership Alignment:

Recognize safety issues by making judgments and decisions through effectively reason processes while doing the pesticide project in class.

Demonstrate evaluations skills by proper use and disposal of pesticides

Demonstrate proficiency by being flexible, responsible and interacting effectively with others using the pest awareness project.

FFA examples;

CDE

SAE

Standards and Competencies

PS.03.02: Develop and implement a plant management plan for crop production.

Level 1

PS.03.02.01.a Explain the importance of starting with pest-and disease-free propagation material.

Level 2

PS.03.02.01.b Inspect propagation material for evidence of pests or disease.

Level 3

PS.03.02.01.c Produce pest-and disease-free propagation material

PS.03.03: Develop and implement a plan for integrated pest management

Level 1

PS.03.03.01.a Identify types of plant pests and disorders.

PS.03.03.02.a Describe damage caused by plant pests and diseases

PS.03.03.04.a Explain risks and benefits associated with the materials and methods used in plant pest management.

Level 2

PS.03.03.01.b Identify major local weeds, insect pests and infectious and noninfectious plant diseases.

PS.03.03.04.b Explain procedures for the safe handling, use and storage of pesticides.

Level 3

PS.03.03.02.c Predict pest and disease problems based on environmental conditions and life cycles.

CS.07.01: Apply safety/health practices to AFNR worksites.

Level 2

CS.07.01.01.b. Use appropriate personal protective equipment for a given task.

CS.08.02: Use appropriate protective equipment and handle AFNR tools and equipment to demonstrate safe and proper use of the tools and equipment.

Level 1

CS.08.02.01.a. Use the appropriate procedures for the use and operation of specific tools and equipment.

Level 2

CS.08.02.01.b. Demonstrate safety precautions when using tools for a specific task around bystanders.

Level 3

CS.08.02.01.c. Operate applicable AFNR equipment and vehicles safely.

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

Comprehension and Collaboration (9-10)

1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

1a - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

1b - Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Health and Fitness

2.3.2 Analyzes personal health practices, and how they affect non-communicable diseases.

Health 2.4: Acquires skills to live safely and reduce health risks.

2.4.1 Understands types of abuse and risky situations and how to respond appropriately and safely.

Language

CC: College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Mathematics

Reading

Science

Science and Engineering Practices

1. Asking questions and defining problems

4. Analyzing and interpreting data

8. Obtaining, evaluating, and communicating information

Social Studies

Writing

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- Think Creatively
- Work Creatively with Others
- Implement Innovations

Creative Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- Access and Evaluate Information
- Use and Manage Information

Media Literacy

- Analyze Media
- Create Media Products

**Information, Communications, and Technology
(ICT Literacy)**

- Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- Adapt to Change
- Be Flexible

Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

Social and Cross-Cultural

- Interact Effectively with Others
- Work Effectively in Diverse Teams

Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

Unit 6 DESCRIBE THE PRINCIPLES OF PLANT GROWTH AND REPRODUCTION**Hours: 30****Performance Assessment(s):**

Environmental Horticulture I

Identify seed parts and their functions

Identify the difference between indirect and direct seeding methods

Environmental Horticulture II

Demonstrate knowledge of plant fertilizer label

Environmental Horticulture III

Describe the impact that fertilizers have had on the environment and people both regionally and nationally

Demonstrate how plants are affected when using fertilizers that are high in nitrogen or phosphorus or potassium

Leadership Alignment:

Determine individual time-management skills when solving problems in identifying seed parts and their functions using their crop management project.

Interact effectively with others to do a group project such as fertilizer impact on the environment and people exercise

Write a technical report on a completed project using google docs

FFA example;

SAE

CDE

Standards and Competencies

PS.02.03: Develop and implement a fertilization plan for specific plants or crops

Level 1

PS.02.03.04.a. Identify fertilizer sources of essential plant nutrients, explain fertilizer formulations and describe different methods of fertilizer applications

Level 2

PS.02.03.03.b. Determine the nutrient content of soil using appropriate laboratory procedures and prescribe fertilization based on results.

Level 3

PS.02.03.03.c. Determine the nutrient content of plant tissue samples using appropriate laboratory procedures and prescribe fertilization based on results

CS.03.02: Decision Making: Analyze situations and execute an appropriate course of action.

Level 1

CS.03.02.01.a. Analyze the steps in the decision-making process.

Level 2

CS.03.02.01.b. Utilize the process used to reach a conclusion for a decision.

CS.03.02.02.b. Determine information that is critical to solving problems.

Level 3

CS.03.02.02.c. Use problem-solving skills

Aligned to Washington State Standards**Arts****Communication - Speaking and Listening**CC: College and Career Readiness Anchor Standards for Speaking and Listening

2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- 4 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 6 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Health and Fitness

Language

CC: College and Career Readiness Anchor Standards for Language

Conventions of Standard English

- 1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

- 5 - Demonstrate understanding of word relationships and nuances in word meanings.

Mathematics

Reading

CC: Reading Informational Text

Key Ideas and Details (9-10)

- 1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Craft and Structure (11-12)

- 4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- 6 - Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Integration of Knowledge and Ideas (11-12)

- 7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CC: Reading for Literacy in Science and Technical Subjects

Key Ideas and Details (9-10)

Integration of Knowledge and Ideas (9-10)

- 7 - Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
- 9 - Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Integration of Knowledge and Ideas (11-12)

- 8 - Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

Science

Social Studies

Writing

CC: College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

- 1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 2 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

- 4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

- 7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- 8 - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- 9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- Think Creatively
- Work Creatively with Others
- Implement Innovations

Creative Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- Access and Evaluate Information
- Use and Manage Information

Media Literacy

- Analyze Media
- Create Media Products

Information, Communications, and Technology (ICT Literacy)

- Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- Adapt to Change
- Be Flexible

Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

Social and Cross-Cultural

- Interact Effectively with Others
- Work Effectively in Diverse Teams

Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

Performance Assessment(s):

Environmental Horticulture I
Identify SAE project

Environmental Horticulture II
Maintain SAE project

Environmental Horticulture III
Demonstrate knowledge of land description in Washington State
Maintain SAE project

Leadership Alignment:

Use problem solving skills that include effectively reasoning, problem solve and communicate clearly with others on a SAE project
Evaluate your proficiency in program competencies through accessing and evaluating information from a variety of resources.
Be flexible and self-directed while maintaining your SAE project

FFA example;
CDE
SAE

Standards and Competencies

SAE.01.01: Students will establish and conduct Supervised Agriculture Experience Projects (SAE).

SAE.01.01.b. Explain the benefits of SAE projects to skill development, leadership and career success.

SAE.01.01.f. Explain how SAE projects support academic achievement.

SAE.01.01.g. Select and establish an SAE project.

SAE.01.01.h. Explain and keep records on established SAE projects.

SAE.01.01.j. Explain how SAE projects benefit the community.

CS.03.01: Communication: Demonstrate oral, written and verbal skills

Level 1

CS.03.01.01.a. Use basic technical and business writing skills. Level 1

CS.03.01.03.a. Develop an outline or plan for a business presentation.

Level 2

CS.03.01.01.b. Select the appropriate form of technical and business writing or communication for a specific situation.

Level 3

CS.03.01.01.c. Demonstrate technical and business writing skills to communicate effectively with co-workers and supervisors.

CS.03.01.02.c. Demonstrate effective use of a resume as part of an effort to obtain a job.

CS.03.01.03.c. Make effective business presentations.

CS.03.02: Decision Making: Analyze situations and execute an appropriate course of action.

Level 1

CS.03.02.01.a. Analyze the steps in the decision-making process.

Level 2

CS.03.02.01.b. Utilize the process used to reach a conclusion for a decision.

Level 3

CS.03.02.01.c. Make decisions for a given situation by applying the decision making process.

CS.03.02.02.c. Use problem-solving skills

CS.03.02.04.c. Implement appropriate preparation plans for a career path based on passion, abilities, aptitude, opportunities.

CS.06.03: Provide health, safety, and environmental operating guidelines.

Level 1

CS.06.03.01.a. Demonstrate the importance of safety, health, and environmental practices in the workplace.

Level 2

CS.06.03.01.b. Develop a pollution/waste prevention plan to enhance safety, health, and environmental practices in the workplace.

Level 3

CS.06.03.01.c. Establish a set of health, safety, and environmental principles to ensure a high level of performance.

CS.09.02: Apply skills with computer software to accomplish a variety of business activities

Level 2

CS.09.02.01.b. Use basic software systems such as spreadsheet and word processing to complete a task.

CS.09.03: Use technology to demonstrate the ability to network and interface with technology.

Level 1

CS.09.03.01.a. Use the technological systems to acquire information related to AFNR.

Level 3

CS.09.03.01.c. Demonstrate the use of technology in linking information from various sources.

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

Health and Fitness

Language

CC: College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5 - Demonstrate understanding of word relationships and nuances in word meanings.

6 - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Mathematics

Reading

Science

Science and Engineering Practices

- 1. Asking questions and defining problems
- 4. Analyzing and interpreting data
- 5. Using mathematics and computational thinking
- 8. Obtaining, evaluating, and communicating information

Social Studies

Writing

CC: College and Career Readiness Anchor Standards for Writing

Production and Distribution of Writing

- 4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

- 9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

21st Century Skills

LEARNING AND INNOVATION	INFORMATION, MEDIA AND TECHNOLOGY SKILLS	LIFE AND CAREER SKILLS
<p>Creativity and Innovation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Think Creatively <input type="checkbox"/> Work Creatively with Others <input type="checkbox"/> Implement Innovations <p>Creative Thinking and Problem Solving</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reason Effectively <input type="checkbox"/> Use Systems Thinking <input type="checkbox"/> Make Judgements and Decisions <input checked="" type="checkbox"/> Solve Problems <p>Communication and Collaboration</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Communicate Clearly <input type="checkbox"/> Collaborate with Others 	<p>Information Literacy</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Access and Evaluate Information <input type="checkbox"/> Use and Manage Information <p>Media Literacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze Media <input type="checkbox"/> Create Media Products <p>Information, Communications, and Technology (ICT Literacy)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Apply Technology Effectively 	<p>Flexibility and Adaptability</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adapt to Change <input checked="" type="checkbox"/> Be Flexible <p>Initiative and Self-Direction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Manage Goals and Time <input type="checkbox"/> Work Independently <input checked="" type="checkbox"/> Be Self-Directed Learners <p>Social and Cross-Cultural</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interact Effectively with Others <input type="checkbox"/> Work Effectively in Diverse Teams <p>Productivity and Accountability</p> <ul style="list-style-type: none"> <input type="checkbox"/> Manage Projects <input checked="" type="checkbox"/> Produce Results <p>Leadership and Responsibility</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guide and Lead Others <input type="checkbox"/> Be Responsible to Others

Performance Assessment(s):

Environmental Horticulture I

Describe ways to market native plants in the northwest

Environmental Horticulture II

Demonstrate marketing plan for greenhouse plant sale

Environmental Horticulture III

Demonstrate knowledge of a successful greenhouse plant sale

Leadership Alignment:

Demonstrate proficiency in entry-level job skills by being flexible and produce results, reason effectively and communicate clearly on safety and marketing issues

Use and manage information to create a marketing plan for a greenhouse plant sale or the SAE project. Communicate clearly produce results, wprl effective;u om diverse teams while developing a plant management program to prepare for market.

FFA example;

CDE

SAE

Standards and Competencies

PS.03.02: Develop and implement a plant management plan for crop production.

Level 1

PS.03.02.01.a Explain the importance of starting with pest-and disease-free propagation material.

PS.03.02.03.a Demonstrate proper planting procedures and post-planting care.

Level 2

PS.03.02.02.b Prepare soil for planting with the addition of amendments.

PS.03.02.04.b Monitor the progress of plantings and determine the need to adjust environmental conditions.

Level 3

PS.03.02.04.c Prepare and implement a plant production schedule based on predicted environmental conditions.

PS.03.02.05.c Create and implement a plan to control and manage plant growth.

CS.05.01: Manage organizational structures and processes to better serve customers

Level 2

CS.05.01.01.b. Explain how organization performance including customer satisfaction and service/ operations performance can be improved.

Level 3

CS.05.01.01.c. Implement a plan to manage relationships with both internal and external customers.

CS.05.02: Examine the components of the AFNR systems and address their maintenance requirements.

Level 3

CS.05.02.01.c. Implement management plans to improve the AFNR systems.

CS.07.01: Apply safety/health practices to AFNR worksites.

Level 1

CS.07.01.01.a Implement the health and safety policies and procedures relevant to AFNR careers.

Level 2

CS.07.01.01.b. Use appropriate personal protective equipment for a given task.

Level 3

CS.07.01.01.c. Orient a group on safety measures based on the prescribed safety guidelines.

CS.07.04: Assess workplace safety.

Level 1

CS.07.04.01.a. Research applicable regulatory and safety standards (e.g., MSDS, bioterrorism).

Level 2

CS.07.04.01.b. Use safety procedures to comply with regulatory and safety standards.

Level 3

CS.07.04.01.c. Apply general workplace safety precautions/procedures.

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

CC: College and Career Readiness Anchor Standards for Speaking and Listening

Presentation of Knowledge and Ideas

4 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Health and Fitness

Language

CC: College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Mathematics

CC: Number and Quantity (N)

Quantities (N-Q)

3 - Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.*

Vector and Matrix Quantities (N-VM)

8 (+) - Add, subtract, and multiply matrices of appropriate dimensions.

Reading		
Science		
Social Studies		
Writing		
21st Century Skills		
<p>LEARNING AND INNOVATION</p> <p>Creativity and Innovation</p> <p><input type="checkbox"/> Think Creatively</p> <p><input type="checkbox"/> Work Creatively with Others</p> <p><input type="checkbox"/> Implement Innovations</p> <p>Creative Thinking and Problem Solving</p> <p><input checked="" type="checkbox"/> Reason Effectively</p> <p><input type="checkbox"/> Use Systems Thinking</p> <p><input checked="" type="checkbox"/> Make Judgements and Decisions</p> <p><input type="checkbox"/> Solve Problems</p> <p>Communication and Collaboration</p> <p><input checked="" type="checkbox"/> Communicate Clearly</p> <p><input type="checkbox"/> Collaborate with Others</p>	<p>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</p> <p>Information Literacy</p> <p><input checked="" type="checkbox"/> Access and Evaluate Information</p> <p><input checked="" type="checkbox"/> Use and Manage Information</p> <p>Media Literacy</p> <p><input type="checkbox"/> Analyze Media</p> <p><input type="checkbox"/> Create Media Products</p> <p>Information, Communications, and Technology (ICT Literacy)</p> <p><input checked="" type="checkbox"/> Apply Technology Effectively</p>	<p>LIFE AND CAREER SKILLS</p> <p>Flexibility and Adaptability</p> <p><input type="checkbox"/> Adapt to Change</p> <p><input checked="" type="checkbox"/> Be Flexible</p> <p>Initiative and Self-Direction</p> <p><input type="checkbox"/> Mange Goals and Time</p> <p><input type="checkbox"/> Work Independently</p> <p><input type="checkbox"/> Be Self-Directed Learners</p> <p>Social and Cross-Cultural</p> <p><input type="checkbox"/> Interact Effectively with Others</p> <p><input checked="" type="checkbox"/> Work Effectively in Diverse Teams</p> <p>Productivity and Accountability</p> <p><input checked="" type="checkbox"/> Manage Projects</p> <p><input checked="" type="checkbox"/> Produce Results</p> <p>Leadership and Responsibility</p> <p><input type="checkbox"/> Guide and Lead Others</p> <p><input type="checkbox"/> Be Responsible to Others</p>

Performance Assessment(s):

Environmental Horticulture I
Demonstrate professional greenhouse work habits
Join local FFA chapter

Environmental Horticulture II
Follow precise instructions when working in greenhouse plant production
Obtain position in local FFA chapter

Environmental Horticulture III
Demonstrate ability to follow precise instructions and lead others in greenhouse plant production
Obtain position in local FFA chapter
Obtain position in state FFA chapter

Leadership Alignment:

Demonstrate professional greenhouse work habits by communicate clearly and making sound judgments and decisions using the greenhouse management project.
Demonstrate greenhouse plant production by using and managing production information, adapting to change and by being flexible, while selling and maintaining plants in the greenhouse.

FFA example;
CDE
SAE

Standards and Competencies

CS.02.03: Professional Growth: Develop awareness and apply skills necessary for achieving career success.

Level 1

CS.02.03.03.a. Identify the skills required for various careers.

Level 3

CS.02.03.03.c. Demonstrate employability skills for a specific career.

CS.02.04: Mental Growth: Demonstrate the effective application of reasoning, thinking, and coping skills.

Level 1

CS.02.04.01.a. Describe the skills necessary to think critically and creatively.

Level 2

CS.02.04.02.b. Analyze problems that were solved well and problems that were not solved well.

Level 3

CS.02.04.01.c. Demonstrate critical and creative thinking skills while completing a task.

CS.02.04.02.c. Implement effective problem solving strategies.

CS.05.01: Manage organizational structures and processes to better serve customers

CS.05.01: Manage organizational structures and processes to better serve customers

Level 2

CS.05.01.01.b. Explain how organization performance including customer satisfaction and service/ operations performance can be improved.

Level 3

Level 3

CS.05.01.01.c. Implement a plan to manage relationships with both internal and external customers.

CS.05.01.01.c. Implement a plan to manage relationships with both internal and external customers.

CS.07.04: Assess workplace safety.

Level 2

CS.07.04.01.b. Use safety procedures to comply with regulatory and safety standards.

Level 3

CS.07.04.01.c. Apply general workplace safety precautions/procedures.

CS.07.04.02.c. Evaluate general workplace safety precautions/procedures for compliance with regulations.

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

Comprehension and Collaboration (9-10)

1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Comprehension and Collaboration (11-12)

1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas (11-12)

6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)

CC: College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

4 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

6 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Health and Fitness

Language

CC: College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Vocabulary Acquisition and Use

5 - Demonstrate understanding of word relationships and nuances in word meanings.

Mathematics
Reading
Science
Social Studies
Writing

21st Century Skills

<p>LEARNING AND INNOVATION</p> <p>Creativity and Innovation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Think Creatively <input type="checkbox"/> Work Creatively with Others <input type="checkbox"/> Implement Innovations <p>Creative Thinking and Problem Solving</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reason Effectively <input type="checkbox"/> Use Systems Thinking <input checked="" type="checkbox"/> Make Judgements and Decisions <input type="checkbox"/> Solve Problems <p>Communication and Collaboration</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Communicate Clearly <input type="checkbox"/> Collaborate with Others 	<p>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</p> <p>Information Literacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Access and Evaluate Information <input checked="" type="checkbox"/> Use and Manage Information <p>Media Literacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze Media <input type="checkbox"/> Create Media Products <p>Information, Communications, and Technology (ICT Literacy)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply Technology Effectively 	<p>LIFE AND CAREER SKILLS</p> <p>Flexibility and Adaptability</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Adapt to Change <input checked="" type="checkbox"/> Be Flexible <p>Initiative and Self-Direction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Manage Goals and Time <input type="checkbox"/> Work Independently <input type="checkbox"/> Be Self-Directed Learners <p>Social and Cross-Cultural</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Interact Effectively with Others <input type="checkbox"/> Work Effectively in Diverse Teams <p>Productivity and Accountability</p> <ul style="list-style-type: none"> <input type="checkbox"/> Manage Projects <input checked="" type="checkbox"/> Produce Results <p>Leadership and Responsibility</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guide and Lead Others <input type="checkbox"/> Be Responsible to Others
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Performance Assessment(s):

Environmental Horticulture I

Identify local career opportunities in Horticulture

Environmental Horticulture II

Identify education requirements and continuing education requirements for a career in horticulture related job

Environmental Horticulture III

Presentation on the importance of Washington State horticulture through out the world

Leadership Alignment:

Apply Technology effectively and manage information when presenting projects

Identify a career in horticulture by making judgments and decisions through effectively reasoning of educational requirements in horticulture related jobs

Complete a presentation independently on the importance of Washington State through out the world

FFA examples;

CDE

SAE

Standards and Competencies

CS.02.03: Professional Growth: Develop awareness and apply skills necessary for achieving career success.

Level 1

CS.02.03.01.a. Explore various career interests/options.

CS.02.03.03.a. Identify the skills required for various careers.

Level 2

CS.02.03.01.b. Make decisions to plan for a personal career.

CS.02.03.03.b. Develop skills required for a specific career.

Level 3

CS.02.03.01.c. Implement a plan to achieve career goals and priorities.

CS.02.03.03.c. Demonstrate employability skills for a specific career.

CS.03.02: Decision Making: Analyze situations and execute an appropriate course of action.

Level 1

CS.03.02.01.a. Analyze the steps in the decision-making process.

CS.03.02.04.a. Use an interest inventory to determine goals appropriate to personal passions, abilities and aptitudes.

Level 2

CS.03.02.01.b. Utilize the process used to reach a conclusion for a decision.

CS.03.02.04.b. Assess personal skills to set goals for success in a career.

Level 3

CS.03.02.01.c. Make decisions for a given situation by applying the decision making process.

CS.03.02.02.c. Use problem-solving skills

CS.03.02.04.c. Implement appropriate preparation plans for a career path based on passion, abilities, aptitude, opportunities.

CS.10.02: Relate technology advancements to the need for Continuing Education/Career Development

Level 2

CS.10.02.01.b. Apply emerging technology and career training to meet market demands.

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

CC: College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas

5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Health and Fitness

Language

Conventions of Standard English (9-10)

1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

2a - Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

2b - Use a colon to introduce a list or quotation.

2c - Spell correctly.

Conventions of Standard English (11-12)

1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2b - Spell correctly.

Vocabulary Acquisition and Use (11-12)

4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

4a - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

4b - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

4c - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC: College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- 4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- 5 - Demonstrate understanding of word relationships and nuances in word meanings.
- 6 - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Mathematics

Reading

CC: College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Integration of Knowledge and Ideas

7 - Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

8 - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Range of Reading and Level of Text Complexity

10 - Read and comprehend complex literary and informational texts independently and proficiently.

Science

Social Studies

Writing

CC: College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Production and Distribution of Writing

5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- Think Creatively
- Work Creatively with Others
- Implement Innovations

Creative Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- Access and Evaluate Information
- Use and Manage Information

Media Literacy

- Analyze Media
- Create Media Products

Information, Communications, and Technology (ICT Literacy)

- Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- Adapt to Change
- Be Flexible

Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

Social and Cross-Cultural

- Interact Effectively with Others
- Work Effectively in Diverse Teams

Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

Unit 11 IDENTIFY AND CLASSIFY PLANTS**Hours: 30****Performance Assessment(s):**

Environmental Horticulture I

Describe the difference between genus, species and variety of plants

Complete plant identification sheets

Environmental Horticulture II

Complete plant identification sheets

Environmental Horticulture III

Complete plant identification sheets

Leadership Alignment:

Reason effectively and use systems thinking when completing plant identification sheets

Work independently and evaluate information when completing plant identification sheets

FFA example;

CDE

SAE

Standards and Competencies

PS.01.01: Classify agricultural plants according to taxonomy systems

Level 2

PS.01.01.01.b.Compare and contrast the hierarchical classification of agricultural plants

Level 3

PS.01.01.01.c Classify agricultural plants according to the hierarchical classification system, life cycles, plant use and as monocotyledons or dicotyledons.

PS.01.02: Apply knowledge of plant anatomy and the functions of plant structures to activities associated with plant systems

PS.01.02.06.b.Identify the major types of fruit

PS.01.02.05.c Apply the knowledge of flower structure to plant breeding, production and use.

PS.01.02.06.c Apply the knowledge of seed and fruit structures to plant culture and use.

CS.09.03: Use technology to demonstrate the ability to network and interface with technology.

CS.09.03.01.b. Show technical competence for efficient workplace communications.

CS.09.03.01.c. Demonstrate the use of technology in linking information from various sources.

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

Health and Fitness

Language

Mathematics

Reading

CC: Reading Informational Text

Integration of Knowledge and Ideas (9-10)

8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

CC: College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Craft and Structure

4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Integration of Knowledge and Ideas

7 - Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Science

Social Studies

Writing

CC: College and Career Readiness Anchor Standards for Writing

Production and Distribution of Writing

4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- Think Creatively
- Work Creatively with Others
- Implement Innovations

Creative Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- Access and Evaluate Information
- Use and Manage Information

Media Literacy

- Analyze Media
- Create Media Products

Information, Communications, and Technology (ICT Literacy)

- Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- Adapt to Change
- Be Flexible

Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

Social and Cross-Cultural

- Interact Effectively with Others
- Work Effectively in Diverse Teams

Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

Performance Assessment(s):

Environmental Horticulture I

Demonstrate knowledge in transplanting seedlings into flats or pots

Environmental Horticulture II

Identify 5 specialized plant structures used in propagation and describe how each is used

Environmental Horticulture III

Demonstrate propagation methods through asexual and sexual means

Leadership Alignment:

Reason effectively with others when transplanting seedlings

Communicate clearly and collaborate with others, produce results and use effective reasoning when identifying plant structures and what to for propagation of the structure. Access and manage information when performing a variety of propagation methods.

FFA example;

CDE

SAE

Standards and Competencies

PS.01.01: Classify agricultural plants according to taxonomy systems

Level 2

PS.01.01.01.b. Compare and contrast the hierarchical classification of agricultural plants

PS.03.01: Demonstrate plant propagation techniques.

Level 1

PS.03.01.02.a Demonstrate sowing techniques and provide favorable conditions for seed germination.

PS.03.01.03.a Describe optimal conditions for asexual propagation and demonstrate techniques used to propagate plants by cuttings, division, separation and layering

PS.03.01.04.a Define micro-propagation, discuss advantages associated with the practice and outline the four main stages of the process.

Level 3

PS.03.01.03.c Evaluate asexual propagation practices based on productivity and efficiency.

PS.03.01.04.c Propagate plants by micro-propagation

CS.01.01: Action: Exhibit the skills and competencies needed to achieve a desired result.

Level 1

CS.01.01.01.a. Work productively with a group or independently.

CS.01.01.03.a. Exhibit good planning skills for a specific task or situation.

CS.01.01.04.a. Explore available resources to assist in meeting project needs.

Level 2

CS.01.01.01.b. Demonstrate the ability to complete a task without assistance.

CS.01.01.07.b. Use a variety of strategies to evaluate goals (e.g., observe, apply, and demonstrate).

Level 3

CS.01.01.01.c. Work independently and in group settings to accomplish a task.

CS.01.01.02.c. Assess outcomes to determine success for a task.

CS.01.01.03.c. Implement an effective project plan.

CS.01.01.06.c. Develop strengths and talents of team members so that all can achieve success.

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

CC: College and Career Readiness Anchor Standards for Speaking and Listening

Presentation of Knowledge and Ideas

4 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Health and Fitness

Language

CC: College and Career Readiness Anchor Standards for Language

Conventions of Standard English

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3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CC: College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Mathematics

Reading

CC: College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Craft and Structure

5 - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Integration of Knowledge and Ideas

7 - Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Science		
Social Studies		
Writing		
21st Century Skills		
<p>LEARNING AND INNOVATION</p> <p>Creativity and Innovation</p> <p><input type="checkbox"/> Think Creatively</p> <p><input type="checkbox"/> Work Creatively with Others</p> <p><input type="checkbox"/> Implement Innovations</p> <p>Creative Thinking and Problem Solving</p> <p><input checked="" type="checkbox"/> Reason Effectively</p> <p><input type="checkbox"/> Use Systems Thinking</p> <p><input type="checkbox"/> Make Judgements and Decisions</p> <p><input type="checkbox"/> Solve Problems</p> <p>Communication and Collaboration</p> <p><input checked="" type="checkbox"/> Communicate Clearly</p> <p><input checked="" type="checkbox"/> Collaborate with Others</p>	<p>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</p> <p>Information Literacy</p> <p><input checked="" type="checkbox"/> Access and Evaluate Information</p> <p><input checked="" type="checkbox"/> Use and Manage Information</p> <p>Media Literacy</p> <p><input type="checkbox"/> Analyze Media</p> <p><input type="checkbox"/> Create Media Products</p> <p>Information, Communications, and Technology (ICT Literacy)</p> <p><input type="checkbox"/> Apply Technology Effectively</p>	<p>LIFE AND CAREER SKILLS</p> <p>Flexibility and Adaptability</p> <p><input type="checkbox"/> Adapt to Change</p> <p><input type="checkbox"/> Be Flexible</p> <p>Initiative and Self-Direction</p> <p><input type="checkbox"/> Manage Goals and Time</p> <p><input type="checkbox"/> Work Independently</p> <p><input type="checkbox"/> Be Self-Directed Learners</p> <p>Social and Cross-Cultural</p> <p><input checked="" type="checkbox"/> Interact Effectively with Others</p> <p><input type="checkbox"/> Work Effectively in Diverse Teams</p> <p>Productivity and Accountability</p> <p><input type="checkbox"/> Manage Projects</p> <p><input checked="" type="checkbox"/> Produce Results</p> <p>Leadership and Responsibility</p> <p><input type="checkbox"/> Guide and Lead Others</p> <p><input type="checkbox"/> Be Responsible to Others</p>

Performance Assessment(s):

Environmental Horticulture I

Determine plant fertilizer needs and delivery schedule

Determine amount of soil and fertilizer needs for hanging baskets and pot containers in greenhouse

Environmental Horticulture II

Identify and determine plant fertilizer delivery system for use in greenhouse

Demonstrate knowledge of fertilizer by comparing fertilizer tags and describing differences between them

Environmental Horticulture III

Determine the health and nutritional needs of plants in greenhouse

Identify different types of fertilizers and the delivery systems needed for them

Leadership Alignment:

When fertilizing plants make sound judgments and decisions on the quantity and type of material used, Use and manage information by creating a data table of plant growth.

Use and manage information carefully, collaborate with others , reason effectively and be flexible when selecting fertilizers delivery systems in the greenhouse

Interact effectively with others and produce results by identify different types of fertilizers and what they contribute to each crop. Create a graph.

FFA examples;

SAE CDE

Prepared Speaking

SAE

Standards and Competencies

PS.02.03: Develop and implement a fertilization plan for specific plants or crops

PS.02.03: Develop and implement a fertilization plan for specific plants or crops

Level 1

Level 1

PS.02.03.01.a. Identify the essential nutrients for plant growth and development and their major functions

PS.02.03.01.a. Identify the essential nutrients for plant growth and development and their major functions

PS.02.03.03.a Collect soil and plant tissue samples for testing and interpret the test results

PS.02.03.04.a. Identify fertilizer sources of essential plant nutrients, explain fertilizer formulations and describe different methods of fertilizer applications

Level 2

Level 2

PS.02.03.03.b. Determine the nutrient content of soil using appropriate laboratory procedures and prescribe fertilization based on results.

PS.02.03.04.b. Calculate the amount of fertilizer to be applied and calibrate equipment to apply the prescribed amount fertilizer

Level 3

Level 3

PS.02.03.03.c. Determine the nutrient content of plant tissue samples using appropriate laboratory procedures and prescribe fertilization based on results

PS.02.03.04.c. Use variable rate technology to apply fertilizers to meet crop nutrient needs.

PS.02.03.04.c. Use variable rate technology to apply fertilizers to meet crop nutrient needs.

CS.01.01: Action: Exhibit the skills and competencies needed to achieve a desired result.

Level 1

CS.01.01.01.a. Work productively with a group or independently.

Level 2

CS.01.01.04.b. Use appropriate and reliable resources to complete an action or project.
Level 3
CS.01.01.01.c. Work independently and in group settings to accomplish a task.
CS.01.01.02.c. Assess outcomes to determine success for a task.
CS.01.01.03.c. Implement an effective project plan.

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

CC: College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas

4 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Health and Fitness

Language

CC: College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Mathematics

CC: Mathematical Practices (MP)

1 - Make sense of problems and persevere in solving them.

2 - Reason abstractly and quantitatively.

6 - Attend to precision.

Reading

CC: Reading for Literacy in Science and Technical Subjects

Key Ideas and Details (9-10)

1 - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

3 - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.

CC: College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Science

Social Studies

Writing

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- Think Creatively
- Work Creatively with Others
- Implement Innovations

Creative Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- Access and Evaluate Information
- Use and Manage Information

Media Literacy

- Analyze Media
- Create Media Products

Information, Communications, and Technology (ICT Literacy)

- Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- Adapt to Change
- Be Flexible

Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

Social and Cross-Cultural

- Interact Effectively with Others
- Work Effectively in Diverse Teams

Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

Performance Assessment(s):

Environmental Horticulture I

Identify water needs per plant type.

Environmental Horticulture II

Determine water needs for a northwest garden.

Design an irrigations system for a yard consisting of planting beds and turf areas.

Environmental Horticulture III

Install irrigation system.

Identify and repair leaks on an irrigation system

Leadership Alignment:

Use effectively reasoning and sound judgment when identifying plant water needs

Reason effectively when collaborate with others when determining water needs for a northwest garden

Interact effectively with others when designing an irrigation system for a yard consisting of plant beds and turf areas

Be flexible and adapt to changes when indenting and repair leaks in an irrigation system

FFA example;

CDE

SAE

Standards and Competencies

CS.03.02: Decision Making: Analyze situations and execute an appropriate course of action.

Level 1

CS.03.02.01.a. Analyze the steps in the decision-making process.

CS.03.02.02.a. Select resources to help in the problem-solving process.

Level 2

CS.03.02.01.b. Utilize the process used to reach a conclusion for a decision.

CS.03.02.02.b. Determine information that is critical to solving problems.

Level 3

CS.03.02.01.c. Make decisions for a given situation by applying the decision making process.

CS.03.02.02.c. Use problem-solving skills

CS.07.04: Assess workplace safety.

Level 1

Level 2

CS.07.04.01.b. Use safety procedures to comply with regulatory and safety standards.

Level 3

CS.07.04.01.c. Apply general workplace safety precautions/procedures.

CS.07.04.02.c. Evaluate general workplace safety precautions/procedures for compliance with regulations.

CS.08.01: Evaluate and select the appropriate tool to perform a given task.

Level 1

CS.08.01.01.a. Identify standard tools, equipment, and safety procedures related to a specific task.

CS.08.01.02.a. Follow operating instructions related to specific tools and equipment needed to complete a task.

Level 2

CS.08.01.01.b. Set up/adjust tools and equipment related to complete a specific task.
CS.08.01.02.b. Demonstrate appropriate operation, storage, and maintenance techniques for tools and equipment.
Level 3
CS.08.01.01.c. Use tools and equipment appropriately to complete a specific task.

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

CC: College and Career Readiness Anchor Standards for Speaking and Listening
Comprehension and Collaboration

2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Health and Fitness

Language

CC: College and Career Readiness Anchor Standards for Language
Conventions of Standard English

1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Mathematics

CC: Mathematical Practices (MP)

- 1 - Make sense of problems and persevere in solving them.
- 2 - Reason abstractly and quantitatively.
- 5 - Use appropriate tools strategically.

Reading

Science

Science and Engineering Practices

- 1. Asking questions and defining problems
- 3. Planning and carrying out investigations
- 4. Analyzing and interpreting data
- 5. Using mathematics and computational thinking
- 8. Obtaining, evaluating, and communicating information

Social Studies

Writing

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- Think Creatively
- Work Creatively with Others
- Implement Innovations

Creative Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- Access and Evaluate Information
- Use and Manage Information

Media Literacy

- Analyze Media
- Create Media Products

Information, Communications, and Technology (ICT Literacy)

- Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- Adapt to Change
- Be Flexible

Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

Social and Cross-Cultural

- Interact Effectively with Others
- Work Effectively in Diverse Teams

Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

Performance Assessment(s):

Environmental Horticulture I

Identify common pests found in the northwest greenhouse.

Identify and follow worker protection standards.

Environmental Horticulture II

Identify common insect pests and select an effective control method.

Determine type of insect through their feeding habit.

Environmental Horticulture III

Determine pesticide type, storage, mixing and application method from product label.

Develop and maintain accurate pesticide records

Leadership Alignment:

Use systems thinking and reason effectively when identifying common pests found in the northwest greenhouse

Demonstrate effective communication when accessing and evaluating information when determining the type of insect through their feeding habit

Adapt to change when solving problems in insect identification and effective control method

Maintaining accurate records will produce results when developing and maintaining accurate pesticide records

FFA example;

CDE

SAE

Standards and Competencies

PS.03.03: Develop and implement a plan for integrated pest management

Level 1

PS.03.03.01.a Identify types of plant pests and disorders.

PS.03.03.02.a Describe damage caused by plant pests and diseases

PS.03.03.04.a Explain risks and benefits associated with the materials and methods used in plant pest management.

Level 2

PS.03.03.02.b Diagram the life cycles of major plant pests and diseases

PS.03.03.04.b Explain procedures for the safe handling, use and storage of pesticides.

Level 3

PS.03.03.01.c Design and implement a crop scouting program.

CS.03.02: Decision Making: Analyze situations and execute an appropriate course of action.

Level 1

CS.03.02.02.a. Select resources to help in the problem-solving process.

Level 2

CS.03.02.02.b. Determine information that is critical to solving problems.

Level 3

CS.03.02.01.c. Make decisions for a given situation by applying the decision making process.

CS.03.02.02.c. Use problem-solving skills

CS.07.01: Apply safety/health practices to AFNR worksites.

CS.07.01.01.b. Use appropriate personal protective equipment for a given task.

CS.07.04: Assess workplace safety.

Level 1

CS.07.04.02.a. Handle chemicals and equipment in a safe and appropriate manner.

Level 2

CS.07.04.01.b. Use safety procedures to comply with regulatory and safety standards.

CS.08.02: Use appropriate protective equipment and handle AFNR tools and equipment to demonstrate safe and proper use of the tools and equipment.

Level 1

CS.08.02.01.a. Use the appropriate procedures for the use and operation of specific tools and equipment.

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

CC: College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Health and Fitness

Language

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2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Mathematics

CC: Mathematical Practices (MP)

1 - Make sense of problems and persevere in solving them.

2 - Reason abstractly and quantitatively.

Reading

CC: College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Science

Science and Engineering Practices

- 1. Asking questions and defining problems
- 4. Analyzing and interpreting data
- 5. Using mathematics and computational thinking

Social Studies

Writing

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- Think Creatively
- Work Creatively with Others
- Implement Innovations

Creative Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- Access and Evaluate Information
- Use and Manage Information

Media Literacy

- Analyze Media
- Create Media Products

Information, Communications, and Technology (ICT Literacy)

- Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- Adapt to Change
- Be Flexible

Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

Social and Cross-Cultural

- Interact Effectively with Others
- Work Effectively in Diverse Teams

Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

Performance Assessment(s):

Environmental Horticulture I

Identify proper pruning equipment and techniques.

Demonstrate proper root pruning on bonsai trees.

Environmental Horticulture II

Determine appropriate time to prune plants.

Environmental Horticulture III

Determine proper amount of B-Nine for growth retardant on plants.

Demonstrate proper pruning techniques

Leadership Alignment:

Reason effectively and make judgements and decisions when identifying proper pruning equipment and techniques

Access and evaluate information and communicate clearly when determining appropriate time to prune plants

Access and evaluate information when determining proper amount of growth retardant

Manage goals and time when demonstrating proper pruning techniques

FFA example;

CDE

SAE

Standards and Competencies

PS.01.02: Apply knowledge of plant anatomy and the functions of plant structures to activities associated with plant systems

Level 1

PS.01.02.03.a Identify the components and the functions of plant stems

PS.01.02.04.a. Discuss Leaf morphology and the functions of leaves

PS.02.01: Determine the influence of environmental factors on plant growth

Level 1

PS.02.01.02.a. Describe the effects air, temperature, and water have on plant metabolism, and growth

Level 2

PS.02.01.02.b. Determine the optimal air, temperature, and water conditions for plant growth

CS.01.01: Action: Exhibit the skills and competencies needed to achieve a desired result.

Level 1

CS.01.01.01.a. Work productively with a group or independently.

CS.01.01.03.a. Exhibit good planning skills for a specific task or situation.

Level 2

CS.01.01.01.b. Demonstrate the ability to complete a task without assistance.

Level 3

CS.01.01.02.c. Assess outcomes to determine success for a task.

CS.01.01.03.c. Implement an effective project plan.

CS.01.01.04.c. Create resources to complete an action or project.

CS.02.04: Mental Growth: Demonstrate the effective application of reasoning, thinking, and coping skills.

Level 1

CS.02.04.01.a. Describe the skills necessary to think critically and creatively.

Level 2

CS.02.04.01.b. Discuss the benefits of thinking critically and creatively.

CS.02.04.02.b. Analyze problems that were solved well and problems that were not solved well.

Level 3

CS.02.04.01.c. Demonstrate critical and creative thinking skills while completing a task.

CS.02.04.02.c. Implement effective problem solving strategies.

CS.03.02: Decision Making: Analyze situations and execute an appropriate course of action.

Level 1

CS.03.02.01.a. Analyze the steps in the decision-making process.

Level 2

CS.03.02.01.b. Utilize the process used to reach a conclusion for a decision.

Level 3

CS.03.02.01.c. Make decisions for a given situation by applying the decision making process.

CS.03.02.02.c. Use problem-solving skills

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

CC: College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Health and Fitness

Language

CC: College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Mathematics

Reading

CC: College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Science		
Social Studies		
Writing		
21st Century Skills		
<p>LEARNING AND INNOVATION</p> <p>Creativity and Innovation</p> <p><input type="checkbox"/> Think Creatively</p> <p><input type="checkbox"/> Work Creatively with Others</p> <p><input type="checkbox"/> Implement Innovations</p> <p>Creative Thinking and Problem Solving</p> <p><input checked="" type="checkbox"/> Reason Effectively</p> <p><input type="checkbox"/> Use Systems Thinking</p> <p><input checked="" type="checkbox"/> Make Judgements and Decisions</p> <p><input checked="" type="checkbox"/> Solve Problems</p> <p>Communication and Collaboration</p> <p><input checked="" type="checkbox"/> Communicate Clearly</p> <p><input checked="" type="checkbox"/> Collaborate with Others</p>	<p>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</p> <p>Information Literacy</p> <p><input checked="" type="checkbox"/> Access and Evaluate Information</p> <p><input type="checkbox"/> Use and Manage Information</p> <p>Media Literacy</p> <p><input type="checkbox"/> Analyze Media</p> <p><input type="checkbox"/> Create Media Products</p> <p>Information, Communications, and Technology (ICT Literacy)</p> <p><input type="checkbox"/> Apply Technology Effectively</p>	<p>LIFE AND CAREER SKILLS</p> <p>Flexibility and Adaptability</p> <p><input type="checkbox"/> Adapt to Change</p> <p><input checked="" type="checkbox"/> Be Flexible</p> <p>Initiative and Self-Direction</p> <p><input checked="" type="checkbox"/> Manage Goals and Time</p> <p><input type="checkbox"/> Work Independently</p> <p><input type="checkbox"/> Be Self-Directed Learners</p> <p>Social and Cross-Cultural</p> <p><input type="checkbox"/> Interact Effectively with Others</p> <p><input type="checkbox"/> Work Effectively in Diverse Teams</p> <p>Productivity and Accountability</p> <p><input type="checkbox"/> Manage Projects</p> <p><input checked="" type="checkbox"/> Produce Results</p> <p>Leadership and Responsibility</p> <p><input type="checkbox"/> Guide and Lead Others</p> <p><input type="checkbox"/> Be Responsible to Others</p>

Performance Assessment(s):

Environmental Horticulture I

Determine plant requirements on existing plants.

Environmental Horticulture II

Install containerized plant material on design project.

Environmental Horticulture III

Design a landscape design using the principles of xeriscaping

Leadership Alignment:

Reason effectively, collaborate with others and communicate clearly when determining plant requirements on existing plants and creating a maintenance program for a crop.

Be flexible to produce results when installing containerized plant material on design projects

Access and evaluate technology effectively when designing a landscape using the principles of xeriscaping

FFA example;

CDE

SAE

Standards and Competencies

PS.02.01: Determine the influence of environmental factors on plant growth

Level 2

PS.02.01.02.b. Determine the optimal air, temperature, and water conditions for plant growth

Level 3

PS.02.01.02.c Design, implement, and evaluate a plan to maintain optimal conditions for plant growth

PS.03.02: Develop and implement a plant management plan for crop production.

Level 1

Level 2

PS.03.02.05.b Demonstrate proper techniques to control and manage plant growth through mechanical, cultural or chemical means.

Level 3

PS.03.02.05.c Create and implement a plan to control and manage plant growth.

CS.01.01: Action: Exhibit the skills and competencies needed to achieve a desired result.

Level 1

CS.01.01.01.a. Work productively with a group or independently.

CS.01.01.03.a. Exhibit good planning skills for a specific task or situation.

Level 3

CS.01.01.01.c. Work independently and in group settings to accomplish a task.

CS.01.01.03.c. Implement an effective project plan.

CS.01.01.05.c. Implement a plan that minimizes physical, financial, and professional risks and analyze results.

CS.03.02: Decision Making: Analyze situations and execute an appropriate course of action.

Level 1

CS.03.02.01.a. Analyze the steps in the decision-making process.

Level 2

CS.03.02.01.b. Utilize the process used to reach a conclusion for a decision.

CS.03.02.02.b. Determine information that is critical to solving problems.

Level 3

CS.03.02.01.c. Make decisions for a given situation by applying the decision making process.

CS.03.02.02.c. Use problem-solving skills

CS.07.01: Apply safety/health practices to AFNR worksites.

Level 2

CS.07.01.01.b. Use appropriate personal protective equipment for a given task.

CS.07.04: Assess workplace safety.

Level 1

CS.07.04.02.a. Handle chemicals and equipment in a safe and appropriate manner.

Level 2

CS.07.04.01.b. Use safety procedures to comply with regulatory and safety standards.

Level 3

CS.07.04.02.c. Evaluate general workplace safety precautions/procedures for compliance with regulations.

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

CC: College and Career Readiness Anchor Standards for Speaking and Listening
Comprehension and Collaboration

Health and Fitness

Language

CC: College and Career Readiness Anchor Standards for Language
Conventions of Standard English

- 1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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Mathematics

Reading

CC: College and Career Readiness Anchor Standards for Reading
Key Ideas and Details

- 1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Science

Science and Engineering Practices

1. Asking questions and defining problems
2. Developing and using models
3. Planning and carrying out investigations

- 4. Analyzing and interpreting data
- 5. Using mathematics and computational thinking
- 6. Constructing explanations and designing solutions

Social Studies

Writing

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- Think Creatively
- Work Creatively with Others
- Implement Innovations

Creative Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- Access and Evaluate Information
- Use and Manage Information

Media Literacy

- Analyze Media
- Create Media Products

Information, Communications, and Technology (ICT Literacy)

- Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- Adapt to Change
- Be Flexible

Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

Social and Cross-Cultural

- Interact Effectively with Others
- Work Effectively in Diverse Teams

Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

Performance Assessment(s):

Environmental Horticulture I

Identify, maintain and operate safely hand tools and small power tools

Environmental Horticulture II

Identify and maintain turf equipment operation and service records

Environmental Horticulture III

Identify, maintain and safely operate power turf equipment

Leadership Alignment:

Reason effectively and make sound judgments and decisions when maintaining and operating hand tools and small power tools

Access and evaluate information and communicate clearly when maintaining turf equipment operation and service records

Manage goals and time when safely operating power turf equipment

FFA example;

CDE

SAE

Standards and Competencies

CS.06.01: Observe required regulations to maintain/improve safety, health and environmental management systems

Level 3

CS.06.01.01.c. Assess how AFNR organizations promote improved health, safety, and environmental performance and suggest plans for improvement.

CS.06.03: Provide health, safety, and environmental operating guidelines.

Level 1

CS.06.03.01.a. Demonstrate the importance of safety, health, and environmental practices in the workplace.

CS.06.04: Examine health risks associated with a particular skill to better develop personnel safety guidelines.

Level 1

CS.06.04.01.a. Determine the level of contamination or injury that would be considered a risk as associated with a specific job or activity.

Level 2

CS.06.04.01.b. Assess the safety priorities for the level of contamination or injury.

Level 3

CS.06.04.01.c. Implement a plan to mitigate the level of contamination or injury identified in the workplace.

CS.07.01: Apply safety/health practices to AFNR worksites.

Level 2

CS.07.01.01.b. Use appropriate personal protective equipment for a given task.

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

Health and Fitness

Language

CC: College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language

3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

5 - Demonstrate understanding of word relationships and nuances in word meanings.

Mathematics

Reading

CC: College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Range of Reading and Level of Text Complexity

10 - Read and comprehend complex literary and informational texts independently and proficiently.

Science

Science and Engineering Practices

3. Planning and carrying out investigations

4. Analyzing and interpreting data

5. Using mathematics and computational thinking

8. Obtaining, evaluating, and communicating information

Social Studies

Writing

CC: College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

2 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- Think Creatively
- Work Creatively with Others
- Implement Innovations

Creative Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- Access and Evaluate Information
- Use and Manage Information

Media Literacy

- Analyze Media
- Create Media Products

Information, Communications, and Technology (ICT Literacy)

- Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

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Social and Cross-Cultural

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Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

Performance Assessment(s):

Environmental Horticulture I

Identify and maintain work habits per industry standards

Ability to maintain a current resume, job application and letter of recommendation

Environmental Horticulture II

Demonstrate job interview competence techniques

Environmental Horticulture III

Demonstrate the ability to respond professionally to criticism

Leadership Alignment:

Reason effectively and make sound judgment and decisions when maintaining work habits per industry standards

Communicate clearly and professionally during a job interview

Access and evaluate information when responding professionally to criticism

Be flexible and adapt to change when responding professionally to criticism

FFA example;

CDE

SAE

Standards and Competencies

CS.01.01: Action: Exhibit the skills and competencies needed to achieve a desired result.

CS.01.01: Action: Exhibit the skills and competencies needed to achieve a desired result.

Level 1

CS.01.01.01.a. Work productively with a group or independently.

CS.01.01.03.a. Exhibit good planning skills for a specific task or situation.

CS.01.01.06.a. Identify the strengths/talents of team members needed to achieve a desired task.

Level 2

Level 2

CS.01.01.02.b. Create measurable objectives for a given situation.

CS.01.01.04.b. Use appropriate and reliable resources to complete an action or project.

CS.01.01.07.b. Use a variety of strategies to evaluate goals (e.g., observe, apply, and demonstrate).

Level 3

Level 3

CS.01.01.01.c. Work independently and in group settings to accomplish a task.

CS.01.01.03.c. Implement an effective project plan.

CS.01.01.04.c. Create resources to complete an action or project.

CS.01.01.06.c. Develop strengths and talents of team members so that all can achieve success.

CS.01.01.07.c. Evaluate actions taken and make appropriate modifications to personal goals.

CS.01.01.07.c. Evaluate actions taken and make appropriate modifications to personal goals.

CS.02.03: Professional Growth: Develop awareness and apply skills necessary for achieving career success.

Level 1

CS.02.03.03.a. Identify the skills required for various careers.

Level 2

CS.02.03.03.b. Develop skills required for a specific career.

Level 3

CS.02.03.03.c. Demonstrate employability skills for a specific career.

CS.03.02: Decision Making: Analyze situations and execute an appropriate course of action.

Level 1

Level 2

CS.03.02.01.b. Utilize the process used to reach a conclusion for a decision.

CS.03.02.02.b. Determine information that is critical to solving problems.

Level 3

CS.03.02.02.c. Use problem-solving skills

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

Comprehension and Collaboration (9-10)

1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

1a - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

1c - Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

1d - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Presentation of Knowledge and Ideas (11-12)

4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CC: College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas

4 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

6 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Health and Fitness

Language

CC: College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

5 - Demonstrate understanding of word relationships and nuances in word meanings.

Mathematics

Reading

Science

Social Studies

Writing

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

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