

AGENDA FOR BOARD OF DIRECTORS  
AUBURN SCHOOL DISTRICT NO. 408  
Monday, June 8, 2015

- I. TIME AND PLACE
  - 1. 7 p.m. at the James P. Fugate Administration Building
- II. ROLL CALL
  - 1. Roll call of board members
- III. PLEDGE OF ALLEGIANCE
- IV. AUDIENCE PARTICIPATION
  - 1. Written communications
  - 2. Scheduled communications
  - 3. Unscheduled communications
  - 4. Community groups and organizations
- V. LEGISLATIVE UPDATE
- VI. STUDENT AND STAFF RECOGNITION
  - 1. New superintendent
  - 2. Recognition of student
  - 3. Recognition of staff
  - 4. Honoring of retirees
- VII. STUDENT PARTICIPATION
  - 1. Terminal Park Elementary School art display
  - 2. Terminal Park Elementary School PTA report
  - 3. Requests for travel
- VIII. SCHOOL PROGRAMS AND STUDENT ACHIEVEMENT
  - 1. 2014-15 Lea Hill Elementary School PLC presentation
  - 2. 2013-16 Terminal Park Elementary School Improvement Plan
  - 3. Advanced placement government and politics comparative curriculum—first reading
  - 4. 2014-15 Career and technical education curriculum review for agriculture, jewelry, visual communication, and video gaming and interactive media—first reading
- IX. PERSONNEL
  - 1. Certificated and classified personnel report
  - 2. Requests for travel

X. FINANCE

1. Vouchers
2. Interlocal agreement

XI. DIRECTORS

1. Approval of minutes
2. Resolution No. 1205
3. Discussion
4. Executive session

## LEGISLATIVE UPDATE

The board will discuss legislative items.

## STUDENT AND STAFF RECOGNITION

### 1. New Superintendent

The board would like to introduce and welcome the new superintendent, Dr. Alan Spicciati, to the Auburn School District.

### 2. Recognition of Student

The Auburn School District Board of Directors will recognize Cameron Fairchild, a senior at Auburn Riverside High School, for being an outstanding student.

Cameron is an exceptionally bright and a wonderful person who has deeply impacted Auburn Riverside. He is quiet, insightful, and a thoughtful young man until you hand him a microphone-on a mic, he is dynamic, eloquent, and passionate! He won the hearts of every staff and student at ARHS when he ad-libbed the last 15 minutes of the Winter Pep Assembly in rhyme!

He is the ASB president and synthesized his gift of presentation with his gift of higher thinking. Being new to ASB, he brings a fresh perspective. At the root of his success is his genuine authenticity; students are drawn to him because of his compassion, caring, and concern for his fellow Ravens.

"Cameron Fairchild is the greatest thing that has happened to ARHS in a long time," said Meri Benedict, ARHS activity director and ASB advisor.

In addition to his leadership, Cameron is a teacher's dream come true. By the time he graduates, he will have taken 10 Advanced Placement courses-four of them this year-with a 3.9 cumulative GPA. He also takes a zero period, is a theater technician, a cinematographer/editor of the senior video, is in the Chess club, writes for Smudges Literary Magazine, and is on the newspaper staff.

His community service also is impressive. He has been a Raven Crew leader, volunteered at the YMCA, and participated in Rebuilding Together from 2012 to 2015.

Cameron will be in the Seattle University honors program studying biology and plans to become an oncologist.

A self-proclaimed film buff, Cameron enjoys American and foreign films and believes Lawrence of Arabia is the best film ever made.



### 3. Recognition of Staff

The Auburn School District Board of Directors will recognize Marilyn Hoksbergen, head custodian at the Administration Building, Annex, and TAP, for her outstanding service.

Marilyn has been in the ASD since 1990. She started as a para-educator substitute and began her custodial career in 1991. She was a custodian at Auburn High and Lake View before getting her first head custodian job at Rainier. She moved to Auburn Mountainview as head custodian when it opened and in 2014 started in her current position in the Administration Building.

She is in the second year of her two-year term as president of Public School Employees of Auburn and is the membership chair. She has been active in the almost 600 member PSE for the last 15 years. Prior to being the president, she was part of the executive committee as vice-president and the custodial representative. She moved from Auburn Mountainview to her current position so she could do her best in both her job and her PSE duties.

Emily Harman, HR and athletics assistant said, "Marilyn is a joy to have as our custodian. She always has a friendly hello and a smile on her face. She is polite, efficient and sincere. We are lucky to have her."

Marilyn grew up in Enumclaw and loves horses. She met her husband Allen at Rainier Stables in Enumclaw. They married in 1969 and moved to Auburn in 1970. Allen was a trainer at Longacres and Emerald Downs where Marilyn would help groom the horses.

Her sons Art, Doug, and Craig all attended Auburn High. She has numerous grandchildren and one great grandchild.

Allen and Marilyn's mother, Betty, passed away in 2010. Marilyn credits her family, friends, ASD co-workers and PSE union members for their support during that very rough time. Her son Craig lives with her helping with their small farm on Lea Hill.

Marilyn enjoys working on her farm and gardening in her time off.

### 4. Honoring of Retirees

This evening, the board will honor certificated and classified retirees.

## STUDENT PARTICIPATION

1. Terminal Park Elementary School Art Display

Ryan Foster, assistant superintendent of principal leadership and school programs, will introduce Tom Dudley, Terminal Park Elementary School principal, who will introduce Gwenivere Bates, Annalisa Battista, Katherine Last, Kelly Oh, Conner Sloan, Anaya Young, Justus Holman, and Nikki Weaver, students, to present the Terminal Park Elementary School art display and answer questions from the board.

2. Terminal Park Elementary School PTA Report

Tom Dudley will introduce Erika Jennings and Jacqueline Baltunis, Terminal Park Elementary School PTA board members, who will present the Terminal Park Elementary School PTA report and answer questions from the board.

3. Request for Travel

a. Fifteen Auburn Mountainview High School students requested permission to travel to Olympia, Thursday to Saturday, May 28-30. The purpose of the trip was to compete in the State Fastpitch Tournament. Lodging was at the Comfort Inn, meals were at local restaurants, and travel was by school bus. All expenses will be paid by ASB funds. Alicia Thompson, Ken Colburn, and Kady Vanderhoof, Auburn Mountainview High School coaches; Christina Bock, Auburn School District physical therapist; and Kristin Herren, Chinook Elementary School para-educator, requested permission to accompany the students. A substitute was needed for one day.

Steve and Kim Hagen and Steve and Jen Rhoades requested permission to accompany the students as parent chaperones. *By prior administrative approval.*

Recommendation:

That the above trip be approved as requested.

## SCHOOL PROGRAMS AND STUDENT ACHIEVEMENT

1. 2014-15 Lea Hill Elementary School PLC Presentation

Ryan Foster will introduce Ed Herda, Lea Hill Elementary School principal, who will introduce teachers Fletcher Pierce (ELL), Shanna Jenkins (Grade 3), and Liz Ray (Grade 2). The team will give a brief PowerPoint overview of how the Professional Learning Community model has been utilized to increase student achievement at Lea Hill Elementary School and answer questions from the board. This presentation aligns with the 2013-16 District Strategic Plan: Goal 1, Objective 1, Strategy 1.

2. 2013-16 Terminal Park Elementary School Improvement Plan

Tom Dudley will introduce Laurie Bulson and Rose Finley, Terminal Park Elementary School teachers, who will assist in presenting the 2013-16 Terminal Park Elementary School Improvement Plan, share a PowerPoint presentation, and answer questions from the board. This presentation aligns with the 2013-16 District Strategic Plan, Goal 1: student achievement, Objective 2 school improvement plans and the 2013-14 Stated District Goals, Standard III "create conditions district wide for student and staff success."

Recommendation:	That the board approve the 2013-16 Terminal Park Elementary School Improvement Plan.
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3. Advanced Placement Government and Politics Comparative Curriculum—First Reading

Heidi Harris, assistant superintendent of student learning, will introduce Cynthia Blansfield, executive director of high school and post-secondary programs, who will introduce Patrick McKeegan, Auburn Riverside High School teacher, to present the advanced placement government and politics comparative curriculum for first reading. Goal 1 Student Achievement, Objective 5 High School Graduation, "Auburn School District and schools increase accelerated program offerings K-12 such as enrichment, advanced placement(AP), career and technical education (CTE), science, technology, engineering, math and fine arts."

Recommendation:	That the proposed advanced placement government and politics comparative curriculum be approved for first reading, with the second reading and adoption scheduled for Monday, June 22.
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4. 2014-15 Career and Technical Education Curriculum Review for Agriculture, Jewelry, Visual Communication, and Video Gaming and Interactive Media—First Reading

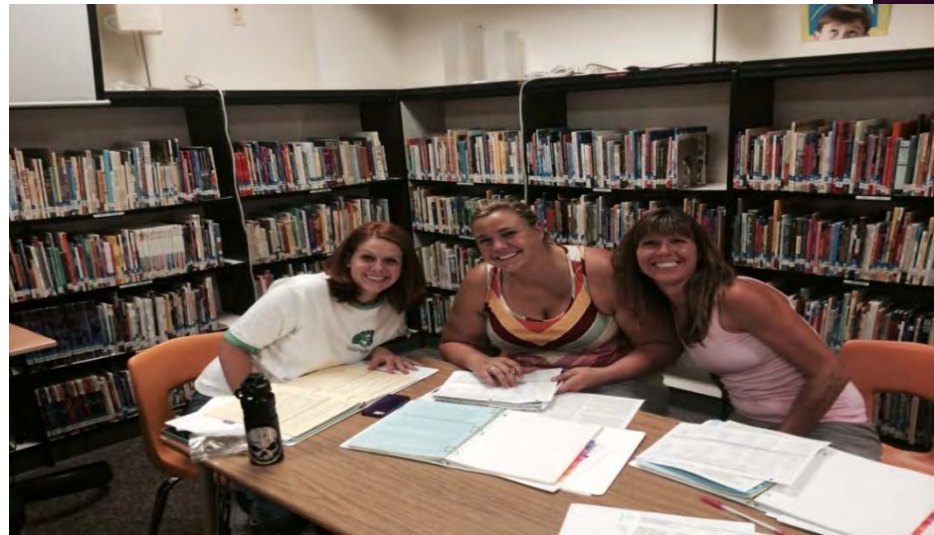
Cynthia Blansfield will introduce Ronda Kurka, horticulture sciences teacher; Chris Telford, jewelry teacher; Mark Bowman, gaming and interactive media teacher; and Tom Kaup, visual communications teacher, who will present the curriculum review for each program. Goal 1 Student Achievement, Objective 1 Professional Communities, "Instruction is aligned to state, national common core and industry standards."

Recommendation:

That the board approve the 2014-15 Career and Technical Education Curriculum Review for Agriculture, Jewelry, Visual Communications and Video Gaming and Interactive Media for first reading, with second reading and adoption scheduled for Monday, June 22.

# PLC'S @ LEA HILL!

- Impact on Learning
- The Four Questions
- Proximity



- ▣ 6.08.15
- ▣ Ed Herda
- ▣ Liz Ray
- ▣ Fletcher Pierce
- ▣ Shana Jenkins



# ALL-TOGETHER IN ONE ROOM!



# ADVANTAGES SINCE PLC IMPLEMENTATION

- ◉ Continuity and consistency within teams and across grade levels (FRSIP) (ELA/SS) (Math/Sci.)
- ◉ Efficient access to teams for principal, ELL, RR, LAP/Title
- ◉ Special programs at Lea Hill can be part of the entire instructional staff (ECE, AB)
- ◉ Sense of togetherness.
- ◉ More accountability and increased student achievement.
- ◉ Allows time to share successes and solve problems collaboratively (questions #3 & #4)

# PLC AND QUESTIONS #3, #4

- ◉ PLC time allows Lea Hill staff to problem-solve additional time and support strategies for kids in reading and math.
- ◉ PLC time allows Lea Hill staff to provide extension/enrichment learning through things like core reading and accelerated math.



# PLC'S AT LEA HILL = READING RESULTS

- ◉ Fall 2014 to Winter 2015
- ◉ DIBELS Benchmark Scores
- ◉ Lea Hill met or exceeded the district average in 4 out of 6 grades (very close in remaining 2)
- ◉ Lea Hill had more fifth grade students at "benchmark" (84%) than any other school!

## PLC'S AT LEA HILL = MATH RESULTS

- ◉ As part of our FRSIP II:
- ◉ 1. All grades, pre-school through fifth are regularly practicing math fact fluency and sharing instructional strategies.
- ◉ 2. All grades are also assessing this learning monthly.
- ◉ 3. All grades are sharing the celebrations and challenges during pre-scheduled PLC time.
- ◉ 4. We are pleased with the results so far!

# NEW TEACHERS? NEW TEAM? NO PROBLEM!



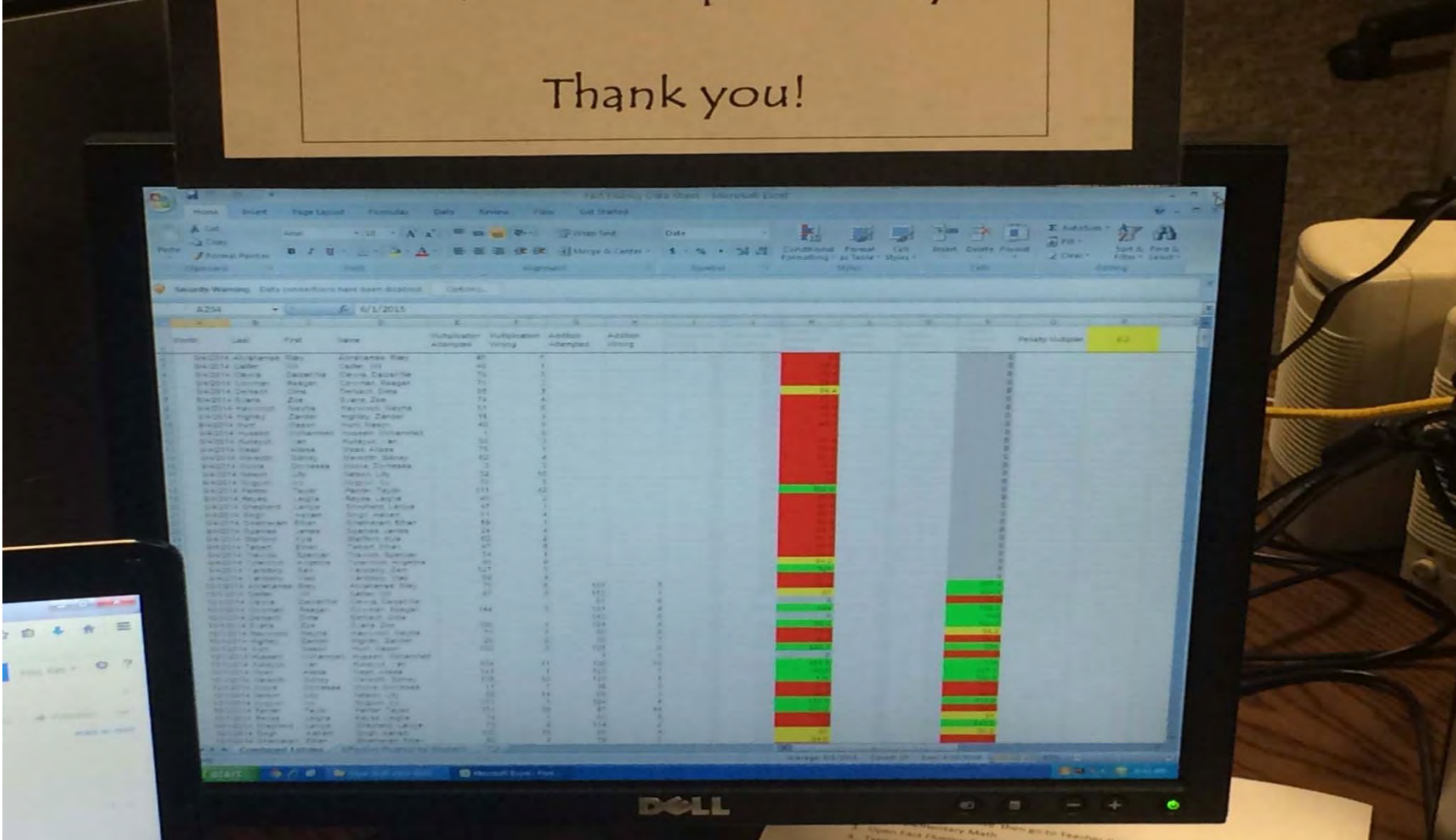


# TECHNOLOGY AND DATA



## A photograph of a computer monitor and keyboard on a desk, with a purple diamond pattern overlay.

Thank you!



3. Open End Chapter 11



# USING ASD TOOLS FROM DSL

The screenshot shows a web browser window displaying the ASD CCSS Mathematics website. The browser's address bar shows the URL: <https://sites.google.com/a/auburn.wednet.edu/asd-ccss-mathematics/home>. The page title is "ASD K12 Curriculum Template" with a subtext "Updated Oct 23, 2014 7:55 AM". Below the title, it states: "This template will serve as the Auburn School District K12 Curriculum alignment template." The main content area features a large banner with the text "ASD CCSS Mathematics" overlaid on a collage of mathematical diagrams and formulas, including a circle with a shaded sector, a right triangle, and various algebraic equations. To the right of the banner is a "USE TEMPLATE" button. Below the banner is a navigation bar with tabs: "MATH HOME", "K-2 MATHEMATICS", "3RD-5TH MATHEMATICS", "MIDDLE SCHOOL MATHEMATICS", "HIGH SCHOOL MATHEMATICS", and "BALANCED MATH". The "MATH HOME" tab is selected. On the left side, there is a sidebar menu with links: "K12 HOME", "ENGLISH LANGUAGE ARTS", "MATHEMATICS", "PHYSICAL EDUCATION", "SCIENCE", "SOCIAL STUDIES", "ARTS", "CAREER AND TECHNICAL EDUCATION", "WORLD LANGUAGES", "SITEMAP", and "QUICK LINKS". The main content area below the navigation bar has a heading "Math Home" and a welcome message: "Welcome to the ASD CCSS Mathematics Webpage". It also includes a link: "Click here for 6th Grade Agenda". At the bottom, there is a "Comments" section with a message: "You do not have permission to add comments." and a list of comments from users "gnorris" and "clowell". The Windows taskbar at the bottom shows the "Start" button and several open applications, including "ASD CCSS Mathematics".

# “VERTICAL” COLLABORATION - 4<sup>TH</sup>/5<sup>TH</sup>





# VERTICAL COLLABORATION: 2<sup>ND</sup>, 3<sup>RD</sup>, RR





## DIBELS PM (1<sup>ST</sup> GRADE TEAM)



# MORE VERTICAL COLLABORATION





# PLC FOR PRE-SCHOOL AT LEA HILL



# COMMON FORMATIVE/SUMMATIVE ASSESSMENTS (QUESTION #2)





# PLC'S ALLOW FOR COMMON PLANNING & PACING (QUESTION #1)





LEA HILL + PLC'S = WE'RE "ALL-IN!"





# QUESTIONS?



# Terminal Park Elementary SIP 2013–2016

Auburn School District Board Meeting  
June 8, 2015



# Terminal Park Vision/Mission

Our Vision: Empowering successful, lifelong learners.

Our Mission: Ensuring positive, personalized learning for every student, every day.



# Demographics

	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014	
Total Enrollment	Oct	438	Oct	433	Oct	412	Oct	397	Oct	414
	May	433	May	426	May	396	May	439	May	416
Hispanic / Latino of any race(s)	12.1%		16.9%		18.9%		19.1%		20.0%	
American Indian / Alaskan Native	1.8%		0.7%		1.0%		0.3%		0.7%	
Asian	9.4%		5.5%		4.9%		5.5%		4.8%	
Black / African American	16.2%		15.2%		10%		8.8%		8.5%	
Native Hawaiian / Other Pacific Islander	0.5%		2.8%		3.6%		5.0%		6.8%	
White	58.4%		53.6%		52.2%		50.4%		47.3%	
Two or more races	-		5.3%		9.5%		10.8%		11.8%	
Free or Reduced-Price Meals	65.6%		65.7%		64.4%		72.4%		70.9%	
Special Education	10.9%		14.1%		13.4%		12.5%		9.4%	
Transitional Bilingual	19.2%		20.0%		12.6%		17.1%		20.7%	



# SIP Plan on a Page

SIP plan on a page

Terminal Park Elementary

**Reading:** The percent of students passing the reading MSP will increase from 77.5% in 2012 to 85.7% in 2016 to meet AMO. (81.6% in 2014 and 83.6% in 2015)

**Action Step 1** Staff will deliver daily differentiated explicit phonics instruction that actively engages all K-5 students.

- R1.1-Systematically use DIBELS, Read Well, phonics screeners, etc. to determine phonics/decoding gaps and inform core, small groups within core, and WTR instruction
- R1.2-Progress monitor as follows: intensive: weekly at reading level; strategic/not at end-of-year benchmark: every three-four weeks at grade level
- R1.3-Deliver differentiated explicit small group phonics or word work instruction that actively engages all at their level during core
- R1.4-Deliver differentiated explicit phonics instruction aligned with the learning in WTR groups formed according to reading rate/accuracy/specific phonics needs
- R1.5-Give adequate attention to phonemic awareness instruction to increase decoding ability, scaffolding to phonics skills or providing word work enrichment based on needs

**Action Step 2** Staff will explicitly teach reading comprehension targets aligned with state standards (CCSS) in a way that actively engages all K-5 students.

- R2.1-Deliver actively engaging core instruction with specific learning targets aligned with standards; explicitly communicate/ensure understanding of targets
- R2.2-Explicitly teach targets in WTR, ELL, and special ed as aligned with the school-wide reading target schedule, using common language/techniques across all tiers
- R2.3-Administer frequent formative assessments to check for understanding of targets
- R2.4-Administer monthly common reading comprehension assessments based on grade-level pacing guide and school-wide reading target schedule and analyze results in PLCs
- R2.5-Include SBAC-like practice and assessment regularly (emphasis in grades 3-5)

**Math:** The percent of students passing the math MSP will increase from 68.2% in 2012 to 79.8% in 2016 to meet AMO. (74.0% in 2014 and 76.9% in 2015)

**Action Step 1** Staff will implement effective daily math fact fluency practice, review, and targeted instruction that actively engages all K-5 students (working toward full implementation of the Balanced Math Program).

- M1.1-Designate 10-15 minutes of core instruction time each day for effective fluency practice; implement strategies that actively engage all
- M1.2-Designate 15-20 minutes of core instruction time each day for engaging review of previously taught standards
- M1.3-Deliver actively engaging core instruction for 30 minutes each day; specific learning targets aligned with standards; explicitly communicate/ensure understanding of targets
- M1.4-Strategically implement best practices, such as manipulatives/visual representations, to actively engage all during core instruction and increase conceptual understanding
- M1.5-Require students to explain their thinking and demonstrate conceptual understanding when solving math problems by speaking, drawing, writing, etc.
- M1.6-Administer frequent formative assessments to check for understanding of math concepts for each standard
- M1.7-Administer common unit assessments and analyze results in PLCs

**Action Step 2** Staff will strengthen intervention and enrichment to support core math instruction for all K-5 students (working toward full implementation of the Balanced Math Program).

- M2.1-Regularly use math data by grade level to determine learning gaps and inform small group instruction
- M2.2-Deliver differentiated explicit math instruction in small groups according to learning needs (30-45 minutes each day, four days per week)

**Parent and Community Involvement:** Parent and community involvement will increase from 3.8 to 4.3 on the staff CEE survey, from 4.3 to 4.6 on the parent CEE survey, and from 3.9 to 4.4 on the student CEE survey (on a scale of 1-5).

**Action Step 1** Staff will communicate effectively with all families (with emphasis on meeting non-English speaking needs) about student progress (challenges and strengths) and how to support learning at home for all K-5 students.

- P1.1-Contact parents (verbally is preferred) at least once each trimester to report on student progress (at least two weeks before report card day)
- P1.2-Contact parents in writing or verbally at least once each trimester in a positive, proactive way; this could occur simultaneously with reporting on student progress
- P1.3-Send monthly newsletters from classrooms/grade levels to all families with information about how to support learning at home
- P1.4-Summarize main school communication and have it translated into Spanish and Ukrainian
- P1.5-Develop a list of common statements to parents and have them translated into Spanish/Ukrainian; maintain a list of families who need non-English communication

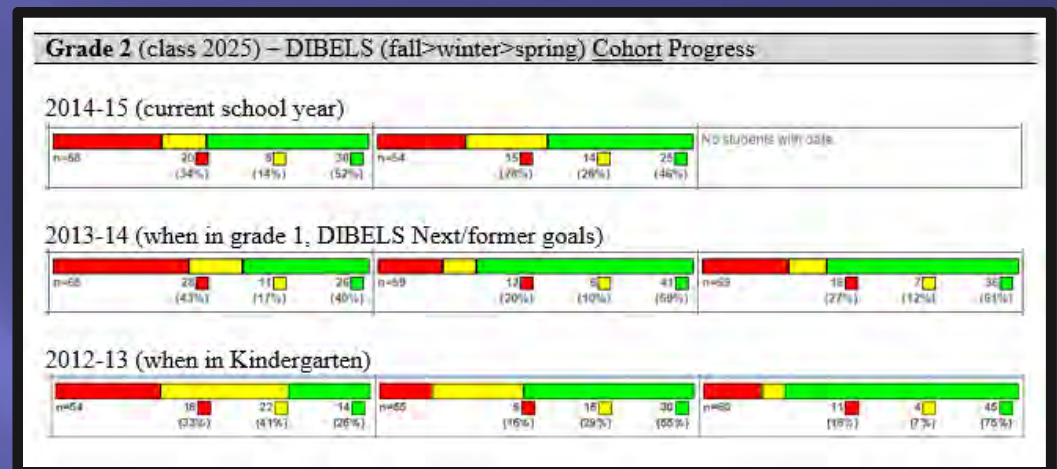
**Action Step 2** Staff will increase family involvement in the school environment (with emphasis on multicultural opportunities) for the families of all K-5 students.

- P2.1-Provide monthly opportunities for families to be at the school, including three major events each year with a multicultural component
- P2.2-Provide opportunities for non-English speaking parents (Spanish and Ukrainian) to interact with the principal in a group setting through the assistance of an interpreter
- P2.3-Recruit parent and community volunteers with an emphasis on acquiring reading and math tutors, recess helpers, and PTA members



# SIP Process

- Analyze data
- Action plan
- Narrow the focus
- Monitor and adjust
  - Evidence of implementation
  - Evidence of impact



## SIP implementation checklist

## Terminal Park Elementary

**Reading:** The percent of students passing the reading MSP will increase from 77.5% in 2012 to 85.7% in 2016 to meet AMO. (81.6% in 2014 and 83.6% in 2015)

Action Step 1	Staff will deliver daily differentiated explicit phonics instruction that actively engages all K-5 students.	Action notes:						
R1.1-Systematically use DIBELS, Read Well, phonics screeners, etc. to determine phonics/decoding gaps and inform core, small groups within core, and WTR instruction			K	1	2	3	4	5
R1.2-Progress monitor as follows: intensive: weekly at reading level; strategic/not at end-of-year benchmark: every three-four weeks at grade level								
R1.3-Deliver differentiated explicit small group phonics or word work instruction that actively engages all at their level during core								
R1.4-Deliver differentiated explicit phonics instruction aligned with the learning in WTR groups formed according to reading rate/accuracy/specific phonics needs								
R1.5-Give adequate attention to phonemic awareness instruction to increase decoding ability, scaffolding to phonics skills or providing word work enrichment based on needs								

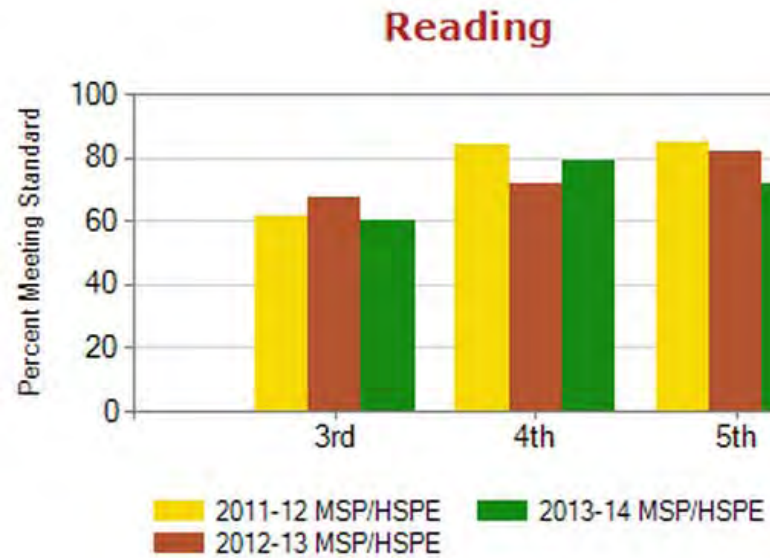
# Reading Goal/Actions

- ▣ **Goal:** The percent of students passing the reading MSP will increase from 77.5% in 2012 to 85.7% in 2016 to meet AMO. (81.6% in 2014 and 83.6% in 2015)
  - **Action step 1:** Staff will deliver daily differentiated explicit phonics instruction that actively engages all students.
  - **Action step 2:** Staff will explicitly teach reading comprehension targets aligned with state standards (CCSS) in a way that actively engages all students.





# Reading Data



**Terminal Park Elementary  
MAP Data – READING**

YEAR	3rd Fall	3rd Winter	3rd Spring	4th Fall	4th Winter	4th Spring	5th Fall	5th Winter	5th Spring
<b>2013-14</b>									
75 – 100%	16% (10)	10% (7)	10% (6)	42% (35)	45% (35)	45% (35)	36% (30)	41% (35)	36% (30)
50 – 74%	13% (8)	18% (12)	23% (14)	14% (12)	19% (15)	16% (12)	25% (21)	24% (21)	23% (19)
25 – 49%	22% (14)	27% (18)	20% (12)	21% (18)	18% (14)	22% (17)	20% (17)	13% (11)	25% (21)
0 – 24%	49% (31)	45% (30)	47% (28)	23% (19)	18% (14)	18% (14)	18% (15)	22% (19)	16% (13)
<b>Total Students</b>	63	67	60	81	78	77	83	86	83
<b>2014 - 15</b>									
75 – 100%	32% (18)	22% (12)		40% (32)	33% (26)		19% (10)	9% (5)	
50 – 74%	25% (14)	33% (18)		17% (14)	16% (13)		23% (12)	15% (8)	
25 – 49%	18% (10)	20% (11)		14% (11)	16% (13)		19% (10)	30% (16)	
0 – 24%	25% (14)	25% (14)		39% (24)	34% (27)		38% (20)	46% (25)	
<b>Total Students</b>	56	55		81	79		52	54	



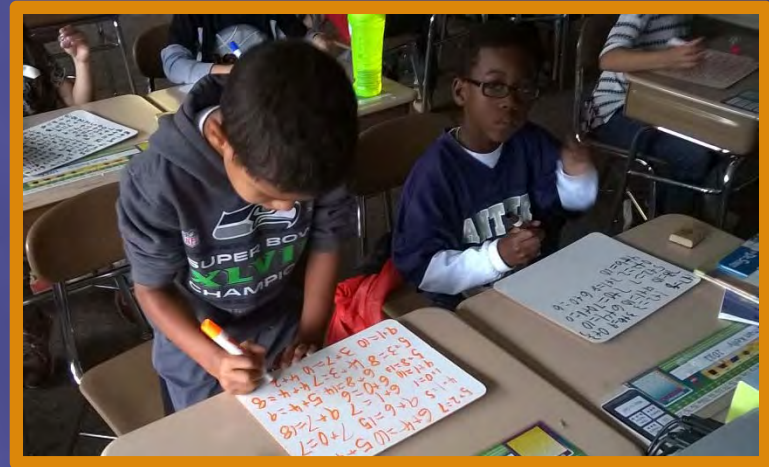
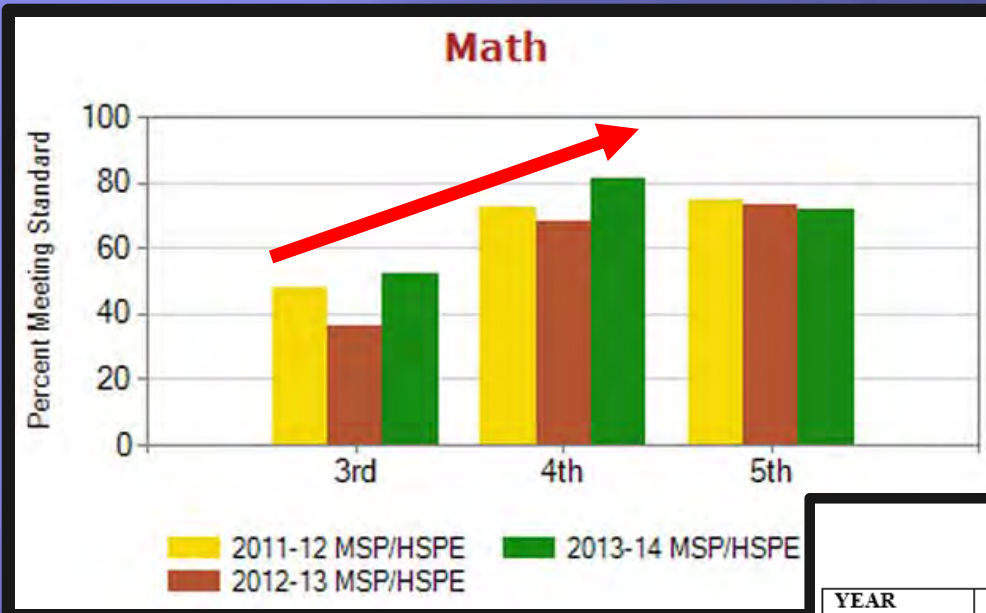


# Math Goal/Actions

- ▣ **Goal:** The percent of students passing the math MSP will increase from 68.2% in 2012 to 79.8% in 2016 to meet AMO. (74.0% in 2014 and 76.9% in 2015)
  - **Action step 1:** Staff will implement effective daily math fact fluency practice, review, and targeted instruction that actively engages all students (working toward full implementation of the Balanced Math Program).
  - **Action step 2:** Staff will strengthen intervention and enrichment to support core math instruction for all students (working toward full implementation of the Balanced Math Program).



# Math Data



**Terminal Park Elementary  
MAP Data – MATH**

YEAR	3rd Fall	3rd Winter	3rd Spring	4th Fall	4th Winter	4th Spring	5th Fall	5th Winter	5th Spring
<b>2013-14</b>									
75 – 100%	5% (3)	5% (3)	10% (6)	34% (28)	37% (29)	45% (34)	37% (30)	34% (29)	41% (34)
50 – 74%	25% (16)	28% (19)	25% (15)	22% (18)	17% (13)	14% (11)	15% (12)	17% (15)	20% (17)
25 – 49%	22% (14)	27% (18)	25% (15)	13% (11)	19% (15)	18% (14)	20% (16)	26% (22)	17% (14)
0 – 24%	48% (31)	40% (27)	40% (24)	31% (25)	27% (21)	23% (18)	29% (24)	23% (20)	22% (18)
<b>Total Students</b>	64	67	60	82	78	77	82	86	83
<b>2014 - 15</b>									
75 – 100%	23% (13)	19% (10)		37% (30)	32% (25)		44% (34)	38% (29)	
50 – 74%	23% (13)	28% (15)		13% (11)	18% (15)		19% (15)	21% (16)	
25 – 49%	18% (10)	28% (15)		21% (17)	22% (17)		16% (12)	14% (11)	
0 – 24%	36% (20)	26% (14)		30% (24)	28% (22)		21% (16)	27% (21)	
<b>Total Students</b>	56	54		82	79		77	77	





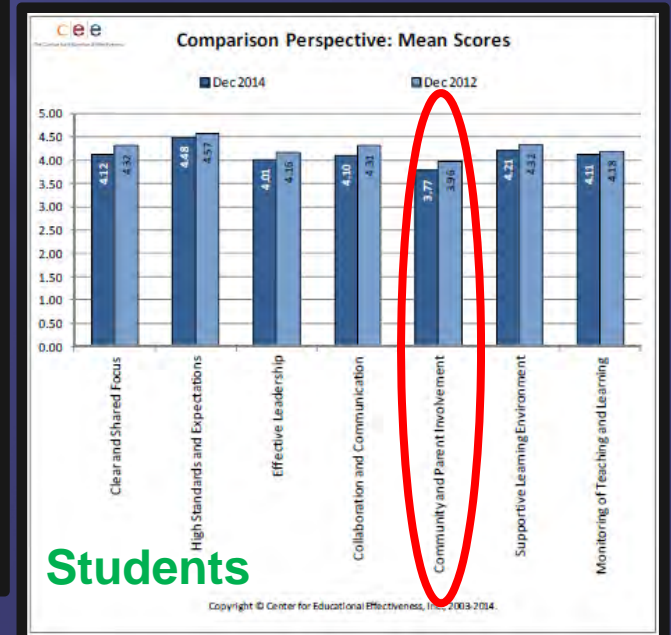
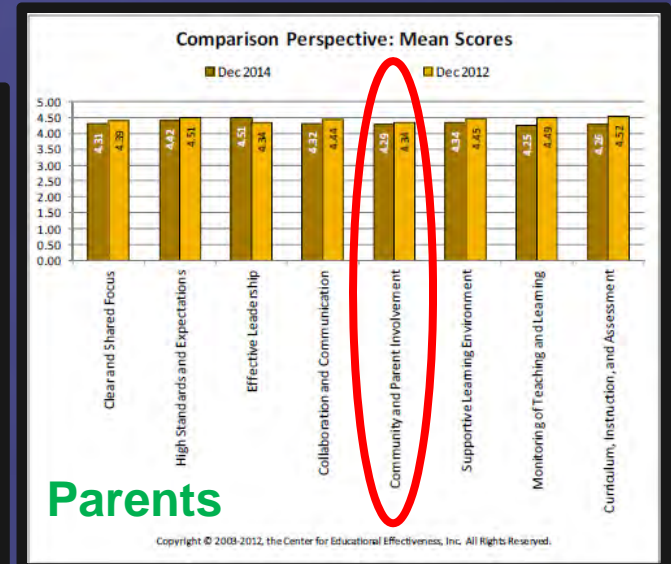
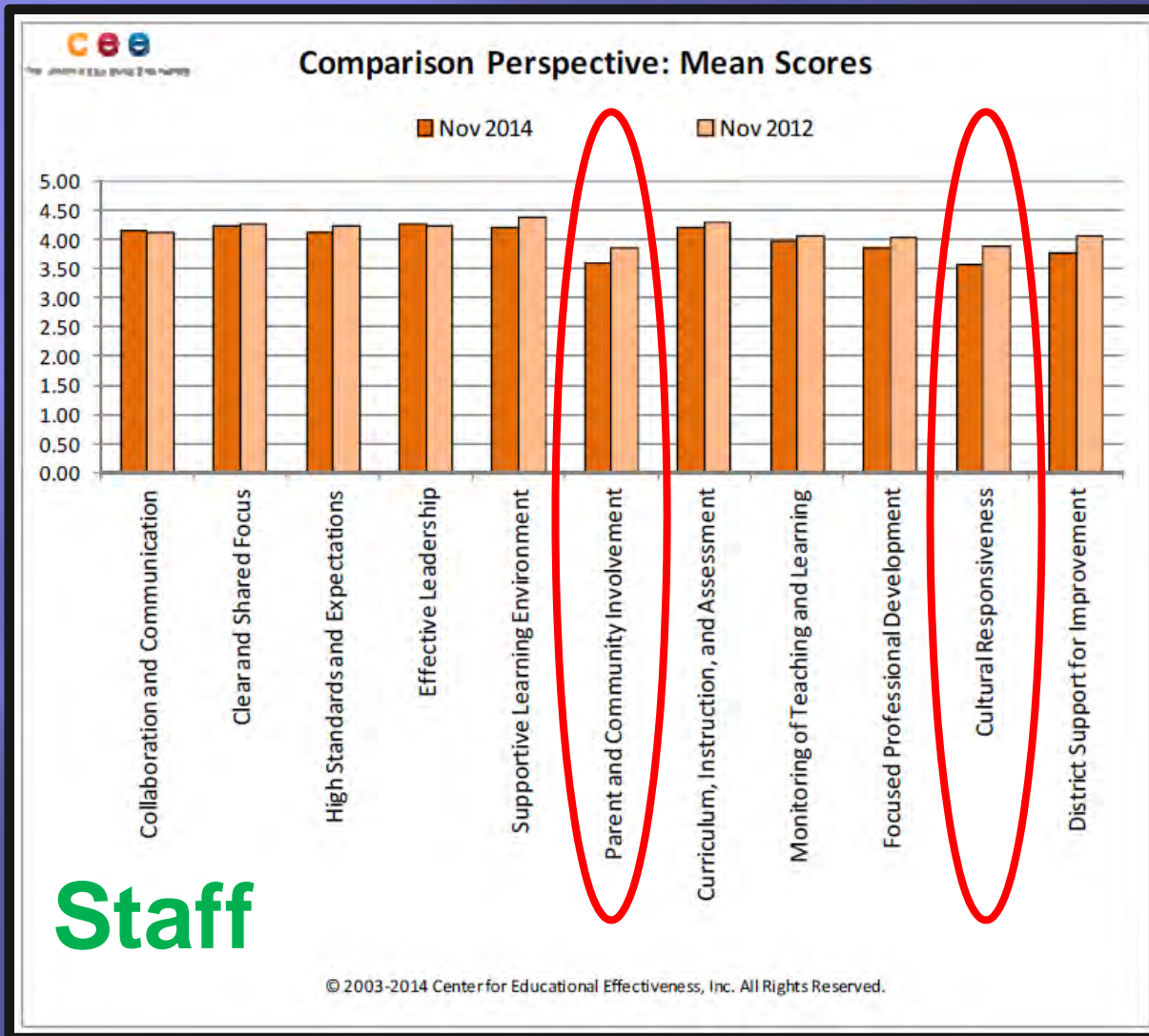
# Parent Involvement Goal/Actions

- ▣ **Goal:** Parent and community involvement will increase from 3.8 to 4.3 on the staff CEE survey, from 4.3 to 4.6 on the parent CEE survey, and from 3.9 to 4.4 on the student CEE survey (on a scale of 1-5).
  - **Action step 1:** Staff will communicate effectively with all families (with emphasis on meeting non-English speaking needs) about student progress (challenges and strengths) and how to support learning at home.
  - **Action step 2:** Staff will increase family involvement in the school environment (with emphasis on multicultural opportunities) for the families.



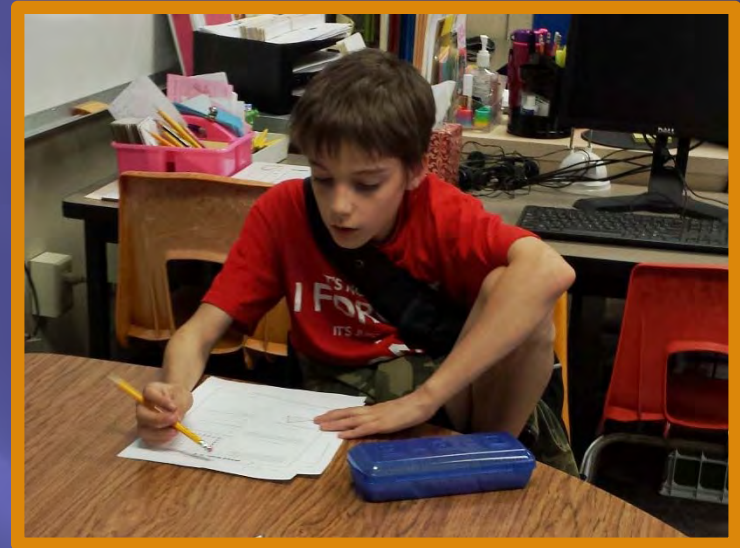


# Parent Involvement Data



# Continual Progress

- ▣ Common Core State Standards
- ▣ Instructional alignment across tiers
- ▣ PLCs: data-driven instruction and intervention
- ▣ Smarter Balanced Assessment
- ▣ Multi-lingual communication



Planning Year 2012-2013  
Implementation September 2013-June 2016

## *Terminal Park*

# Strategic Improvement Plan



School Improvement Plan Adopted by the Auburn School Board of Directors on June 8, 2015



September 2012-June 2015  
Auburn School District Strategic Improvement Plan

***District Improvement Goal 1: Student Achievement***

With district support, leadership, and guidance each student will achieve proficiency in the Washington Comprehensive Assessment Program (WCAP) and all schools will meet adequate yearly progress by meeting or exceeding the Washington State uniform bar in reading and mathematics in grades 3 through 8 and 10.

***District Improvement Goal 2: Dropout Rate and On-time Graduation***

Schools will reduce dropout rates and meet additional Adequate Yearly Progress indicators as determined by K-8 attendance and high school on-time graduation rates.

***District Improvement Goal 3: Parents/Guardians and Community Partnerships***

The district and schools will continue to develop partnerships to support student academic achievement and success.

***District Improvement Goal 4: Policies and Resource Management***

The district will focus on improving student academic achievement and narrowing the achievement gaps in its policy decisions and resource allocation.

<b>School:</b>			
<b>Terminal Park Elementary</b>			
<b>Date of SIP Team District Improvement Goal Review:</b>			
<b>SIP Team Members:</b>			
Amy Anderson	Danette Wate	Joan Cramer	John Harlor
Julie Gragg	Karen Bell	Laurie Bulson	Marlene Hanson
Sandra Rowland	Tom Dudley		

School Improvement Team Signatures 2012-2013			
Date Submitted:		Date of School Board Approval:	
Name	Title/Position	Signature	
Tom Dudley	Principal		
Sandra Rowland	Parent (PTA President)		
N/A	Student		
Danette Wate	Community Member (and Parent)		
John Harlor	Language Arts Specialist		
Julie Gragg	Counselor		
Laurie Bulson	ELL Teacher		
Amy Anderson	Library Teacher		
Joan Kramer	Kindergarten Teacher		
Marlene Hanson	Grade 5 Teacher		
Karen Bell	Para Educator (STEP and Special Ed)		
Each team must include staff, students, families, parents, and community members.			



2013-2016  
Terminal Park Elementary  
School Improvement Plan

Presented Monday, June 8, 2015

Department of Student Learning		
Rod Luke	Associate Superintendent Technology and College and Career Readiness	
Cindi Blansfield	Executive Director Student Learning	
Heidi Harris	Assistant Superintendent Student Learning	
Julie DeBolt	Director, Assessment and NCLB	
Department of School Programs		
Ryan Foster	Assistant Superintendent Principal Leadership and School Programs	
Rhonda Larson	Assistant Superintendent Family Engagement and Student Services	
Superintendent		
Kip Herren	Superintendent	
School Board		
Anne Baunach	School Board Member	
Carol Seng	School Board Member	
Laurie Bishop	School Board Member	
Ray Vefik	School Board Member	
Ryan Van Quill	School Board Member	



# Executive Summary

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## **Auburn School District Mission**

In a safe environment, all students will achieve high standards of learning in order to become ethically responsible decision makers and lifelong learners.

## **Auburn School District Vision**

The vision of Auburn School District is to develop in students the skills and attitudes that will maximize their potential for lifelong learning and ethically responsible decision making.

## **Terminal Park Elementary School Mission**

At Terminal Park, we educate every child to meet or exceed standards. Through collaborative teaching and building relationships, we encourage respectful citizens who value learning and contribute to society.

## **Terminal Park Elementary School Vision**

See Terminal Park mission statement above; it's a combined mission/vision statement.

## **Background Information**

WAC 180-16-220

### **Requirements for School Improvement Plan**

Each school shall be approved annually by the school board of directors under an approval process determined by the district board of directors and “At a minimum the annual approval shall require each school to have a school improvement plan that is data driven, promotes a positive impact on student learning, and includes a continuous improvement process that shall mean the ongoing process used by a school to monitor, adjust, and update its school improvement plan.” School Improvement plans must include a brief summary of use of data to establish improvement; acknowledging the use of data which may include DIBELS, MAP, WELPA, Credit Attainment, Enrollment in Honors/AP Courses, CEE Perceptual Data, SAT/ACT, Discipline, and MSP or HSPE.

## **Stakeholder Input**

The Terminal Park Strategic Improvement Planning team (SIP team) includes a variety of experienced staff and community members, as listed above, to ensure that the perspectives of different stake holders (teachers, counselors, Para educators, parents, etc.) are represented in our improvement planning. The SIP team held four formal meetings throughout the 2012-2013 school year to provide feedback and insight on the improvement planning process. Subgroups of the SIP team participated in six training days and multiple work sessions to complete the Strategic Improvement Plan, which was checked and approved by the entire SIP team. This document provides a summary of what we discovered in our data analysis as well as much of the specific data we analyzed to determine what our areas of emphasis should be for action planning. The goals and action plans that follow represent input from all the certified staff who participated in needs assessment data carousels as well as other feedback and idea brainstorming sessions that

occurred during staff meetings throughout the year. Even though all staff could not be included in the detailed work of the SIP team, they have had opportunities to view planning documents and provide feedback throughout the SIP process. More specifically, our Building Leadership Team (BLT) has discussed and approved the goals and action plans. The BLT is an important component of our building decision making model, which is a separate group from the SIP team because they handle a broader range of issues while the SIP team focuses completely on the SIP. While only a couple parents and no students are on the SIP team, the ideas of these important stakeholders have been incorporated through the use of perceptual survey data, communication with the PTA, and a variety of anecdotal data gathered by day-to-day interactions. We value the participation of all of our stakeholders in our improvement efforts.

## **Highly Qualified Staff**

All teachers at Terminal Park meet the highly qualified requirements.

## **Demographic Data**

Terminal Park serves students from a variety of socioeconomic and cultural groups. Terminal Park Elementary is a school-wide Title I school. All students are eligible to receive Title I reading services in their regular education program. The Title I program supports the efforts of the entire school in the goal to meet the needs of students and develop lifelong learners. Terminal Park has a current student population of 399 (October 2012). The population is down slightly due to remodeling of some housing in the attendance area. This has contributed to the loss of approximately 30 students. (The population increased to 442 by May 2013.)

Terminal Park currently has 64.4% of students that qualify for free and reduced price school meals. This is a slight reduction from the Spring 2011 rate of 65.7% but continues on a fairly consistent trend since Spring 2009 and remains above the district rate of 53.6%.

The number of Special Education qualifying students at Terminal Park Elementary in May of 2012 (13.4%) is slightly above the district (11.9%) and state (13.3%) averages.

The population of Transitional Bilingual (ELL) students at Terminal Park has decreased to 12.6% (May 2012) from a high of 20% in Spring 2011.

## **Discipline and Attendance Analysis**

Terminal Park's Tiger Expectations (be safe, be respectful, and be responsible, and give best learning effort) are the foundation for our school-wide behavior program. Terminal Park's behavior framework is supported by the PBIS (Positive Behavior Interventions and Supports) model. School-wide Tiger Expectations are posted, systematically taught, and reviewed regularly. As a part of our school-wide behavior support plan, students are rewarded for good behavior both individually and by classroom. Tiger Expectations and rewards are communicated to parents through both classroom and school newsletters. At Terminal Park, support teams meet to develop behavior plans and specific interventions for students with high needs. In addition to our positive support plan, a progressive discipline system utilizes components of Think Time, study room, and in and out of school suspensions.

Terminal Park implements an anti-bullying program utilizing the following curriculum Steps to Respect, Second Step, Kelso's Choices, and the Peace Rose. The counselors work in conjunction with the classroom teachers to teach and/or reinforce positive behavior expectations and procedures for individuals and classrooms.

Attendance is managed by the classroom teacher, school counselor, attendance secretary, and principal. Attendance interventions range from a reward system for those students with good attendance to attendance contracts and phone calls home to assist families in getting their student to school. Attendance is reviewed monthly by the counselors and principal.

## **Assessment Decisions**

At Terminal Park Elementary, we value assessment and use it as a daily part of our instructional design. In addition to the daily informal formative assessments that teachers employ to be aware of students' learning progress and differentiate accordingly, we administer formal assessments regularly. DIBELS is administered to grades K-5 on a trimester basis to measure reading progress; sometimes specific grade-levels or students will do this assessment more frequently as needs to monitor progress arise. Also, MAP assessment for reading and math is administered on a trimester basis to grades 3-5. Additionally, classroom teachers develop and administer end-of-unit tests and other regular assessments to monitor progress of every student in every content area. Of course, in addition to all of this data, we use the information gathered from the MSP, the state standardized achievement tests, as well as state required Classroom Based Assessments, to know how to meet the needs of each student and improve our overall instruction. With a high level of ELL students, WELPA testing is also important as it determines the progress of language acquisition. Some examples of how assessment data influences our practice include: determining which students need extra help or need to be challenged above grade-level; forming walk to read and other intervention groups; revising instructional units and lessons; setting personal, grade-level team, and school-wide goals; determining professional development; and narrowing focus on implementation of new best practices to prioritized areas. Ultimately, effective assessment and application of assessment data is a foundational element of our teaching and learning.

## **Data Analysis- DIBELS**

### Overview

The Dynamic Indicator of Early Literacy Skills (DIBELS) is a nationally-normed fluency assessment administered to all Terminal Park students three times a year. Data from the assessment is compared to students within the district and across the country to assess literacy skills. Those students not meeting benchmark are more frequently assessed to ensure adequate progress toward expectations. Individual student progress is communicated to parents at least four times a year.

### Strengths

The percentage of kindergarten students at-risk on DIBELS has decreased from 29.17% in the fall of 2011 to 6.52% in the spring of 2012. The percentage of 1<sup>st</sup> grade students at benchmark in the spring of 2012 was 82.76%, up from 57.14% in the spring of 2010 and 69.35% in the spring of 2011. The percentage of 5<sup>th</sup> grade students at benchmark increased from 76.34% in the fall of 2011 to 82.42% in the spring of 2012.



### Areas for Growth

The number of 2<sup>nd</sup> grade students at benchmark in DIBELS declined from 70.15% in the spring of 2010 to 62.90% in spring 2012. The number of 4<sup>th</sup> grade students at benchmark in DIBELS has not increased since the spring of 2010. The number of 3<sup>rd</sup> grade students at benchmark for the 2011-2012 school year decreased from 58.2% in the fall to 47.9% in the spring.

## **Data Analysis- MAPS**

### Overview

The Measure of Academic Progress (MAPs) is given to third through fifth grade students at Terminal Park in the Fall, Winter, and Spring. The RIT norms for the MAP changed significantly from 2010 to 2011, therefore the RIT to RIT data is not entirely comparable, while the percentile/benchmark data is still comparable.

### Reading Strengths

In the spring of 2012, Terminal Park fourth graders scored an average of 5.4 points above benchmark (50<sup>th</sup> percentile). Likewise, fifth graders at Terminal Park scored an average of 6.1 points above benchmark in Spring of 2012.

### Reading Areas for Growth

In the spring of 2012, Terminal Park third graders scored an average of 5 points below benchmark on the Reading MAP.

### Math Strengths

In the spring of 2012, Terminal Park fourth grades scored an average of 5.2 points above benchmark (50<sup>th</sup> percentile).

### Math Areas for Growth

In the spring of 2012, Terminal Park third graders scored an average of 8 points below benchmark. In spring of 2012, Terminal Park fifth graders scored an average of 2.9 points below benchmark.

## **Data Analysis- WELPA**

### Overview

The annual WELPA (Washington English Language Proficiency Assessment) is given to all students who qualified for ELD services with a Placement Test. It measures students' growth in English language knowledge and skills. Results from this test determine which students are eligible to continue to receive ELD services.

Our ELL population at Terminal Park has decreased from 20.0% in 2010-11 to 12.6% in 2011-12, which is a 7.4% decrease due to a temporary relocation of students caused by remodeling of government housing and a previous transitioning of students out of ELL in the year 2010-11 of 20%.

### Strengths

Terminal Park met all three AMAO's (Annual Measurable Achievement Objectives) for ELL students as a whole in the years 2010-2011 and 2011-2012. In the year 2011-12, 74.4% of students made progress from level to another; 9.1% transition out of ELL.

### Areas for Growth

Although the WELPA was a new test in the year 2011-12, Terminal Park ELL students had 5.6% less students make progress than the district average with the district at 80.8% and Terminal Park at 74.4%. Although Terminal Park had .4% more make progress than the state that had 74% make progress in 2011-12, that is still 7.6% less than the difference the previous year of 2010-12 where the state had 78.4% make progress and Terminal Park had 86.4% make progress which was an 8% difference in Terminal Park's favor.

The number that transitioned out of ELL in 2011-12 was 9.1%, 5.2% lower than the district which transitioned out at 14.3%. We transitioned our ELL students at 2.3% less than the state with Terminal Park at 9.1% and the state at 11.4% in 2011-12.

## **Data Analysis- CEE Perceptual Survey**

### Overview

The Center of Educational Effectiveness survey is administered to staff, parents, and fifth-grade students every two years. The purpose of this survey is to provide perceptual data for the development of the school in regard to the Nine Characteristics of High Performing Schools. Each characteristic is rated on a scale of 1 to 5 (almost never true to almost always true). In the fall of 2012, 27 staff, 94 parents, and 77 students took the survey for Terminal Park.

### Strengths

Over the past four years, staff perspective in almost every category has consistently improved, with the highest ratings going to “supportive learning environment” and “clear and shared focus.” In 2012, staff, parents, and students rated all characteristics between 4-4.5 (except for the staff and students’ rating of “parent and community involvement” and the staff’s rating of “cultural responsiveness”).

### Areas for Growth

In the 2012 CEE survey, staff, parents, and students rated “parent and community involvement” the lowest of the nine characteristics. Over the past two years, parent perspective declined slightly in every category. Within parent and community involvement data the lowest perspective is related to topics around celebrating diversity, collaboration with parents about school improvement and important decisions, and parent participation in school events and activities.

## **MSP/HSPE Reading**

### Overview

In regards to Annual Measureable Objective (AMO) in reading, Terminal Park students did not meet the proficiency goal for reading at .2% below the target of 77.5% in 2012. Our population of ELL students in each grade level is too small to receive result data from OSPI.

### Strengths

The Hispanic, White, and Special Education population groups all met the proficiency goals for the reading MSP. Fourth grade reading MSP scores are 12.5% above the state average, and 1.5% above the district average. Fifth grade also performed well on the reading MSP with scores 13.1% above the state average and 7.5% above the district average. Included in those scores are

students from other schools in the gifted program (STEP) that is housed at Terminal Park. Fifth grade low income student reading scores are 4.8% above the district average and 16.9% above the state average for low income students.

#### Areas for Growth

Third grade reading MSP scores are 6.9% below the state average, and 11.8% below the district average. Specifically, third grade low income student reading scores are 13.9% below the district average and 2.4% below the state average for low income students. Terminal Park's black population group did not meet the proficiency goal for the reading MSP with scores 7.6% below the AMO target of 68.5%.

### **MSP/EOC Math**

#### Overview

In regards to AMO in math, Terminal Park students met the proficiency goal with scores 0.8% above the target of 68.2%. Our population of ELL students in each grade level is too small to receive result data from OSPI.

#### Strengths

Terminal Park's Hispanic population group met the proficiency goals for the reading MSP with scores 7.9% above the AMO target. Fourth grade math MSP scores are 13.4% above the state average and 2% above the district average. Fifth grade also performed well on the math MSP with scores 10.9% above the state average and 2.2% above the district average. Included in those scores are students from other schools in the highly capable program (STEP) that is housed at Terminal Park.

#### Areas for Growth

Terminal Park's black and white population groups did not meet the proficiency goal for the math MSP with scores 1% and 3.8% below the AMO targets of 48.4% and 79%, respectively. Also, the Special Education population group did not meet the math MSP proficiency goal with scores 15.6% below the target of 26.7%. Third grade math MSP scores are 17.7% below the state average and 23% below the district average. Scoring significantly below the state and district averages has been a trend for third grade since 2009.

### **MSP Science/EOC Science**

Science standards are being taught in every grade level at Terminal Park. The standards are being taught predominately through GLAD strategies across all grade levels. Intermediate grade levels also rely on FOSS (Full Option Science Systems) kits to teach science standards. In 2011-12, 78% of 5<sup>th</sup> graders met the MSP science standards, which was 19% above the district (59%) and 11.7% above the state (63.3%). Fifth grade low income students science scores were 20.1% above the district average and 16.3% above the state average for low income students.

### **MSP/HSPE Writing**

Fourth graders at Terminal Park continue to score higher than the state and district averages in writing. In 2011-2012, fourth grade scored 15.1% above the state average and 14.9% above the



district average. Fourth grade low income student writing scores were 16.2% above the district average and 19.5% above the state average for low income students.

# Strengths

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Of the various strengths listed above, here are a few that stand out:

- Grade 5 MSP science scores are significantly about state and district average.
- Our Hispanic population achievement gap has been closed in 4<sup>th</sup> and 5<sup>th</sup> grades.
- Terminal Park staff members feel very positive about working at Terminal Park.

## Prioritized Challenges

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### Reading

- The number of 2<sup>nd</sup> Grade students at benchmark in DIBELS declined from 70.15% in the spring of 2010 to 62.90% in spring 2012.
- Third grade reading MSP scores are 6.9% below the state average, and 11.8% below the district average. Specifically, third grade low income student reading scores are 13.9% below the district average and 2.4% below the state average for low income students. The number of 3<sup>rd</sup> grade students at DIBELS benchmark for the 2011-2012 school year decreased from 58.2% in the fall to 47.9% in the spring. In the spring of 2012, Terminal Park third graders scored an average of 5 points below benchmark on the Reading MAP.
- The number of 4<sup>th</sup> grade students at benchmark in DIBELS has not increased since the spring of 2010.
- Terminal Park's black population group did not meet the proficiency goal for the reading MSP with scores 7.6% below the AMO target of 68.5%.

### Math

- Third grade reading MSP scores are 17.7% below the state average and 23% below the district average. Scoring significantly below the state and district averages has been a trend for third grade since 2009. In the spring of 2012, Terminal Park third graders scored an average of 8 points below MAPs benchmark.
- In spring of 2012, Terminal Park fifth graders scored an average of 2.9 points below MAPs benchmark.
- Terminal Park's black and white population groups did not meet the proficiency goal for the math MSP with scores 1% and 3.8% below the AMO targets of 48.4% and 79%, respectively.
- Also, the Special Education population group did not meet the math MSP proficiency goal with scores 15.6% below the target of 26.7%.

### Parent/community Involvement

In the 2012 CEE survey, staff, parents, and students rated "parent and community involvement" the lowest of the nine characteristics. Over the past two years, parent perspective declined slightly in every CEE survey category.

## **Rationale for SMART Goals:**

For reading, our data pointed to areas of concern, particularly in second and third grades. Staff has observed that insufficient phonics instruction is a contributor to the lack of progress in reading fluency and comprehension, so we decided we should have an action related to phonics to support our reading goal. We also included an action related to reading comprehension because it is crucial for students to understand what they read, and this is reflected in their MSP scores.

For math, we noticed several data points of concern, particularly in third grade. Staff has observed that students who struggle in math are often behind in basic math skills, such as math fact fluency, and have not built a solid conceptual understanding of numbers sense. This causes students to get further and further behind as the math work becomes more challenging. We decided that the actions to support our math goal should be related to math fact fluency, conceptual understanding of number sense, and providing additional support for students who are behind.

For parent and community involvement, the 2012 CEE survey for staff, parents, and students rated “parent and community involvement” the lowest of the nine characteristics, so we decided this would be an important area to focus our improvement efforts. Over the past two years, parent perspective declined slightly in every category; this demonstrates that parents are feeling less positive about the school in general.

### **SMART Goal 1:**

The percent of students passing the reading MSP will increase from 77.5% in 2013 to 85.7% in 2016 to meet AMO. (81.6% in 2014 and 83.6% in 2015)

### **SMART Goal 2:**

The percent of students passing the math MSP will increase from 68.2% in 2013 to 79.8% in 2016 to meet AMO. (74.0% in 2014 and 76.9% in 2015)

### **SMART Goal 3:**

Parent and community involvement will increase from 3.8 to 4.3 on the staff CEE survey, from 4.3 to 4.6 on the parent CEE survey, and from 3.9 to 4.4 on the student CEE survey (on a scale of 1-5).



# Needs Assessment Data Documents

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## DIBELS Dashboard

### DIBELS – Kindergarten

Season/Year	% At Risk	% Moderate Risk	% On Target
Fall 2009	47.37	21.05	31.58
Spring 2010	13.46	15.38	71.15
Fall 2010	27.78	22.22	50.00
Spring 2011	20.37	9.26	70.37
Fall 2011	29.17	22.92	47.92
Spring 2012	6.52	15.22	78.26

### DIBELS – Grade 1

Season/Year	% At Risk	% Moderate Risk	% On Target
Fall 2009	33.33	34.92	31.75
Spring 2010	10.71	32.14	57.14
Fall 2010	27.78	37.50	34.72
Spring 2011	6.45	24.19	69.35
Fall 2011	19.05	26.98	53.97
Spring 2012	3.45	13.79	82.76

## DIBELS – Grade 2

Season/Year	% At Risk	% Moderate Risk	% On Target
Fall 2009	25.37	23.88	50.75
Spring 2010	14.93	14.93	70.15
Fall 2010	31.15	26.23	42.62
Spring 2011	23.08	18.46	58.46
Fall 2011	33.90	25.42	40.68
Spring 2012	20.97	16.13	62.90

## DIBELS – Grade 3

Season/Year	% At Risk	% Moderate Risk	% On Target
Fall 2009	36.92	26.15	36.92
Spring 2010	22.73	28.79	48.48
Fall 2010	20.90	20.90	58.21
Spring 2011	10.53	24.56	64.91
Fall 2011			
Spring 2012			

## DIBELS – Grade 4

Season/Year	% At Risk	% Moderate Risk	% On Target
Fall 2009	21.35	19.10	59.55
Spring 2010	7.95	18.18	73.86
Fall 2010	24.73	17.20	58.06
Spring 2011	13.68	24.21	62.11
Fall 2011	17.07	13.41	69.51
Spring 2012	17.07	9.76	73.17

## DIBELS – Grade 5

Season/Year	% At Risk	% Moderate Risk	% On Target
Fall 2009	15.31	11.22	73.47
Spring 2010	7.45	8.51	84.04
Fall 2010	11.49	19.54	68.97
Spring 2011	6.74	11.24	82.02
Fall 2011	13.98	9.68	76.34
Spring 2012	5.49	12.09	82.42



## MAP Data Dashboard

### MAPs Reading

Mean RIT Scores

Season	Grade 3	Grade 4	Grade 5
Fall 2011	182.4	204.9	211.2
Spring 2012	194.0	212.4	218.1
Fall 2012	186.5	203.8	213.8

### MAPs Math

Mean RIT Scores

Season	Grade 3	Grade 4	Grade 5
Fall 2011	183.8	206.3	215.9
Spring 2012	195	217.2	218.1
Fall 2012	184.9	203.5	217.2

## RIT 50<sup>th</sup> Percentile

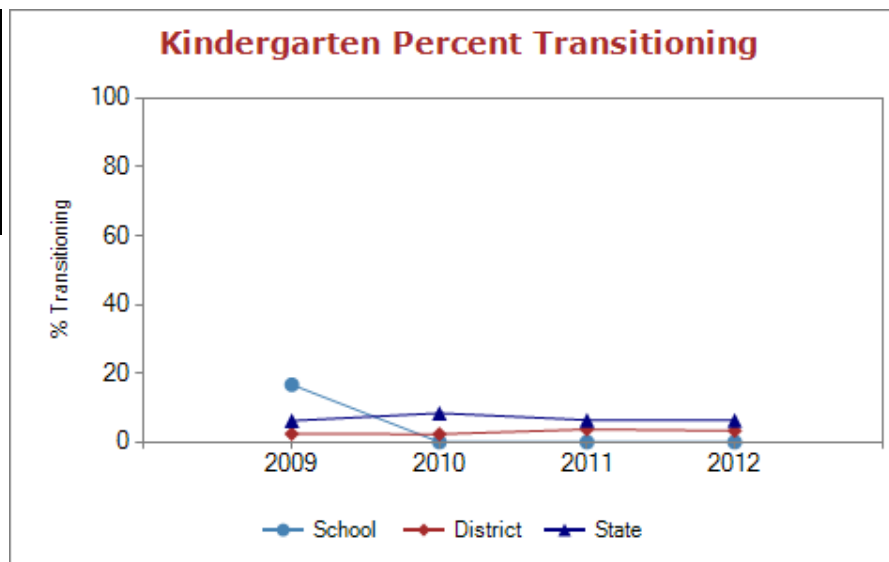
READING	Fall	Winter	Spring
3 <sup>rd</sup> Grade	190	195	199
4 <sup>th</sup> Grade	199	203	207
5 <sup>th</sup> Grade	207	210	212
MATH			
3 <sup>rd</sup> Grade	192	198	203
4 <sup>th</sup> Grade	204	209	212
5 <sup>th</sup> Grade	213	218	221

These are the 2011 RIT (50<sup>th</sup> percentile). It's a little off from the 2008 norms, but only by about one point, if at all.

## WELPA Results

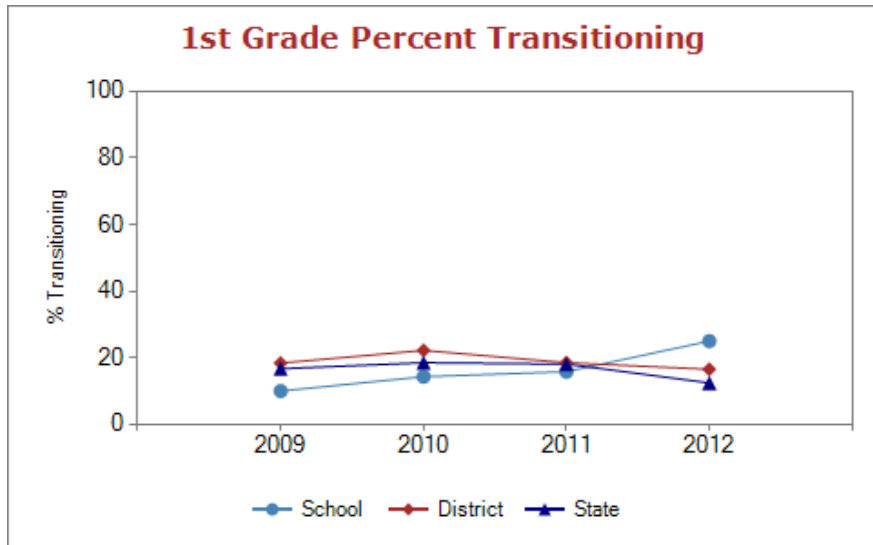
### Kindergarten Transitioning

Year	School	District	State
<a href="#">2008-09</a>	16.7%	2.4%	6.2%
<a href="#">2009-10</a>	0.0%	2.3%	8.4%
<a href="#">2010-11</a>	0.0%	3.7%	6.4%
<a href="#">2011-12</a>	0.0%	3.3%	6.3%



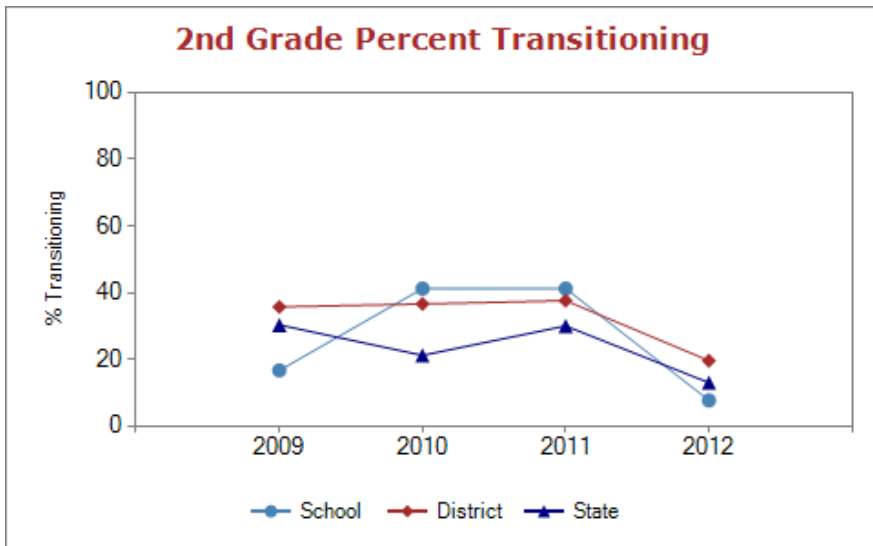
### 1st Grade Transitioning

Year	School	District	State
<a href="#">2008-09</a>	10.0%	18.4%	16.7%
<a href="#">2009-10</a>	14.3%	22.2%	18.5%
<a href="#">2010-11</a>	15.8%	18.5%	18.1%
<a href="#">2011-12</a>	25.0%	16.5%	12.4%



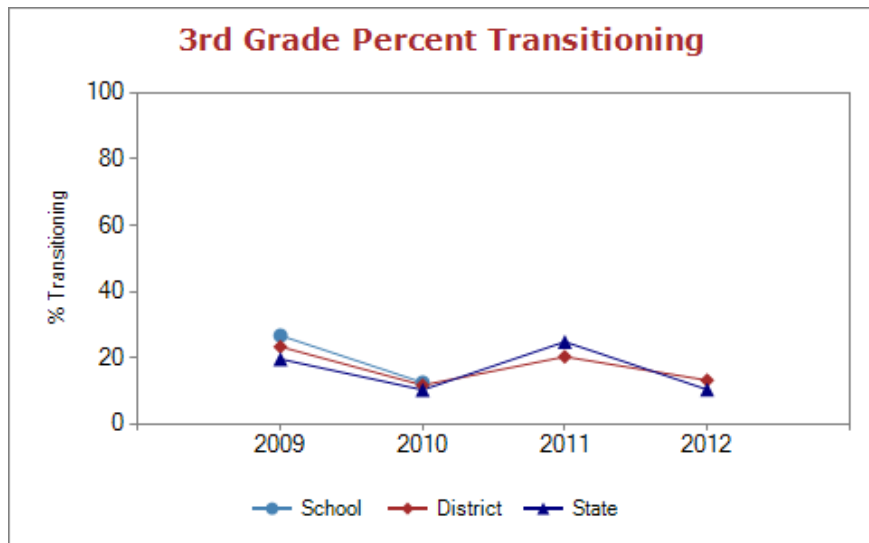
### 2nd Grade Transitioning

Year	School	District	State
<a href="#">2008-09</a>	16.7%	35.7%	30.3%
<a href="#">2009-10</a>	41.2%	36.6%	21.2%
<a href="#">2010-11</a>	41.2%	37.6%	30.0%
<a href="#">2011-12</a>	7.7%	19.6%	13.0%



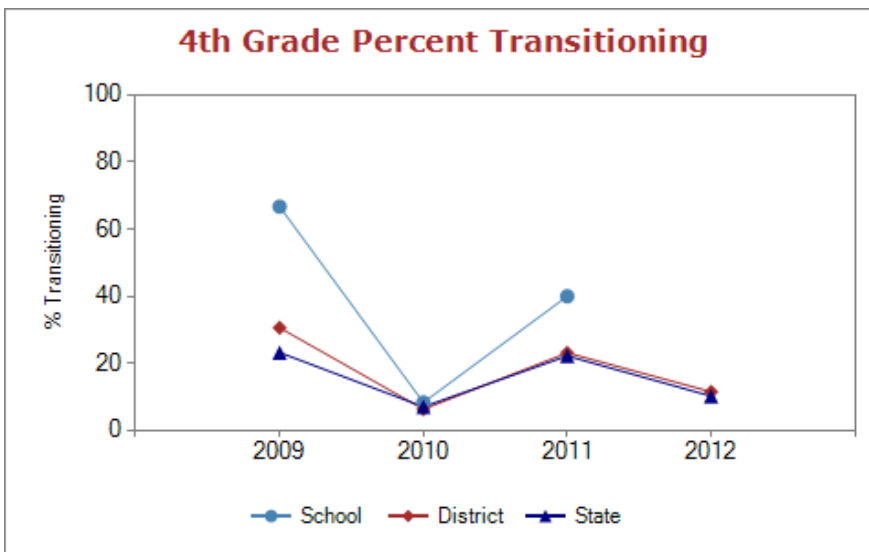
### 3rd Grade Transitioning

Year	School	District	State
<a href="#">2008-09</a>	26.7%	23.3%	19.6%
<a href="#">2009-10</a>	12.5%	11.7%	10.3%
<a href="#">2010-11</a>		20.3%	24.8%
<a href="#">2011-12</a>		13.2%	10.4%



#### 4th Grade Transitioning

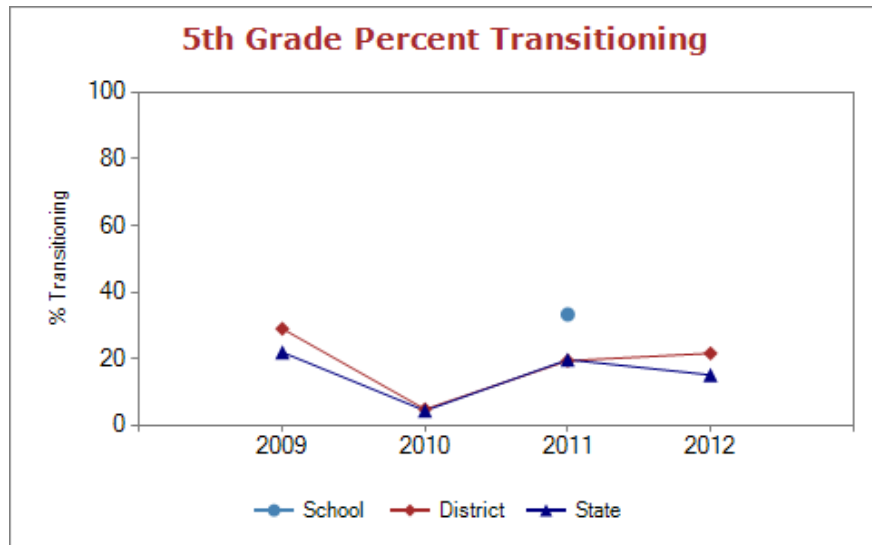
Year	School	District	State
<a href="#">2008-09</a>	66.7%	30.6%	23.2%
<a href="#">2009-10</a>	8.3%	6.3%	7.0%
<a href="#">2010-11</a>	40.0%	23.1%	22.2%
<a href="#">2011-12</a>		11.5%	10.2%



#### 5th Grade Transitioning

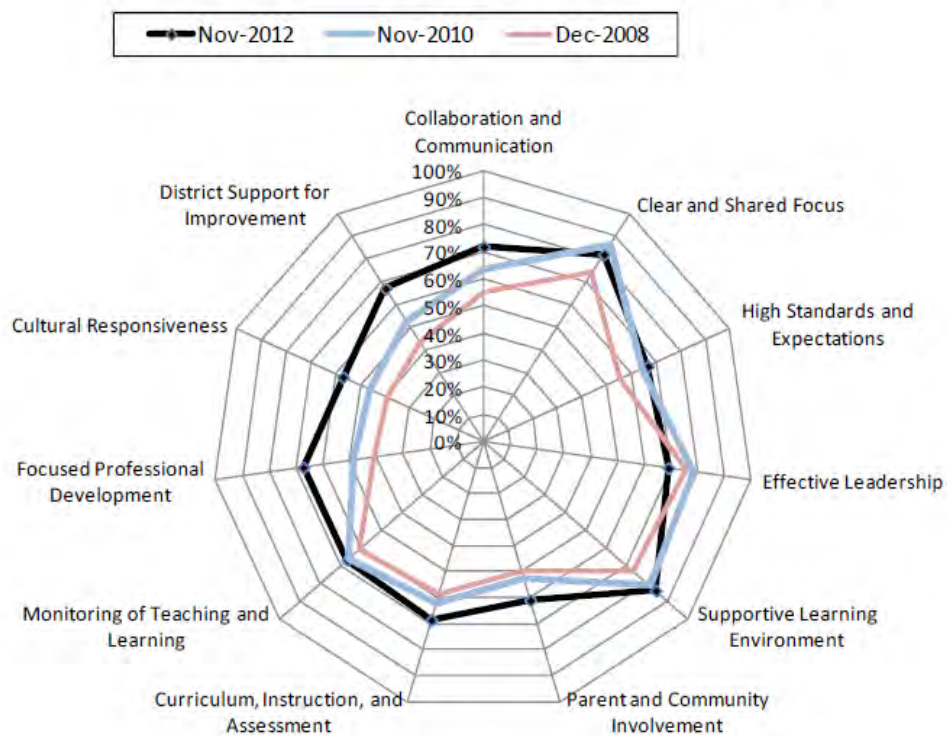


Year	School	District	State
<a href="#">2008-09</a>		29.0%	21.9%
<a href="#">2009-10</a>		4.8%	4.4%
<a href="#">2010-11</a>	33.3%	19.4%	19.7%
<a href="#">2011-12</a>		21.6%	15.1%



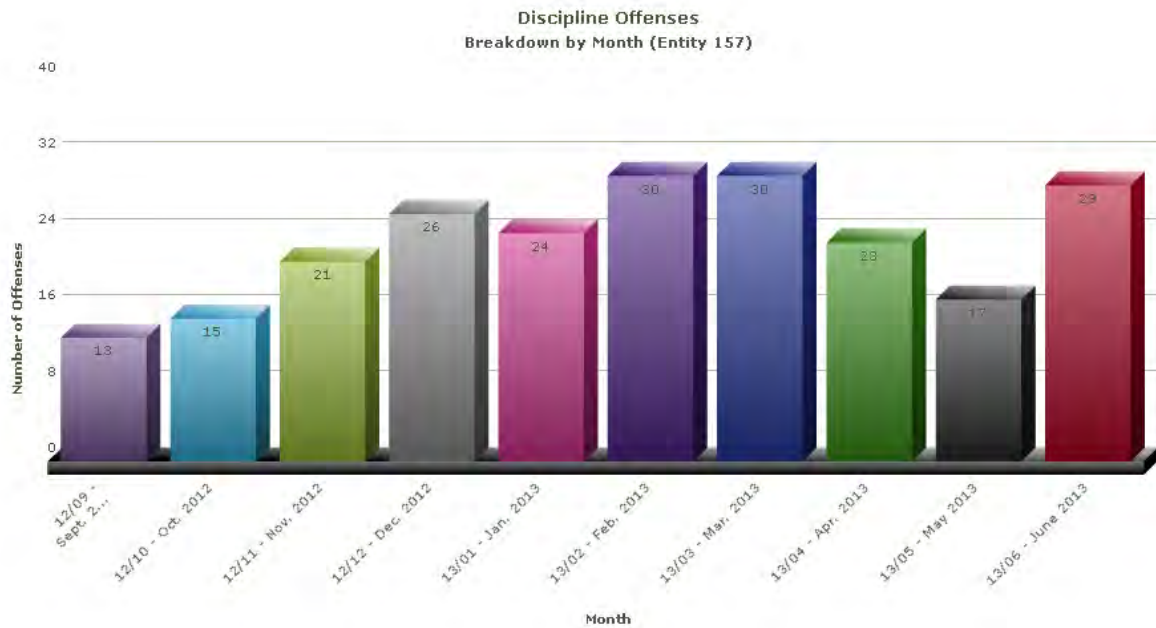
## CEE Spider Chart (Staff Survey)

### Comparison Perspective: Percent Positive

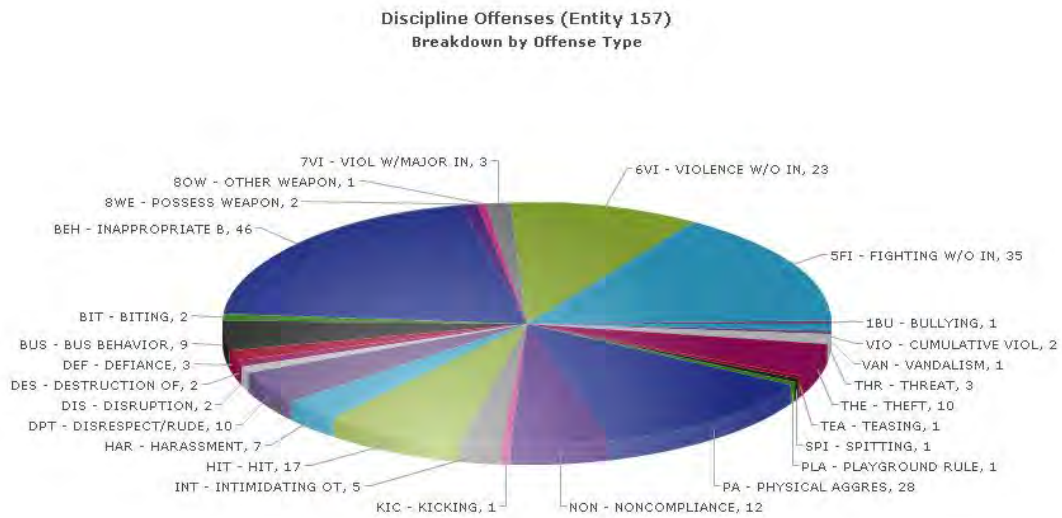


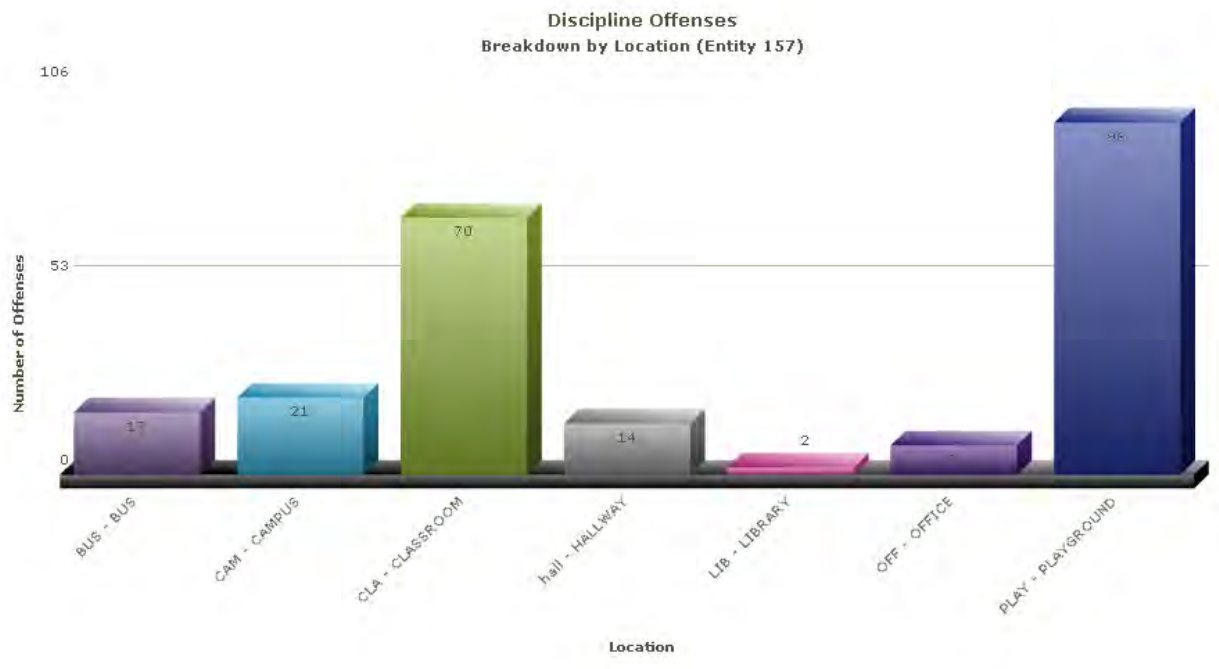
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# Discipline Dashboards



2012-2013





**Attendance Rate for 2012: 93.55%**

### **Demographic Chart**

	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
American Indian	1.9%		2.0%		1.8%		0.07%		1.0%	
Asian	10.2%		9.7%		9.4%		5.5%		4.9%	
Pacific Islander	n/a		0.2%		0.5%		2.8%		3.6%	
Asian/Pacific Islander	10.2		9.9%		9.8%		8.3%		8.5%	
Black	10.0%		14.8%		16.2%		15.2%		10%	
Hispanic	15.1%		13.7%		12.1%		16.9%		18.9%	
White	62.8%		58.9%		58.4%		53.6%		52.2%	
2 or more races	n/a		n/a		n/a		5.3%		9.5%	
Total Enrollment	Oct	411	Oct	445	Oct	438	Oct	433	Oct	412
	May		May	438	May	433	May	426	May	396
Free/Reduced	60.0%		64.8%		65.6%		65.7%		64.4%	
Special Ed	11.8%		12.8%		10.9%		14.1%		13.4%	
ELL	16.9%		18.3%		19.2%		20.0%		12.6%	

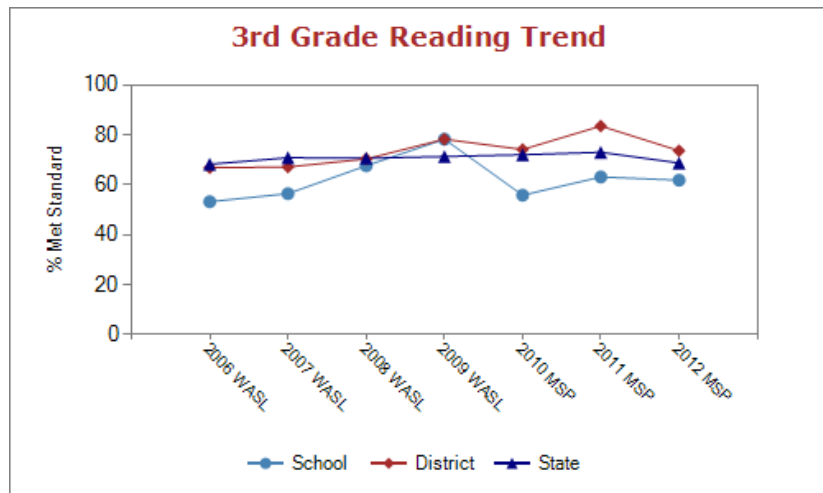
## AMO Results

Student Group	Reading			Math			Reading	Math	Other Indicator
	Proficiency	Target	Met Target	Proficiency	Target	Met Target	Met 95% Participation Target	Met 95% Participation Target	
All	77.3	77.5	Below	69.0	68.2	On/Above	On/Above	On/Above	On/Above
American Indian			No Students			No Students	N<Required	N<Required	
Asian			N<Required			N<Required	N<Required	N<Required	
Pacific Islander			N<Required			N<Required	N<Required	N<Required	
Black	60.9	68.5	Below	47.8	48.4	Below	On/Above	On/Above	
Hispanic	75.7	66.9	On/Above	59.5	51.6	On/Above	On/Above	On/Above	
White	82.6	82.3	On/Above	75.2	79.0	Below	On/Above	On/Above	
Two or More Races			N<Required			N<Required	N<Required	N<Required	
Limited English		33.6	N<Required		33.6	N<Required	N<Required	N<Required	
Special Education	42.4	35.5	On/Above	11.1	26.7	Below	On/Above	On/Above	
Low Income	67.2	70.4	Below	58.6	59.9	Below	On/Above	On/Above	

## MSP Results and Trend Charts

### 3rd Grade Reading

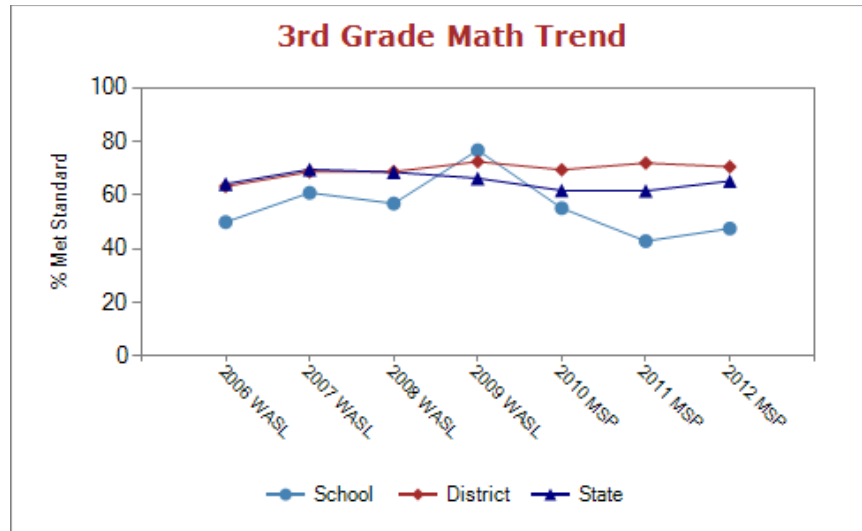
Year	School	District	State
<a href="#">2007-08 WASL</a>	67.7%	70.4%	70.7%
<a href="#">2008-09 WASL</a>	78.3%	78.3%	71.4%
<a href="#">2009-10 MSP</a>	55.9%	74.2%	72.1%
<a href="#">2010-11 MSP</a>	63.2%	83.6%	73.1%
<a href="#">2011-12 MSP</a>	61.9%	73.7%	68.8%



### 3rd Grade Math

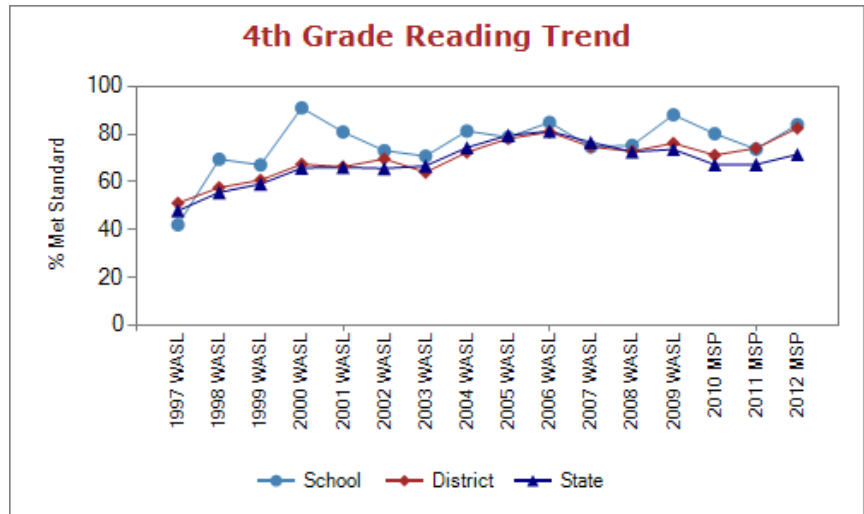


Year	School	District	State
<a href="#">2007-08 WASL</a>	56.9%	68.8%	68.6%
<a href="#">2008-09 WASL</a>	76.8%	72.5%	66.3%
<a href="#">2009-10 MSP</a>	55.2%	69.5%	61.8%
<a href="#">2010-11 MSP</a>	42.9%	72.0%	61.6%
<a href="#">2011-12 MSP</a>	47.6%	70.6%	65.3%



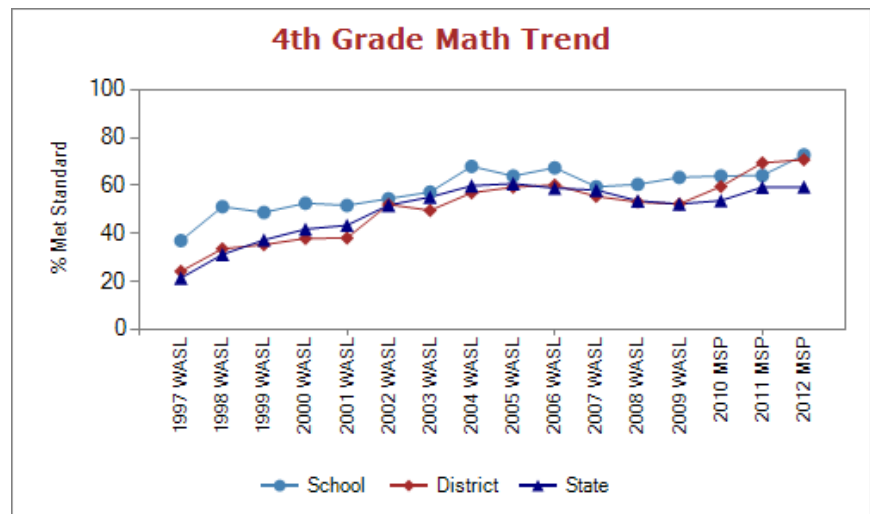
#### 4th Grade Reading

Year	School	District	State
<a href="#">2007-08 WASL</a>	75.3%	72.8%	72.6%
<a href="#">2008-09 WASL</a>	88.1%	76.2%	73.6%
<a href="#">2009-10 MSP</a>	80.2%	71.2%	67.2%
<a href="#">2010-11 MSP</a>	73.7%	74.1%	67.3%
<a href="#">2011-12 MSP</a>	84.0%	82.5%	71.5%



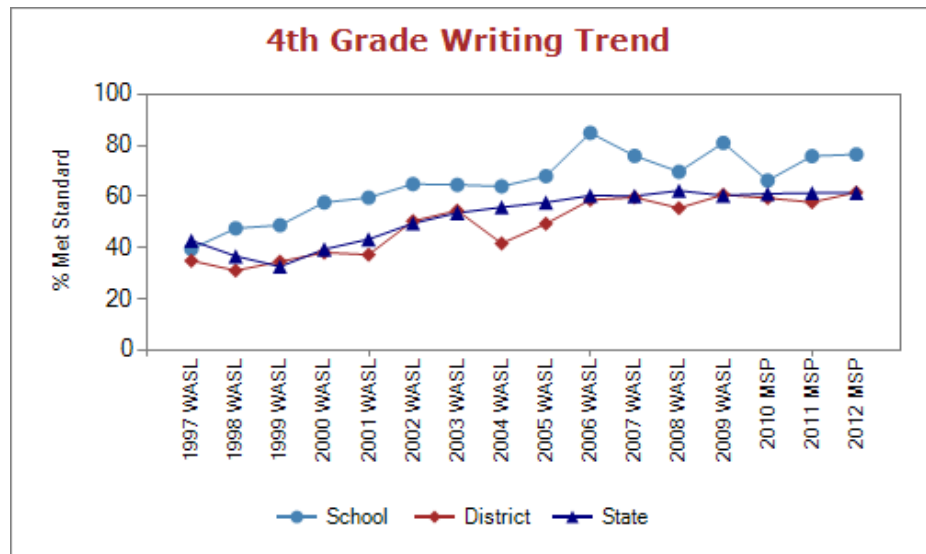
#### 4th Grade Math

Year	School	District	State
<a href="#">2007-08 WASL</a>	60.5%	53.1%	53.6%
<a href="#">2008-09 WASL</a>	63.4%	52.3%	52.3%
<a href="#">2009-10 MSP</a>	64.0%	59.6%	53.7%
<a href="#">2010-11 MSP</a>	64.2%	69.5%	59.3%
<a href="#">2011-12 MSP</a>	72.8%	70.8%	59.4%



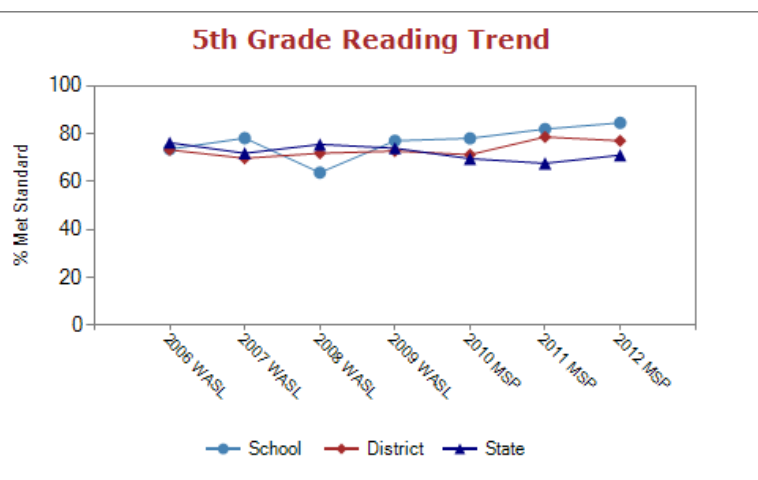
#### 4th Grade Writing

Year	School	District	State
<a href="#">2007-08 WASL</a>	69.7%	55.5%	62.3%
<a href="#">2008-09 WASL</a>	81.0%	60.7%	60.4%
<a href="#">2009-10 MSP</a>	66.3%	59.4%	61.1%
<a href="#">2010-11 MSP</a>	75.8%	57.8%	61.4%
<a href="#">2011-12 MSP</a>	76.5%	61.6%	61.4%



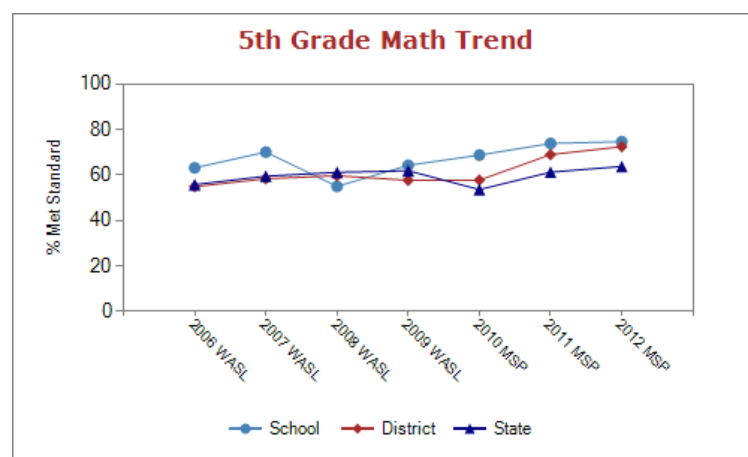
### 5th Grade Reading

Year	School	District	State
<a href="#">2007-08 WASL</a>	63.8%	71.9%	75.6%
<a href="#">2008-09 WASL</a>	77.1%	72.8%	74.0%
<a href="#">2009-10 MSP</a>	78.1%	71.3%	69.6%
<a href="#">2010-11 MSP</a>	82.0%	78.7%	67.7%
<a href="#">2011-12 MSP</a>	84.6%	77.1%	71.1%



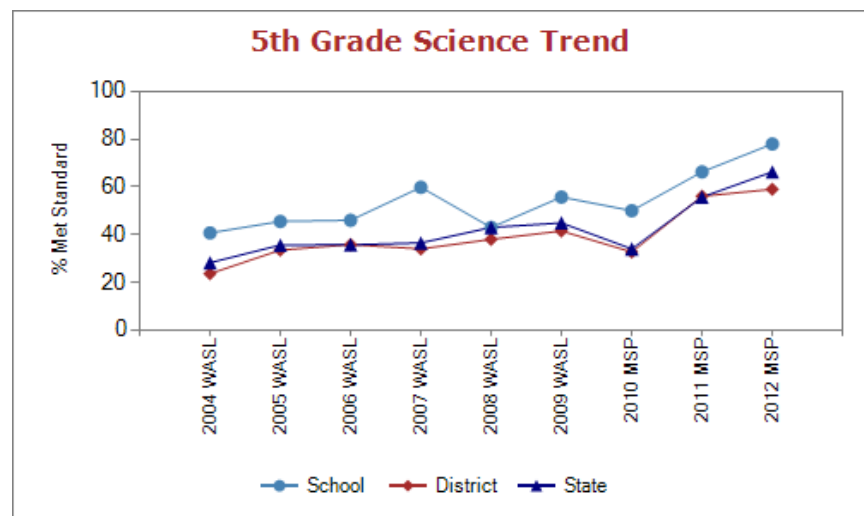
### 5th Grade Math

Year	School	District	State
<a href="#">2007-08 WASL</a>	55.0%	59.7%	61.2%
<a href="#">2008-09 WASL</a>	64.3%	57.7%	61.9%
<a href="#">2009-10 MSP</a>	68.8%	57.8%	53.6%
<a href="#">2010-11 MSP</a>	73.9%	69.0%	61.3%
<a href="#">2011-12 MSP</a>	74.7%	72.5%	63.8%



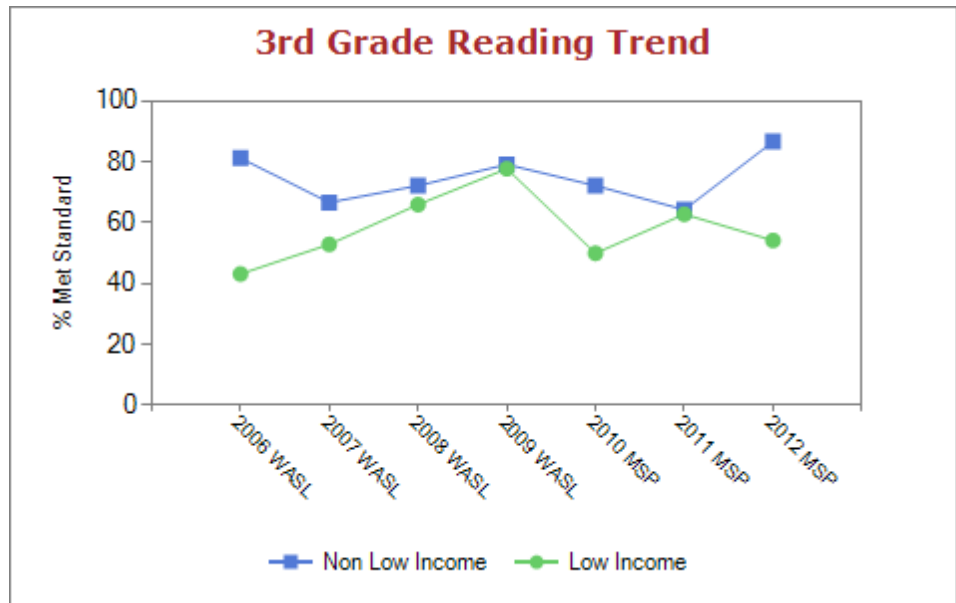
### 5th Grade Science

Year	School	District	State
<a href="#">2007-08 WASL</a>	43.0%	38.0%	43.0%
<a href="#">2008-09 WASL</a>	55.7%	41.5%	44.9%
<a href="#">2009-10 MSP</a>	50.0%	32.7%	34.0%
<a href="#">2010-11 MSP</a>	66.3%	56.1%	55.7%
<a href="#">2011-12 MSP</a>	78.0%	59.0%	66.3%



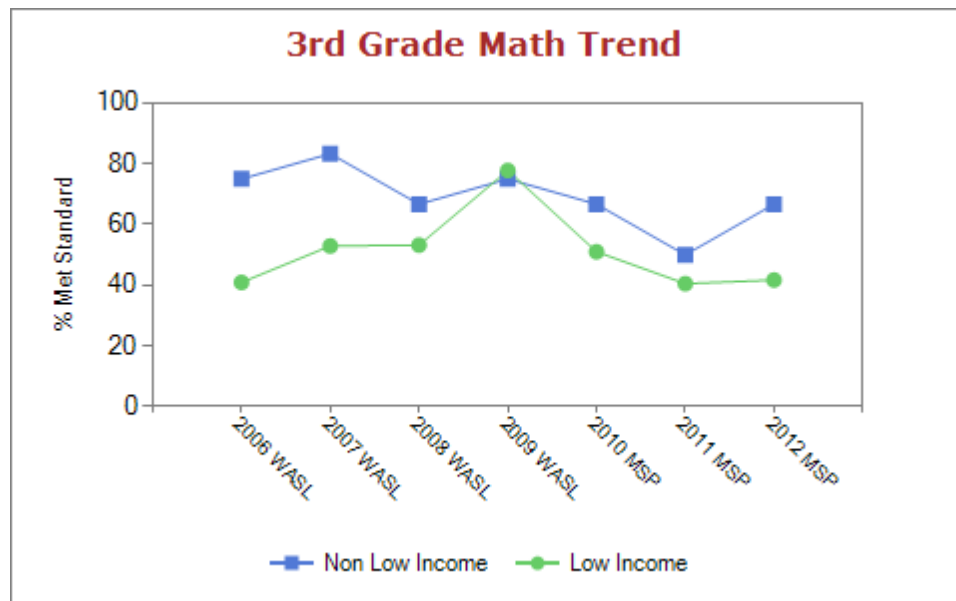
### 3rd Grade Reading

Year	Non Low Income	Low Income
2005-06 WASL	81.3%	43.2%
2006-07 WASL	66.7%	52.9%
2007-08 WASL	72.2%	66.0%
2008-09 WASL	79.2%	77.8%
2009-10 MSP	72.2%	50.0%
2010-11 MSP	64.3%	62.8%
2011-12 MSP	86.7%	54.2%



### 3rd Grade Math

Year	Non Low Income	Low Income
2005-06 WASL	75.0%	40.9%
2006-07 WASL	83.3%	52.9%
2007-08 WASL	66.7%	53.2%
2008-09 WASL	75.0%	77.8%
2009-10 MSP	66.7%	51.0%
2010-11 MSP	50.0%	40.5%
2011-12	66.7%	41.7%

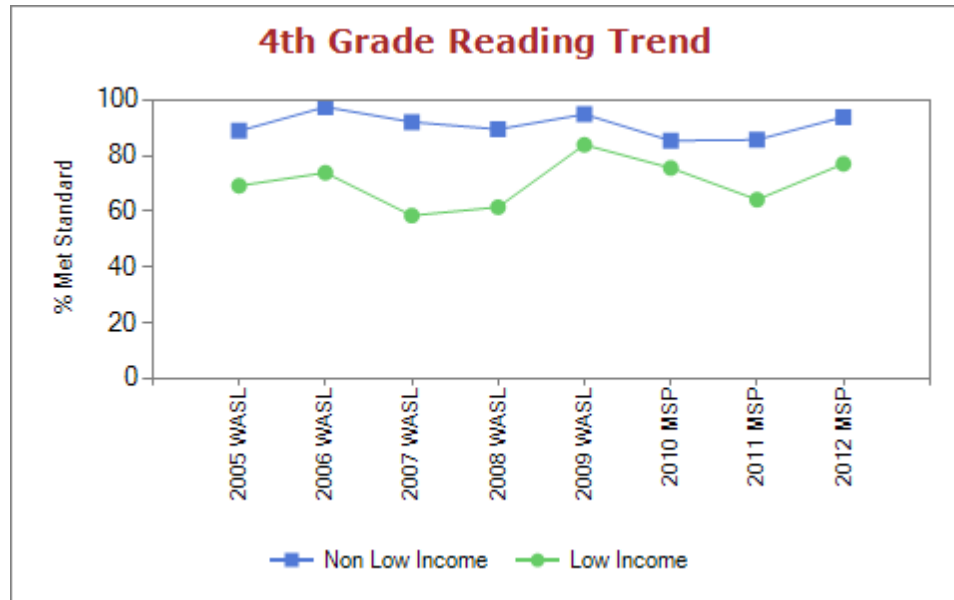




MSP		
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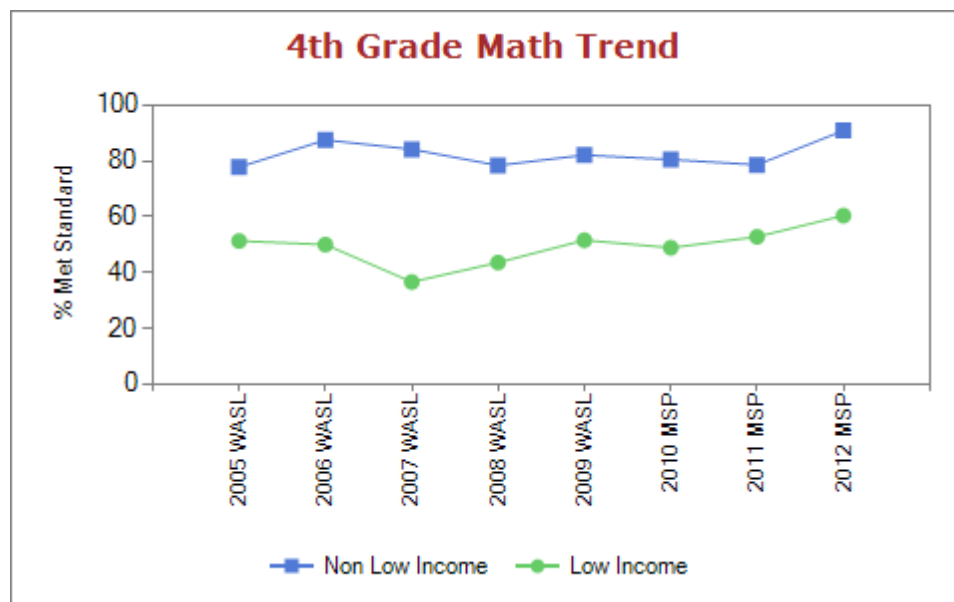
#### 4th Grade Reading

Year	Non Low Income	Low Income
2004-05 WASL	88.9%	69.2%
2005-06 WASL	97.5%	73.9%
2006-07 WASL	92.1%	58.5%
2007-08 WASL	89.5%	61.5%
2008-09 WASL	94.9%	83.9%
2009-10 MSP	85.4%	75.6%
2010-11 MSP	85.7%	64.2%
2011-12 MSP	93.9%	77.1%



#### 4th Grade Math

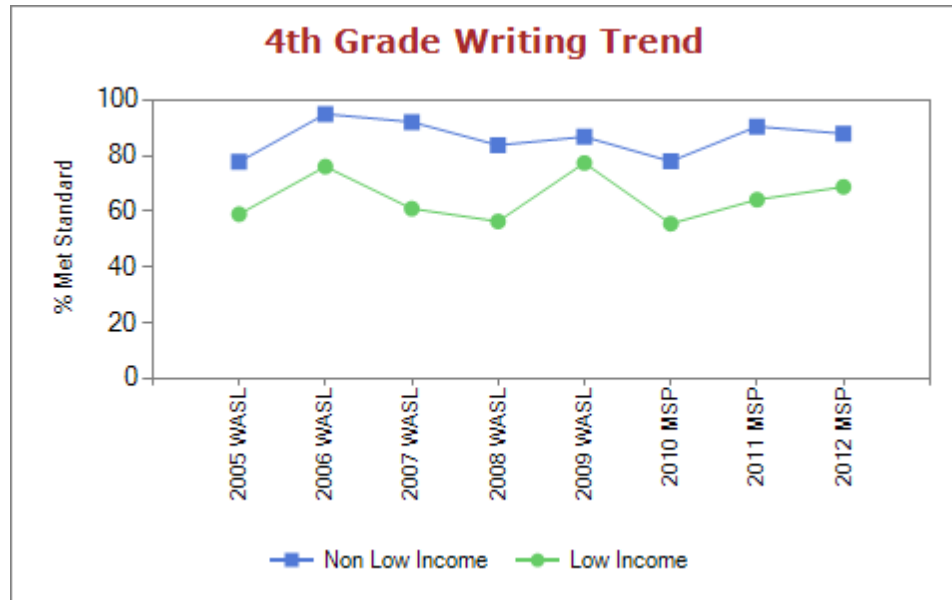
Year	Non Low Income	Low Income
2004-05 WASL	77.8%	51.3%
2005-06 WASL	87.5%	50.0%
2006-07 WASL	84.2%	36.6%
2007-08 WASL	78.4%	43.6%
2008-09 WASL	82.1%	51.6%
2009-10 MSP	80.5%	48.9%
2010-11 MSP	78.6%	52.8%



2011-12 MSP	90.9%	60.4%
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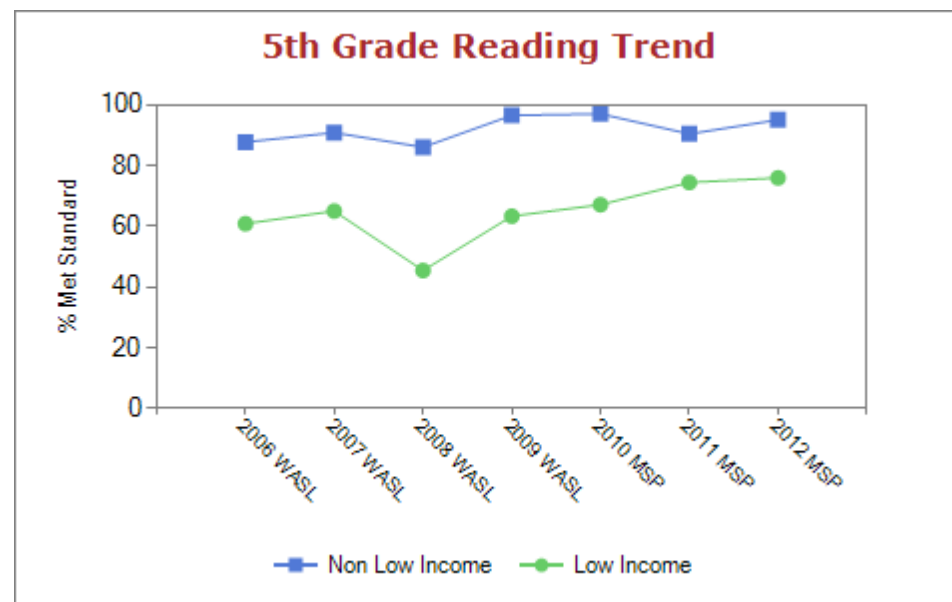
#### 4th Grade Writing

Year	Non Low Income	Low Income
2004-05 WASL	77.8%	59.0%
2005-06 WASL	95.0%	76.1%
2006-07 WASL	92.1%	61.0%
2007-08 WASL	83.8%	56.4%
2008-09 WASL	86.8%	77.4%
2009-10 MSP	78.0%	55.6%
2010-11 MSP	90.5%	64.2%
2011-12 MSP	87.9%	68.8%



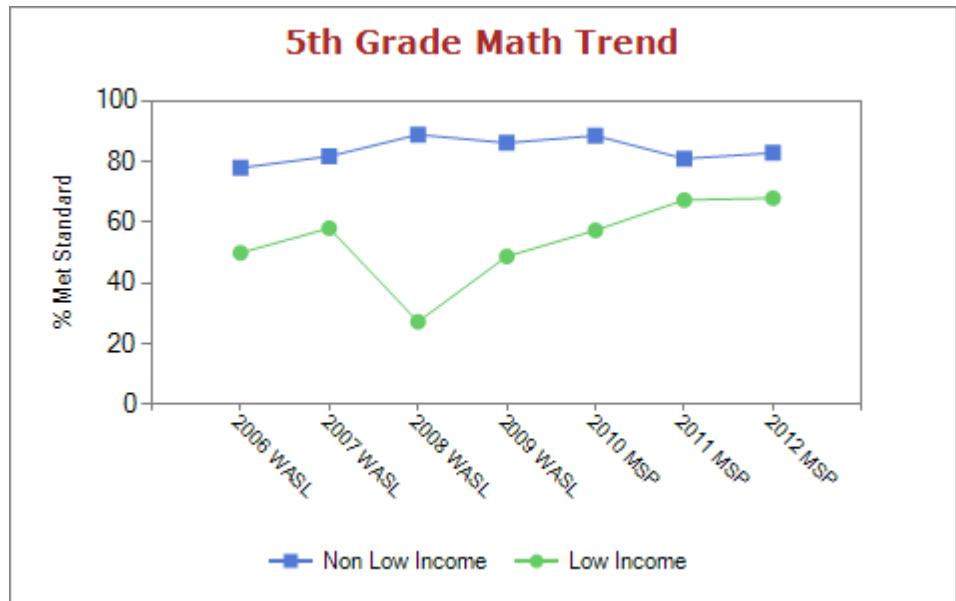
#### 5th Grade Reading

Year	Non Low Income	Low Income
2005-06 WASL	87.8%	60.9%
2006-07 WASL	90.9%	65.1%
2007-08 WASL	86.1%	45.5%
2008-09 WASL	96.6%	63.4%
2009-10 MSP	97.1%	67.2%
2010-11 MSP	90.5%	74.5%
2011-12 MSP	95.1%	76.0%



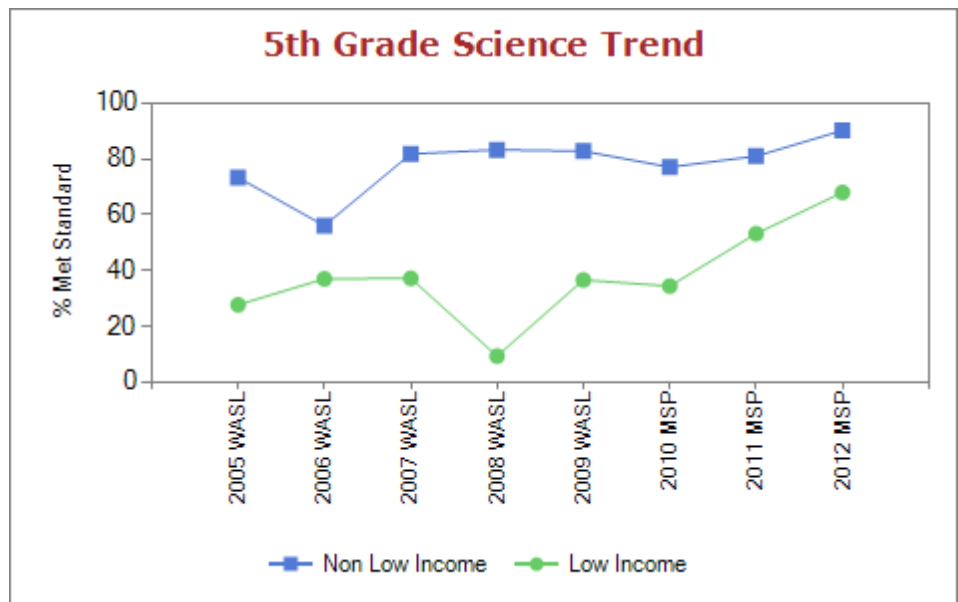
### 5th Grade Math

Year	Non Low Income	Low Income
2005-06 WASL	78.0%	50.0%
2006-07 WASL	81.8%	58.1%
2007-08 WASL	88.9%	27.3%
2008-09 WASL	86.2%	48.8%
2009-10 MSP	88.6%	57.4%
2010-11 MSP	81.0%	67.4%
2011-12 MSP	82.9%	68.0%



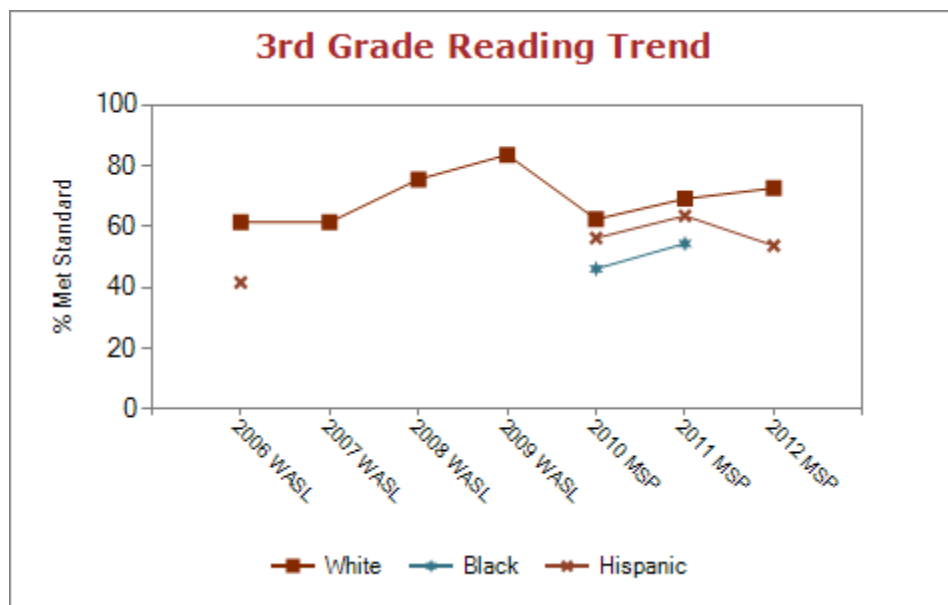
### 5th Grade Science

Year	Non Low Income	Low Income
2004-05 WASL	73.3%	27.7%
2005-06 WASL	56.1%	37.0%
2006-07 WASL	81.8%	37.2%
2007-08 WASL	83.3%	9.3%
2008-09 WASL	82.8%	36.6%
2009-10 MSP	77.1%	34.4%
2010-11 MSP	81.0%	53.2%
2011-12 MSP	90.2%	68.0%



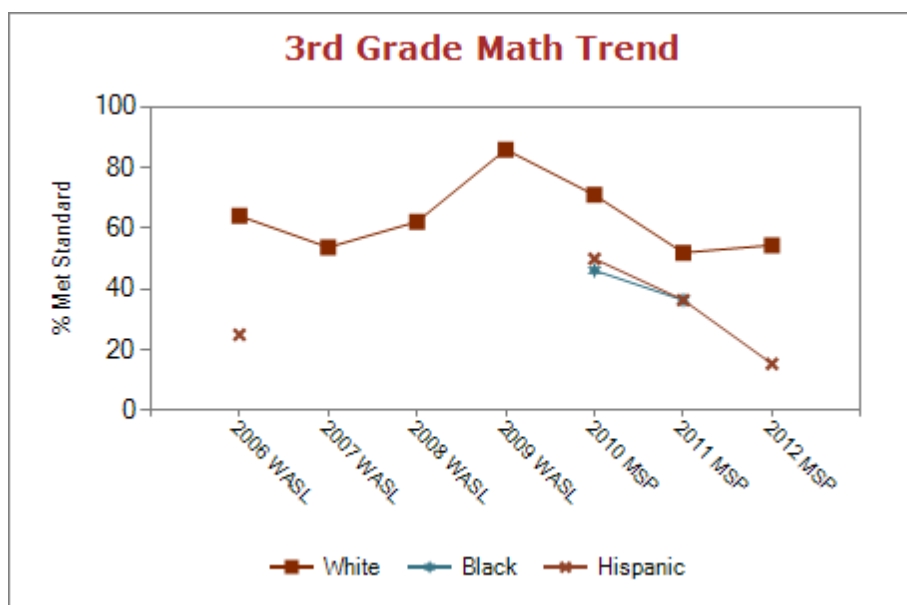
### 3rd Grade Reading

Year	White	Black	Hispanic
2005-06 WASL	61.5%		41.7%
2006-07 WASL	61.5%		
2007-08 WASL	75.6%		
2008-09 WASL	83.7%		
2009-10 MSP	62.5%	46.2%	56.3%
2010-11 MSP	69.2%	54.5%	63.6%
2011-12 MSP	72.7%		53.8%



### 3rd Grade Math

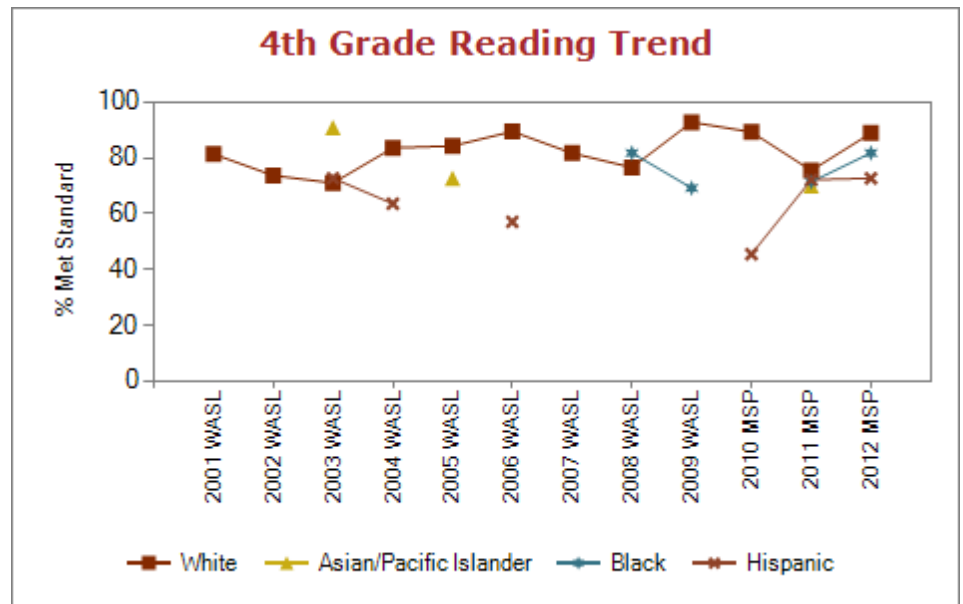
Year	White	Black	Hispanic
2005-06 WASL	64.1%		25.0%
2006-07 WASL	53.8%		
2007-08 WASL	62.2%		
2008-09 WASL	86.0%		
2009-10 MSP	71.0%	46.2%	50.0%
2010-11 MSP	52.0%	36.4%	36.4%
2011-12 MSP	54.5%		15.4%





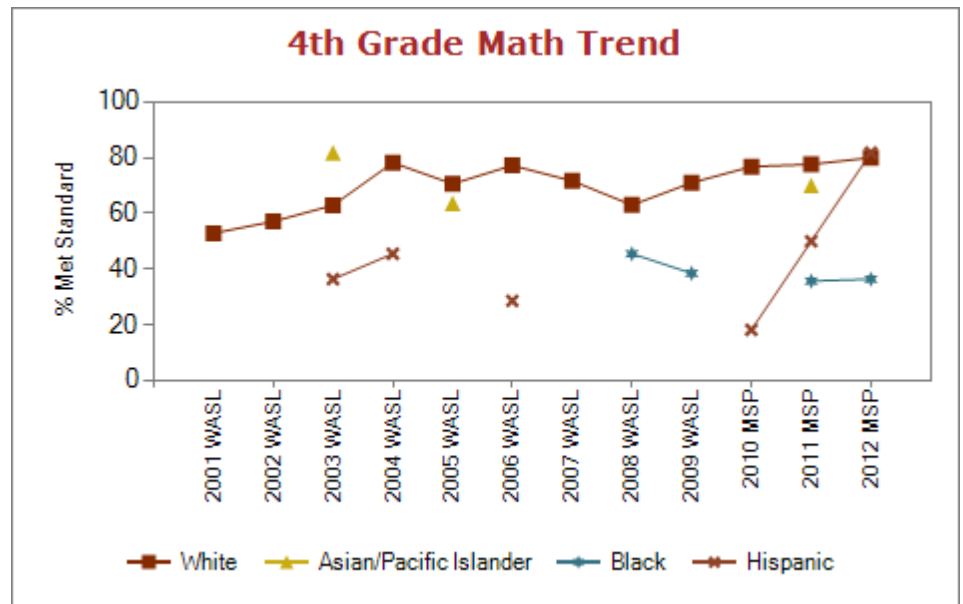
### 4th Grade Reading

Year	White	Asian/Pacific Islander	Black	Hispanic
2000-01 WASL	81.4%			
2001-02 WASL	73.7%			
2002-03 WASL	71.0%	90.9%		72.7%
2003-04 WASL	83.6%			63.6%
2004-05 WASL	84.3%	72.7%		
2005-06 WASL	89.5%			57.1%
2006-07 WASL	81.7%			
2007-08 WASL	76.6%		81.8%	
2008-09 WASL	92.8%		69.2%	
2009-10 MSP	89.3%			45.5%
2010-11 MSP	75.5%	70.0%	71.4%	72.2%
2011-12 MSP	88.9%		81.8%	72.7%



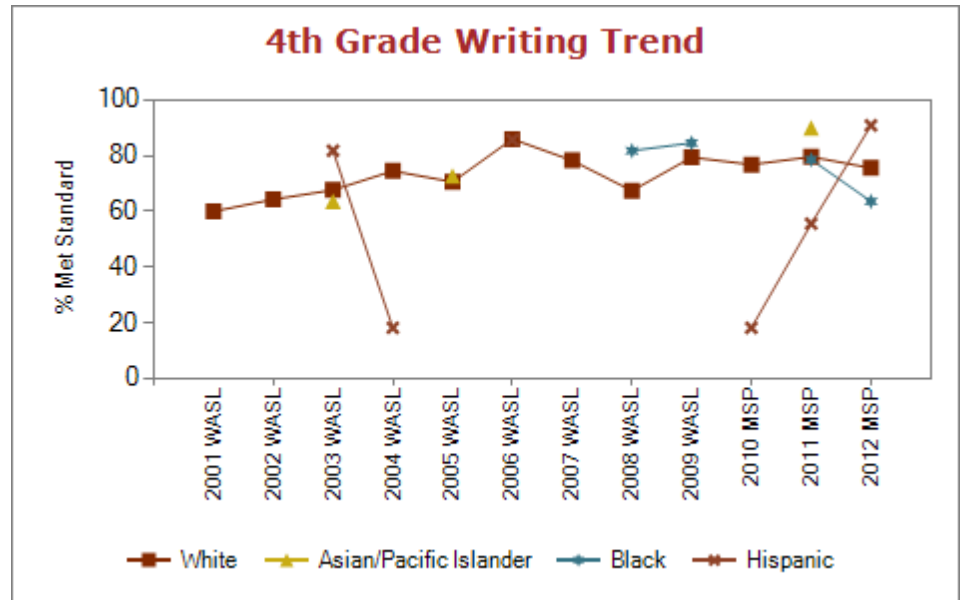
### 4th Grade Math

Year	White	Asian/Pacific Islander	Black	Hispanic
2000-01 WASL	52.9%			
2001-02 WASL	57.1%			
2002-03 WASL	62.9%	81.8%		36.4%
2003-04 WASL	78.2%			45.5%
2004-05 WASL	70.6%	63.6%		
2005-06 WASL	77.2%			28.6%
2006-07 WASL	71.7%			
2007-08 WASL	63.0%		45.5%	
2008-09 WASL	71.0%		38.5%	
2009-10 MSP	76.8%			18.2%
2010-11 MSP	77.6%	70.0%	35.7%	50.0%
2011-12 MSP	80.0%		36.4%	81.8%



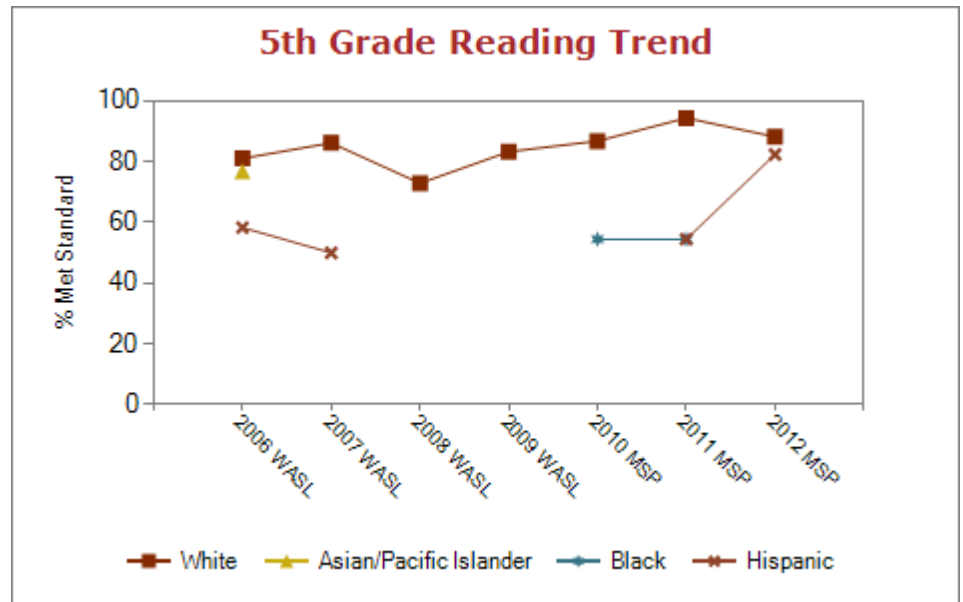
#### 4th Grade Writing

Year	White	Asian/Pacific Islander	Black	Hispanic
2000-01 WASL	60.0%			
2001-02 WASL	64.3%			
2002-03 WASL	67.7%	63.6%		81.8%
2003-04 WASL	74.5%			18.2%
2004-05 WASL	70.6%	72.7%		
2005-06 WASL	86.0%			85.7%
2006-07 WASL	78.3%			
2007-08 WASL	67.4%		81.8%	
2008-09 WASL	79.4%		84.6%	
2009-10 MSP	76.8%			18.2%
2010-11 MSP	79.6%	90.0%	78.6%	55.6%
2011-12 MSP	75.6%		63.6%	90.9%



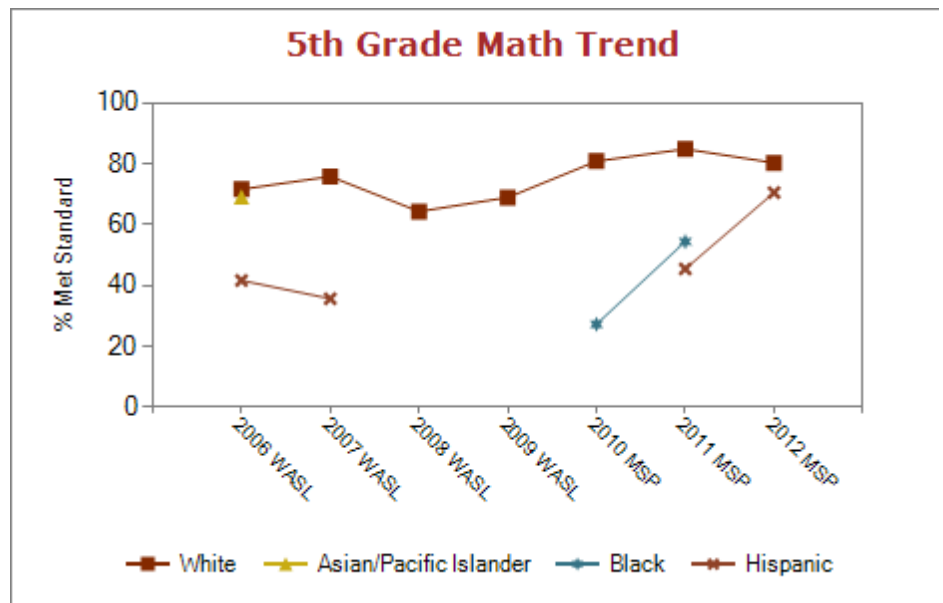
### 5th Grade Reading

Year	White	Asian/Pacific Islander	Black	Hispanic
2005-06 WASL	81.1%	76.9%		58.3%
2006-07 WASL	86.2%			50.0%
2007-08 WASL	72.9%			
2008-09 WASL	83.3%			
2009-10 MSP	86.8%		54.5%	
2010-11 MSP	94.4%		54.5%	54.5%
2011-12 MSP	88.2%			82.4%



### 5th Grade Math

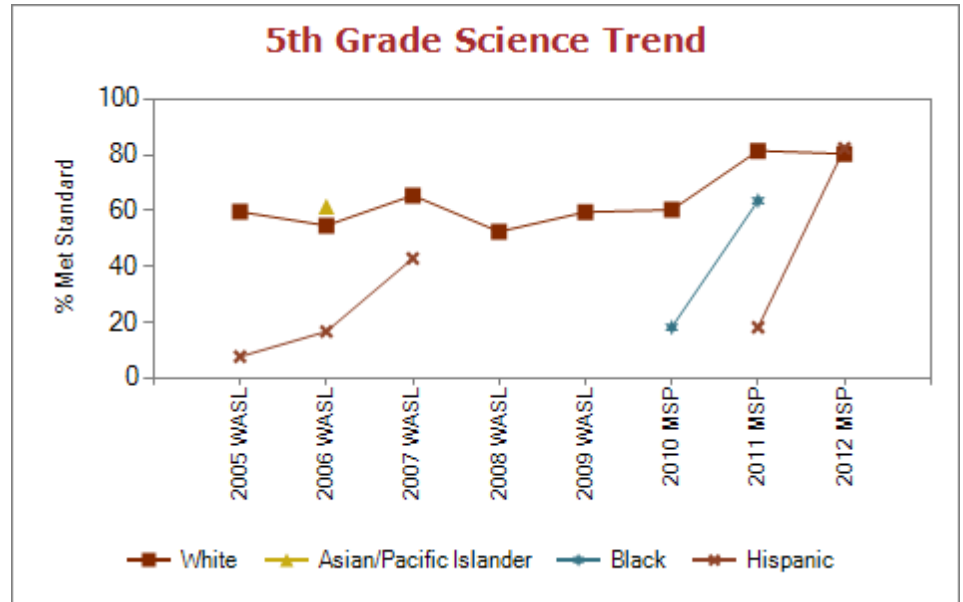
Year	White	Asian/Pacific Islander	Black	Hispanic
2005-06 WASL	71.7%	69.2%		41.7%
2006-07 WASL	75.9%			35.7%
2007-08 WASL	64.4%			
2008-09 WASL	69.0%			
2009-10 MSP	80.9%		27.3%	
2010-11 MSP	84.9%		54.5%	45.5%
2011-12 MSP	80.4%			70.6%



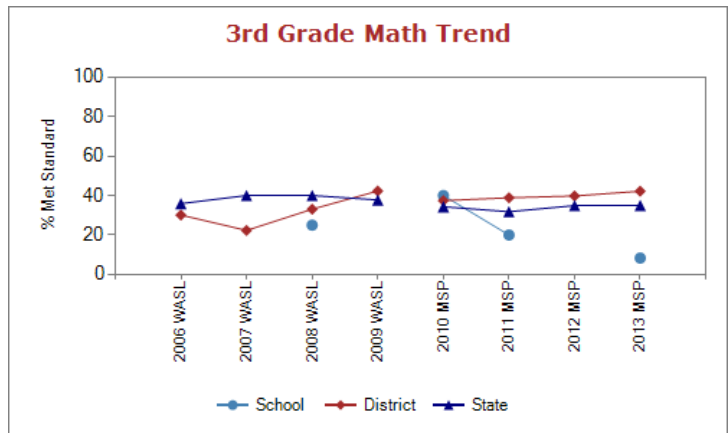
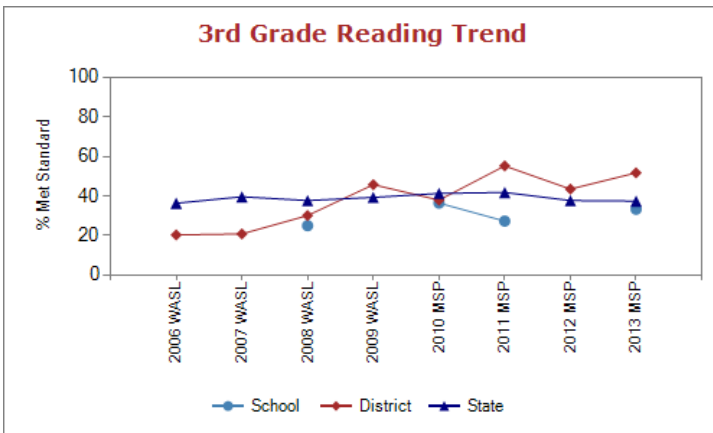
### 5th Grade Science



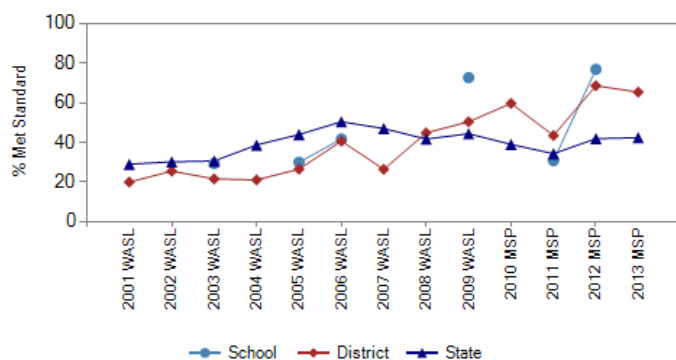
Year	White	Asian/Pacific Islander	Black	Hispanic
2004-05 WASL	59.6%			7.7%
2005-06 WASL	54.7%	61.5%		16.7%
2006-07 WASL	65.5%			42.9%
2007-08 WASL	52.5%			
2008-09 WASL	59.5%			
2009-10 MSP	60.3%		18.2%	
2010-11 MSP	81.5%		63.6%	18.2%
2011-12 MSP	80.4%			82.4%



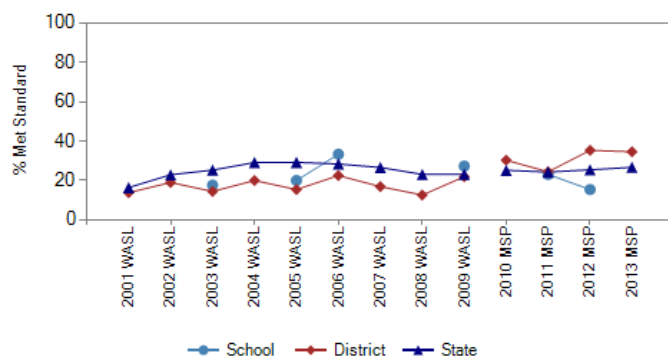
## Special Education



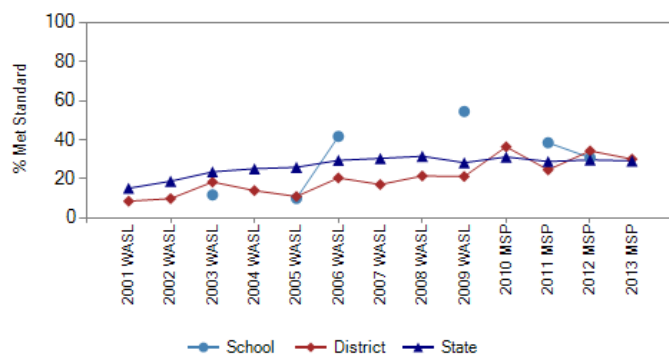
### 4th Grade Reading Trend



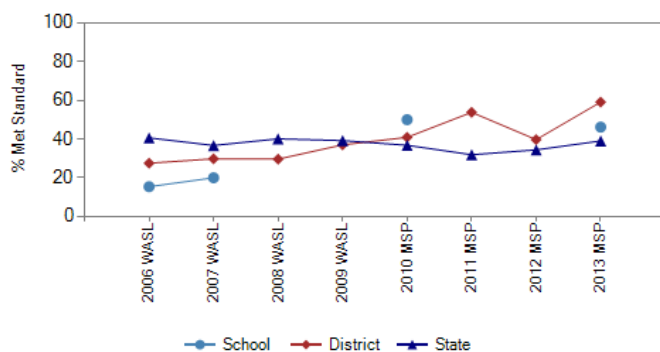
### 4th Grade Math Trend



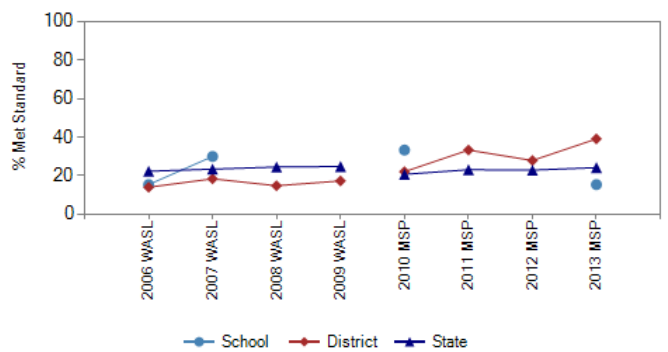
### 4th Grade Writing Trend



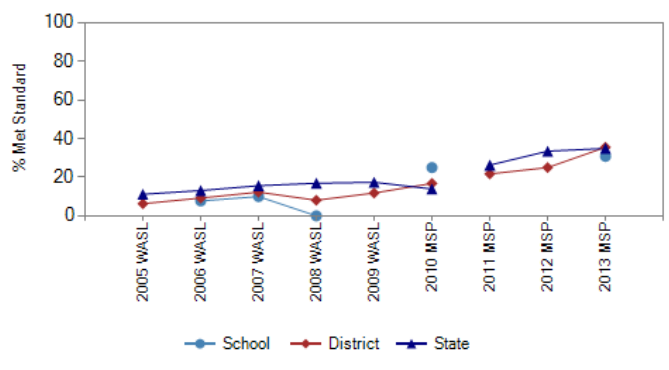
### 5th Grade Reading Trend



### 5th Grade Math Trend

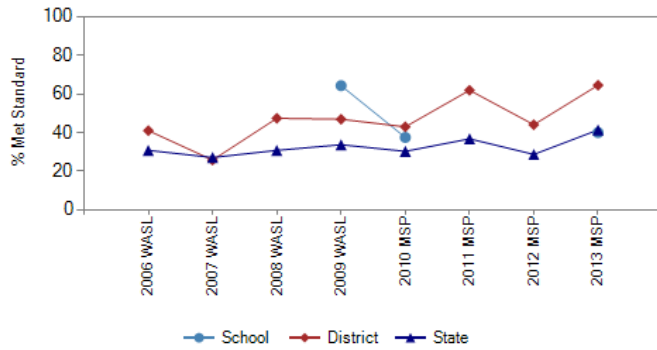


### 5th Grade Science Trend

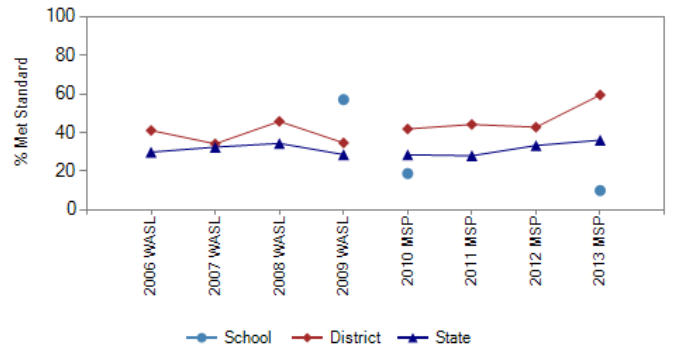


## Limited English (ELL)

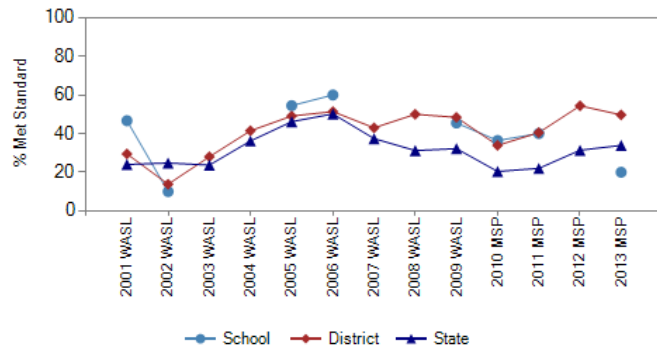
**3rd Grade Reading Trend**



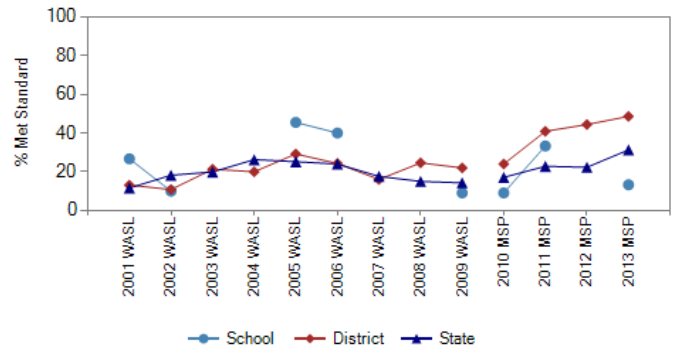
**3rd Grade Math Trend**



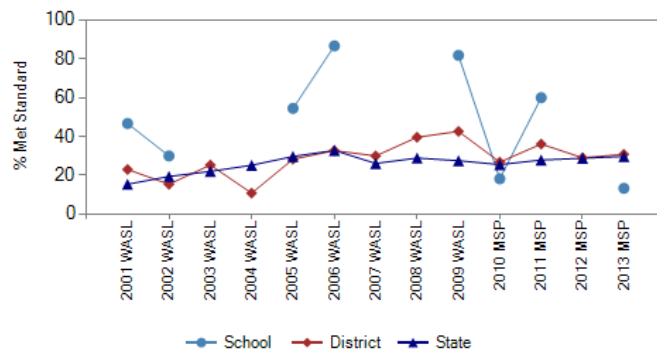
**4th Grade Reading Trend**



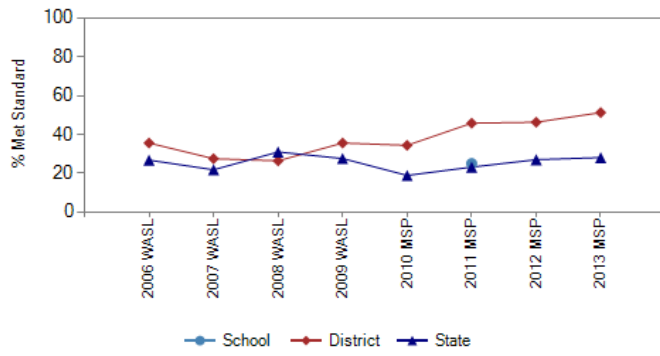
**4th Grade Math Trend**



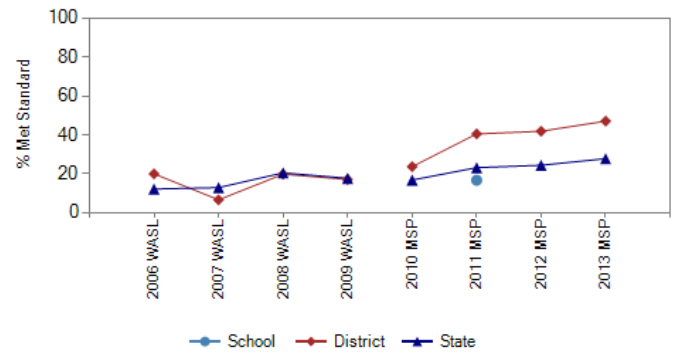
**4th Grade Writing Trend**



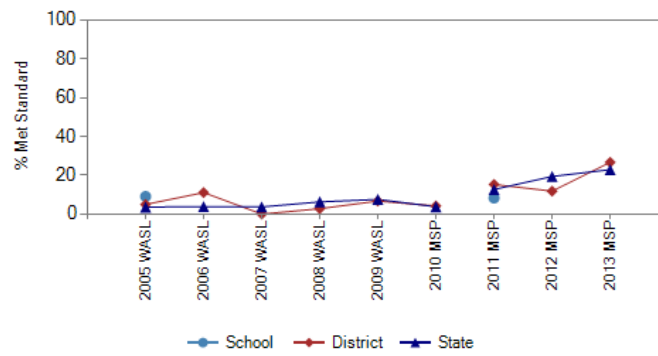
### 5th Grade Reading Trend



### 5th Grade Math Trend



### 5th Grade Science Trend





## SMART Goal 1

### Subject Area: Reading

<b>School Name:</b>	Terminal Park
<b>Target Population-</b> <i>based on demographic, discipline and attendance data analysis:</i>	All students
<b>Our Reality-</b> <i>based on assessment data analysis:</i>	Our MSP reading scores are significantly below district and state average for third grade. Our MSP reading scores improve in fourth and fifth grade, but that is partly related to the addition of 25 highly capable students at each of those grades.
<b>Our SMART Goal-</b> <i>based on target population and your reality:</i>	The percent of students passing the reading MSP will increase from 77.5% in 2012 to 85.7% in 2016 to meet AMO. (81.6% in 2014 and 83.6% in 2015)

## Action Plan

Action Step	Staff will deliver daily differentiated explicit phonics instruction that actively engages all K-5 students.		
Evidence of Implementation (Staff will...)	Evidence of Impact	Resources	Responsibility
<p>Systematically use DIBELS error analysis and phonics screeners to determine student phonics/decoding gaps and inform both core instruction (including small groups within core) and walk to read intervention instruction.</p> <p>Progress monitor students as follows:</p> <ul style="list-style-type: none"> <li>Intensive: weekly at reading level</li> <li>Strategic/not at end-of-year benchmark: every three-four weeks at grade level</li> <li>All: every trimester at grade level</li> </ul> <p>Deliver differentiated explicit small group phonics or word work instruction that actively engages all students at their level during reading core.</p> <p>Deliver differentiated explicit phonics instruction aligned with the learning needs of students in walk to read groups formed according to students' reading rate and accuracy with consideration to specific phonics learning needs.</p> <p>Give adequate attention to phonemic awareness instruction to increase decoding ability, scaffolding to phonics skills or providing word work enrichment based on student needs.</p>	<p>DIBELS</p> <p>Phonics screeners</p> <p>MAP decoding component</p> <p>DIBELS school effectiveness report (analyzed by leadership team and teachers)</p> <p>MSP</p>	<p>Materials:</p> <ul style="list-style-type: none"> <li>DIBELS analysis forms</li> <li>Phonics screeners (Really Great Reading)</li> <li>Early Reading Intervention</li> <li>Read Naturally</li> <li>Read Well/Harcourt</li> <li>Templates</li> <li>Reading A-Z</li> <li>Vocabulary through Morphemes (Sopris Learning)</li> </ul> <p>Training:</p> <ul style="list-style-type: none"> <li>Phonics (Evelyn Probert)</li> <li>Explicit Instruction (Anita Archer)</li> <li>CEL 5D (student engagement)</li> </ul> <p>Time:</p> <ul style="list-style-type: none"> <li>PLCs</li> <li>Staff meetings</li> <li>Building 21 hours</li> </ul>	<p>-Teachers</p> <p>-Para educators</p> <p>-LA specialist</p> <p>-PLCs</p> <p>-RTI team</p> <p>-SIP team</p> <p>Tracking:</p> <p>-PLC calendar and agendas</p> <p>-RTI team progress monitoring checklist</p> <p>-Pacing guides</p> <p>-Classroom walkthroughs</p>

		<ul style="list-style-type: none"> <li>• Waiver days</li> </ul>	
<b>Action Step</b>	<b>Staff will explicitly teach reading comprehension targets aligned with state standards (CCSS) in a way that actively engages all K-5 students.</b>		
<b>Evidence of Implementation (Staff will...)</b>	<b>Evidence of Impact</b>	<b>Resources</b>	<b>Responsibility</b>
<p>Deliver actively engaging core reading instruction with specific learning targets aligned with state standards/CCSS, balancing literary and informational text; explicitly communicate and ensure student understanding of learning targets.</p> <p>Explicitly teach reading targets in walk to read, ELL, and special education as aligned with the school-wide reading target schedule, using common language and techniques across all tiers.</p> <p>Administer frequent formative assessments to check for understanding of reading targets. (Provide opportunities for students who cannot respond in writing to demonstrate reading comprehension verbally or with other non-written methods.)</p> <p>Administer monthly common reading comprehension assessments based on grade-level pacing guide and school-wide reading target schedule and analyze results in PLCs.</p> <p>Year two of SIP: Provide frequent opportunities for students to engage in close reading—read, discuss, reread, and discuss (and write, depending on level) to build deep comprehension capacity.</p>	<p>Formative assessments</p> <p>Monthly reading target common assessment analysis</p> <p>MAP (fall, winter, spring)</p> <p>DIBELS retell</p> <p>MSP practice assessments</p> <p>MSP</p>	<p>Materials:</p> <ul style="list-style-type: none"> <li>• State standards/CCSS</li> <li>• Reading strands/targets</li> <li>• MSP stems/released items</li> <li>• Reading target posters</li> <li>• Harcourt and other text</li> <li>• Reader's Workshop (Lucy Calkins)</li> <li>• Reading A-Z</li> </ul> <p>Training:</p> <ul style="list-style-type: none"> <li>• CCSS</li> <li>• CEL 5D (student engagement; year two: purpose/assessment)</li> <li>• Close reading (year two)</li> </ul> <p>Time:</p> <ul style="list-style-type: none"> <li>• PLCs</li> <li>• Staff meetings</li> <li>• Building 21 hours</li> <li>• Waiver days</li> </ul>	<p>-Teachers</p> <p>-Para educators</p> <p>-LA specialist</p> <p>-PLCs</p> <p>-RTI team</p> <p>-SIP team</p> <p>Tracking:</p> <p>-Pacing guides</p> <p>-School-wide reading target schedule</p> <p>-PLC agendas</p> <p>-Common assessment results</p> <p>-Classroom walkthroughs</p>
<b>Alignment to District Improvement Plan Objectives: Student Achievement (Goal 1)</b>			

## SMART Goal 2

### Subject Area: Math

<b>School Name:</b>	Terminal Park
<b>Target Population-</b> <i>based on demographic, discipline and attendance data analysis:</i>	All students
<b>Our Reality-</b> <i>based on assessment data analysis:</i>	Our MSP math scores are significantly below district and state average for third grade. Our MSP math scores improve in fourth and fifth grade, but that is partly related to the addition of 25 highly capable students at each of those grades.
<b>Our SMART Goal-</b> <i>based on target population and your reality:</i>	The percent of students passing the math MSP will increase from 68.2% in 2012 to 79.8% in 2016 to meet AMO. (74.0% in 2014 and 76.9% in 2015)

## Action Plan

Action Step	Staff will implement effective daily math fact fluency practice, review, and targeted instruction that actively engages all K-5 students (working toward full implementation of the Balanced Math Program).		
Evidence of Implementation (Staff will...)	Evidence of Impact	Resources	Responsibility
<p>Designate 10-15 minutes of core instruction time each day for effective math fluency practice. Implement strategies for practicing and memorizing math facts that actively engage all students in learning.</p> <p>Designate 15-20 minutes of core instruction time each day for engaging review of previously taught standards.</p> <p>Deliver actively engaging core math instruction for 30 minutes each day with specific learning targets aligned with state standards/CCSS; explicitly communicate and ensure student understanding of learning targets.</p> <p>Strategically implement best practices, such as manipulatives and visual representations, to actively engage all students during core instruction and increase number sense conceptual understanding.</p> <p>Require students to explain their thinking and demonstrate conceptual understanding when solving math problems by speaking, drawing, writing, etc.</p> <p>Administer frequent formative assessments to check for understanding of students'</p>	<p>Timed tests</p> <p>Level of automaticity in responding to math fact problems</p> <p>Common unit assessments (analyze by grade level)</p> <p>MAP (fall, winter, spring)</p> <p>MSP</p>	<p>Materials:</p> <ul style="list-style-type: none"> <li>• Xtra math, Starfall, etc.</li> <li>• Manipulatives: Base 10 blocks, fraction pieces, etc.</li> <li>• Visuals: PowerPoints, whiteboard, posters, etc.</li> <li>• Whiteboard slates, exit tickets, math journals, etc.</li> <li>• Creative Mathematics (Kim Sutton)</li> </ul> <p>Training:</p> <ul style="list-style-type: none"> <li>• CEL 5D (student engagement; year two: purpose/assessment)</li> </ul> <p>Time:</p> <ul style="list-style-type: none"> <li>• PLCs</li> <li>• Staff meetings</li> <li>• Building 21 hours</li> <li>• Waiver days</li> </ul>	<p>-Teachers</p> <p>-PLCs</p> <p>-RTI team</p> <p>-SIP team</p> <p>Tracking:</p> <p>-Pacing guides</p> <p>-PLC agendas</p> <p>-Common assessment results</p> <p>-Classroom walkthroughs</p>

conceptual understanding of math concepts for each math standard/concept.				
Administer common unit assessments and analyze results in PLCs.				
Action Step	Staff will strengthen intervention and enrichment to support core math instruction for all K-5 students (working toward full implementation of the Balanced Math Program).			
Evidence of Implementation (Staff will...)		Evidence of Impact	Resources	Responsibility
Regularly use math data by grade level to determine student learning gaps and inform small group instruction.		Formative assessments	Materials: <ul style="list-style-type: none"><li>Xtra math, Starfall, etc.</li><li>Manipulatives: Base 10 blocks, fraction pieces, etc.</li><li>Creative Mathematics (Kim Sutton)</li></ul> Training: <ul style="list-style-type: none"><li>Staff train volunteer tutors</li></ul> Time: <ul style="list-style-type: none"><li>PLCs</li><li>Staff meetings</li><li>Building 21 hours</li><li>Waiver days</li></ul>	-Teachers -TOSA -Math tutors (volunteers) -Other available staff -RTI team -SIP team  Tracking: -PLC agendas -Classroom walkthroughs
Deliver differentiated explicit math instruction aligned with the learning needs of students in small groups according to students’ learning needs (45 minutes each day, four days per week).		Unit assessments		
Year two of SIP: Build school-wide math progress monitoring and intervention/enrichment systems (in support of the Balanced Math Program).		MAP		
		MSP		
Alignment to District Improvement Plan Objectives: Student Achievement (Goal 1)				

## SMART Goal 3

### Subject Area: Parent and Community Involvement

<b>School Name:</b>	Terminal Park
<b>Target Population-</b> <i>based on demographic, discipline and attendance data analysis:</i>	All students
<b>Our Reality-</b> <i>based on assessment data analysis:</i>	In the 2012 CEE survey, staff, parents, and students rated “parent and community involvement” the lowest of the nine characteristics. Over the past two years, parent perspective declined slightly in every category.
<b>Our SMART Goal-</b> <i>based on target population and your reality:</i>	Parent and community involvement will increase from 3.8 to 4.3 on the staff CEE survey, from 4.3 to 4.6 on the parent CEE survey, and from 3.9 to 4.4 on the student CEE survey (on a scale of 1-5).

## Action Plan

Action Step	Staff will communicate effectively with all families (with emphasis on meeting non-English speaking needs) about student progress (challenges and strengths) and how to support learning at home for all K-5 students.		
Evidence of Implementation (Staff will...)	Evidence of Impact	Resources	Responsibility
<p>Contact parents (verbally is preferred) at least once each trimester to report on student progress (at least two weeks before report card day).</p> <p>Contact parents in writing or verbally at least once each trimester in a positive, proactive way; this could occur simultaneously with reporting on student progress. (Teachers may request address labels for postcards from the office.)</p> <p>Inform parents at least monthly about excessive absence and tardy concerns.</p> <p>Send monthly newsletters from classrooms/grade levels to all families with information about how to support learning at home.</p> <p>Summarize main school communication and have it translated into Spanish and Ukrainian.</p> <p>Develop a list of common statements to parents, such as “(Student name) was very helpful in class” or “Please remind (student name) to do homework” and have them translated into Spanish and Ukrainian.</p> <p>Create and regularly update a list of families who need non-English communication.</p>	<p>Parent-teacher conference attendance count</p> <p>Parent feedback surveys</p> <p>CEE survey</p> <p>Attendance and tardy rates</p>	<p>Materials:</p> <ul style="list-style-type: none"> <li>• Phone/email</li> <li>• Postcards</li> <li>• Tiger pride awards</li> <li>• Skyward message center</li> <li>• Letters</li> <li>• No-email-address list</li> <li>• Newsletter template</li> <li>• Schoolwires website</li> <li>• Transact</li> <li>• Pacific Interpreters (phone)</li> </ul> <p>Training:</p> <ul style="list-style-type: none"> <li>• Skyward message center</li> </ul> <p>Time:</p> <ul style="list-style-type: none"> <li>• Before/after school</li> <li>• Planning</li> <li>• Waiver days</li> <li>• Principal class coverage</li> </ul>	<p>-Teachers</p> <p>-Office staff</p> <p>-SIP team</p> <p>-ELL teacher</p> <p>Tracking:</p> <p>-Class checklist</p> <p>-Newsletters</p>



Action Step	Staff will increase family involvement in the school environment (with emphasis on multicultural opportunities) for the families of all K-5 students.		
Evidence of Implementation (Staff will...)	Evidence of Impact	Resources	Responsibility
<p>Provide monthly opportunities for families to be at the school, including three major events each year (such as open house, reading night, math night) with a multicultural component and a PTA/principal meeting/forum for every month there is not another event.</p> <p>Provide opportunities for non-English speaking parents (Spanish and Ukrainian) to interact with the principal in a group setting through the assistance of an interpreter.</p> <p>Recruit parent and community volunteers with an emphasis on acquiring reading and math tutors, recess helpers, and PTA members.</p> <p>Schedule meetings with parents and put attendance contracts in place for students with persistent excessive absence and tardy concerns.</p>	<p>Event attendance count</p> <p>Volunteer count</p> <p>CEE survey</p> <p>Attendance and tardy rates</p>	<ul style="list-style-type: none"> <li>• Title I parent involvement funds</li> <li>• PTA</li> <li>• Volunteer opportunity list</li> <li>• Volunteer opportunity announcements</li> </ul>	<p>-Counselors -CISA coordinator</p> <p>Tracking: -Even calendar -Volunteer schedule</p>
Alignment to District Improvement Plan Objectives: Community Engagement (Goal 2)			

# Planning Implementation Calendar:

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## **Timeline for Planning Process**

### **School Leadership Team Meetings:**

September 2013:	SIP review
October 2013:	Reading emphasis
November 2013:	Math emphasis
December 2013:	Parent/community emphasis
January 2014:	Reading emphasis
February 2014:	Math emphasis
March 2014:	Parent/community emphasis
April 2014:	Reading emphasis
May 2014:	Math emphasis
June 2014:	Review SIP/monitoring system and revise for next year

### **Staff Meetings:**

August 2013:	SIP overview refresher
December 2013:	Data carousel/SIP progress update and feedback
February 2013:	Data carousel continued/SIP progress update and feedback
April 2014:	SIP progress update and feedback
June 2014:	SIP revisions for next year

### **Professional Development:**

August 28, 2014	CCSS/Reading (Anita Archer)
August 29, 2014:	Explicit Instruction (Anita Archer)
August 29, 2014:	Student Engagement (CEL 5D)
October 2014:	DIBELS error analysis training
October 11, 2013:	Phonemic awareness/phonics (Evelyn Probert)
January 2014:	Explicit Instruction (Anita Archer)/Student Engagement (CEL 5D)
March 10, 2014:	Explicit Instruction (Anita Archer)/Student Engagement (CEL 5D)
As needed:	Skyward message center

## **Planning Implementation Calendar**

<b>SIP TIMELINE 2013-14</b>	<b>June</b>	<b>Aug</b>	<b>Sept</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>
<b><u>READING</u></b>												
DIBELS PLCs				7		16		3	31			
DIBELS error analysis training				X								
Phonemic awareness and phonics training				12								
CCSS/Reading (Anita Archer) training		X										
Explicit Instruction (Anita Archer) training		X					X		X			
Student Engagement (CEL 5D) training		X					X		X			
Common assessment analysis			X	X	X	X	X	X	X	X	X	X
Collaborative work to develop instruction		X	X	X	X	X	X	X	X	X	X	X
Reading intervention development		X	X	X	X	X	X	X	X	X	X	X
<b><u>MATH</u></b>	<b>June</b>	<b>Aug</b>	<b>Sept</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>
Explicit Instruction (Anita Archer) training		X					X		X			
Student Engagement (CEL 5D) training		X					X		X			
Balanced Math Program training		X										
Common assessment analysis			X	X	X	X	X	X	X	X	X	X
Collaborative work to develop instruction		X	X	X	X	X	X	X	X	X	X	X
Math intervention development		X	X	X	X	X	X	X	X	X	X	X
<b><u>PARENT INVOLVEMENT</u></b>	<b>June</b>	<b>Aug</b>	<b>Sept</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>
Set up newsletter template		X										
Create common phrases translations		X	X									
Open house/family night (multicultural)			X				X			X		
Principal/PTA forums		X		X		X		X	X		X	
Parent-teacher conferences					X							
School picnic												X
Grade-level newsletters			X	X	X		X	X	X	X	X	
School newsletters		X	X	X	X	X	X	X	X	X	X	X
Volunteer recruiting		X	X	X	X	X	X	X	X	X	X	X



# **Advanced Placement Government and Politics: Comparative**



## INTRODUCTION

<b>Course Name</b>	Advanced Placement Government and Politics: Comparative	<b>Grade Level(s)</b>	12
<b>Course Length</b>	1 year	<b>Course Code (s)</b>	SOC 410, 411

<b>Course Description:</b>	AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and the political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues.
<b>Pathway Connections</b>	This course is beneficial for all college bound students.
<b>Sample Sequence of Courses</b>	World Studies US History Civics or AP Government and Politics: United States AP Comparative
<b>Cross Credit and/or College Credit</b>	AP Comparative Government and Politics meets requirements for Global Issues credit for Seniors. College credit can be earned by passing the AP exam.
<b>Basic Textbook</b>	Comparative Politics: Domestic Responses to Global Challenges
<b>Equipment</b>	None
<b>Software</b>	None
<b>Supplemental Materials</b>	YouTube videos, The Economist, Washington Post, etc.





## POWER STANDARDS

<b>Course Name</b>	Advanced Placement Government and Politics: Comparative	<b>Grade Level(s)</b>	12
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Students successfully completing this course will:

- Compare and contrast political concepts, themes, and generalizations;
- Describe and explain typical patterns of political processes and behaviors and their consequences;
- Compare and contrast political institutions and processes across countries and to derive generalizations; and
- Analyze and interpret basic data relevant to comparative government and politics.

## Overview

This course is designed to provide students with the conceptual tools necessary to develop an understanding of some of the world's diverse political structures and practices. We will examine six countries in detail: China, Great Britain, Russia, Mexico, Nigeria, and Iran. These countries are taught because they are excellent examples of the six core topics of a comparative course. These topics include methodology, power, institutional structure, civil society, political/economic change and public policy. [SC8]

**SC 8** The course uses concrete examples from China, Great Britain, Iran, Mexico, Nigeria, and Russia including contemporary political changes, to illustrate the six major content areas of the course.

## Course Materials

Assigned Textbook: Hauss, Charles. *Comparative Politics: Domestic Responses to Global Challenges AP Edition, 9th ed.* Belmont, CA: Wadsworth/Thompson Learning, 2015.

Instructor assigned articles from: the BBC, the *Economist*, the *New York Times*, the *Washington Post*, *The Atlantic*, *Journal of Democracy*, *Foreign Policy*, *Foreign Affairs*, and others as appropriate. [SC12]

**SC 12** The course includes supplemental readings that contain contemporary news analyses, thereby strengthening the students' understanding of the curriculum.

## Course Outline

The following is a listing of topics/sample readings. Please consult your assignment calendar for specific due dates of actual assignments.

### I. Introduction to Comparative Politics (Weeks 1–4) [SC1]

A. Reasons for Comparison

B. Methods of Comparison

- 1.) Normative/empirical, direct/inverse relationships, correlation/causation
- 2.) Issues to Compare
- 3.) Democracy/authoritarian, unitary/federal, presidential/parliamentary
- 4.) SMD/proportional, pluralism/corporatism, merit/patronage, OECD/LDC, modernization/globalization/fragmentation, judicial autonomy
- 5.) Sources of Sovereignty, Authority and Power [SC2]

**SC 1** The course provides instruction on an introduction to Comparative Politics.

### Readings

- Hauss: Chapter 1: Seeing with New Eyes (voc) Chapter 2: Industrialized Democracies (voc)
- Democratization Briefing Paper with questions  
Comparison/Democracy Reading Packet with questions

**SC 2** The course provides instruction in Sovereignty, Authority, and Power.

- “The Mountain Man and the Surgeon”, *Economist* 12/20/05
- “Democracy as a Universal Value”, *Journal of Democracy*, 7/99

### Activities

1. Using CIA World Factbook, Freedom House website, the *Economist* website, construct comparison chart featuring population, territory, HDI, GDP, PPP, Economic, Political/ Civil Liberty Freedom figures. Analyze relationships using methods.
2. Using textbook, complete chart comparing six countries and United States on issues. [SC10]

**SC 10** The course introduces students to the interpretation and analysis of data relevant to comparative government and politics.

### Assessment

Test: 50 multiple-choice questions, short answers, and interpretive essay [SC11]

**SC 11** The course requires students to write analytical and interpretive essays.

## II. Democratic v. Authoritarian Regimes (Weeks 5-12)

### A. Great Britain

1. Historical Foundations: constitutionalism, Legitimacy, Nation/State, Liberal Democracy [SC3]
2. British citizens, Society, and the state: Demographics, Cleavages, Civil Society [SC4]
3. Political Institutions: Political Parties/Elections, Westminster Model [SC5]
4. Role of E.U.: Sovereignty
5. Public Policy: Thatcherism, N. Ireland, Role of NHS, Immigration, Terrorism

**SC 3** The course provides instruction in State and Nation.

**SC 4** The course provides instruction in Citizens and Society and the State.

**SC 5** The course provides instruction in Political Institutions.

### Readings

- Hauss: Chapter 4: Great Britain (voc)
- British Election of 2005 briefing paper with questions
- Great Britain reading packet with questions
- “Brown Speech Promotes Britishness,” BBC 1/19/06
- “Blair to Push Ahead With Reforms,” BBC 2/1/06

### Activities

1. Watch current Prime Minister's Question Hour (C-SPAN)
2. PM *Question Time* Simulation: Party and Topic to be

assigned.

3. Analyze recent election returns for trends.

### Assessment

Test: 50 multiple-choice questions and short-answer (ID and interpretive essay)

### B. Iran

1. Historical Foundations: Revolution (Political Change)
2. Iranian Citizens, Society, and the State: Globalization/Fragmentation
3. Political Institutions: Role of Islam, Theocracy [SC5]
4. Policy: Petropolitics, Nuclear Weapons, Iraq

**SC 5** The course provides instruction in Political Institutions.

### Readings

- Hauss: Chapter 13: Iran (voc)
- Iran briefing paper with questions
- Globalization briefing paper with questions
- Iran reading packet with questions
- “Victory for a Religious Hardliner in Iran,” *Economist* 6/27/05
- “As Iran Presses Its Ambitions, Its Young See Theirs Denied,” *Washington Post* 4/24/06

### Activities

1. Watch movie on Iranian Revolution (PBS)
2. Complete comparison chart for Great Britain and Iran.
3. Class Debate: “Should Iran develop nuclear weapons?”
4. Analyze recent election returns for trends.
5. Evaluate economic indicators.

### Assessment

Test: 60 multiple-choice questions and short answer (ID and essay) [SC11]

**SC 11** The course requires students to write analytical and interpretive essays.

### III. The Crisis of Communism (Week 13–20)

#### A. Russia

1. Historical Foundations: Soviet Union/Russia, glasnost, post-Cold War
2. Russian Citizens, Society, and the State
3. Political Institutions: President/PM, Illiberal Democracy [SC9]
4. Policy: G8, Chechnya

**SC 9** The course teaches students to compare and contrast political institutions and processes across countries to derive generalizations.

#### Readings

- Hauss: Chapter 8: Current and Former Communist Regimes (voc) Chapter 9: Russia (voc)
- Russia's Elections Briefing Paper with questions
- Illiberal Democracy and Russia Briefing paper with questions
- Russia Reading Packet with questions
- "Still Calling for Help (Chechnya)", *Economist* 1/13/05
- "The Shock of the Old", *Economist* 1/20/05
- "The Kremlin's Control Freak", *Economist* 9/16/04
- "Vladimir Who?", *Economist* 2/9/06

#### Activities

1. Watch movie on Russian Revolution (People's Century).
2. Watch movie on Gorbachev coup attempt (ABC special).
3. Complete comparison chart of institutions/policies between USSR/Russia.
4. Complete comparison chart of Russia/Iran/Great Britain.
5. Class Debate: "Should Russia be in the G8?"
6. Analyze recent election results for trends.
7. Evaluate economic indicators.

#### Assessment

Test: 60 multiple-choice questions and short-answer questions (ID and interpretive essay) [SC11]

**SC 11** The course requires students to write analytical and interpretive essays.



**B. China**

1. Historical Foundations: Revolution, Cultural Revolution, Economic Modernization [SC6]
2. Chinese Society: Rich/Poor Cleavages
3. Political Institutions: Guanxi, Corruption, Mass Line, Democratic Centralism
4. Policy: Privatization, Google, Falun Gong, Taiwan and Tibet [SC7]

**SC 6** The course provides instruction in Political and Economic Change.

**SC 7** The course provides instruction in Public Policy.

**Readings**

- Hauss: Chapter 10: China (voc)
- “Great Leap Forward,” *Economist* 9/30/04
- Briefing Paper on China with questions
- China Reading Packet with questions
- “Country Profile: China.” BBC
- “China’s Intolerance of Dissent,” BBC 3/8/05
- “Worried in Beijing,” *Economist* 8/5/99

**Activities**

1. Watch movie on Chinese Revolution (People’s Century)
2. Watch movie on Tiananmen Square (ABC special)
3. Watch movie on China’s economy (Wall Street Journal)
4. Create comparison chart for China/Russia/Iran/GB
5. Class Simulation: CCP leading small group economic proposals
6. Analyze and evaluate economic indicator data

**Assessment**

Test: 60 multiple-choice and short-answer questions (ID and essay)

## IV. Emerging Economies (Weeks 21-28)

### A. Mexico

1. Historical Foundations
2. Mexican Citizens, Society, and the State
3. Political Institutions: Camarilla, Corporatism, Legitimate Elections
4. Public Policy: NAFTA, Chiapas, Immigration, Structural Adjustment

### Readings

- Hauss: Chapter 11: The Third World (voc) Chapter 16: Mexico (voc)
- Briefing paper on Mexico with questions
- Mexico reading Packet with questions
- “Redrawing the Federal Map”, *Economist* 3/27/03
- “Putting The Brakes on Change”, *Economist* 7/10/03
- “At Least I’m No Dictator, says Mr. Fox”, *Economist* 9/8/05
- “The Sinking of a Flagship”, *Economist* 2/23/06
- “The War on the Border Streets,” *Economist* 6/30/05
- “A Few Shots at Power”, *Economist* 9/18/03

### Activities

- Watch movie on Mexican economy (*Wall Street Journal*).
- Create comparison chart for Mexico/China/Russia/Iran/Great Britain.
- Simulation: Brown Choices Exercise: Mexico at the Crossroads.
- Analyze recent political election data for trends.
- Evaluate economic indicator data.

### Assessment

Test: 60 multiple-choice with short answers (ID and essay)

**B. Nigeria**

1. Historical Foundations: Colonialism, Military Coups, Authority
2. Nigerian Citizens, Society, and the State
3. Political Institutions
4. Public Policy: Corruption, Terrorism, Poverty, Oil

**Readings**

- Hauss: Chapter 15: Nigeria (voc)
- “Guns, Boats, and Oil”, *Economist* 5/12/05
- “A Spectre of Turmoil and Conflict”, *Economist* 2/23/06
- Briefing Paper on Nigeria with questions
- Nigeria Reading Packet with questions
- “Nigeria’s Country Controversy,” BBC 4/5/06
- “The Bumpy Road to Democracy,” *Economist* 4/23/03
- “Reforming the Nearly Unreformable,” *Economist* 8/5/04
- “When the Cops are Robbers,” *Economist* 8/18/05
- “The Fat of the Land,” *Economist* 8/27/05

**Activities**

1. Create comparison chart with Mexico/China/Russia/Iran/Great Britain.
2. Class Debate: “Future of Nigeria.”
3. Analyze recent political election data.
4. Evaluate economic indicator trends.

**Assessment**

Test: 60 multiple-choice questions and short answers  
(ID and essay) [SC11]

**SC 11** The course requires students to write analytical and interpretive essays.

**V. Final Comparisons (Weeks 29–32)**

- A. Compare six comparative government countries and United States to review for AP Exam

**Activities**

1. Country Group presentations/discussion
2. Complete final comparison charts

**Assessment**

Final Exam: To be taken before the national AP Comparative Government and Politics Exam.

## ***Basic Instructional Materials Request***

*Page 1 of 3*

### **SCHOOL DEPARTMENT OR COMMITTEE SUBMITTING REQUEST:**

Auburn Riverside High School Social Studies

List names of persons who evaluated this material:

NAME	POSITION	SCHOOL
<u>Patrick McKeehan</u>	<u>Teacher</u>	<u>Auburn Riverside</u>
<u></u>	<u></u>	<u></u>
<u></u>	<u></u>	<u></u>
<u></u>	<u></u>	<u></u>
<u></u>	<u></u>	<u></u>
<u></u>	<u></u>	<u></u>

*This request for basic instructional materials must be accompanied with a curriculum framework outlining, at a minimum, units of instruction, Essential Academic Learning Requirements and/or Grade Level Expectations, assessments, and thinking skills. A curriculum framework document is included in the Curriculum Framework section of this handbook.*

### **1. REQUESTED MATERIAL**

Type of material being requested: ☒ Book ☐ Software ☐ CD/DVD ☐ Online/Web Resources ☐ Other

Title Comparative Politics: Domestic Responses to Global Challenges Copyright 2015

Author Charlie Hauss Publisher Cengage Learning ISBN 978-1-285-74142-0

Range of readability levels \_\_\_\_\_ Average readability level \_\_\_\_\_

### **2. COURSE INFORMATION**

Subject in which requested material will be used:

AP Comparative Government and Politics

Grade level(s) for which this material is being requested:

12

### **3. COST ANALYSIS**

First year cost per student \$86 Number of students to use material 35

Cost per student to maintain on yearly basis 0

Other costs (specify) \_\_\_\_\_

Total cost of adoption for: **Building** 0 **District** \$3,625.55



## ***Basic Instructional Materials Request***

***Page 2 of 3***

**PROGRAM GOALS.** The requested basic instructional materials are consistent with district, building, department, and/or course goals including:

<b>Criteria</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
1. Consistency with district and program mission, vision, goals and objectives	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Align with state- and district-defined Essential Academic Learning Requirements and/or Grade Level Expectations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Further the systematic and sequence of the program across K-12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**DISTRICT AND COMMUNITY STANDARDS.** The requested basic instructional materials are consistent with district and community standards including:

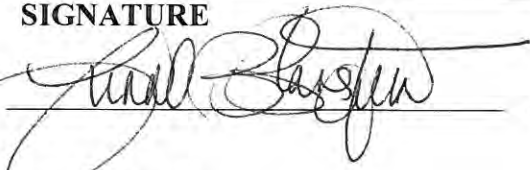

<b>Criteria</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Provides teachers guidelines to:			
1. Present differing viewpoints of controversial issues in order for students to develop the skills of critical analysis and informed decision making.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Promote the diverse character of our world by:			
a. Presenting cultural and ethnic differences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Using language and examples which treat all human beings with respect and dignity.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Helping students understand and accept the diversity in the heritage and culture of our nation's people.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
d. Recognizing various types of family structures.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
e. Recognizing differing socioeconomic levels.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Recognizing differences in minorities and gender.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Representing occupational diversity of populations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Materials are appropriate for the age, experience, and maturity level of the student for whom it is intended.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. Materials are free from inappropriate use of profane, obscene, or derogatory language.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Materials are free from inappropriate written or visual graphic sexual incidents.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Materials stimulate student growth in conceptual thinking, factual knowledge, physical fitness, literary appreciations, aesthetic values, and the development of ethical and moral standards.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Materials enrich and support the curriculum, taking into consideration the varied instructional needs, abilities, interests, and maturity levels of the students served.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Materials adopted in the Auburn School District are appropriate for the age, experience, and maturity level of the student for whom they are intended. Teaching and learning materials should not include obscene language or graphic sexual incidents. Rationale must be presented and appropriate instructional goals included where potentially explicit topics or visual aids are used. Alternate learning opportunities will be provided upon request in the case that an objection is made to the approved instructional material.

*Selection of Basic Instructional Materials*

*Page 3 of 3*

**REQUIRED SIGNATURES  
FOR APPROVAL of BASIC INSTRUCTIONAL MATERIALS**

<b>APPROVED BY</b>	<b>SIGNATURE</b>	<b>DATE</b>
1. Director of Student Learning (elementary or secondary)		5-19-15
2. Assistant Superintendent of K-12 Student Learning		5/19/15
3. Board of Directors		

**Auburn School District #408**  
**Career and Technical Education**



**Curriculum Review**  
**of the courses in the**  
**AGRICULTURE & CTE ARTS & DESIGN**  
**PATHWAYS**

**2014-2015**

# 2014-2015

## TABLE OF CONTENTS

<b>Overview of Career and Technical Education .....</b>	<b>1</b>
Washington State Career and Technical Education Programs .....	1
Vision and Goals.....	2
Washington State Career and Technical Education Program Standards .....	3
Career and Technical Education Foundations .....	3
Industry-Defined Standards .....	4
21 <sup>st</sup> Century Skills.....	5
Common Core State Standards.....	6
Leadership Standards.....	6
Employability Standards .....	10
Introduction to Agriculture and CTE Arts & Design Pathways Curriculum Review .....	12
<b>SECTION A: VIDEO GAME/INTERACTIVE MEDIA DESIGN PROGRAM .....</b>	<b>13</b>
Video Game/Interactive Media Design .....	15
<b>SECTION B: AGRICULTURE PROGRAM.....</b>	<b>54</b>
Plants, Food & the World.....	60
Advanced Plant Science .....	96
Floral Design & Marketing .....	126
Environmental Horticulture .....	231
Horticulture Science.....	295
CTE Biology.....	384
AP Environmental Science .....	429
Work-Based Learning.....	455
<b>SECTION C: JEWELRY/METAL SCULPTURE PROGRAM.....</b>	<b>457</b>
Jewelry/Metal Sculpture 1 & 2 .....	464
Jewelry/Metal Sculpture 3 & 4 .....	483
Jewelry/Metal Sculpture Contract Study.....	502
<b>SECTION D: VISUAL COMMUNICATIONS PROGRAM.....</b>	<b>519</b>
Viscom 1.....	524
Viscom 2 & Contract Study .....	539
AP Studio Art.....	571
Digital Photography .....	580
Newspaper/Yearbook .....	617
Work-Based Learning.....	645

## INTRODUCTION

Career and Technical Education (CTE) is an innovator and leader in education in Washington that offers courses of study to ensure students explore, compete, and succeed as lifelong learners in the world of work. (Statewide Strategic Plan for Secondary Career and Technical Education, Report to the Legislature, Randy Dorn, December 2012)

The vision for CTE in Washington State states: *Education and workforce leaders partner to engage students and prepare them for life success through multiple career pathways that are relevant to student interests and responsive to the needs of employers and the economy.* The Statewide Strategic Plan for CTE addresses four trends borne out by current research.

1. The tie between education attainment and lifelong earning potential is evident and proven.
2. The education requirements for most occupations are growing.
3. There is a growing gap between workers' skill attainment and estimated employer requirements.
4. CTE helps prevent dropouts from high school, improves math scores, and improves chances of going onto postsecondary education.

The solution presented by the Strategic Plan is threefold:

1. Robust, relevant, rigorous and academic career and technical education, including strong implementation and integration of the 21<sup>st</sup> Century Skills and the Common Core State Standards (CCSS) across K-12 programs and disciplines, to prepare students for postsecondary education they will need.
2. Targeted, 21<sup>st</sup> century-oriented skill training such as integration of the 21<sup>st</sup> Century Skills, to meet education requirements for jobs today and tomorrow.
3. Career planning for all students, regardless of career or postsecondary path, to ready all students for the world of work.



The committee that developed the state strategic plan identified four major goals to help shape CTE in Washington into a responsive, powerful vehicle to help students achieve and to overcome some of the barriers we currently face. In summary, the goals are to:

1. Improve the access to and quality of CTE, which prepares students for lifelong learning and employment through the development of adaptable skills and knowledge.
2. Ensure that every student receives comprehensive career guidance that leads to a personalized Program of Study (POS).
3. Require CTE teachers and administrators to be fully prepared and supported in their roles as educator instructional leaders.
4. Ensure that CTE is a results-driven education system so as to demonstrate a positive return on investment.

The state strategic plan continues by identifying specific, measurable objectives and recommendations necessary to reach those goals and improve the statewide CTE program and educational opportunities for all students.

## **WASHINGTON STATE CAREER AND TECHNICAL EDUCATION PROGRAM STANDARDS**

The Career and Technical Education (CTE) Program Standards are designed to empower students to live, learn and work as productive citizens in a global society. CTE Programs must meet standards established by the Office of the Superintendent of Public Instruction (OSPI). These CTE standards are designed to ensure high quality, consistent and relevant CTE programs as essential components of the educational and career pathways. These standards provide OPSI approval guidelines for CTE courses and guide the development and continuous improvement of CTE programs in local school districts.

Career and Technical Education is a planned program of courses and learning experiences that begins with exploration of career options, supports basic academic and life skills, and enables achievement of high academic standards, leadership, options for high skill, high wage employment preparation, and advanced and continuing education. (RCW 28C.04.100)

### **Washington Career and Technical Education Foundations**

1. Students will demonstrate occupationally-specific skills and competencies including the application of related Essential Academic Learning Requirements and Grade Level Expectations [and Common Core State Standards] using a contextual approach.
2. CTE programs are an integral part of the K-20 education system and are coordinated with other workforce development programs.
3. Students who participate in CTE programs develop and apply skills and knowledge needed to live, learn and work in an increasingly diverse society. These skills include an appreciation for all aspects of diversity, respectful interaction with diverse cultures, and recognition and elimination of harassment, bias, and stereotyping.
4. Leadership skills are integrated into the content of each course. Students are encouraged to participate in a career and technical student leadership organization related to the program pathway.

5. Employability skills are integrated into the content of each course, and students in CTE programs participate in some form of work-based learning.
6. CTE programs assist students with career planning and development, transition, employment and post-secondary options.
7. CTE instructional equipment, facilities and environment are comparable to those used in the workplace.
8. The instructor holds a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned.
9. CTE instructors are provided time and resources to connect student learning with work, home and community.
10. CTE programs are structured so that supervision, safety and the number of training stations determine the maximum number of students per classroom.
11. An advisory committee actively guides the relevance and continuous improvement of the program.
12. CTE programs are reviewed annually and the results are used for continuous program improvement.

### **Industry-Defined Standards**

Career and Technical Education programs ensure academic rigor, align with the state's education reform requirements and help address the skills gap for Washington's economy as validated by advisory committees. Each course and program identify, teach and assess the knowledge, skills and competencies required to perform successfully in the workplace. These standards define the technical content of CTE courses as defined in the curriculum frameworks. In the absence of industry-defined skill standards developed at the national or state level, local advisory committee validation will be required.

## **21<sup>st</sup> Century Skills**

State CTE courses will exemplify the intentional synthesis of technical knowledge and skills, traditional academics, and 21<sup>st</sup> century skills. CTE programs are aligned with rigorous industry and academic standards. Integrating 21<sup>st</sup> century skills into all curricula positions CTE as a premier course of study for career and college readiness for all students, and places more students on the path to success.

The Framework for 21<sup>st</sup> Century Skills presents a holistic view of teaching and learning that combines a focus on 21<sup>st</sup> century student outcomes (a blending of specific skills, content knowledge, expertise and literacies) with support systems to help students master the multi-dimensional abilities required of them in the 21<sup>st</sup> century. (Partnership for 21<sup>st</sup> Century Skills, [www.p21.org](http://www.p21.org))

Learning and Innovation Skills. Skills that prepare for a more complex life and work environment and are essential to prepare for the future. These skills include: critical thinking and problem-solving; communication; collaboration, creativity and innovation.

Information, Media & Technology Skills. The ability to exhibit a range of functional and critical thinking skills related to information, media and technology. These skills include: informational literacy; media literacy; information; communication and technology (ICT) literacy.

Life & Career Skills. Students need the skills to develop the ability to navigate the complex life and work environments in the globally competitive information age. Skills in this area include: flexibility and adaptability; initiative and self-direction; social and cross-cultural skills; productivity and accountability; leadership and responsibility.

## **Common Core and Washington Standards**

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. Standards are supported or supplemented through Career and Technical Education (CTE) courses. Interdisciplinary themes are woven throughout CTE courses, providing relevant content and contexts for learning.

## **Leadership**

Leadership skill development for all students is a required, integral part of all Career and Technical Education (CTE) instructional programs. Leadership can be defined as the ability to preside, guide, or manage self, others, activities, or events with responsibility for the final outcome. Integrating leadership skill development into CTE instructional programs enables students to fully utilize the subject matter content they receive. These skills empower each student to assume responsible roles in the family, community, business and industry environments.

In Washington State, core leadership skills are organized into three categories of skill development: individual, group, and community and career. When planning individual courses, districts choose which of the core leadership skill(s) from each category are taught and assessed in that course. Upon completion of a program (sequence of courses), students will be able to demonstrate knowledge and skills in all of the leadership skills.



## **Career and Technical Student Organizations**

Students in Washington State have the opportunity to practice leadership skills on the highest professional level through Career and Technical Education Student Organizations (CTSOs). Washington State recognizes the following CTSOs:

- DECA: An Association of Marketing Students
- Future Business Leaders of America (FBLA)
- Family, Career, and Community Leaders of America (FCCLA)
- FFA (formerly known as the Future Farmers of America)
- Skills USA Washington
- Technology Student Association (TSA)
- Washington Vocational Sports Medicine Association (WVSMA)

Through CTSO organizations, students have leadership skill development opportunities available at the classroom, local, state, national and international levels. Integrating CTSO programs and activities into the curriculum offers the ability for students to participate in out-of-school activities as well. These could include various meetings, community service projects, and local, state, regional workshops and conferences. These events are opportunities for students to interact in a professional environment with a diverse group of peers while learning from professionals in industries related to the curriculum.

Career and Technical Education Student Organization activities integrated into the related CTE curriculum become co-curricular activities that extend a student's learning. They give students an important opportunity to experience the application of foundational leadership skills and technical standards learned in the classroom. They provide students the opportunity to:

- Test their abilities with their peers in a variety of subject areas by completing a variety of projects and preparations at the highest levels. These activities or competitive events are evaluated against criteria set at industry standards.

- Raise their own standard of achievement to the related industry standard.
- Advance and extend leadership skills beyond the classroom utilizing academic and technical skills in an environment that will assist the student in connecting to their future career and educational goals.

The table of Core Leadership Skills for Washington State can be found on the next page.

## WASHINGTON STATE CAREER AND TECHNICAL EDUCATION

### Core Leadership Skills

The leadership skills listed in the three categories below are the core leadership skills that students should be able to demonstrate prior to their completion of a Career and Technical Education program. These core leadership skills are common to all of the recognized Washington Career and Technical Student Organizations.

When planning an individual course, districts may choose which core leadership skills from each category will be addressed in that course. Upon completion of a program (sequence of courses), students will be able to demonstrate each of the core leadership skills. All students will apply leadership skills in real-world, family, community, and business and industry applications.

<u>Leadership: Individual Skills</u>	<u>Leadership: Group Skills</u>	<u>Leadership: Community and Career Skills</u>
1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work-related) experiences.	2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.	3.1 The student will analyze the roles and responsibilities of citizenship.
1.2 The student will identify and analyze the characteristics of family, community, business, and industry leaders.	2.2 The student will demonstrate knowledge of conflict resolution and challenge management.	3.2 The student will demonstrate social responsibility in family, community, and business and industry.
1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understand how to apply those skills.	2.3 The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow.	3.3 The student will understand their role, participate in and evaluate community service and service learning activities.
1.4 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.	2.4 The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry.	3.4 The student will understand the organizational skills necessary to be a successful leader and citizen and practices those skills in real-life.
1.5 The student will demonstrate self-advocacy skills by achieving planned, individual goals.	2.5 The student will demonstrate a working knowledge of parliamentary procedure.	3.5 The student will understand and utilize organizational systems to advocate for issues at the local, state, national and international level.
1.6 The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies.	2.6 The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed.	3.6 The student will understand the importance and utilize the components and structure of community-based organizations.
	2.7 The student will demonstrate the ability to train others to understand the established rules and expectations, rationale, and consequences and to follow those rules and expectations.	3.7 The student will participate in the development of a program of work or strategic plan and will work to implement the organization's goals.
	2.8 The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings.	

## **Employability Skills**

Employability skill development for all students is a required, integral part of all Career and Technical Education (CTE) programs. Employability can be defined as human relations personal management, and personality (affective) skills needed to be a good employee.

When planning individual courses, districts may choose which of the core employability skill(s) from each category that will be addressed in that course. Upon completion of a sequence of courses, students will be able to demonstrate knowledge and skills in all of the employability skills.

Based upon the Secretary's Commission of Achieving Necessary Skills (SCANS, 1993), the following list represents the core employability skills that students should be able to demonstrate prior to their completion of a Career and Technical Education program.

- 1.1 The student will demonstrate the ability to identify, organize, plan, and allocate resources. This means that the student is able to demonstrate allocating time, money, materials, space and staff.
- 1.2 The student will demonstrate the ability to acquire and use information in family, community, business and industry settings. This means that the student can acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information.
- 1.3 The student will demonstrate an understanding of complex inter-relationships (systems). This means that the student understands social, organizational, and technological systems; they can monitor and correct performance; and they can design and improve systems.
- 1.4 The student will demonstrate an ability to work with a variety of technology systems, identify or solve problems with equipment, including computers. This means that the student can select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment.

- 1.5 The student will use interpersonal skills to communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals. This means that the student can effectively work on teams, teach others, serve customers, lead, negotiate, and work effectively with people from culturally diverse backgrounds.

In order for students to succeed, we need to prepare them for the ever-changing world of work, which means not only college readiness, but career readiness—students with access to postsecondary education and skill attainment possibilities that will prepare them to be successful in the 21<sup>st</sup> century. The components of strong Career and Technical Education Programs outlined above do just that. Offering a unique opportunity to engage students in an enormous variety of subjects, CTE incorporates academic, career and technical skills. Also preparing students for all of life that comes after high school, CTE has a goal that is not represented anywhere in education.

Career and Technical Education needs to be an integral part of every student's education so that all students graduate from high school globally-competitive for work, prepared for postsecondary education, and ready for life as a positive contributing member of society in the 21<sup>st</sup> century. With CTE, students succeed.





## **Introduction**

The Office of the Superintendent of Public Instruction (OSPI) Career and Technical Education Department requires all CTE courses to go through a re-approval process. The purpose is to make certain that all CTE courses:

- Ensure academic rigor.
- Align with the state's education reform requirements.
- Help address the skills gap of Washington's economy.
- Maintain strong relationships with local CTE advisory committees for the design and delivery of Career and Technical Education.

A reapproval schedule of specific program areas was created by OSPI and the Auburn School District follows this schedule on a five-year cycle.

Programs in the Agriculture and CTE Arts & Design Pathways were reviewed during the 2014-2015 school year. These programs include Video Game/Interactive Media Design, Agriculture, Jewelry/Metal Sculpture and Visual Communications. The curriculum for each course within these programs was reviewed based upon the components identified in the Washington State Career and Technical Education Program Standards. The pages that follow include the curriculum updates for the courses in this pathway.

**Auburn School District #408**  
**Career and Technical Education Curriculum Review**

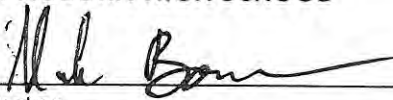
**Video Game / Interactive Media Design**


<b>COURSE NAME</b>	<b>ASD COURSE CODE</b>	<b>CIP CODE</b>
Video Game / Interactive Media Design	CTE150, 151, 152, 153	110803


The curriculum was reviewed during the 2014-2015 school year in accordance with the state Career and Technical Education Program Standards. These changes will be implemented beginning with the 2015-2016 school year. These courses will be submitted to OSPI for reapproval before January 30, 2016.

The signatures below acknowledge the curriculum for each course in the Video Game / Interactive Media Design Program has been reviewed and updated to meet industry, state and district standards and objectives.

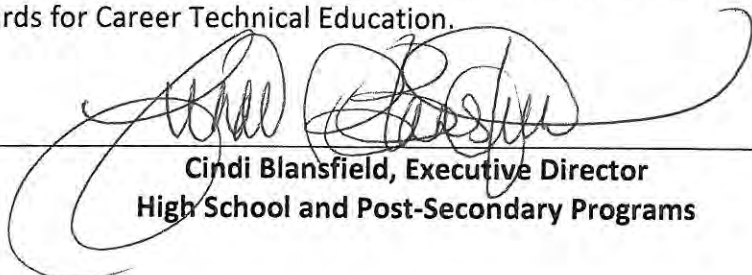
**WEST AUBURN HIGH SCHOOL**

  
Instructor

  
Principal, CTE

  
Scott Davidson, Advisory Chairperson

The following representatives of the district hereby guarantee compliance with the assurances herein and have evidence of the requirements within the Washington State Program Standards for Career Technical Education.

  
Cindi Blansfield, Executive Director  
High School and Post-Secondary Programs

\_\_\_\_\_  
Dr. Kip Herren, Superintendent

\_\_\_\_\_  
Carol Seng, Chair  
Board of Directors

# Video Game / Interactive Media Design

## INTRODUCTION

<b>Course Name</b>	<u>Video Game / Interactive Media Design</u>	<b>Grade Level(s)</b>	<u>9 - 12</u>
<b>Course Length</b>	<u>4 semesters</u>	<b>Course Code (s)</b>	<u>CTE150, 151, 152, 153</u>

<b>Course Description</b>	This course serves to introduce the various aspects of video game design and interactive media design for those interested in pursuing a career as part of management, production, and/or design team member in the Video Game or Interactive Media fields. The student will begin with learning about the various stages of the design process which encompasses the fundamentals required of any video game or multimedia project. Further, the student will work on an analysis of gaming, with consideration of various platforms, game genres, playability, objectives, rule dynamics, and overall quality.
---------------------------	--

<b>Pathway Connections</b>	
<b>Primary Connection</b>	Arts & Communication
<b>Secondary Connection</b>	Business & Marketing

<b>Sample Sequence of Courses</b>	Video Game / Interactive Media Design 1 ➔ Video Game / Interactive Media Design 2 ➔ Video Game / Interactive Media Design 3 ➔ Video Game / Interactive Media Design 4
-----------------------------------	---

<b>Equipment</b>	Computer
------------------	----------

<b>Software</b>	GameMaker: Studio software Eclipse software Microsoft Office software Adobe Photoshop software Construct 2 software
-----------------	---

<b>Supplemental Materials</b>	STEM Fuse – GAME:IT STEM Fuse – GAME:IT Intermediate STEM Fuse – MOBILE APP:IT
-------------------------------	--

<b>Skills Gap Data</b>	The Video Game or Interactive Media Design fields are essentially umbrella field titles used to describe the design team as a whole. Each umbrella field is made up of multiple fields such as computer programmers, graphic designer / artists, technical writers, or sound engineers. Below is the Skills Gap Data for fields that are normally involved with either the Video Game or Interactive Media Design fields.
------------------------	---

<b>COMPUTER PROGRAMMER</b>	Source: Career Cruising	
	<i>Statewide (2010 – 2020)</i>	<i>National (2010 – 2020)</i>
Growth %	20.2	12
Annual Openings	510	128,000
	Source: CareerOneStop	
	<i>Statewide (2012 – 2022)</i>	<i>National (2012 – 2022)</i>
Growth %	24	8
Annual Openings	890	11,810

<b>GRAPHIC DESIGNER</b>	Source: Career Cruising	
	<i>Statewide (2010 – 2020)</i>	<i>National (2010 – 2020)</i>
Growth %	19.8	13.4
Annual Openings	324	123,800
	Source: CareerOneStop	
	<i>Statewide (2012 – 2022)</i>	<i>National (2012 – 2022)</i>
Growth %	19	7
Annual Openings	330	8,600

<b>TECHNICAL WRITER</b>	Source: Career Cruising	
	<i>Statewide (2010 – 2020)</i>	<i>National (2010 – 2020)</i>
Growth %	23.5	17.2
Annual Openings	80	18,300
	Source: CareerOneStop	
	<i>Statewide (2012 – 2022)</i>	<i>National (2012 – 2022)</i>
Growth %	24	15
Annual Openings	80	2,260

<b>RECORDING ENGINEER</b>	Source: Career Cruising	
	<i>Statewide (2010 – 2020)</i>	<i>National (2010 – 2020)</i>
Growth %	12.9	0.6
Annual Openings	18	5,500
	Source: CareerOneStop	
	<i>Statewide (2012 – 2022)</i>	<i>National (2012 – 2022)</i>
Growth %	15	1
Annual Openings	10	320

<b>MULTIMEDIA DEVELOPER</b>	Source: Career Cruising	
	<i>Statewide (2010 – 2020)</i>	<i>National (2010 – 2020)</i>
Growth %	30.9	8.3

Annual Openings	333	21,400
<b>MULTIMEDIA ARTISTS AND ANIMATORS</b>	Source: CareerOneStop	
	<i>Statewide (2012 – 2022)</i>	<i>National (2012 – 2022)</i>
Growth %	34	6
Annual Openings	370	2,060



## **COURSE OUTLINE**

**Course Name**     Video Game Design / Interactive Media Design     **Grade Level(s)**   9 - 12

This course focuses on the software, hardware, and mathematical tools used to represent, display, and manipulate topological, 2D & 3D objects on a video screen and prepares individuals to function as computer graphics/video game development specialists. Includes instruction in graphics software and systems; computer programming; digital multimedia; graphic design; video game design and development; graphics devices, processors, and standards; attributes and transformations; projections; surface identification and rendering; color theory; algebra; geometry; trigonometry and introduction to various mathematical concepts related to interactive computer and computer graphic-based applications.

1.     Career Planning
2.     Personal Success
3.     Employability and Entrepreneurship
4.     Problem solving
5.     Teamwork and Cooperation
6.     Foundational Skills
7.     Computer Science and Applied Programing
8.     Applied Math Concepts
9.     Art and Design Concepts
10.   Video Game and Interactive Media Design Concepts

## **VIDEO GAME DESIGN / INTERACTIVE MEDIA DESIGN 1 - 4**

### **POWER STANDARDS**

**2014-2015**

#### ***The student will...***

**PS 1:** Design and create fully functioning computer games.

**PS 2:** Design and create fully functioning mobile applications.

**PS 3:** Demonstrate entry-level proficiency using industry standard software and resources.

**PS 4:** Use analytical skills to design, develop and troubleshoot.

**PS 5:** Demonstrate the ability to apply computer fundamentals and file management techniques.

**PS 6:** Build an awareness of possible careers in the Video Game or Interactive Media Design fields through career exploration.



## AUBURN SCHOOL DISTRICT #408

<b>Course: Video Game / Interactive Media Design</b>		<b>Total Framework Hours up to: 360</b>
<b>CIP Code: 110803</b>	<input type="checkbox"/> Exploratory <input checked="" type="checkbox"/> Preparatory	<b>Date Last Modified: February 26, 2015</b>
<b>Career Cluster: Science Technology Engineering Mathematics</b>		<b>Cluster Pathway: : Arts, Audio/Video Technology &amp; Communications</b>
<b>Course Summary:</b> This course focuses on the software, hardware, and mathematical tools used to represent, display, and manipulate topological, 2D & 3D objects on a video screen and prepares individuals to function as computer graphics/video game development specialists. Includes instruction in graphics software and systems; computer programming; digital multimedia; graphic design; video game design and development; graphics devices, processors, and standards; attributes and transformations; projections; surface identification and rendering; color theory; algebra; geometry; trigonometry and introduction to various mathematical concepts related to interactive computer and computer graphic-based applications.		
<b>Resources and Standards used in Framework Development:</b> DigiPen Institute of Technology, Academy of Interactive Entertainment and Washington State Animation instructors, STEMfuse		

### Unit Outline

	<u>Hours</u>
Unit 1: Career Planning	10
Unit 2: Personal Success	2
Unit 3: Employability and Entrepreneurship	2
Unit 4: Problem solving	6
Unit 5: Teamwork and Cooperation	20
Unit 6: Foundational Skills	2
Unit 7: Computer Science and Applied Programing	64
Unit 8: Applied Math Concepts	94
Unit 9: Art and Design Concepts	64
Unit 10: Video Game / Interactive Media Design Concepts	96
<b>Total Hours</b>	<b><u>360</u></b>

**NOTE: Leadership and Employability Skills / 21<sup>st</sup> Century Skills are integrated throughout every unit in this course so that is why the same skills are mentioned in multiple units.**

Unit: WR-1 Career Planning		Total Learning Unit Hours: 10
<b>Performance Assessments:</b> Students will prepare a report covering the career pathway in Video Game / Interactive Media Design. The report should include an assessment of personal strengths for success in this particular field.		
<b>Leadership Alignment:</b> <b>Think Creatively</b> – Students will complete assignments/projects; ones that require students to think creatively using their foundational knowledge to design and create video games that are marketable to a targeted audience. <b>Communicate Clearly</b> – Students will participate in and complete group projects; ones that require collaborating, brainstorming, communication, negotiating, etc. to assure project success. <b>Access and Evaluate Information</b> – Students will complete assignments/projects; ones that require researching information by using search engines and websites via the Internet. <b>Use and Manage Information</b> – Students will complete assignments/projects; ones that require using search engines and websites via the Internet. <b>Analyze Media</b> – Students will complete assignments/projects; ones that require using search engines and websites via the Internet, comparing information from multiple websites to validate the information. <b>Apply Technology Effectively</b> – Students will complete assignments/projects; ones that require the understanding of how to appropriately use various technologies and how they may function with the work done in the classroom. <b>Manage Goals and Time</b> – Students will complete assignments/projects; ones that require the setting of short-term goals with a deadline for completing the goals. <b>Work Independently</b> – Students will complete assignments/projects; ones that require work to be done without or minimal direct instruction or oversight.		
<i>Standards and Competencies</i>		
WR – 1.1 Explore the career clusters as defined by the U.S. Department of Education and summarize the career opportunities in a cluster of personal interest. WR – 1.2 Determine academic/training or certification requirements for transition from one learning level to the next and explore opportunities for earning credit/certifications in high school such as advanced placement, tech prep, International Baccalaureate, college in the high school, military and apprenticeship opportunities. WR – 1.3 Prepare a program of study for at least one career of interest. WR – 1.4 Apply knowledge gained from individual assessment to a set of goals and a career plan. WR – 1.5 Develop strategies to make an effective transition from school to career. WR – 1.6 Identify industry certification opportunities.		
<i>Aligned Washington State Standards</i>		
<b>Educational Technology</b>	1.3.2 – Locate and organize information from a variety of sources and media. 1.3.3 – Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results. 2.1 – Practice Safety: Demonstrate safe, legal and ethical behavior in the use of information and technology. 2.2.1 – Develop skills to use technology effectively. 2.3 – Select and Use Applications: Use productivity tools and common applications effectively and constructively.	

	2.4 – Adapt to Change (Technology Fluency): Transfer current knowledge to new and emerging technologies.
<b>Health and Fitness</b>	2.4 – Acquire skills to live safely and reduce health risks
<b>Reading-CCSS</b>	<p><b>Craft and Structure:</b></p> <p>4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.</p> <p><b>Integration of knowledge and ideas:</b></p> <p>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.</p>
<b>Writing-CCSS</b>	<p><b>Text types and purposes:</b></p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p><b>Research to build and present knowledge:</b></p> <p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format to citation.</p> <p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p>

Unit: WR-2 Personal Success	Total Learning Unit Hours: 2
<p><b>Performance Assessments:</b>  Show up to class on-time/regularly and ready to work. Research positions open within a variety of companies and compare / contrast their descriptions, duties, and expectations. Participate in a Career Research assignment.</p> <p><b>Leadership Alignment:</b>  <b>Think Creatively</b> – Students will complete assignments/projects; ones that require students to think creatively using their foundational knowledge to design and create video games that are marketable to a targeted audience.  <b>Work Creatively with Others</b> – Students will participate in and complete group projects; ones that require collaborating, brainstorming, communication, negotiating, etc. to assure project success.  <b>Solve Problems</b> – Students will complete assignments/projects; ones that require demonstrating their competency of their problem solving skills through constant evaluation and testing of games.  <b>Communicate Clearly</b> – Students will participate in and complete group projects; ones that require collaborating, brainstorming, communication, negotiating, etc. to assure project success.  <b>Collaborate with Others</b> – Students will participate in and complete group projects; ones that require collaborating, brainstorming, communication, negotiating, etc. to assure project success.  <b>Access and Evaluate Information</b> – Students will complete assignments/projects; ones that require researching information by using search engines and websites via the Internet.  <b>Use and Manage Information</b> – Students will complete assignments/projects; ones that require using search engines and websites via the Internet.  <b>Analyze Media</b> – Students will complete assignments/projects; ones that require using search engines and websites via the Internet, comparing information from multiple websites to validate the information.  <b>Create Media Products</b> – Students will complete projects; ones that require the use of industry recognized game/multi-media development software to design fully functioning game.  <b>Apply Technology Effectively</b> – Students will complete assignments/projects; ones that require the understanding of how to appropriately use various technologies and how they may function with the work done in the classroom.  <b>Manage Goals and Time</b> – Students will complete assignments/projects; ones that require the setting of short-term goals with a deadline for completing the goals.  <b>Work Independently</b> – Students will complete assignments/projects; ones that require work to be done without or minimal direct instruction or oversight.  <b>Interact Effectively with Others</b> – Students will participate in and complete group projects; ones that require students to work together which provides them the ability to demonstrate and practice their interpersonal skills and problem solving skills.  <b>Work Effectively with Diverse Teams</b> – Students will participate in and complete group projects; ones that require students to work together which provides them the ability to demonstrate and practice their interpersonal skills and problem solving skills.  <b>Manage Projects</b> – Students will complete assignments/projects; ones that require deadlines to be set for working through the entire assignment/project from start-to-finish to meet a due date.  <b>Produce Results</b> – Students will complete projects; ones that require knowledge and skills to plan, design, and build their games.  <b>Guide and Lead Others</b> – Students will participate in and complete group projects; ones that require demonstration of interpersonal skills, problem solving skills and relationship building to act responsibly to one another in the classroom and to those outside of the classroom specifically for the purpose of projects related to the class when working within a group.</p>	



<b><i>Standards and Competencies</i></b>	
WR – 2.1 Implement effective study skills for academic success. WR – 2.2 Use interpersonal skills to facilitate effective teamwork. WR – 2.3 Use a problem-solving model and critical-thinking skills to make informed decisions. WR – 2.4 Use effective time-management and goal-setting strategies. WR – 2.5 Effectively use information and communication technology tools. WR – 2.6 Identify skills that can be transferable among a variety of careers.	
<b><i>Aligned Washington State Standards</i></b>	
<b>Educational Technology</b>	1.3.2 – Locate and organize information from a variety of sources and media. 1.3.3 – Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results. 2.1.2 – Practice ethical and respectful behavior. 2.2.1 – Develop skills to use technology effectively. 2.3.1 – Select and use common applications. 2.3.2 – Select and use online applications. 2.4.1 – Formulate and synthesize new knowledge.
<b>Health and Fitness</b>	2.4 – Acquire skills to live safely and reduce health risks
<b>Reading-CCSS</b>	<b>Craft and Structure:</b> 4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics. <b>Integration of knowledge and ideas:</b> 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.
<b>Writing-CCSS</b>	<b>Text types and purposes:</b> 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. <b>Research to build and present knowledge:</b> 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format to citation. 9. Draw evidence from informational texts to support analysis, reflection, and research.

Unit: WR-3 Employability and Entrepreneurship		Total Learning Unit Hours: 2
<b>Performance Assessments:</b> Students will prepare a report covering the requirements for training, certification, licensing and the personal characteristics required for employment in that career. The report should include an assessment of personal strengths for success in that particular field.		
<b>Leadership Alignment:</b> <b>Communicate Clearly</b> – Students will participate in and complete group projects; ones that require collaborating, brainstorming, communication, negotiating, etc. to assure project success. <b>Access and Evaluate Information</b> – Students will complete assignments/projects; ones that require researching information by using search engines and websites via the Internet. <b>Use and Manage Information</b> – Students will complete assignments/projects; ones that require using search engines and websites via the Internet. <b>Apply Technology Effectively</b> – Students will complete assignments/projects; ones that require the understanding of how to appropriately use various technologies and how they may function with the work done in the classroom. <b>Manage Goals and Time</b> – Students will complete assignments/projects; ones that require the setting of short-term goals with a deadline for completing the goals. <b>Work Independently</b> – Students will complete assignments/projects; ones that require work to be done without or minimal direct instruction or oversight.		
<b><i>Standards and Competencies</i></b>		
WR – 3.1 Demonstrate effective verbal, nonverbal, written, and electronic communication skills. WR – 3.2 Evaluate the impact of positive and negative personal choices, including use of electronic communications such as social networking sites. WR – 3.3 Model characteristics of effective leadership, teamwork, and conflict management. WR – 3.4 Recognize the importance of a healthy lifestyle, including the ability to manage stress. WR – 3.5 Explore and model characteristics necessary for professional success such as work ethics, integrity, dedication, perseverance, and the ability to interact with a diverse population. WR – 3.6 Complete activities using project- and time-management techniques. WR – 3.7 Identify and model appropriate grooming and appearance for the workplace. WR – 3.8 Demonstrate dependability, punctuality, and initiative. WR – 3.9 Model appropriate business and personal etiquette in the workplace. WR – 3.10 Exhibit productive work habits, ethical practices, and a positive attitude. WR – 3.11 Demonstrate the ability to work with the other employees to support the organization and complete assigned tasks. WR – 3.12 Demonstrate willingness to learn and further develop skills. WR – 3.13 Describe the importance of having a positive attitude and techniques that boost morale. WR – 3.14 Show initiative by coming up with unique solutions and taking on extra responsibilities. WR – 3.15 Explain the importance of setting goals and demonstrate the ability to set, reach, and evaluate goals. WR – 3.16 Explain the importance of taking pride in work accomplished and extrinsic and intrinsic motivators that can be used to increase pride. WR – 3.17 Identify how to prioritize work to fulfill responsibilities and meet deadlines.		
<b><i>Aligned Washington State Standards</i></b>		
<b>Educational Technology</b>	1.3.2 – Locate and organize information from a variety of sources and media. 1.3.3 – Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results. 2.1.2 – Practice ethical and respectful behavior.	

	<p>2.2.1 – Develop skills to use technology effectively.</p> <p>2.3.1 – Select and use common applications.</p> <p>2.3.2 – Select and use online applications.</p> <p>2.4.1 – Formulate and synthesize new knowledge.</p>
<b>Health and Fitness</b>	2.4 – Acquire skills to live safely and reduce health risks
<b>Reading-CCSS</b>	<p><b>Craft and Structure:</b></p> <p>4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.</p> <p><b>Integration of knowledge and ideas:</b></p> <p>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.</p>
<b>Writing-CCSS</b>	<p><b>Text types and purposes:</b></p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p><b>Research to build and present knowledge:</b></p> <p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format to citation.</p> <p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p>

Unit: WR-4 Problem Solving	Total Learning Unit Hours: 6
<p><b>Performance Assessments:</b> Students will demonstrate their competency of their problem solving skills during formative assessments. Teacher will observe and support students in recovering any skills that are insufficient.</p> <p><b>Leadership Alignment:</b>  <b>Think Creatively</b> – Students will complete assignments/projects; ones that require students to think creatively using their foundational knowledge to design and create video games that are marketable to a targeted audience.  <b>Work Creatively with Others</b> – Students will participate in and complete group projects; ones that require collaborating, brainstorming, communication, negotiating, etc. to assure project success.  <b>Solve Problems</b> – Students will complete assignments/projects; ones that require demonstrating their competency of their problem solving skills through constant evaluation and testing of games.  <b>Communicate Clearly</b> – Students will participate in and complete group projects; ones that require collaborating, brainstorming, communication, negotiating, etc. to assure project success.  <b>Collaborate with Others</b> – Students will participate in and complete group projects; ones that require collaborating, brainstorming, communication, negotiating, etc. to assure project success.  <b>Access and Evaluate Information</b> – Students will complete assignments/projects; ones that require researching information by using search engines and websites via the Internet.  <b>Use and Manage Information</b> – Students will complete assignments/projects; ones that require using search engines and websites via the Internet.  <b>Analyze Media</b> – Students will complete assignments/projects; ones that require using search engines and websites via the Internet, comparing information from multiple websites to validate the information.  <b>Create Media Products</b> – Students will complete projects; ones that require the use of industry recognized game/multi-media development software to design fully functioning game.  <b>Apply Technology Effectively</b> – Students will complete assignments/projects; ones that require the understanding of how to appropriately use various technologies and how they may function with the work done in the classroom.  <b>Manage Goals and Time</b> – Students will complete assignments/projects; ones that require the setting of short-term goals with a deadline for completing the goals.  <b>Work Independently</b> – Students will complete assignments/projects; ones that require work to be done without or minimal direct instruction or oversight.  <b>Interact Effectively with Others</b> – Students will participate in and complete group projects; ones that require students to work together which provides them the ability to demonstrate and practice their interpersonal skills and problem solving skills.  <b>Work Effectively with Diverse Teams</b> – Students will participate in and complete group projects; ones that require students to work together which provides them the ability to demonstrate and practice their interpersonal skills and problem solving skills.  <b>Manage Projects</b> – Students will complete assignments/projects; ones that require deadlines to be set for working through the entire assignment/project from start-to-finish to meet a due date.  <b>Produce Results</b> – Students will complete projects; ones that require knowledge and skills to plan, design, and build their games.  <b>Guide and Lead Others</b> – Students will participate in and complete group projects; ones that require demonstration of interpersonal skills, problem solving skills and relationship building to act responsibly to one another in the classroom and to those outside of the classroom specifically for the purpose of projects related to the class when working within a group.</p>	

<i>Standards and Competencies</i>	
WR – 4.1 Employ critical thinking skills independently and in teams to solve problems and make decisions. WR – 4.2 Employ critical thinking and interpersonal skills to resolve conflicts. WR – 4.3 Identify and document workplace performance goals and monitor progress toward those goals. WR – 4.4 Conduct technical research to gather information necessary for decision-making. WR – 4.5 Explain the importance and dynamics of individual and teamwork approaches of problem solving. WR – 4.6 Describe methods of researching and validating reliable information relevant to the problem. WR – 4.7 Explain strategies used to formulate ideas, proposals and solutions to problems. WR – 4.8 Select potential solutions based on reasoned criteria. WR – 4.9 Implement and evaluate solution(s).	
<i>Aligned Washington State Standards</i>	
<b>Art</b>	1.1 – Understands and applies visual arts concepts and vocabulary. 3.2 – Uses visual arts to communicate for a specific purpose. 4.5 – Understands how arts knowledge and skills are used in the world of work, including careers in the arts. 2.1 – Applies a creative process to visual arts.
<b>Communications</b>	<b>Comprehension and Collaboration:</b> 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<b>Educational Technology</b>	1.1 – Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology. 1.2.1 – Communicate and collaborate to learn with others. 1.3.1 – Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry. 1.3.2 – Locate and organize information from a variety of sources and media. 1.3.3 – Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results. 2.1.2 – Practice ethical and respectful behavior. 2.2.1 – Develop skills to use technology effectively. 2.2.2 – Use a variety of hardware to support learning. 2.3.1 – Select and use common applications. 2.3.2 – Select and use online applications. 2.4.1 – Formulate and synthesize new knowledge.
<b>Health and Fitness</b>	2.4 – Acquire skills to live safely and reduce health risks
<b>Reading-CCSS</b>	<b>Craft and Structure:</b> 4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics. <b>Integration of knowledge and ideas:</b> 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.
<b>Mathematics-CCSS</b>	<b>Standards for Mathematical Practices:</b>

	<ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them</li> <li>2. Reason abstractly and quantitatively</li> </ol>
<b>Writing-CCSS</b>	<p><b>Text types and purposes:</b></p> <ol style="list-style-type: none"> <li>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</li> </ol> <p><b>Research to build and present knowledge:</b></p> <ol style="list-style-type: none"> <li>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</li> <li>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format to citation.</li> </ol>



Unit: WR-5 Teamwork and Cooperation	Total Learning Unit Hours: 20
<p><b>Performance Assessments:</b> Working in teams, students will select and complete a comprehensive group design project, i.e., one that requires using such leadership skills as goal setting, advocacy, communication, parliamentary procedure, etc. to assure project success.</p> <p><b>Leadership Alignment:</b>  <b>Think Creatively</b> – Students will complete assignments/projects; ones that require students to think creatively using their foundational knowledge to design and create video games that are marketable to a targeted audience.  <b>Work Creatively with Others</b> – Students will participate in and complete group projects; ones that require collaborating, brainstorming, communication, negotiating, etc. to assure project success.  <b>Solve Problems</b> – Students will complete assignments/projects; ones that require demonstrating their competency of their problem solving skills through constant evaluation and testing of games.  <b>Communicate Clearly</b> – Students will participate in and complete group projects; ones that require collaborating, brainstorming, communication, negotiating, etc. to assure project success.  <b>Collaborate with Others</b> – Students will participate in and complete group projects; ones that require collaborating, brainstorming, communication, negotiating, etc. to assure project success.  <b>Apply Technology Effectively</b> – Students will complete assignments/projects; ones that require the understanding of how to appropriately use various technologies and how they may function with the work done in the classroom.  <b>Manage Goals and Time</b> – Students will complete assignments/projects; ones that require the setting of short-term goals with a deadline for completing the goals.  <b>Interact Effectively with Others</b> – Students will participate in and complete group projects; ones that require students to work together which provides them the ability to demonstrate and practice their interpersonal skills and problem solving skills.  <b>Work Effectively with Diverse Teams</b> – Students will participate in and complete group projects; ones that require students to work together which provides them the ability to demonstrate and practice their interpersonal skills and problem solving skills.  <b>Manage Projects</b> – Students will complete assignments/projects; ones that require deadlines to be set for working through the entire assignment/project from start-to-finish to meet a due date.  <b>Guide and Lead Others</b> – Students will participate in and complete group projects; ones that require demonstration of interpersonal skills, problem solving skills and relationship building to act responsibly to one another in the classroom and to those outside of the classroom specifically for the purpose of projects related to the class when working within a group.</p>	
<b>Standards and Competencies</b>	
WR – 5.1 Employ leadership skills to accomplish organizational goals and objectives. WR – 5.2 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks. WR – 5.3 Conduct and participate in meetings to accomplish work tasks. WR – 5.4 Employ mentoring skills to inspire and teach others. WR – 5.5 Cooperates rather than compete with team members WR – 5.6 Offers/seek suggestions, opinions, and information to team members. WR – 5.7 Listens to and considers the ideas of team members. WR – 5.8 Supports group decision even if not in total agreement. WR – 5.9 Communicates changes or problems to team members.	

WR – 5.10 Treat everybody with respect and understanding  
 WR – 5.11 Employ mentoring skills to inspire and teach others.

*Aligned Washington State Standards*

<b>Communications-CCSS</b>	<b>Comprehension and Collaboration:</b> 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. 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<b>Educational Technology</b>	1.1 – Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology. 1.2.1 – Communicate and collaborate to learn with others. 1.3.1 – Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry. 1.3.2 – Locate and organize information from a variety of sources and media. 1.3.3 – Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results. 2.1.1 – Practice personal safety. 2.1.2 – Practice ethical and respectful behavior. 2.2.1 – Develop skills to use technology effectively. 2.2.2 – Use a variety of hardware to support learning. 2.3.1 – Select and use common applications. 2.3.2 – Select and use online applications. 2.4.1 – Formulate and synthesize new knowledge.
<b>Health and Fitness</b>	2.4 – Acquire skills to live safely and reduce health risks
<b>Reading-CCSS</b>	<b>Craft and Structure:</b> 4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics. <b>Integration of knowledge and ideas:</b> 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.
<b>Writing-CCSS</b>	<b>Text types and purposes:</b> 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

Unit: F-1 Foundational Skills		Total Learning Unit Hours: 2
<b>Performance Assessments:</b> Students will demonstrate their competency in these foundational skills during the formative assessment. Teacher will observe and support students in recovering any skills that are insufficient.		
<b>Leadership Alignment:</b> <b>Solve Problems</b> – Students will complete assignments/projects; ones that require demonstrating their competency of their problem solving skills through constant evaluation and testing of games. <b>Communicate Clearly</b> – Students will participate in and complete group projects; ones that require collaborating, brainstorming, communication, negotiating, etc. to assure project success. <b>Use and Manage Information</b> – Students will complete assignments/projects; ones that require using search engines and websites via the Internet. <b>Apply Technology Effectively</b> – Students will complete assignments/projects; ones that require the understanding of how to appropriately use various technologies and how they may function with the work done in the classroom. <b>Create Media Products</b> – Students will complete projects; ones that require the use of industry recognized game/multi-media development software to design fully functioning game.		
Standards and Competencies		
F – 1.1 Remedial Computer Knowledge – Students will have comfort working in, saving, and retrieving files, accessing network folders in a windowing OS environment. F – 1.2 Mathematical Baseline – All students must demonstrate a solid ability to think algebraically. F – 1.3 Art and Design – Students must be willing to express themselves in traditional and electronic visual media. F – 1.4 Safety – Students will demonstrate an ability to work safely with computers including correct ergonomics and respect for electronic machinery.		
Aligned Washington State Standards		
Art	1.1 – Understands and applies visual arts concepts and vocabulary. 1.2 – Develops visual arts skills and techniques.	
Educational Technology	1.3.2 – Locate and organize information from a variety of sources and media. 2.1.1 – Practice personal safety. 2.1.2 – Practice ethical and respectful behavior. 2.2.1 – Develop skills to use technology effectively. 2.2.2 – Use a variety of hardware to support learning. 2.3.1 – Select and use common applications. 2.3.2 – Select and use online applications. 2.4.1 – Formulate and synthesize new knowledge.	
Health and Fitness	2.4 – Acquire skills to live safely and reduce health risks	
Reading-CCSS	<b>Craft and Structure:</b> 4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics. <b>Integration of knowledge and ideas:</b> 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.
<b>Writing-CCSS</b>	<b>Research to build and present knowledge:</b> 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format to citation. 9. Draw evidence from informational texts to support analysis, reflection, and research.
<b>Mathematics-CCSS</b>	<b>Standards for Mathematical Practices:</b> 1. Make sense of problems and persevere in solving them. 5. Use appropriate tools strategically. <b>The Complex Number System (N-CN):</b> Perform arithmetic operations with complex numbers

Unit: C-1 Computer Science and Applied Programming		Total Learning Unit Hours: 64
<b>Performance Assessments:</b> Students will demonstrate their programming knowledge by successful completion of multiple, progressive, game/app projects utilizing the practices listed below. Students will also be able to converse in terminology appropriate to the video game and interactive media design industry.		
<b>Leadership Alignment:</b> <b>Solve Problems</b> – Students will complete assignments/projects; ones that require demonstrating their competency of their problem solving skills through constant evaluation and testing of games. <b>Use and Manage Information</b> – Students will complete assignments/projects; ones that require using search engines and websites via the Internet. <b>Create Media Products</b> – Students will complete projects; ones that require the use of industry recognized game/multi-media development software to design fully functioning game. <b>Apply Technology Effectively</b> – Students will complete assignments/projects; ones that require the understanding of how to appropriately use various technologies and how they may function with the work done in the classroom. <b>Work Independently</b> – Students will complete assignments/projects; ones that require work to be done without or minimal direct instruction or oversight. <b>Manage Projects</b> – Students will complete assignments/projects; ones that require deadlines to be set for working through the entire assignment/project from start-to-finish to meet a due date. <b>Produce Results</b> – Students will complete projects; ones that require knowledge and skills to plan, design, and build their games.		
<i>Standards and Competencies</i>		
C – 1.1 Vocabulary C – 1.2 Intro to programming languages C – 1.3 Intro to problem solving C – 1.4 Variable types C – 1.5 Data types C – 1.6 Variables C – 1.7 Operators and operands C – 1.8 Statements C – 1.9 Expressions C – 1.10 Functions and function calls C – 1.11 Functions with arguments C – 1.12 Object Oriented Programming (abstraction, encapsulation) C – 1.13 Classes and objects C – 1.14 Structures C – 1.15 One-dimensional arrays C – 1.16 Two-dimensional arrays C – 1.17 File saving C – 1.18 File loading		
<i>Aligned Washington State Standards</i>		
Art	1.1 – Understands and applies visual arts concepts and vocabulary.	

	<p>1.2 – Develops visual arts skills and techniques.</p> <p>2.1 – Applies a creative process to visual arts.</p> <p>3.2 – Uses visual arts to communicate for a specific purpose.</p> <p>4.5 – Understands how arts knowledge and skills are used in the world of work, including careers in the arts.</p>
<b>Communications-CCSS</b>	<p><b>Comprehension and Collaboration:</b></p> <p>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.</p> <p>2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
<b>Educational Technology</b>	<p>1.1 – Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.</p> <p>1.2.1 – Communicate and collaborate to learn with others.</p> <p>1.3.1 – Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry.</p> <p>1.3.2 – Locate and organize information from a variety of sources and media.</p> <p>1.3.3 – Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results.</p> <p>2.1.1 – Practice personal safety.</p> <p>2.1.2 – Practice ethical and respectful behavior.</p> <p>2.2.1 – Develop skills to use technology effectively.</p> <p>2.2.2 – Use a variety of hardware to support learning.</p> <p>2.3.1 – Select and use common applications.</p> <p>2.3.2 – Select and use online applications.</p> <p>2.4.1 – Formulate and synthesize new knowledge.</p>
<b>Health and Fitness</b>	<p>2.4 – Acquire skills to live safely and reduce health risks</p>
<b>Math-CCSS</b>	<p><b>Standards for Mathematical Practices:</b></p> <p>2. Reason abstractly and quantitatively.</p> <p>3. Construct viable arguments and critique the reasoning of others</p> <p>5. Use appropriate tools strategically</p> <p>8. Look for an express regularity in repeated reasoning</p> <p><b>Quantities (N-Q):</b></p> <p>Reasons quantitatively and use units to solve problems</p> <p><b>Seeing Structure In Expressions (A-SSE):</b></p> <p>Interpret the structure of expressions</p> <p>Write expressions in equivalent forms to solve problems</p> <p><b>Creating Equations (A-CED):</b></p> <p>Create equations that describe numbers or relationships</p> <p><b>Reasoning with Equations and Inequalities (A-REI):</b></p> <p>Solve systems of equations</p>



	<p><b>Interpreting Functions (F-IF):</b>  Understand the concepts of a function and use function notation  Interpret functions that arise in applications in terms of the context</p> <p><b>Building Functions (F-BF):</b>  Build a function that models a relationship between two quantities  Build new functions from existing functions</p> <p><b>Congruence (G-CO):</b>  Make geometric constructions</p> <p><b>Geometric Measurement and Dimension (G-GMD):</b>  Visualize relationships between two-dimensional and three-dimensional objects</p> <p><b>Modeling with Geometry (G-MG):</b>  Apply geometric concepts in modeling situations</p>
<b>Reading-CCSS</b>	<p><b>Craft and Structure:</b>  4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.</p> <p><b>Integration of knowledge and ideas:</b>  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.</p>
<b>Writing-CCSS</b>	<p><b>Text types and purposes:</b>  2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p><b>Research to build and present knowledge:</b>  7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format to citation.  9. Draw evidence from informational texts to support analysis, reflection, and research.</p>

Unit: C-2 Applied Mathematics Concepts		Total Learning Unit Hours: 94
<p><b>Performance Assessments:</b> Students will demonstrate their understanding of math concepts by successful completion of multiple, progressive, game/app projects utilizing the practices listed below. Students will also be able to converse in terminology appropriate to the video game and interactive media design industry.</p>		
<p><b>Leadership Alignment:</b></p> <p><b>Solve Problems</b> – Students will complete assignments/projects; ones that require demonstrating their competency of their problem solving skills through constant evaluation and testing of games.</p> <p><b>Use and Manage Information</b> – Students will complete assignments/projects; ones that require using search engines and websites via the Internet.</p> <p><b>Create Media Products</b> – Students will complete projects; ones that require the use of industry recognized game/multi-media development software to design fully functioning game.</p> <p><b>Apply Technology Effectively</b> – Students will complete assignments/projects; ones that require the understanding of how to appropriately use various technologies and how they may function with the work done in the classroom.</p> <p><b>Work Independently</b> – Students will complete assignments/projects; ones that require work to be done without or minimal direct instruction or oversight.</p> <p><b>Manage Projects</b> – Students will complete assignments/projects; ones that require deadlines to be set for working through the entire assignment/project from start-to-finish to meet a due date.</p> <p><b>Produce Results</b> – Students will complete projects; ones that require knowledge and skills to plan, design, and build their games.</p>		
Standards and Competencies		
<p>C – 2.1 Vocabulary.</p> <p>C – 2.2 Understanding that mathematics is embedded in all video games.</p> <p>C – 2.3 Integers.</p> <p>C – 2.4 Decimals.</p> <p>C – 2.5 A video game use for linear systems is shown.</p> <p>C – 2.6 A video game use for systems of linear equations is shown.</p> <p>C – 2.7 Number systems.</p> <p>C – 2.8 Vectors.</p> <p>C – 2.9 Vector types.</p> <p>C – 2.10 Position coordinate systems.</p>		
Aligned Washington State Standards		
Art	<p>1.1 – Understands and applies visual arts concepts and vocabulary.</p> <p>1.2 – Develops visual arts skills and techniques.</p> <p>2.1 – Applies a creative process to visual arts.</p> <p>3.2 – Uses visual arts to communicate for a specific purpose.</p> <p>4.5 – Understands how arts knowledge and skills are used in the world of work, including careers in the arts.</p>	
Communications-CCSS	<p><b>Comprehension and Collaboration:</b></p> <p>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.</p> <p>2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in</p>	

	order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<b>Educational Technology</b>	1.1 – Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology. 1.2.1 – Communicate and collaborate to learn with others. 1.3.1 – Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry. 1.3.2 – Locate and organize information from a variety of sources and media. 1.3.3 – Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results. 2.1.1 – Practice personal safety. 2.1.2 – Practice ethical and respectful behavior. 2.2.1 – Develop skills to use technology effectively. 2.2.2 – Use a variety of hardware to support learning. 2.3.1 – Select and use common applications. 2.3.2 – Select and use online applications. 2.4.1 – Formulate and synthesize new knowledge.
<b>Health and Fitness</b>	2.4 – Acquire skills to live safely and reduce health risks
<b>Math-CCSS</b>	<b>Standards for Mathematical Practices:</b> 2. Reason abstractly and quantitatively 4. Model with mathematics 5. Use appropriate tools strategically <b>Vector and Matrix Quantities (N-VM):</b> Represent and model with vector quantities Perform operations on vectors <b>Interpreting Functions (F-IF):</b> Interpret functions that arise in applications in terms of the context Analyze functions using different representations <b>Linear, Quadratic, and Exponential Models (F-LE):</b> Construct and compare linear, quadratic, and exponential models and solve problems Explain expressions for functions in terms of the situation they model <b>Trigonometric Functions (F-TF):</b> Model periodic phenomena with trigonometric functions Prove and apply trigonometric identities <b>Similarity, Right Triangles, and Trigonometry (G-SRT):</b> Understand similarity in terms of similarity transformations Apply trigonometry to general triangles
<b>Reading-CCSS</b>	<b>Craft and Structure:</b> 4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics. <b>Integration of knowledge and ideas:</b>

	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.
<b>Writing-CCSS</b>	<p><b>Text types and purposes:</b></p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p><b>Research to build and present knowledge:</b></p> <p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format to citation.</p> <p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p>

Unit: C-3 Art and Design Concepts		Total Learning Unit Hours: 64
<b>Performance Assessments:</b> Students will demonstrate their understanding of art and design concepts by creating original art assets for their games while applying fundamentals of art design. The art will communicate appropriately and effectively to the designated audience. Students will also be able to converse in terminology appropriate to the video game and interactive media design industry.		
<b>Leadership Alignment:</b> <b>Solve Problems</b> – Students will complete assignments/projects; ones that require demonstrating their competency of their problem solving skills through constant evaluation and testing of games. <b>Use and Manage Information</b> – Students will complete assignments/projects; ones that require using search engines and websites via the Internet. <b>Create Media Products</b> – Students will complete projects; ones that require the use of industry recognized game/multi-media development software to design fully functioning game. <b>Apply Technology Effectively</b> – Students will complete assignments/projects; ones that require the understanding of how to appropriately use various technologies and how they may function with the work done in the classroom. <b>Work Independently</b> – Students will complete assignments/projects; ones that require work to be done without or minimal direct instruction or oversight. <b>Manage Projects</b> – Students will complete assignments/projects; ones that require deadlines to be set for working through the entire assignment/project from start-to-finish to meet a due date. <b>Produce Results</b> – Students will complete projects; ones that require knowledge and skills to plan, design, and build their games.		
<i>Standards and Competencies</i>		
C – 3.1 Vocabulary C – 3.2 Art/design elements C – 3.3 Art/design principles C – 3.4 Color theory C – 3.5 Intro to 2D drawing application C – 3.6 Anatomy of motion C – 3.7 Keyframing and Tweening C – 3.8 Image file types C – 3.9 Research C – 3.10 Advanced 2D graphics C – 3.11 The design process C – 3.12 Character design C – 3.13 Introduction to 3D modeling and animation application C – 3.14 3D primitives and modeling		
<i>Aligned Washington State Standards</i>		
<b>Art</b>	1.1 – Understands and applies visual arts concepts and vocabulary. 1.2 – Develops visual arts skills and techniques. 2.1 – Applies a creative process to visual arts. 3.2 – Uses visual arts to communicate for a specific purpose. 4.5 – Understands how arts knowledge and skills are used in the world of work, including careers in the arts.	

<b>Communications-CCSS</b>	<b>Comprehension and Collaboration:</b> 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. 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<b>Educational Technology</b>	1.1 – Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology. 1.2.1 – Communicate and collaborate to learn with others. 1.3.1 – Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry. 1.3.2 – Locate and organize information from a variety of sources and media. 1.3.3 – Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results. 2.1.1 – Practice personal safety. 2.1.2 – Practice ethical and respectful behavior. 2.2.1 – Develop skills to use technology effectively. 2.2.2 – Use a variety of hardware to support learning. 2.3.1 – Select and use common applications. 2.3.2 – Select and use online applications. 2.4.1 – Formulate and synthesize new knowledge.
<b>Health and Fitness</b>	2.4 – Acquire skills to live safely and reduce health risks
<b>Math-CCSS</b>	<b>Standards for Mathematical Practices:</b> 4. Model with mathematics
<b>Reading-CCSS</b>	<b>Craft and Structure:</b> 4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics. <b>Integration of knowledge and ideas:</b> 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.
<b>Writing-CCSS</b>	<b>Text types and purposes:</b> 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. <b>Research to build and present knowledge:</b> 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a



	<p>standard format to citation.</p> <p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p>
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Unit: C-4 Video Game / Interactive Media Design Concepts	Total Learning Unit Hours: 96
<p><b>Performance Assessments:</b>  Students will demonstrate their understanding of game design concepts by successful completion of multiple, progressive, game/app projects utilizing the practices listed below. Students will also be able to converse in terminology appropriate to the video game and interactive media design industry. Following iterations of the design process will show growth of understanding.</p> <p><b>Leadership Alignment:</b>  <b>Think Creatively</b> – Students will complete assignments/projects; ones that require students to think creatively using their foundational knowledge to design and create video games that are marketable to a targeted audience.  <b>Work Creatively with Others</b> – Students will participate in and complete group projects; ones that require collaborating, brainstorming, communication, negotiating, etc. to assure project success.  <b>Solve Problems</b> – Students will complete assignments/projects; ones that require demonstrating their competency of their problem solving skills through constant evaluation and testing of games.  <b>Communicate Clearly</b> – Students will participate in and complete group projects; ones that require collaborating, brainstorming, communication, negotiating, etc. to assure project success.  <b>Collaborate with Others</b> – Students will participate in and complete group projects; ones that require collaborating, brainstorming, communication, negotiating, etc. to assure project success.  <b>Use and Manage Information</b> – Students will complete assignments/projects; ones that require using search engines and websites via the Internet.  <b>Create Media Products</b> – Students will complete projects; ones that require the use of industry recognized game/multi-media development software to design fully functioning game.  <b>Apply Technology Effectively</b> – Students will complete assignments/projects; ones that require the understanding of how to appropriately use various technologies and how they may function with the work done in the classroom.  <b>Manage Goals and Time</b> – Students will complete assignments/projects; ones that require the setting of short-term goals with a deadline for completing the goals.  <b>Work Independently</b> – Students will complete assignments/projects; ones that require work to be done without or minimal direct instruction or oversight.  <b>Interact Effectively with Others</b> – Students will participate in and complete group projects; ones that require students to work together which provides them the ability to demonstrate and practice their interpersonal skills and problem solving skills.  <b>Work Effectively with Diverse Teams</b> – Students will participate in and complete group projects; ones that require students to work together which provides them the ability to demonstrate and practice their interpersonal skills and problem solving skills.  <b>Manage Projects</b> – Students will complete assignments/projects; ones that require deadlines to be set for working through the entire assignment/project from start-to-finish to meet a due date.  <b>Produce Results</b> – Students will complete projects; ones that require knowledge and skills to plan, design, and build their games.  <b>Guide and Lead Others</b> – Students will participate in and complete group projects; ones that require demonstration of interpersonal skills, problem solving skills and relationship building to act responsibly to one another in the classroom and to those outside of the classroom specifically for the purpose of projects related to the class when working within a group.</p>	
<b>Standards and Competencies</b>	
C – 4.1 Vocabulary C – 4.2 Definition of computer game C – 4.3 Entertainment value	

C – 4.4 Computer game development process  
 C – 4.5 Computer game development team  
 C – 4.6 Computer game platforms  
 C – 4.7 Computer game engine and tools  
 C – 4.8 Game genres  
 C – 4.9 Character/enemy design  
 C – 4.10 Story proposal  
 C – 4.11 Design presentation  
 C – 4.12 Requirements analysis  
 C – 4.13 Production of art assets  
 C – 4.14 Game User Interface design  
 C – 4.15 AI design  
 C – 4.16 Sound and music  
 C – 4.17 Game Design Document  
 C – 4.18 Technical Design Document  
 C – 4.19 Digital prototyping process  
 C – 4.20 Playability  
 C – 4.21 Measuring and handling player feedback

*Aligned Washington State Standards*

<b>Art</b>	1.1 – Understands and applies visual arts concepts and vocabulary. 1.2 – Develops visual arts skills and techniques. 2.1 – Applies a creative process to visual arts. 3.2 – Uses visual arts to communicate for a specific purpose. 4.5 – Understands how arts knowledge and skills are used in the world of work, including careers in the arts.
<b>Communications-CCSS</b>	<b>Comprehension and Collaboration:</b> 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. 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<b>Educational Technology</b>	1.1 – Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology. 1.2.1 – Communicate and collaborate to learn with others. 1.3.1 – Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry. 1.3.2 – Locate and organize information from a variety of sources and media. 1.3.3 – Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results. 2.1.1 – Practice personal safety. 2.1.2 – Practice ethical and respectful behavior.

	2.2.1 – Develop skills to use technology effectively. 2.2.2 – Use a variety of hardware to support learning. 2.3.1 – Select and use common applications. 2.3.2 – Select and use online applications. 2.4.1 – Formulate and synthesize new knowledge.
<b>Health and Fitness</b>	2.4 – Acquire skills to live safely and reduce health risks
<b>Math-CCSS</b>	<b>Standards for Mathematical Practices:</b> 4. Model with mathematics 5. Use appropriate tools strategically 7. Look for and make use of structure
<b>Reading-CCSS</b>	<b>Craft and Structure:</b> 4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics. <b>Integration of knowledge and ideas:</b> 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.
<b>Writing-CCSS</b>	<b>Text types and purposes:</b> 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. <b>Research to build and present knowledge:</b> 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format to citation. 9. Draw evidence from informational texts to support analysis, reflection, and research.

## *21<sup>st</sup> Century Skills*

Check those that students will demonstrate in this course:

### **LEARNING & INNOVATION**

#### **Creativity and Innovation**

- ☒ Think Creatively
- ☒ Work Creatively with Others
- ☐ Implement Innovations

#### **Critical Thinking and Problem Solving**

- ☐ Reason Effectively
- ☐ Use Systems Thinking
- ☐ Make Judgments and Decisions
- ☒ Solve Problems

#### **Communication and Collaboration**

- ☒ Communicate Clearly
- ☒ Collaborate with Others

### **INFORMATION, MEDIA & 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 & 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

# AUBURN SCHOOL DISTRICT #408

## EQUIVALENT LEADERSHIP

For

### VIDEO GAME DESIGN / INTERACTIVE MEDIA DESIGN

Leadership and Employability (21 <sup>st</sup> CENTURY SKILLS DOCUMENTATION)	Activity and Explanation
<b>Creativity and Innovation</b>	
<p><b><u>Think Creatively</u></b></p> <ul style="list-style-type: none"> <li>• Use a wide range of idea creation techniques (such as brainstorming).</li> <li>• Create new and worthwhile ideas (both incremental and radical concepts).</li> <li>• Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts.</li> </ul>	<p><b>Activity:</b> Students will complete assignments/projects; ones that require students to think creatively using their foundational knowledge to design and create video games that are marketable to a targeted audience.</p>
<p><b><u>Work Creatively with Others</u></b></p> <ul style="list-style-type: none"> <li>• Develop, implement and communicate new ideas to others effectively.</li> <li>• Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work.</li> <li>• Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas.</li> </ul>	<p><b>Activity:</b> Students will participate in and complete group projects; ones that require collaborating, brainstorming, communication, negotiating, etc. to assure project success.</p>
<b>Critical Thinking and Problem Solving</b>	
<p><b><u>Solve Problems</u></b></p> <ul style="list-style-type: none"> <li>• Solve different kinds of non-familiar problems in both conventional and innovative ways.</li> <li>• Identify and ask significant questions that clarify various points of view and lead to better solutions.</li> </ul>	<p><b>Activity:</b> Students will complete assignments/projects; ones that require demonstrating their competency of their problem solving skills through constant evaluation and testing of games.</p>
<b>Communication and Collaboration</b>	
<p><b><u>Communicate Clearly</u></b></p> <ul style="list-style-type: none"> <li>• Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</li> <li>• Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions.</li> <li>• Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade).</li> <li>• Utilize multiple media and technologies, and know how to judge their effectiveness a priority as well as assess their impact.</li> <li>• Communicate effectively in diverse environments (including multi-lingual).</li> </ul>	<p><b>Activity:</b> Students will participate in and complete group projects; ones that require collaborating, brainstorming, communication, negotiating, etc. to assure project success.</p>
<p><b><u>Collaborate with Others</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate ability to work effectively and respectfully with diverse teams.</li> <li>• Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.</li> <li>• Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.</li> </ul>	<p><b>Activity:</b> Students will participate in and complete group projects; ones that require collaborating, brainstorming, communication, negotiating, etc. to assure project success.</p>



## Information Literacy

<b><u>Access and Evaluate Information</u></b> <ul style="list-style-type: none"> <li>• Access information efficiently (time) and effectively (sources).</li> <li>• Evaluate information critically and competently.</li> </ul>	<b>Activity:</b> Students will complete assignments/projects; ones that require researching information by using search engines and websites via the Internet
<b><u>Use and Manage Information</u></b> <ul style="list-style-type: none"> <li>• Use information accurately and creatively for the issue or problem at hand.</li> <li>• Manage the flow of information from a wide variety of sources.</li> <li>• Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information.</li> </ul>	<b>Activity:</b> Students will complete assignments/projects; ones that require using search engines and websites via the Internet

## Media Literacy

<b><u>Analyze Media</u></b> <ul style="list-style-type: none"> <li>• Understand both how and why media messages are constructed, and for what purposes.</li> <li>• Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors.</li> <li>• Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media.</li> </ul>	<b>Activity:</b> Students will complete assignments/projects; ones that require using search engines and websites via the Internet, comparing information from multiple websites to validate the information
<b><u>Create Media Products</u></b> <ul style="list-style-type: none"> <li>• Understand and utilize the most appropriate media creation tools, characteristics and conventions.</li> <li>• Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments.</li> </ul>	<b>Activity:</b> Students will complete projects; ones that require the use of industry recognized game/multi-media development software to design fully functioning game

## Information, Communications and Technology (ICT) Literacy

<b><u>Apply Technology Effectively</u></b> <ul style="list-style-type: none"> <li>• Use technology as a tool to research, organize, evaluate and communicate information.</li> <li>• Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy.</li> <li>• Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.</li> </ul>	<b>Activity:</b> Students will complete assignments/projects; ones that require the understanding of how to appropriately use various technologies and how they may function with the work done in the classroom.
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## Initiative and Self-Direction

<b><u>Manage Goals and Time</u></b> <ul style="list-style-type: none"> <li>• Set goals with tangible and intangible success criteria.</li> <li>• Balance tactical (short-term) and strategic (long-term) goals.</li> <li>• Utilize time and manage workload efficiently.</li> </ul>	<b>Activity:</b> Students will complete assignments/projects; ones that require the setting of short-term goals with a deadline for completing the goals
<b><u>Work Independently</u></b> <ul style="list-style-type: none"> <li>• Monitor defines, prioritize and complete tasks without direct oversight</li> </ul>	<b>Activity:</b> Students will complete assignments/projects; ones that require work to be done without or minimal direct instruction or oversight

## Social and Cross-Cultural Skills

<b><u>Interact Effectively with Others</u></b> <ul style="list-style-type: none"> <li>• Know when it is appropriate to listen and when to speak.</li> <li>• Conduct themselves in a respectable, professional manner.</li> </ul>	<b>Activity:</b> Students will participate in and complete group projects; ones that require students to work together which provides them the ability to demonstrate and practice their interpersonal skills and problem solving skills
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<p><b><u>Work Effectively with Diverse Teams</u></b></p> <ul style="list-style-type: none"> <li>• Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.</li> <li>• Respond open-mindedly to different ideas and values.</li> <li>• Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.</li> </ul>	<p><b>Activity:</b></p> <p>Students will participate in and complete group projects; ones that require students to work together which provides them the ability to demonstrate and practice their interpersonal skills and problem solving skills</p>
<p align="center"><b>Productivity and Accountability</b></p>	
<p><b><u>Manage Projects</u></b></p> <ul style="list-style-type: none"> <li>• Set and meet goals, even in the face of obstacles and competing pressures.</li> <li>• Prioritize, plan and manage work to achieve the intended result.</li> </ul>	<p><b>Activity:</b></p> <p>Students will complete assignments/projects; ones that require deadlines to be set for working through the entire assignment/project from start-to-finish to meet a due date</p>
<p><b><u>Produce Results</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate additional attributes associated with producing high quality products including the abilities to: <ul style="list-style-type: none"> <li>○ Work positively and ethically.</li> <li>○ Manage time and projects effectively.</li> <li>○ Multi-task.</li> <li>○ Participate actively, as well as be reliable and punctual.</li> <li>○ Present oneself professionally and with proper etiquette.</li> <li>○ Collaborate and cooperate effectively with teams.</li> <li>○ Respect and appreciate team diversity.</li> <li>○ Be accountable for results.</li> </ul> </li> </ul>	<p><b>Activity:</b></p> <p>Students will complete projects; ones that require knowledge and skills to plan, design, and build their games</p>
<p align="center"><b>Leadership and Responsibility</b></p>	
<p><b><u>Guide and Lead Others</u></b></p> <ul style="list-style-type: none"> <li>• Use interpersonal and problem-solving skills to influence and guide others toward a goal.</li> <li>• Leverage strengths of others to accomplish a common goal.</li> <li>• Inspire others to reach their very best via example and selflessness.</li> <li>• Demonstrate integrity and ethical behavior in using influence and power.</li> </ul>	<p><b>Activity:</b></p> <p>Students will participate in and complete group projects; ones that require demonstration of interpersonal skills, problem solving skills and relationship building to act responsibly to one another in the classroom and to those outside of the classroom specifically for the purpose of projects related to the class when working within a group.</p>

**COST ANALYSIS BREAKDOWN**  
**VIDEO GAME / INTERACTIVE MEDIA DESIGN 1-4 GRADES 9-12**

	<b>WAHS</b>	<b>TOTAL</b>	<b>UNIT COST</b>	<b>TOTAL</b>
New Curriculum				\$ -
STEM Fuse GAME:IT Intermediate	1	1	\$ 1,499.00	\$ 1,499.00
				\$ -
New Software				\$ -
Construct 2 (License per year, unlimited site installs)	1	1	\$ 259.99	\$ 259.99
				\$ -
				<b>\$ 1,758.99</b>
		<b>10% S&amp;H</b>		\$ 175.90
		<b>8.8% Sales Tax</b>		\$ 170.27
		<b>Grand Total</b>		<b>\$ 2,105.16</b>



## ***Supplemental Instructional Materials Request***

***Page 2 of 3***

**PROGRAM GOALS.** The requested basic instructional materials are consistent with district, building, department, and/or course goals including:

<b>Criteria</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
1. Consistency with district and program mission, vision, goals, and objectives	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Align with state- and district-defined Essential Academic Learning Requirements and/or Grade Level Expectations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Further the systematic and sequence of the program across K-12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**DISTRICT AND COMMUNITY STANDARDS.** The requested basic instructional materials are consistent with district and community standards including:

<b>Criteria</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Provides teachers guidelines to:			
1. Present differing viewpoints of controversial issues in order for students to develop the skills of critical analysis and informed decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Promote the diverse character of our world by:			
a. Presenting cultural and ethnic differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b. Using language and examples which treat all human beings with respect and dignity.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c. Helping students understand and accept the diversity in the heritage and culture of our nation's people.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
d. Recognizing various types of family structures.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
e. Recognizing differing socioeconomic levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
f. Recognizing differences in minorities and gender.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
g. Representing occupational diversity of populations.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Materials are appropriate for the age, experience, and maturity level of the student for whom it is intended.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. Materials are free from inappropriate use of profane, obscene, or derogatory language.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Materials are free from inappropriate written or visual graphic sexual incidents.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Materials stimulate student growth in conceptual thinking, factual knowledge, physical fitness, literary appreciations, aesthetic values, and the development of ethical and moral standards.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Materials enrich and support the curriculum, taking into consideration the varied instructional needs, abilities, interests, and maturity levels of the students served.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Materials adopted in the Auburn School District are appropriate for the age, experience, and maturity level of the student for whom they are intended. Teaching and learning materials should not include obscene language or graphic sexual incidents. Rationale must be presented and appropriate instructional goals included where potentially explicit topics or visual aids are used. Alternate learning opportunities will be provided upon request in the case that an objection is made to the approved instructional material.

*Supplemental Instructional Materials Request*  
*District-Wide Use Signature Page*  
*Page 3 of 3*

A review of the material is required. Reviewers may include the librarian, classroom teachers, specialists, administrators, parents, community members.

The material review for Interactive Media and Gaming was completed by the individuals listed below.

<i>Mark Bowman</i>	<i>Teacher</i>
(Name)	(Position/Role)
(Name)	(Position/Role)
(Name)	(Position/Role)
(Name)	(Position/Role)

**SUPPLEMENTAL INSTRUCTIONAL MATERIALS**  
**DISTRICT-WIDE USE**  
**REQUIRED SIGNATURES\***

**Executive Director, High School and Post-Secondary Programs**

5-29-2015

Date \_\_\_\_\_

Assistant Superintendent for Student Learning

6/3/15

Date \_\_\_\_\_

\*Forms approved for district-wide use are maintained with the Department of Student Learning in the District Office.

**Auburn School District #408**  
**Career and Technical Education Curriculum Review**

**Agriculture Pathway**

<b>COURSE NAME</b>	<b>ASD COURSE CODE</b>	<b>CIP CODE</b>
Plants, Food & the World	New Course TBD	010601
Advanced Plant Science	New Course TBD	010602
Floriculture/Floristry Operations & Management	CTE007, 008	010608
Horticulture Science1 & 2	CTE001, 002	011103
Biology: Plant Science	CTE011, 012	030101
AP Environmental Science	CTE018, 019	030101
Environmental Horticulture	CTE003, 004, 005, 006	010603
Agriculture Work-Based Learning	CTE470	018888

The curriculum was reviewed during the 2014-2015 school year in accordance with the state Career and Technical Education Program Standards. These courses were submitted to OSPI for reapproval on January 30, 2015. These changes will be implemented beginning with the 2015-2016 school year.

The signatures below acknowledge the curriculum for each course in the Agriculture Program has been reviewed and updated to meet industry, state and district standards and objectives.

**AUBURN HIGH SCHOOL**



Instructor

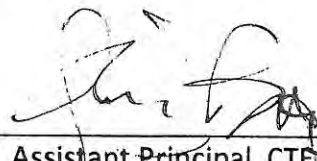


Assistant Principal, CTE

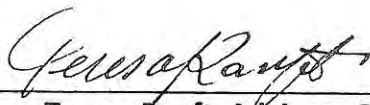
**AUBURN MOUNTAINVIEW HIGH SCHOOL**



Instructor



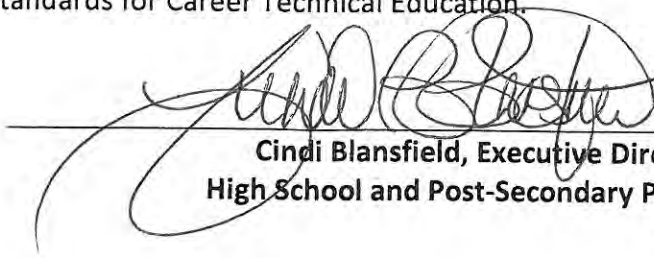
Assistant Principal, CTE



Teresa Ranft, Advisory Chairperson



The following representatives of the district hereby guarantee compliance with the assurances herein and have evidence of the requirements within the Washington State Program Standards for Career Technical Education.



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**Cindi Blansfield, Executive Director  
High School and Post-Secondary Programs**

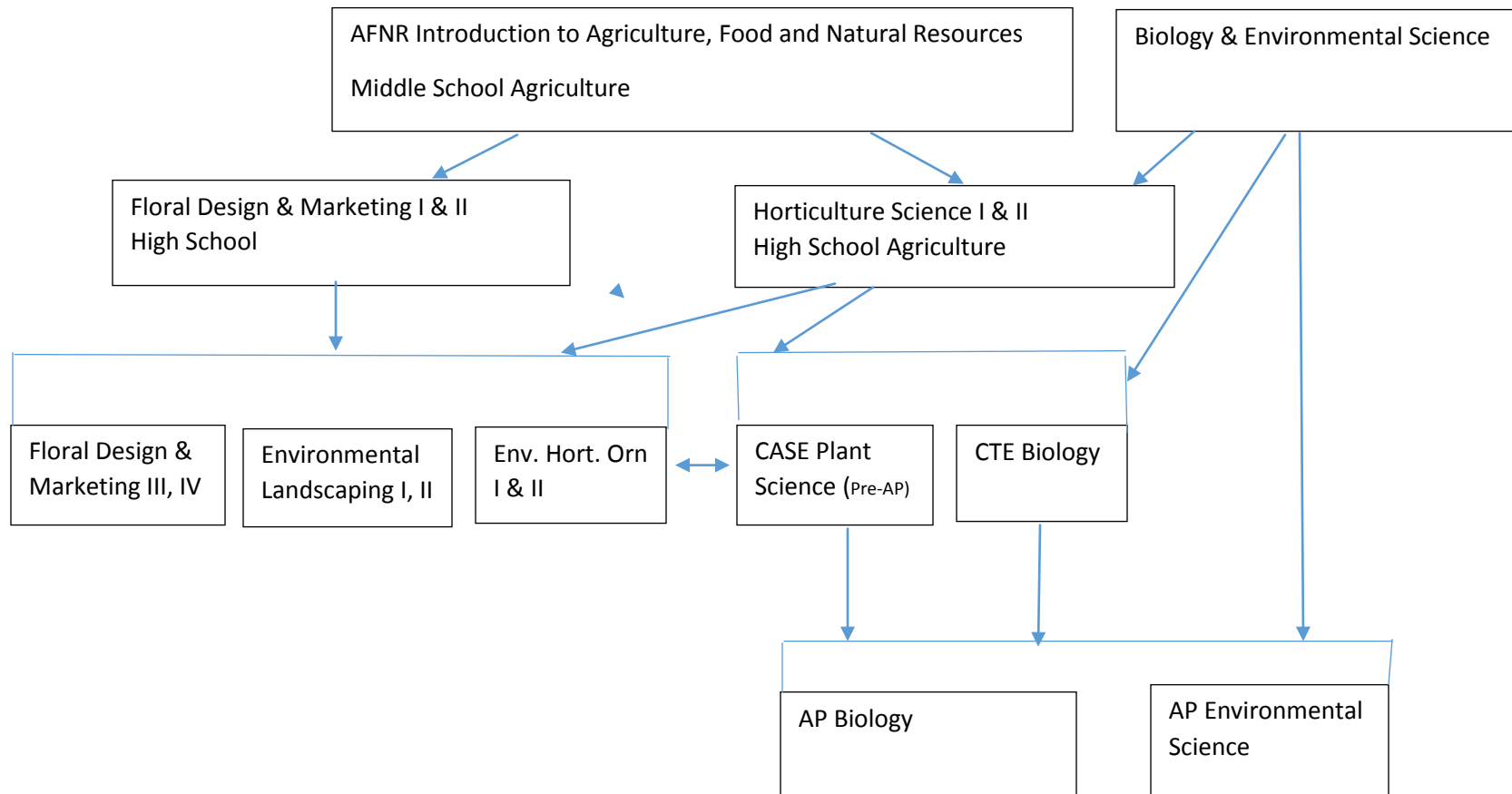
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**Dr. Kip Herren, Superintendent**

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**Carol Seng, Chair  
Board of Directors**

# Agriculture Program Course Options



**SKILLS GAP/LABOR MARKET DATA**  
**Agriculture Education Program**

<b>Agriculture Education Overall</b>	
<b>Plants, Food &amp; the World (CASE-AFNR)</b>	<p>Career Infonet – Occupational Profile – Farmworkers and Laborers, Crop, Nursery, and Greenhouse – State trend increase of 6% (2280 job openings) thru 2022.</p> <p>Workforce Development Council – Top WA vacancies (2013) – Farm/Nursery Workers 13,000 Workforce Development Council – Projected annual openings (2014) – Food Prep &amp; Serving 14,700</p> <p>Onet Online: “Bright Outlook” for Nursery Workers, Nursery and Greenhouse Managers, Aquacultural Managers, Crop Farmworkers &amp; Laborers, Farm and Ranch Managers.</p>
<b>Advanced Plant Science (CASE-ASP)</b>	<p>Career Infonet – Occupational Profile – Farmworkers and Laborers, Crop, Nursery, and Greenhouse – State trend increase of 6% (2280 job openings) thru 2022.</p> <p>Workforce Development Council – Top WA vacancies (2013) – Farm/Nursery Workers 13,000 Workforce Development Council – Projected annual openings (2014) – Food Prep &amp; Serving 14,700</p> <p>Employment Security Department: Natural Sciences Managers “In demand” – Seattle/King County – 1.9% growth (2011-2021) – Average annual wage \$154,941.00 Landscape Architects – Seattle/King County – 1.7% growth (2011-2021) – Average annual wage - \$61,572.26 Landscaping and Groundskeeping Workers “In demand” – Seattle/King County – 2.0% growth (2011-2021) – Average annual wage - \$31,950.66</p>
<b>Horticulture Science</b>	<p>Career Infonet – Occupational Profile – Farmworkers and Laborers, Crop, Nursery, and Greenhouse – State trend increase of 6% (2280 job openings) thru 2022.</p> <p>Workforce Development Council – Top WA vacancies (2013) – Farm/Nursery Workers 13,000</p>

	<p>Workforce Development Council – Projected annual openings (2014) – Food Prep &amp; Serving 14,700</p> <p>Employment Security Department:  Landscape Architects – Seattle/King County – 1.7% growth (2011-2021) – Average annual wage - \$61,572.26  Landscaping and Groundskeeping Workers “In demand” – Seattle/King County – 2.0% growth (2011-2021) – Average annual wage - \$31,950.66  Pest Control Workers “In demand” – Seattle/King County – 2.8% growth (2011-2021) – Average annual wage - \$44,915.00</p> <p>Onet Online:  “Bright Outlook” for Nursery Workers, Nursery and Greenhouse Managers, Aquacultural Managers, Crop Farmworkers &amp; Laborers, Farm and Ranch Managers.</p>
<b>Environmental Horticulture</b>	<p>Career Infonet – Occupational Profile – Farmworkers and Laborers, Crop, Nursery, and Greenhouse – State trend increase of 6% (2280 job openings) thru 2022.</p> <p>Workforce Development Council – Top WA vacancies (2013) – Farm/Nursery Workers 13,000</p> <p>Employment Security Department:  Natural Sciences Managers “In demand” – Seattle/King County – 1.9% growth (2011-2021) – Average annual wage \$154,941.00  Pest Control Workers “In demand” – Seattle/King County – 2.8% growth (2011-2021) – Average annual wage - \$44,915.00  Landscaping and Groundskeeping Workers “In demand” – Seattle/King County – 2.2% growth (2011-2021) – Average annual wage - \$31,933.00  Tree Trimmers and Pruners “In demand” – Seattle/King County – 1.9% growth (2011-2021) – Average annual wage - \$53,630.00  Firstline Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers “In demand” – Seattle/King County – 2.5% growth (2011-2021) – Average annual wage - \$53,130.00  Landscape Architects – Seattle/King County – 1.7% growth (2011-2021) – Average annual wage - \$61,572.26</p> <p>Onet Online:  “Bright Outlook” for Nursery Workers, Nursery and Greenhouse Managers, Aquacultural Managers, Crop Farmworkers &amp; Laborers, Farm and Ranch Managers.</p>
<b>Floral Design &amp; Marketing</b>	<p>Employment Security Department:  Floral Designers – Seattle/King County – 1.3% growth (2011-2021) – Average annual wage - \$31,228.00  Firstline supervisors of Retail Sales Workers – Seattle/King County – 1.4% growth (2011-2021) – Average annual wage - \$47,380.00  Marketing Managers “In demand” – Seattle/King County – 2.6% growth (2011-2021) – Average annual wage - \$141,757.00</p> <p>Onet Online:  “Bright Outlook” for Nursery Workers, Nursery and Greenhouse Managers,</p>

	Aquacultural Managers, Crop Farmworkers & Laborers, Farm and Ranch Managers.
<b>Agriculture Biology</b>	<p>Employment Security Department:</p> <p>Environmental Engineering Technicians – Seattle/King County – 3.1% growth (2011-2021) – Average annual wage - \$60,385.00</p> <p>Natural Sciences Managers “In demand”– Seattle/King County – 1.6% growth (2011-2021) – Average annual wage - \$140,977.00</p> <p>Environmental Science and Protection Engineers – Seattle/King County – 2.7% growth (2011-2021)- Average annual wage - \$57,165.00</p> <p>Biological Technicians – Seattle/King County – 1.7% growth (2011-2021) – Average annual wage - \$45,000.00</p> <p>Life, Physical, and Social Science Technicians – Seattle/King County – 1.7% growth (2011-2021) – Average annual wage - \$50,752.00</p>
<b>AP Environmental Science</b>	<p>Employment Security Department:</p> <p>Environmental Engineers “In demand” – Seattle/King County – 2.5% growth (2011-2021) – Average annual wage - \$92,893.00</p> <p>Environmental Engineering Technicians – Seattle/King County – 3.1% growth (2011-2021) – Average annual wage - \$60,385.00</p> <p>Natural Sciences Managers “In demand”– Seattle/King County – 1.6% growth (2011-2021) – Average annual wage - \$140,977.00</p> <p>Environmental Science and Protection Engineers – Seattle/King County – 2.7% growth (2011-2021)- Average annual wage - \$57,165.00</p> <p>Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products “In demand” – Seattle/King County – 1.7% growth (2011-2021) – Average annual wage - \$96,301.00</p>

# Plants, Food, & the World

## Introduction to Agriculture

## INTRODUCTION

<b>Course Name</b>	Plants, Food & the World (Intro to AFNR)	<b>Grade Level(s)</b>	9-10
<b>Course Length</b>	180 hours	<b>Course Code (s)</b>	TBD

<b>Course Description</b>	This course introduces students to a range of agricultural opportunities and pathways of study. Students will experience hands-on activities and projects involving the study of communication, the science of agriculture, plants, animals, natural resources, and agricultural mechanics. While surveying the opportunities available in agriculture and natural resources, students will learn to solve problems, conduct research, analyze data, work in teams, and take responsibility for their work, actions, and learning. Woven throughout the course are activities to develop and improve employability skills through practical applications. All students participate in leadership activities and career exploration.
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<b>Pathway Connections</b>	
<b>Primary Connection</b>	Environmental & Natural Science
<b>Secondary Connection</b>	Arts & Communication Social & Personal Services

<b>Sample Sequence of Courses</b>	Plants, People and the World is the entry course for exploratory study in Horticulture Science and/or preparatory study in Advanced Plant Science, Environmental Horticulture and/or Floral Design & Marketing.
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<b>Cross Credit and/or College Credit</b>	Plants, People and the World cross credits as an occupational credit and as a lab science credit.
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<b>Basic Textbook</b>	None
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<b>Equipment</b>	Science lab equipment (microscopes, Venier LabQuest, hot plates, measuring tools, lab glassware)
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<b>Software</b>	Teacher instructional materials supporting Venier LabQuest, NewByte genetics & population growth predicting software
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<b>Supplemental Materials</b>	Sunset Western Garden Book Botany for Gardeners Botany Coloring Book Biology Coloring Book Careers in Horticulture and Botany WSU Publications: Biotechnology, Food, and Agriculture Various Videos Various Professional Handouts
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## POWER STANDARDS

**Course Name** Plants, People, & the World (Intro to AFNR) **Grade Level(s)** 9-10

1. Apply knowledge of classification, anatomy, and physiology to the production and management of plants and/or animals (CHOA-Anatomy/Physiology)
2. Prepare and implement a management plan that addresses the influence of environmental factors, nutrients and soil on plant and/or animal growth (CHOB – Environment)
3. Propagate, culture and harvest plants (CHOC – Plant Management)
4. Employ elements of design to enhance an environment (CHOD – Design)
5. Demonstrate an understanding of the relevance and application of agriculture (CHOE – Inquiry/Stem)
6. Understands and demonstrates 21<sup>st</sup> century workplace skills for success. (CHOF – Workplace Skills)
7. Establish, plan and conduct an FFA supervised agriculture experience (SAE) project (CHOG – SAE)
8. Explain how organisms interact with each other and their physical environment. (CHOH - Biodiversity)
9. Describe a system including subsystems, boundaries, flows and feedbacks. (CHOI – Systems)

## COURSE OUTLINE

**Course Name** Plants, Food & the World **Grade Level(s)** 9-10

*Plants, Food & the World (Intro to AFNR)* introduces students to the world of agriculture, the pathways they may pursue, and the science, mathematics, reading, and writing components they will use throughout the CASE™ curriculum. Woven throughout the course are activities to develop and improve employability skills of students through practical applications. Students will explore career and post-secondary opportunities in each area of the course.

Students participating in the *Plants, Food & the World (Intro to AFNR)* course will experience exciting “hands-on” activities, projects, and problems. Student experiences will involve the study of communication, the science of agriculture, plants, animals, natural resources, and agricultural mechanics. While surveying the opportunities available in agriculture and natural resources, students will learn to solve problems, conduct research, analyze data, work in teams, and take responsibility for their work, actions, and learning. For example, students will work in groups to determine the efficiency and environmental impacts of fuel sources in a practical learning exercise.

The *Plants, Food & the World (Intro to AFNR)* course is intended to serve as the introductory course within the CASE Program of Study. The course is structured to enable all students to have a variety of experiences that will provide an overview of the fields of agricultural science and natural resources so that students may continue through a sequence of courses through high school. The knowledge and skills students develop will be used in future courses within the CASE program.

In addition, students will understand specific connections between their lessons and Supervised Agricultural Experience and FFA components that are important for the development of an informed agricultural education student. Students will investigate, experiment, and learn about documenting a project, solving problems, and communicating their solutions to their peers and members of the professional community.

### **1. The Circles of Agricultural Education**

- A. Agriculture Everyday
- B. Team FFA
- C. Finding Your Career Path

### **2. Communicating Today**

- A. Listen to Me
- B. Let's Get Together

**3. The Science of Agriculture**

- A. Agriscience Investigators
- B. Principles of pH
- C. Totally Cellular
- D. The Order of Classification

**4. The World Around Us**

- A. Starting from the Ground Up
- B. The Whole Soil
- C. Water World
- D. Living in Harmony

**5. Plants and Animals**

- A. Edible Agriculture
- B. All About Plants
- C. Plant Needs
- D. Animals in Ag
- E. Animal Care

**6. Mechanics of Agriculture**

- A. Safety Beyond the Classroom
- B. The Greening of Energy
- C. This is My Land
- D. How It's Made Lesson description

**7. Looking Ahead**

- A. Your Future in Agriscience



## Auburn School District CTE Framework

Course: Plants, Food & the World (CASE- AFNR)		Total Framework Hours up to: 180
CIP Code: 010601	<input checked="" type="checkbox"/> Exploratory <input type="checkbox"/> Preparatory	Date Last Modified: 10/30/14
Career Cluster:	AFNR	Cluster Pathway: All within the cluster

### Unit Outline Hours

Unit 1: The Circles of Agricultural Education	15
Unit 2: Communicating Today	15
Unit 3: The Science of Agriculture	35
Unit 4: The World Around Us	35
Unit 5: Plants and Animals	40
Unit 6: Mechanics of Agriculture	30
Unit 7: Looking Ahead	10
<b>Total Hours</b>	<b><u>180</u></b>

## Unit 1 – The Circles of Agricultural Education

### Performance Assessment(s):

- Determine if their basic needs are met after simulating the collection of resources during different situations.
- Develop and keep an Agriscience Notebook to record and store information.
- Interpret types of activities associated with agriculture from a case study about an agricultural entrepreneur.
- Research top commodities produced in the United States and determine costs of food to consumers.
- Explore educational and personal growth opportunities available through FFA membership.
- Compare types of dress and the role professional dress plays in success.
- Complete various components of ten Career Development Events.
- Investigate the career opportunities available in agriculture.
- Classify careers according to categories in agriculture.
- Develop and maintain a career portfolio following a specific format.
- Evaluate personal characteristics, strengths, and weaknesses.
- Develop a Supervised Agricultural Experience (SAE) implementation plan.
- Utilize the Agriculture Experience Tracker (AET) online record keeping system to maintain accurate records on the SAE project.

### Leadership Alignment:

Leadership activity embedded in curriculum and instruction through the National FFA Organization.

Students will work in groups to simulate life as a hunter-gather through the development of modern agriculture. Students will have to share their findings with the class through an informal oral presentation.

Students will develop a Supervised Agriculture Experience (SAE) and set goals for the year.

1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understands how to apply those skills.

1.5 The student will demonstrate self-advocacy skills by achieving planned, individual goals.

2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.

2.2 The student will demonstrate knowledge of conflict resolution and challenge management.

2.3 The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow.

### Standards and Competencies

#### Standard/Unit:

#### 1. The Circles of Agricultural Education

CS.02. Performance Element: Personal Growth: Develop a skill set to enhance the positive evolution of the whole person.

CS.03. Performance Element: Career Success: Demonstrate those qualities, attributes and skills necessary to succeed in, or further prepare for, a chosen career while effectively contributing to society.

CS.05. Performance Element: Systems: Identify how key organizational structures and processes affect organizational performance and the quality of products and services.

CS.08. Performance Element: Technical Skills: Use tools, equipment, machinery and technology appropriate to work within areas related to AFNR.

ABS.03. Performance Element: Utilize record keeping to accomplish AFNR business objectives while complying with laws and regulations.

NRS.01. Performance Element: Explain interrelationships between natural resources and humans necessary to conduct management activities in natural environments.

#### Competencies

**Total Learning Hours for Unit: 15**

Competencies:

#### Lesson 1.1 Agriculture Everyday

1.1.1 Agriculture and natural resource systems provide the three basic human needs of food, clothing, and shelter.

1.1.2 Organization and record keeping are important to the success of an agricultural business.

1.1.3 Agriculture is a broad field of study that includes agriculture systems, natural resource management, science, business, communication, and leadership.

1.1.4 Production of agricultural commodities occurs within specific regions of the United States.

**Lesson 1.2 Team FFA**

1.2.1 The National FFA Organization offers members many opportunities to build necessary employment and life skills, such as leadership, personal character, and career options.

1.2.2 Career Development Events (CDE) expose students to numerous opportunities for academic application in agriculture.

**Lesson 1.3 Finding Your Career Path**

1.3.1 Career opportunities exist in agriculture for all levels of education in the areas of production, processing, marketing, and regulation.

1.3.2 Agriculture is a broad field that encompasses many employment areas and offers a wide array of career opportunities.

1.3.3 Employability skills, such as work ethic, timeliness, communication, and self-direction, are essential attributes for a successful career.

1.3.4 Supervised Agricultural Experiences (SAE) programs provide opportunities to explore potential career choices and develop professional career goals.

***Aligned Washington State Standards***

<b>Art</b>	
<b>Communications</b>	<p>3.1.1 Applies skills to plan and organize effective oral communication and presentation.</p> <p>3.3.1 Applies skills and strategies for the delivery of effective oral communication and presentation.</p> <p>4.1.1 Analyzes and evaluates strengths and weaknesses of one's own communication using own or established criteria.</p> <p>4.2.1 Applies strategies for setting grade level appropriate goals and evaluates improvement in communication.</p>
<b>Educational Technology</b>	<p>2.1 Practice Safety: Demonstrate safe, legal and ethical behavior in the use of information and technology.</p> <p>2.2.2 Use a variety of hardware to support learning.</p> <p>2.3.1 Select and use common applications.</p> <p>2.3.2 Select and use online applications.</p>
<b>Health and Fitness</b>	
<b>Math</b>	
<b>Reading</b>	<p>3.1.1 Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.</p> <p>3.2.2 Apply understanding of complex information, including functional documents, to perform a task</p> <p>3.3.1 Apply appropriate reading strategies for interpreting technical and non-technical documents used in job-related settings.</p>
<b>Science</b>	<p><u>Science and Engineering Practices</u></p> <p>1. Asking questions and defining problems</p> <p>4. Analyzing and interpreting data</p> <p>5. Using mathematics and computational thinking</p>
<b>Social Studies</b>	<p>4. The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes in local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.</p> <p>4.1 Understands historical chronology.</p>
<b>Writing</b>	<p>3.1.1 Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.</p> <p>3.1.2 Analyzes and selects effective organizational structure.</p> <p>3.2.3 Uses a variety of sentences consistent with audience, purpose, and form.</p>

**Unit 2 – Communicating Today****Performance Assessment(s):**

- Demonstrate verbal and non-verbal forms of communication in a charades-like game.
- Prepare and present a formal introduction.
- Practice effective public speaking characteristics.
- Develop and present an informative speech.
- Write a vision statement and develop personal goals.
- Work collaboratively to complete team building challenges.
- Use proper parliamentary procedures to voice an opinion.

- Demonstrate the proper procedures for making a main motion and an amendment.
- Develop and present a group PowerPoint® presentation about agricultural careers to an audience.

#### **Leadership Alignment:**

Leadership activity embedded in curriculum and instruction through the National FFA Organization.

Students will focus on their communication and leadership skills in this unit. Unit 2 is designed to help the student develop their communication skills and expand their knowledge of the National FFA Organization. Students will use both verbal and non-verbal forms of communication. Students will work in a group to create a mock town hall meeting to better help them utilize their knowledge of parliamentary procedure and debate.

- 1.3 The students will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understands how to apply those skills.
- 2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.
- 2.2 The student will demonstrate knowledge of conflict resolution and challenge management.
- 2.3 The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow.
- 2.4 The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry.
- 2.5 The student will demonstrate a working knowledge of parliamentary procedure.
- 2.6 The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed.
- 2.7 The student will demonstrate the ability to train others to understand the established rules and expectations, rationale, and consequences and to follow those rules and expectations.
- 2.8 The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings.
- 3.1 The student will analyze the roles and responsibilities of citizenship.
- 3.2 The student will demonstrate social responsibility in family, community, and business and industry.
- 3.3 The student will understand their role, participate in and evaluate community service and service learning activities.

#### ***Standards and Competencies***

#### **Standard/Unit:**

#### **2. Communicating Today**

- CS.01. Performance Element: Premier Leadership: Acquire the skills necessary to positively influence others.
- CS.02. Performance Element: Personal Growth: Develop a skill set to enhance the positive evolution of the whole person.
- CS.03. Performance Element: Career Success: Demonstrate those qualities, attributes and skills necessary to succeed in, or further prepare for, a chosen career while effectively contributing to society.
- CS.04. Performance Element: Systems: Examine roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- CS.05. Performance Element: Systems: Identify how key organizational structures and processes affect organizational performance and the quality of products and services.
- CS.07. Performance Element: Safety, Health, and Environmental: Demonstrate appropriate health and safety procedures for AFNR occupations.
- CS.08. Performance Element: Technical Skills: Use tools, equipment, machinery and technology appropriate to work within areas related to AFNR.
- CS.11. Performance Element: Scientific Inquiry: Utilize scientific inquiry as an investigative method.

#### **Competencies**

**Total Learning Hours for Unit: 15**

#### **Lesson 2.1 Listen to Me**

- 2.1.1 People utilize multiple forms of verbal and nonverbal communication.
- 2.1.2 Voice and use of visual aids are tools used in communicating effectively.
- 2.1.3 Speeches may be informative, persuasive, or special occasion.
- 2.1.4 People develop goals in order to achieve their dreams.

#### **Lesson 2.2 Let's Get Together**

- 2.2.1 People utilize multiple forms of communication in their daily lives.
- 2.2.2 Parliamentary procedures are used to conduct orderly meetings.



- 2.2.3 Speaking and use of visual aids are tools used to communicate effectively.
- 2.2.4 Teamwork is essential when solving many problems and completing group tasks.

***Aligned Washington State Standards***

<b>Art</b>	
<b>Communications</b>	<p>2.1.1 Analyzes the needs of the audience, situation, and setting to adjust language and other communication strategies.</p> <p>3.1.1 Applies skills to plan and organize effective oral communication and presentation.</p> <p>3.2 Uses media and other resources to support presentations.</p> <p>3.3.1 Applies skills and strategies for the delivery of effective oral communication and presentation.</p> <p>4.1.1 Analyzes and evaluates strengths and weaknesses of one's own communication using own or established criteria.</p> <p>4.2.1 Applies strategies for setting grade level appropriate goals and evaluates improvement in communication.</p>
<b>Educational Technology</b>	<p>2.1 Practice Safety: Demonstrate safe, legal and ethical behavior in the use of information and technology.</p> <p>2.2.1 Develop skills to use technology effectively.</p> <p>2.2.2 Use a variety of hardware to support learning.</p> <p>2.3.1 Select and use common applications.</p> <p>2.3.2 Select and use online applications.</p>
<b>Health and Fitness</b>	
<b>Math</b>	
<b>Reading</b>	<p>3 The student reads different materials for a variety of purposes.</p> <p>3.1 Read to learn new information.</p> <p>3.1.1 Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.</p> <p>3.2 Read to perform a task.</p> <p>3.2.2 Apply understanding of complex information, including functional documents, to perform a task</p> <p>3.3 Read for career applications.</p> <p>3.3.1 Apply appropriate reading strategies for interpreting technical and non-technical documents used in job-related settings.</p> <p>3.4 Read for literary experience in a variety of genres.</p>
<b>Science</b>	
<b>Social Studies</b>	
<b>Writing</b>	<p>3 The student writes clearly and effectively.</p> <p>3.1 Develops ideas and organizes writing.</p> <p>3.1.1 Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.</p> <p>3.1.2 Analyzes and selects effective organizational structure.</p> <p>3.2 Uses appropriate style.</p> <p>3.2.1 Analyzes audience and purposes and uses appropriate voice.</p> <p>3.2.2 Analyzes and selects language appropriate for specific audiences and purposes.</p> <p>3.2.3 Uses a variety of sentences consistent with audience, purpose, and form.</p>

**Unit 3 – The Science of Agriculture**

**Performance Assessment(s):**

- Identify and describe the uses of common laboratory equipment.
- Measure distance, volume, mass, temperature, and density using the appropriate tools and scale.
- Follow written procedures to complete a laboratory exercise.
- Use equipment to collect data for an experiment.
- Use a minimum of four science processes to design an experiment.
- Perform a skit to demonstrate the science processes used in the experiment, laboratory safety, and group communication skills.

- Determine if a substance is an acid or a base using LabQuest® and a pH sensor.
- Test the buffering ability of water and one additional substance.
- Conduct an inquiry lab on the effect of pH on plant health.
- Write a lab report based on findings of the inquiry lab.
- Identify and label the parts of a cell including each cell organelle function.
- Determine the differences in structural parts between an animal and plant cell.
- Demonstrate the correct use of a microscope.
- Prepare a microscope slide and identify the nucleus of an onion cell.
- Extract the DNA bundles from strawberry tissue for observation.
- Construct a DNA model and demonstrate how DNA replication happens in a cell.
- Identify differences in physical features of people and trace their family traits.
- Use mapping software to organize thoughts.
- Classify objects based on their physical characteristics.
- Categorize animals by gender and species.
- Develop a flowchart to classify 20 different tools.
- Use a dichotomous key to identify ten types of trees.

#### **Leadership Alignment:**

Leadership activity embedded in curriculum and instruction through the National FFA Organization. Students will work in small groups to conduct experiments and analyze data.

2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.

#### ***Standards and Competencies***

#### **Standard/Unit:**

### **3. The Science of Agriculture**

CS.03. Performance Element: Career Success: Demonstrate those qualities, attributes and skills necessary to succeed in, or further prepare for, a chosen career while effectively contributing to society.

CS.04. Performance Element: Systems: Examine roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.

CS.05. Performance Element: Systems: Identify how key organizational structures and processes affect organizational performance and the quality of products and services

CS.07. Performance Element: Safety, Health, and Environmental: Demonstrate appropriate health and safety procedures for AFNR occupations.

CS.08. Performance Element: Technical Skills: Use tools, equipment, machinery and technology appropriate to work within areas related to AFNR.

CS.11. Performance Element: Scientific Inquiry: Utilize scientific inquiry as an investigative method.

AS.02. Performance Element: Classify, evaluate, select, and manage animals based on anatomical and physiological characteristics.

PS.01. Performance Element: Apply knowledge of plant classification, plant anatomy and plant physiology to the production and management of plants.

#### **Competencies**

**Total Learning Hours for Unit: 35**

#### **Lesson 3.1 Agriscience Investigators**

3.1.1 Laboratory equipment has specific uses in scientific experiments.

3.1.2 Reading and understanding laboratory procedures are essential to conducting a laboratory experiment safely.

3.1.3 Mass, volume, temperature, and density are common laboratory measurements.

3.1.4 Proper and accurate measurement is important for laboratory investigation.

3.1.5 Scientific method is a systematic process used to solve a problem.

#### **Lesson 3.2 Principles of pH**

3.2.1 The level of pH is used to determine the acidity and alkalinity of a substance.

3.2.2 The pH scale is 0-14 where 0 is extremely acidic, 7 is neutral, and 14 is extremely basic.

3.2.3 The level of pH affects the health and well-being of organisms.

**Lesson 3.3 Totally Cellular**

3.3.1 Animal and plant cells have many similarities, especially in regards to cell function; however, there are important structural differences between the two cell types.

3.3.2 The nucleus of an animal and a plant cell is important for several life sustaining processes, such as cell division and protein synthesis.

3.3.3 DNA is genetic material that combined with protein comprises the chromosomes found inside animal and plant cell nuclei.

3.3.4 Genes are a combination of DNA segments that define animal and plant physical appearance.

3.3.5 Offspring of animals and plants derive their genetic traits from both parents.

**Lesson 3.4 The Order of Classification**

3.4.1 Classification of people, places, and things is a basic skill used in daily life, scientific research, and the agricultural industry.

3.4.2 Objects can be classified based on their purpose, form, usefulness, and visual characteristics of anatomical or physiological similarities.

3.4.3 Dichotomous keys are a classification tool used to identify objects based on their physical features.

***Aligned Washington State Standards***

Art	
<b>Communications</b>	<p>3. The student uses communication skills and strategies to effectively present ideas and one's self in a variety of situations.</p> <p>3.1 Uses knowledge of topic/theme, audience, and purpose to plan presentations.</p> <p>3.1.1 Applies skills to plan and organize effective oral communication and presentation.</p> <p>3.2 Uses media and other resources to support presentations.</p> <p>3.3 Uses effective delivery.</p> <p>3.3.1 Applies skills and strategies for the delivery of effective oral communication and presentation.</p> <p>4 The student analyzes and evaluates the effectiveness of communication.</p> <p>4.1 Assesses effectiveness of one's own and others' communication.</p> <p>4.1.1 Analyzes and evaluates strengths and weaknesses of one's own communication using own or established criteria.</p> <p>4.2 Sets goals for improvement.</p> <p>4.2.1 Applies strategies for setting grade level appropriate goals and evaluates improvement in communication.</p>
<b>Educational Technology</b>	<p>2. Students demonstrate a clear understanding of technology systems and operations and practice safe, legal and ethical behavior.</p> <p>2.1 Practice Safety: Demonstrate safe, legal and ethical behavior in the use of information and technology.</p> <p>2.2 Operate Systems: Understand technology systems and use hardware and networks to support learning.</p> <p>2.2.1 Develop skills to use technology effectively.</p> <p>2.2.2 Use a variety of hardware to support learning.</p> <p>2.3 Select and Use Applications: Use productivity tools and common applications effectively and constructively.</p> <p>2.3.1 Select and use common applications.</p> <p>2.3.2 Select and use online applications.</p> <p>2.4 Adapt to Change (Technology Fluency): Transfer current knowledge to new and emerging technologies.</p>
Health and Fitness	
<b>Math</b>	<p>A1.2 Numbers, expressions, and operations</p> <p>A1.2A Know the relationship between real numbers and the number line, and compare and order real numbers with and without the number line.</p> <p>A1.2D Determine whether approximations or exact values of real numbers are appropriate, depending on the context, and justify the selection.</p> <p>A1.6 Data and distributions</p> <p>A1.6A Use and evaluate the accuracy of summary statistics to describe and compare data sets.</p> <p>A1.6B Make valid inferences and draw conclusions based on data.</p> <p>A1.8 Reasoning, problem solving, and communication</p> <p>A1.8A Analyze a problem situation and represent it mathematically.</p> <p>A1.8B Select and apply strategies to solve problems.</p> <p>G.2.C Explain and perform basic compass and straightedge constructions related to parallel and perpendicular lines.</p>

	<p>G.6.E Use different degrees of precision in measurement, explain the reason for using a certain degree of precision, and apply estimation strategies to obtain reasonable measurements with appropriate precision for a given purpose.</p> <p>G.7.B Select and apply strategies to solve problems.</p> <p>G.7.C Evaluate a solution for reasonableness, verify its accuracy, and interpret the solution in the context of the original problem.</p>
<b>Reading</b>	<p>3 The student reads different materials for a variety of purposes.</p> <p>3.1 Read to learn new information.</p> <p>3.1.1 Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.</p> <p>3.2 Read to perform a task.</p> <p>3.2.2 Apply understanding of complex information, including functional documents, to perform a task</p> <p>3.3 Read for career applications.</p> <p>3.3.1 Apply appropriate reading strategies for interpreting technical and non-technical documents used in job-related settings.</p> <p>3.4 Read for literary experience in a variety of genres.</p>
<b>Science</b>	<p>EALR 1 Systems- Predictability and Feedback</p> <p>9-12 SYS A Feedback is a process in which the output of a system provides information used to regulate the operation of the system. Positive feedback increases the disturbance to a system. Negative feedback reduces the disturbance to a system.</p> <p>9-12 SYSB Systems thinking can be especially useful in analyzing complex situations. To be useful, a system needs to be specified as clearly as possible.</p> <p>9-12 SYSD Systems can be changing or in equilibrium.</p> <p>EALR 2 Inquiry- Conducting Analyses and Thinking Logically</p> <p>9-12 INQ A Question Scientists generate and evaluate questions to investigate the natural world.</p> <p>9-12 INQ B Investigate Scientific progress requires the use of various methods appropriate for answering different kinds of research questions, a thoughtful plan for gathering data needed to answer the question, and care in collecting, analyzing, and displaying the data.</p> <p>9-12 INQC Explain Conclusions must be logical, based on evidence, and consistent with prior established knowledge.</p> <p>9-12 INQE Model The essence of scientific investigation involves the development of a theory or conceptual model that can generate testable predictions.</p> <p>9-12 INQ G Intellectual Honesty Public communication among scientists is an essential aspect of research. Scientists evaluate the validity of one another's investigations, check the reliability of results, and explain inconsistencies in findings.</p> <p>9-12 INQ H Intellectual Honesty Scientists carefully evaluate sources of information for reliability before using that information. When referring to the ideas or findings of others, they cite their sources of information.</p> <p>EALR 4 Life Science - Processes Within Cells</p> <p>9-11 LS1A Carbon-containing compounds are the building blocks of life. Photosynthesis is the process that plant cells use to combine the energy of sunlight with molecules of carbon dioxide and water to produce energy-rich compounds that contain carbon (food) and release oxygen.</p> <p>9-11 LS1B The gradual combustion of carbon-containing compounds within cells, called cellular respiration, provides the primary energy source of living organisms; the combustion of carbon by burning of fossil fuels provides the primary energy source for most of modern society.</p> <p>9-11 LS1C Cells contain specialized parts for determining essential functions such as regulation of cellular activities, energy capture and release, formation of proteins, waste disposal, the transfer of information, and movement.</p> <p>9-11 LS1D The cell is surrounded by a membrane that separates the interior of the cell from the outside world and determines which substances may enter and which may leave the cell.</p> <p>9-11 LS1E The genetic information responsible for inherited characteristics is encoded in the DNA molecules in chromosomes. DNA is composed of four subunits (A,T,C,G). The sequence of subunits in a gene specifies the amino acids needed to make a protein. Proteins express inherited traits (e.g., eye color, hair texture) and carry out most cell function.</p> <p>EALR 4- Life Science- Maintenance and Stability of Populations</p> <p>9-11 LS2A Matter cycles and energy flows through living and nonliving components in ecosystems. The transfer of matter and energy</p>

	<p>is important for maintaining the health and sustainability of an ecosystem.</p> <p>9-11 LS2B Living organisms have the capacity to produce very large populations. Population density is the number of individuals of a particular population living in a given amount of space.</p> <p>EALR 4 Life Science- Mechanisms of Evolution</p> <p>9-11 LS3A Biological evolution is due to: (1) genetic variability of offspring due to mutations and genetic recombination, (2) the potential for a species to increase its numbers, (3) a finite supply of resources, and (4) natural selection by the environment for those offspring better able to survive and produce offspring.</p> <p>9-11 LS3B Random changes in the genetic makeup of cells and organisms (mutations) can cause changes in their physical characteristics or behaviors. If the genetic mutations occur in eggs or sperm cells, the changes will be inherited by offspring. While many of these changes will be harmful, a small minority may allow the offspring to better survive and reproduce.</p> <p>9-11 LS3C The great diversity of organisms is the result of more than 3.5 billion years of evolution that has filled available ecosystem niches on Earth with life forms.</p> <p>EALR 4 Physical Science- Chemical Reactions</p> <p>9-11 PS2F All forms of life are composed of large molecules that contain carbon. Carbon atoms bond to one another and other elements by sharing electrons, forming covalent bonds. Stable molecules of carbon have four covalent bonds per carbon atom.</p> <p>9-11 PS2G Chemical reactions change the arrangement of atoms in the molecules of substances. Chemical reactions release or acquire energy from their surroundings and result in the formation of new substances.</p>
<b>Social Studies</b>	
<b>Writing</b>	<p>3 The student writes clearly and effectively.</p> <p>3.1 Develops ideas and organizes writing.</p> <p>3.1.1 Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.</p> <p>3.1.2 Analyzes and selects effective organizational structure.</p> <p>3.2 Uses appropriate style.</p> <p>3.2.1 Analyzes audience and purposes and uses appropriate voice.</p> <p>3.2.2 Analyzes and selects language appropriate for specific audiences and purposes.</p> <p>3.2.3 Uses a variety of sentences consistent with audience, purpose, and form.</p>
<b>Unit 4 – The World Around Us</b>	
<b>Performance Assessment(s):</b>	
<ul style="list-style-type: none"> <li>Conduct a sediment test to determine the particle sizes of the mineral matter and the presence of organic matter in a sample of soil.</li> <li>Investigate the effects organic matter has on soil porosity and soil air holding capacity.</li> <li>Conduct an investigation of soil deposition caused by water.</li> <li>Conduct tests to determine soil texture by feel.</li> <li>Test soil permeability to understand the relationship between soil particle size and rate of water filtration.</li> <li>Determine the texture, structure, and color of each horizon within a soil profile.</li> <li>Play a game to simulate the journey of a drop of water through the water cycle.</li> <li>Write and illustrate a story about what they learned regarding the journey a drop of water takes through the water cycle.</li> <li>Conduct an experiment that models the flow of water over a landform.</li> <li>Determine the spread of pollution from point and nonpoint sources.</li> <li>Perform tests to determine water quality using the factors of temperature, pH, turbidity, dissolved oxygen, and total dissolved solids.</li> <li>Design an experiment determining the quality of drinking water and conduct the experiment to determine its validity.</li> <li>Write a lab report regarding their experimental findings.</li> <li>Simulate the flow of energy in an ecosystem.</li> <li>Conduct an experiment to determine the interdependence of plants and animals.</li> <li>Complete a WebQuest researching an ecosystem.</li> <li>Develop a model and poster depicting the ecosystem they studied.</li> </ul>	

- Record key points of ecosystems presented by classmates.

#### Leadership Alignment:

Leadership activity embedded in curriculum and instruction through the National FFA Organization.

Students will work both independently and in groups to examine the world around us. Students will work in small groups to develop a story and presentation depicting the water cycle. Through the utilization of their communication and leadership skills they will teach the class a portion of the water cycle. Students will be asked to evaluate themselves and their team mates on their abilities to work as a team towards accomplishing a task.

- 1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understands how to apply those skills.
- 1.4 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.
- 1.5 The student will demonstrate self-advocacy skills by achieving planned, individual goals.
- 2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.
- 2.2 The student will demonstrate knowledge of conflict resolution and challenge management.
- 2.3 The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow.
- 2.4 The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry.
- 2.6 The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed.
- 2.7 The student will demonstrate the ability to train others to understand the established rules and expectations, rationale, and consequences and to follow those rules and expectations.
- 2.8 The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings.
- 3.7 The student will participate in the development of a program of work or strategic plan and will work to implement the organization's goals.

#### Standards and Competencies

#### Standard/Unit:

#### 4. The World Around Us

CS.03. Performance Element: Career Success: Demonstrate those qualities, attributes and skills necessary to succeed in, or further prepare for, a chosen career while effectively contributing to society.

CS.07. Performance Element: Safety, Health, and Environmental: Demonstrate appropriate health and safety procedures for AFNR occupations.

CS.08. Performance Element: Technical Skills: Use tools, equipment, machinery and technology appropriate to work within areas related to AFNR.

CS.11. Performance Element: Scientific Inquiry: Utilize scientific inquiry as an investigative method.

ESS.05. Performance Element: Examine the relationships between energy sources and environmental service systems.

NRS.01. Performance Element: Explain interrelationships between natural resources and humans necessary to conduct management activities in natural environments.

NRS.02. Performance Element: Apply scientific principles to natural resource management activities.

NRS.05. Performance Element: Use effective methods and venues to communicate natural resource processes to the public.

PS.02 Performance Element: Prepare and implement a plant management plan that addresses the influence of environmental factors, nutrients, and soil on plant growth.

#### Competencies

**Total Learning Hours for Unit: 35**

#### Lesson 4.1 Starting from the Ground Up

- 4.1.1 Mineral matter, air, water, and organic matter are found in different proportions within a soil and define soil quality.
- 4.1.2 Mineral soils consist of three different particle sizes, specifically sand, silt, and clay.
- 4.1.3 Geographical features and environmental factors influence the formation process of soils and impact soil quality.
- 4.1.4 Soil erosion results in the loss of quality top soil and is a concern in the study of mineral soils.

#### Lesson 4.2 The Whole Soil

- 4.2.1 Sand, silt, and clay are three sizes of mineral particles that comprise soil texture.
- 4.2.2 Soil structure and soil texture are elements that affect soil function.
- 4.2.3 The texture, structure, and color of each layer of soil within a profile are used to identify specific horizons.

4.2.4 Soils form in layers that have distinguishing characteristics from other layers in a soil profile.

### **Lesson 4.3 Water World**

4.3.1 The water cycle is an example of a naturally occurring system in which the substance can change form and location.

4.3.2 Land topography influences the distribution of water and pollutants.

4.3.3 Water pollution is caused by point and non-point sources.

4.3.4 The quality of water sources, such as streams and drinking water, can be determined by measuring factors such as temperature, pH, turbidity, dissolved oxygen, and total dissolved solids.

### **Lesson 4.4 Living in Harmony**

4.4.1 Ecosystems are an interaction between organisms and the environment in which the organisms live.

4.4.2 Energy flows from producers (plants) to consumers (animals).

4.4.3 Plants and animals depend on each other for survival.

## ***Aligned Washington State Standards***

Art	
<b>Communications</b>	<p>2 The student uses communication skills and strategies to interact/work effectively with others.</p> <p>2.1 Uses language to interact effectively and responsibly in a multicultural context.</p> <p>2.1.1 Analyzes the needs of the audience, situation, and setting to adjust language and other communication strategies.</p> <p>3. The student uses communication skills and strategies to effectively present ideas and one's self in a variety of situations.</p> <p>3.1 Uses knowledge of topic/theme, audience, and purpose to plan presentations.</p> <p>3.1.1 Applies skills to plan and organize effective oral communication and presentation.</p> <p>3.2 Uses media and other resources to support presentations.</p> <p>3.3 Uses effective delivery.</p> <p>3.3.1 Applies skills and strategies for the delivery of effective oral communication and presentation.</p> <p>4 The student analyzes and evaluates the effectiveness of communication.</p> <p>4.1 Assesses effectiveness of one's own and others' communication.</p> <p>4.1.1 Analyzes and evaluates strengths and weaknesses of one's own communication using own or established criteria.</p> <p>4.2 Sets goals for improvement.</p> <p>4.2.1 Applies strategies for setting grade level appropriate goals and evaluates improvement in communication.</p>
<b>Educational Technology</b>	<p>2. Students demonstrate a clear understanding of technology systems and operations and practice safe, legal and ethical behavior.</p> <p>2.1 Practice Safety: Demonstrate safe, legal and ethical behavior in the use of information and technology.</p> <p>2.2 Operate Systems: Understand technology systems and use hardware and networks to support learning.</p> <p>2.2.1 Develop skills to use technology effectively.</p> <p>2.2.2 Use a variety of hardware to support learning.</p> <p>2.3 Select and Use Applications: Use productivity tools and common applications effectively and constructively.</p> <p>2.3.1 Select and use common applications.</p> <p>2.3.2 Select and use online applications.</p> <p>2.4 Adapt to Change (Technology Fluency): Transfer current knowledge to new and emerging technologies.</p>
Health and Fitness	
<b>Math</b>	<p>A1.1 Solving Problems</p> <p>A1.1.A Select and justify functions and equations to model and solve problems.</p> <p>A1.2D Determine whether approximations or exact values of real numbers are appropriate, depending on the context, and justify the selection.</p> <p>A1.3 Characteristics and behaviors of functions</p> <p>A1.3.A Determine whether a relationship is a function and identify the domain, range, roots, and independent and dependent variables.</p> <p>A1.6 Data and distributions</p> <p>A1.6A Use and evaluate the accuracy of summary statistics to describe and compare data sets.</p> <p>A1.6B Make valid inferences and draw conclusions based on data.</p>



	<p>A1.8 Reasoning, problem solving, and communication</p> <p>A1.8A Analyze a problem situation and represent it mathematically.</p> <p>A1.8B Select and apply strategies to solve problems.</p> <p>G.2.C Explain and perform basic compass and straightedge constructions related to parallel and perpendicular lines.</p> <p>G.6.E Use different degrees of precision in measurement, explain the reason for using a certain degree of precision, and apply estimation strategies to obtain reasonable measurements with appropriate precision for a given purpose.</p> <p>G.7.B Select and apply strategies to solve problems.</p> <p>G.7.C Evaluate a solution for reasonableness, verify its accuracy, and interpret the solution in the context of the original problem.</p>
<b>Reading</b>	<p>3 The student reads different materials for a variety of purposes.</p> <p>3.1 Read to learn new information.</p> <p>3.1.1 Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.</p> <p>3.2 Read to perform a task.</p> <p>3.2.2 Apply understanding of complex information, including functional documents, to perform a task</p> <p>3.3 Read for career applications.</p> <p>3.3.1 Apply appropriate reading strategies for interpreting technical and non-technical documents used in job-related settings.</p> <p>3.4 Read for literary experience in a variety of genres.</p>
	<p>EALR 1 Systems- Predictability and Feedback</p> <p>9-12 SYS A Feedback is a process in which the output of a system provides information used to regulate the operation of the system. Positive feedback increases the disturbance to a system. Negative feedback reduces the disturbance to a system.</p> <p>9-12 SYSB Systems thinking can be especially useful in analyzing complex situations. To be useful, a system needs to be specified as clearly as possible.</p> <p>9-12 SYSD Systems can be changing or in equilibrium.</p> <p>EALR 2 Inquiry- Conducting Analyses and Thinking Logically</p> <p>9-12 INQ A Question: Scientists generate and evaluate questions to investigate the natural world.</p> <p>9-12 INQ B Investigate: Scientific progress requires the use of various methods appropriate for answering different kinds of research questions, a thoughtful plan for gathering data needed to answer the question, and care in collecting, analyzing, and displaying the data.</p> <p>9-12 INQC Explain Conclusions must be logical, based on evidence, and consistent with prior established knowledge.</p> <p>9-12 INQE Model: The essence of scientific investigation involves the development of a theory or conceptual model that can generate testable predictions.</p> <p>9-12 INQF Communicate: Science is a human endeavor that involves logical reasoning and creativity and entails the testing, revision, and occasional discarding of theories as new evidence comes to light.</p> <p>9-12 INQ G Intellectual Honesty: Public communication among scientists is an essential aspect of research. Scientists evaluate the validity of one another's investigations, check the reliability of results, and explain inconsistencies in findings.</p> <p>9-12 INQ H Intellectual Honesty: Scientists carefully evaluate sources of information for reliability before using that information. When referring to the ideas or findings of others, they cite their sources of information.</p> <p>EALR 3 Application- Science, Technology and Society</p> <p>9-12 APPC Choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final design.</p> <p>9-12 APPF It is important for all citizens to apply science and technology to critical issues that influence society.</p> <p>EALR 4 Earth and Space Science - Energy in Earth Systems</p> <p>9-11 ES2B Climate is determined by energy transfer from the sun at and near Earth's surface. This energy transfer is influenced by dynamic processes such as cloud cover and Earth's rotation, as well as static conditions such as proximity to mountain ranges and the ocean. Human activities, such as burning of fossil fuels, also affect the global climate.</p> <p>9-11 ES2C Earth is a system that contains essentially a fixed amount of each stable chemical element existing in different chemical forms. Each element on Earth moves among reservoirs in the solid Earth, oceans, atmosphere, and organisms as part of biogeochemical cycles</p>

	<p>driven by energy from Earth's interior and from the Sun.</p> <p>9-11 ES2D The Earth does not have infinite resources; increasing human consumption impacts the natural processes that renew some resources and it depletes other resources including those that cannot be renewed.</p> <p>EALR 4- Life Science- Maintenance and Stability of Populations</p> <p>9-11 LS2A Matter cycles and energy flows through living and nonliving components in ecosystems. The transfer of matter and energy is important for maintaining the health and sustainability of an ecosystem.</p> <p>9-11 LS2B Living organisms have the capacity to produce very large populations. Population density is the number of individuals of a particular population living in a given amount of space.</p> <p>9-11 LS2C Population growth is limited by the availability of matter and energy found in resources, the size of the environment, and the presence of competing and/or predatory organisms.</p> <p>9-11 LS2E Interrelationships of organisms may generate ecosystems that are stable for hundreds or thousands of years. Biodiversity refers to the different kinds of organisms in specific ecosystems or on the planet as a whole.</p> <p>9-11 LS2F The concept of sustainable development supports adoption of policies that enable people to obtain the resources they need today without limiting the ability of future generations to meet their own needs. Sustainable processes include substituting renewable for nonrenewable resources, recycling, and using fewer resources.</p> <p>EALR 4 Physical Science- Newton's Laws</p> <p>9-11 PS1G Electrical force is a force of nature independent of gravity that exists between charged objects. Opposite charges attract while like charges repel.</p> <p>9-11 PS1H Electricity and magnetism are two aspects of a single electromagnetic force. Moving electric charges produce magnetic forces, and moving magnets produce electric forces.</p> <p>EALR 4 Physical Science- Chemical Reactions</p> <p>9-11 PS2A Atoms are composed of protons, neutrons, and electrons. The nucleus of an atom takes up very little of the atom's volume but makes up almost all of the mass. The nucleus contains protons and neutrons, which are much more massive than the electrons surrounding the nucleus. Protons have a positive charge, electrons are negative in charge, and neutrons have no net charge.</p> <p>9-11 PS2B Atoms of the same element have the same number of protons. The number and arrangement of electrons determines how the atom interacts with other atoms to form molecules and ionic crystals.</p>
<b>Social Studies</b>	
<b>Writing</b>	<p>3 The student writes clearly and effectively.</p> <p>3.1 Develops ideas and organizes writing.</p> <p>3.1.1 Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.</p> <p>3.1.2 Analyzes and selects effective organizational structure.</p> <p>3.2 Uses appropriate style.</p> <p>3.2.1 Analyzes audience and purposes and uses appropriate voice.</p> <p>3.2.2 Analyzes and selects language appropriate for specific audiences and purposes.</p> <p>3.2.3 Uses a variety of sentences consistent with audience, purpose, and form.</p> <p>3.3 Knows and applies writing conventions appropriate for the grade level.</p> <p>3.3.1 Uses legible handwriting.</p> <p>3.3.2 Spells accurately in final draft.</p> <p>3.3.3 Applies capitalization rules.</p> <p>3.3.4 Applies punctuation rules.</p> <p>3.3.5 Applies usage rules.</p> <p>3.3.6 Uses complete sentences in writing.</p> <p>3.3.7 Applies paragraph conventions.</p> <p>3.3.8 Applies conventional forms for citations.</p> <p>4 The student analyzes and evaluates the effectiveness of written work.</p> <p>4.1.1 Analyzes and evaluates writing using established criteria.</p>

4.1.2 Analyzes and evaluates own writing using established criteria.

## Unit 5 – Plants and Animals

### Performance Assessment(s):

- Document the plant and animal food products consumed in a twenty-four hour period.
- Determine the percentage of plant and animal food products they consume.
- Conduct an experiment to determine bacterial levels of meat samples when refrigerated, stored at room temperature, and cooked.
- Observe and record growth of bacterial cultures.
- Research the path a prepared food item takes from production to processing and present their findings to the class.
- Solve a problem related to foodborne illness outbreak.
- Identify and sketch the four basic plant parts.
- Describe the functions of plant parts.
- Construct a model depicting the parts of a complete flower.
- Conduct a germination trial to determine the germination rate of bean seeds.
- Determine the presence of starch in plants that have received different light treatments.
- Collect data on the rate of respiration and photosynthesis of plant leaves.
- Determine the relationship between water availability and turgor pressure.
- Calculate growing degree days for two locations to determine crop maturity.
- Research plant macronutrients and record the functions in plants, deficiency symptoms, and sources for each.
- Design and conduct an inquiry experiment on one environmental factor to investigate the optimal growth range for a plant.
- Write a lab report and develop a presentation to report their findings from an inquiry experiment.
- Study and learn the basic anatomical parts of an animal.
- Develop a poster of the external anatomy of an animal that will be used to teach others.
- Make decisions based on given priorities and criteria, and analyze objects as they compare ideal criteria.
- Evaluate a class of market hogs based on specific priorities.
- Make a concept map of the internal body systems and their relationships.
- Research and identify the six essential nutrients and the functions of each.
- Classify feedstuffs according to their nutrient value.
- Conduct an experiment to demonstrate the effect of insulation on maintaining body heat.
- Draw conclusions on the perceptions of stimuli based on observations of optical illusions.
- Determine ethical options to form an opinion on the use of meat for human consumption and related environmental impact issues.

### Leadership Alignment:

Leadership activity embedded in curriculum and instruction through the National FFA Organization.

Students will work together in pairs in this unit to examine the steps it takes for commodities to get from the farm to their fork. Students will work with partners to conduct a laboratory experiment on food safety. Students will present their findings to the class.

1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understands how to apply those skills.

1.4 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.

2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.

### Standards and Competencies

#### Standard/Unit:

#### 5. Plants and Animals

CS.03. Performance Element: Career Success: Demonstrate those qualities, attributes and skills necessary to succeed in, or further prepare for, a chosen career while

effectively contributing to society.

CS.06. Performance Element: Examine the importance of health, safety, and environmental management systems in organizations and their importance to performance and regulatory compliance.

CS.07. Performance Element: Safety, Health, and Environmental: Demonstrate appropriate health and safety procedures for AFNR occupations.

CS.08. Performance Element: Technical Skills: Use tools, equipment, machinery and technology appropriate to work within areas related to AFNR.

CS.09. Performance Element: Technical Skills: Compare and contrast issues affecting the AFNR industry.

CS.11. Performance Element: Scientific Inquiry: Utilize scientific inquiry as an investigative method.

AS.01. Performance Element: Examine the components, historical development, global implications, and future trends of the animal systems industry.

AS.02. Performance Element: Classify, evaluate, select, and manage animals based on anatomical and physiological characteristics.

AS.03. Performance Element: Provide for the proper health care of animals.

AS.05. Performance Element: Evaluate and select animals based on scientific principles of animal production.

AS.08. Performance Element: Analyze environmental factors associated with animal production.

BS.02. Performance Element: Demonstrate laboratory skills as applied to biotechnology.

BS.03. Performance Element: Demonstrate the application of biotechnology to Agriculture, Food, and Natural Resources.

FPP.01. Performance Element: Examine components of the food industry and historical development of food products and processing.

FPP.02. Performance Element: Apply safety principles, recommended equipment and facility management techniques to the food products and processing industry.

PS.01. Performance Element: Apply knowledge of plant classification, plant anatomy and plant physiology to the production and management of plants.

### **Competencies**

**Total Learning Hours for Unit: 40**

#### **Lesson 5.1 Edible Agriculture**

5.1.1 Food is derived from animal and plant products.

5.1.2 Consumption trends of food have changed over time based on an increase of information about health issues and technological advances.

5.1.3 Food must be produced, transported, processed, and stored in a safe way.

5.1.4 There are many points where food can be contaminated while in route to the consumer.

#### **Lesson 5.2 All About Plants**

5.2.1 Plants have roots, stems, leaves, and flowers, which are all vital to survival.

5.2.2 Flowers, consisting of four main parts, produce seeds for reproduction.

5.2.3 Seeds require moisture and warmth for germination.

5.2.4 Plants convert raw materials using the energy of the sun into sugar and oxygen.

5.2.5 Plant cells use water, oxygen, and glucose to produce energy and metabolic by-products of carbon dioxide and water.

#### **Lesson 5.3 Plant Needs**

5.3.1 Production and management of plants are based upon environmental conditions, such as temperature.

5.3.2 Plants require adequate amounts of water for survival, growth, and development.

5.3.3 The three primary nutrients, nitrogen, phosphorus, and potassium, are necessary for the healthy growth of plants.

#### **Lesson 5.4 Animals in Ag**

5.4.1 Body parts of animals vary among different species.

5.4.2 Production and management of animals are based on anatomical and physiological characteristics.

5.4.3 Animals are selected based upon the quality and correctness of anatomical structure and productive potential.

5.4.4 Animals have a complex set of systems that must work together.

#### **Lesson 5.5 Animal Care**

5.5.1 Animals require food, shelter, and water for survival.

5.5.2 The nutrients needed by animals include protein, carbohydrates, fats, vitamins, minerals, and water and are found in many feed sources.

5.5.3 Shelter helps animals control body temperature.

5.5.4 Animals perceive potential dangers differently than humans.

5.5.5 The production of food, fiber, and fuel sometimes creates ethical dilemmas for producers and consumers.

### **Aligned Washington State Standards**

**Art**

<b>Communications</b>	<p>2 The student uses communication skills and strategies to interact/work effectively with others.</p> <p>2.1 Uses language to interact effectively and responsibly in a multicultural context.</p> <p>2.1.1 Analyzes the needs of the audience, situation, and setting to adjust language and other communication strategies.</p> <p>3. The student uses communication skills and strategies to effectively present ideas and one's self in a variety of situations.</p> <p>3.1 Uses knowledge of topic/theme, audience, and purpose to plan presentations.</p> <p>3.1.1 Applies skills to plan and organize effective oral communication and presentation.</p> <p>3.2 Uses media and other resources to support presentations.</p> <p>3.3 Uses effective delivery.</p> <p>3.3.1 Applies skills and strategies for the delivery of effective oral communication and presentation.</p> <p>4 The student analyzes and evaluates the effectiveness of communication.</p> <p>4.1 Assesses effectiveness of one's own and others' communication.</p> <p>4.1.1 Analyzes and evaluates strengths and weaknesses of one's own communication using own or established criteria.</p> <p>4.2 Sets goals for improvement.</p> <p>4.2.1 Applies strategies for setting grade level appropriate goals and evaluates improvement in communication.</p>
<b>Educational Technology</b>	<p>2. Students demonstrate a clear understanding of technology systems and operations and practice safe, legal and ethical behavior.</p> <p>2.1 Practice Safety: Demonstrate safe, legal and ethical behavior in the use of information and technology.</p> <p>2.2 Operate Systems: Understand technology systems and use hardware and networks to support learning.</p> <p>2.2.1 Develop skills to use technology effectively.</p> <p>2.2.2 Use a variety of hardware to support learning.</p> <p>2.3 Select and Use Applications: Use productivity tools and common applications effectively and constructively.</p> <p>2.3.1 Select and use common applications.</p> <p>2.3.2 Select and use online applications.</p> <p>2.4 Adapt to Change (Technology Fluency): Transfer current knowledge to new and emerging technologies.</p>
<b>Health and Fitness</b>	
<b>Math</b>	<p>A1.1 Solving Problems</p> <p>A1.1.A Select and justify functions and equations to model and solve problems</p> <p>A1.2 Numbers, expressions, and operations</p> <p>A1.2A Know the relationship between real numbers and the number line, and compare and order real numbers with and without the number line.</p> <p>A1.2B Recognize the multiple uses of variables, determine all possible values of variables that satisfy prescribed conditions, and evaluate algebraic expressions that involve variables</p> <p>A1.2D Determine whether approximations or exact values of real numbers are appropriate, depending on the context, and justify the selection.</p> <p>A1.2.F Add, subtract, multiply, and divide polynomials.</p> <p>A1.6 Data and distributions</p> <p>A1.6A Use and evaluate the accuracy of summary statistics to describe and compare data sets.</p> <p>A1.6B Make valid inferences and draw conclusions based on data.</p> <p>A1.8 Reasoning, problem solving, and communication</p> <p>A1.8A Analyze a problem situation and represent it mathematically.</p> <p>A1.8B Select and apply strategies to solve problems.</p> <p>G.2.C Explain and perform basic compass and straightedge constructions related to parallel and perpendicular lines.</p> <p>G.6.E Use different degrees of precision in measurement, explain the reason for using a certain degree of precision, and apply estimation strategies to obtain reasonable measurements with appropriate precision for a given purpose.</p> <p>G.7.B Select and apply strategies to solve problems.</p> <p>G.7.C Evaluate a solution for reasonableness, verify its accuracy, and interpret the solution in the context of the original problem.</p>
<b>Reading</b>	<p>3 The student reads different materials for a variety of purposes.</p>

	<p>3.1 Read to learn new information.</p> <p>3.1.1 Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.</p> <p>3.2 Read to perform a task.</p> <p>3.2.2 Apply understanding of complex information, including functional documents, to perform a task</p> <p>3.3 Read for career applications.</p> <p>3.3.1 Apply appropriate reading strategies for interpreting technical and non-technical documents used in job-related settings.</p> <p>3.4 Read for literary experience in a variety of genres.</p>
<b>Science</b>	<p>EALR 1 Systems- Predictability and Feedback</p> <p>9-12 SYS A Feedback is a process in which the output of a system provides information used to regulate the operation of the system. Positive feedback increases the disturbance to a system. Negative feedback reduces the disturbance to a system.</p> <p>9-12 SYSB Systems thinking can be especially useful in analyzing complex situations. To be useful, a system needs to be specified as clearly as possible.</p> <p>9-12 SYSD Systems can be changing or in equilibrium.</p> <p>EALR 2 Inquiry- Conducting Analyses and Thinking Logically</p> <p>9-12 INQ A Question Scientists generate and evaluate questions to investigate the natural world.</p> <p>9-12 INQ B Investigate Scientific progress requires the use of various methods appropriate for answering different kinds of research questions, a thoughtful plan for gathering data needed to answer the question, and care in collecting, analyzing, and displaying the data.</p> <p>9-12 INQC Explain Conclusions must be logical, based on evidence, and consistent with prior established knowledge.</p> <p>9-12 INQE Model The essence of scientific investigation involves the development of a theory or conceptual model that can generate testable predictions.</p> <p>EALR 3 Application- Science, Technology and Society</p> <p>9-12 APPA Science affects society and cultures by influencing the way many people think about themselves, others, and the environment. Society also affects science by its prevailing views about what is important to study and by deciding what research will be funded.</p> <p>9-12 APPB The technological design process begins by defining a problem in terms of criteria and constraints, conduction research, and generating several different solutions.</p> <p>9-12 APPC Choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final design.</p> <p>9-12 APPF It is important for all citizens to apply science and technology to critical issues that influence society.</p> <p>EALR 4- Life Science- Maintenance and Stability of Populations</p> <p>9-11 LS2A Matter cycles and energy flows through living and nonliving components in ecosystems. The transfer of matter and energy is important for maintaining the health and sustainability of an ecosystem.</p> <p>9-11 LS2B Living organisms have the capacity to produce very large populations. Population density is the number of individuals of a particular population living in a given amount of space.</p> <p>9-11 LS2C Population growth is limited by the availability of matter and energy found in resources, the size of the environment, and the presence of competing and/or predatory organisms.</p> <p>9-11 LS2E Interrelationships of organisms may generate ecosystems that are stable for hundreds or thousands of years. Biodiversity refers to the different kinds of organisms in specific ecosystems or on the planet as a whole.</p> <p>9-11 LS2F The concept of sustainable development supports adoption of policies that enable people to obtain the resources they need today without limiting the ability of future generations to meet their own needs. Sustainable processes include substituting renewable for nonrenewable resources, recycling, and using fewer resources.</p> <p>EALR 4 Physical Science- Newton's Laws</p> <p>9-11 PS1G Electrical force is a force of nature independent of gravity that exists between charged objects. Opposite charges attract while like charges repel.</p> <p>9-11 PS1H Electricity and magnetism are two aspects of a single electromagnetic force. Moving electric charges produce magnetic forces,</p>

	<p>and moving magnets produce electric forces.</p> <p>EALR 4 Physical Science- Chemical Reactions</p> <p>9-11 PS2F All forms of life are composed of large molecules that contain carbon. Carbon atoms bond to one another and other elements by sharing electrons, forming covalent bonds. Stable molecules of carbon have four covalent bonds per carbon atom.</p> <p>9-11 PS2G Chemical reactions change the arrangement of atoms in the molecules of substances. Chemical reactions release or acquire energy from their surroundings and result in the formation of new substances.</p>
<b>Social Studies</b>	
<b>Writing</b>	<p>3 The student writes clearly and effectively.</p> <p>3.1 Develops ideas and organizes writing.</p> <p>3.1.1 Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.</p> <p>3.1.2 Analyzes and selects effective organizational structure.</p> <p>3.2 Uses appropriate style.</p> <p>3.2.1 Analyzes audience and purposes and uses appropriate voice.</p> <p>3.2.2 Analyzes and selects language appropriate for specific audiences and purposes.</p> <p>3.2.3 Uses a variety of sentences consistent with audience, purpose, and form.</p> <p>3.3 Knows and applies writing conventions appropriate for the grade level.</p> <p>3.3.1 Uses legible handwriting.</p> <p>3.3.2 Spells accurately in final draft.</p> <p>3.3.3 Applies capitalization rules.</p> <p>3.3.4 Applies punctuation rules.</p> <p>3.3.5 Applies usage rules.</p> <p>3.3.6 Uses complete sentences in writing.</p> <p>3.3.7 Applies paragraph conventions.</p> <p>3.3.8 Applies conventional forms for citations.</p> <p>4 The student analyzes and evaluates the effectiveness of written work.</p> <p>4.1.1 Analyzes and evaluates writing using established criteria.</p> <p>4.1.2 Analyzes and evaluates own writing using established criteria.</p>
<b>Unit 6 – Mechanics of Agriculture</b>	
<b>Performance Assessment(s):</b>	
<ul style="list-style-type: none"> <li>• Work with their classmates to develop a list of ten safety rules to follow.</li> <li>• Locate and determine the purpose of emergency equipment items located in the shop facility.</li> <li>• Research an agricultural hazard and demonstrate safe procedures to reduce the danger.</li> <li>• Film a short video demonstrating safe behavior.</li> <li>• Compare the combustion of two common fuels used for energy production.</li> <li>• Construct a solar energy system and compare the production of electricity under different light conditions.</li> <li>• Develop an educational display that will describe an alternative energy source and the impact agriculture has on that source.</li> <li>• Draw a map and write directions from the school to their home.</li> <li>• Write directions based on the map of another student.</li> <li>• Describe parcels of land using the rectangular survey system and the metes and bounds system.</li> <li>• Use three points to triangulate a location.</li> <li>• Determine latitude, longitude, and altitude using a GPS unit.</li> <li>• Collect soil data and record the GPS coordinates of each soil location.</li> <li>• Use the Soil Web Survey to research information on each soil location.</li> <li>• Discuss issues pertaining to zoning and land use and present a persuasive debate at a mock town hall meeting.</li> <li>• Use English and metric measurement systems to determine the length of objects.</li> </ul>	



- Convert fractions and decimals.
- Use proportions to solve problems and determine dimensions of objects drawn to scale.
- Draw three-view plans of three-dimensional objects.
- Write step-by-step directions for a coast-to-coast trip and calculate mileage and fuel cost.
- Develop complete project plans for a birdhouse including researching the needs of the bird, designing, sketching, drawing, writing directions, and estimating a bill of materials.

#### **Leadership Alignment:**

Leadership activity embedded in curriculum and instruction through the National FFA Organization.

Students will be focusing on the mechanical skills in Unit 6. They will be working in small groups to express the importance of safety in the Agriculture classroom. They will engage in group sharing and class collaboration activities.

1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understands how to apply those skills.

1.4 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.

2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.

#### ***Standards and Competencies***

#### **Standard/Unit:**

#### **6. Mechanics of Agriculture**

CS.03. Performance Element: Career Success: Demonstrate those qualities, attributes and skills necessary to succeed in, or further prepare for, a chosen career while effectively contributing to society.

CS.04. Performance Element: Systems: Examine roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.

CS.05. Performance Element: Systems: Identify how key organizational structures and processes affect organizational performance and the quality of products and services

CS.06. Performance Element: Examine the importance of health, safety, and environmental management systems in organizations and their importance to performance and regulatory compliance.

CS.07. Performance Element: Safety, Health, and Environmental: Demonstrate appropriate health and safety procedures for AFNR occupations.

CS.08. Performance Element: Technical Skills: Use tools, equipment, machinery and technology appropriate to work within areas related to AFNR.

CS.09. Performance Element: Technical Skills: Compare and contrast issues affecting the AFNR industry.

CS.10. Performance Element: Technical Skills: Envision emerging technology and globalization to project its influence on widespread markets.

CS.11. Performance Element: Scientific Inquiry: Utilize scientific inquiry as an investigative method.

AS.07. Performance Element: Select animal facilities and equipment that provide for the safe and efficient production, housing, and handling of animals.

ESS.02. Performance Element: Assess the impact of policies and regulations on environmental service systems.

ESS.05. Performance Element: Examine the relationships between energy sources and environmental service systems.

ESS.06. Performance Element: Use tools, equipment, machinery and technology to accomplish tasks in environmental service systems.

NRS.01. Performance Element: Explain interrelationships between natural resources and humans necessary to conduct management activities in natural environments

NRS.02. Performance Element: Apply scientific principles to natural resource management activities.

NRS.05. Performance Element: Use effective methods and venues to communicate natural resource processes to the public.

PST.01. Performance Element: Use physical science principles and engineering applications with power, structural and technical systems to solve problems and improve performance.

PST.02. Performance Element: Design, operate and maintain mechanical equipment, structures, biological systems, land treatment, power and technology.

PST.04. Performance Element: Plan, build and maintain agricultural structures.

PST.05. Performance Element: Apply technology principles in the use of agricultural technical systems.

#### **Competencies**

**Total Learning Hours for Unit: 30**

**Lesson 6.1 Safety Beyond the Classroom**

6.1.1 Understanding and following shop procedures and rules are essential to maintaining a safe work environment.

6.1.2 Emergency equipment is available and has specific uses.

6.1.3 Machinery use requires proper knowledge and attention to keep a person safe.

**Lesson 6.2 The Greening of Energy**

6.2.1 People depend on consumable forms of energy, such as fuel and electricity, which are used in everyday life.

6.2.2 Agricultural commodities can be converted to alternative energy sources.

6.2.3 Many renewable energy sources, such as wind, solar, and biofuels, are currently being used in the United States.

6.2.4 The efficiency of energy and the amount of energy produced varies among sources.

6.2.5 The sustainable use of fossil fuels and renewable energy sources are the basis of many issues and concerns among consumer groups.

**Lesson 6.3 This is My Land**

6.3.1 All property is legally defined and recorded based on a standardized regulatory system.

6.3.2 There are federal, state, county, and local laws that govern how land can be used.

6.3.3 Global Positioning System (GPS) is a method used to determine an exact location of a point on the earth using a coordinate system based on longitude and latitude readings.

6.3.4 Applications of Global Positioning Systems and Geographic Information Systems are used in all disciplines of agriculture and natural resource systems to improve agricultural production efficiencies and environmental quality.

**Lesson 6.4 How It's Made**

6.4.1 English and metric linear measurement systems are two useful forms of measurement used every day.

6.4.2 Measurement accuracy is critical for project success.

6.4.3 The proper use of scale is important when drafting and designing project plans.

6.4.4 Agricultural projects involve planning, design, construction, implementation, and evaluation.

***Aligned Washington State Standards***

Art	
<b>Communications</b>	<p>2 The student uses communication skills and strategies to interact/work effectively with others.</p> <p>2.1 Uses language to interact effectively and responsibly in a multicultural context.</p> <p>2.1.1 Analyzes the needs of the audience, situation, and setting to adjust language and other communication strategies.</p> <p>3. The student uses communication skills and strategies to effectively present ideas and one's self in a variety of situations.</p> <p>3.1 Uses knowledge of topic/theme, audience, and purpose to plan presentations.</p> <p>3.1.1 Applies skills to plan and organize effective oral communication and presentation.</p> <p>3.2 Uses media and other resources to support presentations.</p> <p>3.3 Uses effective delivery.</p> <p>4 The student analyzes and evaluates the effectiveness of communication.</p> <p>4.1 Assesses effectiveness of one's own and others' communication.</p> <p>4.1.1 Analyzes and evaluates strengths and weaknesses of one's own communication using own or established criteria.</p> <p>4.2 Sets goals for improvement.</p> <p>4.2.1 Applies strategies for setting grade level appropriate goals and evaluates improvement in communication.</p> <p>3.3.1 Applies skills and strategies for the delivery of effective oral communication and presentation.</p>
<b>Educational Technology</b>	<p>2. Students demonstrate a clear understanding of technology systems and operations and practice safe, legal and ethical behavior.</p> <p>2.1 Practice Safety: Demonstrate safe, legal and ethical behavior in the use of information and technology.</p> <p>2.2 Operate Systems: Understand technology systems and use hardware and networks to support learning.</p> <p>2.2.1 Develop skills to use technology effectively.</p> <p>2.2.2 Use a variety of hardware to support learning.</p> <p>2.3 Select and Use Applications: Use productivity tools and common applications effectively and constructively.</p> <p>2.3.1 Select and use common applications.</p> <p>2.3.2 Select and use online applications.</p>

	2.4 Adapt to Change (Technology Fluency): Transfer current knowledge to new and emerging technologies.
<b>Health and Fitness</b>	
<b>Math</b>	<p>A1.1 Solving Problems</p> <p>A1.1.A Select and justify functions and equations to model and solve problems</p> <p>A1.2 Numbers, expressions, and operations</p> <p>A1.2A Know the relationship between real numbers and the number line, and compare and order real numbers with and without the number line.</p> <p>A1.2B Recognize the multiple uses of variables, determine all possible values of variables that satisfy prescribed conditions, and evaluate algebraic expressions that involve variables.</p> <p>A1.2D Determine whether approximations or exact values of real numbers are appropriate, depending on the context, and justify the selection.</p> <p>A1.2.F Add, subtract, multiply, and divide polynomials.</p> <p>A1.6 Data and distributions</p> <p>A1.6A Use and evaluate the accuracy of summary statistics to describe and compare data sets.</p> <p>A1.6B Make valid inferences and draw conclusions based on data.</p> <p>A1.8 Reasoning, problem solving, and communication</p> <p>A1.8A Analyze a problem situation and represent it mathematically.</p> <p>A1.8B Select and apply strategies to solve problems.</p> <p>G.1.B Use inductive reasoning to make conjectures, to test the plausibility of a geometric statement, and to help find a counterexample.</p> <p>G.2.C Explain and perform basic compass and straightedge constructions related to parallel and perpendicular lines.</p> <p>G.3 Two- and three-dimensional figures</p> <p>G.3.A Know, explain, and apply basic postulates and theorems about triangles and the special lines, line segments, and rays associated with a triangle.</p> <p>G.4 Geometry in the coordinate plane</p> <p>G.4.A Determine the equation of a line in the coordinate plane that is described geometrically, including a line through two given points, a line through a given point parallel to a given line, and a line through a given point perpendicular to a given line.</p> <p>G.6.E Use different degrees of precision in measurement, explain the reason for using a certain degree of precision, and apply estimation strategies to obtain reasonable measurements with appropriate precision for a given purpose.</p> <p>G.7.B Select and apply strategies to solve problems.</p> <p>G.7.C Evaluate a solution for reasonableness, verify its accuracy, and interpret the solution in the context of the original problem.</p> <p>G.7.G Synthesize information to draw conclusions and evaluate the arguments and conclusions of others.</p>
<b>Reading</b>	<p>3 The student reads different materials for a variety of purposes.</p> <p>3.1 Read to learn new information.</p> <p>3.1.1 Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.</p> <p>3.2 Read to perform a task.</p> <p>3.2.2 Apply understanding of complex information, including functional documents, to perform a task</p> <p>3.3 Read for career applications.</p> <p>3.3.1 Apply appropriate reading strategies for interpreting technical and non-technical documents used in job-related settings.</p> <p>3.4 Read for literary experience in a variety of genres.</p>
<b>Science</b>	<p>EALR 1 Systems- Predictability and Feedback</p> <p>9-12 SYS A Feedback is a process in which the output of a system provides information used to regulate the operation of the system. Positive feedback increases the disturbance to a system. Negative feedback reduces the disturbance to a system.</p> <p>9-12 SYSB Systems thinking can be especially useful in analyzing complex situations. To be useful, a system needs to be specified as clearly as possible.</p> <p>9-12 SYSD Systems can be changing or in equilibrium.</p>

	<p>EALR 2 Inquiry- Conducting Analyses and Thinking Logically</p> <p>9-12 INQ A Question Scientists generate and evaluate questions to investigate the natural world.</p> <p>9-12 INQ B Investigate Scientific progress requires the use of various methods appropriate for answering different kinds of research questions, a thoughtful plan for gathering data needed to answer the question, and care in collecting, analyzing, and displaying the data.</p> <p>9-12 INQC Explain Conclusions must be logical, based on evidence, and consistent with prior established knowledge.</p> <p>9-12 INQE Model The essence of scientific investigation involves the development of a theory or conceptual model that can generate testable predictions.</p> <p>EALR 3 Application- Science, Technology and Society</p> <p>9-12 APPA Science affects society and cultures by influencing the way many people think about themselves, others, and the environment. Society also affects science by its prevailing views about what is important to study and by deciding what research will be funded.</p> <p>9-12 APPB The technological design process begins by defining a problem in terms of criteria and constraints, conduction research, and generating several different solutions.</p> <p>9-12 APPC Choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final design.</p> <p>9-12 APPF It is important for all citizens to apply science and technology to critical issues that influence society.</p> <p>EALR 4 Earth and Space Science - Energy in Earth Systems</p> <p>9-11 ES2B Climate is determined by energy transfer from the sun at and near Earth's surface. This energy transfer is influenced by dynamic processes such as cloud cover and Earth's rotation, as well as static conditions such as proximity to mountain ranges and the ocean. Human activities, such as burning of fossil fuels, also affect the global climate.</p> <p>EALR 4- Life Science- Maintenance and Stability of Populations</p> <p>9-11 LS2A Matter cycles and energy flows through living and nonliving components in ecosystems. The transfer of matter and energy is important for maintaining the health and sustainability of an ecosystem.</p> <p>9-11 LS2B Living organisms have the capacity to produce very large populations. Population density is the number of individuals of a particular population living in a given amount of space.</p> <p>9-11 LS2C Population growth is limited by the availability of matter and energy found in resources, the size of the environment, and the presence of competing and/or predatory organisms.</p> <p>9-11 LS2F The concept of sustainable development supports adoption of policies that enable people to obtain the resources they need today without limiting the ability of future generations to meet their own needs. Sustainable processes include substituting renewable for nonrenewable resources, recycling, and using fewer resources.</p> <p>EALR 4 Physical Science- Chemical Reactions</p> <p>9-11 PS2F All forms of life are composed of large molecules that contain carbon. Carbon atoms bond to one another and other elements by sharing electrons, forming covalent bonds. Stable molecules of carbon have four covalent bonds per carbon atom.</p> <p>9-11 PS2G Chemical reactions change the arrangement of atoms in the molecules of substances. Chemical reactions release or acquire energy from their surroundings and result in the formation of new substances.</p> <p>EALR Physical Science- Transformation and Conservation of Energy</p> <p>9-11 PS3A Although energy can be transferred from one object to another and can be transformed from one form of energy to another form, the total energy in a closed system remains the same. The concept of conservation of energy, applies to all physical and chemical changes.</p>
<b>Social Studies</b>	
<b>Writing</b>	<p>3 The student writes clearly and effectively.</p> <p>3.1 Develops ideas and organizes writing.</p> <p>3.1.1 Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.</p> <p>3.1.2 Analyzes and selects effective organizational structure.</p> <p>3.2 Uses appropriate style.</p> <p>3.2.1 Analyzes audience and purposes and uses appropriate voice.</p>

	<p>3.2.2 Analyzes and selects language appropriate for specific audiences and purposes.</p> <p>3.2.3 Uses a variety of sentences consistent with audience, purpose, and form.</p> <p>3.3 Knows and applies writing conventions appropriate for the grade level.</p> <p>3.3.1 Uses legible handwriting.</p> <p>3.3.2 Spells accurately in final draft.</p> <p>3.3.3 Applies capitalization rules.</p> <p>3.3.4 Applies punctuation rules.</p> <p>3.3.5 Applies usage rules.</p> <p>3.3.6 Uses complete sentences in writing.</p> <p>3.3.7 Applies paragraph conventions.</p> <p>3.3.8 Applies conventional forms for citations.</p> <p>4 The student analyzes and evaluates the effectiveness of written work.</p> <p>4.1.1 Analyzes and evaluates writing using established criteria.</p> <p>4.1.2 Analyzes and evaluates own writing using established criteria.</p>
<b>Unit 7 – Looking Ahead</b>	
<b>Performance Assessment(s):</b>	
<ul style="list-style-type: none"> <li>Write a brief proposing a plan to be used at a presentation on solving world hunger.</li> <li>Review their work from the year and complete their Career Portfolio.</li> </ul>	
<b>Leadership Alignment:</b>	
<p>Leadership activity embedded in curriculum and instruction through the National FFA Organization.</p> <p>Students will be working on an analysis problem on Solving World Hunger. It is an accumulation of all of the knowledge they have gained in the course. They should consider what they have learned about animal populations, reproduction, food products, agricultural careers and even agricultural mechanics to come up with a brief. Students will finalize their Agriscience Portfolio for the year. They should be recording their SAE progress and preparing to give an end of the year report.</p> <p>1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understands how to apply those skills.</p> <p>1.4 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.</p> <p>3.1 The student will analyze the roles and responsibilities of citizenship.</p> <p>3.2 The student will demonstrate social responsibility in family, community and business industry.</p> <p>3.5 The student will understand and utilize organizational systems to advocate for issues on the local, state, and international level.</p>	
<b>Standards and Competencies</b>	
<b>Standard/Unit:</b>	
<b>7. Looking Ahead</b>	
<p>CS.01. Performance Element: Premier Leadership: Acquire the skills necessary to positively influence others.</p> <p>CS.02. Performance Element: Personal Growth: Develop a skill set to enhance the positive evolution of the whole person.</p> <p>CS.03. Performance Element: Career Success: Demonstrate those qualities, attributes and skills necessary to succeed in, or further prepare for, a chosen career while effectively contributing to society.</p> <p>CS.10. Performance Element: Technical Skills: Envision emerging technology and globalization to project its influence on widespread markets.</p>	
<b>Competencies</b>	<b>Total Learning Hours for Unit: 10</b>
<p><b>Lesson 7.1 Your Future in Agriscience</b></p> <p>7.1.1 Agriculture plays an essential role in society and feeding the world.</p> <p>7.1.2 Accurate record keeping is important to the success of an agricultural enterprise.</p>	
<b>Aligned Washington State Standards</b>	

<b>Art</b>	
<b>Communications</b>	
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Math</b>	
<b>Reading</b>	<p>3 The student reads different materials for a variety of purposes.</p> <p>3.1 Read to learn new information.</p> <p>3.1.1 Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.</p> <p>3.2 Read to perform a task.</p> <p>3.2.2 Apply understanding of complex information, including functional documents, to perform a task</p> <p>3.3 Read for career applications.</p> <p>3.3.1 Apply appropriate reading strategies for interpreting technical and non-technical documents used in job-related settings.</p> <p>3.4 Read for literary experience in a variety of genres.</p>
<b>Science</b>	<p>EALR 2 Inquiry- Conducting Analyses and Thinking Logically</p> <p>9-12 INQF Communicate Science is a human endeavor that involves logical reasoning and creativity and entails the testing, revision, and occasional discarding of theories as new evidence comes to light.</p> <p>EALR 3 Application- Science, Technology and Society</p> <p>9-12 APPA Science affects society and cultures by influencing the way many people think about themselves, others, and the environment. Society also affects science by its prevailing views about what is important to study and by deciding what research will be funded.</p>
<b>Social Studies</b>	
<b>Writing</b>	

## 21<sup>st</sup> Century Skills

Check those that students will demonstrate in this course:

### LEARNING & INNOVATION

#### Creativity and Innovation

- ☒ Think Creatively
- ☒ Work Creatively with Others
- ☒ Implement Innovations

#### Critical Thinking and Problem Solving

- ☒ Reason Effectively
- ☒ Use Systems Thinking
- ☒ Make Judgments and Decisions
- ☒ Solve Problems

#### Communication and Collaboration

- ☒ Communicate Clearly
- ☒ Collaborate with Others

### INFORMATION, MEDIA & 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 & 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



## Career and Technical Education 21<sup>st</sup> Century Skills for

Course Name Plants, People & the World (Intro to AFNR)

School Year 2015-2016

### LEARNING AND INNOVATION

*Learning and innovation skills increasingly are being recognized as those that separate students who are prepared for a more and more complex life and work environments in the 21<sup>st</sup> century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future.*

21 <sup>st</sup> Century Skills		Where do you teach this skill in your curriculum?	How do you assess this skill in your curriculum?
Creativity and Innovation	<b>Think Creatively</b> 1.A.1 Use a wide range of idea creation techniques (such as brainstorming) 1.A.2 Create new and worthwhile ideas (both incremental and radical concepts) 1.A.3 Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts	Lab activities, all units	Lab rubrics
	<b>Work Creatively with Others</b> 1.B.1 Develop, implement and communicate new ideas to others effectively 1.B.2 Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work 1.B.3 Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas 1.B.4 View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes	Group work during lab activities	Lab rubrics and workplace skills self evaluation rubric
	<b>Implement Innovations</b> 1.C.1 Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur	Research project	Research project rubric

## LEARNING AND INNOVATION

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21 <sup>st</sup> Century Skills		Where do you teach this skill in your curriculum?	How do you assess this skill in your curriculum?
Critical Thinking and Problem Solving	<b>Reason Effectively</b> 2.A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation	Group activities, lab activities throughout all units	Group and Lab rubrics
	<b>Use Systems Thinking</b> 2.B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems	Lab activities	Lab rubrics
	<b>Make Judgments and Decisions</b> 2.C.1 Effectively analyze and evaluate evidence, arguments, claims and beliefs 2.C.2 Analyze and evaluate major alternative points of view 2.C.3 Synthesize and make connections between information and arguments 2.C.4 Interpret information and draw conclusions based on the best analysis 2.C.5 Reflect critically on learning experiences and processes	Research project	Project rubric
	<b>Solve Problems</b> 2.D.1 Solve different kinds of non-familiar problems in both conventional and innovative ways 2.D.2 Identify and ask significant questions that clarify various points of view and lead to better solutions	Lab activities throughout all units	Lab rubric

## LEARNING AND INNOVATION

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21 <sup>st</sup> Century Skills		Where do you teach this skill in your curriculum?	How do you assess this skill in your curriculum?
Communication and Collaboration	<b>Communicate Clearly</b> 3.A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts 3.A.2 Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions 3.A.3 Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade) 3.A.4 Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact 3.A.5 Communicate effectively in diverse environments (including multi-lingual)	Informal and formal oral presentations in Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, and Unit 6	Oral Communication rubric
	<b>Collaborate with Others</b> 3.B.1 Demonstrate ability to work effectively and respectfully with diverse teams 3.B.2 Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal 3.B.3 Assume shared responsibility for collaborative work, and value the individual contributions made by each team member	Informal and formal oral presentations created by group activities in Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, and Unit 6	Group work rubric
	<b>Access and Evaluate Information</b> 4.A.1 Access information efficiently (time) and effectively (sources) 4.A.2 Evaluate information critically and competently	Project research in Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, and Unit 6	Project rubric
Information Literacy			

## LEARNING AND INNOVATION

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21 <sup>st</sup> Century Skills		Where do you teach this skill in your curriculum?	How do you assess this skill in your curriculum?
<b>Flexibility and Adaptability</b>	<b>Use and Manage Information</b> 4.B.1 Use information accurately and creatively for the issue or problem at hand 4.B.2 Manage the flow of information from a wide variety of sources 4.B.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information	Lab activities, all units	Lab rubrics
	<b>Adapt to Change</b> 7.A.1 Adapt to varied roles, jobs responsibilities, schedules and contexts 7.A.2 Work effectively in a climate of ambiguity and changing priorities	Workplace skills throughout class	Workplace skills self evaluation rubric
	<b>Be Flexible</b> 7.B.1 Incorporate feedback effectively 7.B.2 Deal positively with praise, setbacks and criticism 7.B.3 Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments	Workplace skills throughout class	Workplace skill self evaluation rubric
<b>Initiative and Self-Direction</b>	<b>Manage Goals and Time</b> 8.A.1 Set goals with tangible and intangible success criteria 8.A.2 Balance tactical (short-term) and strategic (long-term) goals 8.A.3 Utilize time and manage workload efficiently	SAE project in Unit 1	Project rubric
	<b>Work Independently</b> 8.B.1 Monitor, define, prioritize and complete tasks without direct oversight	SAE project in Unit 1	Project rubric and Workplace skills self-evaluation

## LEARNING AND INNOVATION

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21 <sup>st</sup> Century Skills		Where do you teach this skill in your curriculum?	How do you assess this skill in your curriculum?
Productivity and Accountability	<b>Be Self-Directed Learners</b> 8.C.1 Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise 8.C.2 Demonstrate initiative to advance skill levels towards a professional level 8.C.3 Demonstrate commitment to learning as a lifelong process 8.C.4 Reflect critically on past experiences in order to inform future progress	SAE project in Unit 1	Project rubric
	<b>Interact Effectively with Others</b> 9.A.1 Know when it is appropriate to listen and when to speak 9.A.2 Conduct themselves in a respectable, professional manner	Lab activities, all units	Lab rubrics and workplace skills self-evaluation
	<b>Work Effectively in Diverse Teams</b> 9.B.1 Respect cultural differences and work effectively with people from a range of social and cultural backgrounds 9.B.2 Respond open-mindedly to different ideas and values 9.B.3 Leverage social and cultural differences to create new ideas and increase both innovation and quality of work	Lab activities, all units	Lab rubrics and workplace skills self-evaluation

## LEARNING AND INNOVATION

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21 <sup>st</sup> Century Skills		Where do you teach this skill in your curriculum?	How do you assess this skill in your curriculum?
Leadership and Responsibility	<b>Produce Results</b> 10.B.1 Demonstrate additional attributes associated with producing high quality products including the abilities to: 10.B.1.a Work positively and ethically 10.B.1.b Manage time and projects effectively 10.B.1.c Multi-task 10.B.1.d Participate actively, as well as be reliable and punctual 10.B.1.e Present oneself professionally and with proper etiquette 10.B.1.f Collaborate and cooperate effectively with teams 10.B.1.g Respect and appreciate team diversity 10.B.1.h Be accountable for results	SAE project in Unit 1, research projects and presentations	Project rubrics
	<b>Guide and Lead Others</b> 11.A.1 Use interpersonal and problem-solving skills to influence and guide others toward a goal 11.A.2 Leverage strengths of others to accomplish a common goal 11.A.3 Inspire others to reach their very best via example and selflessness 11.A.4 Demonstrate integrity and ethical behavior in using influence and power	Group work	Group work rubrics
	<b>Be Responsible to Others</b> 11.B.1 Act responsibly with the interests of the larger community in mind	Group work	Group work rubrics

# Advanced Plant Science



## INTRODUCTION

<b>Course Name</b>	<u>Advanced Plant Science</u>	<b>Grade Level(s)</b>	<u>10-12</u>
<b>Course Length</b>	<u>180 hours</u>	<b>Course Code (s)</b>	<u>TBD</u>

<b>Course Description</b>	This course introduces students to a range of agricultural opportunities and pathways of study. Students will experience hands-on activities and projects involving the study of communication, the science of agriculture, plants, animals, natural resources, and agricultural mechanics. While surveying the opportunities available in agriculture and natural resources, students will learn to solve problems, conduct research, analyze data, work in teams, and take responsibility for their work, actions, and learning. Woven throughout the course are activities to develop and improve employability skills through practical applications. All students participate in leadership activities and career exploration.
<b>Pathway Connections</b>	
<b>Primary Connection</b>	Environmental & Natural Science
<b>Secondary Connection</b>	Arts & Communication Social & Personal Services
<b>Sample Sequence of Courses</b>	Plants, People and the World is the entry course for exploratory study in Horticulture Science and/or preparatory study in Advanced Plant Science, Environmental Horticulture and/or Floral Design & Marketing.
<b>Cross Credit and/or College Credit</b>	Advanced Plant Science cross credits as an occupational credit and as a lab science credit.
<b>Basic Textbook</b>	Introductory Plant Biology, Kingsley R. Stern
<b>Equipment</b>	Science lab equipment (microscopes, Vernier LabQuest, hot plates, measuring tools, lab glassware)
<b>Software</b>	Teacher instructional materials supporting Vernier LabQuest, NewByte genetics & population growth predicting software
<b>Supplemental Materials</b>	Sunset Western Garden Book Botany for Gardeners Botany Coloring Book Biology Coloring Book Careers in Horticulture and Botany WSU Publications: Biotechnology, Food, and Agriculture Various Videos Various Professional Handouts

## POWER STANDARDS

<b>Course Name</b>	<u>Advanced Plant Science</u>	<b>Grade Level(s)</b>	<u>10-12</u>
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1. Apply knowledge of classification, anatomy, and physiology to the production and management of plants and/or animals (CHOA-Anatomy/Physiology)
2. Prepare and implement a management plan that addresses the influence of environmental factors, nutrients and soil on plant and/or animal growth (CHOB – Environment)
3. Propagate, culture and harvest plants (CHOC – Plant Management)
4. Employ elements of design to enhance an environment (CHOD – Design)
5. Demonstrate an understanding of the relevance and application of agriculture (CHOE – Inquiry/Stem)
6. Understands and demonstrates 21<sup>st</sup> century workplace skills for success. (CHOF – Workplace Skills)
7. Establish, plan and conduct an FFA supervised agriculture experience (SAE) project (CHOG – SAE)
8. Explain how organisms interact with each other and their physical environment. (CHOH – Biodiversity)
9. Describe a system including subsystems, boundaries, flows and feedbacks. (CHOI – Systems)

## COURSE OUTLINE

**Course Name** Advanced Plant Science **Grade Level(s)** 9-12

Advanced Plant Biology teaches student about the form and function of plant systems. Students are immersed in inquiry-based exercises filled with activities, projects, and problems to teach them plant concepts through laboratory and practical experiences. Topics covered include the study of plant anatomy and physiology, classification, and the fundamentals of production and harvesting. This course provides a good preparation for the AP Biology exam as students will complete a majority of the plant based AP Biology labs throughout the course.

1. Worlds of Opportunity
2. Mineral Soils
3. Soilless Systems
4. Anatomy and Physiology
5. Taxonomy
6. The Growing Environment
7. Sexual Reproduction
8. Asexual Reproduction
9. Surviving a Harsh Environment
10. Crop Production and Marketing



Auburn School District #408

## Advanced Plant Science

<b>Course:</b> Advanced Plant Science (CASE-ASP)		<b>Total Framework Hours up to:</b> 180
CIP Code: 010602	<input checked="" type="checkbox"/> <b>Exploratory</b> <input type="checkbox"/> <b>Preparatory</b>	<b>Date Last Modified:</b> 1/15/15
<b>Career Cluster:</b> AFNR		<b>Cluster Pathway:</b> Plant systems

### Unit Outline Hours

Unit 1: Worlds of Opportunity	10
Unit 2: Mineral Soils	20
Unit 3: Soilless Systems	15
Unit 4: Anatomy and Physiology	30
Unit 5: Taxonomy	10
Unit 6: The Growing Environment	25
Unit 7: Sexual Reproduction	25
Unit 8: Asexual Reproduction	10
Unit 9: Surviving in a Harsh Environment	15
Unit 10: Crop Production and Marketing	<u>20</u>
<b>Total Hours</b>	<b><u>180</u></b>

## Unit 1 Worlds of Opportunity

### Performance Assessment(s):

- Present relevant plant industry vocabulary and definitions to the class.
- Survey their personal dependency upon plants.
- Map regions of crop production.
- Investigate environmental influences on crop production.
- Record notes and reflections related to information presented in class regarding the importance of plants.
- Begin an ongoing course project researching physical attributes and growth requirements for several species of plants.
- Develop a Supervised Agricultural Experience (SAE) implementation plan.
- Utilize the Agriculture Experience Tracker (AET) online record keeping system to maintain accurate records on the SAE project.
- Conduct a sediment test to determine the particle sizes of the mineral matter and the presence of organic matter in a sample of soil.
- Investigate the effects organic matter has on soil porosity and soil air holding capacity.
- Examine a soil sample to determine what kinds of microorganisms are present.
- Conduct an investigation of soil deposition caused by water.

### Leadership Alignment:

Leadership activity embedded in curriculum and instruction through the National FFA Organization utilizing FFA CDE events and conducting fundraisers. Students will think creatively, communicate clearly, and solve problems while developing a Supervised Agriculture Experience (SAE) project.

## Standards and Competencies

### Standards/Unit 1:

### Worlds of Opportunity

PS.01. Performance Element: Apply knowledge of plant classification, plant anatomy and plant physiology to the production and management of plants.

### Competencies

**Total Learning Hours for Unit: 10**

### Lesson 1.1 The World of Agricultural Education

- 1.1.1 Many people work in a variety of agricultural enterprises to produce food, fiber, and fuel, which are essential to daily life.
- 1.1.2 Agricultural education includes learning about agriculture systems, natural resource management, science, business, communication, and leadership.
- 1.1.4 The National FFA Organization provides opportunities to build necessary life skills, such as leadership and personal character.
- 1.1.5 Supervised Agricultural Experience programs provide opportunities to explore potential career choices and develop professional career goals.

### Lesson 1.2 A World without Enough Plants

- 1.2.1 The many different types of plant industries provide career opportunities in plant production and management.
- 1.2.2 Plants are used to sustain human existence by providing many essential products, such as food, fiber, fuel, and medicine.
- 1.2.3 Plants have aesthetic value to humans.
- 1.2.4 Environmental factors, such as temperature and rainfall influence crop production and the types of crops grown in different regions of the country.

## Aligned Washington State Standards

<b>Art</b>	
<b>Communications</b>	<p>Comprehension and Collaboration:  <u>CCSS.ELA-LITERACY.SL.9-10.1</u>            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.</p>
<b>Educational Technology</b>	<p>2.1 Practice Safety: Demonstrate safe, legal and ethical behavior in the use of information and technology.            2.2.2 Use a variety of hardware to support learning.            2.3.1 Select and use common applications.</p>

	2.3.2 Select and use online applications
<b>Health and Fitness</b>	
<b>Math</b>	
<b>Reading</b>	<p>CCSS: English Language Arts Standards » Science &amp; Technical Subjects » Grade 9-10</p> <p>Key Ideas and Details</p> <p>RST.9-10.1 – Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>Integration of Knowledge and Ideas</p> <p>RST.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.</p>
<b>Science</b>	<p><b>Disciplinary Core Ideas</b></p> <p><u>Life Science</u></p> <p>LS2.A: Interdependent Relationships in Ecosystems</p> <p>LS4.D: Biodiversity and Humans</p> <p><u>Earth and Space Science</u></p> <p>ESS3: Earth and Human Activity</p> <p>ESS3.C: Human Impacts on Earth Systems</p> <p><b>Science and Engineering Practices</b></p> <p>Asking Questions and Defining Problems</p> <p>Obtaining, Evaluating, and Communicating Information</p> <p><b>Crosscutting Concepts</b></p> <p>Systems and System Models</p> <p><b>Understandings about the Nature of Science</b></p> <p>Science Addresses Questions About the Natural and Material World</p>
<b>Social Studies</b>	
<b>Writing</b>	<p>CCSS: English Language Arts Standards » Writing » Grade 9-10</p> <p>Research to Build and Present Knowledge</p> <p>WHST.9-10.9 – Draw evidence from informational texts to support analysis, reflection, and research.</p>
<b>Unit 2 – Mineral Soils</b>	
<b>Performance Assessment(s):</b>	
<ul style="list-style-type: none"> <li>Conduct tests to determine soil texture by feel.</li> <li>Test soil permeability to understand the relationship between soil particle size and rate of water filtration.</li> <li>Demonstrate the principles of water holding capacity and represent differences between test substances with data.</li> <li>Conduct an experiment providing evidence for the role of organic matter related to water holding capacity of the soil.</li> <li>Conduct an inquiry lab making predictions of soil characteristics using knowledge of the properties of the whole system.</li> <li>Identify components commonly used in potting media.</li> <li>Test different potting media ingredients to determine the permeability and porosity qualities of the media.</li> <li>Determine the percentage of ingredients found in a potting soil mixture.</li> <li>Calculate the volume of various containers using mathematics.</li> <li>Use testing equipment to detect the levels of nitrogen, phosphorus, and potassium in soil samples.</li> <li>Identify the effects of nutrient deficiencies in plants by observing anatomical differences.</li> <li>Conduct plant tissue testing to determine the potential nutrients that are lacking in growing plants.</li> <li>Use mathematical formulas to solve problems regarding fertilizer analyses, rates, and cost comparisons.</li> </ul>	
<b>Leadership Alignment:</b>	

Leadership activities embedded in curriculum and instruction through the National FFA Organization utilizing FFA CDE events and Science Fair entries. Students will access and evaluate information, use and manage information, and manage projects utilizing the soils activities and plant management plan project.

## Standards and Competencies

### Standard/Unit 2:

#### Mineral Soils

PS.02. Performance Element: Prepare and implement a plant management plan that addresses the influence of environmental factors, nutrients, and soil on plant growth.

### Competencies

Total Learning Hours for Unit: 20

#### Competencies:

##### Lesson 2.1 Starting from the Ground Up

- 2.1.1 Mineral matter, air, water, and organic matter are found in different proportions within a soil and define soil quality.
- 2.1.2 Mineral soils consist of three different particle sizes, specifically sand, silt, and clay.
- 2.1.3 Organisms, found in soils, help to form soils and improve soil quality.
- 2.1.4 Geographical features and environmental factors influence the formation process of soils and impacts soil quality.
- 2.1.5 Soils form in layers that have distinguishing characteristics from other layers in a soil profile.
- 2.1.6 Soil color can vary due to the parent material it was derived from and environmental forces that formed it.
- 2.1.7 Soil erosion results in the loss of quality top soil and is a concern in the study of mineral soils.

##### Lesson 2.2 Understanding Soil Properties

- 2.2.1 Sand, silt, and clay are three sizes of mineral particles that comprise soil texture.
- 2.2.2 Soil structure and soil texture are elements that affect soil function.
- 2.2.3 The structure and color of the soil profile determines the effective depth of a soil.
- 2.2.4 Mottling, soil horizon color, and permeability of the soil provide clues for determining internal drainage characteristics of soil.
- 2.2.5 Organic matter influences the porosity and water holding capacity of soils.
- 2.2.6 Soil permeability is influenced by the texture and structure of soil horizons.

##### Lesson 2.3 Soil Chemistry

- 2.3.1 Soil pH determines the availability of nutrients required for plant growth and health.
- 2.3.2 Soil salinity concentration determines how well plants uptake water, and as a result the ability of plants to absorb the available necessary nutrients.
- 2.3.3 Testing of soil samples detect imbalances related to soil chemistry factors.
- 2.3.4 The optimal pH and salinity level required for plant growth varies among plant species and is adjusted with the use of chemical treatments.

## Aligned Washington State Standards

Art	
Communications	<p>Comprehension and Collaboration:  <a href="#">CCSS.ELA-LITERACY.SL.9-10.1</a>            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.</p> <p><a href="#">CCSS.ELA-LITERACY.SL.9-10.2</a>            Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>Presentation of Knowledge and Ideas:  <a href="#">CCSS.ELA-LITERACY.SL.9-10.4</a>            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.</p>

	<u>CCSS.ELA-LITERACY.SL.9-10.5</u> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<b>Educational Technology</b>	2.1 Practice Safety: Demonstrate safe, legal and ethical behavior in the use of information and technology.
<b>Health and Fitness</b>	
<b>Math</b>	CCSS: Conceptual Category – Number and Quantity Quantities Reason quantitatively and use units to solve problems. CCSS: Conceptual Category – Geometry Geometric Measurement and Dimension Explain volume formulas and use them to solve problems Interpreting Categorical and Quantitative Data Summarize, represent, and interpret data on a single count or measurement variable. Making Inferences and Justifying Conclusions Make inferences and justify conclusions from sample surveys, experiments, and observational studies. Using Probability to Make Decisions Calculate expected values and use them to solve problems. CCSS: Conceptual Category – Statistics and Probability Interpreting Categorical and Quantitative Data Summarize, represent, and interpret data on a single count or measurement variable. Making Inferences and Justifying Conclusions Make inferences and justify conclusions from sample surveys, experiments, and observational studies. Using Probability to Make Decisions Calculate expected values and use them to solve problems
<b>Reading</b>	CCSS: English Language Arts Standards » Science & Technical Subjects » Grade 9-10 Key Ideas and Details RST.9-10.3 – 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. Integration of Knowledge and Ideas RST.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. Integration of Knowledge and Ideas RST.9-10.9 – 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.
<b>Science</b>	<b>Disciplinary Core Ideas</b> <u>Life Science</u> LS2: Ecosystems: Interactions, Energy, and Dynamics LS2.B: Cycles of Matter and Energy Transfer in Ecosystems <u>Earth and Space Science</u> ESS2: Earth's Systems ESS2.A: Earth Materials and Systems ESS2.C: The Roles of Water in Earth's Surface Processes <u>Physical Science</u> PS1.A: Structure and Properties of Matter PS1.B: Chemical Reactions <b>Science and Engineering Practices</b>



	<p>Asking Questions and Defining Problems          Developing and Using Models          Planning and Carrying Out Investigations          Analyzing and Interpreting Data          Using Mathematics and Computational Thinking          Constructing Explanations and Designing Solutions          Engaging in Argument from Evidence          Obtaining, Evaluating, and Communicating Information</p> <p><b>Crosscutting Concepts</b>          Cause and Effect: Mechanism and Prediction          Scale, Proportion, and Quantity          Systems and System Models          Energy and Matter: Flows, Cycles, and Conservation          Structure and Function          Stability and Change</p> <p><b>Understandings about the Nature of Science</b>          Scientific Investigations Use a Variety of Methods          Scientific Knowledge is Based on Empirical Evidence          Scientific Knowledge Assumes Order &amp; Consistency in Natural Systems          Science is a Human Endeavor          Science Addresses Questions About the Natural and Material World</p>
<b>Social Studies</b>	
<b>Writing</b>	<p>CCSS: English Language Arts Standards » Writing » Grade 9-10          Text Types and Purposes          WHST.9-10.1 – Write arguments focused on discipline-specific content.          WHST.9-10.2 – Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.          Production and Distribution of Writing          WHST.9-10.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.          Research to Build and Present Knowledge          WHST.9-10.7 – Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<b>Unit 3 – Soilless Systems</b>	
<b>Performance Assessment(s):</b>	
<ul style="list-style-type: none"> <li>• Compare the use of fertilizers, water, and media in hydroponic and traditional plant production systems.</li> <li>• Recognize the different types of hydroponic systems available.</li> <li>• Design a hydroponic system incorporating the design principles of a specific type of system, such as nutrient flow, aggregate, water culture, or aeroponics.</li> <li>• Monitor hydroponic system water quality for electrical conductivity, pH, dissolved oxygen, and nutrient levels.</li> <li>• Determine the impact water quality has on plant growth in a hydroponic system.</li> <li>• Identify and label plant and animal cell organelles.</li> <li>• Distinguish structural differences between plant and animal cells.</li> <li>• Develop a pictorial representation of cell function.</li> <li>• Correctly prepare slides of plant cells for viewing under a microscope.</li> </ul>	

<ul style="list-style-type: none"> <li>Collect and analyze data to provide evidence of cell metabolism.</li> </ul>	
<b>Leadership Alignment:</b>	
Leadership activities embedded in curriculum and instruction through the National FFA Organization utilizing FFA CDE events and Science Fair entries. Students will work in small groups to conduct experiments, analyze data and interact effectively with others access and evaluate information, use and manage information, and manage projects utilizing the soils activities.	
<b>Standards and Competencies</b>	
<b>Standard/Unit 2:</b> <b>Soilless Systems</b> PS.02. Performance Element: Prepare and implement a plant management plan that addresses the influence of environmental factors, nutrients, and soil on plant growth. PS.03. Performance Element: Propagate, culture, and harvest plants.	
<b>Competencies</b>	<b>Total Learning Hours for Unit: 15</b>
<b>Lesson 3.1 Mixing Media</b> 3.1.1 Potting media has specific qualities suited for container crops, such as using lightweight and inexpensive materials that provide the essential components needed for drainage and porosity. 3.1.2 Media is sold in cubic feet or cubic yard increments and calculation of usage is an important skill for greenhouse and nursery production. 3.1.3 There are many different types of ingredients used in potting soil that provide permeability and porosity needed for container crops. <b>Lesson 3.2 Hydroponics</b> 3.2.1 Growing crops with a hydroponic method relies on using water with or without potting media instead of mineral soil to provide the necessary growth requirements. 3.2.2 Hydroponic crop production has advantages over traditional cropping systems, such as efficient use of space and resources. 3.3.3 There are many considerations to examine when choosing between hydroponic production and traditional crop production, such as the spread of disease and increased equipment costs. 3.3.4 Hydroponic crop production in a greenhouse provides the potential for yearlong crop production regardless of environmental conditions. 3.3.5 Careful management and monitoring of water quality in a hydroponic system are necessary to ensure plant health.	
<b>Aligned Washington State Standards</b>	
<b>Art</b>	
<b>Communications</b>	Comprehension and Collaboration: <a href="#">CCSS.ELA-LITERACY.SL.9-10.1</a> 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. <a href="#">CCSS.ELA-LITERACY.SL.9-10.2</a> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. Presentation of Knowledge and Ideas: <a href="#">CCSS.ELA-LITERACY.SL.9-10.4</a> 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. <a href="#">CCSS.ELA-LITERACY.SL.9-10.5</a> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<b>Educational Technology</b>	2.1 Practice Safety: Demonstrate safe, legal and ethical behavior in the use of information and technology.
<b>Health and Fitness</b>	
<b>Math</b>	CCSS: Conceptual Category – Number and Quantity

	<p>Quantities Reason quantitatively and use units to solve problems. Reasoning with Equations and Inequalities Understand solving equations as a process of reasoning &amp; explain the reasoning. Solve equations and inequalities in one variable. Solve systems of equations CCSS: Conceptual Category – Geometry Geometric Measurement and Dimension Explain volume formulas and use them to solve problems CCSS: Conceptual Category – Statistics and Probability Interpreting Categorical and Quantitative Data Summarize, represent, and interpret data on a single count or measurement variable. Making Inferences and Justifying Conclusions Make inferences and justify conclusions from sample surveys, experiments, and observational studies. Using Probability to Make Decisions Calculate expected values and use them to solve problems</p>
<b>Reading</b>	
<b>Science</b>	<p><b>Disciplinary Core Ideas</b>  <u>Life Science</u>            LS2: Ecosystems: Interactions, Energy, and Dynamics            LS2.B: Cycles of Matter and Energy Transfer in Ecosystems  <u>Earth and Space Science</u>            ESS2: Earth's Systems            ESS2.A: Earth Materials and Systems            ESS2.C: The Roles of Water in Earth's Surface Processes  <u>Physical Science</u>            PS1.A: Structure and Properties of Matter            PS1.B: Chemical Reactions  <b>Science and Engineering Practices</b>            Asking Questions and Defining Problems            Developing and Using Models            Planning and Carrying Out Investigations            Analyzing and Interpreting Data            Using Mathematics and Computational Thinking            Constructing Explanations and Designing Solutions            Engaging in Argument from Evidence            Obtaining, Evaluating, and Communicating Information  <b>Crosscutting Concepts</b>            Cause and Effect: Mechanism and Prediction            Scale, Proportion, and Quantity            Systems and System Models            Energy and Matter: Flows, Cycles, and Conservation            Structure and Function            Stability and Change  <b>Understandings about the Nature of Science</b>            Scientific Investigations Use a Variety of Methods</p>

	Scientific Knowledge is Based on Empirical Evidence Scientific Knowledge Assumes Order & Consistency in Natural Systems Science is a Human Endeavor Science Addresses Questions About the Natural and Material World	
Social Studies		
Writing		
Unit 4 – Anatomy and Physiology		
Performance Assessment(s):		
<ul style="list-style-type: none"><li>Identify the four major parts of plant structure.</li><li>Describe the function of the major plant parts.</li><li>Examine a root structure and sketch representations of the structural form for a root.</li><li>Examine cell differentiation as it relates to root cells.</li><li>Conduct an experiment to simulate the osmosis process of plant root hairs.</li><li>Examine internal structures of stems.</li><li>Identify differences between monocotyledon and dicotyledon features.</li><li>Research and examine the life span of a tree including environmental conditions that coincided with the growth of a tree.</li><li>Create a poster depicting the lifespan of a tree referencing stages of growth with historical events.</li><li>Create a journal that includes sketches and identification information for 20 different species of local plants.</li><li>Identify the characteristics of simple and compound leaves.</li><li>Investigate the pigments and food storage systems found in plant leaves.</li><li>Explain the process plants use to produce and store food.</li><li>Explain why leaves are important to plants.</li><li>Identify the parts of a flower and explain the function for each part.</li><li>Construct a model representing the parts of a flower.</li><li>Develop a concept map to illustrate understanding of related ideas and nomenclature necessary to discuss the parts and functions of a flower.</li><li>Determine different ways to group objects.</li><li>Develop a flowchart to classify 20 different species of plants.</li><li>Research the taxonomic classification for a plant species.</li><li>Prepare for the plant identification portions of the Agronomy, Floriculture, Forestry, or Nursery/Landscape Career Development Events.</li></ul>		
Leadership Alignment:		
Leadership activity embedded in curriculum and instruction through the National FFA Organization utilizing FFA CDE and Science Fair entries. Students will use systems thinking, use and manage information and produce results with plant research and projects.		
Standards and Competencies		
Standard/Unit 4: Anatomy and Physiology PS.01. Performance Element: Apply knowledge of plant classification, plant anatomy and plant physiology to the production and management of plants. PS.02. Performance Element: Prepare and implement a plant management plan that addresses the influence of environmental factors, nutrients, and soil on plant growth.		
Competencies		Total Learning Hours for Unit: 30

### **Lesson 4.1 Cells: Life's Smallest Units**

- 4.1.1 Plant cells share similarities and differences with animal cells.
- 4.1.2 Plant cells are comprised of many parts that have essential functions for the survival of plant tissue, such as respiration.
- 4.1.3 Cell organelles can only be seen using a microscope.
- 4.1.4 There are many different classifications of cells based on their utility.
- 4.1.5 New plant growth is not possible without meristematic tissues comprised of actively dividing cells.
- 4.1.6 Cells use water, oxygen, and glucose to produce energy and metabolic by-products of carbon dioxide and water.

### **Lesson 4.2 The Radicle Root**

- 4.2.1 The four major parts of a plant are the root, stem, leaves, and flower; and their functions are vital for plant health and growth.
- 4.2.2 The root has specific anatomical features responsible for anchoring the plant in the soil.
- 4.2.3 Plant roots use differentiated cells that perform specific functions in the root, such as the absorption of water and dissolved nutrients.
- 4.2.4 Specialized plant cells have unique anatomical features, such as a root hair that serve very specific functions.
- 4.2.5 Plants use the process of osmosis for the uptake of water and dissolved nutrients required for plant growth.
- 4.2.6 Water uptake through plant roots is influenced by the turgidity of plant tissues.

### **Lesson 4.3 Stems, Stalks, and Trunks**

- 4.3.1 Stems of plants provide physical support, storage of nutrients, and necessary pathways for translocation of materials throughout the plant.
- 4.3.2 Environmental conditions, such as temperature and precipitation are reflected in the growth rates of plants and evidence of those conditions can be found in woody stems.

### **Lesson 4.4 Leave it Leaves**

- 4.4.1 Leaves are comprised of several parts that have differences in physical characteristics, such as shape and venation patterns.
- 4.4.2 The understanding of leaf characteristics assists agricultural scientists in identifying species or varieties of plants.
- 4.4.3 Leaf cells contain a specialized pigment known as chlorophyll that is used by the plant to harvest radiant energy from the sun.
- 4.4.4 Leaves produce food in the form of sugars that fuel the metabolic functions of a plant.
- 4.4.5 Leaves produce and store food.

### **Lesson 4.5 Flower Power**

- 4.5.1 Flowers are classified as either complete or incomplete based on the inclusion of either male or female parts, or both.
- 4.5.2 The parts of the flower are the mechanisms for pollination and fertilization and are used by a plant to complete sexual reproduction.
- 4.5.3 Concept maps assist in structuring ideas or concepts and illustrating the various connections between those ideas.

## **Aligned Washington State Standards**

Art	
<b>Communications</b>	<p>Comprehension and Collaboration: <a href="#">CCSS.ELA-LITERACY.SL.9-10.1</a> 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.</p> <p><a href="#">CCSS.ELA-LITERACY.SL.9-10.2</a> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>Presentation of Knowledge and Ideas: <a href="#">CCSS.ELA-LITERACY.SL.9-10.4</a> 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.</p> <p><a href="#">CCSS.ELA-LITERACY.SL.9-10.5</a> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
<b>Educational Technology</b>	2.1 Practice Safety: Demonstrate safe, legal and ethical behavior in the use of information and technology.

<b>Health and Fitness</b>	
<b>Math</b>	<p>CCSS: Conceptual Category – Number and Quantity Quantities Reason quantitatively and use units to solve problems.</p> <p>CCSS: Conceptual Category – Algebra Seeing Structure in Expressions Write expressions in equivalent forms to solve problems. Arithmetic with Polynomials and Rational Expressions Creating Equations Create equations that describe numbers or relationships</p> <p>CCSS: Conceptual Category – Statistics and Probability Interpreting Categorical and Quantitative Data Summarize, represent, and interpret data on a single count or measurement variable. Making Inferences and Justifying Conclusions Make inferences and justify conclusions from sample surveys, experiments, and observational studies. Using Probability to Make Decisions Calculate expected values and use them to solve problems</p>
<b>Reading</b>	
<b>Science</b>	<p><b>Disciplinary Core Ideas</b> <u>Life Science</u> LS1: From Molecules to Organisms: Structures and Processes LS1.A: Structure and Function LS1.B: Growth and Development of Organisms LS1.C: Organization for Matter and Energy Flow in Organisms LS3: Heredity: Inheritance and Variation of Traits LS3.A: Inheritance of Traits LS3.B: Variation of Traits</p> <p><b>Science and Engineering Practices</b> Asking Questions and Defining Problems Developing and Using Models Planning and Carrying Out Investigations Analyzing and Interpreting Data Using Mathematics and Computational Thinking Constructing Explanations and Designing Solutions Engaging in Argument from Evidence Obtaining, Evaluating, and Communicating Information</p> <p><b>Crosscutting Concepts</b> Systems and System Models Energy and Matter: Flows, Cycles, and Conservation Structure and Function Stability and Change</p> <p><b>Understandings about the Nature of Science</b> Scientific Investigations Use a Variety of Methods Science is a Way of Knowing Scientific Knowledge Assumes Order &amp; Consistency in Natural Systems Science is a Human Endeavor</p>

	Science Addresses Questions About the Natural and Material World	
Social Studies		
Writing		
Unit 5 – Taxonomy		
Performance Assessment(s):		
<ul style="list-style-type: none"><li>• Categorize plants by using leaf characteristics.</li><li>• Identify plants by using physical features.</li><li>• Research the meaning of scientific names for 10 species of trees.</li><li>• Create a fictitious plant describing the physical features and apply the principles of binomial nomenclature to create a common and scientific name for the plant.</li></ul>		
Leadership Alignment:		
Leadership activity embedded in curriculum and instruction through the National FFA Organization utilizing FFA CDE and Science Fair entries. Students will reason effectively, access and evaluate information, and produce results while creating taxonomic projects.		
Standards and Competencies		
Standard/Unit 5: Taxonomy		
PS.01. Performance Element: Apply knowledge of plant classification, plant anatomy and plant physiology to the production and management of plants.		
Competencies		Total Learning Hours for Unit: 10
<b>Lesson 5.1 Sorting Out Plants</b> 5.1.1 Classification of people, places, and things are a basic skill used in daily life, scientific research, and the agricultural industry. 5.1.2 Plants and animals are categorized using a hierarchical system to group organisms by anatomical or physiological similarities. 5.1.3 Plant parts are used as visual clues for differentiating between plant species often referred to as plant identification. 5.1.4 Classification is based on morphology that uses plant forms, such as parts, size, color, and usefulness to sort and group into classes with similar features. <b>Lesson 5.2 Plant Names</b> 5.2.1 Plants are classified and named based upon distinguishing characteristics, such as their physical features. 5.2.2 All plants are named using a binomial system, which is a two-word system for naming plants with the first word being the generic name and the second word being the specific name. 5.2.3 The scientific names for plants consist of Latin words representing descriptive features associated with the plant. 5.2.4 Plant species are often subdivided into varieties and cultivars that will include additional names after the genus and species.		
Aligned Washington State Standards		
Art		
Communications	Comprehension and Collaboration: <u>CCSS.ELA-LITERACY.SL.9-10.1</u> 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. <u>CCSS.ELA-LITERACY.SL.9-10.2</u> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. Presentation of Knowledge and Ideas: <u>CCSS.ELA-LITERACY.SL.9-10.4</u> 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.	

	<u>CCSS.ELA-LITERACY.SL.9-10.5</u> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<b>Educational Technology</b>	2.1 Practice Safety: Demonstrate safe, legal and ethical behavior in the use of information and technology.
<b>Health and Fitness</b>	
<b>Math</b>	
<b>Reading</b>	
<b>Science</b>	<b>Disciplinary Core Ideas</b> <u>Life Science</u> LS1: From Molecules to Organisms: Structures and Processes LS1.A: Structure and Function LS3: Heredity: Inheritance and Variation of Traits LS3.A: Inheritance of Traits LS3.B: Variation of Traits LS4.D: Biodiversity and Humans <b>Science and Engineering Practices</b> Asking Questions and Defining Problems Developing and Using Models Obtaining, Evaluating, and Communicating Information <b>Crosscutting Concepts</b> Patterns Systems and System Models Structure and Function Stability and Change <b>Understandings about the Nature of Science</b> Scientific Investigations Use a Variety of Methods Scientific Knowledge is Based on Empirical Evidence Science is a Human Endeavor Science Addresses Questions About the Natural and Material World
<b>Social Studies</b>	
<b>Writing</b>	
<b>Unit 6 – The Growing Environment</b>	
<b>Performance Assessment(s):</b>	
<ul style="list-style-type: none"> <li>Conduct an experiment to determine the rate of transpiration and evaporation for different plant growing containers.</li> <li>Examine how the rate of water loss is altered by environmental conditions.</li> <li>Collect evidence of water movement through a stem detecting transpiration pull.</li> <li>Monitor soil moisture to determine the wilting point of different plant species.</li> <li>Investigate the interactions between animals and plants to understand the role of photosynthesis in biological systems.</li> <li>Collect evidence of the dependence of photosynthesis with light.</li> <li>Examine the relationship between the rate of photosynthesis and light spectrum quality.</li> <li>Conduct an investigation determining the effects of light intensity on plant growth.</li> <li>Calculate target dates for marketing flowering plants based on the length of time that plants are exposed to light.</li> <li>Calculate estimated plant maturity dates using growing degree-days to compare two geographical locations.</li> </ul>	



- Calculate a growing schedule for a crop started on the same date, but have three different maturity target dates.
- Plant bulbs and schedule flowering for those bulbs to meet a holiday delivery date.
- Conduct an experiment to test for seed viability.
- Perform scarification to treat seeds for seed coat dormancy.
- Sketch and label the stages of germination.
- Design and conduct an experiment to show evidence of the effects for different variations of treatments required for seed germination.
- Write a research report for an experiment showing evidence to support conclusions.
- Make a presentation to the class regarding their research procedures and findings.
- Identify the structures of seeds and plant embryos.
- Distinguish between monocotyledon and dicotyledon seedlings using anatomical features.
- Provide evidence in the form of data related to starch conversion to sugar during a seed germination experiment.

#### **Leadership Alignment:**

Leadership activity embedded in curriculum and instruction through the National FFA Organization utilizing FFA CDE and Science Fair entries. Students will apply technology effectively, manage goals and time, use systems thinking, and produce results with plant research and projects.

### **Standards and Competencies**

#### **Standard/Unit 6:**

#### **The Growing Environment**

PS.01. Performance Element: Apply knowledge of plant classification, plant anatomy and plant physiology to the production and management of plants.

PS.02. Performance Element: Prepare and implement a plant management plan that addresses the influence of environmental factors, nutrients, and soil on plant growth.

PS.03. Performance Element: Propagate, culture, and harvest plants.

#### **Competencies**

**Total Learning Hours for Unit: 25**

#### **Competencies:**

##### **Lesson 6.1 Plant Food**

- 6.1.1 Plants require sixteen nutrients for optimal growth and development.
- 6.1.2 Nutrient deficiencies are detected in plants by the examination of anatomical features and chemical test of tissues.
- 6.1.3 Plants obtain required nutrients from the soil provided the soil has the available nutrients.
- 6.1.4 Nutrients can be added to the soil in various ways, such as chemical fertilizers, animal wastes, and organic matter.

##### **Lesson 6.2 All Wet**

- 6.2.1 Water is used by plants for the translocation of materials within the vascular systems of plants and used to complete the photosynthesis process.
- 6.2.2 Water is used to help cool the plant during periods of above optimal temperature conditions through the process of transpiration.
- 6.2.3 Different substances that plant containers are made from will affect the rate of water loss by evaporation in potted plants.
- 6.2.4 Water requirements and tolerances vary among plant species.
- 6.2.5 The wilting point is a critical physiological stage that if exceeded can cause permanent damage to the health and physical appearance of plants.

##### **Lesson 6.3 Lighting it Up**

- 6.3.1 Light is absorbed by chlorophyll and used by plants to convert carbon dioxide and water into glucose and oxygen through the process of photosynthesis.
- 6.3.2 Photosynthetic rate is affected by environmental factors, such as light exposure, availability of carbon dioxide, and temperature.
- 6.3.3 The level of red and blue-violet light emitted in a spectrum determines the quality of a light source intended for plant use.
- 6.3.4 Growth of plants is altered by light intensity and can create undesirable physical characteristics.
- 6.3.5 Plants respond to the length of daily dark periods to trigger physiological processes, such as flowering.
- 6.3.6 Plants and animals are codependent in ecosystems.

##### **Lesson 6.4 Chilly Lilies**

- 6.4.1 Plants are classified as cool season or warm season plants based on their temperature requirements.

6.4.2	Temperature affects the metabolism rate of plants including transpiration, respiration, and photosynthesis.
6.4.3	Plant maturity is determined by the accumulation of thermal units during a growing season.
6.4.4	Temperature is a principle determinant for plant dormancy of some seeds, bulbs, specialized roots, and species of perennial plants.
<b>Aligned Washington State Standards</b>	
<b>Art</b>	
<b>Communications</b>	<p>Comprehension and Collaboration:  <u>CCSS.ELA-LITERACY.SL.9-10.1</u>  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.  <u>CCSS.ELA-LITERACY.SL.9-10.2</u>  Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>Presentation of Knowledge and Ideas:  <u>CCSS.ELA-LITERACY.SL.9-10.4</u>  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.  <u>CCSS.ELA-LITERACY.SL.9-10.5</u>  Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
<b>Educational Technology</b>	2.1 Practice Safety: Demonstrate safe, legal and ethical behavior in the use of information and technology.
<b>Health and Fitness</b>	
<b>Math</b>	<p>CCSS: Conceptual Category – Number and Quantity  Quantities  Reason quantitatively and use units to solve problems.</p> <p>CCSS: Conceptual Category – Algebra  Seeing Structure in Expressions  Write expressions in equivalent forms to solve problems.  Arithmetic with Polynomials and Rational Expressions  Creating Equations  Create equations that describe numbers or relationships  Reasoning with Equations and Inequalities  Understand solving equations as a process of reasoning &amp; explain the reasoning.  Solve equations and inequalities in one variable.  Solve systems of equations</p> <p>Conceptual Category – Functions  Linear, Quadratic, and Exponential Models  Construct and compare linear, quadratic, exponential models and solve problems</p> <p>CCSS: Conceptual Category – Statistics and Probability  Making Inferences and Justifying Conclusions  Make inferences and justify conclusions from sample surveys, experiments, and observational studies.  Using Probability to Make Decisions  Calculate expected values and use them to solve problems  Use probability to evaluate outcomes and decisions</p>
<b>Reading</b>	

Science	<p><b>Disciplinary Core Ideas</b></p> <p><u>Life Science</u></p> <p>LS1: From Molecules to Organisms: Structures and Processes</p> <p>LS1.A: Structure and Function</p> <p>LS1.B: Growth and Development of Organisms</p> <p><u>Earth and Space Science</u></p> <p>ESS2: Earth's Systems</p> <p>ESS2.A: Earth Materials and Systems</p> <p>ESS2.C: The Roles of Water in Earth's Surface Processes</p> <p><u>Physical Science</u></p> <p>PS1.A: Structure and Properties of Matter</p> <p>PS1.B: Chemical Reactions</p> <p><b>Science and Engineering Practices</b></p> <p>Asking Questions and Defining Problems</p> <p>Developing and Using Models</p> <p>Planning and Carrying Out Investigations</p> <p>Analyzing and Interpreting Data</p> <p>Using Mathematics and Computational Thinking</p> <p>Constructing Explanations and Designing Solutions</p> <p>Engaging in Argument from Evidence</p> <p>Obtaining, Evaluating, and Communicating Information</p> <p><b>Crosscutting Concepts</b></p> <p>Cause and Effect: Mechanism and Prediction</p> <p>Systems and System Models</p> <p><b>Understandings about the Nature of Science</b></p> <p>Scientific Investigations Use a Variety of Methods</p> <p>Scientific Knowledge is Based on Empirical Evidence</p> <p>Scientific Knowledge is Open to Revision in Light of New Evidence</p> <p>Science Models, Laws, Mechanisms, &amp; Theories Explain Natural Phenomena</p> <p>Science is a Way of Knowing</p> <p>Scientific Knowledge Assumes Order &amp; Consistency in Natural Systems</p> <p>Science is a Human Endeavor</p> <p>Science Addresses Questions About the Natural and Material World</p>
Social Studies	
Writing	
<b>Unit 7 – Sexual Reproduction</b>	
<b>Performance Assessment(s):</b>	
<ul style="list-style-type: none"> <li>Dissect a complete flower and identify the individual parts.</li> <li>Prepare a slide to be viewed under a microscope for examining cellular material of plant tissue.</li> <li>Identify the different stages of mitosis in plant root cells.</li> <li>Perform computer simulations related to genetic inheritance in order to learn about the role genetics plays in plant production.</li> <li>Calculate the reproductive biotic potential of plants.</li> <li>Read articles related to issues involving seed dispersal.</li> <li>Summarize and develop prescriptive plans to resolve the issue of seed dispersal.</li> <li>Create a cycle diagram to illustrate the steps involved with seed dispersal and the relationship between plants and animals in this process.</li> </ul>	

Leadership Alignment:	
Leadership activity embedded in curriculum and instruction through the National FFA Organization utilizing FFA CDE and Science Fair entries. Students will use systems thinking, use and manage information and produce results with plant research and projects.	
Standards and Competencies	
<b>Standard/Unit 7:</b> <b>Sexual Reproduction</b> PS.01. Performance Element: Apply knowledge of plant classification, plant anatomy and plant physiology to the production and management of plants. PS.02. Performance Element: Prepare and implement a plant management plan that addresses the influence of environmental factors, nutrients, and soil on plant growth. PS.03. Performance Element: Propagate, culture, and harvest plants.	
Competencies	Total Learning Hours for Unit: 25
<b>Lesson 7.1 Kernels of Life</b> 7.1.1 Germination rate in seeds is largely determined by the proper balance of environmental conditions, such as heat, oxygen, and water. 7.1.2 Not all seeds are viable and therefore do not have the potential to germinate. 7.1.3 Dormancy is a strategy plants utilize to ensure some offspring will germinate at optimal times and plants rely on special treatments, such as light, cold temperatures, and scarification to break seed dormancy. 7.1.4 The germinating seed has visible anatomical parts and structures from embryo to seedling stages that are used to identify the plant as either a monocotyledon or a dicotyledon. 7.1.5 Plant seeds convert starch into glucose by the use of enzymes during the germination process. <b>Lesson 7.2 Pollination and Fertilization</b> 7.2.1 Flower pollination can happen with the assistance of several different pollination agents, such as wind, water, insects, and animals. 7.2.2 Fertilization is a necessary step for seed development. 7.2.3 The majority of plant growth happens in meristematic tissues of plants. 7.2.4 Eggs require meiosis and mitosis for development. 7.2.5 Mitosis has five distinct phases necessary for cell division. Genetic variation in plants is achieved by cross-pollination. 7.2.6 Dominant and recessive genes determine the phenotypic characteristics of plants. <b>Lesson 7.3 Fruits, Nuts, and Monkeys</b> 7.3.1 Plants use seeds to multiply species exponentially over time. 7.3.2 Seeds are protected or supported by specialized anatomical structures called fruit. 7.3.3 There are different types of fruit structures that can be used to identify or classify plant species. 7.3.4 Plants require methods of seed dispersal to ensure their survival in nature. 7.3.5 The existence of some plant species may be threatened if they depend on a specific animal for seed dispersal.	
Aligned Washington State Standards	
Art	
Communications	Comprehension and Collaboration: <u>CCSS.ELA-LITERACY.SL.9-10.1</u> 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. <u>CCSS.ELA-LITERACY.SL.9-10.2</u> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. Presentation of Knowledge and Ideas: <u>CCSS.ELA-LITERACY.SL.9-10.4</u> 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.

	<u>CCSS.ELA-LITERACY.SL.9-10.5</u> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<b>Educational Technology</b>	2.1 Practice Safety: Demonstrate safe, legal and ethical behavior in the use of information and technology.
<b>Health and Fitness</b>	
<b>Math</b>	CCSS: Conceptual Category – Number and Quantity Quantities Reason quantitatively and use units to solve problems. Reasoning with Equations and Inequalities Understand solving equations as a process of reasoning & explain the reasoning. Solve equations and inequalities in one variable. Solve systems of equations Conceptual Category – Functions Linear, Quadratic, and Exponential Models Construct and compare linear, quadratic, exponential models and solve problems CCSS: Conceptual Category – Statistics and Probability Making Inferences and Justifying Conclusions Make inferences and justify conclusions from sample surveys, experiments, and observational studies. Using Probability to Make Decisions Calculate expected values and use them to solve problems Use probability to evaluate outcomes and decisions
<b>Reading</b>	
<b>Science</b>	<b>Disciplinary Core Ideas</b> <u>Life Science</u> LS1: From Molecules to Organisms: Structures and Processes LS1.A: Structure and Function LS1.B: Growth and Development of Organisms LS3: Heredity: Inheritance and Variation of Traits LS3.A: Inheritance of Traits LS3.B: Variation of Traits LS4.D: Biodiversity and Humans <b>Science and Engineering Practices</b> Asking Questions and Defining Problems Developing and Using Models Planning and Carrying Out Investigations Analyzing and Interpreting Data Using Mathematics and Computational Thinking Constructing Explanations and Designing Solutions Engaging in Argument from Evidence Obtaining, Evaluating, and Communicating Information <b>Crosscutting Concepts</b> Cause and Effect: Mechanism and Prediction Scale, Proportion, and Quantity Systems and System Models Structure and Function

	<b>Understandings about the Nature of Science</b> Scientific Investigations Use a Variety of Methods Scientific Knowledge is Based on Empirical Evidence Scientific Knowledge is Open to Revision in Light of New Evidence Science Models, Laws, Mechanisms, & Theories Explain Natural Phenomena Science is a Way of Knowing Scientific Knowledge Assumes Order & Consistency in Natural Systems Science is a Human Endeavor Science Addresses Questions About the Natural and Material World	
Social Studies		
Writing		
Unit 8 – Asexual Reproduction		
Performance Assessment(s):		
<ul style="list-style-type: none"><li>Demonstrate how to perform common asexual propagation methods, such as grafting, budding, layering, division, and cuttings properly.</li><li>Compare and contrast different asexual propagation methods.</li><li>Decide the most appropriate method of asexual reproduction for different types of plant material.</li></ul>		
Leadership Alignment:		
Leadership activity embedded in curriculum and instruction through the National FFA Organization utilizing FFA CDE and Science Fair entries. Students will use systems thinking, use and manage information and produce results with plant research and projects.		
Standards and Competencies		
Standard/Unit 8: Asexual Reproduction PS.03. Performance Element: Propagate, culture, and harvest plants.		
Competencies		Total Learning Hours for Unit: 10
Lesson 8.1 Plant Multiplication		
8.1.1	Some plant hybrids will produce seeds with genetic characteristics that are inconsistent with the parent plant genotype; therefore, asexual propagation methods are required for reproducing the desired traits.	
8.1.2	Using asexual propagation methods, such as grafting, division, budding, layering, or cuttings are efficient ways to produce new plants exhibiting desired characteristics of a parent plant.	
8.1.3	The tools and equipment required to perform asexual propagation on plants may create safety hazards for producers if not properly used.	
Aligned Washington State Standards		
Art		
Communications	Comprehension and Collaboration: CCSS.ELA-LITERACY.SL.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. CCSS.ELA-LITERACY.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. Presentation of Knowledge and Ideas: CCSS.ELA-LITERACY.SL.9-10.4 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. <u>CCSS.ELA-LITERACY.SL.9-10.5</u> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<b>Educational Technology</b>	2.1 Practice Safety: Demonstrate safe, legal and ethical behavior in the use of information and technology.
<b>Health and Fitness</b>	
<b>Math</b>	
<b>Reading</b>	
<b>Science</b>	<b>Disciplinary Core Ideas</b> <u>Life Science</u> LS1: From Molecules to Organisms: Structures and Processes LS1.A: Structure and Function LS1.B: Growth and Development of Organisms LS3: Heredity: Inheritance and Variation of Traits LS3.A: Inheritance of Traits LS3.B: Variation of Traits LS4.D: Biodiversity and Humans <b>Science and Engineering Practices</b> Asking Questions and Defining Problems Developing and Using Models Planning and Carrying Out Investigations Analyzing and Interpreting Data Using Mathematics and Computational Thinking Constructing Explanations and Designing Solutions Engaging in Argument from Evidence Obtaining, Evaluating, and Communicating Information <b>Crosscutting Concepts</b> Cause and Effect: Mechanism and Prediction Scale, Proportion, and Quantity Systems and System Models Structure and Function <b>Understandings about the Nature of Science</b> Science is a Way of Knowing Scientific Knowledge Assumes Order & Consistency in Natural Systems Science is a Human Endeavor Science Addresses Questions About the Natural and Material World
<b>Social Studies</b>	
<b>Writing</b>	
<b>Unit 9 – Surviving in a Harsh Environment</b>	
<b>Performance Assessment(s):</b>	
<ul style="list-style-type: none"> <li>Identify how pests affect crop quality.</li> <li>Identify anatomical features of pests that help determine what type of pests are responsible for crop predation.</li> <li>Identify specific symptoms of damage caused by pests.</li> <li>Create an Integrated Pest Management plan and discuss ways to implement such a plan.</li> </ul>	

- Determine pest populations based upon using a statistical estimation method.
- Identify harmful insects and list the crops the insects prefer.
- Create a pictorial model of the life cycle of pests.
- Compare and contrast pest eradication and pest control methods.
- Read articles related to common plant diseases and summarize the similarities and the differences among disease-causing agents.
- Develop a plant disease management plan.
- Compare the size of bacteria and viruses with other common objects to gain perspective of scale.
- Investigate bacteria cells under a microscope.
- Develop an understanding of plant disease, its causes, and means of prevention and control.
- Research information about machinery and equipment used to produce plants and create a study guide for the National FFA Agronomy CDE.
- Categorize machinery used to produce plants according to use.
- Conduct an experiment to determine the effects of greenhouse coverings on temperature.
- Research irrigation methods and compare each method to understand function and purpose.

#### **Leadership Alignment:**

Leadership activity embedded in curriculum and instruction through the National FFA Organization utilizing FFA CDE and Science Fair entries. Students will use systems thinking, use and manage information, and interact effectively with others, and collaborate with others to create a pest management plan (project). Students will work independently, be self-directed learners while creating a media project to be presented to the class and potential public demonstrations.

### **Standards and Competencies**

#### **Standard/Unit 9:**

#### **Surviving in a Harsh Environment**

PS.02. Performance Element: Prepare and implement a plant management plan that addresses the influence of environmental factors, nutrients, and soil on plant growth.

Competencies

**Total Learning Hours for Unit: 15**

#### **Lesson 9.1 Pesky Bugs and Plants**

- 9.1.1 Pests have negative effects on plant growth, such as yield and quality losses.
- 9.1.2 Plant pests include several organisms including insects, mollusks, nematodes, vertebrates, and weeds.
- 9.1.3 Proper detection of symptoms can determine plant pest threats.
- 9.1.4 Biological, chemical, and mechanical methods as well as cultural practices are options for eradication or deterring pests.
- 9.1.5 An Integrated Pest Management plan assures that the management of pests is economically and environmentally sound.
- 9.1.6 Life cycles of plant pests must be considered prior to employing proper control measures.

#### **Lesson 9.2 Diving into Diseases**

- 9.2.1 Plant disease-causing agents, such as bacteria, fungi, and viruses cause detrimental health effects on plants.
- 9.2.2 Plant disease-causing agents are microscopic and damage plants in various ways.
- 9.2.3 Plant diseases cause visible symptoms in plant growth, such as defoliation, abscesses, growths, and decaying of plant tissue.
- 9.2.4 Knowledge of disease prevention and treatment is important to protect plants from infection.

### ***Aligned Washington State Standards***

<b>Art</b>	
<b>Communications</b>	<p>Comprehension and Collaboration:  <a href="#">CCSS.ELA-LITERACY.SL.9-10.1</a>            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.  <a href="#">CCSS.ELA-LITERACY.SL.9-10.2</a>            Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the</p>



	<p>credibility and accuracy of each source.</p> <p>Presentation of Knowledge and Ideas:  <u>CCSS.ELA-LITERACY.SL.9-10.4</u>  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.  <u>CCSS.ELA-LITERACY.SL.9-10.5</u>  Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
<b>Educational Technology</b>	2.1 Practice Safety: Demonstrate safe, legal and ethical behavior in the use of information and technology.
<b>Health and Fitness</b>	
<b>Math</b>	<p>CCSS: Conceptual Category – Number and Quantity  Quantities  Reason quantitatively and use units to solve problems.</p> <p>CCSS: Conceptual Category – Algebra  Seeing Structure in Expressions  Write expressions in equivalent forms to solve problems.  Arithmetic with Polynomials and Rational Expressions  Reasoning with Equations and Inequalities  Understand solving equations as a process of reasoning &amp; explain the reasoning.  Solve equations and inequalities in one variable.</p> <p>CCSS: Conceptual Category – Geometry  Circles  Find arc lengths and areas of sectors of circles</p> <p>CCSS: Conceptual Category – Statistics and Probability  Interpreting Categorical and Quantitative Data  Summarize, represent, and interpret data on a single count or measurement variable.  Using Probability to Make Decisions  Calculate expected values and use them to solve problems</p>
<b>Reading</b>	
<b>Science</b>	<p><b>Disciplinary Core Ideas</b>  <u>Life Science</u>  LS1: From Molecules to Organisms: Structures and Processes  LS1.A: Structure and Function  LS1.B: Growth and Development of Organisms  LS1.C: Organization for Matter and Energy Flow in Organisms  LS2: Ecosystems: Interactions, Energy, and Dynamics  LS2.A: Interdependent Relationships in Ecosystems  LS2.C: Ecosystem Dynamics, Functioning, and Resilience  LS3: Heredity: Inheritance and Variation of Traits  LS3.A: Inheritance of Traits  <u>Earth and Space Science</u>  ESS3: Earth and Human Activity  ESS3.A: Natural Resources  ESS3.C: Human Impacts on Earth Systems  <b>Science and Engineering Practices</b></p>

	Asking Questions and Defining Problems Developing and Using Models Planning and Carrying Out Investigations Analyzing and Interpreting Data Using Mathematics and Computational Thinking Constructing Explanations and Designing Solutions Obtaining, Evaluating, and Communicating Information <b>Crosscutting Concepts</b> Patterns Cause and Effect: Mechanism and Prediction Scale, Proportion, and Quantity Systems and System Models Structure and Function Stability and Change <b>Understandings about the Nature of Science</b> Scientific Investigations Use a Variety of Methods Scientific Knowledge is Based on Empirical Evidence Scientific Knowledge Assumes Order & Consistency in Natural Systems Science is a Human Endeavor Science Addresses Questions About the Natural and Material World
Social Studies	
Writing	
Unit 10 – Crop Production and Marketing	
Performance Assessment(s):	
<ul style="list-style-type: none"><li>Develop a presentation as a team illustrating the four P's of marketing for each of the plant-based industries.</li><li>Research and develop a business plan proposal utilizing 20 acres of school district property to raise plants.</li></ul>	
Leadership Alignment:	
Leadership activity embedded in curriculum and instruction through the National FFA Organization utilizing FFA CDE and fundraising. Students will reason effectively, guide and lead others, and be responsible to others while creating a marketing and business plan. Students will adapt to change and be flexible while working with the public during the annual plant sale.	
Standards and Competencies	
Standard/Unit 10: Crop Production and Marketing PS.01. Performance Element: Apply knowledge of plant classification, plant anatomy and plant physiology to the production and management of plants. PS.02. Performance Element: Prepare and implement a plant management plan that addresses the influence of environmental factors, nutrients, and soil on plant growth. PS.03. Performance Element: Propagate, culture, and harvest plants. PS.04. Performance Element: Employ elements of design to enhance an environment.	
Competencies	Total Learning Hours for Unit: 20

**Lesson 10.1 Tools of Plant Production**

- 10.1.1 Specialized equipment is required for soil tillage and the planting, harvesting, and transporting of agronomic crops.
- 10.1.2 The growing environment for plants may be altered by structures, such as greenhouses to provide optimal temperature requirements.
- 10.1.3 Irrigation is critical for many commercial plant species.
- 10.1.4 Methods of irrigation vary and each method has advantages and disadvantages related to the impact on the environment.

**Lesson 10.2 Planting Seeds of Fortune**

- 10.2.1 Product, placement, price, and promotion are the four keys to marketing products.
- 10.2.2 Agronomy, floriculture, forestry, and nursery and landscape are the four major classifications of plant-based industries.
- 10.2.3 There are many products produced within plant-based industries and all require careful planning to ensure the marketability of the product.
- 10.2.4 Basic steps, such as analyze the situation, decide on your objective, develop a plan, and measure the results are key components of a business plan.

***Aligned Washington State Standards***

<b>Art</b>	
<b>Communications</b>	<p>Comprehension and Collaboration:  <a href="#">CCSS.ELA-LITERACY.SL.9-10.1</a>            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.  <a href="#">CCSS.ELA-LITERACY.SL.9-10.2</a>            Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.            Presentation of Knowledge and Ideas:  <a href="#">CCSS.ELA-LITERACY.SL.9-10.4</a>            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.  <a href="#">CCSS.ELA-LITERACY.SL.9-10.5</a>            Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
<b>Educational Technology</b>	2.1 Practice Safety: Demonstrate safe, legal and ethical behavior in the use of information and technology.
<b>Health and Fitness</b>	
<b>Math</b>	<p>CCSS: Conceptual Category – Number and Quantity            Quantities            Reason quantitatively and use units to solve problems            CCSS: Conceptual Category – Statistics and Probability            Interpreting Categorical and Quantitative Data            Summarize, represent, and interpret data on a single count or measurement variable.            Using Probability to Make Decisions            Calculate expected values and use them to solve problems</p>
<b>Reading</b>	
<b>Science</b>	<p><b>Disciplinary Core Ideas</b>  <a href="#">Earth and Space Science</a>            ESS3: Earth and Human Activity            ESS3.C: Human Impacts on Earth Systems  <b>Science and Engineering Practices</b>            Asking Questions and Defining Problems            Developing and Using Models            Using Mathematics and Computational Thinking</p>

	Constructing Explanations and Designing Solutions Obtaining, Evaluating, and Communicating Information <b>Crosscutting Concepts</b> Cause and Effect: Mechanism and Prediction Systems and System Models Structure and Function Stability and Change <b>Understandings about the Nature of Science</b> Science is a Human Endeavor Science Addresses Questions About the Natural and Material World
<b>Social Studies</b>	
<b>Writing</b>	

## 21<sup>st</sup> Century Skills

Check those that students will demonstrate in this course:

### LEARNING & INNOVATION

#### Creativity and Innovation

- ☐ Think Creatively
- ☐ Work Creatively with Others
- ☐ Implement Innovations

#### Critical Thinking and Problem Solving

- ☐ Reason Effectively
- ☐ Use Systems Thinking
- ☐ Make Judgments and Decisions
- ☐ Solve Problems

#### Communication and Collaboration

- ☐ Communicate Clearly
- ☐ Collaborate with Others

### INFORMATION, MEDIA & 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 & 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

# Floral Design & Marketing

## INTRODUCTION

<b>Course Name</b>	<u>Floral Design &amp; Marketing</u>	<b>Grade Level(s)</b>	<u>9-12</u>
<b>Course Length</b>	<u>180 hours</u>	<b>Course Code (s)</b>	<u>CTE007, CTE008</u>

<b>Course Description</b>	Express your artistic ability while experiencing the world of floriculture. This course introduces students to art theory and principles of design with emphasis on the creation of a variety of floral arrangements and the care and handling of flowers and plants. Topics studied include use of color, product display, floral identification, seasonal and holiday products, and basic concepts common to the floral industry. Students gain hands-on experience in the operation of the student-run floral shop including operations, marketing and customer relations preparing them for a career in floral design. All students participate in leadership activities and career exploration.
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<b>Pathway Connections</b>	
<b>Primary Connection</b>	Arts & Communication
<b>Secondary Connection</b>	Environmental & Natural Science Social & Personal Services

<b>Sample Sequence of Courses</b>	Floral Design & Marketing is the course for exploratory and preparatory study in Floral Shop Operations and Management. Students may also find interest in Horticulture Science as a follow-up course for more preparatory study or Environmental Horticulture.
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<b>Cross Credit and/or College Credit</b>	Floral Design & Marketing is an occupational credit or a Fine Arts credit
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<b>Basic Textbook</b>	The Art of Floral Design, 2 <sup>nd</sup> Ed. Norah T. Hunter and Instructor's Manual
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<b>Equipment</b>	Floral cooler, floral workbench, storage for floral tools and supplies, floral Tools (floral knife, stem cutter, floral cooler bins, etc.), sales counter, carts for transporting materials, silk flowers, stock plants for potted plant propagation and interiorscaping.
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<b>Software</b>	Teacher instructional materials supporting the Art of Floral Design Intelliprep Plant ID
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<b>Supplemental Materials</b>	Flowers, Foliage and Creative Design WSU Extension: Interior Plantscape Pest Control Intelliprep: "Teaching Floral Design" and "Floriculture ID" Floral Design Institute: "Design Theory & Mechanics", "Flower of the Month" series, and "Flower Lovers " series and "Holiday" series  Various Videos Various Professional Handouts Various Professional Periodicals
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**Skills Gap Data (CTE Courses only)**

Workforce Explorer statistics for March 2015 show an anticipated increase in employment for the horticulture industry of 7-30% by 2018. Major horticulture fields and the anticipated employment increase include: Landscape Operations & Management (20-30%); Floriculture/Floristry Operations & Management (7-13%); Turf Management (20-30%); Greenhouse Operations & Management (8-13%); Ornamental Horticulture Operations & Management (8-30%); and Agricultural Production Workers (9-12%). The estimated growth of horticulture employment is 21,595 jobs by 2018.



## POWER STANDARDS

**Course Name** Floral Design & Marketing **Grade Level(s)** 9-12

1. Apply knowledge of classification, anatomy, and physiology to the production and management of plants and/or animals (CHOA-Anatomy/Physiology)
2. Prepare and implement a management plan that addresses the influence of environmental factors, nutrients and soil on plant and/or animal growth (CHOB – Environment)
3. Propagate, culture and harvest plants (CHOC – Plant Management)
4. Employ elements of design to enhance an environment (CHOD – Design)
5. Demonstrate an understanding of the relevance and application of agriculture (CHOE – Inquiry/Stem)
6. Understands and demonstrates 21<sup>st</sup> century workplace skills for success. (CHOF – Workplace Skills)
7. Establish, plan and conduct an FFA supervised agriculture experience (SAE) project (CHOG – SAE)
8. Explain how organisms interact with each other and their physical environment. (CHOH – Biodiversity)
9. Describe a system including subsystems, boundaries, flows and feedbacks. (CHOI – Systems)

## COURSE OUTLINE

**Course Name** Floral Design & Marketing **Grade Level(s)** 9-12

Express your artistic ability while experiencing the world of floriculture. This course introduces students to art theory and principles of design with emphasis on the creation of a variety of floral arrangements and the care and handling of flowers and plants. Topics studied include use of color, product display, floral identification, seasonal and holiday products, and basic concepts common to the floral industry. Students gain hands-on experience in the operation of the student-run floral shop including operations, marketing and customer relations preparing them for a career in floral design. All students participate in leadership activities and career exploration.

1. Plant Physiology
2. Floral Processing & Procedure
3. Classifying Plants
4. Floral Relevance & Application
5. Safe Procedures in Floriculture
6. Floriculture Careers
7. Design Theory
8. Sales & Marketing Techniques
9. Leadership Skills
10. Identify & Use Floriculture Tools & Equipment
11. Create Designs
12. Create Interiorscapes
13. Supervised Agriculture Experience (SAE)
14. Legal Aspects of Employment
15. Job Related Skills
16. Job Search Techniques

# Auburn Framework: Floral Design and Marketing I

**Course:** Floriculture/Floristry Operations and Management

**Total Framework Hours:** 180 Hours

**CIP Code:** 010608

**Type:** Exploratory

**Career Cluster:** Agriculture, Food and Natural Resources

**Date Last Modified:** Thursday, January 29, 2015

## Resources and Standard used in Framework Development:

Standards for this framework are taken from the OSPI Model Framework for Plant Systems

## Unit 1 DEMONSTRATE AN UNDERSTANDING OF PLANT PHYSIOLOGY AND GROWTH

**Hours: 40**

### Performance Assessment(s):

Floral Design & Marketing I:

Diagram all plant parts.

Can make a model of a plant and outline the function of each part.

Properly Identify and assortment of interior plants.

Floral Design I, Unit 5 (Plant Physiology)

Floral Design I, Unit 1 (Genetics and Growth-Physiology)

### Leadership Alignment:

Leadership

The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understand how to apply those skills using the plant Identification project/ booklet project.

The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order reach common goals using the real world problem solving project in class.

SAE Sample: Crop production project -Bonsai

Flower grower

Floral Designer

## Standards and Competencies

PS.01.01: Classify agricultural plants according to taxonomy systems

Level 1

PS.01.01.01.a Explain systems used to classify plants

Level 2

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

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

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

PS.01.02.05.a Identify the components of a flower, the functions of a flower and the functions of flower components

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.

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

PS.02.01.01.a. Describe the qualities of light that affect plant growth

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

PS.02.01.01.c Evaluate plant responses to varied light color, intensity, and duration

PS.03.05: Harvest, handle and store crops

PS.03.05.02.a Explain reasons for calculating crop yield and loss.

PS.03.05.03.a Identify storage methods for plants and plant products.

PS.03.05.02.b Evaluate crop yield and loss data.

PS.04.01: Create designs using plants.

Level 1

PS.04.01.01.a. Define design and identify design elements.

PS.04.01.02.a. Discuss the applications of art in agriculture/horticulture.

Level 2

PS.04.01.01.b. Explain design elements of line, form, texture and color and express the visual effect each has on the viewer.

PS.04.01.02.b. Discuss principles of design that form the basis of artistic impression.

Level 3

PS.04.01.02.c. Create and implement designs by following established principles of art.

## Aligned to Washington State Standards

### Arts

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

1.1 Understands and applies arts concepts and vocabulary.

1.2 Develops arts skills and techniques.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

- Identifies audience and purpose.

### 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.

2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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.

1b - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

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 or formal and informal tasks.

### 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

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.

## **Mathematics**

### CC: Algebra (A)

#### Seeing Structure in Expressions (A-SSE)

1 - Interpret expressions that represent a quantity in terms of its context.\*

#### Reasoning with Equations and Inequalities (A-REI)

1 - Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

## **Reading**

## **Science**

### Engineering, Technology, and Applications of Science

HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environme

### Life Sciences

HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

#### HS-LS2 Ecosystems: Interactions, Energy, and Dynamics

HS-LS2-8. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

### Engineering, Technology, and Applications of Science

HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environme

### Crosscutting Concepts

1. Patterns.
3. Scale, proportion, and quantity.
6. Structure and function.

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

Unit 2 DEMONSTRATE AN UNDERSTANDING OF FLORAL PROCESSING AND PROCEDURES	Hours: 10
<b>Performance Assessment(s):</b>	
<p>Floral Design &amp; Marketing I:</p> <p>Properly condition a variety of flowers Determine proper condition method.</p> <p>Floral Design I, Unit 6 (Floral Conditioning)</p>	
<b>Leadership Alignment:</b>	
<p>Leadership:</p> <p>The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry using the flower ordering and processing project in class.</p> <p>The student will understand the organizational skills necessary to be successful leader and citizen and practices those skills in real life by properly conditioning flowers for a customer order and filling the flower order.</p> <p>The student will understand the importance and utilize the components and structure of community based organizations using the flower donation letter project.</p> <p>SAE Sample Flower grower, Florist Interior gardening Bonsai</p>	
<b>Standards and Competencies</b>	
<p>PS.01.02: Apply knowledge of plant anatomy and the functions of plant structures to activities associated with plant systems</p> <p>Level 1</p> <p>PS.01.02.03.a Identify the components and the functions of plant stems</p> <p>PS.01.02.05.a Identify the components of a flower, the functions of a flower and the functions of flower components</p> <p>Level 2</p> <p>PS.01.02.06.b. Identify the major types of fruit</p> <p>PS.02.01: Determine the influence of environmental factors on plant growth</p> <p>PS.02.01.02.a. Describe the effects air, temperature, and water have on plant metabolism, and growth</p> <p>Level 3</p> <p>PS.02.01.01.c Evaluate plant responses to varied light color, intensity, and duration</p> <p>PS.02.01.02.c Design, implement, and evaluate a plan to maintain optimal conditions for plant growth</p> <p>PS.03.05: Harvest, handle and store crops</p> <p>Level 1</p> <p>PS.03.05.01.a Identify harvesting methods and harvesting equipment.</p> <p>PS.03.05.03.a Identify storage methods for plants and plant products.</p> <p>PS.03.05.04.a Explain the reasons for preparing plants and plant products for distribution.</p> <p>Level 2</p> <p>PS.03.05.03.b Explain the proper conditions to maintain the quality of plants and plant products held in storage.</p> <p>PS.03.05.04.b Demonstrate techniques for grading, handling and packaging plants and plant products for distribution.</p> <p>CS.01.01: Action: Exhibit the skills and competencies needed to achieve a desired result.</p> <p>Level 1</p> <p>CS.01.01.01.a. Work productively with a group or independently.</p> <p>CS.01.01.02.a. Create a task analysis.</p>	

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.  
 CS.01.01.05.a. Assess the physical, financial and professional risks associated with a particular task.  
 Level 2  
 CS.01.01.02.b. Create measurable objectives for a given situation.  
 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.01.01.03.c. Implement an effective project plan.  
 CS.01.01.07.c. Evaluate actions taken and make appropriate modifications to personal goals.

### Aligned to Washington State Standards

#### Arts

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.  
 1.1 Understands and applies arts concepts and vocabulary.  
Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.  
 4.3. Understands how the arts impact and reflect personal choices throughout life  
 4.5. Understands how arts knowledge and skills are used in the world of work including careers in the 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.  
 6 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.



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

Unit 3 CLASSIFY PLANTS AND DEMONSTRATE AN UNDERSTANDING OF PLANT TAXONOMY	Hours: 20
<b>Performance Assessment(s):</b>  Performance Assessments: Floral Design & Marketing I: Diagram a Dicot and Monocot plant Produce high quality uniform plants using a variety of propagation methods Identify plants with their correct scientific names  Floral Design I, Unit 5 (Plant Physiology) Floral Design I Unit 3 (Plant Taxonomy)	
<b>Leadership Alignment:</b>  The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals using their plant classification project. The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings by grouping and categorizing plants into taxonomy categories. SAE Sample Flower grower, Florist, Nursery worker Nursery production	
<b>Standards and Competencies</b>	
PS.01.01: Classify agricultural plants according to taxonomy systems PS.01.01: Classify agricultural plants according to taxonomy systems Level 1 Level 1 PS.01.01.01.a Explain systems used to classify plants PS.01.01.01.a Explain systems used to classify plants Level 2 Level 2 PS.01.01.01.b.Compare and contrast the hierarchical classification of agricultural plants 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.01.02.02.a Identify the components, the types and the functions of plant roots PS.01.02.03.a Identify the components and the functions of plant stems Level 2	

## Aligned to Washington State Standards

### Arts

### Communication - Speaking and Listening

### Health and Fitness

### Language

### Mathematics

### Reading

CC: Reading Informational Text

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).

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.

### Science

Life Sciences

HS-LS1-5. Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.

HS-LS2 Ecosystems: Interactions, Energy, and Dynamics

HS-LS2-3. Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

HS-LS3 Heredity: Inheritance and Variation of Traits

HS-LS4 Biological Evolution: Unity and Diversity

HS-LS4-4. Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

HS-LS4-5. Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

Crosscutting Concepts

3. Scale, proportion, and quantity.

4. Systems and system models.

6. Structure and function.

7. Stability and change.

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

Unit 4 DEMONSTRATE AN UNDERSTANDING OF FLORAL RELEVANCE AND APPLICATION	Hours: 25
<b>Performance Assessment(s):</b>	
Floral Design & Marketing I: Identify 6 design periods Identify and construct three types of designs  Floral Design I, Unit 3 (Floral History & Design)	
<b>Leadership Alignment:</b>	
Leadership: The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings using the design periods collage project and floral design arrangement project. SAE Sample: Nursery production, Greenhouse production	
<b>Standards and Competencies</b>	
PS.04.01: Create designs using plants. Level 1 PS.04.01.01.a. Define design and identify design elements. Level 2 PS.04.01.01.b. Explain design elements of line, form, texture and color and express the visual effect each has on the viewer. PS.04.01.02.b. Discuss principles of design that form the basis of artistic impression. Level 3 PS.04.01.01.c. Select plants, hard goods, supplies and other materials for use in a design based on a range of criteria. PS.04.01.02.c. Create and implement designs by following established principles of art. CS.01.03: Vision: Establish a clear image of what the future should look like. Level 1 CS.01.03.01.a. Identify the benefits of developing vision. Level 2 CS.01.03.01.b. Utilize visioning skills to develop a plan. 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 I CS.03.01.02.a. Describe the various types and uses of resumes. CS.04.01: Examine performance and goals to appreciate organizations and industries within AFNR. CS.04.01.01.a. Examine performance and goals to appreciate professional organizations and industries within AFNR. CS.04.01.01.b. Explain the major guidelines used by AFNR professional organizations to manage and improve performance.	
<b>Aligned to Washington State Standards</b>	
<b>Arts</b>	
<u>Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.</u> 1.1 Understands and applies arts concepts and vocabulary. 1.2 Develops arts skills and techniques. 1.3 Understands and applies arts genres and styles from various artists, cultures, and times. 1.4 Understands and applies audience conventions in a variety of arts settings and performances.	

Arts 2.0 The student demonstrates thinking skills using artistic processes.

- 2.1. Applies a creative process to the arts (dance, music, theatre and visual arts):
- 3.2 Uses the arts to communicate for a specific purpose.
- 4.4. Understands how the arts influence and reflect culture/civilization, place and time.

### **Communication - Speaking and Listening**

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**

### **Language**

### **Mathematics**

### **Reading**

CC: Reading for Literacy in History/Social Studies

Craft and Structure (9-10)

4 - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

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

Unit 5 DEMONSTRATE SAFE PROCEDURES IN FLORICULTURE SITUATIONS	Hours: 29
<b>Performance Assessment(s):</b>  Floral Design & Marketing I: Choose and use the correct tools for a specific job Use tools in a safe manner Properly maintain tools  Choose and use the correct tools for a specific job  Floral Design I, Unit 2 (Tools & Safety)	
<b>Leadership Alignment:</b>  Leadership: The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions by creating safety posters and brochures. The student will demonstrate the ability to train others to understand the established rules and expectations, rationale, and consequences and to follow those rules and expectations using the safety brochure project. The student will use knowledge and build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed by doing a group safety demonstration.  SAE Sample: Landscaper Nursery worker Flower grower Florist Plant production	
<b>Standards and Competencies</b>	
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.01.01.05.a. Assess the physical, financial and professional risks associated with a particular task. Level 2 CS.01.01.01.b. Demonstrate the ability to complete a task without assistance. 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.03.03: Flexibility / Adaptability: Describe traits that enable one to be capable and willing to accept change Level 1 CS.03.03.01.a. Research current and emerging technologies in AFNR. CS.03.03.03.a. Access to the value of providing feedback. Level 2 CS.03.03.01.b. Analyze the advantages and disadvantages of current and emerging technologies in AFNR activities. CS.03.03.03.b. Differentiate between positive and negative constructive feedback and realize the importance of both. Level 3 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.

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**

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

1.1 Understands and applies arts concepts and vocabulary.

### **Communication - Speaking and Listening**

### **Health and Fitness**

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

Health 2.3: Understands the concepts of prevention and control of disease.

2.3.1 Analyzes personal health practices, and how they affect 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.

Health 3.2: Evaluates health and fitness information.

3.2.3 Creates health and fitness messages in media.

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

Fitness 1.4: Understands the components of skill-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.

1.4.1 (Year One) Applies the components of skill-related fitness to physical activity.

### **Language**

CC: College and Career Readiness Anchor Standards for Language

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.

## Mathematics

## Reading

## Science

## Social Studies

## Writing

### 21st Century Skills

#### LEARNING AND INNOVATION

##### Creativity and Innovation

- ☐ Think Creatively
- ☐ Work Creatively with Other
- ☐ 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

- ☐ Mange Goals and Time
- ☐ Work Independently
- ☐ Be Self-Directed Learners

##### Social and Cross-Cultural

- ☒ Interact Effectively with Other
- ☐ 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 UNDERSTAND THE VARIETY OF FLORICULTURAL CAREER OPTIONS	Hours: 20
<b>Performance Assessment(s):</b>  Floral Design & Marketing I: Categorize floral jobs in to groups. Choose career categories that fit their skill. Apply and transfer skills learned in floral to other fields Class presentation of a planned activity.   Floral Design I, Unit 1 (Careers)	
<b>Leadership Alignment:</b>  Leadership: The student will identify and analyze the characteristics of family, community, business, and industry leaders using the career cursing project. The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies using the industry research project. The student will demonstrate self advocacy skills by achieving planned, individual goals through the resume writing project. The student will participate in the development of a program of work or strategic plan and will work to implement the organization's goals using the program planning group activity in class. SAE Sample: Landscape Designer Landscape maintenance Flower grower Florist Delivery person	
<b>Standards and Competencies</b>	
CS.01.06: Continuous Improvement: Pursue learning and growth opportunities related to professional and personal aspirations. Level 2 CS.01.06.01.b. Develop a plan that includes specific goals for leadership and personal growth. 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.02.03.02.b. Determine the level of non-essential actions/tasks related to personal and work life. Level 3 CS.02.03.01.c. Implement a plan to achieve career goals and priorities. 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. CS.03.02.04.a. Use an interest inventory to determine goals appropriate to personal passions, abilities and aptitudes. Level 2 CS.03.02.02.b. Determine information that is critical to solving problems. 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.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.

## Aligned to Washington State Standards

### Arts

Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.

4.2. Demonstrates and analyzes the connections between the arts and other content areas.

4.5. Understands how arts knowledge and skills are used in the world of work including careers in the arts.

### Communication - Speaking and Listening

Comprehension and Collaboration (9-10)

6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)

Comprehension and Collaboration (11-12)

2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

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.)

### Health and Fitness

### Language

### Mathematics

### Reading

CC: Reading Informational Text

Craft and Structure (9-10)

4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

### Science

### Social Studies

### Writing

CC: Writing (11-12)

Production and Distribution of Writing

7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

## 21st Century Skills

### LEARNING AND INNOVATION

#### Creativity and Innovation

- ☒ Think Creatively
- ☐ Work Creatively with Other
- ☐ 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 Other
- ☐ Work Effectively in Diverse Teams

#### Productivity and Accountability

- ☐ Manage Projects
- ☒ Produce Results

#### Leadership and Responsibility

- ☐ Guide and Lead Others
- ☐ Be Responsible to Others

Unit 7 UTILIZE DESIGN THEORY	Hours: 30
<b>Performance Assessment(s):</b>  Floral Design & Marketing I: Identify basic designs used in flower arranging Identify and construct arrangements using a color scheme Make 4 arrangements using design principals  Floral Design I, Unit 7 (Principles of Design) Floral Design I, Unit 4 (Floral Design and History)	
<b>Leadership Alignment:</b>  Leadership: The student will think creatively, analyze, refine, and apply decision making skills through classroom, family, community, and business by creating specific floral designs for customer orders. The student will be involved in activities that require being flexible, problem solving, guiding and leading others and using critical and creative thinking skills while creating corsages and boutonnieres in class. The student will access and evaluate information, use and manage that information to produce an advertisement flier a basic floral design. The student will demonstrate oral, interpersonal, written, and electronic communication and presentations skills and understand how to apply those skills using the design a brochure project. SAE Sample: Floral Designer Interior Landscape Designer	
<b>Standards and Competencies</b>	
PS.04.01: Create designs using plants. Level 1 PS.04.01.01.a. Define design and identify design elements. PS.04.01.02.a. Discuss the applications of art in agriculture/horticulture. Level 2 PS.04.01.01.b. Explain design elements of line, form, texture and color and express the visual effect each has on the viewer. PS.04.01.02.b. Discuss principles of design that form the basis of artistic impression. Level 3 PS.04.01.01.c. Select plants, hard goods, supplies and other materials for use in a design based on a range of criteria. PS.04.01.02.c. Create and implement designs by following established principles of art. 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.01.01.01.b. Demonstrate the ability to complete a task without assistance. CS.03.02: Decision Making: Analyze situations and execute an appropriate course of action. CS.03.02.02.a. Select resources to help in the problem-solving process. Level 3 CS.03.02.01.c. Make decisions for a given situation by applying the decision making process.	

## Aligned to Washington State Standards

### Arts

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

1.1 Understands and applies arts concepts and vocabulary.

1.3 Understands and applies arts genres and styles from various artists, cultures, and times.

1.4 Understands and applies audience conventions in a variety of arts settings and performances.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

2.1. Applies a creative process to the arts (dance, music, theatre and visual arts):

2.2 Applies a performance and/or presentation process to the arts (dance, music, theatre and visual arts):

2.3 Applies a responding process to an arts performance and/or presentation of dance, music, theatre and visual arts):

Arts 3.0 The student communicates through the arts.

3.1 Uses the arts to express feelings and present ideas.

Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.

4.4. Understands how the arts influence and reflect culture/civilization, place and time.

### Communication - Speaking and Listening

### Health and Fitness

### Language

### Mathematics

### Reading

CC: Reading for Literacy in Science and Technical Subjects

Key Ideas and Details (9-10)

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.

Craft and Structure (11-12)

4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

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



Unit 8 UTILIZE SALES AND MARKETING TECHNIQUES	Hours: 40
<b>Performance Assessment(s):</b>  Floral Design & Marketing I: Demonstrate effective selling technique focusing on service, accuracy and knowledge of the product. Understand and develop a floral display List methods of delivering product services to customers   Floral Design I, Unit 8 (Sales and Marketing)	
<b>Leadership Alignment:</b>  Leadership: Students will access and evaluate information and apply decision-making skills through the design a display lab. The student will demonstrate oral, interpersonal, written, and electronic communication skills and presentation skills by effectively selling flowers and plants for the spring plant sale. The student will guide and lead others, work effectively in diverse teams, adapt to change while producing floral designs for a fundraiser. The student will demonstrate the ability to think creatively, adapt to change, manage projects through their product service information service brochure project. SAE Sample: Nursery production Greenhouse production Bonsai Floral Designer Interior Landscape Designer	
<b>Standards and Competencies</b>	
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.01.01.02.a. Create a task analysis. 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. 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.01.06: Continuous Improvement: Pursue learning and growth opportunities related to professional and personal aspirations. Level 1 CS.01.06.03.a. Identify the different types of problem solving models and their applicability to specific situations. Level 2 CS.01.06.03.b. Utilize a problem-solving model to solve a given problem. Level 3 CS.01.06.03.c. Use problem solving strategies to solve a professional or personal issue. CS.03.01: Communication: Demonstrate oral, written and verbal skills Level1 CS.03.01.01.a. Use basic technical and business writing skills. Level I 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.05.01: Manage organizational structures and processes to better serve customers

Level 1

CS.05.01.01.a. List ways an organization can be evaluated based on its customer satisfaction and service operations. Level I

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.

### Aligned to Washington State Standards

#### Arts

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

1.1 Understands and applies arts concepts and vocabulary.

1.3 Understands and applies arts genres and styles from various artists, cultures, and times.

Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.

4.4. Understands how the arts influence and reflect culture/civilization, place and time.

4.5. Understands how arts knowledge and skills are used in the world of work including careers in the 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.

2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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.

#### Health and Fitness

#### Language

#### Mathematics

#### Reading

#### 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.

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (11-12)

1b - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

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.

### 21st Century Skills

#### LEARNING AND INNOVATION

##### Creativity and Innovation

- ☒ Think Creatively
- ☐ Work Creatively with Other
- ☐ 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 Other
- ☒ Work Effectively in Diverse Teams

##### Productivity and Accountability

- ☒ Manage Projects
- ☒ Produce Results

##### Leadership and Responsibility

- ☒ Guide and Lead Others
- ☐ Be Responsible to Others

Unit 9 DEMONSTRATE LEADERSHIP SKILLS	Hours: 25
<b>Performance Assessment(s):</b>  Floral Design & Marketing I: Identify and demonstrate positive leadership skills Evaluate and adjust personal employability information Keep records of SAE projects. Plan a team project and present it to the class.  Floral Design I, Unit 10 (Leadership)	
<b>Leadership Alignment:</b>  Leadership: The student will be self directed learners, interact effectively with others work independently, manage goals and time, be flexible and adapt to change while preparing their SAE projects both in and out of class. The student will access and evaluate information be responsible to others and produce results while filling holiday flower orders. The student will demonstrate a working knowledge of parliamentary procedure and use those skills to communicate clearly, evaluate information, work effectively in diverse teams to manage and produce an advertisement product. The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed. The student will understand the organizational skills necessary to be successful leader and citizen and practices those skills in real life using the SAE project and oral presentation project. The student will understand their role, participate in and evaluate community service and service learning activities by developing a community service survey. The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a FFA meeting in class. SAE Sample: Nursery production Greenhouse production Floral Designer Interior designer	
<b>Standards and Competencies</b>	
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.c. Explain the connection between SAE and FFA. SAE.01.01.e. Explore ideas for SAE projects. 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. PS.03.02: Develop and implement a plant management plan for crop production. Level 1 PS.03.02.02.a Explain the reasons for preparing growing media before planting. PS.03.02.03.a Demonstrate proper planting procedures and post-planting care. Level 2 PS.03.02.04.b Monitor the progress of plantings and determine the need to adjust environmental conditions. Level 3 PS.03.02.01.c Produce pest-and disease-free propagation material PS.03.02.05.c Create and implement a plan to control and manage plant growth. CS.03.02: Decision Making: Analyze situations and execute an appropriate course of action. 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.

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

Level 1

CS.09.02.01.a. Demonstrate basic computer and software systems skills.

Level 2

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

Level 3

CS.09.02.01.c. Use diagnostic software.

## Aligned to Washington State Standards

### Arts

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

1.1 Understands and applies arts concepts and vocabulary.

1.2 Develops arts skills and techniques.

1.3 Understands and applies arts genres and styles from various artists, cultures, and times.

1.4 Understands and applies audience conventions in a variety of arts settings and performances.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

- Identifies audience and purpose.

- Explores, gathers, and interprets information from diverse sources.

- Implements choices of arts elements, principles, foundations, skills, and techniques in a creative work.

- Refines work based on feedback, self-reflection, and aesthetic criteria.

Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.

4.2. Demonstrates and analyzes the connections between the arts and other content areas.

4.3. Understands how the arts impact and reflect personal choices throughout life

4.5. Understands how arts knowledge and skills are used in the world of work including careers in the 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.

<b>Health and Fitness</b>
<b>Language</b>
<b>Mathematics</b>
<b>Reading</b>
<b>Science</b>
<u>Crosscutting Concepts</u> 2. Cause and effect: Mechanism and explanation. 3. Scale, proportion, and quantity. 4. Systems and system models. 7. Stability and change.
<b>Social Studies</b>
<b>Writing</b>
<u>CC: College and Career Readiness Anchor Standards for Writing</u> 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. <u>Production and Distribution of Writing</u> 4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## 21st Century Skills

<p><b>LEARNING AND INNOVATION</b></p> <p><b>Creativity and Innovation</b></p> <p><input type="checkbox"/> Think Creatively</p> <p><input checked="" type="checkbox"/> Work Creatively with Other</p> <p><input type="checkbox"/> Implement Innovations</p> <p><b>Creative Thinking and Problem Solving</b></p> <p><input 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><b>Communication and Collaboration</b></p> <p><input checked="" type="checkbox"/> Communicate Clearly</p> <p><input type="checkbox"/> Collaborate with Others</p>	<p><b>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</b></p> <p><b>Information Literacy</b></p> <p><input checked="" type="checkbox"/> Access and Evaluate Information</p> <p><input checked="" type="checkbox"/> Use and Manage Information</p> <p><b>Media Literacy</b></p> <p><input type="checkbox"/> Analyze Media</p> <p><input checked="" type="checkbox"/> Create Media Products</p> <p><b>Information, Communications, and Technology (ICT Literacy)</b></p> <p><input type="checkbox"/> Apply Technology Effectively</p>	<p><b>LIFE AND CAREER SKILLS</b></p> <p><b>Flexibility and Adaptability</b></p> <p><input checked="" type="checkbox"/> Adapt to Change</p> <p><input checked="" type="checkbox"/> Be Flexible</p> <p><b>Initiative and Self-Direction</b></p> <p><input checked="" type="checkbox"/> Mange Goals and Time</p> <p><input checked="" type="checkbox"/> Work Independently</p> <p><input checked="" type="checkbox"/> Be Self-Directed Learners</p> <p><b>Social and Cross-Cultural</b></p> <p><input checked="" type="checkbox"/> Interact Effectively with Other</p> <p><input checked="" type="checkbox"/> Work Effectively in Diverse Teams</p> <p><b>Productivity and Accountability</b></p> <p><input checked="" type="checkbox"/> Manage Projects</p> <p><input checked="" type="checkbox"/> Produce Results</p> <p><b>Leadership and Responsibility</b></p> <p><input checked="" type="checkbox"/> Guide and Lead Others</p> <p><input checked="" type="checkbox"/> Be Responsible to Others</p>
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Unit 10 CORRECTLY IDENTIFY AND USE FLORICULTURE TOOLS AND EQUIPMENT	Hours: 12
<b>Performance Assessment(s):</b>  Floral Design & Marketing I: Choose the correct tool for a specific job Use all tools in a safe manner Identify and maintain a variety of tools.   Floral Design I, Unit 2 (Tool Safety in floriculture)	
<b>Leadership Alignment:</b>  Leadership: The student will be self-directed learners, work independently, use and manage information and produce results (floral designs) while using tools in a safe manner. The student will demonstrate the ability to think creatively, implement innovations and manage projects while doing their SAE project for class. The student will demonstrate the ability to think creatively, implement innovations and manage projects while maintaining school hand tools and cutting devices. SAE Sample: Floral designer Plant manager Green house production manager/ worker	
<b>Standards and Competencies</b>	
CS.07.03: Follow appropriate procedures in case of an emergency. Level 1 CS.07.03.01.b. Develop various emergency response plan requirements for a facility. CS.07.04: Assess workplace safety. Level 1 CS.07.04.01.a. Research applicable regulatory and safety standards (e.g., MSDS, bioterrorism). 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.07.04.02.b. Maintain AFNR facilities to promote health and safety. 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.08.02: 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

Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.

4.5. Understands how arts knowledge and skills are used in the world of work including careers in the arts.

#### Communication - Speaking and Listening

#### Health and Fitness

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

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

#### Language

#### Mathematics

#### Reading

CC: Reading Informational Text

Craft and Structure (9-10)

4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

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

<b>Unit 11 DEMONSTRATE AN UNDERSTANDING AND ABILITY TO CREATE DIFFERENT DESIGN STYLES</b>	<b>Hours: 35</b>
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**Performance Assessment(s):**

Floral Design & Marketing I:  
 Diagram the basic floral shapes most often used in the floral industry  
 Use a color wheel to determine a color theme of an arrangement  
 Make a floral arrangement using three design principals.  
 Make a basic corsage  
 Design a single flower vase.  
 Take a customer order accurately.

Floral Design I, Unit 7 (Principles of Design)

**Leadership Alignment:**

The student will demonstrate oral, interpersonal, written, and electronic communication and presentations skills and understand how to apply those skills while creating a floral design portfolio.  
 The student will think creatively, implement innovations, solve problems, access and evaluate information while producing results ( floral arrangements) by producing four different fresh flower designs in class.  
 The student will be involved in activities that require flexibility, working independently to manage their SAE projects for class. They will also use these skills to create corsages and boutonnieres for a school dance.  
 SAE Sample: Plant grower  
 Bonsai artist  
 Floral designer  
 Interior designer

**Standards and Competencies**

PS.04.01: Create designs using plants.  
     Level 1  
         PS.04.01.01.a. Define design and identify design elements.  
         PS.04.01.02.a. Discuss the applications of art in agriculture/horticulture.  
     Level 2  
         PS.04.01.01.b. Explain design elements of line, form, texture and color and express the visual effect each has on the viewer.  
         PS.04.01.02.b. Discuss principles of design that form the basis of artistic impression.  
     Level 3  
         PS.04.01.01.c. Select plants, hard goods, supplies and other materials for use in a design based on a range of criteria.  
         PS.04.01.02.c. Create and implement designs by following established principles of art.  
 CS.01.01: Action: Exhibit the skills and competencies needed to achieve a desired result.  
     Level 1  
         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.  
     Level 3  
         CS.01.01.01.c. Work independently and in group settings to accomplish a task.  
         CS.01.01.04.c. Create resources to complete an action or project.

## Aligned to Washington State Standards

### Arts

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

- 1.1 Understands and applies arts concepts and vocabulary.
- 1.2 Develops arts skills and techniques.
- 1.3 Understands and applies arts genres and styles from various artists, cultures, and times.
- 1.4 Understands and applies audience conventions in a variety of arts settings and performances.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

- 2.1. Applies a creative process to the arts (dance, music, theatre and visual arts):
  - Explores, gathers, and interprets information from diverse sources.
  - Performs work for others in a performance and/or production.
- 2.2 Applies a performance and/or presentation process to the arts (dance, music, theatre and visual arts):
  - Identifies audience and purpose of the work and/or performance.
- 2.3 Applies a responding process to an arts performance and/or presentation of dance, music, theatre and visual arts):
  - Evaluates and justifies using supportive evidence and aesthetic criteria.

Arts 3.0 The student communicates through the arts.

- 3.2 Uses the arts to communicate for a specific purpose.

Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.

- 4.2. Demonstrates and analyzes the connections between the arts and other content areas.
- 4.4. Understands how the arts influence and reflect culture/civilization, place and time.

### Communication - Speaking and Listening

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

### Language

### Mathematics

CC: Number and Quantity (N)

1 - Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.\*

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

Unit 12 DEMONSTRATE AN UNDERSTANDING AND ABILITY TO CREAATE INTERIORSCAPES	Hours: 15
<b>Performance Assessment(s):</b>  Floral Design & Marketing I: Grow plants effectively in a specialized medium Demonstrate four methods of watering and caring for interior plants Construct a dish garden  Floral Design I, Unit 9 (Interior plantscaping)	
<b>Leadership Alignment:</b>  Leadership: The student will be involved in activities that require thinking creatively, using effective reasoning, interacting effectively with others and managing a project while creating dish gardens for a fundraiser. The student will access and evaluate information, manage time , work independently and be self-directed while maintaining interior plants on the school campus. The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order reach common goals while growing plants in the greenhouse for a spring sale. The student will demonstrate skills that assist in understanding and accepting responsibility to family, community by marketing the plants in the spring plant sale. The student will understand their role, participate in and evaluate community service and service learning activities by creating and administering a plant growing survey.  SAE Sample: Greenhouse production Floral designer Interior designer Bonsai artist Floral CDE	
<b>Standards and Competencies</b>	
PS.02.01: Determine the influence of environmental factors on plant growth Level 1 PS.02.01.01.a. Describe the qualities of light that affect plant growth Level 2 PS.02.01.01.b. Describe plant responses to light color intensity and duration Level 3 PS.02.01.01.c Evaluate plant responses to varied light color, intensity, and duration PS.03.04: Apply principles and practices of sustainable agriculture to plant production Level 1 PS.03.04.01.a Explain sustainable agriculture and objectives associated with the strategy. Level 2 PS.03.04.01.b Describe sustainable agriculture practices and compare the ecological effects of traditional agricultural practices with those of sustainable agriculture. Level 3 PS.03.04.01.c Prepare and implement a plan for an agricultural enterprise that involves practices in support of sustainable agriculture. PS.04.01: Create designs using plants. Level 1 PS.04.01.01.a. Define design and identify design elements. PS.04.01.02.a. Discuss the applications of art in agriculture/horticulture. Level 2 PS.04.01.01.b. Explain design elements of line, form, texture and color and express the visual effect each has on the viewer.	

PS.04.01.02.b. Discuss principles of design that form the basis of artistic impression.

Level 3

PS.04.01.01.c Select plants, hard goods, supplies and other materials for use in a design based on a range of criteria.

PS.04.01.02.c. Create and implement designs by following established principles of art.

## Aligned to Washington State Standards

### Arts

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

1.1 Understands and applies arts concepts and vocabulary.

1.2 Develops arts skills and techniques.

1.3 Understands and applies arts genres and styles from various artists, cultures, and times.

1.4 Understands and applies audience conventions in a variety of arts settings and performances.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

2.1. Applies a creative process to the arts (dance, music, theatre and visual arts):

- Identifies audience and purpose.
- Explores, gathers, and interprets information from diverse sources.
- Uses ideas, foundations, skills and techniques to develop dance, music, theatre and visual art.
- Implements choices of arts elements, principles, foundations, skills, and techniques in a creative work.
- Presents work to others in a performance, exhibition, and/or production.

2.2 Applies a performance and/or presentation process to the arts (dance, music, theatre and visual arts):

Arts 3.0 The student communicates through the arts.

3.2 Uses the arts to communicate for a specific purpose.

Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.

4.3. Understands how the arts impact and reflect personal choices throughout life

### Communication - Speaking and Listening

### Health and Fitness

### Language

### Mathematics

CC: Mathematical Practices (MP)

- 1 - Make sense of problems and persevere in solving them.
- 4 - Model with mathematics.
- 5 - Use appropriate tools strategically.
- 7 - Look for and make use of structure.

### Reading

CC: Reading Informational Text

Craft and Structure (9-10)

4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

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



Unit 13 DEMONSTRATE AN UNDERSTANDING OF SUPERVISED AGRICULTURAL EXPERIENCE PROJE	Hours: 13
<b>Performance Assessment(s):</b>  Floral Design & Marketing I: •Choose a project for SAE and submit for approval after reviewing potential program areas. •Keep an accurate record of work, money and time invested in SAE. •Set realistic goals for a project  Floral Design I, Unit 11 (Supervised Agriculture Experience) Floral Design I, Unit 9 and 11( Leadership and Supervised Agriculture Experience)	
<b>Leadership Alignment:</b>  Leadership: The student will think creatively, work creatively with others, be flexible and manage goals and time while creating their SAE projects. The student will collaborate with others, interact effectively with others, and produce results while setting goals for their SAE project and or class projects. The student will be responsible to others, manage a project and be self-directed while keeping a record book of their SAE expenses. The student will make judgments and decisions about their SAE project to produce maximum results and present those results in class using media products. The student will understand the organizational skills necessary to be successful leader and citizen and practices those skills in real life through our class community service project. SAE Sample: Wholesale nursery Retail nursery worker Crop production Floral designer Interior designer	
<b>Standards and Competencies</b>	
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.e. Explore ideas for SAE projects. 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.i. Explain SAE project Supervision, visitation and assessment. 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. CS.01.01.07.a. Set personal goals using the SMART goals method (Specific, Measurable, Approved by you, Realistic, Time-stamped). Level 2 CS.01.01.01.b. Demonstrate the ability to complete a task without assistance. Level 3 CS.01.01.01.c. Work independently and in group settings to accomplish a task. CS.01.01.05.c. Implement a plan that minimizes physical, financial, and professional risks and analyze results.	

## Aligned to Washington State Standards

### Arts

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

1.1 Understands and applies arts concepts and vocabulary.

1.3 Understands and applies arts genres and styles from various artists, cultures, and times.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

2.1. Applies a creative process to the arts (dance, music, theatre and visual arts):

- Identifies audience and purpose.

2.2 Applies a performance and/or presentation process to the arts (dance, music, theatre and visual arts):

Arts 3.0 The student communicates through the arts.

3.3. Develops personal aesthetic criteria to communicate artistic choices.

### 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.

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.

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.

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

Unit 14 LEGAL ASPECTS OF EMPLOYMENT	Hours: 14
<b>Performance Assessment(s):</b>  Floral Design & Marketing I: Categorize floral jobs into educational pathways. Solve a conflict with a customer. Diagram a flow chart outlining the chain of command in a flower shop.  Floral Design I, Unit 1 (Floriculture Careers)	
<b>Leadership Alignment:</b>  The student will demonstrate knowledge of conflict resolution, reason effectively, evaluate information and interact effectively with others using the customer complaint project in class. The student will work effectively in diverse teams using the chain of command project in class. The access and evaluate information, be flexible, and guide and lead others while creating the educational pathways flow chart for a class project. The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills while presenting the pathways project to a group. The student will conduct self in a professional manner while collecting information for the pathways project. The student will use knowledge and build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that the pathways project is completed on time and professional.  SAE Sample: Plant Broker WSDA worker Agriculture marketing Floriculture CDE	
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.03.02.02.a Explain the reasons for preparing growing media before planting. PS.03.02.03.a Demonstrate proper planting procedures and post-planting care. 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.03.02.02.c Prepare growing media for planting. 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.01.01.02.a. Create a task analysis. 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. CS.01.01.05.a. Assess the physical, financial and professional risks associated with a particular task. 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.01.01.01.b. Demonstrate the ability to complete a task without assistance.  
 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.  
 Level 3  
 CS.01.01.01.c. Work independently and in group settings to accomplish a task.  
 CS.01.01.07.c. Evaluate actions taken and make appropriate modifications to personal goals.

## Aligned to Washington State Standards

### Arts

Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.  
 4.5. Understands how arts knowledge and skills are used in the world of work including careers in the arts.

### Communication - Speaking and Listening

Comprehension and Collaboration (9-10)

2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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 or formal and informal tasks.

### Health and Fitness

### Language

### Mathematics

### Reading

CC: Reading Informational Text

Craft and Structure (9-10)

4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

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.

### Science

### Social Studies

### Writing

CC: Writing (11-12)

Production and Distribution of Writing

6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

## 21st Century Skills

### LEARNING AND INNOVATION

#### Creativity and Innovation

- ☐ Think Creatively
- ☐ Work Creatively with Other
- ☐ 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 Other
- ☒ Work Effectively in Diverse Teams

#### Productivity and Accountability

- ☐ Manage Projects
- ☐ Produce Results

#### Leadership and Responsibility

- ☒ Guide and Lead Others
- ☐ Be Responsible to Others

**Unit 15 JOB-RELATED SKILLS****Hours: 19****Performance Assessment(s):**

Floral Design & Marketing I:  
Prepare a job application, resume, and cover letter in a clear and concise manner.  
Perform a job interview modeling appropriate dress, behavior and questions.  
Score a job interview of a peer.

Floral Design I, Unit 1 (Careers)

**Leadership Alignment:**

The student will demonstrate effective reasoning, clear communication and being responsible to others by creating a professional resume.  
The student will evaluate information, manage information and be self directed learners while producing a business cover letter for a specific Floral job.  
The student will identify and analyze the characteristics necessary for hiring employees by creating a job interview score card.  
The student will demonstrate flexibility, adapt to change and working independently while participation and scoring in job interviews in class.  
The student will demonstrate time management, guiding and leading others and being responsible to others by scoring at least three peer job interviews in class.  
The student will conduct self in a professional manner in practical career applications, such as the job interview exercise in class.  
The student will communicate, participate, and advocate effectively for a job in pairs, small groups, or teams.  
The student will demonstrate the ability to train others to understand the established rules and expectations of employment through the class job interview exercise.  
The student will analyze the role and responsibilities of citizenship by participating in a school charity community service project.  
SAE Sample: Plant Broker  
WSDA worker  
SAE Sample Pesticide applicator Wholesale nursery worker  
Retail nursery worker  
Crop production manager.  
Animal production

**Standards and Competencies**

CS.01.01: Action: Exhibit the skills and competencies needed to achieve a desired result.  
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.01.01.01.b. Demonstrate the ability to complete a task without assistance.  
CS.01.05: Awareness: Desire purposeful understanding related to professional and personal activities  
Level 1  
CS.01.05.03.a. Explain benefits and challenges of working in a diverse group.  
Level 2  
CS.01.05.02.b. Demonstrate responsible citizenship.  
Level 3  
CS.01.05.02.c. Perform leadership tasks associated with citizenship.  
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.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.03.01.02.a. Describe the various types and uses of resumes.

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.

CS.03.01.02.b. Prepare a resume.

CS.03.01.03.b. Deliver a business presentation for a peer group (e.g., class presentation).

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.

## Aligned to Washington State Standards

### Arts

Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.

4.5. Understands how arts knowledge and skills are used in the world of work including careers in the arts.

### Communication - Speaking and Listening

Comprehension and Collaboration (9-10)

2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)

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 or formal and informal tasks.

### Health and Fitness

### Language

### Mathematics

### Reading

CC: Reading for Literacy in Science and Technical Subjects

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

### Science and Engineering Practices

1. Asking questions and defining problems
4. Analyzing and interpreting data
8. Obtaining, evaluating, and communicating information

## Social Studies

## Writing

### CC: College and Career Readiness Anchor Standards for Writing

- 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 Other
- ☐ 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 Other
- ☒ Work Effectively in Diverse Teams

#### **Productivity and Accountability**

- ☐ Manage Projects
- ☒ Produce Results

#### **Leadership and Responsibility**

- ☒ Guide and Lead Others
- ☒ Be Responsible to Others

**Unit 16 JOB SEARCH TECHNIQUES****Hours: 13****Performance Assessment(s):**

Floral Design & Marketing I:  
Prepare a job application, resume, and cover letter in a clear and concise manner.  
Perform a job interview modeling appropriate dress, behavior and questions.  
Score a job interview of a peer.

Floral Design I, Unit 1 (Careers)

**Leadership Alignment:**

The student will demonstrate effective reasoning, clear communication and being responsible to others by creating a professional resume.  
The student will evaluate information, manage information and be self directed learners while producing a business cover letter for a specific Floral job.  
The student will identify and analyze the characteristics necessary for hiring employees by creating a job interview score card.  
The student will demonstrate flexibility, adapt to change and working independently while participation and scoring in job interviews in class.  
The student will demonstrate time management, guiding and leading others and being responsible to others by scoring at least three peer job interviews in class.  
The student will conduct self in a professional manner in practical career applications, such as the job interview exercise in class.  
The student will communicate, participate, and advocate effectively for a job in pairs, small groups, or teams.  
The student will demonstrate the ability to train others to understand the established rules and expectations of employment through the class job interview exercise.  
The student will analyze the role and responsibilities of citizenship by participating in a school charity community service project.  
SAE Sample: Plant Broker  
WSDA worker  
Nursery worker  
Landscaper  
Job interview CDE  
Floriculture CDE

**Standards and Competencies**

CS.01.05: Awareness: Desire purposeful understanding related to professional and personal activities  
Level 3  
CS.01.05.02.c. Perform leadership tasks associated with citizenship.  
CS.01.06: Continuous Improvement: Pursue learning and growth opportunities related to professional and personal aspirations.  
Level 1  
CS.01.06.04.a. Use various emerging technologies to enhance a program or project.  
Level 2  
CS.01.06.01.b. Develop a plan that includes specific goals for leadership and personal growth.  
Level 3  
CS.01.06.01.c. Implement a leadership and personal growth plan.  
CS.01.06.03.c. Use problem solving strategies to solve a professional or personal issue.  
CS.03.01: Communication: Demonstrate oral, written and verbal skills  
Level1  
CS.03.01.01.a. Use basic technical and business writing skills. Level I  
CS.03.01.02.a. Describe the various types and uses of resumes.  
Level 2  
CS.03.01.02.b. Prepare a resume.  
Level 3

<p>CS.03.01.01.c. Demonstrate technical and business writing skills to communicate effectively with co-workers and supervisors.</p> <p>CS.03.01.02.c. Demonstrate effective use of a resume as part of an effort to obtain a job.</p> <p>CS.09.02: Apply skills with computer software to accomplish a variety of business activities</p> <p>Level 1</p> <p>CS.09.02.01.a. Demonstrate basic computer and software systems skills.</p> <p>Level 2</p> <p>CS.09.02.01.b. Use basic software systems such as spreadsheet and word processing to complete a task.</p>
<b>Aligned to Washington State Standards</b>
<b>Arts</b>
<p><u>Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.</u></p> <p>4.5. Understands how arts knowledge and skills are used in the world of work including careers in the arts.</p>
<b>Communication - Speaking and Listening</b>
6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)
<b>Health and Fitness</b>
<b>Language</b>
<p><u>CC: College and Career Readiness Anchor Standards for Language</u></p> <p><u>Conventions of Standard English</u></p> <p>1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><u>Vocabulary Acquisition and Use</u></p> <p>5 - Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>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.</p>
<b>Mathematics</b>
<b>Reading</b>
<b>Science</b>
<b>Social Studies</b>
<b>Writing</b>
<p><u>CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)</u></p> <p><u>Production and Distribution of Writing</u></p> <p>4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

## 21st Century Skills

### LEARNING AND INNOVATION

#### Creativity and Innovation

- ☒ Think Creatively
- ☐ Work Creatively with Other
- ☐ 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 Other
- ☒ Work Effectively in Diverse Teams

#### Productivity and Accountability

- ☐ Manage Projects
- ☐ Produce Results

#### Leadership and Responsibility

- ☐ Guide and Lead Others
- ☐ Be Responsible to Others

## Auburn Framework: Floral Design and Marketing II

**Course:** Floriculture/Floristry Operations and Management

**Total Framework Hours:** 180 Hours

**CIP Code:** 010608

**Type:** Exploratory

**Career Cluster:** Agriculture, Food and Natural Resources

**Date Last Modified:** Thursday, January 29, 2015

### Resources and Standard used in Framework Development:

Standards for this framework are taken from the OSPI Model Framework for Plant Systems

### Unit 1 DEMONSTRATE AN UNDERSTANDING OF PLANT PHYSIOLOGY AND GROWTH

**Hours:** 40

#### Performance Assessment(s):

Floral Design & Marketing II:

Describe plant variations and diversity.  
Properly Identify an assortment of interior plants

Floral Design II, Unit 1 (Genetics and Growth-Physiology)

#### Leadership Alignment:

Leadership

The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understand how to apply those skills using the plant Identification project/ booklet project.

The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order reach common goals using the real world problem solving project in class.

SAE Sample: Crop production project -Bonsai

Flower grower

Floral Designer

### Standards and Competencies

PS.01.01: Classify agricultural plants according to taxonomy systems

Level 1

PS.01.01.01.a Explain systems used to classify plants

Level 2

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

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

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

PS.01.02.05.a Identify the components of a flower, the functions of a flower and the functions of flower components

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.

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

PS.02.01.01.a. Describe the qualities of light that affect plant growth

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

PS.02.01.01.c Evaluate plant responses to varied light color, intensity, and duration

PS.03.05: Harvest, handle and store crops

PS.03.05.02.a Explain reasons for calculating crop yield and loss.  
 PS.03.05.03.a Identify storage methods for plants and plant products.  
 PS.03.05.02.b Evaluate crop yield and loss data.

PS.04.01: Create designs using plants.

Level 1

PS.04.01.01.a. Define design and identify design elements.

PS.04.01.02.a. Discuss the applications of art in agriculture/horticulture.

Level 2

PS.04.01.01.b. Explain design elements of line, form, texture and color and express the visual effect each has on the viewer.

PS.04.01.02.b. Discuss principles of design that form the basis of artistic impression.

Level 3

PS.04.01.02.c. Create and implement designs by following established principles of art.

## Aligned to Washington State Standards

### Arts

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

1.1 Understands and applies arts concepts and vocabulary.

1.2 Develops arts skills and techniques.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

- Identifies audience and purpose.

### 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.

2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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.

1b - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

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 or formal and informal tasks.

### 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

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.

## Mathematics

CC: Algebra (A)

Seeing Structure in Expressions (A-SSE)

1 - Interpret expressions that represent a quantity in terms of its context.\*

Reasoning with Equations and Inequalities (A-REI)

1 - Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

## Reading

## Science

Engineering, Technology, and Applications of Science

HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environme

Life Sciences

HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

HS-LS2 Ecosystems: Interactions, Energy, and Dynamics

HS-LS2-8. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

Engineering, Technology, and Applications of Science

HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environme

Crosscutting Concepts

1. Patterns.

3. Scale, proportion, and quantity.

6. Structure and function.

**21st Century Skills**

**LEARNING AND INNOVATION**

**Creativity and Innovation**

- ☒ Think Creatively
- ☐ Work Creatively with Other
- ☐ Implement Innovations

**Creative Thinking and Problem Solving**

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

**Communication and Collaboratio**

- ☐ 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**

- ☐ Mange Goals and Time
- ☐ Work Independently
- ☒ Be Self-Directed Learners

**Social and Cross-Cultural**

- ☐ Interact Effectively with Other
- ☐ Work Effectively in Diverse Teams

**Productivity and Accountability**

- ☒ Manage Projects
- ☒ Produce Results

**Leadership and Responsibility**

- ☐ Guide and Lead Others
- ☐ Be Responsible to Others



Unit 2 DEMONSTRATE AN UNDERSTANDING OF FLORAL PROCESSING AND PROCEDURES	Hours: 10
<b>Performance Assessment(s):</b>  Floral Design & Marketing II: Choose a storage method appropriate for specific cut flowers. Choose proper temperature for a species of cut flowers. Demonstrate one method of drying or Preserving flowers   Floral Design II, Unit 2 (Floral conditioning and storage)	
<b>Leadership Alignment:</b>  Leadership: The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry using the flower ordering and processing project in class. The student will understand the organizational skills necessary to be successful leader and citizen and practices those skills in real life by properly conditioning flowers for a customer order and filling the flower order. The student will understand the importance and utilize the components and structure of community based organizations using the flower donation letter project. SAE Sample Flower grower, Florist Interior gardening Bonsai	
<b>Standards and Competencies</b>	
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.01.02.05.a Identify the components of a flower, the functions of a flower and the functions of flower components Level 2 PS.01.02.06.b. Identify the major types of fruit PS.02.01: Determine the influence of environmental factors on plant growth PS.02.01.02.a. Describe the effects air, temperature, and water have on plant metabolism, and growth Level 3 PS.02.01.01.c Evaluate plant responses to varied light color, intensity, and duration PS.02.01.02.c Design, implement, and evaluate a plan to maintain optimal conditions for plant growth PS.03.05: Harvest, handle and store crops Level 1 PS.03.05.01.a Identify harvesting methods and harvesting equipment. PS.03.05.03.a Identify storage methods for plants and plant products. PS.03.05.04.a Explain the reasons for preparing plants and plant products for distribution. Level 2 PS.03.05.03.b Explain the proper conditions to maintain the quality of plants and plant products held in storage. PS.03.05.04.b Demonstrate techniques for grading, handling and packaging plants and plant products for distribution. 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.01.01.02.a. Create a task analysis.  
 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.  
 CS.01.01.05.a. Assess the physical, financial and professional risks associated with a particular task.

Level 2

CS.01.01.02.b. Create measurable objectives for a given situation.  
 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.01.01.03.c. Implement an effective project plan.  
 CS.01.01.07.c. Evaluate actions taken and make appropriate modifications to personal goals.

## Aligned to Washington State Standards

### Arts

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

1.1 Understands and applies arts concepts and vocabulary.

Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.

4.3. Understands how the arts impact and reflect personal choices throughout life

4.5. Understands how arts knowledge and skills are used in the world of work including careers in the 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.

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

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

Unit 3 CLASSIFY PLANTS AND DEMONSTRATE AN UNDERSTANDING OF PLANT TAXONOMY	Hours: 20
<b>Performance Assessment(s):</b>  Floral Design & Marketing II: Identify plants with their correct scientific names Classify plants by characteristic and structures. Identify plant families  Floral Design II, Unit 3 (Plant Taxonomy) Floral Design II, Unit 5 (Plant Physiology)	
<b>Leadership Alignment:</b>  The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals using their plant classification project. The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings by grouping and categorizing plants into taxonomy categories. SAE Sample Flower grower, Florist, Nursery worker Nursery production	
<b>Standards and Competencies</b>	
PS.01.01: Classify agricultural plants according to taxonomy systems PS.01.01: Classify agricultural plants according to taxonomy systems Level 1 Level 1 PS.01.01.01.a Explain systems used to classify plants PS.01.01.01.a Explain systems used to classify plants Level 2 Level 2 PS.01.01.01.b.Compare and contrast the hierarchical classification of agricultural plants 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.01.02.02.a Identify the components, the types and the functions of plant roots PS.01.02.03.a Identify the components and the functions of plant stems Level 2	

## Aligned to Washington State Standards

### Arts

### Communication - Speaking and Listening

### Health and Fitness

### Language

### Mathematics

### Reading

CC: Reading Informational Text

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).

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.

### Science

Life Sciences

HS-LS1-5. Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.

HS-LS2 Ecosystems: Interactions, Energy, and Dynamics

HS-LS2-3. Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

HS-LS3 Heredity: Inheritance and Variation of Traits

HS-LS4 Biological Evolution: Unity and Diversity

HS-LS4-4. Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

HS-LS4-5. Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

Crosscutting Concepts

3. Scale, proportion, and quantity.

4. Systems and system models.

6. Structure and function.

7. Stability and change.

**21st Century Skills**

**LEARNING AND INNOVATION**

**Creativity and Innovation**

- ☒ Think Creatively
- ☐ Work Creatively with Other
- ☐ Implement Innovations

**Creative Thinking and Problem Solving**

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

**Communication and Collaboratio**

- ☐ 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**

- ☒ Mange Goals and Time
- ☒ Work Independently
- ☐ Be Self-Directed Learners

**Social and Cross-Cultural**

- ☒ Interact Effectively with Other
- ☐ Work Effectively in Diverse Teams

**Productivity and Accountability**

- ☐ Manage Projects
- ☒ Produce Results

**Leadership and Responsibility**

- ☐ Guide and Lead Others
- ☒ Be Responsible to Others

Unit 4 DEMONSTRATE AN UNDERSTANDING OF FLORAL RELEVANCE AND APPLICATION	Hours: 25
<b>Performance Assessment(s):</b>	
<p>Floral Design &amp; Marketing II:</p> <p>Identify design periods influencing modern day floral arrangements. Identify and construct six types of floral designs</p> <p>Floral Design II, Unit 4 (Floral History &amp; Design)</p>	
<b>Leadership Alignment:</b>	
<p>Leadership: The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings using the design periods collage project and floral design arrangement project. SAE Sample: Nursery production, Greenhouse production</p>	
<b>Standards and Competencies</b>	
<p>PS.04.01: Create designs using plants.</p> <p>Level 1</p> <p>PS.04.01.01.a. Define design and identify design elements.</p> <p>Level 2</p> <p>PS.04.01.01.b. Explain design elements of line, form, texture and color and express the visual effect each has on the viewer.</p> <p>PS.04.01.02.b. Discuss principles of design that form the basis of artistic impression.</p> <p>Level 3</p> <p>PS.04.01.01.c. Select plants, hard goods, supplies and other materials for use in a design based on a range of criteria.</p> <p>PS.04.01.02.c. Create and implement designs by following established principles of art.</p> <p>CS.01.03: Vision: Establish a clear image of what the future should look like.</p> <p>Level 1</p> <p>CS.01.03.01.a. Identify the benefits of developing vision.</p> <p>Level 2</p> <p>CS.01.03.01.b. Utilize visioning skills to develop a plan.</p> <p>CS.03.01: Communication: Demonstrate oral, written and verbal skills</p> <p>Level 1</p> <p>CS.03.01.01.a. Use basic technical and business writing skills. Level I</p> <p>CS.03.01.02.a. Describe the various types and uses of resumes.</p> <p>CS.04.01: Examine performance and goals to appreciate organizations and industries within AFNR.</p> <p>CS.04.01.01.a. Examine performance and goals to appreciate professional organizations and industries within AFNR.</p> <p>CS.04.01.01.b. Explain the major guidelines used by AFNR professional organizations to manage and improve performance.</p>	
<b>Aligned to Washington State Standards</b>	
<b>Arts</b>	
<p><u>Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.</u></p> <p>1.1 Understands and applies arts concepts and vocabulary.</p> <p>1.2 Develops arts skills and techniques.</p> <p>1.3 Understands and applies arts genres and styles from various artists, cultures, and times.</p>	

1.4 Understands and applies audience conventions in a variety of arts settings and performances.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

2.1. Applies a creative process to the arts (dance, music, theatre and visual arts):

3.2 Uses the arts to communicate for a specific purpose.

4.4. Understands how the arts influence and reflect culture/civilization, place and time.

### **Communication - Speaking and Listening**

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**

### **Language**

### **Mathematics**

### **Reading**

CC: Reading for Literacy in History/Social Studies

Craft and Structure (9-10)

4 - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.



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

Unit 5 DEMONSTRATE SAFE PROCEDURES IN FLORICULTURE SITUATIONS	Hours: 29
<b>Performance Assessment(s):</b>	
<p>Floral Design &amp; Marketing II:</p> <p>Choose and use the correct tools for a specific job            Use specialized tools in a safe manner            Identify and properly maintain tools            Apply state and federal safety practices</p> <p>Floral Design II, Unit 5 (Safety)</p>	
<b>Leadership Alignment:</b>	
<p>Leadership:</p> <p>The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions by creating safety posters and brochures.</p> <p>The student will demonstrate the ability to train others to understand the established rules and expectations, rationale, and consequences and to follow those rules and expectations using the safety brochure project.</p> <p>The student will use knowledge and build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed by doing a group safety demonstration.</p> <p>SAE Sample: Landscaper            Nursery worker            Flower grower            Florist            Plant production</p>	
<b>Standards and Competencies</b>	
<p>CS.01.01: Action: Exhibit the skills and competencies needed to achieve a desired result.</p> <p>Level 1</p> <p>CS.01.01.01.a. Work productively with a group or independently.</p> <p>CS.01.01.05.a. Assess the physical, financial and professional risks associated with a particular task.</p> <p>Level 2</p> <p>CS.01.01.01.b. Demonstrate the ability to complete a task without assistance.</p> <p>Level 3</p> <p>CS.01.01.01.c. Work independently and in group settings to accomplish a task.</p> <p>CS.01.01.03.c. Implement an effective project plan.</p> <p>CS.03.03: Flexibility / Adaptability: Describe traits that enable one to be capable and willing to accept change</p> <p>Level 1</p> <p>CS.03.03.01.a. Research current and emerging technologies in AFNR.</p> <p>CS.03.03.03.a. Access to the value of providing feedback.</p> <p>Level 2</p> <p>CS.03.03.01.b. Analyze the advantages and disadvantages of current and emerging technologies in AFNR activities.</p> <p>CS.03.03.03.b. Differentiate between positive and negative constructive feedback and realize the importance of both.</p> <p>Level 3</p> <p>CS.07.01: Apply safety/health practices to AFNR worksites.</p> <p>Level 1</p>	

<p>CS.07.01.01.a Implement the health and safety policies and procedures relevant to AFNR careers. Level 2</p> <p>CS.07.01.01.b. Use appropriate personal protective equipment for a given task. Level 3</p> <p>CS.07.01.01.c. Orient a group on safety measures based on the prescribed safety guidelines.</p> <p>CS.07.04: Assess workplace safety. Level 1</p> <p>CS.07.04.01.a. Research applicable regulatory and safety standards (e.g., MSDS, bioterrorism). Level 2</p> <p>CS.07.04.01.b. Use safety procedures to comply with regulatory and safety standards. Level 3</p> <p>CS.07.04.01.c. Apply general workplace safety precautions/procedures.</p> <p>CS.08.03: Maintain tools for efficient use Level 1</p> <p>CS.08.03.01.a. Describe the conditions that cause the need for tool maintenance. Level 2</p> <p>CS.08.03.01.b. Demonstrate how to replace tool parts and components as needed. Level 3</p> <p>CS.08.03.01.c. Develop and update a preventive maintenance schedule.</p>
<b>Aligned to Washington State Standards</b>
<b>Arts</b>
<p><u>Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.</u></p> <p>1.1 Understands and applies arts concepts and vocabulary.</p>
<b>Communication - Speaking and Listening</b>
<b>Health and Fitness</b>
<p>2.1.1 Evaluates dimensions of health and relates to personal health behaviors. <u>Health 2.3: Understands the concepts of prevention and control of disease.</u></p> <p>2.3.1 Analyzes personal health practices, and how they affect communicable diseases. <u>Health 2.4: Acquires skills to live safely and reduce health risks.</u></p> <p>2.4.1 Understands types of abuse and risky situations and how to respond appropriately and safely. <u>Health 3.2: Evaluates health and fitness information.</u></p> <p>3.2.3 Creates health and fitness messages in media.</p> <p><u>Fitness 1.2: Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.</u></p> <p>1.2.1 (Year One) Applies how to perform activities and tasks safely and appropriately. CBA: Concepts of Health and Fitness</p> <p><u>Fitness 1.4: Understands the components of skill-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.</u></p> <p>1.4.1 (Year One) Applies the components of skill-related fitness to physical activity.</p>
<b>Language</b>
<p><u>CC: College and Career Readiness Anchor Standards for Language</u></p> <p><u>Knowledge of Language</u></p>

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.

## Mathematics

## Reading

## Science

## Social Studies

## Writing

### 21st Century Skills

#### LEARNING AND INNOVATION

##### Creativity and Innovation

- ☐ Think Creatively
- ☐ Work Creatively with Other
- ☐ Implement Innovations

##### Creative Thinking and Problem Solving

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

##### Communication and Collaboratio

- ☐ 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

- ☐ Mange Goals and Time
- ☐ Work Independently
- ☐ Be Self-Directed Learners

##### Social and Cross-Cultural

- ☒ Interact Effectively with Other
- ☐ 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 UNDERSTAND THE VARIETY OF FLORICULTURAL CAREER OPTIONS	Hours: 20
<b>Performance Assessment(s):</b>  Floral Design & Marketing II:  Choose a career categories that fits their skill Choose a college that fits their career path Demonstrate appropriate work place ethics.  Floral Design II, Unit 6(Careers)	
<b>Leadership Alignment:</b>  Leadership: The student will identify and analyze the characteristics of family, community, business, and industry leaders using the career cursing project. The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies using the industry research project. The student will demonstrate self advocacy skills by achieving planned, individual goals through the resume writing project. The student will participate in the development of a program of work or strategic plan and will work to implement the organization's goals using the program planning group activity in class. SAE Sample: Landscape Designer Landscape maintenance Flower grower Florist Delivery person	
<b>Standards and Competencies</b>	
CS.01.06: Continuous Improvement: Pursue learning and growth opportunities related to professional and personal aspirations. Level 2 CS.01.06.01.b. Develop a plan that includes specific goals for leadership and personal growth. 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.02.03.02.b. Determine the level of non-essential actions/tasks related to personal and work life. Level 3 CS.02.03.01.c. Implement a plan to achieve career goals and priorities. 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. CS.03.02.04.a. Use an interest inventory to determine goals appropriate to personal passions, abilities and aptitudes. Level 2 CS.03.02.02.b. Determine information that is critical to solving problems. 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.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.

## **Aligned to Washington State Standards**

### **Arts**

Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.

4.2. Demonstrates and analyzes the connections between the arts and other content areas.

4.5. Understands how arts knowledge and skills are used in the world of work including careers in the arts.

### **Communication - Speaking and Listening**

Comprehension and Collaboration (9-10)

6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)

Comprehension and Collaboration (11-12)

2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

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.)

### **Health and Fitness**

### **Language**

### **Mathematics**

### **Reading**

CC: Reading Informational Text

Craft and Structure (9-10)

4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

### **Science**

### **Social Studies**

### **Writing**

CC: Writing (11-12)

Production and Distribution of Writing

7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

## 21st Century Skills

### LEARNING AND INNOVATION

#### Creativity and Innovation

- ☒ Think Creatively
- ☐ Work Creatively with Other
- ☐ Implement Innovations

#### Creative Thinking and Problem Solving

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

#### Communication and Collaboratio

- ☐ 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

- ☐ Mange Goals and Time
- ☒ Work Independently
- ☒ Be Self-Directed Learners

#### Social and Cross-Cultural

- ☐ Interact Effectively with Other
- ☐ Work Effectively in Diverse Teams

#### Productivity and Accountability

- ☐ Manage Projects
- ☒ Produce Results

#### Leadership and Responsibility

- ☐ Guide and Lead Others
- ☐ Be Responsible to Others

Unit 7 UTILIZE DESIGN THEORY	Hours: 30
<b>Performance Assessment(s):</b>	
<p>Floral Design &amp; Marketing II:</p> <p>Visually identify complex design periods using the principals of design            Make three arrangements using color rhythm balance, scale and focal points.</p> <p>Floral Design II, Unit 7 (Principles of Design)            Floral Design II, Unit 4 (Floral Design and History)</p>	
<b>Leadership Alignment:</b>	
<p>Leadership:</p> <p>The student will think creatively, analyze, refine, and apply decision making skills through classroom, family, community, and business by creating specific floral designs for customer orders.</p> <p>The student will be involved in activities that require being flexible, problem solving, guiding and leading others and using critical and creative thinking skills while creating corsages and boutonnieres in class.</p> <p>The student will access and evaluate information, use and manage that information to produce an advertisement flier a basic floral design.</p> <p>The student will demonstrate oral, interpersonal, written, and electronic communication and presentations skills and understand how to apply those skills using the design a brochure project.</p> <p>SAE Sample: Floral Designer            Interior Landscape Designer</p>	
<b>Standards and Competencies</b>	
<p>PS.04.01: Create designs using plants.</p> <p>Level 1</p> <p>PS.04.01.01.a. Define design and identify design elements.</p> <p>PS.04.01.02.a. Discuss the applications of art in agriculture/horticulture.</p> <p>Level 2</p> <p>PS.04.01.01.b. Explain design elements of line, form, texture and color and express the visual effect each has on the viewer.</p> <p>PS.04.01.02.b. Discuss principles of design that form the basis of artistic impression.</p> <p>Level 3</p> <p>PS.04.01.01.c. Select plants, hard goods, supplies and other materials for use in a design based on a range of criteria.</p> <p>PS.04.01.02.c. Create and implement designs by following established principles of art.</p> <p>CS.01.01: Action: Exhibit the skills and competencies needed to achieve a desired result.</p> <p>Level 1</p> <p>CS.01.01.01.a. Work productively with a group or independently.</p> <p>CS.01.01.04.a. Explore available resources to assist in meeting project needs.</p> <p>Level 2</p> <p>CS.01.01.01.b. Demonstrate the ability to complete a task without assistance.</p> <p>CS.03.02: Decision Making: Analyze situations and execute an appropriate course of action.</p> <p>CS.03.02.02.a. Select resources to help in the problem-solving process.</p> <p>Level 3</p> <p>CS.03.02.01.c. Make decisions for a given situation by applying the decision making process.</p>	



## Aligned to Washington State Standards

### Arts

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

- 1.1 Understands and applies arts concepts and vocabulary.
- 1.3 Understands and applies arts genres and styles from various artists, cultures, and times.
- 1.4 Understands and applies audience conventions in a variety of arts settings and performances.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

- 2.1. Applies a creative process to the arts (dance, music, theatre and visual arts):
- 2.2 Applies a performance and/or presentation process to the arts (dance, music, theatre and visual arts):
- 2.3 Applies a responding process to an arts performance and/or presentation of dance, music, theatre and visual arts):

Arts 3.0 The student communicates through the arts.

- 3.1 Uses the arts to express feelings and present ideas.

Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.

- 4.4. Understands how the arts influence and reflect culture/civilization, place and time.

### Communication - Speaking and Listening

### Health and Fitness

### Language

### Mathematics

### Reading

CC: Reading for Literacy in Science and Technical Subjects

Key Ideas and Details (9-10)

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.

Craft and Structure (11-12)

4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

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

Unit 8 UTILIZE SALES AND MARKETING TECHNIQUES	Hours: 40
<b>Performance Assessment(s):</b>	
<p>Floral Design &amp; Marketing II:</p> <p>Handle a customer complaint effectively            Create an effective advertisement            Price floral merchandise correctly</p> <p>Floral Design II, Unit 8(Sales and Marketing)</p>	
<b>Leadership Alignment:</b>	
<p>Leadership:</p> <p>Students will access and evaluate information and apply decision-making skills through the design a display lab.</p> <p>The student will demonstrate oral, interpersonal, written, and electronic communication skills and presentation skills by effectively selling flowers and plants for the spring plant sale.</p> <p>The student will guide and lead others, work effectively in diverse teams, adapt to change while producing floral designs for a fundraiser.</p> <p>The student will demonstrate the ability to think creatively, adapt to change, manage projects through their product service information service brochure project.</p> <p>SAE Sample: Nursery production            Greenhouse production Bonsai            Floral Designer            Interior Landscape Designer</p>	
<b>Standards and Competencies</b>	
<p>CS.01.01: Action: Exhibit the skills and competencies needed to achieve a desired result.</p> <p>Level 1</p> <p>CS.01.01.01.a. Work productively with a group or independently.</p> <p>CS.01.01.02.a. Create a task analysis.</p> <p>CS.01.01.04.a. Explore available resources to assist in meeting project needs.</p> <p>Level 2</p> <p>CS.01.01.01.b. Demonstrate the ability to complete a task without assistance.</p> <p>Level 3</p> <p>CS.01.01.01.c. Work independently and in group settings to accomplish a task.</p> <p>CS.01.01.02.c. Assess outcomes to determine success for a task.</p> <p>CS.01.06: Continuous Improvement: Pursue learning and growth opportunities related to professional and personal aspirations.</p> <p>Level 1</p> <p>CS.01.06.03.a. Identify the different types of problem solving models and their applicability to specific situations.</p> <p>Level 2</p> <p>CS.01.06.03.b. Utilize a problem-solving model to solve a given problem.</p> <p>Level 3</p> <p>CS.01.06.03.c. Use problem solving strategies to solve a professional or personal issue.</p> <p>CS.03.01: Communication: Demonstrate oral, written and verbal skills</p> <p>Level1</p> <p>CS.03.01.01.a. Use basic technical and business writing skills. Level I</p> <p>Level 2</p> <p>CS.03.01.01.b. Select the appropriate form of technical and business writing or communication for a specific situation.</p>	

<p>Level 3</p> <p>CS.03.01.01.c. Demonstrate technical and business writing skills to communicate effectively with co-workers and supervisors.</p> <p>CS.05.01: Manage organizational structures and processes to better serve customers</p> <p>Level 1</p> <p>CS.05.01.01.a. List ways an organization can be evaluated based on its customer satisfaction and service operations. Level I</p> <p>Level 2</p> <p>CS.05.01.01.b. Explain how organization performance including customer satisfaction and service/ operations performance can be improved.</p> <p>Level 3</p> <p>CS.05.01.01.c. Implement a plan to manage relationships with both internal and external customers.</p>
<b>Aligned to Washington State Standards</b>
<b>Arts</b>
<p><u>Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.</u></p> <p>1.1 Understands and applies arts concepts and vocabulary.</p> <p>1.3 Understands and applies arts genres and styles from various artists, cultures, and times.</p> <p><u>Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.</u></p> <p>4.4. Understands how the arts influence and reflect culture/civilization, place and time.</p> <p>4.5. Understands how arts knowledge and skills are used in the world of work including careers in the arts.</p>
<b>Communication - Speaking and Listening</b>
<p><u>Comprehension and Collaboration (9-10)</u></p> <p>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.</p> <p>2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p><u>Presentation of Knowledge and Ideas (11-12)</u></p> <p>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 or formal and informal tasks.</p>
<b>Health and Fitness</b>
<b>Language</b>
<b>Mathematics</b>
<b>Reading</b>
<b>Science</b>
<b>Social Studies</b>
<b>Writing</b>
<p><u>CC: College and Career Readiness Anchor Standards for Writing</u></p> <p><u>Production and Distribution of Writing</u></p>

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

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (11-12)

1b - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

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.

## 21st Century Skills

### LEARNING AND INNOVATION

#### Creativity and Innovation

- ☒ Think Creatively
- ☐ Work Creatively with Other
- ☐ Implement Innovations

#### Creative Thinking and Problem Solving

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

#### Communication and Collaboratio

- ☒ 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

- ☐ Mange Goals and Time
- ☐ Work Independently
- ☐ Be Self-Directed Learners

#### Social and Cross-Cultural

- ☐ Interact Effectively with Other
- ☒ Work Effectively in Diverse Teams

#### Productivity and Accountability

- ☒ Manage Projects
- ☒ Produce Results

#### Leadership and Responsibility

- ☒ Guide and Lead Others
- ☐ Be Responsible to Others

Unit 9 DEMONSTRATE LEADERSHIP SKILLS	Hours: 25
Performance Assessment(s):	
<p>Floral Design &amp; Marketing II:</p> <p>Run a committee meeting delegating tasks and responsibilities to others            Demonstrate productive work skills including using time effectively, working with others, maintaining a clean, safe and efficient work area.            Show respect to your work team and customers.            Critique a student portfolio and make suggestions for improvement.</p> <p>Floral Design II, Unit 9 (Leadership)</p>	
Leadership Alignment:	
<p>Leadership:</p> <p>The student will be self directed learners, interact effectively with others work independently, manage goals and time, be flexible and adapt to change while preparing their SAE projects both in and out of class.            The student will access and evaluate information be responsible to others and produce results while filling holiday flower orders.            The student will demonstrate a working knowledge of parliamentary procedure and use those skills to communicate clearly, evaluate information, work effectively in diverse teams to manage and produce an advertisement product.            The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed.            The student will understand the organizational skills necessary to be successful leader and citizen and practices those skills in real life using the SAE project and oral presentation project.            The student will understand their role, participate in and evaluate community service and service learning activities by developing a community service survey.            The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a FFA meeting in class.</p> <p>SAE Sample: Nursery production            Greenhouse production Floral Designer            Interior designer</p>	
Standards and Competencies	
<p>SAE.01.01: Students will establish and conduct Supervised Agriculture Experience Projects (SAE).</p> <p>SAE.01.01.b. Explain the benefits of SAE projects to skill development, leadership and career success.            SAE.01.01.c. Explain the connection between SAE and FFA.            SAE.01.01.e. Explore ideas for SAE projects.            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.</p> <p>PS.03.02: Develop and implement a plant management plan for crop production.</p> <p>Level 1</p> <p>PS.03.02.02.a Explain the reasons for preparing growing media before planting.            PS.03.02.03.a Demonstrate proper planting procedures and post-planting care.</p> <p>Level 2</p> <p>PS.03.02.04.b Monitor the progress of plantings and determine the need to adjust environmental conditions.</p> <p>Level 3</p> <p>PS.03.02.01.c Produce pest-and disease-free propagation material            PS.03.02.05.c Create and implement a plan to control and manage plant growth.</p> <p>CS.03.02: Decision Making: Analyze situations and execute an appropriate course of action.</p>	

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.

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

Level 1

CS.09.02.01.a. Demonstrate basic computer and software systems skills.

Level 2

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

Level 3

CS.09.02.01.c. Use diagnostic software.

## Aligned to Washington State Standards

### Arts

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

1.1 Understands and applies arts concepts and vocabulary.

1.2 Develops arts skills and techniques.

1.3 Understands and applies arts genres and styles from various artists, cultures, and times.

1.4 Understands and applies audience conventions in a variety of arts settings and performances.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

- Identifies audience and purpose.

- Explores, gathers, and interprets information from diverse sources.

- Implements choices of arts elements, principles, foundations, skills, and techniques in a creative work.

- Refines work based on feedback, self-reflection, and aesthetic criteria.

Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.

4.2. Demonstrates and analyzes the connections between the arts and other content areas.

4.3. Understands how the arts impact and reflect personal choices throughout life

4.5. Understands how arts knowledge and skills are used in the world of work including careers in the 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.

<b>Health and Fitness</b>
<b>Language</b>
<b>Mathematics</b>
<b>Reading</b>
<b>Science</b>
<u>Crosscutting Concepts</u> 2. Cause and effect: Mechanism and explanation. 3. Scale, proportion, and quantity. 4. Systems and system models. 7. Stability and change.
<b>Social Studies</b>
<b>Writing</b>
<u>CC: College and Career Readiness Anchor Standards for Writing</u> 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. <u>Production and Distribution of Writing</u> 4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



## 21st Century Skills

### LEARNING AND INNOVATION

#### Creativity and Innovation

- ☐ Think Creatively
- ☒ Work Creatively with Other
- ☐ Implement Innovations

#### Creative Thinking and Problem Solving

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

#### Communication and Collaboratio

- ☒ 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

- ☒ Mange Goals and Time
- ☒ Work Independently
- ☒ Be Self-Directed Learners

#### Social and Cross-Cultural

- ☒ Interact Effectively with Other
- ☒ Work Effectively in Diverse Teams

#### Productivity and Accountability

- ☒ Manage Projects
- ☒ Produce Results

#### Leadership and Responsibility

- ☒ Guide and Lead Others
- ☒ Be Responsible to Others

Unit 10 CORRECTLY IDENTIFY AND USE FLORICULTURE TOOLS AND EQUIPMENT	Hours: 12
<b>Performance Assessment(s):</b>	
<p>Floral Design &amp; Marketing II:</p> <p>Choose the correct tool for a specific job and product.            Use and maintain all tools in a safe manner            Maintain a safe working environment while using a variety of tools.            Clean and store tools correctly.            Use specialized tools for specific purposes.</p> <p>Floral Design II, Unit 5 (Tool Safety in Floriculture II)</p>	
<b>Leadership Alignment:</b>	
<p>Leadership:</p> <p>The student will be self-directed learners, work independently, use and manage information and produce results (floral designs) while using tools in a safe manner.            The student will demonstrate the ability to think creatively, implement innovations and manage projects while doing their SAE project for class.            The student will demonstrate the ability to think creatively, implement innovations and manage projects while maintaining school hand tools and cutting devices.            SAE Sample: Floral designer            Plant manager            Green house production manager/ worker</p>	
<b>Standards and Competencies</b>	
<p>CS.07.03: Follow appropriate procedures in case of an emergency.            Level 1            CS.07.03.01.b. Develop various emergency response plan requirements for a facility.</p> <p>CS.07.04: Assess workplace safety.            Level 1            CS.07.04.01.a. Research applicable regulatory and safety standards (e.g., MSDS, bioterrorism).            CS.07.04.02.a. Handle chemicals and equipment in a safe and appropriate manner.</p> <p>Level 2            CS.07.04.01.b. Use safety procedures to comply with regulatory and safety standards.            CS.07.04.02.b. Maintain AFNR facilities to promote health and safety.</p> <p>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.</p> <p>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.</p> <p>Level 2            CS.08.02.01.b. Demonstrate safety precautions when using tools for a specific task around bystanders.</p> <p>Level 3            CS.08.02.01.c. Operate applicable AFNR equipment and vehicles safely.</p> <p>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.</p>	

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

Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.  
 4.5. Understands how arts knowledge and skills are used in the world of work including careers in the arts.

### Communication - Speaking and Listening

### Health and Fitness

Health 2.4: Acquires skills to live safely and reduce health risks.  
 2.4.2 Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely.

### Language

### Mathematics

### Reading

CC: Reading Informational Text  
Craft and Structure (9-10)  
 4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

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

Unit 11 DEMONSTRATE AN UNDERSTANDING AND ABILITY TO CREATE DIFFERENT DESIGN STYLES		Hours: 35
<b>Performance Assessment(s):</b>		
<p>Floral Design &amp; Marketing II:</p> <p>Inflate and display a variety of balloons for an order.            Demonstrate the process of taking a complex order such as a sympathy arrangement or a wedding bouquet.            Create a complex corsage for a theme dance.</p> <p>Floral Design II, Unit 4 (Floral Design)</p>		
<b>Leadership Alignment:</b>		
<p>The student will demonstrate oral, interpersonal, written, and electronic communication and presentations skills and understand how to apply those skills while creating a floral design portfolio.</p> <p>The student will think creatively, implement innovations, solve problems, access and evaluate information while producing results ( floral arrangements) by producing four different fresh flower designs in class.</p> <p>The student will be involved in activities that require flexibility, working independently to manage their SAE projects for class. They will also use these skills to create corsages and boutonnieres for a school dance.</p> <p>SAE Sample: Plant grower            Bonsai artist            Floral designer            Interior designer</p>		
Standards and Competencies		
<p>PS.04.01: Create designs using plants.</p> <p>Level 1</p> <p>PS.04.01.01.a. Define design and identify design elements.</p> <p>PS.04.01.02.a. Discuss the applications of art in agriculture/horticulture.</p> <p>Level 2</p> <p>PS.04.01.01.b. Explain design elements of line, form, texture and color and express the visual effect each has on the viewer.</p> <p>PS.04.01.02.b. Discuss principles of design that form the basis of artistic impression.</p> <p>Level 3</p> <p>PS.04.01.01.c. Select plants, hard goods, supplies and other materials for use in a design based on a range of criteria.</p> <p>PS.04.01.02.c. Create and implement designs by following established principles of art.</p> <p>CS.01.01: Action: Exhibit the skills and competencies needed to achieve a desired result.</p> <p>Level 1</p> <p>CS.01.01.04.a. Explore available resources to assist in meeting project needs.</p> <p>Level 2</p> <p>CS.01.01.01.b. Demonstrate the ability to complete a task without assistance.</p> <p>Level 3</p> <p>CS.01.01.01.c. Work independently and in group settings to accomplish a task.</p> <p>CS.01.01.04.c. Create resources to complete an action or project.</p>		
Aligned to Washington State Standards		
<b>Arts</b>		
<p><u>Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.</u></p> <p>1.1 Understands and applies arts concepts and vocabulary.</p>		

- 1.2 Develops arts skills and techniques.
- 1.3 Understands and applies arts genres and styles from various artists, cultures, and times.
- 1.4 Understands and applies audience conventions in a variety of arts settings and performances.
- Arts 2.0 The student demonstrates thinking skills using artistic processes.
- 2.1. Applies a creative process to the arts (dance, music, theatre and visual arts):
- Explores, gathers, and interprets information from diverse sources.
  - Performs work for others in a performance and/or production.
- 2.2 Applies a performance and/or presentation process to the arts (dance, music, theatre and visual arts):
- Identifies audience and purpose of the work and/or performance.
- 2.3 Applies a responding process to an arts performance and/or presentation of dance, music, theatre and visual arts):
- Evaluates and justifies using supportive evidence and aesthetic criteria.
- Arts 3.0 The student communicates through the arts.
- 3.2 Uses the arts to communicate for a specific purpose.
- Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.
- 4.2. Demonstrates and analyzes the connections between the arts and other content areas.
- 4.4. Understands how the arts influence and reflect culture/civilization, place and time.

## **Communication - Speaking and Listening**

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**

## **Language**

## **Mathematics**

CC: Number and Quantity (N)

1 - Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.\*

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

Unit 12 DEMONSTRATE AN UNDERSTANDING AND ABILITY TO CREAATE INTERIORSCAPES	Hours: 15
<b>Performance Assessment(s):</b>	
<p>Floral Design &amp; Marketing II:</p> <p>Determine plant needs as they relate to the environment (50 house plants).  Diagnose 6 house plant care issues and solutions using the IPM approach.  Construct a European dish garden</p> <p>Floral Design II, Unit 10 (Interiorscapes)</p>	
<b>Leadership Alignment:</b>	
<p>Leadership:</p> <p>The student will be involved in activities that require thinking creatively, using effective reasoning, interacting effectively with others and managing a project while creating dish gardens for a fundraiser.</p> <p>The student will access and evaluate information, manage time , work independently and be self-directed while maintaining interior plants on the school campus.</p> <p>The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order reach common goals while growing plants in the greenhouse for a spring sale.</p> <p>The student will demonstrate skills that assist in understanding and accepting responsibility to family, community by marketing the plants in the spring plant sale.</p> <p>The student will understand their role, participate in and evaluate community service and service learning activities by creating and administering a plant growing survey.</p> <p>SAE Sample: Greenhouse production  Floral designer  Interior designer  Bonsai artist  Floral CDE</p>	
<b>Standards and Competencies</b>	
<p>PS.02.01: Determine the influence of environmental factors on plant growth</p> <p>Level 1</p> <p>PS.02.01.01.a. Describe the qualities of light that affect plant growth</p> <p>Level 2</p> <p>PS.02.01.01.b. Describe plant responses to light color intensity and duration</p> <p>Level 3</p> <p>PS.02.01.01.c Evaluate plant responses to varied light color, intensity, and duration</p> <p>PS.03.04: Apply principles and practices of sustainable agriculture to plant production</p> <p>Level 1</p> <p>PS.03.04.01.a Explain sustainable agriculture and objectives associated with the strategy.</p> <p>Level 2</p> <p>PS.03.04.01.b Describe sustainable agriculture practices and compare the ecological effects of traditional agricultural practices with those of sustainable agriculture.</p> <p>Level 3</p> <p>PS.03.04.01.c Prepare and implement a plan for an agricultural enterprise that involves practices in support of sustainable agriculture.</p> <p>PS.04.01: Create designs using plants.</p> <p>Level 1</p> <p>PS.04.01.01.a. Define design and identify design elements.</p> <p>PS.04.01.02.a. Discuss the applications of art in agriculture/horticulture.</p> <p>Level 2</p>	



PS.04.01.01.b. Explain design elements of line, form, texture and color and express the visual effect each has on the viewer.  
 PS.04.01.02.b. Discuss principles of design that form the basis of artistic impression.  
 Level 3  
 PS.04.01.01.c. Select plants, hard goods, supplies and other materials for use in a design based on a range of criteria.  
 PS.04.01.02.c. Create and implement designs by following established principles of art.

## Aligned to Washington State Standards

### Arts

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

- 1.1 Understands and applies arts concepts and vocabulary.
- 1.2 Develops arts skills and techniques.
- 1.3 Understands and applies arts genres and styles from various artists, cultures, and times.
- 1.4 Understands and applies audience conventions in a variety of arts settings and performances.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

- 2.1. Applies a creative process to the arts (dance, music, theatre and visual arts):
  - Identifies audience and purpose.
  - Explores, gathers, and interprets information from diverse sources.
  - Uses ideas, foundations, skills and techniques to develop dance, music, theatre and visual art.
  - Implements choices of arts elements, principles, foundations, skills, and techniques in a creative work.
  - Presents work to others in a performance, exhibition, and/or production.
- 2.2 Applies a performance and/or presentation process to the arts (dance, music, theatre and visual arts):

Arts 3.0 The student communicates through the arts.

- 3.2 Uses the arts to communicate for a specific purpose.

Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.

- 4.3. Understands how the arts impact and reflect personal choices throughout life

### Communication - Speaking and Listening

### Health and Fitness

### Language

### Mathematics

CC: Mathematical Practices (MP)

- 1 - Make sense of problems and persevere in solving them.
- 4 - Model with mathematics.
- 5 - Use appropriate tools strategically.
- 7 - Look for and make use of structure.

### Reading

CC: Reading Informational Text

Craft and Structure (9-10)

- 4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

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

Unit 13 DEMONSTRATE AN UNDERSTANDING OF SUPERVISED AGRICULTURAL EXPERIENCE PROJE	Hours: 13
<b>Performance Assessment(s):</b>  Floral Design & Marketing I: Floral Design & Marketing II:  Research SAE's and build on your current project or modify the project. Determine which life skills are incorporated into the SAE. Present SAE project to Advisor using effective communication skills Use SAE as part of the culminating project. Show how SAE fits in with the presentation. Set realistic goals for a project  Floral Design II, Unit 11 (Supervised Agriculture Experience) Floral Design II, Unit 9 and 11( Leadership and Supervised Agriculture Experience)	
<b>Leadership Alignment:</b>  Leadership: The student will think creatively, work creatively with others, be flexible and manage goals and time while creating their SAE projects. The student will collaborate with others, interact effectively with others, and produce results while setting goals for their SAE project and or class projects. The student will be responsible to others, manage a project and be self-directed while keeping a record book of their SAE expenses. The student will make judgments and decisions about their SAE project to produce maximum results and present those results in class using media products. The student will understand the organizational skills necessary to be successful leader and citizen and practices those skills in real life through our class community service project. SAE Sample: Wholesale nursery Retail nursery worker Crop production Floral designer Interior designer	
<b>Standards and Competencies</b>	
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.e. Explore ideas for SAE projects. 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.i. Explain SAE project Supervision, visitation and assessment. 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. CS.01.01.07.a. Set personal goals using the SMART goals method (Specific, Measurable, Approved by you, Realistic, Time-stamped). Level 2 CS.01.01.01.b. Demonstrate the ability to complete a task without assistance. Level 3 CS.01.01.01.c. Work independently and in group settings to accomplish a task. CS.01.01.05.c. Implement a plan that minimizes physical, financial, and professional risks and analyze results.	

## Aligned to Washington State Standards

### Arts

Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

1.1 Understands and applies arts concepts and vocabulary.

1.3 Understands and applies arts genres and styles from various artists, cultures, and times.

Arts 2.0 The student demonstrates thinking skills using artistic processes.

2.1. Applies a creative process to the arts (dance, music, theatre and visual arts):

- Identifies audience and purpose.

2.2 Applies a performance and/or presentation process to the arts (dance, music, theatre and visual arts):

Arts 3.0 The student communicates through the arts.

3.3. Develops personal aesthetic criteria to communicate artistic choices.

### 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.

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.

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.

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

Unit 14 LEGAL ASPECTS OF EMPLOYMENT	Hours: 14
<b>Performance Assessment(s):</b>  Floral Design & Marketing II:  Choose a career category that fits your skill level. Demonstrate/ give examples of the importance of confidentiality. Model conflict resolution  Floral Design II, Unit 6 (Floriculture Careers)	
<b>Leadership Alignment:</b>  The student will demonstrate knowledge of conflict resolution, reason effectively, evaluate information and interact effectively with others using the customer complaint project in class. The student will work effectively in diverse teams using the chain of command project in class. The access and evaluate information, be flexible, and guide and lead others while creating the educational pathways flow chart for a class project. The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills while presenting the pathways project to a group. The student will conduct self in a professional manner while collecting information for the pathways project. The student will use knowledge and build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that the pathways project is completed on time and professional.  SAE Sample: Plant Broker WSDA worker Agriculture marketing Floriculture CDE	
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.03.02.02.a Explain the reasons for preparing growing media before planting. PS.03.02.03.a Demonstrate proper planting procedures and post-planting care. 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.03.02.02.c Prepare growing media for planting. 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.01.01.02.a. Create a task analysis. 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. CS.01.01.05.a. Assess the physical, financial and professional risks associated with a particular task. 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.01.01.01.b. Demonstrate the ability to complete a task without assistance.  
 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.

Level 3  
 CS.01.01.01.c. Work independently and in group settings to accomplish a task.  
 CS.01.01.07.c. Evaluate actions taken and make appropriate modifications to personal goals.

## Aligned to Washington State Standards

### Arts

Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.  
 4.5. Understands how arts knowledge and skills are used in the world of work including careers in the arts.

### Communication - Speaking and Listening

Comprehension and Collaboration (9-10)

2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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 or formal and informal tasks.

### Health and Fitness

### Language

### Mathematics

### Reading

CC: Reading Informational Text

Craft and Structure (9-10)

4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

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.

### Science

### Social Studies

### Writing

CC: Writing (11-12)

Production and Distribution of Writing

6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

## 21st Century Skills

### LEARNING AND INNOVATION

#### Creativity and Innovation

- ☐ Think Creatively
- ☐ Work Creatively with Other
- ☐ Implement Innovations

#### Creative Thinking and Problem Solving

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

#### Communication and Collaboratio

- ☐ 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

- ☐ Mange Goals and Time
- ☐ Work Independently
- ☐ Be Self-Directed Learners

#### Social and Cross-Cultural

- ☒ Interact Effectively with Other
- ☒ Work Effectively in Diverse Teams

#### Productivity and Accountability

- ☐ Manage Projects
- ☐ Produce Results

#### Leadership and Responsibility

- ☒ Guide and Lead Others
- ☐ Be Responsible to Others



**Unit 15 JOB-RELATED SKILLS****Hours: 19****Performance Assessment(s):**

Floral Design &amp; Marketing II:

Make a list of colleges specializing in the floral fields. Determine which school provide the best education for the value.  
Create a job portfolio with best works.  
Present yourself in an interview with portfolio, best works and appropriate dress.

Floral Design II, Unit 6 (Careers)

**Leadership Alignment:**

The student will demonstrate effective reasoning, clear communication and being responsible to others by creating a professional resume.  
The student will evaluate information, manage information and be self directed learners while producing a business cover letter for a specific Floral job.  
The student will identify and analyze the characteristics necessary for hiring employees by creating a job interview score card.  
The student will demonstrate flexibility, adapt to change and working independently while participation and scoring in job interviews in class.  
The student will demonstrate time management, guiding and leading others and being responsible to others by scoring at least three peer job interviews in class.  
The student will conduct self in a professional manner in practical career applications, such as the job interview exercise in class.  
The student will communicate, participate, and advocate effectively for a job in pairs, small groups, or teams.  
The student will demonstrate the ability to train others to understand the established rules and expectations of employment through the class job interview exercise.  
The student will analyze the role and responsibilities of citizenship by participating in a school charity community service project.

SAE Sample: Plant Broker

WSDA worker

SAE Sample Pesticide applicator Wholesale nursery worker

Retail nursery worker

Crop production manager.

Animal production

**Standards and Competencies**

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

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

CS.01.05: Awareness: Desire purposeful understanding related to professional and personal activities

Level1

CS.01.05.03.a. Explain benefits and challenges of working in a diverse group.

Level 2

CS.01.05.02.b. Demonstrate responsible citizenship.

Level 3

CS.01.05.02.c. Perform leadership tasks associated with citizenship.

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.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.03.01.02.a. Describe the various types and uses of resumes.

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.

CS.03.01.02.b. Prepare a resume.

CS.03.01.03.b. Deliver a business presentation for a peer group (e.g., class presentation).

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.

### Aligned to Washington State Standards

#### Arts

Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.

4.5. Understands how arts knowledge and skills are used in the world of work including careers in the arts.

#### Communication - Speaking and Listening

Comprehension and Collaboration (9-10)

2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)

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 or formal and informal tasks.

#### Health and Fitness

#### Language

#### Mathematics

#### Reading

CC: Reading for Literacy in Science and Technical Subjects

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

### Science and Engineering Practices

1. Asking questions and defining problems
4. Analyzing and interpreting data
8. Obtaining, evaluating, and communicating information

## Social Studies

## Writing

### CC: College and Career Readiness Anchor Standards for Writing

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 Other
- ☐ Implement Innovations

#### Creative Thinking and Problem Solving

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

#### Communication and Collaboratio

- ☒ 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

- ☒ Mange Goals and Time
- ☒ Work Independently
- ☒ Be Self-Directed Learners

#### Social and Cross-Cultural

- ☐ Interact Effectively with Other
- ☒ Work Effectively in Diverse Teams

#### Productivity and Accountability

- ☐ Manage Projects
- ☒ Produce Results

#### Leadership and Responsibility

- ☒ Guide and Lead Others
- ☒ Be Responsible to Others

**Unit 16 JOB SEARCH TECHNIQUES****Hours: 13****Performance Assessment(s):**

Floral Design & Marketing II:

Make a list of colleges specializing in the floral fields. Determine which school provides the best education for the value.

Create a job portfolio with best works.

Present yourself in an interview with portfolio, best works and appropriate dress.

Floral Design II, Unit 6 (Careers)

**Leadership Alignment:**

The student will demonstrate effective reasoning, clear communication and being responsible to others by creating a professional resume.

The student will evaluate information, manage information and be self directed learners while producing a business cover letter for a specific Floral job.

The student will identify and analyze the characteristics necessary for hiring employees by creating a job interview score card.

The student will demonstrate flexibility, adapt to change and working independently while participation and scoring in job interviews in class.

The student will demonstrate time management, guiding and leading others and being responsible to others by scoring at least three peer job interviews in class.

The student will conduct self in a professional manner in practical career applications, such as the job interview exercise in class.

The student will communicate, participate, and advocate effectively for a job in pairs, small groups, or teams.

The student will demonstrate the ability to train others to understand the established rules and expectations of employment through the class job interview exercise.

The student will analyze the role and responsibilities of citizenship by participating in a school charity community service project.

SAE Sample: Plant Broker

WSDA worker

Nursery worker

Landscaper

Job interview CDE

Floriculture CDE

**Standards and Competencies**

CS.01.05: Awareness: Desire purposeful understanding related to professional and personal activities

Level 3

CS.01.05.02.c. Perform leadership tasks associated with citizenship.

CS.01.06: Continuous Improvement: Pursue learning and growth opportunities related to professional and personal aspirations.

Level 1

CS.01.06.04.a. Use various emerging technologies to enhance a program or project.

Level 2

CS.01.06.01.b. Develop a plan that includes specific goals for leadership and personal growth.

Level 3

CS.01.06.01.c. Implement a leadership and personal growth plan.

CS.01.06.03.c. Use problem solving strategies to solve a professional or personal issue.

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.03.01.02.a. Describe the various types and uses of resumes.

Level 2

CS.03.01.02.b. Prepare a resume.

Level 3

<p>CS.03.01.01.c. Demonstrate technical and business writing skills to communicate effectively with co-workers and supervisors.</p> <p>CS.03.01.02.c. Demonstrate effective use of a resume as part of an effort to obtain a job.</p> <p>CS.09.02: Apply skills with computer software to accomplish a variety of business activities</p> <p>Level 1</p> <p>CS.09.02.01.a. Demonstrate basic computer and software systems skills.</p> <p>Level 2</p> <p>CS.09.02.01.b. Use basic software systems such as spreadsheet and word processing to complete a task.</p>
<b>Aligned to Washington State Standards</b>
<b>Arts</b>
<p><u>Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.</u></p> <p>4.5. Understands how arts knowledge and skills are used in the world of work including careers in the arts.</p>
<b>Communication - Speaking and Listening</b>
6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)
<b>Health and Fitness</b>
<b>Language</b>
<p><u>CC: College and Career Readiness Anchor Standards for Language</u></p> <p><u>Conventions of Standard English</u></p> <p>1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><u>Vocabulary Acquisition and Use</u></p> <p>5 - Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>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.</p>
<b>Mathematics</b>
<b>Reading</b>
<b>Science</b>
<b>Social Studies</b>
<b>Writing</b>
<p><u>CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)</u></p> <p><u>Production and Distribution of Writing</u></p> <p>4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

## 21st Century Skills

### LEARNING AND INNOVATION

#### Creativity and Innovation

- ☒ Think Creatively
- ☐ Work Creatively with Other
- ☐ Implement Innovations

#### Creative Thinking and Problem Solving

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

#### Communication and Collaboratio

- ☒ 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

- ☒ Mange Goals and Time
- ☒ Work Independently
- ☐ Be Self-Directed Learners

#### Social and Cross-Cultural

- ☒ Interact Effectively with Other
- ☒ Work Effectively in Diverse Teams

#### Productivity and Accountability

- ☐ Manage Projects
- ☐ Produce Results

#### Leadership and Responsibility

- ☐ Guide and Lead Others
- ☐ Be Responsible to Others

# Environmental Horticulture

## INTRODUCTION

<b>Course Name</b>	<u>Environmental Horticulture</u>	<b>Grade Level(s)</b>	<u>10-12</u>
<b>Course Length</b>	<u>360 hours</u>	<b>Course Code (s)</b>	<u>CTE003, CTE004, CTE005, CTE006</u>

<b>Course Description</b>	<p>This course allows students to continue their study of horticulture and the green industry through extensive in-depth industry related experiences. It combines a diverse knowledge base and group of skills including aspects of plant science, environmental studies, art, construction and business which can be applied to indoor or outdoor settings. This class takes a “learn by doing” approach providing work experience opportunities in the program’s landscape plant nursery, fruit orchard, commercial greenhouse and student-run garden store. Environmental Horticulture not only prepares students for careers in the nursery, landscaping and floral industries but enhances students’ skills needed in green careers in environmental science, ecology and urban forestry. All students participate in leadership activities and career exploration.</p>
<b>Pathway Connections</b>	
<b>Primary Connection</b>	Environmental & Natural Science
<b>Secondary Connection</b>	Arts & Communication Social & Personal Services
<b>Sample Sequence of Courses</b>	<p>Horticulture Science is the entry course for preparatory study in Environmental Horticulture and/or Floral Design &amp; Marketing. After completing four semesters in Horticulture, students are eligible to take industry standard tests for certification (Certified Professional Horticulturist).</p>
<b>Cross Credit and/or College Credit</b>	<p>Environmental Horticulture cross credits as an occupational credit and as a lab science credit.</p>
<b>Basic Textbook</b>	<p>The Commercial Greenhouse, James Boodley</p>
<b>Equipment</b>	<p>Computer controlled greenhouse, land lab, propagation bench, misting system, drip irrigation system, hydroponics system, cold frame, shade house, fertilizer injector system, carts for transporting plants, potting bench, tool storage area, hand tools for plant care, tissue culture lab &amp; supporting materials.</p>



**Software**

Teacher instructional materials supporting the Commercial Greenhouse Textbook  
Intelliprep Plant ID  
Wadsworth Environmental Control

**Supplemental Materials**

American Standard for Nursery Stock  
Ball Red Book, Vol 1 & 2  
VFGA Greenhouse Operator's Training Manual

Various Videos  
Various Professional Handouts  
Various Industry Periodicals  
Sunset Western Garden Book  
Botany for Gardeners  
Botany Coloring Book  
Biology Coloring Book  
Careers in Horticulture and Botany  
WSU Publications: Biotechnology, Food, and Agriculture

Various Videos  
Various Professional Handouts

## POWER STANDARDS

**Course Name** Environmental Horticulture

**Grade Level(s)** 10-12

1. Apply knowledge of classification, anatomy, and physiology to the production and management of plants and/or animals (CHOA-Anatomy/Physiology)
2. Prepare and implement a management plan that addresses the influence of environmental factors, nutrients and soil on plant and/or animal growth (CHOB – Environment)
3. Propagate, culture and harvest plants (CHOC – Plant Management)
4. Employ elements of design to enhance an environment (CHOD – Design)
5. Demonstrate an understanding of the relevance and application of agriculture (CHOE – Inquiry/Stem)
6. Understands and demonstrates 21<sup>st</sup> century workplace skills for success. (CHOF – Workplace Skills)
7. Establish, plan and conduct an FFA supervised agriculture experience (SAE) project (CHOG – SAE)
8. Explain how organisms interact with each other and their physical environment. (CHOH Biodiversity)
9. Describe a system including subsystems, boundaries, flows and feedbacks. (CHOI – Systems)

## COURSE OUTLINE

**Course Name** Environmental Horticulture **Grade Level(s)** 10-12

This course allows students to continue their study of horticulture and the green industry through extensive in-depth industry related experiences. It combines a diverse knowledge base and group of skills including aspects of plant science, environmental studies, art, construction and business which can be applied to indoor or outdoor settings. This class takes a “learn by doing” approach providing work experience opportunities in the program’s landscape plant nursery, fruit orchard, commercial greenhouse and student-run garden store. Environmental Horticulture not only prepares students for careers in the nursery, landscaping and floral industries but enhances students’ skills needed in green careers in environmental science, ecology and urban forestry. All students participate in leadership activities and career exploration.

1. Plant Physiology and Growth
2. Classifying Ornamental Plants
3. Prepare Growing Media & Seed Beds
4. Propagate Ornamental Plants
5. Design, Install, and Service Irrigation Systems
6. Drainage System Needs & Design
7. Select, Operate, Maintain Tools & Equipment
8. Grow Ornamental Plants
9. Fertilize Ornamental Plants
10. Manage Pest Control Problems
11. Pruning & Shaping Ornamental Plants
12. Protect Plants & Equipment from Adverse Weather
13. Harvest, Process & Ship Ornamental Plants
14. Marketing Ornamental Plants
15. Maintain & Analyze Records
16. Managerial & Supervision Skills
17. Design Ornamental Horticultural Facilities.
18. Horticulture Careers
19. Leadership
20. Health & Safety
21. Legal aspects of Employment
22. Job Related Skills
23. Job Search Techniques
24. Science Procedures
25. Genetics
26. Ecology
27. Industry Trends

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

**Course:** Ornamental Horticulture

**Total Framework Hours:** 540 Hours

**CIP Code:** 010603

**Type:** Exploratory

**Career Cluster:** Agriculture, Food and Natural Resources

**Date Last Modified:** Thursday, May 07, 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**

#### 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:

Define future occupation through a career project

Demonstrate effective communications with others in their career project presentation

Explore supervisory and management roles in an organization using a career project

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

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

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

### 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

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

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

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

**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

**Unit 2 APPLY IMPORTANT SCIENTIFIC AND TECHNOLOGICAL PRINCIPLES TO AGRIBUSINESS AND Hours: 18****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 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

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

### 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

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

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

## 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 3 PRACTICE AGRICULTURAL SAFETY****Hours: 30****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 evaluations skills by managing information and interact effectively with others

Perform skill demonstration by producing results

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

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

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

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

**Unit 4 DEMONSTRATE THE USE OF TOOLS AND EQUIPMENT AND DESCRIBE THE PRINCIPLES OF 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 equipment.

Demonstrate evaluations skills by managing goals and time by doing atool 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.

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



**Unit 5 DESCRIBE THE PRINCIPLES OF PEST MANAGEMENT FOR INSECTS, DISEASES AND WEEDS Hours: 21****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,
- 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
- 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
- 4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development,

### 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

**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

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,
- 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

#### 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
- 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

#### 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

### 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
- 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

#### 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

## 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

### 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

**Unit 7 APPLY MANAGEMENT SKILLS AND ECONOMIC PRINCIPLES TO AGRIBUSINESS AND NATUR Hours: 45****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  
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

Level1

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

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

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
- 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



## 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

#### **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

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 result,s  
reason effectively and communicate clearly on safety issues

Use and manage information to create a marketing plan for a greenhouse plant sale

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,

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.

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

##### 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,

##### 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

##### 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

##### 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,

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.

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

## Unit 10 DESCRIBE THE HORTICULTURE INDUSTRY

Hours: 30

### 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 ListeningComprehension 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

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

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

CC: College and Career Readiness Anchor Standards for LanguageConventions 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

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
- 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

## 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
- 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

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

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

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

## Unit 12 PROPAGATE PLANTS

Hours: 36

### 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:

Interact effectively with others when transplanting seedlings

Communicate clearly and use effective reasoning when identifying plant structures

Use and manage information when propagating plants

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,

### 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

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

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

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

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.



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

## Unit 13 IDENTIFY GROWING MEDIA AND APPLY FERTILIZERS

Hours: 30

### 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

Use and manage information carefully when selecting fertilizers delivery systems in the greenhouse

Interact effectively with others identify different types of fertilizers

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

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,

### 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

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

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

## Unit 14 IRRIGATE PLANTS AND TURF

Hours: 36

### 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

**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 15 CONTROL PESTS

Hours: 24

### 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

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.

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.

### 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

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

## Unit 16 CONTROL PLANT GROWTH

Hours: 15

### 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

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

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

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

## Unit 17 HARVEST, TRANSPORT, AND INSTALL PLANT MATERIALS

Hours: 30

### 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.

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

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

Environmental Horticulture I, II, III

Unit ## Harvest, transport, and install plant materials

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



**Unit 18 OPERATE, REPAIR, AND MAINTAIN TOOLS AND EQUIPMENT****Hours: 12****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

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

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

## 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 19 DEMONSTRATE LEADERSHIP, EMPLOYABILITY, COMMUNICATIONS, AND HUMAN-RELATION Hours: 12

### 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 response 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,

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

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

1d - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding

#### 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

#### 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

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,

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

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

- ☐ 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

# Horticulture Science

## INTRODUCTION

<b>Course Name</b>	<u>Horticulture Science</u>	<b>Grade Level(s)</b>	<u>9-12</u>
<b>Course Length</b>	<u>360 hours</u>	<b>Course Code (s)</b>	<u>CTE001, CTE002</u>

<b>Course Description</b>	<p>This course is an introduction to the exciting and rapidly growing green industry which focuses on the scientific principles related to the cultivation of garden and ornamental plants, including fruits, vegetables, flowers, and landscape and nursery crops. Through classroom instruction and hands-on experience, students will study botany, soils, ecology, plant identification, pest management, seasonal projects and landscape design. Production techniques and diagnostic skill are taught in the on-site orchard, year-round vegetable garden, outdoor nursery, and high-tech greenhouse. The student-run annual plant sale provides students with the experience to develop skills in retail sales and management. All students participate in leadership activities and career exploration.</p>
<b>Pathway Connections</b>	
<b>Primary Connection</b>	Environmental & Natural Science
<b>Secondary Connection</b>	Arts & Communication Social & Personal Services
<b>Sample Sequence of Courses</b>	<p>Horticulture Science is the entry course for preparatory study in Environmental Horticulture and/or Floral Design &amp; Marketing. After completing four semesters in Horticulture, students are eligible to take industry standard tests for certification (Certified Professional Horticulturist).</p>
<b>Cross Credit and/or College Credit</b>	<p>Horticulture Science cross credits as an occupational credit and as a lab science credit.</p>
<b>Basic Textbook</b>	<p>Introductory Horticulture, Reiley and Shry Sustainable Gardening, WSU Publications</p>
<b>Equipment</b>	<p>High-Tech Greenhouse and Landscape Field Lab, Tissue Culture Lab, Hydroponics Lab, Arboretum, and classroom technology.</p> <p>Propagation, pruning, landscaping hand tools and equipment with outdoor storage unit.</p>



**Software**

Teacher instructional materials supporting Introductory Horticulture and Introductory Plant Biology Textbooks

**Supplemental Materials**

Sunset Western Garden Book  
Botany for Gardeners  
Botany Coloring Book  
Biology Coloring Book  
Careers in Horticulture and Botany  
WSU Publications: Biotechnology, Food, and Agriculture  
  
Various Videos  
Various Professional Handouts

## POWER STANDARDS

**Course Name** Horticulture Science **Grade Level(s)** 9-12

1. Apply knowledge of classification, anatomy, and physiology to the production and management of plants and/or animals (CHOA-Anatomy/Physiology)
2. Prepare and implement a management plan that addresses the influence of environmental factors, nutrients and soil on plant and/or animal growth (CHOB – Environment)
3. Propagate, culture and harvest plants (CHOC – Plant Management)
4. Employ elements of design to enhance an environment (CHOD – Design)
5. Demonstrate an understanding of the relevance and application of agriculture (CHOE – Inquiry/Stem)
6. Understands and demonstrates 21<sup>st</sup> century workplace skills for success. (CHOF – Workplace Skills)
7. Establish, plan and conduct an FFA supervised agriculture experience (SAE) project (CHOG – SAE)
8. Explain how organisms interact with each other and their physical environment. (CHOH – Biodiversity)
9. Describe a system including subsystems, boundaries, flows and feedbacks. (CHOI – Systems)

## COURSE OUTLINE

**Course Name**     Horticulture Science

**Grade Level(s)**     9-12

This course is an introduction to the exciting and rapidly growing green industry which focuses on the scientific principles related to the cultivation of garden and ornamental plants, including fruits, vegetables, flowers, and landscape and nursery crops. Through classroom instruction and hands-on experience, students will study botany, soils, ecology, plant identification, pest management, seasonal projects and landscape design. Production techniques and diagnostic skill are taught in the on-site orchard, year-round vegetable garden, outdoor nursery, and high-tech greenhouse. The student-run annual plant sale provides students with the experience to develop skills in retail sales and management. All students participate in leadership activities and career exploration.

1. Plant Physiology and Growth
2. Classifying Ornamental Plants
3. Prepare Growing Media & Seed Beds
4. Propagate Ornamental Plants
5. Design, Install, and Service Irrigation Systems
6. Drainage System Needs & Design
7. Select, Operate, Maintain Tools & Equipment
8. Grow Ornamental Plants
9. Fertilize Ornamental Plants
10. Manage Pest Control Problems
11. Pruning & Shaping Ornamental Plants
12. Protect Plants & Equipment from Adverse Weather
13. Harvest, Process & Ship Ornamental Plants
14. Marketing Ornamental Plants
15. Maintain & Analyze Records
16. Managerial & Supervision Skills
17. Design Ornamental Horticultural Facilities.
18. Horticulture Careers
19. Leadership
20. Health & Safety
21. Legal aspects of Employment
22. Job Related Skills
23. Job Search Techniques
24. Science Procedures
25. Genetics
26. Ecology
27. Industry Trends

## Auburn Framework: Horticulture I & II

**Course:** Horticultural Science

**Total Framework Hours:** 360 Hours

**CIP Code:** 011103

**Type:** Exploratory

**Career Cluster:** Agriculture, Food and Natural Resources

**Date Last Modified:** Friday, April 24, 2015

### Resources and Standard used in Framework Development:

Standards for this framework are taken from the OSPI Model Framework for Plant Systems

## Unit 1 PLANT PHYSIOLOGY AND GROWTH

**Hours: 26**

### Performance Assessment(s):

Performance Assessments:  
Horticulture I-II

Diagram all plant parts.  
Can make a cell model and outline the function of each part.  
Properly Identify 25 interior plants

### Leadership Alignment:

Leadership:  
The student will demonstrate oral, interpersonal, written, and electronic communication and presentations skills and understand how to apply those skills through designing a cell model project and creating plant I.D charts.  
The student will understand and utilize organizational systems to advocate for issues at the local, and state pay participation in class FFA meetings and community awareness projects.  
SAE Sample: Crop production project  
FFA CDE Nursery Landscape or Floriculture

### 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.c. Explain the connection between SAE and FFA.

SAE.01.01.e. Explore ideas for SAE projects.

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.i. Explain SAE project Supervision, visitation and assessment.

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

PS.01.01: Classify agricultural plants according to taxonomy systems

Level 1

PS.01.01.01.a Explain systems used to classify plants

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

Level 1

PS.01.02.01.a Diagram a typical plant cell and identify plant cell organelles and their functions  
PS.01.02.02.a Identify the components, the types and the functions of plant roots  
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.01.02.05.a Identify the components of a flower, the functions of a flower and the functions of flower components  
PS.01.02.06.a.Explain the functions and components of seeds and fruit

Level 2

PS.01.02.01.b.Compare and contrast mitosis and meiosis  
PS.01.02.02.b Identify root tissues and explain the pathway of water and nutrients into and through the root tissue  
PS.01.02.03.b Describe the processes of translocation  
PS.01.02.04.b.Explain how leaves capture light energy and allow for the exchange of gasses  
PS.01.02.06.b.Identify the major types of fruit

Level 3

PS.01.02.01.c Apply the knowledge of cell differentiation and the functions of the major types of cells to plant systems.  
PS.01.02.02.c.Relate the active and passive transport of minerals into and through the root system to plant nutrition.  
PS.01.02.03.c.Apply concepts associated with translocation to the management of plants.  
PS.01.02.04.c Explain the relationship between leaf structure and functions and plant management practices  
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.

PS.01.03: Apply knowledge of plant physiology and energy conversion to plant systems

Level 1

PS.01.03.01.a Explain the basic process of photosynthesis and its importance to life on earth  
PS.01.03.02.a.Explain Cellular respiration and its importance to plant life  
PS.01.03.03.a Define primary growth and the role of the apical meristem  
PS.01.03.04.a Identify the five groups of naturally occurring plant hormones and synthetic plant growth regulators

Level 2

PS.01.03.01.b.Explain requirements necessary for photosynthesis to occur and identify the products and by products of photosynthesis.  
PS.01.03.02.b.Explain factors that affect cellular respiration and identify the products and by products of cellular respiration.  
PS.01.03.03.b.Explain the process of secondary plant growth.  
PS.01.03.04.b Identify the plant responses to plant growth regulators and different forms of tropism

Level 3

PS.01.03.01.c.Explain the light –dependent and light –independent reactions that occur during photosynthesis and apply the knowledge to plant management  
PS.01.03.02.c.Explain the four stages of aerobic respiration and relate cellular respiration respiration to plant growth, crop management and post harvest handling.  
PS.01.03.03.c.Relate the principles of primary and secondary growth to plant systems  
PS.01.03.04.c Select plant growth regulators to produce desired responses from plants.

## Aligned to Washington State Standards

### Arts

### Communication - Speaking and Listening

### Health and Fitness

### Language

### Mathematics

### Reading

CC: College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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.

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.

CC: Reading Informational Text

Craft and Structure (9-10)

4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word

### Science

Life Sciences

HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

HS-LS1-4. Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.

HS-LS1-5. Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.

HS-LS4 Biological Evolution: Unity and Diversity

HS-LS4-3. Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking

HS-LS4-4. Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

**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 2 CLASSIFY ORNAMENTAL FLOWERS****Hours: 15****Performance Assessment(s):**

Horticulture I-II

Properly identify a variety of indoor plants and flowers

Group house plants based on their environmental needs

Group annual plants based on their environmental needs

Identify a variety of plants and categorize them in to families

Properly identify 12 outdoor plants

**Leadership Alignment:**

Leadership:

The student will demonstrate managing information skills, interpersonal, written, and electronic communication and presentations skills and understand how to apply those skills using the crop management project and advertisement fliers.

SAE Sample: Landscape design

Landscape maintenance

FFA CDE Nursery Landscape or Floriculture

**Standards and Competencies**

PS.01.01: Classify agricultural plants according to taxonomy systems

Level 1

PS.01.01.01.a Explain systems used to classify plants

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

Level 1

PS.01.02.05.a Identify the components of a flower, the functions of a flower and the functions of flower components

Level 3

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.



## Aligned to Washington State Standards

### Arts

### Communication - Speaking and Listening

### Health and Fitness

### Language

### 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.

##### Craft and Structure (9-10)

4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word

#### CC: Reading for Literacy in Science and Technical Subjects

##### 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

4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12

##### 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

### Science

#### Life Sciences

HS-LS1-4. Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.

#### HS-LS2 Ecosystems: Interactions, Energy, and Dynamics

HS-LS2-6. Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable

#### HS-LS3 Heredity: Inheritance and Variation of Traits

HS-LS3-1. Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

#### Crosscutting Concepts

1. Patterns.

3. Scale, proportion, and quantity.

4. Systems and system models.

**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 3 PREPARE GROWING MEDIA AND SEEDBEDS****Hours: 15****Performance Assessment(s):**

Horticulture I-II

Students will properly prepare a variety of soil growing environments for 20 different species of plants.

Choose and use proper planting materials

Demonstrate proper media, pot, and environment preparation for specific plants

**Leadership Alignment:**

Leadership:

The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals using their crop management project including a soils brochure. .

The student will demonstrate knowledge of conflict resolution and challenge management using problem solving excersizes in class and committee meetings to choose yearly crops and soils.

FFA CDE Nursery Lanscape or Floriculture

SAE Sample: Landscape contractor

Landscape laborer

**Standards and Competencies**

PS.01.03: Apply knowledge of plant physiology and energy conversion to plant systems

PS.01.03.03.a Define primary growth and the role of the apical meristem

PS.01.03.03.b.Explain the process of secondary plant growth.

PS.01.03.04.b Identify the plant responses to plant growth regulators and different forms of tropism

PS.01.03.03.c.Relate the principles of primary and secondary growth to plant systems

PS.01.03.04.c Select plant growth regulators to produce desired responses from plants.

PS.02.02: Prepare growing media for use in plant Systems

Level 1

PS 02.02.01.a. Identify the major components of growing media and describe how growing media support plants growth.

PS.02.02.02.a. Identify the categories of soil water

Level 2

PS 02.02.01.b Describe the physical characteristics of growing media and explain the influence they have on plant growth.

PS.02.02.02.b Discuss how soil drainage and water holding capacity can be improved

Level 3

PS.02.02.01.c. Formulate and prepare growing media and specific plants or crops.

PS.02.02.02.c. Determine the hydraulic conductivity for soil and how the results influence irrigation practices

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.

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.03.03: Flexibility / Adaptability: Describe traits that enable one to be capable and willing to accept change

CS.03.03.02.a. Select the appropriate process to initiate effective change for a given situation.

CS.03.03.03.b. Differentiate between positive and negative constructive feedback and realize the importance of both.

Level 3

CS.03.03.02.c. Evaluate strategies that can be used to manage change within the workplace.

CS.03.03.03.c. Respond to feedback to improve a situation, skill or performance.

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.

## Aligned to Washington State Standards

### Arts

### Communication - Speaking and Listening

### Health and Fitness

### Language

### Mathematics

CC: Algebra (A)

Seeing Structure in Expressions (A-SSE)

1 - Interpret expressions that represent a quantity in terms of its context.\*

Reasoning with Equations and Inequalities (A-REI)

1 - Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a

2 - Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

### Reading

CC: Reading for Literacy in Science and Technical Subjects

### Science

Science and Engineering Practices

1. Asking questions and defining problems

4. Analyzing and interpreting data

5. Using mathematics and computational thinking

**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 4 PROPIGATE ORNAMENTAL PLANTS****Hours: 45****Performance Assessment(s):**

Horticulture I-II

Reproduce a variety of plants in three ways, cuttings, seeds, and division.  
Chose and use the proper rooting materials and location in the greenhouse.  
Apply natural growth stimulants to a crop to control growth  
Identify advanced propagation techniques

**Leadership Alignment:**

Leadership:  
The student will communicate clearly, reason effectively, think creatively in pairs, small groups, teams, and large groups in order to reach common goals using the plant propagation group project .  
The student will demonstrate managing goals and time, being responsible to others, interacting effectively with others by participating in and evaluate community service and service learning activities by propagating a variety of plants to use in a community gardens.  
SAE Sample: Nursery production  
Greenhouse production  
FFA CDE Nursery Landscape or Floriculture

**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.01.02.05.a Identify the components of a flower, the functions of a flower and the functions of flower components

PS.01.02.06.a.Explain the functions and components of seeds and fruit

Level 2

PS.01.02.02.b Identify root tissues and explain the pathway of water and nutrients into and through the root tissue

PS.01.02.03.b Describe the processes of translocation

PS.01.02.04.b.Explain how leaves capture light energy and allow for the exchange of gasses

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

Level 3

PS.01.02.01.c Apply the knowledge of cell differentiation and the functions of the major types of cells to plant systems.

PS.01.02.02.c.Relate the active and passive transport of minerals into and through the root system to plant nutrition.

PS.01.02.03.c.Apply concepts associated with translocation to the management of plants.

PS.01.02.04.c Explain the relationship between leaf structure and functions and plant management practices

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.

PS.01.03: Apply knowledge of plant physiology and energy conversion to plant systems

Level 1

PS.01.03.01.a Explain the basic process of photosynthesis and its importance to life on earth

PS.01.03.03.a Define primary growth and the role of the apical meristem

Level 2

PS.01.03.03.b.Explain the process of secondary plant growth.

PS.01.03.04.b Identify the plant responses to plant growth regulators and different forms of tropism

Level 3

PS.01.03.03.c.Relate the principles of primary and secondary growth to plant systems

PS.01.03.04.c Select plant growth regulators to produce desired responses from plants.

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

Level 1

PS.02.01.01.a. Describe the qualities of light that affect plant growth

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

Level 2

PS.02.01.01.b. Describe plant responses to light color intensity and duration

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

Level 3

PS.02.01.01.c Evaluate plant responses to varied light color, intensity, and duration

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

PS.02.02: Prepare growing media for use in plant Systems

Level 1

Level 2

PS 02.02.01.b Describe the physical characteristics of growing media and explain the influence they have on plant growth.

Level 3

PS.02.02.01.c. Formulate and prepare growing media and specific plants or crops.

PS.02.02.02.c. Determine the hydraulic conductivity for soil and how the results influence irrigation practices

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.

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

Level 2

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

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.

## Aligned to Washington State Standards

### Arts

### Communication - Speaking and Listening

### Health and Fitness

### Language

### Mathematics

CC: Number and Quantity (N)

Quantities (N-Q)

1 - Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and

## Reading

CC: Reading for Literacy in Science and Technical Subjects

Craft and Structure (9-10)

4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10

## Science

Life Sciences

HS-LS2 Ecosystems: Interactions, Energy, and Dynamics

HS-LS2-1. Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.

HS-LS2-3. Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

## 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 5 DESIGN INSTALL AND SERVICE IRRIGATION SYSTEMS****Hours: 10****Performance Assessment(s):**

Horticulture I-II

Label the basic parts of an irrigation system.

Calculate irrigation coverage using various math methods

Design and set up a small irrigation system. .

**Leadership Alignment:**

Leadership:

The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals by creating an irrigation coverage map and supply list..

The student will understand their role, participate in and evaluate community service and service learning activities by planning, pricing, and designing and building a very small irrigation system

SAE Sample: Nursery production

Greenhouse production

Landscape installation

FFA CDE Nursery Landscape or Floriculture

**Standards and Competencies**

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

Level 3

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

PS.03.04: Apply principles and practices of sustainable agriculture to plant production

Level 1

PS.03.04.01.a Explain sustainable agriculture and objectives associated with the strategy.

Level 2

PS.03.04.01.b Describe sustainable agriculture practices and compare the ecological effects of traditional agricultural practices with those of sustainable agriculture.

Level 3

PS.03.04.01.c Prepare and implement a plan for an agricultural enterprise that involves practices in support of sustainable agriculture.

PS.04.01: Create designs using plants.

Level 1

PS.04.01.01.a. Define design and identify design elements.

Level 2

PS.04.01.02.b. Discuss principles of design that form the basis of artistic impression.

Level 3

PS.04.01.01.c Select plants, hard goods, supplies and other materials for use in a design based on a range of criteria.

## Aligned to Washington State Standards

### Arts

### Communication - Speaking and Listening

### Health and Fitness

### Language

### Mathematics

#### CC: Algebra (A)

##### Seeing Structure in Expressions (A-SSE)

1 - Interpret expressions that represent a quantity in terms of its context.\*

##### Creating Equations (A-CED)

1 - Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential

##### Reasoning with Equations and Inequalities (A-REI)

1 - Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a

#### CC: Mathematical Practices (MP)

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

2 - Reason abstractly and quantitatively.

4 - Model with mathematics.

5 - Use appropriate tools strategically.

### 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.

##### Craft and Structure (9-10)

4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10

#### 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.

##### Craft and Structure (9-10)

4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word

### Science

#### Physical Sciences

HS-PS3-3. Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.

## 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 DETERMINE DRAINAGE SYSTEM NEEDS AND DESIGN A DRAINAGE SYSTEM****Hours: 10****Performance Assessment(s):**

Horticulture I-II

Use math to determine the slope of a specific location.

Choose the correct soil amendment to improve a poorly draining site.

Demonstrate one method to eliminate a poorly draining site

**Leadership Alignment:**

Leadership:

The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings. Real world site management project and presentation.

SAE Sample: Landscaper

Nursery worker

Plant production

FFA CDE Nursery Landscape or Floriculture

**Standards and Competencies**

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

PS.01.02.02.a Identify the components, the types and the functions of plant roots

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

Level 3

PS.01.02.03.c. Apply concepts associated with translocation to the management of plants.

PS.03.04: Apply principles and practices of sustainable agriculture to plant production

Level 1

PS.03.04.01.a Explain sustainable agriculture and objectives associated with the strategy.

Level 2

PS.03.04.01.b Describe sustainable agriculture practices and compare the ecological effects of traditional agricultural practices with those of sustainable agriculture.

Level 3

PS.03.04.01.c Prepare and implement a plan for an agricultural enterprise that involves practices in support of sustainable agriculture.

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.01.01.02.a. Create a task analysis.

Level 2

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

CS.01.01.03.b. Assess individual strengths and weaknesses in planning.

Level 3

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

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.02.04.02.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.

## Aligned to Washington State Standards

### Arts

### Communication - Speaking and Listening

### Health and Fitness

### Language

### Mathematics

#### CC: Algebra (A)

#### Seeing Structure in Expressions (A-SSE)

1 - Interpret expressions that represent a quantity in terms of its context.\*

#### Creating Equations (A-CED)

1 - Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential

### Reading

#### CC: Reading Informational Text

#### Craft and Structure (9-10)

4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word

### Science

#### Physical Sciences

#### HS-PS2 Motion and Stability: Forces and Interactions

HS-PS2-2. Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.

#### HS-PS4 Waves and Their Applications in Technologies for Information Transfer

HS-PS4-2. Evaluate questions about the advantages of using a digital transmission and storage of information.

#### Life Sciences

#### HS-LS2 Ecosystems: Interactions, Energy, and Dynamics

HS-LS2-3. Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

#### HS-LS4 Biological Evolution: Unity and Diversity

HS-LS4-6. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity

**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 7 SELECT OPERATE AND MAINTAIN TOOLS AND EQUIPMENT****Hours: 8****Performance Assessment(s):**

Horticulture I-II

Select small equipment for a specific job and operate them with skill

Properly maintain and store equipment.

Identify equipment safety hazards and demonstrate how to avoid an accident.

Repair and maintain damaged tools

**Leadership Alignment:**

Leadership:

The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings using the tool management project and community safety posters.

SAE Sample: Nursery production

Greenhouse production Landscape Designer

Landscape maintenance

FFA CDE Nursery Landscape or Floriculture

**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.

PS.03.02.03.b Apply pre--plant treatments required of seeds and plants and evaluate the results.

PS.03.02.03.c Operate mechanized planting equipment.

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

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

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

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

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

Level 1

CS.06.01.01.a. Examine major health, safety, and environmental management system components in AFNR organizations.

Level 3

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

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.

CS.08.01.02.c. Devise a maintenance plan or schedules for tools and equipment.

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

### Language

### Mathematics

### Reading

#### CC: Reading Informational Text

##### Craft and Structure (9-10)

4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word

##### 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

##### 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

#### 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.



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

**Unit 8 GROW ORNAMENTAL PLANTS****Hours: 25****Performance Assessment(s):**

Horticulture I-II

Properly maintain a variety of plants and their growing environments.

Transplant material without damaging the crop.

Choose and prepare the correct size of containers for transplanting specific plants.

Effectively transplant plants to proper container.

**Leadership Alignment:**

The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals by planning a plant sale and creating advertisements for their crop.

The student will demonstrate knowledge of conflict resolution and challenge management by designing a marketing plan for a crop.

The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow using the crop management project

SAE Sample: Nursery production

Greenhouse production

FFA CDE Nursery Landscape or Floriculture

**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.01.02.06.a.Explain the functions and components of seeds and fruit

Level 2

PS.01.02.04.b.Explain how leaves capture light energy and allow for the exchange of gasses

Level 3

PS.01.02.02.c.Relate the active and passive transport of minerals into and through the root system to plant nutrition.

PS.01.02.04.c Explain the relationship between leaf structure and functions and plant management practices

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.

PS.02.02: Prepare growing media for use in plant Systems

Level 1

PS 02.02.01.a. Identify the major components of growing media and describe how growing media support plants growth.

Level 2

PS.02.02.02.b Discuss how soil drainage and water holding capacity can be improved

Level 3

PS.02.02.01.c. Formulate and prepare growing media and specific plants or crops.

PS.02.02.02.c. Determine the hydraulic conductivity for soil and how the results influence irrigation practices

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

Level 1

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

PS.02.03.02.a. Discuss the influence of pH and cation exchange capacity on the availability of nutrients

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

PS.02.03.01.b. Describe nutrient deficiency symptoms and recognize environmental causes of nutrient deficiencies

PS.02.03.02.b. Contrast pH and cation exchange capacity between mineral soil and soilless growing media

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

PS.02.03.01.c. Monitor plants for signs of nutrient deficiencies and prepare a scouting report

PS.02.03.02.c. Adjust the pH of growing media

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

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.03.02.02.a Explain the reasons for preparing growing media before planting.

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

PS.03.02.04.a Observe and record environmental conditions during the germination, growth and development of a crop.

PS.03.02.05.a Explain the reasons for controlling plant growth

Level 2

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

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

PS.03.02.03.b Apply pre--plant treatments required of seeds and plants and evaluate the results.

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

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

Level 3

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

PS.03.02.02.c Prepare growing media for planting.

PS.03.02.03.c Operate mechanized planting equipment.

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.

PS.03.05: Harvest, handle and store crops

PS.03.05.02.a Explain reasons for calculating crop yield and loss.

PS.03.05.03.a Identify storage methods for plants and plant products.

Level 2

PS.03.05.01.b Assess the stage of growth to determine crop maturity or salability and demonstrate proper harvesting techniques.

PS.03.05.02.b Evaluate crop yield and loss data.

PS.03.05.03.b Explain the proper conditions to maintain the quality of plants and plant products held in storage.

Level 3

PS.03.05.02.c. Implement plans to reduce crop loss

## Aligned to Washington State Standards

### Arts

### Communication - Speaking and Listening

### Health and Fitness

### Language

### Mathematics

#### CC: Number and Quantity (N)

##### Quantities (N-Q)

1 - Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and

#### CC: Mathematical Practices (MP)

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

### 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.

##### Key Ideas and Details (11-12)

1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves

### Science

#### Life Sciences

##### HS-LS2 Ecosystems: Interactions, Energy, and Dynamics

HS-LS2-6. Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable

##### HS-LS4 Biological Evolution: Unity and Diversity

HS-LS4-5. Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the

**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 9 FERTALIZE ORNAMENTAL PLANTS****Hours: 25****Performance Assessment(s):**

Horticulture I-II

Identify plants that are nutrient deficient.

Determine what type of fertilizer is best to correct specific plant needs.

Evaluate the results of fertilizer applications and determine if they are effective.

Understand appropriate safety precautions while using fertilizers.

**Leadership Alignment:**

Leadership:

The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow using the plant nutrition diagnosis project and by creating a fertilizer or plant disorders brochure.

SAE Sample: Nursery production

Greenhouse production

FFA CDE Nursery Landscape or Floriculture

**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.01.02.02.a Identify the components, the types and the functions of plant roots

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

Level 2

PS.01.02.02.b Identify root tissues and explain the pathway of water and nutrients into and through the root tissue

PS.01.02.03.b Describe the processes of translocation

PS.01.02.04.b. Explain how leaves capture light energy and allow for the exchange of gasses

Level 3

PS.01.02.02.c. Relate the active and passive transport of minerals into and through the root system to plant nutrition.

PS.01.02.03.c. Apply concepts associated with translocation to the management of plants.

PS.01.02.04.c Explain the relationship between leaf structure and functions and plant management practices

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

Level 1

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

PS.02.03.02.a. Discuss the influence of pH and cation exchange capacity on the availability of nutrients

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

PS.02.03.01.b. Describe nutrient deficiency symptoms and recognize environmental causes of nutrient deficiencies

PS.02.03.02.b. Contrast pH and cation exchange capacity between mineral soil and soilless growing media

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

PS.02.03.01.c. Monitor plants for signs of nutrient deficiencies and prepare a scouting report

PS.02.03.02.c. Adjust the pH of growing media

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

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

Level 1

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

PS.03.02.04.a Observe and record environmental conditions during the germination, growth and development of a crop.

Level 2

PS.03.02.03.b Apply pre--plant treatments required of seeds and plants and evaluate the results.

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

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

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

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.01.01.05.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.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.03.02.02.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.03.02.03.c. Examine an ethical dilemma and prepare an argument for a position.

## Aligned to Washington State Standards

### Arts

### Communication - Speaking and Listening

### Health and Fitness

### Language

### Mathematics

CC: Number and Quantity (N)

Quantities (N-Q)

1 - Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and

## Reading

### CC: Reading for Literacy in Science and Technical Subjects

#### Craft and Structure (9-10)

4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 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

#### 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

### 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.

#### Craft and Structure (9-10)

4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word

#### Key Ideas and Details (11-12)

3 - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

## Science

### Life Sciences

#### HS-LS2 Ecosystems: Interactions, Energy, and Dynamics

HS-LS2-1. Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.

### Crosscutting Concepts

1. Patterns.
2. Cause and effect: Mechanism and explanation.
3. Scale, proportion, and quantity.



## 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 10 MANAGE PEST CONTROL PROBLEMS

Hours: 7

### Performance Assessment(s):

Horticulture I-II

Identify a specific pest and design an IPM approach to eliminate it.

Demonstrate the safe use of pesticides.

Identify one most common greenhouse pests and outline the IPM method to control them within a specific budget.

### Leadership Alignment:

Leadership:

The student will understand the organizational skills necessary to be a successful leader and citizen and practices those skills in real-life by using the pest I.D project and making pest maintenance fliers.

The student will understand and utilize organizational systems to advocate for issues at the local, and state level by creating agriculture awareness posters, safety posters, and insect I.D posters

SAE Sample: Landscape maintenance, Nursery worker

FFA CDE Nursery Landscape or Floriculture

Fair Demonstrations on Pests

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

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.

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.

PS.03.04: Apply principles and practices of sustainable agriculture to plant production

Level 1

PS.03.04.01.a Explain sustainable agriculture and objectives associated with the strategy.

Level 2

PS.03.04.01.b Describe sustainable agriculture practices and compare the ecological effects of traditional agricultural practices with those of sustainable agriculture.

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.

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.

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.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

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.03.02.03.c. Examine an ethical dilemma and prepare an argument for a position.

## Aligned to Washington State Standards

### Arts

### Communication - Speaking and Listening

### Health and Fitness

### Language

### Mathematics

CC: Functions (F)

Interpreting Functions (F-IF)

1 - Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If  $f$  is a

### 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.

Craft and Structure (9-10)

4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10

### 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

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)

Text Types and Purposes

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.

## 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 PRUNING AND SHAPING ORNAMENTAL PLANTS****Hours: 11****Performance Assessment(s):**

Horticulture I-II

Demonstrate three methods of pruning.

Correctly prune a specific plant using one of the common pruning methods.

Create a small Bonsai tree using the thinning method of pruning.

Root prune a bonsai plant and effectively transplant it into a container.

Demonstrate sanitation and safety while pruning shrubs and trees.

**Leadership Alignment:**

Leadership:

The student will access and evaluate information, work independently, be self-directed and flexible while pruning plants in the community.

The students will think creatively, problem solve, make judgments and decisions and manage goals and time by design a pruning schedule for a specific plant or crop. Students will work independently, be self-directed and manage goals and time by making Bonsai trees for a plant sale

SAE Sample: Landscape maintenance

Nursery worker Landscape contractor

Landscape laborer

Bonsai:

FFA CDE Nursery Landscape or Floriculture

**Standards and Competencies**

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

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

Level 3

PS.01.02.04.c Explain the relationship between leaf structure and functions and plant management practices

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 3

PS.02.01.01.c Evaluate plant responses to varied light color, intensity, and duration

PS.02.01.02.c Design, implement, and evaluate a plan to maintain optimal 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.01.01.02.a. Create a task analysis.

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.

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.

## Aligned to Washington State Standards

### Arts

### Communication - Speaking and Listening

### Health and Fitness

### Language

### Mathematics

#### CC: Mathematical Practices (MP)

- 1 - Make sense of problems and persevere in solving them.
- 2 - Reason abstractly and quantitatively.
- 6 - Attend to precision.
- 7 - Look for and make use of structure.

### Reading

#### CC: Reading Informational Text

##### 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

#### 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.

##### Craft and Structure (9-10)

- 4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10

##### 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

##### Craft and Structure (11-12)

- 4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12

### Science

#### Life Sciences

##### HS-LS4 Biological Evolution: Unity and Diversity

- HS-LS4-5. Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the

**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 12 PROTECT PLANTS AND EQUIPMENT FROM ADVERSE WEATHER

Hours: 8

### Performance Assessment(s):

Horticulture I-II

- Correctly read the Greenhouse weather system and document weather changes.
- Show how specific plants can be protected from sever weather.
- Show how a specific microclimate can be manipulated to be warm, cold or humid.
- Group ornamental plants by their light, temperature and moisture needs.

### Leadership Alignment:

Leadership: The student will access and evaluate information. Apply technology effectively, guide and lead others, and be responsible to others by creating a greenhouse weather systems guide and by producing a temperature graph.

The student will think creatively, solve problems and manage projects while grouping ornamental plants into manageable crops based on their cultural needs.

SAE Sample: Landscape maintenance

Nursery worker

Nursery production

Greenhouse production Pesticide applicator

FFA CDE Nursery Landscape or Floriculture

### Standards and Competencies

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

Level 2

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

Level 3

PS.01.02.04.c Explain the relationship between leaf structure and functions and plant management practices

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

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

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

Level 3

PS.02.01.01.c Evaluate plant responses to varied light color, intensity, and duration

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

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

PS.03.02.05.a Explain the reasons for controlling plant growth

Level 2

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

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

Level 3

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.



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

## Aligned to Washington State Standards

### Arts

### Communication - Speaking and Listening

### Health and Fitness

### Language

### Mathematics

CC: Algebra (A)

Seeing Structure in Expressions (A-SSE)

1 - Interpret expressions that represent a quantity in terms of its context.\*

Reasoning with Equations and Inequalities (A-REI)

1 - Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a

### 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.

Craft and Structure (9-10)

4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10

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

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.

Craft and Structure (9-10)

4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word

### Science

Physical Sciences

HS-PS1-5. Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at

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**

- ☐ Mange 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 13 HARVEST PROCESS AND SHIP ORNAMENTAL PLANTS****Hours: 15****Performance Assessment(s):**

Performance Assessments:

Horticulture I-II

- Group harvested plants by size or the plant crown.
- Select, grade and assemble plants into containers for market.
- Prepare a crop for transportation to another location.

**Leadership Alignment:**

The student will think creatively, access and evaluate information and be flexible using the packaging and transporting plants project, The student will demonstrate knowledge of conflict resolution and problem solving by grouping market-ready crops together for a plant sale. Students will be self-directed learners who work independently to complete using the plant potting excursive in class.

SAE Sample: Wholesale nursery

Retail nursery worker

FFA CDE Nursery Landscape or Floriculture

Crop production manager.

**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.e. Explore ideas for SAE projects.

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.

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

PS.01.02.06.a.Explain the functions and components of seeds and fruit

Level 2

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

Level 3

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

PS.03.04: Apply principles and practices of sustainable agriculture to plant production

Level 1

Level 2

PS.03.04.01.b Describe sustainable agriculture practices and compare the ecological effects of traditional agricultural practices with those of sustainable agriculture.

Level 3

PS.03.04.01.c Prepare and implement a plan for an agricultural enterprise that involves practices in support of sustainable agriculture.

PS.03.05: Harvest, handle and store crops

Level 1

PS.03.05.01.a Identify harvesting methods and harvesting equipment.

PS.03.05.02.a Explain reasons for calculating crop yield and loss.

PS.03.05.03.a Identify storage methods for plants and plant products.

PS.03.05.04.a Explain the reasons for preparing plants and plant products for distribution.

Level 2

PS.03.05.01.b Assess the stage of growth to determine crop maturity or salability and demonstrate proper harvesting techniques.

PS.03.05.02.b Evaluate crop yield and loss data.

PS.03.05.03.b Explain the proper conditions to maintain the quality of plants and plant products held in storage.

Level 3

PS.03.05.02.c.Implement plans to reduce crop loss

PS.03.05.03.c Monitor environmental conditions in storage facilities for plants and plant products.

## Aligned to Washington State Standards

### Arts

### Communication - Speaking and Listening

### Health and Fitness

### Language

### Mathematics

### Reading

CC: Reading Informational Text

Key Ideas and Details (11-12)

1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves

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

### Science

Life Sciences

HS-LS2 Ecosystems: Interactions, Energy, and Dynamics

HS-LS2-1. Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.

### Social Studies

### Writing

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (11-12)

Text Types and Purposes

1 - Write arguments focused on discipline-specific 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.

## 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

- ☐ Mange 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 14 MARKETING ORNAMENTAL PLANTS

Hours: 15

### Performance Assessment(s):

Horticulture I-II

- Properly label a crop for market.
- Create a flier to market a specific crop, including prices and colors.

### Leadership Alignment:

Leadership:

The student will think creatively, reason effectively, collaborate with others and access and evaluate information while creating plant sale fliers.

The student will demonstrate the ability to manage goals and time, work independently, be self-directed and produce results in teams while labeling specific crops for a community plant sale.

SAE Sample: Wholesale nursery worker

FFA CDE Nursery Landscape or Floriculture

### Standards and Competencies

PS.03.05: Harvest, handle and store crops

PS.03.05.04.a Explain the reasons for preparing plants and plant products for distribution.

Level 2

PS.03.05.03.b Explain the proper conditions to maintain the quality of plants and plant products held in storage.

Level 3

PS.03.05.03.c Monitor environmental conditions in storage facilities for plants and plant products.

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

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.01.03: Vision: Establish a clear image of what the future should look like.

Level 1

CS.01.03.03.a. Analyze the risks and rewards of new experiences.

Level 2

CS.01.03.01.b. Utilize visioning skills to develop a plan.

Level 3

CS.01.03.03.c. Conduct a self-evaluation for personal reactions to new experiences.

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.

**Aligned to Washington State Standards****Arts****Communication - Speaking and Listening****Health and Fitness****Language****Mathematics**CC: Number and Quantity (N)Quantities (N-Q)

1 - Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and

**Reading**CC: Reading Informational TextKey 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.

Craft and Structure (9-10)

4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word

Integration of Knowledge and Ideas (9-10)

7 - Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

**Science****Social Studies****Writing**CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (11-12)Text Types and Purposes

1 - Write arguments focused on discipline-specific content.

1a - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization

1b - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both

## 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 15 MAINTAIN AND ANALYZE RECORDS****Hours: 5****Performance Assessment(s):**

Horticulture I-II

- Design a budget for pest control for a specific crop.
- Keep an accurate labor record for a planting project, including, date time, tasks completed beginning and ending time.

**Leadership Alignment:**

Leadership:  
The student will access and evaluate information, adapt to change, be flexible and manage goals and time using their pest control project.  
Students will guide and lead others, be responsible to others access and evaluate information along with problem solving by designing a pest maintenance program and budget for a plant crop.  
SAE Sample: Pesticide applicator Wholesale nursery  
Retail nursery worker  
Crop production manager.  
FFA CDE Nursery Landscape or Floriculture

**Standards and Competencies**

PS.03.04: Apply principles and practices of sustainable agriculture to plant production

Level 3

PS.03.04.01.c Prepare and implement a plan for an agricultural enterprise that involves practices in support of sustainable agriculture.

CS.01.03: Vision: Establish a clear image of what the future should look like.

Level 1

CS.01.03.02.a. Use various conceptualizing tools

Level 3

CS.01.03.01.c. Develop vision statements and plans for an organization.

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.

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

Level 2

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

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,

Comprehension and Collaboration (11-12)

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

3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone

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

**Health and Fitness**

**Language**

**Mathematics**

CC: Number and Quantity (N)

The Real Number System (N-RN)

Quantities (N-Q)

1 - Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and

2 - Define appropriate quantities for the purpose of descriptive modeling.\*

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

CC: Mathematical Practices (MP)

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

2 - Reason abstractly and quantitatively.

4 - Model with mathematics.

6 - Attend to precision.

8 - Look for and express regularity in repeated reasoning.

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

**Performance Assessment(s):**

Horticulture I-II

- Write out a work order for a specific job.
- Evaluate employee/student performance and give detailed feed back by using the performance assessment sheet.

**Leadership Alignment:**

Leadership:  
The student will demonstrate the ability to train others to understand the established rules and expectations, rationale, and consequences and to follow those rules and expectations.  
SAE Sample: Retail nursery worker  
Nursery production  
Landscape Designer  
FFA CDE Nursery Landscape or Floriculture

**Standards and Competencies**

CS.01.02: Relationships: Build a constituency through listening, coaching, understanding and appreciating others.

Level1

CS.01.02.01.a. Explain human relation skills such as compassion, empathy, unselfishness, trustworthiness, reliability and being friendly.

CS.01.02.02.a. Engage in a conversation with others to identify their interests and aspirations.

CS.01.02.04.a. Identify characteristics of effective teams

Level 2

CS.01.02.02.b. Utilize communication skills to collaborate in a group setting.

CS.01.02.03.b. Perform the steps/strategies to successfully coach/mentor others.

Level 3

CS.01.02.02.c. Engage others in conversations to respond to an obstacle when completing a task.

CS.01.02.04.c. Evaluate the effectiveness of team members.

CS.01.03: Vision: Establish a clear image of what the future should look like.

Level 1

CS.01.03.01.a. Identify the benefits of developing vision.

Level 2

CS.01.03.01.b. Utilize visioning skills to develop a plan.

Level 3

CS.01.03.01.c. Develop vision statements and plans for an organization.

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

Level 3

CS.03.02.02.c. Use problem-solving skills

CS.03.03: Flexibility / Adaptability: Describe traits that enable one to be capable and willing to accept change

CS.03.03.02.a. Select the appropriate process to initiate effective change for a given situation.

CS.03.03.03.a. Access to the value of providing feedback.

Level 2

CS.03.03.03.b. Differentiate between positive and negative constructive feedback and realize the importance of both.

Level 3

CS.03.03.02.c. Evaluate strategies that can be used to manage change within the workplace.

## Aligned to Washington State Standards

### Arts

### Communication - Speaking and Listening

### Health and Fitness

### Language

### Mathematics

CC: Number and Quantity (N)

Quantities (N-Q)

2 - Define appropriate quantities for the purpose of descriptive modeling.\*

### Reading

### Science

### Social Studies

### Writing

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (11-12)

Text Types and Purposes

1 - Write arguments focused on discipline-specific content.

2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

2a - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include

## 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 17 DESIGN ORNAMENTAL HORTICULTURE FACILITIES****Hours: 15****Performance Assessment(s):**

Horticulture I-II

- Make a small growing bed for a specific crop.
- Design a dish garden with plants that require the same exposure.

**Leadership Alignment:**

Leadership:

The student will interact effectively with others, be responsible to others, guide and lead others and work effectively in diverse teams while creating growing beds for specific crops. The student will demonstrate the ability to work creatively with others, access and evaluate information, use and manage information, produce result through the plant and market a container garden project.

The student will demonstrate social responsibility in family, community, and business and industry interacting effectively with others using the spring plant sale marketing activity.

SAE Sample: Nursery production

Greenhouse production

FFA CDE Nursery Landscape or Floriculture

**Standards and Competencies**

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

Level 3

PS.01.02.04.c Explain the relationship between leaf structure and functions and plant management practices

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

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

Level 1

PS.02.01.01.a. Describe the qualities of light that affect plant growth

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

Level 2

PS.02.01.01.b. Describe plant responses to light color intensity and duration

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

CS.01.03: Vision: Establish a clear image of what the future should look like.

Level 1

CS.01.03.01.a. Identify the benefits of developing vision.

CS.01.03.04.a. Describe techniques used to build consensus.

Level 2

CS.01.03.02.b. Compare conceptualizing tools to use in a given situation.

Level 3

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

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

Level 3

**Aligned to Washington State Standards****Arts****Communication - Speaking and Listening****Health and Fitness****Language****Mathematics**CC: Number and Quantity (N)Quantities (N-Q)

- 1 - Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and
- 2 - Define appropriate quantities for the purpose of descriptive modeling.\*
- 3 - Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.\*

The Complex Number System (N-CN)

- 1 - Know there is a complex number  $i$  such that  $i^2 = -1$ , and every complex number has the form  $a + bi$  with  $a$  and  $b$  real.

**Reading****Science**Crosscutting Concepts

1. Patterns.
3. Scale, proportion, and quantity.
4. Systems and system models.
5. Energy and matter: Flows, cycles, and conservation.
6. Structure and function.

Engineering, Technology, and Applications of Science

- HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
- HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability,

**Social Studies****Writing**CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (11-12)Text Types and Purposes

- 1 - Write arguments focused on discipline-specific content.
- 1a - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization



2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

2b - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples

#### 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.

### 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 18 HORTICULTURE CAREERS

Hours: 10

### Performance Assessment(s):

Horticulture I-II

- Identify 10 horticulture careers and what the major tasks are for each.
- Make a list of colleges in your area that provide classes in the horticulture/ agriculture fields.

### Leadership Alignment:

Leadership:

The student will identify and analyze the characteristics of a variety of Agriculture careers and communicate clearly, access and evaluate information, use and manage information and work effectively in diverse teams to create a media presentation of two Agriculture careers to a small group.

The student will conduct self in a professional manner communicating clearly and creatively to business and industry members while collecting information for the careers project.

SAE Sample: Pesticide applicator Wholesale nursery

Retail nursery worker

Crop production manager.

Animal production.

FFA CDE Nursery Landscape or Floriculture

### Standards and Competencies

CS.01.03: Vision: Establish a clear image of what the future should look like.

Level 1

CS.01.03.01.a. Identify the benefits of developing vision.

CS.01.03.02.a. Use various conceptualizing tools

CS.01.03.04.a. Describe techniques used to build consensus.

Level 2

CS.01.03.02.b. Compare conceptualizing tools to use in a given situation.

CS.01.04: Character: Conduct professional and personal activities based on virtues.

Level1

CS.01.04.02.a. Describe personal values.

CS.01.04.03.a. Identify the consequences of personal actions.

CS.01.04.04.a. Explain the benefits of mutual respect.

CS.01.04.06.a. Describe the benefits of serving others.

Level 2

CS.01.04.01.b. Explain a personal decision where integrity played a role in the decision.

CS.01.04.04.b. Analyze how respect is given.

CS.01.04.05.b. Differentiate between habits, practices and behaviors consistent with principles of self-discipline.

Level 3

CS.01.04.01.c. Perform tasks with integrity.

CS.01.04.02.c. Assess personal values.

CS.01.04.04.c. Demonstrate respect for others.

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

Level1

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

CS.03.01.02.a. Describe the various types and uses of resumes.

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.  
 CS.03.01.02.b. Prepare a resume.  
 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.

## 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

### Health and Fitness

### Language

### Mathematics

CC: Number and Quantity (N)  
The Real Number System (N-RN)

1 - Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in

Quantities (N-Q)

1 - Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and

### Reading

### Science

### Social Studies

### Writing

CC: Writing (11-12)  
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.

1a - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization

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

2a - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting

## 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 19 LEADERSHIP****Hours: 15****Performance Assessment(s):**

Horticulture I-II

- Identify positive leaders in history.
- Work in a group planning an activity.

**Leadership Alignment:**

Leadership:

The student will implement innovations, make judgments and decisions, problem solve and communicate clearly while working in groups to solve/ or plan a class leadership activity.

The student will demonstrate self-advocacy skills by achieving planned, individual goals.

The student will demonstrate a working knowledge of parliamentary procedure.

The student will access and evaluate information, apply technology effectively, interact effectively with others, work effectively in diverse teams to present their SAE projects.

The student will analyze the roles and responsibilities of citizenship while planning a school plant fundraiser.

The student will understand how to guide and lead others, manage a project and produce results using the leaders in history project.

The student will participate in the development of a program of work or strategic plan and will work to implement the organization's goals using various FFA activates in class and out of class.

SAE Sample: Manage a business

Selling crops

Selling Bonsai

FFA CDE Nursery Landscape

Floriculture CDE

**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.01.01.01.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).

CS.01.04: Character: Conduct professional and personal activities based on virtues.

Level1

CS.01.04.02.a. Describe personal values.

CS.01.04.05.a. Practice self-discipline.

Level 2

CS.01.04.05.b. Differentiate between habits, practices and behaviors consistent with principles of self-discipline.

Level 3

CS.01.04.01.c. Perform tasks with integrity.

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.

CS.02.04.03.a. Discuss the skills and techniques needed to negotiate effectively.

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

Level1

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

CS.03.01.02.a. Describe the various types and uses of resumes.

Level 2

CS.03.01.02.b. Prepare a resume.

Level 3

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

CS.03.03: Flexibility / Adaptability: Describe traits that enable one to be capable and willing to accept change

CS.03.03.02.a. Select the appropriate process to initiate effective change for a given situation.

Level 2

CS.03.03.03.b. Differentiate between positive and negative constructive feedback and realize the importance of both.

Level 3

CS.03.03.03.c. Respond to feedback to improve a situation, skill or performance.

## 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,

2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence

### Health and Fitness

### Language

### Mathematics

#### CC: Number and Quantity (N)

#### Quantities (N-Q)

1 - Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and

### Reading

### Science

### Social Studies

### Writing

#### CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (11-12)

#### Text Types and Purposes

1 - Write arguments focused on discipline-specific content.

1a - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization

1e - Provide a concluding statement or section that follows from or supports the argument presented.

Research to Build and Present Knowledge

8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and

## 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

- ☐ Mange 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 20 HEALTH AND SAFETY****Hours: 15****Performance Assessment(s):**

Horticulture I-II

- Demonstrate safe practices while performing specific tasks in the greenhouse and shop.
- Dress appropriately for the job.
- Identify unsafe working conditions and report them properly

**Leadership Alignment:**

Leadership:

The student will be involved in activities that require managing goals and time, be self-directed learners, work independently and manage goals and time using their safety poster project.

The student will demonstrate the ability to access and evaluate information, apply technology effectively, solve problems and make judgments and decisions while performing a safety inspection of the Horticulture facility and documenting their findings.

Students will reason effectively and problem solve as they make recommendations for a safer environment based on their facility inspection project.

SAE Sample: Pesticide applicator

Landscaper

FFA CDE Nursery Landscape

Floriculture CDE

Public or prepared speaking CDE

**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.01.01.04.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.01.01.06.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.01.05: Awareness: Desire purposeful understanding related to professional and personal activities

Level1

CS.01.05.01.a. Discuss trends and issues important to the community.

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.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.03.02.03.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

## Aligned to Washington State Standards

### Arts

### Communication - Speaking and Listening

### 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 2.3: Understands the concepts of prevention and control of disease.

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.

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

Health 3.1: Understands how family, culture, and environmental factors affect personal health.

3.1.2 Analyzes how environmental factors impact health.

### Language

### Mathematics

### Reading

CC: Reading for Literacy in Science and Technical Subjects

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

Craft and Structure (11-12)

4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12

### Science

### Social Studies

### Writing

CC: Writing (11-12)

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.

## 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 21 LEGAL ASPECTS OF EMPLOYMENT****Hours: 5****Performance Assessment(s):**

Horticulture I-II

- Describe relationships between work, management, laborers, and company owners.
- Model written conflict negotiation and resolution.

**Leadership Alignment:**

Leadership:

The student will demonstrate knowledge of a professional working environment by developing a conflict management and resolution project.

The student will understand and utilize conflict negotiation while working creatively with others, interacting effectively with others, being responsible to others and communicating clearly while applying technology effectively to present a solution to a business conflict or produce results by presenting their negotiation plan.

Students will work effectively in diverse teams to discuss and problem solve a business conflict

SAE Sample: Plant Broker

WSDA worker

FFA CDE Nursery Landscape or Floriculture

**Standards and Competencies**

CS.01.05: Awareness: Desire purposeful understanding related to professional and personal activities

Level1

CS.01.05.02.a. Identify civic leadership role opportunities.

Level 2

CS.01.05.02.b. Demonstrate responsible citizenship.

Level 3

CS.01.05.02.c. Perform leadership tasks associated with citizenship.

CS.01.06: Continuous Improvement: Pursue learning and growth opportunities related to professional and personal aspirations.

Level 1

CS.01.06.01.a. Explain the reasons for having a leadership/personal growth plan.

Level 2

CS.01.06.03.b. Utilize a problem-solving model to solve a given problem.

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

Level1

CS.03.01.02.a. Describe the various types and uses of resumes.

Level 2

CS.03.01.02.b. Prepare a resume.

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.03.02.02.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.

## Aligned to Washington State Standards

### Arts

### Communication - Speaking and Listening

### Health and Fitness

### Language

### Mathematics

### Reading

CC: Reading for Literacy in Science and Technical Subjects

Key Ideas and Details (9-10)

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

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

Key Ideas and Details (11-12)

2 - Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate

### Science

### Social Studies

### Writing

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (11-12)

Text Types and Purposes

1 - Write arguments focused on discipline-specific content.

1a - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization

2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

2e - Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

Research to Build and Present Knowledge

7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when

## 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 22 JOB RELATED SKILLS****Hours: 8****Performance Assessment(s):**

Horticulture I-II

•Write a memo to accurately convey a specific message using proper writing skills

•State information in a logical manner in a letter to an employer.

Student career cursing project outlining 5 careers in the Northwest in Agriculture that they want to know more about.

**Leadership Alignment:**

Leadership:

The student will reason effectively, make judgments and decisions, communicate clearly, access and evaluate information effectively while writing business and industry (work-related) memos and complaints. .

The student will demonstrate social responsibility, adapt to change, be flexible, work independently, self directed learners and be responsible to others while writing business letters to potential employers.

Students will interact effectively with others, be responsible to others and guide an lead others in their job/ careers cursing project.

SAE Sample: Pesticide applicator Wholesale nursery

Retail nursery worker

FFA CDE Nursery Landscape or Floriculture

**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.01.01.04.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.

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.02.02: Social Growth: Interact with others in a manner that respects the differences of a diverse and changing society.

Level 1

CS.02.02.01.a. Discover the different cultures that exist in one's community.

CS.02.02.02.a. Demonstrate proper conduct and appearances for various settings.

CS.02.02.01.b. Compare and contrast the customs of different cultures.

Level 3

CS.02.02.01.c. Engage in a project that educates others about different cultures from within the community.

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

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

Level1

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

CS.03.01.02.a. Describe the various types and uses of resumes.

Level 2

CS.03.01.02.b. Prepare a resume.

Level 3

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

CS.03.03: Flexibility / Adaptability: Describe traits that enable one to be capable and willing to accept change

Level 1

CS.03.03.01.a. Research current and emerging technologies in AFNR.

Level 2

CS.03.03.03.b. Differentiate between positive and negative constructive feedback and realize the importance of both.

## Aligned to Washington State Standards

### Arts

### Communication - Speaking and Listening

#### Comprehension and Collaboration (9-10)

4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development,

#### 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,

#### 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

### Health and Fitness

### 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.

## Science

## Social Studies

## Writing

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)

### Text Types and Purposes

1c - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and

### 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.

## 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 23 JOB SEARCH TECHNIQUES****Hours: 5****Performance Assessment(s):**

Horticulture I-II

- Fill out a job application effectively.
  - Write a cover letter to a business requesting a job.
  - Write a thank you letter for someone who gave a recommendation.
- Interview peers for a specific job.

**Leadership Alignment:**

Leadership:

The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies using the business thank you letter writing excursive.

Students will demonstrate effective reasoning, clear communication, use and manage information, manage goals and time while producing results when they hand in their job requesting letters.

Students will work independently, adapt to change, be flexible, manage goals and time well by completing a formal job application.

Students will interact effectively with others, work effectively in diverse teams, guide and lead others and be responsible to others using the team interview project in class

SAE Sample: Employment office worker

Manage a web site for Ag.

Ag. Advertisement

FFA CDE Nursery Landscape or Floriculture

**Standards and Competencies**

CS.01.05: Awareness: Desire purposeful understanding related to professional and personal activities

Level1

CS.01.05.03.a. Explain benefits and challenges of working in a diverse group.

CS.01.05.02.b. Demonstrate responsible citizenship.

Level 3

CS.01.05.02.c. Perform leadership tasks associated with citizenship.

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.

Level 3

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

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

Level1

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

CS.03.01.02.a. Describe the various types and uses of resumes.

Level 2

CS.03.01.02.b. Prepare a resume.

Level 3

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

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.03.02.04.b. Assess personal skills to set goals for success in a career.  
 Level 3  
 CS.03.02.04.c. Implement appropriate preparation plans for a career path based on passion, abilities, aptitude, opportunities.

## Aligned to Washington State Standards

### Arts

### Communication - Speaking and Listening

### 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.

#### Knowledge of Language (9-10)

3a - Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing

#### Vocabulary Acquisition and Use (9-10)

4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

### Mathematics

### Reading

### Science

### Social Studies

### Writing

#### CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)

#### Text Types and Purposes

1 - Write arguments focused on discipline-specific 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.

## 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 24 SCIENCE PROCEDURES****Hours: 7****Performance Assessment(s):**

Horticulture I-II

Given a Hypothesis students must write lab procedures to state science standard.

Given procedures and data, students must write a lab conclusion to state science standard.

**Leadership Alignment:**

Students will think creatively, use systems thinking, communicate clearly, access and evaluate information and problem solve using the formal lab write up project.

Students will demonstrate their ability to work independently, manage goals and time, be flexible and access and evaluate information while producing results while using the formal lab conclusion exercise in class.

FFA related extended learning opportunities include regional, state, and national conferences; SAE, and the Career Development Events such as but not limited to Agronomy, Nursery/Landscape, Ag Issues, Environmental and Natural, Extemporaneous and Prepared Public Speaking.

FFA CDE Nursery Landscape or Floriculture

**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.01.01.02.a. Create a task analysis.

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

Level 2

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

Level 3

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

CS.07.03: Follow appropriate procedures in case of an emergency.

Level 1

CS.07.03.01.a. Evaluate the emergency response procedures for a natural disaster.

CS.11.01: Recognize the questions and theory needed to guide scientific investigations

Level 1

CS.11.01.01.a. Formulate a testable hypothesis.

Level 2

CS.11.01.01.b. Design an experiment to test a hypothesis.

Level 3

CS.11.01.01.c. Demonstrate procedures and a conceptual understanding of scientific investigation.

CS.11.02: Design and conduct a scientific investigation

Level 1

CS.11.02.01.a. Design an experiment or scientific inquiry for a specific project.

Level 2

CS.11.02.01.b. Implement an experimental design to test a formulated hypothesis.

Level 3

CS.11.02.01.c. Propose additional studies based on the results of an experiment.

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

## Aligned to Washington State Standards

### Arts

### Communication - Speaking and Listening

### Health and Fitness

### Language

CC: College and Career Readiness Anchor Standards for Language

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

### Mathematics

### Reading

CC: Reading Informational Text

2 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an

Craft and Structure (9-10)

4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word

### Science

Crosscutting Concepts

4. Systems and system models.

6. Structure and function.

Life Sciences

HS-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

HS-LS2 Ecosystems: Interactions, Energy, and Dynamics

HS-LS2-3. Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

### Social Studies

### Writing

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)

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.

Research to Build and Present Knowledge

7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when

## 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 25 GENETICS****Hours: 10****Performance Assessment(s):**

Horticulture I-II

Lab: Mendelian Laws and Probability

Complete a model showing the different patterns of inheritance Monohybrid

Formal written assessment/ genetics research project

**Leadership Alignment:**

Students will think creatively, solve problems, access and evaluate information and manage goals and time using the inheritance model project.

Students will demonstrate the ability to work independently, manage goals and time and produce results using the genetics research project.

The above performance assessments will embed instruction and assessment of

FFA related extended learning opportunities include regional, state, and national conferences; SAE, and the Career Development Events such as but not limited to Agronomy, Nursery/Landscape, Ag Issues, Environmental and Natural, Extemporaneous and Prepared Public Speaking, Livestock Judging.

FFA CDE Nursery Landscape or Floriculture

**Standards and Competencies**

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

PS.01.02.06.a.Explain the functions and components of seeds and fruit

Level 2

PS.01.02.01.b.Compare and contrast mitosis and meiosis

Level 3

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

CS.11.01: Recognize the questions and theory needed to guide scientific investigations

Level 1

CS.11.01.01.a. Formulate a testable hypothesis.

Level 2

CS.11.01.01.b. Design an experiment to test a hypothesis.

Level 3

CS.11.01.01.c. Demonstrate procedures and a conceptual understanding of scientific investigation.

**Aligned to Washington State Standards****Arts****Communication - Speaking and Listening**Comprehension and Collaboration (9-10)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,

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

## 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

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

### Mathematics

CC: Mathematical Practices (MP)

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

2 - Reason abstractly and quantitatively.

### Reading

CC: Reading for Literacy in Science and Technical Subjects

Key Ideas and Details (9-10)

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

Craft and Structure (11-12)

4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12

### Science

Life Sciences

HS-LS1 From Molecules to Organisms: Structures and Processes

HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through

HS-LS2 Ecosystems: Interactions, Energy, and Dynamics

HS-LS2-5. Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.

HS-LS3 Heredity: Inheritance and Variation of Traits

HS-LS3-1. Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.



**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 26 ECOLOGY****Hours: 10****Performance Assessment(s):**

Horticulture I-II

Field Study: Population density. Present finding to class

Evaluate conditions needed for population growth and explain factors that limit population growth

Field Study: Life in a square meter

**Leadership Alignment:**

Students will think creatively, work creatively with others, communicate clearly and collaborate with others using the field study and density project.

Students will demonstrate the use and management of information application of technology effectively and ability to work effectively in diverse teams creating the presentations for the population density project.

FFA related extended learning opportunities include regional, state, and national conferences; SAE, and the Career Development Events such as but not limited to Agronomy, Nursery/Landscape, Ag Issues, Environmental and Natural, Extemporaneous and Prepared Public Speaking.

FFA CDE Nursery Landscape or Floriculture

**Standards and Competencies**

PS.02.02: Prepare growing media for use in plant Systems

Level 1

PS.02.02.02.a. Identify the categories of soil water

PS.02.02.02.b Discuss how soil drainage and water holding capacity can be improved

Level 3

PS.02.02.02.c. Determine the hydraulic conductivity for soil and how the results influence irrigation practices

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

CS.11.02: Design and conduct a scientific investigation

Level 1

CS.11.02.01.a. Design an experiment or scientific inquiry for a specific project.

Level 2

CS.11.02.01.b. Implement an experimental design to test a formulated hypothesis.

Level 3

CS.11.02.01.c. Propose additional studies based on the results of an experiment.

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

**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
- 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,

## **Health and Fitness**

## **Language**

### 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.

## **Mathematics**

### CC: Mathematical Practices (MP)

- 1 - Make sense of problems and persevere in solving them.
- 2 - Reason abstractly and quantitatively.

## **Reading**

### CC: Reading for Literacy in Science and Technical Subjects

#### Key Ideas and Details (11-12)

- 2 - Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate

#### Craft and Structure (11-12)

- 4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12

## **Science**

### Earth and Space Sciences

HS-ESS1-5. Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.

### 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.

### HS-ESS3 Earth and Human Activity

HS-ESS3-1. Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human

HS-ESS3-2. Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.

HS-ESS3-6. Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

**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 27 INDUSTRY TRENDS****Hours: 5****Performance Assessment(s):**

Horticulture I-II

Research and list two new industry trends within the Agriculture Industry/ Horticulture Science

List the degrees/certification programs for two Agriculture Industry/ Horticulture Science jobs.

**Leadership Alignment:**

Students will demonstrate the ability to implement innovations, make judgments and decisions, collaborate with others and communicate clearly using the industry trends project. Students will work independently, be responsible to others manage goals and time and produce results using and managing information gathered from various colleges and business about agriculture in the Northwest.

Students will use and manage information while producing a media project to present their findings in class of agriculture colleges and Industry.

FFA related extended learning opportunities include regional, state, and national conferences; SAE, and the Career Development Events such as but not limited to Agronomy, Nursery/Landscape, Ag Issues, Environmental and Natural, Extemporaneous and Prepared Public Speaking, Natural Resource, Ag. Communication.

FFA CDE Nursery Landscape or Floriculture

**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.

Level 2

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

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.01.06: Continuous Improvement: Pursue learning and growth opportunities related to professional and personal aspirations.

Level 1

CS.01.06.04.a. Use various emerging technologies to enhance a program or project.

Level 2

CS.01.06.03.b. Utilize a problem-solving model to solve a given problem.

Level 3

CS.01.06.04.c. Make recommendations to adopt new emerging technologies.

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

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

Level1

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

Level 2

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

## 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

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

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

### Mathematics

### Reading

### Science

Engineering, Technology, and Applications of Science

HS-ETS1 Engineering Design

HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability,

### Social Studies

### Writing

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (11-12)

Text Types and Purposes

1 - Write arguments focused on discipline-specific content.

1b - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both

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.

## 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

# CTE Biology



## INTRODUCTION

<b>Course Name</b>	<u>CTE Biology</u>	<b>Grade Level(s)</b>	<u>9-12</u>
<b>Course Length</b>	<u>180 hours</u>	<b>Course Code (s)</b>	<u>CTE 011, 012</u>

<b>Course Description</b>	Biology students will investigate the structure, functions, and interactions of many living things. Students will design and perform experiments, and be encouraged to make real world connections with their lessons and skills obtained in this class. They will work collaboratively in groups and are expected to work in the science laboratory using mature and safe behavior. They will follow directions, express themselves in writing, do mathematical calculations, and keep a notebook of course work. Regular homework is required. Regular attendance is necessary since many labs involve living organisms or extensive setups. Washington State Biology End-of-Course exam is associated with this course and is a graduation requirement.
<b>Pathway Connections</b>	
<b>Primary Connection</b>	Environmental & Natural Science
<b>Secondary Connection</b>	Arts & Communication Social & Personal Services
<b>Sample Sequence of Courses</b>	CTE Biology is an entry course for exploratory study in Horticulture Science or preparatory study in Advanced Plant Science, Environmental Horticulture and/or Floral Design & Marketing.
<b>Cross Credit and/or College Credit</b>	CTE Biology cross credits as an occupational credit and as a lab science credit.
<b>Basic Textbook</b>	The Dynamics of Life Biology
<b>Equipment</b>	Lab science equipment (microscopes, hot plates, scales, measuring equipment & tools.
<b>Software</b>	None
<b>Supplemental Materials</b>	A Matter of life, What On Earth, modules

## POWER STANDARDS

**Course Name** CTE Biology **Grade Level(s)** 10-12

1. Apply knowledge of classification, anatomy, and physiology to the production and management of plants and/or animals. (CHOA-Anatomy/Physiology)
2. Prepare and implement a management plan that addresses the influence of environmental factors, nutrients and soil on plant and/or animal growth. (CHOB – Environment)
3. Propagate, culture and harvest plants. (CHOC – Plant Management)
4. Employ elements of design to enhance an environment. (CHOD – Design)
5. Demonstrate an understanding of the relevance and application of agriculture. (CHOE – Inquiry/Stem)
6. Understands and demonstrates 21<sup>st</sup> century workplace skills for success. (CHOF – Workplace Skills)
7. Establish, plan and conduct an FFA supervised agriculture experience (SAE) project. (CHOG – SAE)
8. Explain how organisms interact with each other and their physical environment. (CHOH – Biodiversity)
9. Describe a system including subsystems, boundaries, flows and feedbacks. (CHOI – Systems)

## Auburn School District #408

<b>Course: Biology: Plant Science</b>	<b>Total Framework Hours: 180</b>
<b>CIP Code: 030101</b>	<b>Type: Exploratory</b>
<b>Career Cluster: AFNR</b> <b>Cluster Pathway: Plant Systems</b>	<b>Date Last Modified: 04/25/2015</b>

<b>Unit 1 - SAE</b>	<b>Hours: 5</b>
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### Performance Assessments:

- 1.1 Each student will develop, implement and monitor their progress throughout the year on an SAE project of their choosing.
- 1.2 Produce journal entries using agricultural experience tracker (AET) or a hard and keep an accurate record of learning, time, income and expenses.

### Leadership Alignment:

FFA related extended learning opportunities include SAE, 21<sup>st</sup> Century Skills used: Thinking creatively, work creatively with others, reason effectively, and making judgments and decisions, communicating clearly, collaborate with others, solve problems, manage projects and adapt to change.

Career Development Event: 21<sup>st</sup> Century Skills: Use and manage information, access and evaluate information, create media products, apply technology, work effectively in diverse teams, interact effectively with others, manage goals and time, guide and lead others, be responsible to others, produce results, be flexible and work independently.

FFA Award Applications: 21<sup>st</sup> Century Skills: Work independently and be self directed learners.

### Standards and Competencies

**Students will be able to:**

- 1.1 SAE.01.01.a. Explain the history of SAE.
- 1.2 SAE.01.01.b. Explain the benefits of SAE projects to skill development, leadership and career success.
- 1.3 SAE.01.01.c. Explain the connection between SAE and FFA.
- 1.4 SAE.01.01.d. Explain the five types of SAE. (Entrepreneurship, Placement, Research, Exploratory, Improvement)
- 1.5 SAE.01.01.e. Explore ideas for SAE projects
- 1.6 SAE.01.01.f. Explain how SAE projects support academic achievement.
- 1.7 SAE.01.01.g. Select and establish an SAE project.
- 1.8 SAE.01.01.h. Explain and keep records on established SAE projects.
- 1.9 SAE.01.01.i. Explain SAE project Supervision, visitation and assessment.
- 1.10 SAE.01.01.j. Explain how SAE projects benefit the community.
- 1.11 SAE.01.01.k. Seek recognition for SAE project accomplishments.
- 1.12 SAE.01.01.l. Explain the three circle concept for SAE, FFA Leadership, and Classroom/Laboratory in an Agriculture Education program.

## Aligned Washington State Standards

### 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 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.

### 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.

3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**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**

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.

**21<sup>st</sup> Century Skills**

Check those that students will demonstrate in this course:

**LEARNING & INNOVATION**

**Creativity and Innovation**

- x Think Creatively
- X Work Creatively with Others
- ☐ Implement Innovations

**Critical Thinking and Problem Solving**

- x Reason Effectively
- x Use Systems Thinking
- x Make Judgments and Decisions
- x Solve Problems

**Communication and Collaboration**

- x Communicate Clearly
- x Collaborate with Others

**INFORMATION, MEDIA & TECHNOLOGY SKILLS**

**Information Literacy**

- x Access and /evaluate Information
- x Use and Manage Information

**Media Literacy**

- ☐ Analyze Media
- x Create Media Products

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

- x Apply Technology Effectively

**LIFE & CAREER SKILLS**

**Flexibility and Adaptability**

- x Adapt to Change
- x Be Flexible

**Initiative and Self-Direction**

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

**Social and Cross-Cultural**

- x Interact Effectively with Others
- x Work Effectively in Diverse Teams

**Productivity and Accountability**

- x Manage Projects
- x Produce Results

**Leadership and Responsibility**

- x Guide and Lead Others
- x Be Responsible to Others

## Unit 2 - Macromolecules

Hours: 8

### Performance Assessments:

- 2.1 Lab/lab report: Enzymes
- 2.2 Formal written assessment

### Leadership Alignment:

Students will make judgments and decisions, communicate clearly, access and /evaluate Information and use technology while writing their enzyme reports.

Students will use a presentation board to display an enzyme project with a focus on systems alignment. 21<sup>st</sup> Century Skills: Use systems thinking, make judgments and decisions, communicate clearly, access and /evaluate Information, use and manage information, collaborate with others, while developing their presentation board, which will also be presented in class for the communicate clearly portion of the 21<sup>st</sup> century skills.

Prepared public speaking in class or at a science fair. 21st Century Skills: think creatively, manage goals and time, work independently, interact effectively with others, manage projects, produce results, be responsible to others, solve problems, adapt to change, be flexible

### Standards and Competencies

#### **Students will be able to:**

- 2.1 Name the types of macromolecules
- 2.2 Explain how cells break down food molecules and use the constituents to synthesize proteins, sugars, fats, DNA and many other molecules that cells require.
- 2.3 Describe the role that enzymes play in the breakdown of food molecules and synthesis of the many different molecules needed for cell structure and function.
- 2.4 Explain how cells extract and store energy from food molecules.

### Aligned Washington State Standards

<b>Communication - Speaking and Listening</b>
<p>CC: College and Career Readiness Anchor Standards for Speaking and Listening</p> <p>2 -Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<b>Language</b>
<p>CC: College and Career Readiness Anchor Standards for Language</p> <p><b>Vocabulary Acquisition and Use</b></p> <p>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.</p>
<b>Mathematics</b>
<p>CC: Mathematical Practices (MP)</p> <p>1 - Make sense of problems and persevere in solving them.</p> <p>2 - Reason abstractly and quantitatively.</p>
<b>Reading</b>
<p>CC: Reading for Literacy in Science and Technical Subjects</p> <p><b>Key Ideas and Details (9-10)</b></p> <p>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.</p> <p><b>Craft and Structure (9-10)</b></p> <p>3- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.</p>
<b>Science</b>
<p>LS1F All of the functions of the cell is based on chemical reactions. Food molecules are broken down to provide the energy and the chemical constituents needed to synthesize other molecules. Breakdown and synthesis are made possible by proteins called enzymes. Some of these enzymes enable the cell to store energy in special chemicals, such as ATP, that are needed to drive the many other chemical reactions in a cell.</p>
<b>Writing</b>
<p>CC: College and Career Readiness Anchor Standards for Writing</p> <p><b>Text Types and Purposes</b></p> <p>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.</p> <p>3- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

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.

### 21<sup>st</sup> Century Skills

Check those that students will demonstrate in this course:

#### LEARNING & INNOVATION

##### **Creativity and Innovation**

- x Think Creatively
- X Work Creatively with Others
- ☐ Implement Innovations

##### **Critical Thinking and Problem Solving**

- x Reason Effectively
- x Use Systems Thinking
- x Make Judgments and Decisions
- x Solve Problems

##### **Communication and Collaboration**

- x Communicate Clearly
- x Collaborate with Others

#### INFORMATION, MEDIA & TECHNOLOGY SKILLS

##### **Information Literacy**

- x Access and /evaluate Information
- x Use and Manage Information

##### **Media Literacy**

- ☐ Analyze Media
- ☐ Create Media Products

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

- x Apply Technology Effectively

#### LIFE & CAREER SKILLS

##### **Flexibility and Adaptability**

- x Adapt to Change
- x Be Flexible

##### **Initiative and Self-Direction**

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

##### **Social and Cross-Cultural**

- x Interact Effectively with Others
- x Work Effectively in Diverse Teams

##### **Productivity and Accountability**

- x Manage Projects
- x Produce Results

##### **Leadership and Responsibility**

- ☐ Guide and Lead Others
- x Be Responsible to Others

## Unit 3 - Cell Structure and Function

Hours: 16

### Performance Assessments:

- 3.1 Lab: Plant versus Animal Cells and identify primary parts
- 3.2 Model: Plant/Animal Cells, Explain the function of each part
- 3.3 Formal written assessment



## Leadership Alignment:

Students will create access and /evaluate information, adapt to change, manage goals and time, work independently, be flexible, use and manage information, interact effectively with others, manage projects, produce results, guide and lead others and be responsible to others while they create a model of plant and animal cells to present at a local science fair or County fair, FFA related extended learning opportunities include Local and State Fair events such as cell poster, models and virus safety poster projects.

## Standards and Competencies

### Students will be able to:

- 3.1 Describe the characteristics of living things
- 3.2 Describe the three components of cell theory
- 3.2 Identify and describe the difference between a Prokaryote and Eukaryote
- 3.3 Identify primary cell parts – Cell Wall, Cell Membrane, Nucleus and Cytoplasm.
- 3.4 Explain the function of each organelle in both plant and animal cell
- 3.5 Compare plant and animal cells and diagram their parts.
- 3.6 Project/ Make a model of plant cells

## Aligned Washington State Standards

### 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- 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.

### Language

CC: College and Career Readiness Anchor Standards for Language

#### 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.

### Mathematics

<p>CC: Mathematical Practices (MP)</p> <p>1 - Make sense of problems and persevere in solving them.</p> <p>2 - Reason abstractly and quantitatively.</p>		
<b>Reading</b>		
<p>CC: Reading for Literacy in Science and Technical Subjects</p> <p><b>Key Ideas and Details (9-10)</b></p> <p>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.</p> <p><b>Craft and Structure (9-10)</b></p> <p>3- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.</p>		
<b>Science</b>		
<p>LS1C Cells contain specialized parts for determining essential functions such as regulation of cellular activities, energy capture and release, formation of proteins, waste disposal, the transfer of information, and movement.</p> <p>LS1D The cell is surrounded by a membrane that separates the interior of the cell from the outside world and determines which substances may enter and which may leave the cell.</p>		
<b>Writing</b>		
<p>CC: College and Career Readiness Anchor Standards for Writing</p> <p><b>Text Types and Purposes</b></p> <p>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.</p> <p>4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p>		
<b>21<sup>st</sup> Century Skills</b>		
Check those that students will demonstrate in this course:		
<p><b>LEARNING &amp; INNOVATION</b></p> <p><b>Creativity and Innovation</b></p> <p>x Think Creatively</p> <p>X Work Creatively with Others</p> <p><input type="checkbox"/> Implement Innovations</p>	<p><b>INFORMATION, MEDIA &amp; TECHNOLOGY SKILLS</b></p> <p><b>Information Literacy</b></p> <p>x Access and /evaluate Information</p> <p>x Use and Manage Information</p>	<p><b>LIFE &amp; CAREER SKILLS</b></p> <p><b>Flexibility and Adaptability</b></p> <p>x Adapt to Change</p> <p>x Be Flexible</p> <p><b>Initiative and Self-Direction</b></p>

<b>Critical Thinking and Problem Solving</b> x Reason Effectively x Use Systems Thinking x Make Judgments and Decisions x Solve Problems  <b>Communication and Collaboration</b> x Communicate Clearly x Collaborate with Others	<b>Media Literacy</b> <input type="checkbox"/> Analyze Media x Create Media Products  <b>Information, Communications and Technology (ICT Literacy)</b> x Apply Technology Effectively	x Manage Goals and Time x Work Independently <input type="checkbox"/> Be Self-Directed Learners  <b>Social and Cross-Cultural</b> x Interact Effectively with Others x Work Effectively in Diverse Teams  <b>Productivity and Accountability</b> x Manage Projects x Produce Results  <b>Leadership and Responsibility</b> x Guide and Lead Others x Be Responsible to Others
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<b>Unit 4 - Scientific Process/Inquiry</b>	<b>Hours: 13</b>
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<b>Performance Assessments:</b>
4.1 Given a Hypothesis students must write lab procedures to state standard. 4.2 Given procedures and data, students must write a lab conclusion to state standard. 4.3 Given lab procedures, data and conclusion, students must develop a new method to test the hypothesis.
<b>Leadership Alignment:</b>
The above performance assessments will embed instruction and assessment of extended learning opportunities like an SAE: 21 <sup>st</sup> Century Skills: Students will think creatively, work creatively with others, reason effectively, use systems thinking, access and /evaluate Information, use and manage information, collaborate with others, analyze media, be flexible, manage goals and time while designing and performing an experiment that includes the formal lab report containing conclusion, data, hypothesis and a new method to test the hypotheses for their class or SAE projects.
<b>Standards and Competencies</b>

**Students will be able to:**

- 4.1 Write a hypothesis based on a question (Prediction and Predicted Reason)
- 4.2 Write lab procedures that address a hypothesis and answer a question (Materials, 2 Controlled Variables, 1 Manipulated Variables, 1 Responding Variable, Record Data, Repeat Trials, Logical Steps, Extra Validity, and Experimental Control when applicable).
- 4.3 Write conclusions based on lab data (Strong Conclusive Statement, High Data, Low Data, Explanatory Language, Connecting Language, Scientific Reason).
- 4.4 Participate in a scientific discussion.
- 4.5 Plan and guide an experiment

## Aligned Washington State Standards

**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.

**Language**

CC: College and Career Readiness Anchor Standards for Language

**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.

**Mathematics**

CC: Mathematical Practices (MP)

- 1 - Make sense of problems and persevere in solving them.
- 2 - Reason abstractly and quantitatively.

**Reading**

CC: Reading for Literacy in Science and Technical Subjects

**Key Ideas and Details (9-10)**

- 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.

**Craft and Structure (9-10)**

- 3- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

Science
<p>INQA Question-Scientists generate and evaluate questions to investigate the natural world.</p> <p>INQB Investigate-Scientific progress requires the use of various methods appropriate for answering different kinds of research questions, a thoughtful plan for gathering data needed to answer the question, and care in collecting, analyzing, and displaying the data.</p> <p>INQC Explain-Conclusions must be logical, based on evidence, and consistent with prior established knowledge.</p> <p>INQD Communicate-Clearly the methods and procedures that scientists use to obtain evidence must be clearly reported to enhance opportunities for further investigation.</p> <p>INQE Model-The essence of scientific investigation involves the development of a theory or conceptual model that can generate testable predictions.</p> <p>INQF Communicate-Science is a human endeavor that involves logical reasoning and creativity and entails the testing, revision, and occasional discarding of theories as new evidence comes to light.</p> <p>INQG Intellectual-Honesty Public communication among scientists is an essential aspect of research. Scientists evaluate the validity of one another's investigations, check the reliability of results, and explain inconsistencies in findings.</p> <p>INQH Intellectual-Honesty Scientists carefully evaluate sources of information for reliability before using that information. When referring to the ideas or findings of others, they cite their sources of information.</p>
Writing
<p>CC: College and Career Readiness Anchor Standards for Writing</p> <p><b>Text Types and Purposes</b></p> <p>1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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.</p> <p>4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>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.</p>
21 <sup>st</sup> Century Skills
Check those that students will demonstrate in this course:

<p><b>LEARNING &amp; INNOVATION</b></p> <p><b>Creativity and Innovation</b></p> <p>x Think Creatively</p> <p>X Work Creatively with Others</p> <p><input type="checkbox"/> Implement Innovations</p> <p><b>Critical Thinking and Problem Solving</b></p> <p>x Reason Effectively</p> <p>x Use Systems Thinking</p>	<p><b>INFORMATION, MEDIA &amp; TECHNOLOGY SKILLS</b></p> <p><b>Information Literacy</b></p> <p>x Access and /evaluate Information</p> <p>x Use and Manage Information</p> <p><b>Media Literacy</b></p> <p>x Analyze Media</p> <p>x Create Media Products</p>	<p><b>LIFE &amp; CAREER SKILLS</b></p> <p><b>Flexibility and Adaptability</b></p> <p>x Adapt to Change</p> <p>x Be Flexible</p> <p><b>Initiative and Self-Direction</b></p> <p>x Manage Goals and Time</p> <p>x Work Independently</p> <p><input type="checkbox"/> Be Self-Directed Learners</p>
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x Make Judgments and Decisions x Solve Problems  <b>Communication and Collaboration</b> x Communicate Clearly x Collaborate with Others	<b>Information, Communications and Technology (ICT Literacy)</b> x Apply Technology Effectively	<b>Social and Cross-Cultural</b> x Interact Effectively with Others <input type="checkbox"/> Work Effectively in Diverse Teams  <b>Productivity and Accountability</b> x Manage Projects x Produce Results  <b>Leadership and Responsibility</b> <input type="checkbox"/> Guide and Lead Others x Be Responsible to Others
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<b>Unit 5 - Cell Boundaries - Osmosis/Diffusion</b>	<b>Hours: 13</b>
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<b>Performance Assessments:</b>
5.1 Lab/Report: Osmosis vs. Diffusion 5.2 Formal written assessment
<b>Leadership Alignment:</b>
The above performance assessments will embed instruction and assessment of related extended learning such as design a Osmosis or Diffusion experiment for a science fair or presentation .The 21 <sup>st</sup> Century Skills used: Think creatively, work creatively with others, reason effectively, use systems thinking, make judgments and decisions, solve problems, communicate clearly, collaborate with others, access and evaluate information, use and manage information, be flexible, manage goals and time, work independently, interact effectively with others, manage projects, produce result, guide and lead others, and be responsible to others and include a formal written assessment of your project.
<b>Standards and Competencies</b>
<b>Students will be able to:</b> 5.1 Name the parts and describe the structure of the Cell Membrane 5.2 Explain the functions of the layers of the cell membrane

5.3 Describe and name the cell processes where materials flow in and out of a cell.  
 5.4 Explain the terms homeostasis and how cells maintain homeostasis.  
 5.5 Identify and name different solution strengths

## Aligned Washington State Standards

### 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.

### Language

CC: College and Career Readiness Anchor Standards for Language

#### 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.

### Mathematics

CC: Mathematical Practices (MP)  
 1 - Make sense of problems and persevere in solving them.  
 2 - Reason abstractly and quantitatively.

### Reading

CC: Reading for Literacy in Science and Technical Subjects

#### Key Ideas and Details (9-10)

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.

#### Craft and Structure (9-10)

3- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

### Science

LS1D The cell is surrounded by a membrane that separates the interior of the cell from the outside world and determines which substances may enter and which may leave the cell.

NOTE: INQ, SYS, APP standards are assessed depending on the type of assessment format: Inquiry Scenario, Systems Scenario, Field Study, or Technological Design.

## 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.

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

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.

## 21<sup>st</sup> Century Skills

Check those that students will demonstrate in this course:

### LEARNING & INNOVATION

#### Creativity and Innovation

- x Think Creatively
- X Work Creatively with Others
- ☐ Implement Innovations

#### Critical Thinking and Problem Solving

- x Reason Effectively
- x Use Systems Thinking
- x Make Judgments and Decisions
- x Solve Problems

#### Communication and Collaboration

- x Communicate Clearly
- x Collaborate with Others

### INFORMATION, MEDIA & TECHNOLOGY SKILLS

#### Information Literacy

- x Access and /evaluate Information
- x Use and Manage Information

#### Media Literacy

- ☐ Analyze Media
- x Create Media Products

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

- x Apply Technology Effectively

### LIFE & CAREER SKILLS

#### Flexibility and Adaptability

- x Adapt to Change
- x Be Flexible

#### Initiative and Self-Direction

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

#### Social and Cross-Cultural

- x Interact Effectively with Others
- x Work Effectively in Diverse Teams

#### Productivity and Accountability

- x Manage Projects
- x Produce Results

#### Leadership and Responsibility

- x Guide and Lead Others
- x Be Responsible to Others



## Unit 6 - Photosynthesis & Cellular Respiration

Hours: 25

### Performance Assessments:

- 6.1 Diagram: Processes of photosynthesis and cellular respiration. To include the inputs, outputs and energy carrying compounds.
- 6.2 Lab: Factors affecting the rate of photosynthesis.
- 6.3 Formal written assessment.
- 6.4 Report: Effects of Creatine

### Leadership Alignment:

The above performance assessments will embed instruction and assessment for plant project, plant experiments with Cratine, and respiration data collecting projects relating to photosynthesis that could include, SAE projects, regional contests and state Fairs class or science fair projects: 21<sup>st</sup> Century Skills used: Think creatively, work creatively with others, reason effectively, use systems thinking, solve problems, communicate clearly  
SAE, and the Career Development Events such as but not limited to Agronomy, Nursery/Landscape, Ag Issues, Environmental and Natural Resources, Extemporaneous and Prepared Public Speaking, Ag. Communication CDE's 21<sup>st</sup> Century Skills Used: access and /evaluate information, communicate clearly, collaborate with others, use and manage information, apply technology effectively, be flexible, manage gals and time, work independently, interact effectively with others, work effectively in diverse teams, manage projects, produce results, Guide and lead others, and be responsible to others

### Standards and Competencies

#### Students will be able to:

- 6.1 Describe the role of ATP and ADP in cellular activities.
- 6.2 Explain how ATP is obtained and used by the cell
- 6.3 Identify the reactants (inputs) and products (outputs) of photosynthesis
- 6.4 Write the photosynthetic equation with both chemical symbols and words
- 6.5 Describe the role of light and pigments in the process of photosynthesis
- 6.6 Give a basic description of the light-dependent and light-independent (Calvin Cycle) reactions
- 6.7 Identify the factors that affect the rate photosynthesis occurs
- 6.8 Explain how autotrophs and heterotrophs obtain energy
- 6.9 Define/describe cellular respiration
- 6.10 Explain the chemical formula in both equation and words
- 6.11 Describe and identify the location of cellular respiration and the organelles involved
- 6.12 Identify the reactants (inputs) and products (outputs) of cellular respiration
- 6.13 Give a basic description of the three pathways the body uses to release energy

## Aligned Washington State Standards

### 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.

### 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

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.

### Mathematics

CC: Mathematical Practices (MP)

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

2 - Reason abstractly and quantitatively.

### Reading

CC: Reading for Literacy in Science and Technical Subjects

#### Key Ideas and Details (9-10)

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.

#### Craft and Structure (9-10)

3- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

### Science

LS1A Carbon-containing compounds are the building blocks of life. Photosynthesis is the process that plant cells use to combine the energy of sunlight with molecules of carbon dioxide and water to produce energy-rich compounds that contain carbon (food) and release oxygen.

LS1B The gradual combustion of carbon-containing compounds within cells, called cellular respiration, provides the primary energy source of

living organisms; and the combustion of carbon by burning of fossil fuels provides the primary energy source for most of modern society.

LS1C Cells contain specialized parts for determining its essential functions, such as regulation of cellular activities, energy capture and release, formation of proteins, waste disposal, the transfer of information, and movement.

LS1F All of the functions of the cell are based on chemical reactions. Food molecules are broken down to provide the energy and the chemical constituents needed to synthesize other molecules. Breakdown and synthesis are made possible by proteins called enzymes. Some of these enzymes enable the cell to store energy in special chemicals, such as ATP, that are needed to drive the many other chemical reactions in a cell.

NOTE: INQ, SYS, APP standards are assessed depending on the type of assessment format: Inquiry Scenario, Systems Scenario, Field Study, or Technological Design.

## 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.
- 3- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### 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.
- 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.

## 21<sup>st</sup> Century Skills

Check those that students will demonstrate in this course:

### LEARNING & INNOVATION

#### Creativity and Innovation

- x Think Creatively
- X Work Creatively with Others
- ☐ Implement Innovations

#### Critical Thinking and Problem Solving

- x Reason Effectively
- x Use Systems Thinking
- ☐ Make Judgments and Decisions
- x Solve Problems

#### Communication and Collaboration

- x Communicate Clearly
- x Collaborate with Others

### INFORMATION, MEDIA & TECHNOLOGY SKILLS

#### Information Literacy

- x Access and /evaluate Information
- x Use and Manage Information

#### Media Literacy

- ☐ Analyze Media
- ☐ Create Media Products

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

- x Apply Technology Effectively

### LIFE & CAREER SKILLS

#### Flexibility and Adaptability

- ☐ Adapt to Change
- x Be Flexible

#### Initiative and Self-Direction

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

#### Social and Cross-Cultural

- x Interact Effectively with Others
- x Work Effectively in Diverse Teams

#### Productivity and Accountability

		x Manage Projects x Produce Results  <b>Leadership and Responsibility</b> x Guide and Lead Others x Be Responsible to Others
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<b>Unit 7 - Genetics</b>	<b>Hours: 16</b>
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<b>Performance Assessments:</b>
7.1 Lab: Mendelian Laws and Probability 7.2 Complete a model showing the different patterns of inheritance 7.3 Formal written assessment
<b>Leadership Alignment:</b>
<p>The above performance assessments will embed instruction and assessment of extended learning opportunities such as preparing a presentation of genetic probability, building a model of different inheritance patterns or creating a poster of the genetic diseases and how genetics play a role in the expression of a disease at a local or regional science fair and /or School science fair, with a demonstration: 21<sup>st</sup> Century Skills used: Think creatively, work creatively with others, reason effectively, use systems thinking, make judgments and decisions, solve problems, communicate clearly, collaborate with others, access and /evaluate information, use and manage information, apply technology effectively, adapt to change, be flexible, manage goals and time, work independently, interact effectively with others, work effectively in diverse teams, manage projects, produce results, guide and lead others.</p>
<b>Standards and Competencies</b>
<b>Students will be able to:</b> 7.1 Describe, explain and apply Greg Mendel's four laws of genetics 7.2 Use the Punnett Square to determine probability 7.3 Explain how geneticists use the principles of probability 7.4 Describe the inheritance patterns that exist aside from simple dominance 7.5 Build a model to show the different inheritance patterns

- 7.6 Explain how Mendel's principles apply to all organisms  
 7.7 Describe several genetic diseases and how genetics play a role in the expression of a disease

## Aligned Washington State Standards

### 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.

- 3- 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.

### 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

- 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.

### Mathematics

CC: Mathematical Practices (MP)

- 1 - Make sense of problems and persevere in solving them.
- 2 - Reason abstractly and quantitatively.

### Reading

CC: Reading for Literacy in Science and Technical Subjects

#### Key Ideas and Details (9-10)

- 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.

#### Craft and Structure (9-10)

- 3- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or

technical context relevant to grades 9–10 texts and topics.

## Science

LS1I Egg and sperm cells are formed by a process called meiosis in which each resulting cell contains only one representative chromosome from each pair found in the original cell. Recombination of genetic information during meiosis scrambles the genetic information, allowing for new genetic combinations and characteristics in the offspring. Fertilization restores the original number of chromosome pairs and reshuffles the genetic information, allowing for variation among offspring.

NOTE: INQ, SYS, APP standards are assessed depending on the type of assessment format: Inquiry Scenario, Systems Scenario, Field Study, or Technological Design.

## 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.
- 3- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### 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

- 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.

## 21<sup>st</sup> Century Skills

Check those that students will demonstrate in this course:

### LEARNING & INNOVATION

#### Creativity and Innovation

- x Think Creatively
- X Work Creatively with Others

### INFORMATION, MEDIA & TECHNOLOGY SKILLS

#### Information Literacy

- x Access and /evaluate Information

### LIFE & CAREER SKILLS

#### Flexibility and Adaptability

- x Adapt to Change

<input type="checkbox"/> Implement Innovations <b>Critical Thinking and Problem Solving</b> x Reason Effectively x Use Systems Thinking x Make Judgments and Decisions x Solve Problems  <b>Communication and Collaboration</b> x Communicate Clearly x Collaborate with Others	x Use and Manage Information  <b>Media Literacy</b> <input type="checkbox"/> Analyze Media <input type="checkbox"/> Create Media Products  <b>Information, Communications and Technology (ICT Literacy)</b> x Apply Technology Effectively	x Be Flexible  <b>Initiative and Self-Direction</b> x Manage Goals and Time x Work Independently <input type="checkbox"/> Be Self-Directed Learners  <b>Social and Cross-Cultural</b> x Interact Effectively with Others x Work Effectively in Diverse Teams  <b>Productivity and Accountability</b> x Manage Projects x Produce Results  <b>Leadership and Responsibility</b> x Guide and Lead Others <input type="checkbox"/> Be Responsible to Others
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<b>Unit 8 - Cell Division/RNA/DNA</b>	<b>Hours: 15</b>
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<b>Performance Assessments:</b>
8.1 Model/Diagram: Mitosis and Meiosis Comparison 8.2 Model: Build and label a DNA molecule 8.3 Model: Cell Cycle 8.4 Predict the outcome of genetic crosses with two characteristics leading to variation 8.5 Illustrate and explain the process of protein synthesis 8.4 Formal Assessment
<b>Leadership Alignment:</b>
Assessments will embed instruction and assessment of related extended learning opportunities such as participation in a public presentation of a mitosis and meiosis comparison poster, creating a genetic crosses project to present to a grade school group possibly participate in a Environmental and Natural, Extemporaneous and Prepared Public Speaking event about genetically modified foods: 21 <sup>st</sup> Century Skills used: think creatively, work creatively with others, reason effectively, use systems thinking, make judgments and decisions, Solve Problems, Communicate Clearly, Collaborate with Others, Access and /evaluate Information, Use and Manage Information, apply technology effectively, adapt to change, be flexible, manage goals and time, work independently, interact effectively with others, work effectively in diverse teams, and

manage projects, produce results, guide and lead others.

## Standards and Competencies

### Students will be able to:

- 8.1 Compare the number on chromosomes in normal diploid cells and gametes
- 8.2 Summarize the events of meiosis
- 8.3 Explain the cell cycle and draw a model to represent the cell cycle with meiosis
- 8.4 Describe the process of mitosis
- 8.5 Compare and contrast mitosis and meiosis
- 8.6 Explain why cells divide and the problems caused by cell growth in an individual cell
- 8.7 Describe the overall structure of the DNA molecule
- 8.8 Describe the relationship between DNA and genes
- 8.9 Explain the process of DNA replication
- 8.10 Explain the relationship between genes and proteins
- 8.11 Describe transcription and the editing of RNA
- 8.12 Describe the process of translation
- 8.13 Explain how the genetic code determines the proteins that are translated from RNA and decode a strand of RNA
- 8.14 Describe a typical gene
- 8.15 Explain how most genes are controlled in eukaryotic cells
- 8.16 Relate gene regulation to development

## Aligned Washington State Standards

### 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.

### Language

CC: College and Career Readiness Anchor Standards for Language

#### 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.



Mathematics	
<p>CC: Mathematical Practices (MP)</p> <p>1 - Make sense of problems and persevere in solving them.</p> <p>2 - Reason abstractly and quantitatively.</p>	
Reading	
<p>CC: Reading for Literacy in Science and Technical Subjects</p> <p><b>Key Ideas and Details (9-10)</b></p> <p>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.</p> <p><b>Craft and Structure (9-10)</b></p> <p>3- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.</p>	
Science	
LS1E	The genetic information responsible for inherited characteristics is encoded in the DNA molecules in chromosomes. DNA is composed of four subunits (A,T,C,G). The sequence of subunits in a gene specifies the amino acids needed to make a protein. Proteins express inherited traits (e.g., eye color, hair texture) and carry out most cell function.
LS1G	Cells use the DNA that forms their genes to encode enzymes and other proteins that allow a cell to grow and divide to produce more cells, and respond to the environment.
LS1H	Genes are carried on chromosomes. Animal cells contain two copies of each chromosome with genetic information that regulate body structure and functions. Cells divide by a process called mitosis, in which the genetic information is copied so that each new cell contains exact copies of the original chromosomes.
LS1I	Egg and sperm cells are formed by a process called meiosis in which each resulting cell contains only one representative chromosome from each pair found in the original cell. Recombination of genetic information during meiosis scrambles the genetic information, allowing for new genetic combinations and characteristics in the offspring. Fertilization restores the original number of chromosome pairs and reshuffles the genetic information, allowing for variation among offspring.
LS3B	Random changes in the genetic makeup of cells and organisms (mutations) can cause changes in their physical characteristics or behaviors. If the genetic mutations occur in eggs or sperm cells, the changes will be inherited by offspring. While many of these changes will be harmful, a small minority may allow the offspring to better survive and reproduce.
NOTE: INQ, SYS, APP standards are assessed depending on the type of assessment format: Inquiry Scenario, Systems Scenario, Field Study, or Technological Design.	
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.
- 3- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 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.

**21<sup>st</sup> Century Skills**

Check those that students will demonstrate in this course:

**LEARNING & INNOVATION**

**Creativity and Innovation**

- x Think Creatively
- X Work Creatively with Others
- ☐ Implement Innovations

**Critical Thinking and Problem Solving**

- x Reason Effectively
- x Use Systems Thinking
- x Make Judgments and Decisions
- x Solve Problems

**Communication and Collaboration**

- x Communicate Clearly
- x Collaborate with Others

**INFORMATION, MEDIA & TECHNOLOGY SKILLS**

**Information Literacy**

- x Access and /evaluate Information
- x Use and Manage Information

**Media Literacy**

- ☐ Analyze Media
- x Create Media Products

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

- x Apply Technology Effectively

**LIFE & CAREER SKILLS**

**Flexibility and Adaptability**

- x Adapt to Change
- x Be Flexible

**Initiative and Self-Direction**

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

**Social and Cross-Cultural**

- x Interact Effectively with Others
- x Work Effectively in Diverse Teams

**Productivity and Accountability**

- x Manage Projects
- x Produce Results

**Leadership and Responsibility**

- x Guide and Lead Others
- x Be Responsible to Others

**Unit - 9 Ecology /Ecosystems**

**Hours: 14**

## Performance Assessments:

- 9.1 Field Study: Population density. Present finding to class.
- 9.2 Evaluate conditions needed for population growth and explain factors that limit population growth
- 9.3 Field Study: Life in a square meter
- 9.4 Compare the biodiversity of different ecosystems
- 9.5 Explain how matter and energy flows in an ecosystem
- 9.6 Analyze whether or not a system is changing or in equilibrium.
- 9.6 Formal Assessment

## Leadership Alignment:

Students will create a project as an extended learning opportunities include regional fairs, potential state Fairs and local science fair presentations using population density experiments, ecosystems and systems analysis of change projects and Biome models. The 21<sup>st</sup> Century Skills used: Adapt to change, be flexible, manage goals and time, work independently, interact effectively with others, work effectively in diverse teams, manage projects, produce results, guide and lead others, be responsible to others, participate in Career Development Events such as but not limited to Agronomy, Nursery/Landscape, Ag Issues, Environmental and Natural Resources, extemporaneous and prepared Public Speaking. 21<sup>st</sup> Century Skills used: Think creatively, work creatively with others, reason effectively use systems thinking, make judgments and decisions, solve problems, communicate clearly, collaborate with others, create media products, and apply technology effectively while preparing for contests and presentations relating to population density, matter and energy flows and ecosystems.

## Standards and Competencies

### Students will be able to:

- 9.1 Evaluate the conditions necessary for rapid population growth (e.g., given adequate living and nonliving resources and no disease or predators, populations of an organism increase at rapid rates).
- 9.2 Given ecosystem data, calculate the population density of an organism.
- 9.3 Explain factors, including matter and energy, in the environment that limit the growth of plant and animal populations in natural ecosystems.
- 9.4 Draw a systems diagram to illustrate and explain why introduced (nonnative) species often do poorly and have a tendency to die out, as well as why they sometimes do very well and force out native species
- 9.5 Compare the biodiversity of organisms in different types of ecosystems (e.g., rain forest, grassland, desert) noting the interdependencies and interrelationships among the organisms in these different ecosystems.
- 9.6 Explain how the concept of sustainable development may be applied to a current resource issue in the state of Washington.

## Aligned Washington State Standards

<b>Communication - Speaking and Listening</b>
<p>CC: College and Career Readiness Anchor Standards for Speaking and Listening</p> <p><b>Comprehension and Collaboration</b></p> <p>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.</p> <p>2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>Presentation of Knowledge and Ideas</b></p> <p>3- 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.</p>
<b>Language</b>
<p>CC: College and Career Readiness Anchor Standards for Language</p> <p><b>Vocabulary Acquisition and Use</b></p> <p>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.</p>
<b>Mathematics</b>
<p>CC: Mathematical Practices (MP)</p> <p>1 - Make sense of problems and persevere in solving them.</p> <p>2 - Reason abstractly and quantitatively.</p>
<b>Reading</b>
<p>CC: Reading for Literacy in Science and Technical Subjects</p> <p><b>Key Ideas and Details (9-10)</b></p> <p>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.</p> <p><b>Craft and Structure (9-10)</b></p> <p>3- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.</p>
<b>Science</b>
<p>LS2A Matter and energy is transferred and cycled through living and nonliving components in ecosystems. The cycling of matter and energy is important for maintaining the health and sustainability of an ecosystem</p> <p>LS2B Living organisms have the capacity to produce very large populations. Population density is the number of individuals of a particular population living in a given amount of space.</p> <p>LS2C Population growth is limited by the availability of matter and energy found in resources, the size of the environment, and the presence of competing and/or predatory organisms.</p>

LS2E Interrelationships of organisms may generate ecosystems that are stable for hundreds or thousands of years. Biodiversity refers to the different kinds of organisms in specific ecosystems or on the planet as a whole.

LS2F The concept of sustainable development supports adoption of policies that enable people to obtain the resources they need today, without limiting the ability of future generations to meet their own needs. Sustainable processes include substituting renewable for nonrenewable resources, recycling, and using fewer resources.

LS2-1 Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.

LS2-2 Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.

LS2-3 Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

LS2-4 Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

LS2-5 Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.

LS2-6 Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.

LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity

LS2-8 Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

NOTE: INQ, SYS, APP standards are assessed depending on the type of assessment format: Inquiry Scenario, Systems Scenario, Field Study, or Technological Design.

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

## 21<sup>st</sup> Century Skills

Check those that students will demonstrate in this course:

### LEARNING & INNOVATION

#### Creativity and Innovation

- x Think Creatively
- X Work Creatively with Others
- ☐ Implement Innovations

#### Critical Thinking and Problem Solving

### INFORMATION, MEDIA & TECHNOLOGY SKILLS

#### Information Literacy

- x Access and /evaluate Information
- x Use and Manage Information

#### Media Literacy

### LIFE & CAREER SKILLS

#### Flexibility and Adaptability

- x Adapt to Change
- x Be Flexible

#### Initiative and Self-Direction

- x Manage Goals and Time

<ul style="list-style-type: none"> <li>x Reason Effectively</li> <li>x Use Systems Thinking</li> <li>x Make Judgments and Decisions</li> <li>x Solve Problems</li> </ul> <p><b>Communication and Collaboration</b></p> <ul style="list-style-type: none"> <li>x Communicate Clearly</li> <li>x Collaborate with Others</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze Media</li> <li>x Create Media Products</li> </ul> <p><b>Information, Communications and Technology (ICT Literacy)</b></p> <ul style="list-style-type: none"> <li>x Apply Technology Effectively</li> </ul>	<ul style="list-style-type: none"> <li>x Work Independently</li> <li><input type="checkbox"/> Be Self-Directed Learners</li> </ul> <p><b>Social and Cross-Cultural</b></p> <ul style="list-style-type: none"> <li>x Interact Effectively with Others</li> <li>x Work Effectively in Diverse Teams</li> </ul> <p><b>Productivity and Accountability</b></p> <ul style="list-style-type: none"> <li>x Manage Projects</li> <li>x Produce Results</li> </ul> <p><b>Leadership and Responsibility</b></p> <ul style="list-style-type: none"> <li>x Guide and Lead Others</li> <li>x Be Responsible to Others</li> </ul>
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<b>Unit 10 - Plant Propagation</b>	<b>Hours: 15</b>
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<b>Performance Assessments:</b>
<p>10.1 Propagate plants using different methods</p> <p>10.2 Apply knowledge in a production greenhouse setting as part of a management team.</p> <p>10.3 Story Book: Create a story book, read to elementary students and teach plant requirements.</p> <p>10.4 Use tools of mathematics to solve greenhouse production problems.</p> <p>10.5 Use a variety of soils to enhance plant growth</p>
<b>Leadership Alignment:</b>
<p>The above performance assessments will embed instruction and assessment of FFA activities such as 'PALS programs with the local elementary school relating to plant propagation and plant management Students will create a story book, read to elementary students and teach plant growth requirements to younger students and their peers. The 21<sup>st</sup> Century Skills used: Think creatively work creatively with others, reason effectively, use systems thinking, make judgments and decisions, solve problems, communicate clearly, collaborate with others, be flexible, manage goals and time, work effectively in diverse teams, guide and lead others be responsible to others, and manage projects for presentations.</p>

FFA related extended learning opportunities include plant sale: 21<sup>st</sup> Century Skills used:

Use and manage information, create media products, apply technology effectively , be flexible, manage goals and time, work independently, interact effectively with others, work effectively in diverse teams, manage projects, produce results, guide and lead others, be responsible to others.

Demonstrate a scientific experiment to a class: 21<sup>st</sup> Century Skills used:

Use and manage information, create media products, apply technology effectively , be flexible, manage goals and time, work independently, interact effectively with others, work effectively in diverse teams, manage projects, produce results, guide and lead others, and be responsible to others.

## Standards and Competencies

### Students will be able to:

- 10.1 Prepare propagation media
- 10.2 Select and collect propagation materials
- 10.3 Demonstrate propagation by sexual and asexual methods
- 10.4 Demonstrate environmental controls for propagation materials (e.g., moisture, temperature, light)
- 10.5 Transplant rooted propagation materials
- 10.6 Identify asexual and sexual plant propagation methods.
- 10.7 Work collaboratively with other students to solve a problem.
- 10.8 Select and collect soil samples and determine the soil profile.

## Aligned Washington State Standards

### 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.

### Mathematics

CC: Mathematical Practices (MP)

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

2 - Reason abstractly and quantitatively.

### Science

SYSA Feedback is a process in which the output of a system provides information used to regulate the operation of the system.

Positive feedback increases the disturbance to a system. Negative feedback reduces the disturbance to a system.

SYSB Represent the system with a diagram specifying components, boundaries, flows and feedbacks

LS1F All of the functions of the cell are based on chemical reactions. Food molecules are broken down to provide the energy and the chemical constituents needed to synthesize other molecules. Breakdown and synthesis are made possible by proteins called enzymes

## 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.

3- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 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

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.

## 21<sup>st</sup> Century Skills

Check those that students will demonstrate in this course:

### LEARNING & INNOVATION

#### Creativity and Innovation

- x Think Creatively
- X Work Creatively with Others
- ☐ Implement Innovations

#### Critical Thinking and Problem Solving

- x Reason Effectively
- x Use Systems Thinking
- x Make Judgments and Decisions
- x Solve Problems

#### Communication and Collaboration

### INFORMATION, MEDIA & TECHNOLOGY SKILLS

#### Information Literacy

- x Access and /evaluate Information
- x Use and Manage Information

#### Media Literacy

- ☐ Analyze Media
- x Create Media Products

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

### LIFE & CAREER SKILLS

#### Flexibility and Adaptability

- ☐ Adapt to Change
- x Be Flexible

#### Initiative and Self-Direction

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

#### Social and Cross-Cultural

- x Interact Effectively with Others



x Communicate Clearly x Collaborate with Others	x Apply Technology Effectively	x Work Effectively in Diverse Teams <b>Productivity and Accountability</b> x Manage Projects x Produce Results  <b>Leadership and Responsibility</b> x Guide and Lead Others x Be Responsible to Others
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<b>Unit 11 - Plant Identification and Classification</b>	<b>Hours: 6</b>
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<b>Performance Assessments:</b>
11.1 Formal Assessment 11.2 Apply knowledge in a production greenhouse setting as part of a management team.
<b>Leadership Alignment:</b>
<p>The above performance assessments will embed instruction and assessment of related extended learning opportunities such as Career Development Events such as but not limited to Nursery/Landscape, Floral Design and prepared public speaking. Developing a marketing plan for a plant sale and presenting the plan to a panel of judges for formal assessment. The 21<sup>st</sup> Century Skills: Think creatively, work creatively with others, reason effectively, use systems thinking, make judgments and decisions, solve problems, communicate clearly, collaborate with others, access and /evaluate Information, use and manage Information create media products, apply technology effectively, adapt to change, be flexible, manage goals and time, work independently, interact effectively with others, work effectively in diverse teams, manage projects, produce results, guide and lead others, be responsible to others</p>
<b>Standards and Competencies</b>
<b>Students will be able to:</b>

- 11.1 Identify plants by scientific and common names
- 11.2 Classify plants botanically and list environmental preferences of plants (e.g. shade, sun, wind, moisture and salt)
- 11.3 Classify plants as monocots or dicots
- 11.4 Classify plants as annuals, biennials and perennials
- 11.5 Identify plants appropriate to a region
- 11.6 Classify plants according to growth habit
- 11.7 Apply knowledge in a production greenhouse setting as part of a management team
- 11.8 Work collaboratively with other students to solve a problem.

## Aligned Washington State Standards

### 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.

### Language

CC: College and Career Readiness Anchor Standards for Language

#### 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.

### Mathematics

CC: Mathematical Practices (MP)

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

2 - Reason abstractly and quantitatively.

### Reading

CC: Reading for Literacy in Science and Technical Subjects

3- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

### Science

LS3E Biological classifications are based on how organisms are related, reflecting their evolutionary history. Scientists infer relationships from physiological traits, genetic information, and the ability of two organisms to produce fertile offspring.

Writing
<p>CC: College and Career Readiness Anchor Standards for Writing</p> <p><b>Text Types and Purposes</b></p> <p>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.</p> <p>4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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</p>
21 <sup>st</sup> Century Skills
Check those that students will demonstrate in this course:

<p><b>LEARNING &amp; INNOVATION</b></p> <p><b>Creativity and Innovation</b></p> <p>x Think Creatively</p> <p>X Work Creatively with Others</p> <p><input type="checkbox"/> Implement Innovations</p> <p><b>Critical Thinking and Problem Solving</b></p> <p>x Reason Effectively</p> <p>x Use Systems Thinking</p> <p>x Make Judgments and Decisions</p> <p>x Solve Problems</p> <p><b>Communication and Collaboration</b></p> <p>x Communicate Clearly</p> <p>x Collaborate with Others</p>	<p><b>INFORMATION, MEDIA &amp; TECHNOLOGY SKILLS</b></p> <p><b>Information Literacy</b></p> <p>x Access and /evaluate Information</p> <p>x Use and Manage Information</p> <p><b>Media Literacy</b></p> <p><input type="checkbox"/> Analyze Media</p> <p>x Create Media Products</p> <p><b>Information, Communications and Technology (ICT Literacy)</b></p> <p>x Apply Technology Effectively</p>	<p><b>LIFE &amp; CAREER SKILLS</b></p> <p><b>Flexibility and Adaptability</b></p> <p>x Adapt to Change</p> <p>x Be Flexible</p> <p><b>Initiative and Self-Direction</b></p> <p>x Manage Goals and Time</p> <p>x Work Independently</p> <p><input type="checkbox"/> Be Self-Directed Learners</p> <p><b>Social and Cross-Cultural</b></p> <p>x Interact Effectively with Others</p> <p>x Work Effectively in Diverse Teams</p> <p><b>Productivity and Accountability</b></p> <p>x Manage Projects</p> <p>x Produce Results</p> <p><b>Leadership and Responsibility</b></p> <p>x Guide and Lead Others</p> <p>x Be Responsible to Others</p>
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Unit 12 - Plant Physiology and Growth	Hours: 12
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## Performance Assessments:

- 12.1 Model: Flower model with parts labeled and functions described
- 12.2 Model: Roots and their parts
- 12.3 Model: Plant parts and functions described
- 12.2 Formal Assessment

## Leadership Alignment:

The above performance assessments will embed instruction and assessment of Demonstrating a plant physiology scientific experiment to a class or small group. The 21<sup>st</sup> Century Skills used: Use and manage information, create media products, apply technology effectively, be flexible, manage goals and time, work independently, interact effectively with others, work effectively in diverse teams, manage projects, produce results, guide and lead others, be responsible to others.

FFA related extended learning opportunities include regional & state Fair poster contests about the functioning parts of a plant: The 21<sup>st</sup> Century Skills used: Adapt to change, be flexible, manage goals and time, work independently, interact effectively with others, work effectively in diverse teams, manage projects, produce results, guide and lead others, and be responsible to others

## Standards and Competencies

### Students will be able to:

- 12.1 Identify plant parts and structures
- 12.2 Describe woody and herbaceous plants
- 12.3 Identify flower types and inflorescence
- 12.4 List the requirements for health plant growth
- 12.5 Identify taproot and fibrous root systems
- 12.6 Identify the difference between evergreen and deciduous plants
- 12.7 Apply knowledge in a production greenhouse setting as part of a management team
- 12.8 Explain the importance of photosynthesis and how plants use it to produce food.
- 12.9 Explain metabolic pathways and cellular respiration
- 12.10 Explain the role of enzymes in the metabolic pathway.

## Aligned Washington State Standards

### 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.		
<b>Mathematics</b>		
CC: Mathematical Practices (MP) 1 - Make sense of problems and persevere in solving them. 2 - Reason abstractly and quantitatively.		
<b>Reading</b>		
CC: Reading for Literacy in Science and Technical Subjects <b>Key Ideas and Details (9-10)</b> 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. <b>Craft and Structure (9-10)</b> 3- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or Technical context relevant to grades 9–10 texts and topics.		
<b>Science</b>		
LS3E Biological classifications are based on how organisms are related, reflecting their evolutionary history. Scientists infer relationships from physiological traits, genetic information, and the ability of two organisms to produce fertile offspring.		
<b>Writing</b>		
CC: College and Career Readiness Anchor Standards for Writing <b>Text Types and Purposes</b> 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. 4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience... 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		
<b>21<sup>st</sup> Century Skills</b>		
Check those that students will demonstrate in this course:		

<b>LEARNING &amp; INNOVATION</b> <b>Creativity and Innovation</b> x Think Creatively X Work Creatively with Others	<b>INFORMATION, MEDIA &amp; TECHNOLOGY SKILLS</b> <b>Information Literacy</b> x Access and /evaluate Information	<b>LIFE &amp; CAREER SKILLS</b> <b>Flexibility and Adaptability</b> <input type="checkbox"/> Adapt to Change
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<input type="checkbox"/> Implement Innovations <b>Critical Thinking and Problem Solving</b> <input type="checkbox"/> Reason Effectively x Use Systems Thinking x Make Judgments and Decisions x Solve Problems  <b>Communication and Collaboration</b> x Communicate Clearly x Collaborate with Others	x Use and Manage Information  <b>Media Literacy</b> <input type="checkbox"/> Analyze Media <input type="checkbox"/> Create Media Products  <b>Information, Communications and Technology (ICT Literacy)</b> x Apply Technology Effectively	x Be Flexible  <b>Initiative and Self-Direction</b> x Manage Goals and Time x Work Independently <input type="checkbox"/> Be Self-Directed Learners  <b>Social and Cross-Cultural</b> x Interact Effectively with Others x Work Effectively in Diverse Teams  <b>Productivity and Accountability</b> x Manage Projects x Produce Results  <b>Leadership and Responsibility</b> x Guide and Lead Others x Be Responsible to Others
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<b>Unit 13 -Evolution/Plants</b>	<b>Hours: 10</b>
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<b>Performance Assessments:</b>
13.1 : Class activity: Compare Natural selection and Evolution 13.2: Lab activity: Analyze fossils and interpret what they reveal about the history of life on earth. 13.3: Class discussion: The environment and natural selection.
<b>Leadership Alignment:</b>
The above performance assessments will embed instruction and assessment of a mini PALS lesson on Fossils those students will present to a elementary class: Science fair project focusing on follies and history of life on earth. 21 <sup>st</sup> Century Skills; Adapt to change, be flexible, manage goals and time, work independently, be self-directed learners, interact effectively with others, work effectively in diverse teams,

manage projects, produce results, guide and lead others, be responsible to others

The above performance assessments will embed instruction and assessment of Information poster about Evolution and Natural selection for the school science fair. Students will present and take questions from participants. 21<sup>st</sup> Century skills: Think creatively, work creatively with others, reason effectively, use systems thinking, make judgments and decisions, solve problems, communicate clearly, collaborate with others, access and /evaluate information, use and manage information, analyze media, create media products

## Standards and Competencies

### Students will be able to:

- 13.1 Identify why organisms produce more offspring that can survive.
- 13.2 Explain biological evolution in terms of natural selection and predict the effects of changing a factor.
- 13.3 Use various methods to track selection pressures
- 13.4 Use literature to explain bacterial resistance.
- 13.5 Explain the emergence of new microbes in relation to natural selection.
- 13.6 Name three biological factors that cause variation among offspring and future generations
- 13.7 Define genetic mutation and explain the effect on evolution of a species
- 13.8 Formulate a logical argument for biological evolution based of evidence

## Aligned Washington State Standards

### 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

- 3- 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.

### 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**

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.

Science

LS4-1 Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence

LS4-2 Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

LS4-3 Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.

LS4-4 Construct an explanation based on evidence for how natural selection leads to adaptation of populations

LS4-5 Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species

LS4-6 Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.\*

NOTE: INQ, SYS, APP standards are assessed depending on the type of assessment format: Inquiry Scenario, Systems Scenario, Field Study, or Technological Design.

**21<sup>st</sup> Century Skills**

Check those that students will demonstrate in this course:

**LEARNING & INNOVATION**

**Creativity and Innovation**

- x Think Creatively
- X Work Creatively with Others
- ☐ Implement Innovations

**Critical Thinking and Problem Solving**

- x Reason Effectively
- ☐ Use Systems Thinking
- x Make Judgments and Decisions
- x Solve Problems

**INFORMATION, MEDIA & TECHNOLOGY SKILLS**

**Information Literacy**

- x Access and /evaluate Information
- x Use and Manage Information

**Media Literacy**

- x Analyze Media
- x Create Media Products

**Information, Communications and Technology**

**LIFE & CAREER SKILLS**

**Flexibility and Adaptability**

- x Adapt to Change
- x Be Flexible

**Initiative and Self-Direction**

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

**Social and Cross-Cultural**

- x Interact Effectively with Others



<b>Communication and Collaboration</b> x Communicate Clearly x Collaborate with Others	<b>(ICT Literacy)</b> <input type="checkbox"/> Apply Technology Effectively	x Work Effectively in Diverse Teams <b>Productivity and Accountability</b> x Manage Projects x Produce Results  <b>Leadership and Responsibility</b> x Guide and Lead Others x Be Responsible to Others
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<b>Unit 14 - Infection/ Plants vs. People</b>	<b>Hours: 12</b>
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<b>Performance Assessments:</b>
14.1 Class activity: Compare Plant infection to Human infection. 14.2 Lab activity: Analyze and diagnose plant problems and categorize them as diseases or viruses. 14.3 Class discussion: The environment and how infection is spread. 14.4 Explain the various types of innate and acquired immune responses.
<b>Leadership Alignment:</b>
<p>The above performance assessments will embed instruction and assessment of an FFA presentation at a local or state Fair on infection and bacteria safety while attending a public event where food and animals have close proximity. 21<sup>st</sup> Century Skills used: Think Creatively, work creatively with others, reason effectively, use systems thinking, make judgments and decisions, solve problems, communicate clearly, collaborate with others, access and /evaluate Information, use and manage information, apply technology effectively, adapt to change, be flexible, manage goals and time, work independently, interact effectively with others, manage projects, produce results, guide and lead others.</p> <p>Other activities could be but not limited to are, grade school presentations, and public information media announcement of safety posters used in a public event. 21<sup>st</sup> Century Skills: Think Creatively, work creatively with others, use systems thinking, make judgments and decisions, solve problems, communicate clearly, collaborate with others, access and /evaluate information, use and manage information, analyze media, create media products, apply technology effectively, adapt to change, be flexible, manage goals and time, work independently, interact effectively with others, work effectively in diverse teams, guide and lead others, and be responsible to others to deliver a quality project or presentation.</p>

## Standards and Competencies

### Students will be able to:

- 6.1 Describe how infections are transmitted and what causes the symptoms of diseases
- 6.2 You will explain the various types of innate and acquired immune responses
- 6.3 Compare antibody and cellular immunity
- 6.4 Choose the best solution for a plant problem, create a model or drawing of the final control method and devise a way to test it.
- 6.6 Give a basic description of a plant virus.
- 6.7 Identify the factors that affect the spread of diseases
- 6.8 Explain how plants can prevent infection
- 6.9 Define/describe vector.
- 6.10 Identify the symptoms of an infected specimen.
- 6.11 Give a basic description of the reservoir for pathogens
- 6.12 Compare and contrast virus and diseases.
- 6.13 Analyze a societal issue that may be addressed through science and or technology to make educated public decisions.

## Aligned Washington State Standards

### 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.

### 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

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.

### Mathematics

CC: Mathematical Practices (MP)

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

2 - Reason abstractly and quantitatively.

Reading
<p>CC: Reading for Literacy in Science and Technical Subjects</p> <p><b>Key Ideas and Details (9-10)</b></p> <p>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.</p> <p><b>Craft and Structure (9-10)</b></p> <p>3- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or Technical context relevant to grades 9–10 texts and topics.</p>
Science
<p>LS1F All of the functions of the cell are based on chemical reactions. Food molecules are broken down to provide the energy and the chemical constituents needed to synthesize other molecules. Breakdown and synthesis are made possible by proteins called enzymes. Some of these enzymes enable the cell to store energy in special chemicals, such as ATP, that are needed to drive the many other chemical reactions in a cell.</p> <p>LS3-1 Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed From parents to offspring.</p> <p>LS3-2 Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors. LS3-3. Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.</p> <p>NOTE: INQ, SYS, APP standards are assessed depending on the type of assessment format: Inquiry Scenario, Systems Scenario, Field Study, or Technological Design.</p>
Writing
<p>CC: College and Career Readiness Anchor Standards for Writing</p> <p><b>Text Types and Purposes</b></p> <p>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.</p> <p>3- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event Sequences.</p> <p><b>Production and Distribution of Writing</b></p> <p>4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>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.</p>
21 <sup>st</sup> Century Skills

Check those that students will demonstrate in this course:

<p><b>LEARNING &amp; INNOVATION</b></p> <p><b>Creativity and Innovation</b>  x Think Creatively  X Work Creatively with Others  <input type="checkbox"/> Implement Innovations</p> <p><b>Critical Thinking and Problem Solving</b>  x Reason Effectively  x Use Systems Thinking  x Make Judgments and Decisions  x Solve Problems</p> <p><b>Communication and Collaboration</b>  x Communicate Clearly  x Collaborate with Others</p>	<p><b>INFORMATION, MEDIA &amp; TECHNOLOGY SKILLS</b></p> <p><b>Information Literacy</b>  x Access and /evaluate Information  x Use and Manage Information</p> <p><b>Media Literacy</b>  <input type="checkbox"/> Analyze Media  x Create Media Products</p> <p><b>Information, Communications and Technology (ICT Literacy)</b>  x Apply Technology Effectively</p>	<p><b>LIFE &amp; CAREER SKILLS</b></p> <p><b>Flexibility and Adaptability</b>  x Adapt to Change  x Be Flexible</p> <p><b>Initiative and Self-Direction</b>  x Manage Goals and Time  x Work Independently  <input type="checkbox"/> Be Self-Directed Learners</p> <p><b>Social and Cross-Cultural</b>  x Interact Effectively with Others  x Work Effectively in Diverse Teams</p> <p><b>Productivity and Accountability</b>  x Manage Projects  x Produce Results</p> <p><b>Leadership and Responsibility</b>  x Guide and Lead Others  x Be Responsible to Others</p>
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# Advanced Placement Environmental Science CTE

## INTRODUCTION

<b>Course Name</b>	AP Environmental Science - CTE	<b>Grade Level(s)</b>	10-12
<b>Course Length</b>	180 hours	<b>Course Code (s)</b>	CTE018, 019

<b>Course Description</b>	This course is an advanced look at our world through the exciting and rapidly growing green industry which focuses on the scientific principles related to the preservation of plants, animals, environment and sustainable resources. Through classroom instruction and hands-on experience, students will study the environment, botany, soils, ecology, animal life, wind power, hydro electricity, solar energy and populations. Production techniques and diagnostic skill are taught in the on-site land lab and high-tech greenhouse. The student participate in cooperative education that provides students with the experience to develop skills in public speaking and presentations of large science projects All students participate in leadership activities and career exploration.
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<b>Pathway Connections</b>	
<b>Primary Connection</b>	Environmental & Natural Science
<b>Secondary Connection</b>	Arts & Communication Social & Personal Services

<b>Sample Sequence of Courses</b>	CTE Biology is an entry course for exploratory study in Horticulture Science or preparatory study in Advanced Plant Science, Environmental Horticulture and/or Floral Design & Marketing.
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<b>Cross Credit and/or College Credit</b>	CTE Biology cross credits as an occupational credit and as a lab science credit.
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### Basic Textbook

<b>Equipment</b>	Lab science equipment (microscopes, hot plates, scales, measuring equipment & tools.
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### Software

### Supplemental Materials

## COURSE OUTLINE

**Course Name** AP Environmental Science - CTE **Grade Level(s)** 10-12

This course is an advanced look at our world through the exciting and rapidly growing green industry which focuses on the scientific principles related to the preservation of plants, animals, environment and sustainable resources. Through classroom instruction and hands-on experience, students will study the environment, botany, soils, ecology, animal life, wind power, hydro electricity, solar energy and populations. Production techniques and diagnostic skill are taught in the on-site land lab and high-tech greenhouse. The student participate in cooperative education that provides students with the experience to develop skills in public speaking and presentations of large science projects All students participate in leadership activities and career exploration.

1. SAE
2. Environmental Science
3. Ecology
4. Biosphere Science
5. Resource Use and Management
6. Environmental Management
7. Human Society/ Population

## POWER STANDARDS

**Course Name** AP Environmental Science - CTE **Grade Level(s)** 10-12

1. Apply knowledge of classification, anatomy, and physiology to the production and management of plants and/or animals (CHOA-Anatomy/Physiology)
2. Prepare and implement a management plan that addresses the influence of environmental factors, nutrients and soil on plant and/or animal growth (CHOB – Environment)
3. Propagate, culture and harvest plants (CHOC – Plant Management)
4. Employ elements of design to enhance an environment (CHOD – Design)
5. Demonstrate an understanding of the relevance and application of agriculture (CHOE – Inquiry/Stem)
6. Understands and demonstrates 21<sup>st</sup> century workplace skills for success. (CHOF – Workplace Skills)
7. Establish, plan and conduct an FFA supervised agriculture experience (SAE) project (CHOG – SAE)
8. Explain how organisms interact with each other and their physical environment. (CHOH Biodiversity)
9. Describe a system including subsystems, boundaries, flows and feedbacks. (CHOI – Systems)



## Auburn Framework: AP Environmental Science

**Course:** Natural Resources/Conservation, General

**Total Framework Hours:** 180 Hours

**CIP Code:** 030101

**Type:** Exploratory

**Career Cluster:** Agriculture, Food and Natural Resources

**Date Last Modified:** Friday, January 30, 2015

### Resources and Standard used in Framework Development:

Standards for this framework are taken from the OSPI Model Framework for Natural Resource Systems

### Unit 1 SAE

**Hours: 10**

#### Performance Assessment(s):

Students present their SAE Project

Groups will research and present on each of the six major themes of Environmental Science

Students will team teach and assess the themes to other groups

Student brainstormed a concept map of environmental science and present to class

Students compare concept maps to university environmental science programs to show broadness of the career path.

This course will include instruction in and Student involvement in Supervised Agriculture Experience Projects (SAE). The Student will demonstrate competence in the application of scientific principles and techniques to the management of natural resources.

#### Leadership Alignment:

Sustainability Themes Project: Students will demonstrate the ability to work creatively with others, reason effectively and communicate clearly through the research, completion, and presentation of the sustainability themes project

Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, Life Knowledge/Cluster Skills locally developed leadership project or activity, embedded 21st Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

FFA Leadership Ex.

Forestry Natural resource CDE

Ecology, soils management SAE

### Standards and Competencies

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

SAE.01.01.c.Explain the connection between SAE and FFA.

NRS.02.03: Measure and survey natural resource status to obtain planning data.

Level 1

NRS.02.03.01.b. Discuss the procedures for conducting resource inventories and population studies.

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

Level 1

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.01.05: Awareness: Desire purposeful understanding related to professional and personal activities

Level 3

CS.01.05.01.c. Articulate current issues that are important to the local, state, national and global communities.

## 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.

### Health and Fitness

### Language

CC: College and Career Readiness Anchor Standards for Language

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

CC: Statistics and Probability (S)

Interpreting Categorical and Quantitative Data (S-ID)

5 - Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.\*

### Reading

CC: Reading Informational 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: College and Career Readiness Anchor Standards for Reading

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.

### Science

### Social Studies

### Writing

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)

Production and Distribution of Writing

6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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.

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.

## 21st Century Skills

### LEARNING AND INNOVATION

#### Creativity and Innovation

- ☒ Think Creatively
- ☒ Work Creatively with Other
- ☐ Implement Innovations

#### Creative Thinking and Problem Solving

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

#### Communication and Collaboratio

- ☐ 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

- ☐ Mange Goals and Time
- ☐ Work Independently
- ☐ Be Self-Directed Learners

#### Social and Cross-Cultural

- ☐ Interact Effectively with Other
- ☐ Work Effectively in Diverse Teams

#### Productivity and Accountability

- ☒ Manage Projects
- ☒ Produce Results

#### Leadership and Responsibility

- ☐ Guide and Lead Others
- ☐ Be Responsible to Others

Unit 2 ENVIRONMENTAL SCIENCE	Hours: 10
<b>Performance Assessment(s):</b>	
Groups will research and do a presentation on each of the six major themes of environmental science. The groups will teach and assess these themes to the other students. Students brainstorm concept maps of environmental science and present those to the class. The concept maps are then compared to university environmental science programs and comparisons are made to show broadness of the career path.	
<b>Leadership Alignment:</b>	
Sustainability Themes Projects: Students will demonstrate the ability to work creatively with others, reason effectively, and communicate clearly through the research, completion, and presentation of the sustainability themes project.	
<b>Standards and Competencies</b>	
<p>CS.01.01: Action: Exhibit the skills and competencies needed to achieve a desired result.</p> <p>Level 3</p> <p>CS.01.01.01.c. Work independently and in group settings to accomplish a task.</p> <p>CS.01.01.04.c. Create resources to complete an action or project.</p> <p>CS.01.02: Relationships: Build a constituency through listening, coaching, understanding and appreciating others.</p> <p>Level 3</p> <p>CS.01.02.02.c. Engage others in conversations to respond to an obstacle when completing a task.</p> <p>CS.01.04: Character: Conduct professional and personal activities based on virtues.</p> <p>Level 3</p> <p>CS.01.04.02.c. Assess personal values.</p>	
<b>Aligned to Washington State Standards</b>	
<b>Arts</b>	
<p>Arts 2.0 The student demonstrates thinking skills using artistic processes.</p> <p>2.1. Applies a creative process to the arts (dance, music, theatre and visual arts):</p> <p>Arts 3.0 The student communicates through the arts.</p> <p>3.2 Uses the arts to communicate for a specific purpose.</p>	
<b>Communication - Speaking and Listening</b>	
<p>CC: College and Career Readiness Anchor Standards for Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	
<b>Health and Fitness</b>	
<p>Health 3.1: Understands how family, culture, and environmental factors affect personal health.</p> <p>3.1.1 Analyzes how family and cultural diversity enriches and affects personal health behaviors.</p>	
<b>Language</b>	
<p>CC: College and Career Readiness Anchor Standards for Language</p> <p>Vocabulary Acquisition and Use</p> <p>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.</p>	

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

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

## Science

Life Sciences

HS-LS2-8. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

HS-LS4 Biological Evolution: Unity and Diversity

HS-LS4-5. Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

## Social Studies

Geography

3.1.2 (9-10) Identifies major world regions and understands their cultural roots.

3.1.2 (11) Analyzes how differences in regions and spatial patterns have emerged in the United States from natural processes and human activities.

Geography 3.2: Understands human interaction with the environment.

3.2.1 (9-10) Analyzes and evaluates human interaction with the environment across the world in the past or present.

## Writing

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)

6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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.

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.

## 21st Century Skills

### LEARNING AND INNOVATION

#### Creativity and Innovation

- ☒ Think Creatively
- ☒ Work Creatively with Other
- ☐ Implement Innovations

#### Creative Thinking and Problem Solving

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

#### Communication and Collaboratio

- ☒ 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

- ☐ Mange Goals and Time
- ☐ Work Independently
- ☐ Be Self-Directed Learners

#### Social and Cross-Cultural

- ☐ Interact Effectively with Other
- ☒ Work Effectively in Diverse Teams

#### Productivity and Accountability

- ☐ Manage Projects
- ☐ Produce Results

#### Leadership and Responsibility

- ☐ Guide and Lead Others
- ☐ Be Responsible to Others

<b>Unit 3 ECOLOGY</b>	<b>Hours: 60</b>
<b>Performance Assessment(s):</b>	
<p>Apply scientific principles to natural resource management activities.</p> <p>Students will explore the biodiversity of an island, evolution of the island, and used different presentation techniques (journals, drawings, etc.) to document the scientific discoveries.</p> <p>Students look at the impact of building on local watershed (runoff, contamination, etc.) using mapping and other skills.</p>	
<b>Leadership Alignment:</b>	
<p>Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, Life Knowledge/Cluster Skills, locally developed leadership project or activity, embedded 21st Century interdisciplinary theme activity such as global awareness, financial, economic, business &amp; entrepreneurial literacy, civic literacy, health &amp; safety, environmental literacy)</p> <p>Island Biogeography Project: Through this project students will be assessed on the following 21st Century Skills: Their ability to be self-directed learners in the completion of their island biogeography and role research project and presentation. Students were also assessed on the following skills through the completion of this project: Collaboration with others, and creative thinking, Evaluate information critically, using and managing information, and applying technology.</p> <p>Biomes Project: Create a tri-fold brochure about a specific Biome</p>	
<b>Standards and Competencies</b>	
<p>NRS.01.02: Classify natural resources</p> <p>NRS.01.02.04.b Identify aquatic species</p> <p>Level 3</p> <p>NRS.01.02.02.c. Conduct a field inventory of herbaceous plants, and record and document findings.</p> <p>CS.01.01: Action: Exhibit the skills and competencies needed to achieve a desired result.</p> <p>Level 3</p> <p>CS.01.01.04.c. Create resources to complete an action or project.</p>	
<b>Aligned to Washington State Standards</b>	
<b>Arts</b>	
<p><u>Arts 2.0 The student demonstrates thinking skills using artistic processes.</u></p> <p>2.1. Applies a creative process to the arts (dance, music, theatre and visual arts):</p> <p><u>Arts 3.0 The student communicates through the arts.</u></p> <p>3.2 Uses the arts to communicate for a specific purpose.</p>	
<b>Communication - Speaking and Listening</b>	
<p><u>CC: College and Career Readiness Anchor Standards for Speaking and Listening</u></p> <p><u>Comprehension and Collaboration</u></p> <p>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.</p> <p>2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><u>Presentation of Knowledge and Ideas</u></p> <p>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.</p>	

## Health and Fitness

## Language

### CC: College and Career Readiness Anchor Standards for Language

#### 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

### CC: Mathematical Practices (MP)

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

### CC: Statistics and Probability (S)

#### Making Inferences and Justifying Conclusions (S-IC)

- 4 - Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.\*
- 6 - Evaluate reports based on data.\*

## 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.
- 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.

## Science

### Earth and Space Sciences

#### HS-ESS3 Earth and Human Activity

- HS-ESS3-1. Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
- HS-ESS3-2. Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.
- HS-ESS3-4. Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.\*
- HS-ESS3-6. Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

#### Life Sciences

#### HS-LS2 Ecosystems: Interactions, Energy, and Dynamics

- HS-LS2-2. Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.



HS-LS2-6. Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.

#### HS-LS3 Heredity: Inheritance and Variation of Traits

HS-LS3-1. Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

HS-LS3-2. Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.

### **Social Studies**

#### Geography

Geography 3.1: Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface.

3.1.1 (11-12) Analyzes information from geographic tools, including computer-based mapping systems, to draw conclusions on an issue or event.

Geography 3.2: Understands human interaction with the environment.

3.2.1 (9-10) Analyzes and evaluates human interaction with the environment across the world in the past or present.

#### Civics

Civics 1.2: Understands the purposes, organization, and function of governments, laws, and political systems.

1.2.3 (12) Analyzes and evaluates the structures of state, tribal, and federal forms of governments by comparing them to those of other governments.

#### History

History 4.4: Uses history to understand the present and plan for the future.

4.4.1 (9-10) Analyzes how an understanding of world history can help us prevent problems today.

### **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.

#### 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.

#### 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.

## 21st Century Skills

### LEARNING AND INNOVATION

#### Creativity and Innovation

- ☐ Think Creatively
- ☒ Work Creatively with Other
- ☐ Implement Innovations

#### Creative Thinking and Problem Solving

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

#### Communication and Collaboratio

- ☐ 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

- ☐ Mange Goals and Time
- ☐ Work Independently
- ☐ Be Self-Directed Learners

#### Social and Cross-Cultural

- ☐ Interact Effectively with Other
- ☐ Work Effectively in Diverse Teams

#### Productivity and Accountability

- ☐ Manage Projects
- ☒ Produce Results

#### Leadership and Responsibility

- ☐ Guide and Lead Others
- ☐ Be Responsible to Others

<b>Unit 4 BIOSPHERE SCINECE</b>	<b>Hours: 10</b>
<b>Performance Assessment(s):</b>	
Students work in groups and independently to create a presentation around each of the biochemical cycles.	
<b>Leadership Alignment:</b>	
Biogeochemical Cycles Project/Activity: This activity requires students to research the 5 cycles, illustrate and diagram the cycles, and highlight key points, as well as determine the human impacts for each of the 5 cycles. Through this project students will be assessed on the following 21st Century Skills: Time management and the ability to work independently and think creatively.	
<b>Standards and Competencies</b>	
NRS.01.01: Performance Indicator: Apply knowledge of natural resource components to the management of natural resource systems. Level 3 NRS.01.01.02.c. Conduct a field study of an ecosystem, and record and document observations of species interactions. NRS.01.02: Classify natural resources Level 1 NRS.01.02.05.a Describe techniques used to identify rock, mineral and soil types Level 2 NRS.01.02.05.b Identify rock, mineral and soil types. NRS.02.05: Interpret laws related to natural resource management and protection Level 1 NRS.02.05.01.a Identify Laws associated natural resource systems NRS.02.05.01.b. Identify the purposes of laws associated with natural resource systems. Level 3 NRS.02.05.01.c. Abide by specific laws pertaining to natural resource systems. NRS.03.01 (Level 3): Produce, harvest, process and use natural resource products. NRS.03.01.01.c. Harvest forest products according to principles of sustainable forest management.	
<b>Aligned to Washington State Standards</b>	
<b>Arts</b>	
<u>Arts 2.0 The student demonstrates thinking skills using artistic processes.</u> 2.1. Applies a creative process to the arts (dance, music, theatre and visual arts): <u>Arts 3.0 The student communicates through the arts.</u> 3.2 Uses the arts to communicate for a specific purpose.	
<b>Communication - Speaking and Listening</b>	
<u>CC: College and Career Readiness Anchor Standards for Speaking and Listening</u> <u>Presentation of Knowledge and Ideas</u> 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.	

<b>Health and Fitness</b>
<b>Language</b>
<u>CC: College and Career Readiness Anchor Standards for Language</u> <u>Vocabulary Acquisition and Use</u> 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.
<b>Mathematics</b>
<u>CC: Statistics and Probability (S)</u> <u>Making Inferences and Justifying Conclusions (S-IC)</u> 4 - Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.* 5 - Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.* 6 - Evaluate reports based on data.*  <u>CC: Statistics and Probability (S)</u> <u>Using Probability to Make Decisions (S-MD)</u> 2 (+) - Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.*
<b>Reading</b>
<u>CC: College and Career Readiness Anchor Standards for Reading</u> <u>Key Ideas and Details</u> 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. <u>Integration of Knowledge and Ideas</u> 7 - Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. 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. <u>Range of Reading and Level of Text Complexity</u> 10 - Read and comprehend complex literary and informational texts independently and proficiently.
<b>Science</b>
<u>Science and Engineering Practices</u> 1. Asking questions and defining problems  <u>Earth and Space Sciences</u> <u>HS-ESS2 Earth's Systems</u> HS-ESS2-2. Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth's systems.  <u>Life Sciences</u> <u>HS-LS2 Ecosystems: Interactions, Energy, and Dynamics</u> HS-LS2-8. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

## 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.

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

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 Other
- ☐ Implement Innovations

**Creative Thinking and Problem Solving**

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

**Communication and Collaboratio**

- ☒ 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**

- ☐ Mange Goals and Time
- ☒ Work Independently
- ☐ Be Self-Directed Learners

**Social and Cross-Cultural**

- ☐ Interact Effectively with Other
- ☒ Work Effectively in Diverse Teams

**Productivity and Accountability**

- ☒ Manage Projects
- ☒ Produce Results

**Leadership and Responsibility**

- ☐ Guide and Lead Others
- ☐ Be Responsible to Others

Unit 5 RESOURCE USE AND MANAGEMENT	Hours: 30
<b>Performance Assessment(s):</b>	
<p>Performance Assessments:</p> <p>Students will complete a survey of invasive species on site and enter data through the nature mapping database.</p> <p>Students will complete air quality assessment and testing within each of their private homes and provide data back to the class.</p>	
<b>Leadership Alignment:</b>	
<p>Endangered Species Project: Students will research and write a professional looking (newspaper or magazine) article aimed at increasing the knowledge of Endangered Species laws and policy, both internationally and nationally; with specific focus on the impacts and current situation for one animal from the endangered species list.</p> <p>Through this project students will be assessed on the following 21st Century Skills:</p> <p>Communicate clearly, accessing information, think Creatively and ability to manage projects.</p> <p>FFA groups CTSO events</p>	
<b>Standards and Competencies</b>	
<p>NRS.02.05: Interpret laws related to natural resource management and protection</p> <p>Level 1</p> <p>NRS.02.05.01.a Identify Laws associated natural resource systems</p> <p>NRS.02.05.02.a Define Mitigation</p> <p>Level 2</p> <p>NRS.02.05.01.b. Identify the purposes of laws associated with natural resource systems.</p> <p>NRS.02.05.02.b. Identify issues involving mitigation of natural resources.</p> <p>Level 3</p> <p>NRS.02.05.01.c. Abide by specific laws pertaining to natural resource systems.</p> <p>NRS.02.05.02.c. Demonstrate mitigation techniques for natural resources.</p> <p>NRS.02.06 (Level 1): Apply ecological concepts and principles to natural resource systems.</p> <p>NRS.02.06.09.a Describe climatic factors that influence natural resources</p> <p>NRS.02.06 (Level 2): Apply ecological concepts and principles to natural resource systems.</p> <p>NRS.02.06.01.b. Diagram biogeochemical cycles and explain the processes.</p> <p>NRS.02.06.05.b. Give examples of primary succession and secondary succession species in a community of organisms.</p> <p>NRS.03.01 (Level 3): Produce, harvest, process and use natural resource products.</p> <p>NRS.03.01.05.c. Give examples of methods used to extract and process minerals and ores.</p> <p>NRS.03.01.06.c. Give examples of methods used to extract and process fossil fuels.</p> <p>CS.01.01: Action: Exhibit the skills and competencies needed to achieve a desired result.</p> <p>CS.01.01.04.c. Create resources to complete an action or project.</p> <p>CS.01.02: Relationships: Build a constituency through listening, coaching, understanding and appreciating others.</p> <p>CS.01.02.02.c. Engage others in conversations to respond to an obstacle when completing a task.</p>	

## Aligned to Washington State Standards

### Arts

### Communication - Speaking and Listening

### Health and Fitness

### Language

CC: College and Career Readiness Anchor Standards for Language

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.

### Mathematics

CC: Statistics and Probability (S)

Interpreting Categorical and Quantitative Data (S-ID)

2 - Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.\*

Making Inferences and Justifying Conclusions (S-IC)

1 - Understand statistics as a process for making inferences about population parameters based on a random sample from that population.\*

Using Probability to Make Decisions (S-MD)

### 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.

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

Physical Sciences

HS-PS3 Energy

HS-PS3-1. Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.

Earth and Space Sciences

HS-ESS1 Earth's Place in the Universe

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

HS-ESS2-6. Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.

Life Sciences

HS-LS2 Ecosystems: Interactions, Energy, and Dynamics

HS-LS2-4. Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

HS-LS2-5. Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.

HS-LS2-8. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

**Social Studies**

**Writing**

**21st Century Skills**

**LEARNING AND INNOVATION**

**Creativity and Innovation**

- ☐ Think Creatively
- ☐ Work Creatively with Other
- ☐ Implement Innovations

**Creative Thinking and Problem Solving**

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

**Communication and Collaboratio**

- ☐ 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**

- ☒ Mange Goals and Time
- ☐ Work Independently
- ☐ Be Self-Directed Learners

**Social and Cross-Cultural**

- ☐ Interact Effectively with Other
- ☐ 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 ENVIRONMENTAL MANAGEMENT		Hours: 30
<b>Performance Assessment(s):</b>		
Students do testing around automobile exhaust and the pollutants that are discovered. The students do scientific write-ups in their lab journals using this data. Students do an environmental audit (HVAC, composting, lighting, etc.) of the building working with professionals in each domain.		
<b>Leadership Alignment:</b>		
Eco Column Project: Students will be assessed on initiative and self-direction standards through working in teams to establish and maintain model ecosystems, which involve long term monitoring of species air and water quality. Through this project students will be assessed on the following 21st Century Skills: Communicate clearly, accessing information, think Creatively and ability to manage projects.		
<b>Standards and Competencies</b>		
CS.01.01: Action: Exhibit the skills and competencies needed to achieve a desired result. Level 3 CS.01.01.04.c. Create resources to complete an action or project. CS.01.02: Relationships: Build a constituency through listening, coaching, understanding and appreciating others. CS.01.02.02.c. Engage others in conversations to respond to an obstacle when completing a task.		
<b>Aligned to Washington State Standards</b>		
<b>Arts</b>		
<b>Communication - Speaking and Listening</b>		
3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. 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. 5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.		
<b>Health and Fitness</b>		
<u>Health 2.3: Understands the concepts of prevention and control of disease.</u> <u>Health 2.4: Acquires skills to live safely and reduce health risks.</u> <u>Health 3.1: Understands how family, culture, and environmental factors affect personal health.</u>		
<b>Language</b>		
<u>CC: College and Career Readiness Anchor Standards for Language</u> <u>Vocabulary Acquisition and Use</u> 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.		
<b>Mathematics</b>		
<u>CC: Statistics and Probability (S)</u> <u>Interpreting Categorical and Quantitative Data (S-ID)</u> 5 - Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.* <u>Making Inferences and Justifying Conclusions (S-IC)</u>		

1 - Understand statistics as a process for making inferences about population parameters based on a random sample from that population.\*

Using Probability to Make Decisions (S-MD)

2 (+) - Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.\*

## 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.

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.

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

## Science

Life Sciences

HS-LS3 Heredity: Inheritance and Variation of Traits

HS-LS3-3. Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.

HS-LS4 Biological Evolution: Unity and Diversity

HS-LS4-5. Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

## Social Studies

History

History 4.1: Understands historical chronology.

- Age of revolutions (1750—1917).

History 4.2: Understands and analyzes causal factors that have shaped major events in history.

4.2.2 (11) Analyzes how cultures and cultural groups have shaped the United States (1890 – present).

4.2.3 (9-10) Analyzes and evaluates how technology and ideas have shaped world history (1450—present)

History 4.4: Uses history to understand the present and plan for the future.

4.4.1 (9-10) Analyzes how an understanding of world history can help us prevent problems today.

## 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.

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.

## 21st Century Skills

### LEARNING AND INNOVATION

#### Creativity and Innovation

- ☐ Think Creatively
- ☐ Work Creatively with Other
- ☒ Implement Innovations

#### Creative Thinking and Problem Solving

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

#### Communication and Collaboratio

- ☒ 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

- ☐ Mange Goals and Time
- ☐ Work Independently
- ☒ Be Self-Directed Learners

#### Social and Cross-Cultural

- ☐ Interact Effectively with Other
- ☐ Work Effectively in Diverse Teams

#### Productivity and Accountability

- ☒ Manage Projects
- ☐ Produce Results

#### Leadership and Responsibility

- ☐ Guide and Lead Others
- ☒ Be Responsible to Others

Unit 7 HUMAN SOCIETY/ POPULATION	Hours: 30
<b>Performance Assessment(s):</b>  Students will create pamphlets to target groups based around family planning. Students will do a lab based upon the growth of human population. This will be done using mold as “the population and different treatments to either slow or speed up growth. This shows the effects of environmental variables on population growth.	
<b>Leadership Alignment:</b>  Carbon Footprint Activity: Students will evaluate home and personal energy use by using the footprint calculator. Students will be assessed on the information literacy standards including proper access and evaluation of information and use and management of information collected. Through this project students will be assessed on the following 21st Century Skills: Communicate clearly, accessing information, think Creatively and ability to manage projects.	
<b>Standards and Competencies</b>  CS.01.01: Action: Exhibit the skills and competencies needed to achieve a desired result. Level 3 CS.01.01.04.c. Create resources to complete an action or project. CS.01.02: Relationships: Build a constituency through listening, coaching, understanding and appreciating others. Level 3 CS.01.02.02.c. Engage others in conversations to respond to an obstacle when completing a task. CS.01.04: Character: Conduct professional and personal activities based on virtues. Level 3 CS.01.04.02.c. Assess personal values.	
<b>Aligned to Washington State Standards</b>	
<b>Arts</b>	
<u>Arts 3.0 The student communicates through the arts.</u> 3.1 Uses the arts to express feelings and present ideas. 3.2 Uses the arts to communicate for a specific purpose.	
<b>Communication - Speaking and Listening</b>	
2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. 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. 5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	
<b>Health and Fitness</b>	
<u>Health 3.1: Understands how family, culture, and environmental factors affect personal health.</u> 3.1.1 Analyzes how family and cultural diversity enriches and affects personal health behaviors.	
<b>Language</b>	
<u>CC: College and Career Readiness Anchor Standards for Language</u> <u>Knowledge of Language</u>	

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.

## Mathematics

CC: Statistics and Probability (S)

Interpreting Categorical and Quantitative Data (S-ID)

1 - Represent data with plots on the real number line (dot plots, histograms, and box plots).\*

Making Inferences and Justifying Conclusions (S-IC)

6 - Evaluate reports based on data.\*

## 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.

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

Life Sciences

HS-LS4 Biological Evolution: Unity and Diversity

HS-LS4-1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

HS-LS4-4. Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

Earth and Space Sciences

HS-ESS3 Earth and Human Activity

HS-ESS3-1. Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

HS-ESS3-2. Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.

HS-ESS3-6. Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

## 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.

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

### 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.

## 21st Century Skills

### LEARNING AND INNOVATION

#### **Creativity and Innovation**

- ☐ Think Creatively
- ☒ Work Creatively with Other
- ☐ Implement Innovations

#### **Creative Thinking and Problem Solving**

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

#### **Communication and Collaboratio**

- ☒ 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**

- ☒ Mange Goals and Time
- ☐ Work Independently
- ☐ Be Self-Directed Learners

#### **Social and Cross-Cultural**

- ☐ Interact Effectively with Other
- ☐ Work Effectively in Diverse Teams

#### **Productivity and Accountability**

- ☐ Manage Projects
- ☒ Produce Results

#### **Leadership and Responsibility**

- ☐ Guide and Lead Others
- ☐ Be Responsible to Others

# Agriculture Work-Based Learning

## Battram, Cindi

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**From:** rebecca.wallace@k12.wa.us  
**Sent:** Thursday, March 12, 2015 11:00 AM  
**To:** Blansfield, Cindi; Battram, Cindi  
**Subject:** Your CTE Application Has Been Approved!

Your CTE Application has been approved.

Course Title: Agriculture Work-Based Learning CIP Code: 018888 Application ID: 21482



# Jewelry/Metal Sculpture

**Auburn School District #408**  
**Career and Technical Education Curriculum Review**


**Jewelry/Metal Sculpture**

COURSE NAME	ASD COURSE CODE	CIP CODE
Jewelry/Metal Sculpture 1-2	CTE351, 352	500713
Jewelry/Metal Sculpture 3-4, Contract Study	CTE353, 354, 355	500713

The curriculum was reviewed during the 2014-2015 school year in accordance with the state Career and Technical Education Program Standards. These changes will be implemented beginning with the 2015-2016 school year. These courses will be submitted to OSPI for reapproval before January 30, 2016.


The signatures below acknowledge the curriculum for each course in the Jewelry/Metal Sculpture Program has been reviewed and updated to meet industry, state and district standards and objectives.

**AUBURN HIGH SCHOOL**


  
Instructor

  
Assistant Principal, CTE


**AUBURN MOUNTAINVIEW HIGH SCHOOL**

  
Instructor



  
Assistant Principal, CTE

**AUBURN RIVERSIDE HIGH SCHOOL**

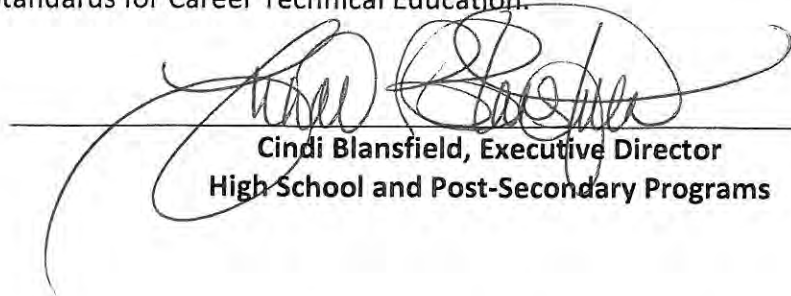
  
Instructor



  
Assistant Principal, CTE

  
Karen Furuya, Advisory Chairperson

The following representatives of the district hereby guarantee compliance with the assurances herein and have evidence of the requirements within the Washington State Program Standards for Career Technical Education.



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**Cindi Blansfield, Executive Director  
High School and Post-Secondary Programs**

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**Dr. Kip Herren, Superintendent**

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**Carol Seng, Chair  
Board of Directors**



## INTRODUCTION

<b>Course Name</b>	Jewelry/Metal Sculpture 1, 2, 3, 4, C.S.	<b>Grade Level(s)</b>	9-12
<b>Course Length</b>	450 hours	<b>Course Code (s)</b>	CTE351, 351, 353, 354, 355

**Course Description:** These project-based courses introduce students to the skills required to create three dimensional sculpture and jewelry pieces. Students integrate Elements of Art and Principles of Design to create professional-level jewelry and sculptural work. Traditional and advanced methods of fabrication and casting are incorporated in course study. These classes utilize a studio environment which combines design skills with technical skills, tool techniques, and an emphasis on safety instruction. The skills students learn in these courses link to careers including, but not limited to, Jewelry Design, Dental Industries, Engineering, Industrial Design, Welding, Aerospace, Automotive, as well as creative fields such as Architecture, Artist, Theater Design, and Fashion Design.

### Pathway Connections

<b>Primary Connection</b>	Arts and Communications
<b>Secondary Connection</b>	Manufacturing

### Sample Sequence of Courses

Jewelry/Metal Sculpture 1  
Jewelry/Metal Sculpture 2  
Jewelry/Metal Sculpture 3  
Jewelry/Metal Sculpture 4  
Jewelry/Metal Sculpture Contract Study

### Cross Credit and/or College Credit

- Elective
- Fine Arts

### Basic Textbook

The Encyclopedia of Jewelry Making Techniques by Jinks McGrath

### Equipment

Hydraulic press, rolling mill, flex shafts, vulcanizer, band saw, sand belt, grinding wheel, polishing wheels, drill press, kiln, torches, ring stretcher, centrifugal casting machine, forming equipment, drop shear, jewelry benches, pickle pot, ultrasonic, tumbler, engraving machine, vacuum caster, shop vac, flex cam, strikers, magnetic stirrer, hot plate, anvil, draw tongs, tube cutter, tubing vise, tweezers, and various hand tools

**Supplemental Materials**

The Complete Jewelry Making Course by Jinks McGrath (new edition of previous text)

**Skills Gap Data (CTE Courses only)**

Jewelry/Metal Sculpture is a viable and valuable curriculum which provides students with careers in such wide reaching areas as Jewelry Design, Dental Industries, Engineering, Industrial Design, Welding, Aerospace, Automotive, as well as creative fields such as Architecture, Arts, Theater Design, and Fashion Design. The Bureau of Labor Statistics, in its most recent report, cites numbers in these fields as follows:

Jewelry Fields:	32,700 jobs
Dental Fields:	146,800 jobs
Mechanical Engineering:	258,100 jobs
Industrial Design:	39,200 jobs

**Course Name**                      Jewelry 1,2,3,4 and Contract Study

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**Grade Level(s)**    9,10,11,12

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## **POWER STANDARDS**

The objective of Jewelry/Metal Sculpture is to introduce students to the skills required to create three dimensional sculpture and jewelry pieces. Students integrate Elements of Art and Principles of Design to create professional-level jewelry and sculptural work. Traditional and advanced methods of fabrication and casting are incorporated in course study. These classes utilize a studio environment which combines design skills with technical skills, tool techniques, and an emphasis on safety instruction.

### ***The student will.....***

1. Elements of Art and Principles of Design - Identify and intentionally use the Elements of Art and Principles of Design to appreciate and create a work of metal art.
2. Safety and Tool Usage - Use hand tools, power tools, materials, and chemicals effectively and safely in the creation of an intentional design, resulting in a work of art.
3. Sawing and Filing - Use hand tools to saw and file metal effectively to create an intentional design.
4. Hot and Cold Connections - Connect two pieces of metal together using a torch and solder (hot connections) and connect metal to itself, other metal, or non-metal material using non-heat methods (cold connections).
5. Metals Finishes and Finishing - Identify and use surface enhancements and finishes on metal to give strength to design intentions.
6. Casting - Create jewelry or sculpture using the ancient process of lost wax casting, which is the process by which a duplicate metal model is cast from an original model.
7. Leadership - Demonstrate leadership by keeping a record of outside, enriching, activities that demonstrate further, self-guided, learning and community involvement.
8. Stone Setting - Securely set a cabochon or facet gemstone in a piece of jewelry or sculpture.

**COST ANALYSIS BREAKDOWN**  
**Jewelry/Metal Sculpture GRADES 9-12**

<b>PUBLISHER:</b>							
<b>PROGRAM: Jewelry/Metal Sculpture</b>							
<b>Jewelry/Small Metal Sculpture 1,2,3,4, and Contract Study</b>	<b>ISBN#</b>	<b>AHS</b>	<b>AMHS</b>	<b>ARHS</b>	<b>TOTAL</b>	<b>UNIT COST</b>	<b>TOTAL</b>
Book - The Complete Jewelry Making Course	9780764136603	30	30	30	90	\$ 21.95	\$ 1,975.50
Raytech AV-40 Vibratory Finisher - Rio Grande 202-151		1	1	1	3	\$ 930.00	\$ 2,790.00
Flow-Through System - Rio Grande 201-127		1	1	1	3	\$ 66.00	\$ 198.00
Dura-Bull Magnetic Pin Finisher - Rio Grande 202-014		1	1	1	3	\$ 1,795.00	\$ 5,385.00
Digital Scale Ohaus -- 116-809		1	1	1	3	\$ 89.00	\$ 267.00
Band Saw - Home Depot - BS904			1	1	2	\$ 129.00	\$ 258.00
Drill Press - Home Depot - DP102L			1		1	\$ 129.00	\$ 129.00
Foredom Flex Shaft - Otto Frei 134.190			1		1	\$ 280.00	\$ 280.00
Bench Grinder - Ace Hardware - SBG-200NL			1	1	2	\$ 70.00	\$ 140.00
Belt Sander - Home Depot - BD4601G			1		1	\$ 119.00	\$ 238.00
Steam Cleaning Machine - Rio Grande - 336-143		1	1	1	3	\$ 1,375.00	\$ 4,125.00
Inside Ring Engraver - Rio Grande - 115-111		1			1	\$ 495.00	\$ 495.00
Digital Camera with Macro lens - Canon or Nikon		1	1	1	3	\$ 1,200.00	\$ 3,600.00
							<b>\$ 19,880.50</b>
							<b>10% Shipping &amp; Handling</b>
							\$ 1,988.05
							<b>8.8% Sales Tax</b>
							\$ 1,924.43
						<b>Grand Total</b>	<b>\$ 23,792.98</b>

# Jewelry/Metal Sculpture 1 & 2





## COURSE OUTLINE

**Course Name** Jewelry/Metal Sculpture 1-2 **Grade Level(s)** 9-12

These project-based courses introduce students to the skills required to create three dimensional sculpture and jewelry pieces. Students integrate Elements of Art and Principles of Design to create professional-level jewelry and sculptural work. Traditional and advanced methods of fabrication and casting are incorporated in course study. These classes utilize a studio environment which combines design skills with technical skills, tool techniques, and an emphasis on safety instruction. The skills students learn in these courses link to careers including, but not limited to, Jewelry Design, Dental Industries, Engineering, Industrial Design, Welding, Aerospace, Automotive, as well as creative fields such as Architecture, Artist, Theater Design, and Fashion Design.

### 1. Elements of Art and Principles of Design

- A. Lost Wax Casting
- B. Animal Totem Keychain
- C. Riveted Keychain
- D. Metal Flower
- E. Swivel Locket
- F. Sweat Solder

### 2. Safety and Tool Usage

- A. Polishing Wheel safety Test
- B. Torch Safety Test
- C. Flex Shaft Safety Test
- D. Teacher Observation during all projects

### 3. Sawing and Filing

- A. Perfect Circle
- B. Lost Wax Casting
- C. Animal Totem
- D. Sweat Solder
- E. Marriage of Metals

**4. Hot and Cold Connections**

- A. Soldered Ring
- B. Sweat Solder
- C. Metal Flower
- D. Swivel Locket

**5. Metal Finishes and Finishing**

- A. Lost Wax Casting
- B. Soldered Ring
- C. Bezel Set Pendant
- D. Sweat Solder
- E. Metal Flower

**6. Casting**

- A. Cast Pendant
- B. Cast Ring

**7. Leadership**

- A. Staff Commission Piece
- B. Professionalism During Projects

**8. Stone Setting**

- A. Bezel Setting
- B. Prong Setting

**WASHINGTON STATE CAREER AND TECHNICAL EDUCATION  
EQUIVALENT LEADERSHIP TEMPLATE  
Auburn School District**

**Course/Program Name: Jewelry/Metal Sculpture**

<b>Leadership and Employability (21<sup>st</sup> CENTURY SKILLS DOCUMENTATION)</b>	<b>Activity and Explanation</b>
<b>Creativity and Innovation</b>	
<p><b><u>Think Creatively</u></b> (Examples Below)</p> <ul style="list-style-type: none"> <li>1. A.1 Use a wide range of idea creation techniques (such as brainstorming).</li> <li>1. A.2 Create new and worthwhile ideas (both incremental and radical concepts).</li> <li>1. A.3 Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts.</li> </ul>	<p>Students must create their own designs for projects and spend time brainstorming, drawing, and researching ideas. Creative problem solving is used often as students make each project using the tools and techniques that applies to the current unit.</p>
<p><b><u>Work Creatively with Others</u></b> (Examples Below)</p> <ul style="list-style-type: none"> <li>1. B.1 Develop, implement and communicate new ideas to others effectively.</li> <li>1. B.2 Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work.</li> <li>1. B.3 Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas.</li> <li>1. B.4 View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes <b><u>Implement Innovations</u></b> (Examples Below)</li> <li>1. C.1 Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur.</li> </ul>	<p>Students work collaboratively to brainstorm ideas to execute designs. Leadership activities include assisting fellow students with a certain technique or skill being learned in class. Group input is given in critiques that happen in the beginning, during, and after projects are completed.</p>
<b>Critical Thinking and Problem Solving</b>	
<p><b><u>Reason Effectively</u></b> (Examples Below)</p> <ul style="list-style-type: none"> <li>2. A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation.</li> </ul>	<p>Students will review their jewelry pieces in order to evaluate and assess if changes or improvements need to be made.</p>
<p><b><u>Use Systems Thinking</u></b> (Examples Below)</p> <ul style="list-style-type: none"> <li>2. B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.</li> </ul>	<p>Students will design pieces and discuss the order in which to approach the construction of said pieces.</p>
<p><b><u>Make Judgments and Decisions</u></b> (Examples Below)</p> <ul style="list-style-type: none"> <li>2. C.1 Effectively analyzes and evaluate evidence, arguments, claims and beliefs.</li> <li>2. C.2 Analyze and evaluate major alternative points of view.</li> <li>2. C.3 Synthesize and make connections between information and arguments.</li> <li>2. C.4 Interpret information and draw conclusions based on the best analysis.</li> <li>2. C.5 Reflect critically on learning experiences and processes.</li> </ul>	<p>Students will assess results to determine the best course of approach for obtaining desired results. Written reflections are done at the end of each project as a way to analyze and evaluate their own work.</p>

<p><b><u>Solve Problems</u></b> (Examples Below)</p> <p>2. D.1 Solve different kinds of non-familiar problems in both conventional and innovative ways.</p> <p>2. D.2 Identify and ask significant questions that clarify various points of view and lead to better solutions.</p>	<p><i>Students will be asked clarifying questions in order to understand proper tool usage for different situations</i></p>
<p><b>Communication and Collaboration</b></p>	
<p><b><u>Communicate Clearly</u></b> (Examples Below)</p> <p>3. A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</p> <p>3. A.2 Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions.</p> <p>3. A.3 Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade).</p> <p>3. A.4 Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact.</p> <p>3. A.5 Communicate effectively in diverse environments (including multi-lingual).</p>	<p>Share information gleaned through research in a slide show presentation to their peers. Students work together to interpret project ideas and share goals on current projects.</p>
<p><b><u>Collaborate with Others</u></b> (Examples Below)</p> <p>3. B.1 Demonstrate ability to work effectively and respectfully with diverse teams.</p> <p>3. B.2 Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.</p> <p>3. B.3 Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.</p>	<p>Students work in groups to research and present trends in the jewelry industry to the entire class.</p> <p>Students break down a series of subject matters that need to be covered.</p>
<p><b>Information Literacy</b></p>	
<p><b><u>Access and Evaluate Information</u></b> (Examples Below)</p> <p>4. A.1 Access information efficiently (time) and effectively (sources).</p> <p>4. A.2 Evaluate information critically and competently.</p>	<p>Utilize digital and written resources to research design ideas and techniques.</p>
<p><b><u>Use and Manage Information</u></b> (Examples Below)</p> <p>4. B.1 Use information accurately and creatively for the issue or problem at hand.</p> <p>4. B.2 Manage the flow of information from a wide variety of sources.</p> <p>4. B.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information.</p>	<p>Students will use handouts and digital information shared with them to successfully complete their intended projects.</p>
<p><b>Media Literacy</b></p>	
<p><b><u>Analyze Media</u></b> (Examples Below)</p> <p>5. A.1 Understand both how and why media messages are constructed, and for what purposes.</p> <p>5. A.2 Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors.</p> <p>5. A.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media.</p>	<p>Students research and create original reports on a variety of jewelry topics. Students do research in the computer lab to conceptually prepare for a variety of projects.</p>
<p><b><u>Create Media Products</u></b> (Examples Below)</p>	<p>Students use tools such as powerpoint in order to convey</p>

<p>5. B.1 Understand and utilize the most appropriate media creation tools, characteristics and conventions.</p> <p>5. B.2 Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments.</p>	research projects
<b>Information, Communications and Technology (ICT) Literacy</b>	
<p><b><u>Apply Technology Effectively</u></b> (Examples Below)</p> <p>6. A.1 Use technology as a tool to research, organize, evaluate and communicate information.</p> <p>6. A.2 Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy.</p> <p>6. A.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.</p>	Use computer search engines to find images and articles on specific jewelry topics
<b>Flexibility and Adaptability</b>	
<p><b><u>Adapt to Change</u></b> (Examples Below)</p> <p>7. A.1 Adapt to varied roles, jobs responsibilities, schedules and contexts.</p> <p>7. A.2 Work effectively in a climate of ambiguity and changing priorities.</p>	In the creation of projects, sometimes accidents happen, and in that scenario, students are guided to finding the best way to make due with the situation at hand.
<b>Initiative and Self-Direction</b>	
<p><b><u>Manage Goals and Time</u></b> (Examples Below)</p> <p>8. A.1 Set goals with tangible and intangible success criteria.</p> <p>8. A.2 Balance tactical (short-term) and strategic (long-term) goals.</p> <p>8. A.3 Utilize time and manage workload efficiently.</p>	Students work within a required timeframe to accomplish project completion.
<p><b><u>Work Independently</u></b> (Examples Below)</p> <p>8. B.1 Monitor defines, prioritize and complete tasks without direct oversight.</p>	Students are directed with demonstrations & expected to use class time wisely. If a student falls behind, they are responsible for coming in before or after school to complete the project.
<p><b><u>Be Self-Directed Learners</u></b> (Examples Below)</p> <p>8. C.1 Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.</p> <p>8. C.2 Demonstrate initiative to advance skill levels towards a professional level.</p> <p>8. C.3 Demonstrate commitment to learning as a lifelong process.</p> <p>8. C.4 Reflect critically on past experiences in order to inform future progress.</p>	<p>After the completion of an assigned project, students may explore the new techniques they learned &amp; use them in the creation of an independent project.</p> <p>The students may explore the in-studio library or use textbooks for ideas or new projects to work on.</p>
<b>Social and Cross-Cultural Skills</b>	
<p><b><u>Interact Effectively with Others</u></b> (Examples Below)</p> <p>9. A.1 Know when it is appropriate to listen and when to speak.</p> <p>9. A.2 Conduct themselves in a respectable, professional manner.</p>	Introduction to new projects: Students are addressed as a whole, questions may arise, but students can determine if the question is needed to be addressed to the entire group or that they can ask questions one-on-one with the instructor.
<b><u>Work Effectively with Diverse Teams</u></b> (Examples Below)	Group lab work: Students demonstrate interpersonal skills

<p>9. B.1 Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.</p> <p>9. B.2 Respond open-mindedly to different ideas and values.</p> <p>9. B.3 Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.</p>	<p>and problem solving skills when researching cultural, scientific, or historical aspects of Jewelry/Metal Sculpture. They research, create a presentation, and present to their peers and teacher.</p>
<b>Productivity and Accountability</b>	
<p><b><u>Manage Projects</u></b> (Examples Below)</p> <p>10. A.1 Set and meet goals, even in the face of obstacles and competing pressures.</p> <p>10. A.2 Prioritize, plan and manage work to achieve the intended result.</p>	<p>Students create a “Contract for Success” at the beginning of each semester. They set out goals for themselves, they sign off on it, the instructor signs off, and students stay accountable throughout the semester.</p>
<p><b><u>Produce Results</u></b> (Examples Below)</p> <p>10.B.1 Demonstrate additional attributes associated with producing high quality products including the abilities to:</p> <p>10. B.1a Work positively and ethically.</p> <p>10. B.1b Manage time and projects effectively.</p> <p>10. B.1c Multi-task.</p> <p>10. B.1d Participate actively, as well as be reliable and punctual.</p> <p>10. B.1e Present oneself professionally and with proper etiquette.</p> <p>10. B.1f Collaborate and cooperate effectively with teams.</p> <p>10. B.1g Respect and appreciate team diversity.</p> <p>10. B.1h Be accountable for results.</p>	<p>Students design and create between 5-7 professional quality projects. They work toward deadlines, advancing in their process every day. If they don’t manage time effectively, they will not finish the required work.</p>
<b>Leadership and Responsibility</b>	
<p><b><u>Guide and Lead Others</u></b> (Examples Below)</p> <p>11. A.1 Use interpersonal and problem-solving skills to influence and guide others toward a goal.</p> <p>11. A.2 Leverage strengths of others to accomplish a common goal.</p> <p>11. A.3 Inspire others to reach their very best via example and selflessness.</p> <p>11. A.4 Demonstrate integrity and ethical behavior in using influence and power.</p>	<p>Students work together to accomplish high level projects. They offer each other design inspiration and technical expertise in order to expertly complete professional work.</p>
<p><b><u>Be Responsible to Others</u></b> (Examples Below)</p> <p>11. B.1 Act responsibly with the interests of the larger community in mind.</p>	<p>Students work with a staff member to create a custom jewelry or sculpture piece. The student and staff member collaborate on the design and final product.</p>



Auburn School District #408

## Jewelry/Metal Sculpture 1 and 2

<b>Course: Jewelry/Small Metal Sculpture 1 and 2</b>		<b>Total Framework Hours up to: 180</b>
<b>CIP Code: 500713</b>	<b>x Exploratory</b> <input type="checkbox"/> <b>Preparatory</b>	<b>Date Last Modified: 1/15/2015</b>
<b>Career Cluster: Art, Audio/Video Technology, and Communications</b>		<b>Cluster Pathway: Visual Arts</b>

### Unit Outline

#### Hours

Unit 1: Elements of Art and Principles of Design	20
Unit 2: Safety & Tool Usage	20
Unit 3: Sawing and Filing	25
Unit 4: Hot and Cold Connections	20
Unit 5: Metal Finishes and Finishing	25
Unit 6: Casting	30
Unit 7: Leadership	20
Unit 8: Stone Setting	<u>20</u>
<b>Total Hours</b>	<b><u>180</u></b>

## UNIT 1 STONE SETTING

**Performance Assessments:** Students identify and use stone setting techniques to enhance a finished piece of jewelry or sculpture. Student assessments include but are not limited to:

- Bezel Setting
- Prong Setting

**Leadership Alignment:** Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21<sup>st</sup> Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy).

Students will use creative problem solving and systems thinking to design a piece of jewelry or sculpture that incorporates stone setting and can competently execute stone setting. Students will learn the order of steps needed to complete a proper stone setting. Students show initiative and self-direction when managing tangible goals and time to complete a finished product with a stone setting. Students practice leadership and responsibility when participating in an annual High school metals competition hosted by the Seattle Metals Guild.

### *Standards and Competencies*

#### Standard/Unit: Stone Setting

#### Competencies

**Total Learning Hours for Unit: 20**

- Students can successfully secure and set a stone in jewelry or small metal sculpture.
- Problem solving and understanding the order of steps to a complete stone setting.
- Understanding different types of gemstones and their hardness or softness.
- Written reflection describing what techniques were used and how they were used to enhance a finished piece of jewelry or sculpture.
- Identify the two general types of gemstone cuts: cabochon and faceted stones.
- Prep metal for specific stone setting technique.
- Demonstrate how to proficiently set cabochon and faceted stones.
- Decide how tall the bezel wire, tubing, or prongs should be for the chosen gem.
- Identify what tools are used for specific stone setting.

### *Aligned Washington State Standards*

<b>Arts</b>	1.1 Understands and applies visual arts concepts and vocabulary. 1.2 Develops visual arts skills and techniques. 2.1 Applies a creative process to visual arts. (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents) 2.3 Applies a responding process to a presentation/exhibit of visual arts. (Engages, describes, analyzes, interprets, and evaluates) 3.2 Uses visual arts to communicate for a specific purpose. 3.3 Develops personal aesthetic criteria to communicate artistic choices in visual arts. 4.4 Understands how the arts influence and reflect cultures/civilization, place, and time. 4.5 Understands how arts knowledge and skills are used in the world of work, including careers in the arts.
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Math-Common Core State Standards</b>	
<b>Reading-Common Core State</b>	RST-4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific



<b>Standards</b>	scientific or technical context
<b>Science</b>	
<b>Social Studies</b>	
<b>Speaking and Listening-Common Core State Standards</b>	Communication: 1.1. Uses listening and observation skills and strategies to focus attention and interpret information. 1.2. Understands, analyzes, synthesizes, or evaluates information from a variety of sources.
<b>Writing-Common Core State Standards</b>	W 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.

## UNIT 2 SAFETY AND TOOL USAGE

### Performance Assessments:

#### Assessments include, but are not limited to:

- Day-to-day teacher observations of safe and correct tool use
- Teacher observation of active vocabulary use
- Written reflections after project completions
- Safety tests
- Lost Wax Casting
- Wire Experiments
- Animal Totem Keychain
- Pierced Cuff Bracelet
- Soldered Band Ring
- Resin Frame Pendant or Keychain
- Prong/Dome Project
- Metal Flower
- Swivel Locket
- Sweat Solder Project
- Bezel Set Pendant or Ring
- Staff Commission Project

**Leadership Alignment:** Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21<sup>st</sup> Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

### *Standards and Competencies*

## Standard/Unit: Safety & Tool Usage

### Competencies

**Total Learning Hours for Unit: 20**

- The student will be able to name the tools used in the classroom
- The students can describe the tool's uses
- The student can use tools in an order which makes sense
- The student can make intelligent decisions of what tool to use in the creation of metal art
- The student can care for tools and identify problems
- The student can use and describe tool safety

<b>Aligned Washington State Standards</b>	
<b>Arts</b>	4.5 Understands how arts knowledge and skills are used in the world of work, including careers in the arts.
<b>Educational Technology</b>	1.1 Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.
<b>Speaking and Listening-Common Core State Standards</b>	Communications 1.1 Uses listening and observation skills and strategies to focus attention and interpret information. 1.2 Understands, analyzes, synthesizes, or evaluates information from a variety of sources.

## UNIT 3 SAWING AND FILING

### Performance Assessments:

Assessments include but are not limited to:

Perfect circle project-Students must lay out a circle to a specific size and use a jeweler's saw and file to demonstrate precision

Keychain-Students transfer a design to metal and cut a variety of lines including curved straight and angled. Students will also include at least one element of piercing

Lost wax casting- Students will cut out a design in wax and use a variety of files to manipulate the wax into a smooth and multi-leveled piece prior to casting

Sweat solder-Students will show precision in cutting a variety of shapes before assembling their piece using sweat solder

**Leadership Alignment:** Students use the essential skills of sawing and filing to realize creative designs founded in artistic principles. Students will think creatively to implement innovations, solve problems and manage goals and time to produce a finished product. Students have the opportunity to participate in an annual statewide competition sponsored by the Seattle Metals Guild.

### *Standards and Competencies*

### Standard/Unit: Sawing and Filing

#### Competencies

#### Total Learning Hours for Unit:

- Students will be able to lay out a design on metal
- Students will be able to properly install a sawblade into their frame
- Students will be able to master sawing on various lines, including straight, curved and angled
- Students will be able to safely pierce their metal and neatly saw inside cuts
- Students will be able to saw without breaking an excess of blades
- Students will be able to understand the mechanics of a saw and sawing
- Students will be able to choose the right sawblade for the intended outcome
- Students will be able to file correctly

### *Aligned Washington State Standards*

<b>Arts</b>	1.2 Develops visual arts skills and techniques 2.1 Applies a creative process to visual arts. (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents) 3.1 Uses visual arts to express feelings and present ideas. 3.3 Develops personal aesthetic criteria to communicate artistic choices in visual arts
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Math-Common Core State Standards</b>	
<b>Reading-Common Core State Standards</b>	

<b>Science</b>	
<b>Social Studies</b>	
<b>Speaking and Listening- Common Core State Standards</b>	
<b>Writing-Common Core State Standards</b>	

## UNIT 4 HOT AND COLD CONNECTIONS

### Performance Assessments:

#### Assessments include but are not limited to:

- Soldered Ring
- Sweat Solder Project
- Wire Experiments
- Animal Totem Keychain
- Soldered Band Ring
- Resin Frame Pendant or Keychain
- Prong/Dome Project
- Fabricated Metal Flower
- Swivel Locket
- Bezel Set Pendant or Ring
- Staff Commission Project

**Leadership Alignment:** Students will make judgments and decisions as to how best solder their pieces. They will reason effectively to solve problems that may arise. Students will adapt to change and be flexible as their design necessitates.

### *Standards and Competencies*

### Standard/Unit: Hot and Cold Connections

#### Competencies

**Total Learning Hours for Unit: 20**

- Students will be able to prepare metal to be soldered.
- Students will be able to safely handle a torch and tools.
- Students will be able to apply heat properly to achieve desired result.
- Students will be able to observe capillary action when flowing solder.
- Students will be able to clean oxidation and flux from their projects.
- Students will be able to create a tube rivet to hold parts together.
- Students will be able to create wire rivets to connect metals or as decoration.
- Students will be able to make and use jumprings to connect parts together.
- Students will be able to connect parts using industry adhesives.
- Students will show precision in cutting a variety of shapes before assembling their piece using the sweat solder process.
- Students will demonstrate competency in flowing solder in a simple butt joint.
- Students will become proficient in estimating the appropriate amount of solder needed.
- Students will use a variety of soldering techniques including pick soldering, tinning, and utilizing capillary action to create a fabricated metal flower.
- Students will also use tube rivets to attach the metal petals to a fabricated stem.

<b><i>Aligned Washington State Standards</i></b>	
<b>Arts</b>	1.2 Develops visual arts skills and techniques 2.1 Applies a creative process to visual arts. (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents) 3.1 Uses visual arts to express feelings and present ideas. 3.3 Develops personal aesthetic criteria to communicate artistic choices in visual arts
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Math-Common Core State Standards</b>	
<b>Reading-Common Core State Standards</b>	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.
<b>Science</b>	
<b>Social Studies</b>	
<b>Speaking and Listening-Common Core State Standards</b>	Communication: 1.1. Uses listening and observation skills and strategies to focus attention and interpret information. Communication: 1.2. Understands, analyzes, synthesizes, or evaluates information from a variety of sources.
<b>Writing-Common Core State Standards</b>	

<b>UNIT 5 METAL FINISHES AND FINISHING</b>
<p><b>Performance Assessments:</b> Students identify and use stone setting techniques to enhance a finished piece of jewelry or sculpture. Student assessments include but are not limited to:</p> <ul style="list-style-type: none"> <li>- Lost Wax Casting</li> <li>-Wire Experiments</li> <li>-Animal Totem Keychain</li> <li>-Pierced Cuff Bracelet</li> <li>-Soldered Band Ring</li> <li>-Resin Frame Pendant or Keychain</li> <li>-Prong/Dome Project</li> <li>-Metal Flower</li> <li>-Swivel Locket</li> <li>-Sweat Solder Project</li> <li>-Bezel Set Pendant or Ring</li> <li>-Staff Commission Project</li> </ul>
<p><b>Leadership Alignment:</b> Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21<sup>st</sup> Century interdisciplinary theme activity such as global awareness, financial, economic, business &amp; entrepreneurial literacy, civic literacy, health &amp; safety, environmental literacy)</p> <p>Students practice accountability and productivity to prioritize, manage, and complete projects on time. Students show initiative and self-direction by completing projects after listening to instruction. Students use information and manage time efficiently for the metal finishing technique at hand.</p>
<b><i>Standards and Competencies</i></b>

## Standard/Unit: Metal Finishes and Finishing

### Competencies

**Total Learning Hours for Unit: 25**

- Demonstration and practice of: Sanding, polishing, annealing, stamping, stippling, roller printing, etching, applying patinas, enameling, applying colored resin to metal.
- Students participate in questioning about vocabulary and techniques.
- Written reflection describing what techniques were used and how they were used to enhance metal's surface.
- Student's view other students work and identify what metal surface enhancing techniques were used.
- Sand out scratches to prepare metal for a professional finish.
- Polish metal to high shine.
- Anneal metal to soften it.
- Imprint metal by hammering, stamping, and roller printing.
- Texture metal using the flex shaft and various bits.
- Etch metal using resist and etchants.
- Patina metal using flame and patinas.
- Enamel metal using enamels and the kiln.
- Mix epoxy resin and apply color to metal.

### *Aligned Washington State Standards*

<b>Arts</b>	1.1 Understands and applies visual arts concepts and vocabulary. 1.2 Develops visual arts skills and techniques. 2.1 Applies a creative process to visual arts. (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents) 2.3 Applies a responding process to a presentation/exhibit of visual arts. (Engages, describes, analyzes, interprets, and evaluates) 3.2 Uses visual arts to communicate for a specific purpose. 3.3 Develops personal aesthetic criteria to communicate artistic choices in visual arts. 4.5 Understands how arts knowledge and skills are used in the world of work, including careers in the arts.
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Math-Common Core State Standards</b>	
<b>Reading-Common Core State Standards</b>	RST-4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context
<b>Science</b>	
<b>Social Studies</b>	
<b>Speaking and Listening-Common Core State Standards</b>	Communication: 1.1. Uses listening and observation skills and strategies to focus attention and interpret information. 1.2. Understands, analyzes, synthesizes, or evaluates information from a variety of sources.
<b>Writing-Common Core State Standards</b>	W 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.

## UNIT 6 CASTING

<b>Performance Assessments:</b> <b>Assessments include but are not limited to:</b> <input type="checkbox"/> Cast Pendant <input type="checkbox"/> Cast Ring	
<b>Leadership Alignment:</b> Students may choose to use this production technique to develop their designs. They will think creatively to solve problems and communicate their ideas to a diverse audience. Students will then have their pieces evaluated by peers for possible entry into a statewide competition, “Passing the Torch”, sponsored by the nationally recognized Seattle Metals Guild.	
<i><b>Standards and Competencies</b></i>	
<b>Standard/Unit: Metal Finishes and Finishing</b>	
<b>Competencies</b>	<b>Total Learning Hours for Unit: 30</b>
<ul style="list-style-type: none"> <li>Students will be able to create a wax model that has multiple levels (three-dimensional) and includes at least one intentional texture/finish.</li> <li>Students will be able to differentiate between casting and fabrication.</li> <li>Students will be able to articulate the lost wax process.</li> <li>Students will be able to attach sprues, invest, burn out, cast, and clean up.</li> <li>Students will be able to calculate specific gravity.</li> <li>Students will understand other casting techniques including, sand casting, cuttlefish bone casting, nature and plastic burn outs.</li> </ul>	
<i><b>Aligned Washington State Standards</b></i>	
<b>Arts</b>	1.2 Develops visual arts skills and techniques 2.1 Applies a creative process to visual arts. (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents) 3.1 Uses visual arts to express feelings and present ideas. 3.3 Develops personal aesthetic criteria to communicate artistic choices in visual arts
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Math-Common Core State Standards</b>	Reason quantitatively and use units to solve problems
<b>Reading-Common Core State Standards</b>	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.
<b>Science</b>	
<b>Social Studies</b>	
<b>Speaking and Listening-Common Core State Standards</b>	Communication: 1.1. Uses listening and observation skills and strategies to focus attention and interpret information. Communication: 1.2. Understands, analyzes, synthesizes, or evaluates information from a variety of sources.
<b>Writing-Common Core State Standards</b>	

UNIT 7 LEADERSHIP

<b>Performance Assessments:</b> <b>Assessments include, but are not limited to:</b> <ul style="list-style-type: none"> <li>- Lost Wax Casting</li> <li>- Wire Experiments</li> <li>- Animal Totem Keychain</li> <li>- Pierced Cuff Bracelet</li> <li>- Soldered Band Ring</li> <li>- Resin Frame Pendant or Keychain</li> <li>- Prong/Dome Project</li> <li>- Metal Flower</li> <li>- Swivel Locket</li> <li>- Sweat Solder Project</li> <li>- Bezel Set Pendant or Ring</li> <li>- Staff Commission Project</li> </ul>	
<b>Leadership Alignment:</b> Leadership qualities are desirable in both acquiring workplace skills and advancing in the workplace. The Jewelry/Metals lab should always be a reflection of the workplace.	
<b><i>Standards and Competencies</i></b>	
<b>Standard/Unit: Leadership</b>	
<b>Competencies</b>	<b>Total Learning Hours for Unit: 20</b>
<ul style="list-style-type: none"> <li>• The student will be able to be proactive</li> <li>• The student will be able to show a commitment to producing quality work</li> <li>• The student will be able to display strong work habits, including no cell phone use</li> <li>• The student will be able to hand in finished, wearable, functional work.</li> <li>• Students will provide summaries of the qualifying activities they have participated in.</li> <li>• Students can demonstrate leadership by showing a commitment to producing quality work.</li> </ul>	
<b><i>Aligned Washington State Standards</i></b>	
<b>Arts</b>	4.1 Demonstrates and analyzes the connections among the arts (dance, music, theatre, and visual arts). 4.3 Understands how the arts impact and reflect personal choices throughout life. 4.4 Understands how the arts influence and reflect cultures/civilization, place, and time.
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Math-Common Core State Standards</b>	
<b>Reading-Common Core State Standards</b>	
<b>Science</b>	
<b>Social Studies</b>	
<b>Speaking and Listening-Common Core State Standards</b>	

<b>Writing-Common Core State Standards</b>	W 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.
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<b>UNIT 8 STONE SETTING</b>	
<b>Performance Assessments: Students identify and use stone setting techniques to enhance a finished piece of jewelry or sculpture. Student assessments include but are not limited to:</b> - Bezel Setting - Prong Setting	
<b>Leadership Alignment:</b> Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21 <sup>st</sup> Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy). Students will use creative problem solving and systems thinking to design a piece of jewelry or sculpture that incorporates stone setting and can competently execute stone setting. Students will learn the order of steps needed to complete a proper stone setting. Students show initiative and self-direction when managing tangible goals and time to complete a finished product with a stone setting. Students practice leadership and responsibility when participating in an annual High school metals competition hosted by the Seattle Metals Guild.	
<i>Standards and Competencies</i>	
<b>Standard/Unit: Stone Setting</b>	
Competencies	Total Learning Hours for Unit: 20
<ul style="list-style-type: none"> <li>• Students can successfully secure and set a stone in jewelry or small metal sculpture.</li> <li>• Problem solving and understanding the order of steps to a complete stone setting.</li> <li>• Understanding different types of gemstones and their hardness or softness.</li> <li>• Written reflection describing what techniques were used and how they were used to enhance a finished piece of jewelry or sculpture.</li> <li>• Identify the two general types of gemstone cuts: cabochon and faceted stones.</li> <li>• Prep metal for specific stone setting technique.</li> <li>• Demonstrate how to proficiently set cabochon and faceted stones.</li> <li>• Decide how tall the bezel wire, tubing, or prongs should be for the chosen gem.</li> <li>• Identify what tools are used for specific stone setting.</li> </ul>	
<i>Aligned Washington State Standards</i>	
<b>Arts</b>	1.1 Understands and applies visual arts concepts and vocabulary. 1.2 Develops visual arts skills and techniques. 2.1 Applies a creative process to visual arts. (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents) 2.3 Applies a responding process to a presentation/exhibit of visual arts. (Engages, describes, analyzes, interprets, and evaluates) 3.2 Uses visual arts to communicate for a specific purpose. 3.3 Develops personal aesthetic criteria to communicate artistic choices in visual arts. 4.4 Understands how the arts influence and reflect cultures/civilization, place, and time. 4.5 Understands how arts knowledge and skills are used in the world of work, including careers in the arts.
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Math-Common Core State</b>	



<b>Standards</b>	
<b>Reading-Common Core State Standards</b>	RST-4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context
<b>Science</b>	
<b>Social Studies</b>	
<b>Speaking and Listening-Common Core State Standards</b>	Communication: 1.1. Uses listening and observation skills and strategies to focus attention and interpret information. 1.2. Understands, analyzes, synthesizes, or evaluates information from a variety of sources.
<b>Writing-Common Core State Standards</b>	W 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.

**21<sup>st</sup> Century Skills**

Check those that students will demonstrate in this course

<p><b>LEARNING &amp; INNOVATION</b></p> <p><b>Creativity and Innovation</b>  <b>X</b> Think Creatively  <input type="checkbox"/> Work Creatively with Others  <b>X</b> Implement Innovations</p> <p><b>Critical Thinking and Problem Solving</b>  <b>X</b> Reason Effectively  <input type="checkbox"/> Use Systems Thinking  <b>X</b> Make Judgments and Decisions  <b>X</b> Solve Problems</p> <p><b>Communication and Collaboration</b>  <b>X</b> Communicate Clearly  <input type="checkbox"/> Collaborate with Others</p>	<p><b>INFORMATION, MEDIA &amp; TECHNOLOGY SKILLS</b></p> <p><b>Information Literacy</b>  <b>X</b> Access and /evaluate Information  <b>X</b> Use and Manage Information</p> <p><b>Media Literacy</b>  <b>X</b> Analyze Media  <input type="checkbox"/> Create Media Products</p> <p><b>Information, Communications and Technology (ICT Literacy)</b>  <input type="checkbox"/> Apply Technology Effectively</p>	<p><b>LIFE &amp; CAREER SKILLS</b></p> <p><b>Flexibility and Adaptability</b>  <b>X</b> Adapt to Change  <b>X</b> Be Flexible</p> <p><b>Initiative and Self-Direction</b>  <b>X</b> Manage Goals and Time  <b>X</b> Work Independently  <b>X</b> Be Self-Directed Learners</p> <p><b>Social and Cross-Cultural</b>  <b>X</b> Interact Effectively with Others  <b>X</b> Work Effectively in Diverse Teams</p> <p><b>Productivity and Accountability</b>  <b>X</b> Manage Projects  <b>X</b> Produce Results</p> <p><b>Leadership and Responsibility</b>  <b>X</b> Guide and Lead Others  <b>X</b> Be Responsible to Others</p>
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# Jewelry/Metal Sculpture

## 3 & 4



## **COURSE OUTLINE**

**Course Name** Jewelry/Metal Sculpture 3-4, Contract Study **Grade Level(s)** 9-12

These project-based courses further expand on the skills students have learned in Jewelry 1 and 2. They further integrate the elements of art and principles of design to realize their designs. More technical skills are introduced and assessed as students complete portfolios to demonstrate their competency.

**1. Elements of Art and Principles of Design**

- A. Chainmaking
- B. Passing the Torch
- C. Heritage Project
- D. Marriage of Metal
- E. Tube Setting
- F. Hinge Locket
- G. Line of Jewelry

**2. Safety and Tool Usage**

- A. Safety Tests
- B. Teacher Observation during all projects

**3. Sawing and Filing**

- A. Tube Setting
- B. Marriage of Metal
- C. Passing the Torch
- D. Hinge Locket
- E. Heritage Project

**4. Hot and Cold Connections**

- A. Fabricated Flower
- B. Hinged Pendant
- C. Marriage of Metal
- D. Chain Making
- E. Shadow Box

**5. Metal Finishes and Finishing**

- A. Tube Setting
- B. Hinge Locket
- C. Chain Making
- D. Marriage of Metal
- E. Dome Pendant

**6. Casting**

- A. Nature Cast
- B. Cuttlefish Casting

**7. Leadership**

- A. Professionalism during projects
- B. Passing the Torch
- C. Community Service

**8. Stone Setting**

- A. Tube Setting
- B. Flush Setting

**WASHINGTON STATE CAREER AND TECHNICAL EDUCATION  
EQUIVALENT LEADERSHIP TEMPLATE  
Auburn School District**

**Course/Program Name: Jewelry/Metal Sculpture**

<b>Leadership and Employability (21<sup>st</sup> CENTURY SKILLS DOCUMENTATION)</b>	<b>Activity and Explanation</b>
<b>Creativity and Innovation</b>	
<p><b><u>Think Creatively</u></b> (Examples Below)</p> <ul style="list-style-type: none"> <li>1. A.1 Use a wide range of idea creation techniques (such as brainstorming).</li> <li>1. A.2 Create new and worthwhile ideas (both incremental and radical concepts).</li> <li>1. A.3 Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts.</li> </ul>	<p>Students must create their own designs for projects and spend time brainstorming, drawing, and researching ideas. Creative problem solving is used often as students make each project using the tools and techniques that applies to the current unit.</p>
<p><b><u>Work Creatively with Others</u></b> (Examples Below)</p> <ul style="list-style-type: none"> <li>1. B.1 Develop, implement and communicate new ideas to others effectively.</li> <li>1. B.2 Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work.</li> <li>1. B.3 Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas.</li> <li>1. B.4 View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes <b><u>Implement Innovations</u></b> (Examples Below)</li> <li>1. C.1 Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur.</li> </ul>	<p>Students work collaboratively to brainstorm ideas to execute designs. Leadership activities include assisting fellow students with a certain technique or skill being learned in class. Group input is given in critiques that happen in the beginning, during, and after projects are completed.</p>
<b>Critical Thinking and Problem Solving</b>	
<p><b><u>Reason Effectively</u></b> (Examples Below)</p> <ul style="list-style-type: none"> <li>2. A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation.</li> </ul>	<p>Students will review their jewelry pieces in order to evaluate and assess if changes or improvements need to be made.</p>
<p><b><u>Use Systems Thinking</u></b> (Examples Below)</p> <ul style="list-style-type: none"> <li>2. B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.</li> </ul>	<p>Students will design pieces and discuss the order in which to approach the construction of said pieces.</p>
<p><b><u>Make Judgments and Decisions</u></b> (Examples Below)</p> <ul style="list-style-type: none"> <li>2. C.1 Effectively analyzes and evaluate evidence, arguments, claims and beliefs.</li> <li>2. C.2 Analyze and evaluate major alternative points of view.</li> <li>2. C.3 Synthesize and make connections between information and arguments.</li> <li>2. C.4 Interpret information and draw conclusions based on the best analysis.</li> <li>2. C.5 Reflect critically on learning experiences and processes.</li> </ul>	<p>Students will assess results to determine the best course of approach for obtaining desired results. Written reflections are done at the end of each project as a way to analyze and evaluate their own work.</p>

<b><u>Solve Problems</u></b> (Examples Below) 2. D.1 Solve different kinds of non-familiar problems in both conventional and innovative ways. 2. D.2 Identify and ask significant questions that clarify various points of view and lead to better solutions.	<i>Students will be asked clarifying questions in order to understand proper tool usage for different situations</i>
<b>Communication and Collaboration</b>	
<b><u>Communicate Clearly</u></b> (Examples Below) 3. A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts. 3. A.2 Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions. 3. A.3 Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade). 3. A.4 Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact. 3. A.5 Communicate effectively in diverse environments (including multi-lingual).	Share information gleaned through research in a slide show presentation to their peers. Students work together to interpret project ideas and share goals on current projects.
<b><u>Collaborate with Others</u></b> (Examples Below) 3. B.1 Demonstrate ability to work effectively and respectfully with diverse teams. 3. B.2 Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal. 3. B.3 Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.	Students work in groups to research and present trends in the jewelry industry to the entire class. Students break down a series of subject matters that need to be covered.
<b>Information Literacy</b>	
<b><u>Access and Evaluate Information</u></b> (Examples Below) 4. A.1 Access information efficiently (time) and effectively (sources). 4. A.2 Evaluate information critically and competently.	Utilize digital and written resources to research design ideas and techniques.
<b><u>Use and Manage Information</u></b> (Examples Below) 4. B.1 Use information accurately and creatively for the issue or problem at hand. 4. B.2 Manage the flow of information from a wide variety of sources. 4. B.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information.	Students will use handouts and digital information shared with them to successfully complete their intended projects.
<b>Media Literacy</b>	
<b><u>Analyze Media</u></b> (Examples Below) 5. A.1 Understand both how and why media messages are constructed, and for what purposes. 5. A.2 Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors. 5. A.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media.	Students research and create original reports on a variety of jewelry topics. Students do research in the computer lab to conceptually prepare for a variety of projects.
<b><u>Create Media Products</u></b> (Examples Below)	Students use tools such as powerpoint in order to convey

<p>5. B.1 Understand and utilize the most appropriate media creation tools, characteristics and conventions.</p> <p>5. B.2 Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments.</p>	research projects
<b>Information, Communications and Technology (ICT) Literacy</b>	
<p><b><u>Apply Technology Effectively</u></b> (Examples Below)</p> <p>6. A.1 Use technology as a tool to research, organize, evaluate and communicate information.</p> <p>6. A.2 Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy.</p> <p>6. A.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.</p>	Use computer search engines to find images and articles on specific jewelry topics
<b>Flexibility and Adaptability</b>	
<p><b><u>Adapt to Change</u></b> (Examples Below)</p> <p>7. A.1 Adapt to varied roles, jobs responsibilities, schedules and contexts.</p> <p>7. A.2 Work effectively in a climate of ambiguity and changing priorities.</p>	In the creation of projects, sometimes accidents happen, and in that scenario, students are guided to finding the best way to make due with the situation at hand.
<b>Initiative and Self-Direction</b>	
<p><b><u>Manage Goals and Time</u></b> (Examples Below)</p> <p>8. A.1 Set goals with tangible and intangible success criteria.</p> <p>8. A.2 Balance tactical (short-term) and strategic (long-term) goals.</p> <p>8. A.3 Utilize time and manage workload efficiently.</p>	Students work within a required timeframe to accomplish project completion.
<p><b><u>Work Independently</u></b> (Examples Below)</p> <p>8. B.1 Monitor defines, prioritize and complete tasks without direct oversight.</p>	Students are directed with demonstrations & expected to use class time wisely. If a student falls behind, they are responsible for coming in before or after school to complete the project.
<p><b><u>Be Self-Directed Learners</u></b> (Examples Below)</p> <p>8. C.1 Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.</p> <p>8. C.2 Demonstrate initiative to advance skill levels towards a professional level.</p> <p>8. C.3 Demonstrate commitment to learning as a lifelong process.</p> <p>8. C.4 Reflect critically on past experiences in order to inform future progress.</p>	<p>After the completion of an assigned project, students may explore the new techniques they learned &amp; use them in the creation of an independent project.</p> <p>The students may explore the in-studio library or use textbooks for ideas or new projects to work on.</p>
<b>Social and Cross-Cultural Skills</b>	
<p><b><u>Interact Effectively with Others</u></b> (Examples Below)</p> <p>9. A.1 Know when it is appropriate to listen and when to speak.</p> <p>9. A.2 Conduct themselves in a respectable, professional manner.</p>	Introduction to new projects: Students are addressed as a whole, questions may arise, but students can determine if the question is needed to be addressed to the entire group or that they can ask questions one-on-one with the instructor.
<b><u>Work Effectively with Diverse Teams</u></b> (Examples Below)	Group lab work: Students demonstrate interpersonal skills



<p>9. B.1 Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.</p> <p>9. B.2 Respond open-mindedly to different ideas and values.</p> <p>9. B.3 Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.</p>	<p>and problem solving skills when researching cultural, scientific, or historical aspects of Jewelry/Metal Sculpture. They research, create a presentation, and present to their peers and teacher.</p>
<b>Productivity and Accountability</b>	
<p><b><u>Manage Projects</u></b> (Examples Below)</p> <p>10. A.1 Set and meet goals, even in the face of obstacles and competing pressures.</p> <p>10. A.2 Prioritize, plan and manage work to achieve the intended result.</p>	<p>Students create a “Contract for Success” at the beginning of each semester. They set out goals for themselves, they sign off on it, the instructor signs off, and students stay accountable throughout the semester.</p>
<p><b><u>Produce Results</u></b> (Examples Below)</p> <p>10.B.1 Demonstrate additional attributes associated with producing high quality products including the abilities to:</p> <p>10. B.1a Work positively and ethically.</p> <p>10. B.1b Manage time and projects effectively.</p> <p>10. B.1c Multi-task.</p> <p>10. B.1d Participate actively, as well as be reliable and punctual.</p> <p>10. B.1e Present oneself professionally and with proper etiquette.</p> <p>10. B.1f Collaborate and cooperate effectively with teams.</p> <p>10. B.1g Respect and appreciate team diversity.</p> <p>10. B.1h Be accountable for results.</p>	<p>Students design and create between 5-7 professional quality projects. They work toward deadlines, advancing in their process every day. If they don’t manage time effectively, they will not finish the required work.</p>
<b>Leadership and Responsibility</b>	
<p><b><u>Guide and Lead Others</u></b> (Examples Below)</p> <p>11. A.1 Use interpersonal and problem-solving skills to influence and guide others toward a goal.</p> <p>11. A.2 Leverage strengths of others to accomplish a common goal.</p> <p>11. A.3 Inspire others to reach their very best via example and selflessness.</p> <p>11. A.4 Demonstrate integrity and ethical behavior in using influence and power.</p>	<p>Students work together to accomplish high level projects. They offer each other design inspiration and technical expertise in order to expertly complete professional work.</p>
<p><b><u>Be Responsible to Others</u></b> (Examples Below)</p> <p>11. B.1 Act responsibly with the interests of the larger community in mind.</p>	<p>Students work with a staff member to create a custom jewelry or sculpture piece. The student and staff member collaborate on the design and final product.</p>



Auburn School District #408

## Jewelry/Metal Sculpture 3 and 4

Course: Jewelry and Small Metal Sculpture 3 and 4		Total Framework Hours up to: 180
CIP Code: 500713	X Exploratory	Date Last Modified: 1/15/2015
Career Cluster: Art, Audio/Video Technology, and Communications		Cluster Pathway: Visual Arts

### Unit Outline Hours

Unit 1: Elements of Art and Principles of Design	20
Unit 2: Safety & Tool Usage	20
Unit 3: Sawing and Filing	25
Unit 4: Hot and Cold Connections	30
Unit 5: Metal Finishes and Finishing	25
Unit 6: Casting	20
Unit 7: Leadership	20
Unit 8: Stone Setting	<u>20</u>
<b>Total Hours</b>	<b><u>180</u></b>

## UNIT 1 Elements of Art and Principles of Design

**Performance Assessments:** Student will be able to identify and intentionally use the Elements of Art and Principles of Design to appreciate and create a work of metal art. Students will complete written reflections after completing project that demonstrates their understanding of Elements of Art and Principles of Design:

- Tube Setting with Granulation
- Saul Bell Emerging Artist Project
- Triple Dome Pendant
- Cuttlefish Casting
- Marriage of Metal
- Hinge Locket
- Heritage Project
- Line of Jewelry
- Passing the Torch
- Prom Piece
- Chain Making

**Leadership Alignment:** Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21<sup>st</sup> Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

Students will practice creative thinking, problem solving, and innovation to develop designs that incorporate the Elements of Art and Principles of Design. Students demonstrate communication skills by listening effectively and following direction. Students will complete a written reflection at the end of assignments where they will evaluate what Elements of Art and Principles of Design have been incorporated into their project.

### *Standards and Competencies*

## Standard/Unit 1: Elements of Art and Principles of Design

### Competencies

### Competencies

- Students can identify, describe, and evaluate the design of a piece of metal art using the Elements of Art and Principles of Design
- Students can design or draw metal art which purposefully shows Elements of Art and Principles of Design
- Students can select, organize, and execute Elements of Art and Principles of Design to create a successful work of metal art

### *Aligned Washington State Standards*

Arts	Arts
Educational Technology	Educational Technology
Health and Fitness	Health and Fitness
Math-Common Core State Standards	Math-Common Core State Standards
Reading-Common Core State Standards	Reading-Common Core State Standards
Science	Science
Social Studies	Social Studies
Speaking and Listening-	Speaking and Listening-Common Core State Standards

<b>Common Core State Standards</b>	
<b>Writing-Common Core State Standards</b>	Writing-Common Core State Standards

## UNIT 2 SAFETY & TOOL USAGE

### Performance Assessments:

#### Assessments include, but are not limited to:

- Day-to-day teacher observations of safe and correct tool use
- Teacher observation of active vocabulary use
- Written reflections after project completions
- Safety tests
- Tube Setting with Granulation
- Saul Bell Emerging Artist Project
- Triple Dome Pendant
- Cuttlefish Casting
- Marriage of Metal
- Hinge Locket
- Heritage Project
- Line of Jewelry
- Passing the Torch
- Prom Piece
- Chain Making

**Leadership Alignment:** Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21<sup>st</sup> Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

### *Standards and Competencies*

## Standard/Unit 2: Safety & Tool Usage

### Competencies

**Total Learning Hours for Unit: 20**

- The student will be able to name the tools used in the classroom
- The students can describe the tool's uses
- The student can use tools in an order which makes sense
- The student can make intelligent decisions of what tool to use in the creation of metal art
- The student can care for tools and identify problems
- The student can use and describe tool safety

### *Aligned Washington State Standards*

<b>Arts</b>	4.5 Understands how arts knowledge and skills are used in the world of work, including careers in the arts.
<b>Educational Technology</b>	1.1 Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.
<b>Speaking and Listening-</b>	Communications

<b>Common Core State Standards</b>	1.1 Uses listening and observation skills and strategies to focus attention and interpret information. 1.2 Understands, analyzes, synthesizes, or evaluates information from a variety of sources.
<b>UNIT 3 SAWING AND FILING</b>	
<b>Performance Assessments:</b> <b>Assessments include but are not limited to:</b> <ul style="list-style-type: none"> <li>- Tube Setting with Granulation</li> <li>- Saul Bell Emerging Artist Project</li> <li>- Triple Dome Pendant</li> <li>- Cuttlefish Casting</li> <li>- Marriage of Metal</li> <li>- Hinge Locket</li> <li>- Heritage Project</li> <li>- Line of Jewelry</li> <li>- Passing the Torch</li> <li>- Prom Piece</li> <li>- Chainmaking</li> <li>-Layered Brooch</li> </ul>	
<b>Leadership Alignment:</b> Students use the essential skills of sawing and filing to realize creative designs founded in artistic principles. Students will think creatively to implement innovations, solve problems and manage goals and time to produce a finished product. Students have the opportunity to participate in an annual statewide competition sponsored by the Seattle Metals Guild.	
<b>Standards and Competencies</b>	
<b>Standard/Unit 3: Sawing and Filing</b>	
<b>Competencies</b>	<b>Total Learning Hours for Unit: 25</b>
<ul style="list-style-type: none"> <li>• Students will be able to lay out a design on metal.</li> <li>• Students will be able to properly install a sawblade into their frame.</li> <li>• Students will be able to master sawing on various lines, including straight, curved and angled.</li> <li>• Students will be able to safely pierce their metal and neatly saw inside cuts.</li> <li>• Students will be able to saw without breaking an excess of blades.</li> <li>• Students will be able to understand the mechanics of a saw and sawing.</li> <li>• Students will be able to choose the right sawblade for the intended outcome.</li> <li>• Students will be able to file correctly.</li> </ul>	
<b>Aligned Washington State Standards</b>	
<b>Arts</b>	1.2 Develops visual arts skills and techniques 2.1 Applies a creative process to visual arts. (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents) 3.1 Uses visual arts to express feelings and present ideas. 3.3 Develops personal aesthetic criteria to communicate artistic choices in visual arts
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Math-Common Core State</b>	

<b>Standards</b>	
<b>Reading-Common Core State Standards</b>	RST-4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context
<b>Science</b>	
<b>Social Studies</b>	
<b>Speaking and Listening-Common Core State Standards</b>	
<b>Writing-Common Core State Standards</b>	W-10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences

## UNIT 4 HOT AND COLD CONNECTIONS

### Performance Assessments:

#### Assessments include but are not limited to:

- Fabricated Flower
- Hinged Pendant
- Shadow Box
- Bezel Set Stone
- Chain making
- Tube Setting with Granulation
- Saul Bell Emerging Artist Project
- Triple Dome Pendant
- Marriage of Metal
- Hinge Locket
- Heritage Project
- Line of Jewelry
- Passing the Torch
- Prom Piece

**Leadership Alignment:** Students will make judgments and decisions as to how best solder their pieces. They will reason effectively to solve problems that may arise. Students will adapt to change and be flexible as their design necessitates.

### *Standards and Competencies*

## Standard/Unit 4: Hot and Cold Connections

### Competencies

**Total Learning Hours for Unit: 30**

- Students will be able to prepare metal to be soldered.
- Students will be able to safely handle a torch and tools.
- Students will be able to apply the proper type of flame to a situation, oxidizing, neutral or reducing.
- Students will be able to control capillary action when flowing solder.
- Students will be able to minimize oxidation during the soldering process.
- Students will be able to create a tube rivet to hold parts together.
- Students will be able to create wire rivets to connect metals or as decoration.

- Students will be able to make and use jumpings to connect parts together.
- Students will fabricate using refined soldering skills such as soldering tubing, attaching a clasp and using multiple solders on a single piece.
- Students will assemble the pieces by controlling the flow of solder to only attach the desired pieces in a confined area.
- Students will control the heat from their torch in order to flow solder on a bezel wire in the construction of a bezel cup.
- Students will solder jumpings in a pattern without flowing previous solders in order to create a chain.

***Aligned Washington State Standards***

<b>Arts</b>	1.2 Develops visual arts skills and techniques 2.1 Applies a creative process to visual arts. (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents) 3.1 Uses visual arts to express feelings and present ideas. 3.3 Develops personal aesthetic criteria to communicate artistic choices in visual arts
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Math-Common Core State Standards</b>	
<b>Reading-Common Core State Standards</b>	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.
<b>Science</b>	
<b>Social Studies</b>	
<b>Speaking and Listening-Common Core State Standards</b>	Communication: 1.1. Uses listening and observation skills and strategies to focus attention and interpret information. Communication: 1.2. Understands, analyzes, synthesizes, or evaluates information from a variety of sources.
<b>Writing-Common Core State Standards</b>	

## UNIT 5 METAL FINISHES AND FINISHING

**Performance Assessments:** Students identify and use stone setting techniques to enhance a finished piece of jewelry or sculpture. Student assessments include but are not limited to:

- Tube Setting with Granulation
- Saul Bell Emerging Artist Project
- Triple Dome Pendant
- Cuttlefish Casting
- Marriage of Metal
- Hinge Locket
- Heritage Project
- Line of Jewelry
- Passing the Torch
- Prom Piece
- Chain Making

**Leadership Alignment:** Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21<sup>st</sup> Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

Students practice accountability and productivity to prioritize, manage, and complete projects on time. Students show initiative and self-direction by completing projects after listening to instruction. Students use information and manage time efficiently for the metal finishing technique at hand.

### ***Standards and Competencies***

## **Standard/Unit 5: Metal Finishes and Finishing**

### **Competencies**

**Total Learning Hours for Unit: 25**

- Demonstration and practice of: Sanding, polishing, annealing, stamping, stippling, roller printing, etching, applying patinas, enameling, applying colored resin to metal.
- Students participate in questioning about vocabulary and techniques.
- Written reflection describing what techniques were used and how they were used to enhance metal's surface.
- Student's view other students work and identify what metal surface enhancing techniques were used.
- Sand out scratches to prepare metal for a professional finish.
- Polish metal to high shine.
- Anneal metal to soften it.
- Imprint metal by hammering, stamping, and roller printing.
- Texture metal using the flex shaft and various bits.
- Etch metal using resist and etchants.
- Patina metal using flame and patinas.
- Enamel metal using enamels and the kiln.
- Mix epoxy resin and apply color to metal.

### ***Aligned Washington State Standards***

<b>Arts</b>	1.1 Understands and applies visual arts concepts and vocabulary. 1.2 Develops visual arts skills and techniques. 2.1 Applies a creative process to visual arts. (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents) 2.3 Applies a responding process to a presentation/exhibit of visual arts. (Engages, describes, analyzes, interprets, and evaluates) 3.2 Uses visual arts to communicate for a specific purpose. 3.3 Develops personal aesthetic criteria to communicate artistic choices in visual arts. 4.5 Understands how arts knowledge and skills are used in the world of work, including careers in the arts.
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Math-Common Core State Standards</b>	
<b>Reading-Common Core State Standards</b>	RST-4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context
<b>Science</b>	
<b>Social Studies</b>	
<b>Speaking and Listening-Common Core State Standards</b>	Communication: 1.1. Uses listening and observation skills and strategies to focus attention and interpret information. 1.2. Understands, analyzes, synthesizes, or evaluates information from a variety of sources.
<b>Writing-Common Core State Standards</b>	W 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.



## UNIT 6 CASTING

**Performance Assessments:**  
**Assessments include but are not limited to:**

Cast Pendants or Rings  
 Nature/plastic Casting  
 Cuttlefish Casting

**Leadership Alignment:** Students may choose to use this production technique to develop their designs. They will think creatively to solve problems and communicate their ideas to a diverse audience. Students will then have their pieces evaluated by peers for possible entry into a statewide competition, "Passing the Torch", sponsored by the nationally recognized Seattle Metals Guild.

### *Standards and Competencies*

#### Standard/Unit 6: Casting

#### Competencies

**Total Learning Hours for Unit: 20**

- Students will be able to attach a correct number of sprues in the correct positions to facilitate a clean casting.
- Students will be able to invest their model and calculate specific gravity.
- Students will be able to differentiate between Casting and Fabrication and when to use each.
- Students will be able to articulate the Casting process.
- Students will understand and be able to demonstrate other casting techniques including sand casting, cuttlefish bone casting, nature and plastic burn outs.
- Students will be able to carve a mold from a cuttlefish bone and pour in molten metal.

### *Aligned Washington State Standards*

<b>Arts</b>	1.2 Develops visual arts skills and techniques 2.1 Applies a creative process to visual arts. (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents) 3.1 Uses visual arts to express feelings and present ideas. 3.3 Develops personal aesthetic criteria to communicate artistic choices in visual arts
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Math-Common Core State Standards</b>	Reason quantitatively and use units to solve problems
<b>Reading-Common Core State Standards</b>	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.
<b>Science</b>	
<b>Social Studies</b>	
<b>Speaking and Listening-Common Core State Standards</b>	Communication: 1.1. Uses listening and observation skills and strategies to focus attention and interpret information. Communication: 1.2. Understands, analyzes, synthesizes, or evaluates information from a variety of sources.
<b>Writing-Common Core State Standards</b>	

## UNIT 7 LEADERSHIP

<b>Performance Assessments:</b> <b>Assessments include, but are not limited to:</b> <ul style="list-style-type: none"> <li>- Tube Setting with Granulation</li> <li>- Saul Bell Emerging Artist Project</li> <li>- Triple Dome Pendant</li> <li>- Cuttlefish Casting</li> <li>- Marriage of Metal</li> <li>- Hinge Locket</li> <li>- Heritage Project</li> <li>- Line of Jewelry</li> <li>- Passing the Torch</li> <li>- Prom Piece</li> <li>- Chainmaking</li> </ul>	
<b>Leadership Alignment:</b> Leadership qualities are desirable in both acquiring workplace skills and advancing in the workplace. The Jewelry/Metals lab should always be a reflection of the workplace.	
<b><i>Standards and Competencies</i></b>	
<b>Standard/Unit 7: Leadership</b>	
<b>Competencies</b>	<b>Total Learning Hours for Unit: 20</b>
<ul style="list-style-type: none"> <li>• The student will be able to be proactive.</li> <li>• The student will be able to show a commitment to producing quality work.</li> <li>• The student will be able to display strong work habits, including no cell phone use.</li> <li>• The student will be able to hand in finished, wearable, functional work.</li> <li>• Students will provide summaries of the qualifying activities they have participated in</li> <li>• Students can demonstrate leadership by showing a commitment to producing quality work</li> </ul>	
<b><i>Aligned Washington State Standards</i></b>	
<b>Arts</b>	4.1 Demonstrates and analyzes the connections among the arts (dance, music, theatre, and visual arts). 4.3 Understands how the arts impact and reflect personal choices throughout life. 4.4 Understands how the arts influence and reflect cultures/civilization, place, and time.
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Math-Common Core State Standards</b>	
<b>Reading-Common Core State Standards</b>	
<b>Science</b>	
<b>Social Studies</b>	
<b>Speaking and Listening-Common Core State Standards</b>	
<b>Writing-Common Core State Standards</b>	W 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.

## UNIT 8 STONE SETTING

**Performance Assessments:** Students identify and use stone setting techniques to enhance a finished piece of jewelry or sculpture. Student assessments include but are not limited to:

Tube Setting With Granulation  
Flush Setting

**Leadership Alignment:** Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21<sup>st</sup> Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

Students will use creative problem solving and systems thinking to design a piece of jewelry or sculpture that incorporates stone setting and can competently execute stone setting. Students will learn the order of steps needed to complete a proper stone setting. Students show initiative and self-direction when managing tangible goals and time to complete a finished product with a stone setting. Students practice leadership and responsibility when participating in an annual High school metals competition hosted by the Seattle Metals guild.

### *Standards and Competencies*

## Standard/Unit 8: Stone Setting

### Competencies

**Total Learning Hours for Unit: 20**

- Students can successfully secure and set a stone in jewelry or small metal sculpture.
- Problem solving and understanding the order of steps to a complete stone setting.
- Understanding different types of gemstones and their hardness or softness.
- Written reflection describing what techniques were used and how they were used to enhance a finished piece of jewelry or sculpture.
- Identify the two general types of gemstone cuts: cabochon and faceted stones.
- Prep metal for specific stone setting technique.
- Demonstrate how to proficiently set cabochon and faceted stones.
- Decide how tall the bezel wire, tubing, or prongs should be for the chosen gem.
- Identify what tools are used for specific stone setting.

### *Aligned Washington State Standards*

<b>Arts</b>	1.1 Understands and applies visual arts concepts and vocabulary. 1.2 Develops visual arts skills and techniques. 2.1 Applies a creative process to visual arts. (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents) 2.3 Applies a responding process to a presentation/exhibit of visual arts. (Engages, describes, analyzes, interprets, and evaluates) 3.2 Uses visual arts to communicate for a specific purpose. 3.3 Develops personal aesthetic criteria to communicate artistic choices in visual arts. 4.4 Understands how the arts influence and reflect cultures/civilization, place, and time. 4.5 Understands how arts knowledge and skills are used in the world of work, including careers in the arts.
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Math-Common Core State Standards</b>	
<b>Reading-Common Core State Standards</b>	RST-4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context

<b>Science</b>	
<b>Social Studies</b>	
<b>Speaking and Listening- Common Core State Standards</b>	<p>Communication:</p> <p>1.1. Uses listening and observation skills and strategies to focus attention and interpret information.</p> <p>1.2. Understands, analyzes, synthesizes, or evaluates information from a variety of sources.</p>
<b>Writing-Common Core State Standards</b>	<p>W 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.</p>

## 21<sup>st</sup> Century Skills

Check those that students will demonstrate in this course:

<p><b>LEARNING &amp; INNOVATION</b></p> <p><b>Creativity and Innovation</b>  <b>X</b> Think Creatively  <input type="checkbox"/> Work Creatively with Others  <b>X</b> Implement Innovations</p> <p><b>Critical Thinking and Problem Solving</b>  <b>X</b> Reason Effectively  <b>X</b> Use Systems Thinking  <b>X</b> Make Judgments and Decisions  <b>X</b> Solve Problems</p> <p><b>Communication and Collaboration</b>  <b>X</b> Communicate Clearly  <input type="checkbox"/> Collaborate with Others</p>	<p><b>INFORMATION, MEDIA &amp; TECHNOLOGY SKILLS</b></p> <p><b>Information Literacy</b>  <b>X</b> Access and /evaluate Information  <b>X</b> Use and Manage Information</p> <p><b>Media Literacy</b>  <b>X</b> Analyze Media  <input type="checkbox"/> Create Media Products</p> <p><b>Information, Communications and Technology (ICT Literacy)</b>  <input type="checkbox"/> Apply Technology Effectively</p>	<p><b>LIFE &amp; CAREER SKILLS</b></p> <p><b>Flexibility and Adaptability</b>  <b>X</b> Adapt to Change  <b>X</b> Be Flexible</p> <p><b>Initiative and Self-Direction</b>  <b>X</b> Manage Goals and Time  <b>X</b> Work Independently  <b>X</b> Self-Directed Learners</p> <p><b>Social and Cross-Cultural</b>  <b>X</b> Interact Effectively with Others  <b>X</b> Work Effectively in Diverse Teams</p> <p><b>Productivity and Accountability</b>  <b>X</b> Manage Projects  <b>X</b> Produce Results</p> <p><b>Leadership and Responsibility</b>  <b>X</b> Guide and Lead Others  <b>X</b> Be Responsible to Others</p>
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# Jewelry/Metal Sculpture Contract Study



Auburn School District #408

## Jewelry/Metal Sculpture Contract Study

<b>Course: Jewelry/Small Metal Sculpture Contract Study</b>		<b>Total Framework Hours up to: 180</b>
<b>CIP Code: 500713</b>	<b>X Exploratory</b>	<b>Date Last Modified: 1/15/2015</b>
<b>Career Cluster: Art, Audio/Video Technology, and Communications</b>		<b>Cluster Pathway: Visual Arts</b>

### Unit Outline Hours

Unit 1: Elements of Art and Principles of Design	20
Unit 2: Safety & Tool Usage	20
Unit 3: Sawing and Filing	25
Unit 4: Hot and Cold Connections	30
Unit 5: Metal Finishes and Finishing	25
Unit 6: Casting	20
Unit 7: Leadership	20
Unit 8: Stone Setting	<u>20</u>
<b>Total Hours</b>	<b><u>180</u></b>

## COMPONENTS AND ASSESSMENTS

**Performance Assessments:** Student will be able to identify and intentionally use the Elements of Art and Principles of Design to appreciate and create a work of metal art. Students will complete written reflections after completing project that demonstrates their understanding of Elements of Art and Principles of Design:

- Tube Setting with Granulation
- Saul Bell Emerging Artist Project
- Triple Dome Pendant
- Cuttlefish Casting
- Marriage of Metal
- Hinge Locket
- Heritage Project
- Line of Jewelry
- Passing the Torch
- Prom Piece
- Chain Making

**Leadership Alignment:** Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21<sup>st</sup> Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

Students will practice creative thinking, problem solving, and innovation to develop designs that incorporate the Elements of Art and Principles of Design. Students demonstrate communication skills by listening effectively and following direction. Students will complete a written reflection at the end of assignments where they will evaluate what Elements of Art and Principles of Design have been incorporated into their project.

### *Standards and Competencies*

## Standard/Unit 1: Elements of Art and Principles of Design

### Competencies

**Total Learning Hours for Unit: 20**

- Students can identify, describe, and evaluate the design of a piece of metal art using the Elements of Art and Principles of Design
- Students can design or draw metal art which purposefully shows Elements of Art and Principles of Design
- Students can select, organize, and execute Elements of Art and Principles of Design to create a successful work of metal art

### *Aligned Washington State Standards*

<b>Arts</b>	1.1 Understands and applies visual arts concepts and vocabulary. 2.1 Applies a creative process to visual arts. (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents) 4.5 Understands how arts knowledge and skills are used in the world of work, including careers in the arts.
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Math-Common Core State Standards</b>	
<b>Reading-Common Core State Standards</b>	RST-4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context
<b>Science</b>	
<b>Social Studies</b>	



<b>Speaking and Listening-Common Core State Standards</b>	
<b>Writing-Common Core State Standards</b>	W 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.

<b>COMPONENTS AND ASSESSMENTS</b>	
<b>Performance Assessments:</b> <b>Assessments include, but are not limited to:</b> <ul style="list-style-type: none"> <li>- Day-to-day teacher observations of safe and correct tool use</li> <li>- Teacher observation of active vocabulary use</li> <li>- Written reflections after project completions</li> <li>- Safety tests</li> <li>- Tube Setting with Granulation</li> <li>- Saul Bell Emerging Artist Project</li> <li>- Triple Dome Pendant</li> <li>- Cuttlefish Casting</li> <li>- Marriage of Metal</li> <li>- Hinge Locket</li> <li>- Heritage Project</li> <li>- Line of Jewelry</li> <li>- Passing the Torch</li> <li>- Prom Piece</li> <li>- Chain Making</li> </ul>	
<b>Leadership Alignment:</b> Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21 <sup>st</sup> Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)	
<i>Standards and Competencies</i>	
<b>Standard/Unit 2: Safety &amp; Tool Usage</b>	
<b>Competencies</b>	<b>Total Learning Hours for Unit: 20</b>
<ul style="list-style-type: none"> <li>• The student will be able to name the tools used in the classroom</li> <li>• The students can describe the tool's uses</li> <li>• The student can use tools in an order which makes sense</li> <li>• The student can make intelligent decisions of what tool to use in the creation of metal art</li> <li>• The student can care for tools and identify problems</li> <li>• The student can use and describe tool safety</li> </ul>	
<i>Aligned Washington State Standards</i>	
<b>Arts</b>	4.5 Understands how arts knowledge and skills are used in the world of work, including careers in the arts.
<b>Educational Technology</b>	1.1 Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.
<b>Speaking and Listening-Common Core State Standards</b>	Communications 1.1 Uses listening and observation skills and strategies to focus attention and interpret information. 1.2 Understands, analyzes, synthesizes, or evaluates information from a variety of sources.

COMPONENTS AND ASSESSMENTS	
<b>Performance Assessments:</b> <b>Assessments include but are not limited to:</b> <ul style="list-style-type: none"> <li>- Tube Setting with Granulation</li> <li>- Saul Bell Emerging Artist Project</li> <li>- Triple Dome Pendant</li> <li>- Cuttlefish Casting</li> <li>- Marriage of Metal</li> <li>- Hinge Locket</li> <li>- Heritage Project</li> <li>- Line of Jewelry</li> <li>- Passing the Torch</li> <li>- Prom Piece</li> <li>- Chainmaking</li> <li>-Layered Brooch</li> </ul>	
<b>Leadership Alignment:</b> Students use the essential skills of sawing and filing to realize creative designs founded in artistic principles. Students will think creatively to implement innovations, solve problems and manage goals and time to produce a finished product. Students have the opportunity to participate in an annual statewide competition sponsored by the Seattle Metals Guild.	
Standards and Competencies	
Standard/Unit 3: Sawing and Filing	
Competencies	Total Learning Hours for Unit: 25
<ul style="list-style-type: none"> <li>• Students will be able to lay out a design on metal.</li> <li>• Students will be able to properly install a sawblade into their frame.</li> <li>• Students will be able to master sawing on various lines, including straight, curved and angled.</li> <li>• Students will be able to safely pierce their metal and neatly saw inside cuts.</li> <li>• Students will be able to saw without breaking an excess of blades.</li> <li>• Students will be able to understand the mechanics of a saw and sawing.</li> <li>• Students will be able to choose the right sawblade for the intended outcome.</li> <li>• Students will be able to file correctly.</li> </ul>	
Aligned Washington State Standards	
Arts	1.2 Develops visual arts skills and techniques 2.1 Applies a creative process to visual arts. (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents) 3.1 Uses visual arts to express feelings and present ideas. 3.3 Develops personal aesthetic criteria to communicate artistic choices in visual arts
Educational Technology	
Health and Fitness	
Math-Common Core State Standards	

<b>Reading-Common Core State Standards</b>	RST-4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context.
<b>Science</b>	
<b>Social Studies</b>	
<b>Speaking and Listening-Common Core State Standards</b>	
<b>Writing-Common Core State Standards</b>	W-10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

<b>COMPONENTS AND ASSESSMENTS</b>	
<b>Performance Assessments:</b> <b>Assessments include but are not limited to:</b> <ul style="list-style-type: none"> <li>- Fabricated Flower</li> <li>- Hinged Pendant</li> <li>- Shadow Box</li> <li>- Bezel Set Stone</li> <li>- Chain making</li> <li>- Tube Setting with Granulation</li> <li>- Saul Bell Emerging Artist Project</li> <li>- Triple Dome Pendant</li> <li>- Marriage of Metal</li> <li>- Hinge Locket</li> <li>- Heritage Project</li> <li>- Line of Jewelry</li> <li>- Passing the Torch</li> <li>- Prom Piece</li> </ul>	
<b>Leadership Alignment:</b> Students will make judgments and decisions as to how best solder their pieces. They will reason effectively to solve problems that may arise. Students will adapt to change and be flexible as their design necessitates.	
<i>Standards and Competencies</i>	
<b>Standard/Unit 4: Hot and Cold Connections</b>	
<b>Competencies</b>	<b>Total Learning Hours for Unit: 30</b>
<ul style="list-style-type: none"> <li>• Students will be able to prepare metal to be soldered.</li> <li>• Students will be able to safely handle a torch and tools.</li> <li>• Students will be able to apply the proper type of flame to a situation, oxidizing, neutral or reducing.</li> <li>• Students will be able to control capillary action when flowing solder.</li> <li>• Students will be able to minimize oxidation during the soldering process.</li> <li>• Students will be able to create a tube rivet to hold parts together.</li> <li>• Students will be able to create wire rivets to connect metals or as decoration.</li> <li>• Students will be able to make and use jumprings to connect parts together.</li> </ul>	

- Students will fabricate using refined soldering skills such as soldering tubing, attaching a clasp and using multiple solders on a single piece.
- Students will assemble the pieces by controlling the flow of solder to only attach the desired pieces in a confined area.
- Students will control the heat from their torch in order to flow solder on a bezel wire in the construction of a bezel cup.
- Students will solder jumpings in a pattern without flowing previous solders in order to create a chain.

***Aligned Washington State Standards***

<b>Arts</b>	1.2 Develops visual arts skills and techniques 2.1 Applies a creative process to visual arts. (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents) 3.1 Uses visual arts to express feelings and present ideas. 3.3 Develops personal aesthetic criteria to communicate artistic choices in visual arts
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Math-Common Core State Standards</b>	
<b>Reading-Common Core State Standards</b>	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.
<b>Science</b>	
<b>Social Studies</b>	
<b>Speaking and Listening-Common Core State Standards</b>	Communication: 1.1. Uses listening and observation skills and strategies to focus attention and interpret information. Communication: 1.2. Understands, analyzes, synthesizes, or evaluates information from a variety of sources.
<b>Writing-Common Core State Standards</b>	

**COMPONENTS AND ASSESSMENTS**

**Performance Assessments: Students identify and use stone setting techniques to enhance a finished piece of jewelry or sculpture. Student assessments include but are not limited to:**

- Tube Setting with Granulation
- Saul Bell Emerging Artist Project
- Triple Dome Pendant
- Cuttlefish Casting
- Marriage of Metal
- Hinge Locket
- Heritage Project
- Line of Jewelry
- Passing the Torch
- Prom Piece
- Chain Making

**Leadership Alignment:** Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21<sup>st</sup> Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

Students practice accountability and productivity to prioritize, manage, and complete projects on time. Students show initiative and self-direction by completing projects after listening to instruction. Students use information and manage time efficiently for the metal finishing technique at hand.

### ***Standards and Competencies***

## **Standard/Unit 5: Metal Finishes and Finishing**

### **Competencies**

**Total Learning Hours for Unit: 25**

- Demonstration and practice of: Sanding, polishing, annealing, stamping, stippling, roller printing, etching, applying patinas, enameling, applying colored resin to metal.
- Students participate in questioning about vocabulary and techniques.
- Written reflection describing what techniques were used and how they were used to enhance metal's surface.
- Student's view other students work and identify what metal surface enhancing techniques were used.
- Sand out scratches to prepare metal for a professional finish.
- Polish metal to high shine.
- Anneal metal to soften it.
- Imprint metal by hammering, stamping, and roller printing.
- Texture metal using the flex shaft and various bits.
- Etch metal using resist and etchants.
- Patina metal using flame and patinas.
- Enamel metal using enamels and the kiln.
- Mix epoxy resin and apply color to metal.

### ***Aligned Washington State Standards***

<b>Arts</b>	1.1 Understands and applies visual arts concepts and vocabulary. 1.2 Develops visual arts skills and techniques. 2.1 Applies a creative process to visual arts. (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents) 2.3 Applies a responding process to a presentation/exhibit of visual arts. (Engages, describes, analyzes, interprets, and evaluates) 3.2 Uses visual arts to communicate for a specific purpose. 3.3 Develops personal aesthetic criteria to communicate artistic choices in visual arts. 4.5 Understands how arts knowledge and skills are used in the world of work, including careers in the arts.
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Math-Common Core State Standards</b>	
<b>Reading-Common Core State Standards</b>	RST-4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context
<b>Science</b>	
<b>Social Studies</b>	
<b>Speaking and Listening-</b>	Communication:

<b>Common Core State Standards</b>	1.1. Uses listening and observation skills and strategies to focus attention and interpret information. 1.2. Understands, analyzes, synthesizes, or evaluates information from a variety of sources.
<b>Writing-Common Core State Standards</b>	W 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.

<b>COMPONENTS AND ASSESSMENTS</b>	
<b>Performance Assessments:</b> <b>Assessments include but are not limited to:</b> Cast Pendants or Rings Nature/plastic Casting Cuttlefish Casting	
<b>Leadership Alignment:</b> Students may choose to use this production technique to develop their designs. They will think creatively to solve problems and communicate their ideas to a diverse audience. Students will then have their pieces evaluated by peers for possible entry into a statewide competition, "Passing the Torch", sponsored by the nationally recognized Seattle Metals Guild.	
<i>Standards and Competencies</i>	
<b>Standard/Unit 6: Casting</b>	
<b>Competencies</b>	<b>Total Learning Hours for Unit: 20</b>
<ul style="list-style-type: none"> <li>Students will be able to attach a correct number of sprues in the correct positions to facilitate a clean casting.</li> <li>Students will be able to invest their model and calculate specific gravity.</li> <li>Students will be able to differentiate between Casting and Fabrication and when to use each.</li> <li>Students will be able to articulate the Casting process.</li> <li>Students will understand and be able to demonstrate other casting techniques including sand casting, cuttlefish bone casting, nature and plastic burn outs.</li> <li>Students will be able to carve a mold from a cuttlefish bone and pour in molten metal.</li> </ul>	
<i>Aligned Washington State Standards</i>	
<b>Arts</b>	1.2 Develops visual arts skills and techniques 2.1 Applies a creative process to visual arts. (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents) 3.1 Uses visual arts to express feelings and present ideas. 3.3 Develops personal aesthetic criteria to communicate artistic choices in visual arts
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Math-Common Core State Standards</b>	Reason quantitatively and use units to solve problems
<b>Reading-Common Core State Standards</b>	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.
<b>Science</b>	

<b>Social Studies</b>	
<b>Speaking and Listening-Common Core State Standards</b>	Communication: 1.1. Uses listening and observation skills and strategies to focus attention and interpret information. Communication: 1.2. Understands, analyzes, synthesizes, or evaluates information from a variety of sources.
<b>Writing-Common Core State Standards</b>	

<b>COMPONENTS AND ASSESSMENTS</b>
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**Performance Assessments:**

**Assessments include, but are not limited to:**

- Tube Setting with Granulation
- Saul Bell Emerging Artist Project
- Triple Dome Pendant
- Cuttlefish Casting
- Marriage of Metal
- Hinge Locket
- Heritage Project
- Line of Jewelry
- Passing the Torch
- Prom Piece
- Chainmaking

**Leadership Alignment:** Leadership qualities are desirable in both acquiring workplace skills and advancing in the workplace. The Jewelry/Metals lab should always be a reflection of the workplace.

***Standards and Competencies***

**Standard/Unit 7: Leadership**

**Competencies**

**Total Learning Hours for Unit: 20**

- The student will be able to be proactive.
- The student will be able to show a commitment to producing quality work.
- The student will be able to display strong work habits, including no cell phone use.
- The student will be able to hand in finished, wearable, functional work.
- Students will provide summaries of the qualifying activities they have participated in
- Students can demonstrate leadership by showing a commitment to producing quality work

***Aligned Washington State Standards***

<b>Arts</b>	4.1 Demonstrates and analyzes the connections among the arts (dance, music, theatre, and visual arts). 4.3 Understands how the arts impact and reflect personal choices throughout life. 4.4 Understands how the arts influence and reflect cultures/civilization, place, and time.
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Math-Common Core State</b>	

<b>Standards</b>	
<b>Reading-Common Core State Standards</b>	
<b>Science</b>	
<b>Social Studies</b>	
<b>Speaking and Listening-Common Core State Standards</b>	
<b>Writing-Common Core State Standards</b>	W 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.

<b>COMPONENTS AND ASSESSMENTS</b>	
<b>Performance Assessments: Students identify and use stone setting techniques to enhance a finished piece of jewelry or sculpture. Student assessments include but are not limited to:</b> Tube Setting With Granulation Flush Setting	
<b>Leadership Alignment:</b> Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21 <sup>st</sup> Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy) Students will use creative problem solving and systems thinking to design a piece of jewelry or sculpture that incorporates stone setting and can competently execute stone setting. Students will learn the order of steps needed to complete a proper stone setting. Students show initiative and self-direction when managing tangible goals and time to complete a finished product with a stone setting. Students practice leadership and responsibility when participating in an annual High school metals competition hosted by the Seattle Metals guild.	
<i>Standards and Competencies</i>	
<b>Standard/Unit 8: Stone Setting</b>	
Competencies	Total Learning Hours for Unit: 20
<ul style="list-style-type: none"> <li>Students can successfully secure and set a stone in jewelry or small metal sculpture.</li> <li>Problem solving and understanding the order of steps to a complete stone setting.</li> <li>Understanding different types of gemstones and their hardness or softness.</li> <li>Written reflection describing what techniques were used and how they were used to enhance a finished piece of jewelry or sculpture.</li> <li>Identify the two general types of gemstone cuts: cabochon and faceted stones.</li> <li>Prep metal for specific stone setting technique.</li> <li>Demonstrate how to proficiently set cabochon and faceted stones.</li> <li>Decide how tall the bezel wire, tubing, or prongs should be for the chosen gem.</li> <li>Identify what tools are used for specific stone setting.</li> </ul>	
<i>Aligned Washington State Standards</i>	
<b>Arts</b>	1.1 Understands and applies visual arts concepts and vocabulary. 1.2 Develops visual arts skills and techniques. 2.1 Applies a creative process to visual arts. (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents) 2.3 Applies a responding process to a presentation/exhibit of visual arts. (Engages, describes, analyzes, interprets, and evaluates)



	3.2 Uses visual arts to communicate for a specific purpose. 3.3 Develops personal aesthetic criteria to communicate artistic choices in visual arts. 4.4 Understands how the arts influence and reflect cultures/civilization, place, and time. 4.5 Understands how arts knowledge and skills are used in the world of work, including careers in the arts.
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Math-Common Core State Standards</b>	
<b>Reading-Common Core State Standards</b>	RST-4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context
<b>Science</b>	
<b>Social Studies</b>	
<b>Speaking and Listening-Common Core State Standards</b>	Communication: 1.1. Uses listening and observation skills and strategies to focus attention and interpret information. 1.2. Understands, analyzes, synthesizes, or evaluates information from a variety of sources.
<b>Writing-Common Core State Standards</b>	W 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.

Check those that students will demonstrate in this course:

<p><b>LEARNING &amp; INNOVATION</b></p> <p><b>Creativity and Innovation</b>  <b>X</b> Think Creatively  <input type="checkbox"/> Work Creatively with Others  <b>X</b> Implement Innovations</p> <p><b>Critical Thinking and Problem Solving</b>  <b>X</b> Reason Effectively  <b>X</b> Use Systems Thinking  <b>X</b> Make Judgments and Decisions  <b>X</b> Solve Problems</p> <p><b>Communication and Collaboration</b>  <b>X</b> Communicate Clearly  <input type="checkbox"/> Collaborate with Others</p>	<p><b>INFORMATION, MEDIA &amp; TECHNOLOGY SKILLS</b></p> <p><b>Information Literacy</b>  <b>X</b> Access and /evaluate Information  <b>X</b> Use and Manage Information</p> <p><b>Media Literacy</b>  <b>X</b> Analyze Media  <input type="checkbox"/> Create Media Products</p> <p><b>Information, Communications and Technology (ICT Literacy)</b>  <input type="checkbox"/> Apply Technology Effectively</p>	<p><b>LIFE &amp; CAREER SKILLS</b></p> <p><b>Flexibility and Adaptability</b>  <b>X</b> Adapt to Change  <b>X</b> Be Flexible</p> <p><b>Initiative and Self-Direction</b>  <b>X</b> Manage Goals and Time  <b>X</b> Work Independently  <b>X</b> Self-Directed Learners</p> <p><b>Social and Cross-Cultural</b>  <b>X</b> Interact Effectively with Others  <input type="checkbox"/> Work Effectively in Diverse Teams</p> <p><b>Productivity and Accountability</b>  <input type="checkbox"/> Manage Projects  <b>X</b> Produce Results</p> <p><b>Leadership and Responsibility</b>  <input type="checkbox"/> Guide and Lead Others  <b>X</b> Be Responsible to Others</p>
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**WASHINGTON STATE CAREER AND TECHNICAL EDUCATION  
EQUIVALENT LEADERSHIP TEMPLATE  
Auburn School District**

**Course/Program Name: Jewelry/Metal Sculpture**

<b>Leadership and Employability (21<sup>st</sup> CENTURY SKILLS DOCUMENTATION)</b>	<b>Activity and Explanation</b>
<b>Creativity and Innovation</b>	
<p><b><u>Think Creatively</u></b> (Examples Below)</p> <ul style="list-style-type: none"> <li>1. A.1 Use a wide range of idea creation techniques (such as brainstorming).</li> <li>1. A.2 Create new and worthwhile ideas (both incremental and radical concepts).</li> <li>1. A.3 Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts.</li> </ul>	<p>Students must create their own designs for projects and spend time brainstorming, drawing, and researching ideas. Creative problem solving is used often as students make each project using the tools and techniques that applies to the current unit.</p>
<p><b><u>Work Creatively with Others</u></b> (Examples Below)</p> <ul style="list-style-type: none"> <li>1. B.1 Develop, implement and communicate new ideas to others effectively.</li> <li>1. B.2 Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work.</li> <li>1. B.3 Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas.</li> <li>1. B.4 View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes <b><u>Implement Innovations</u></b> (Examples Below)</li> <li>1. C.1 Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur.</li> </ul>	<p>Students work collaboratively to brainstorm ideas to execute designs. Leadership activities include assisting fellow students with a certain technique or skill being learned in class. Group input is given in critiques that happen in the beginning, during, and after projects are completed.</p>
<b>Critical Thinking and Problem Solving</b>	
<p><b><u>Reason Effectively</u></b> (Examples Below)</p> <ul style="list-style-type: none"> <li>2. A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation.</li> </ul>	<p>Students will review their jewelry pieces in order to evaluate and assess if changes or improvements need to be made.</p>
<p><b><u>Use Systems Thinking</u></b> (Examples Below)</p> <ul style="list-style-type: none"> <li>2. B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.</li> </ul>	<p>Students will design pieces and discuss the order in which to approach the construction of said pieces.</p>
<p><b><u>Make Judgments and Decisions</u></b> (Examples Below)</p> <ul style="list-style-type: none"> <li>2. C.1 Effectively analyzes and evaluate evidence, arguments, claims and beliefs.</li> <li>2. C.2 Analyze and evaluate major alternative points of view.</li> <li>2. C.3 Synthesize and make connections between information and arguments.</li> <li>2. C.4 Interpret information and draw conclusions based on the best analysis.</li> <li>2. C.5 Reflect critically on learning experiences and processes.</li> </ul>	<p>Students will assess results to determine the best course of approach for obtaining desired results. Written reflections are done at the end of each project as a way to analyze and evaluate their own work.</p>

<p><b><u>Solve Problems</u></b> (Examples Below)</p> <p>2. D.1 Solve different kinds of non-familiar problems in both conventional and innovative ways.</p> <p>2. D.2 Identify and ask significant questions that clarify various points of view and lead to better solutions.</p>	<p><i>Students will be asked clarifying questions in order to understand proper tool usage for different situations</i></p>
<p><b>Communication and Collaboration</b></p>	
<p><b><u>Communicate Clearly</u></b> (Examples Below)</p> <p>3. A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</p> <p>3. A.2 Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions.</p> <p>3. A.3 Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade).</p> <p>3. A.4 Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact.</p> <p>3. A.5 Communicate effectively in diverse environments (including multi-lingual).</p>	<p>Share information gleaned through research in a slide show presentation to their peers. Students work together to interpret project ideas and share goals on current projects.</p>
<p><b><u>Collaborate with Others</u></b> (Examples Below)</p> <p>3. B.1 Demonstrate ability to work effectively and respectfully with diverse teams.</p> <p>3. B.2 Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.</p> <p>3. B.3 Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.</p>	<p>Students work in groups to research and present trends in the jewelry industry to the entire class.</p> <p>Students break down a series of subject matters that need to be covered.</p>
<p><b>Information Literacy</b></p>	
<p><b><u>Access and Evaluate Information</u></b> (Examples Below)</p> <p>4. A.1 Access information efficiently (time) and effectively (sources).</p> <p>4. A.2 Evaluate information critically and competently.</p>	<p>Utilize digital and written resources to research design ideas and techniques.</p>
<p><b><u>Use and Manage Information</u></b> (Examples Below)</p> <p>4. B.1 Use information accurately and creatively for the issue or problem at hand.</p> <p>4. B.2 Manage the flow of information from a wide variety of sources.</p> <p>4. B.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information.</p>	<p>Students will use handouts and digital information shared with them to successfully complete their intended projects.</p>
<p><b>Media Literacy</b></p>	
<p><b><u>Analyze Media</u></b> (Examples Below)</p> <p>5. A.1 Understand both how and why media messages are constructed, and for what purposes.</p> <p>5. A.2 Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors.</p> <p>5. A.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media.</p>	<p>Students research and create original reports on a variety of jewelry topics. Students do research in the computer lab to conceptually prepare for a variety of projects.</p>
<p><b><u>Create Media Products</u></b> (Examples Below)</p>	<p>Students use tools such as powerpoint in order to convey</p>

<p>5. B.1 Understand and utilize the most appropriate media creation tools, characteristics and conventions.</p> <p>5. B.2 Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments.</p>	research projects
<b>Information, Communications and Technology (ICT) Literacy</b>	
<p><b><u>Apply Technology Effectively</u></b> (Examples Below)</p> <p>6. A.1 Use technology as a tool to research, organize, evaluate and communicate information.</p> <p>6. A.2 Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy.</p> <p>6. A.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.</p>	Use computer search engines to find images and articles on specific jewelry topics
<b>Flexibility and Adaptability</b>	
<p><b><u>Adapt to Change</u></b> (Examples Below)</p> <p>7. A.1 Adapt to varied roles, jobs responsibilities, schedules and contexts.</p> <p>7. A.2 Work effectively in a climate of ambiguity and changing priorities.</p>	In the creation of projects, sometimes accidents happen, and in that scenario, students are guided to finding the best way to make due with the situation at hand.
<b>Initiative and Self-Direction</b>	
<p><b><u>Manage Goals and Time</u></b> (Examples Below)</p> <p>8. A.1 Set goals with tangible and intangible success criteria.</p> <p>8. A.2 Balance tactical (short-term) and strategic (long-term) goals.</p> <p>8. A.3 Utilize time and manage workload efficiently.</p>	Students work within a required timeframe to accomplish project completion.
<p><b><u>Work Independently</u></b> (Examples Below)</p> <p>8. B.1 Monitor defines, prioritize and complete tasks without direct oversight.</p>	Students are directed with demonstrations & expected to use class time wisely. If a student falls behind, they are responsible for coming in before or after school to complete the project.
<p><b><u>Be Self-Directed Learners</u></b> (Examples Below)</p> <p>8. C.1 Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.</p> <p>8. C.2 Demonstrate initiative to advance skill levels towards a professional level.</p> <p>8. C.3 Demonstrate commitment to learning as a lifelong process.</p> <p>8. C.4 Reflect critically on past experiences in order to inform future progress.</p>	<p>After the completion of an assigned project, students may explore the new techniques they learned &amp; use them in the creation of an independent project.</p> <p>The students may explore the in-studio library or use textbooks for ideas or new projects to work on.</p>
<b>Social and Cross-Cultural Skills</b>	
<p><b><u>Interact Effectively with Others</u></b> (Examples Below)</p> <p>9. A.1 Know when it is appropriate to listen and when to speak.</p> <p>9. A.2 Conduct themselves in a respectable, professional manner.</p>	Introduction to new projects: Students are addressed as a whole, questions may arise, but students can determine if the question is needed to be addressed to the entire group or that they can ask questions one-on-one with the instructor.
<b><u>Work Effectively with Diverse Teams</u></b> (Examples Below)	Group lab work: Students demonstrate interpersonal skills

<p>9. B.1 Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.</p> <p>9. B.2 Respond open-mindedly to different ideas and values.</p> <p>9. B.3 Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.</p>	<p>and problem solving skills when researching cultural, scientific, or historical aspects of Jewelry/Metal Sculpture. They research, create a presentation, and present to their peers and teacher.</p>
<b>Productivity and Accountability</b>	
<p><b><u>Manage Projects</u></b> (Examples Below)</p> <p>10. A.1 Set and meet goals, even in the face of obstacles and competing pressures.</p> <p>10. A.2 Prioritize, plan and manage work to achieve the intended result.</p>	<p>Students create a “Contract for Success” at the beginning of each semester. They set out goals for themselves, they sign off on it, the instructor signs off, and students stay accountable throughout the semester.</p>
<p><b><u>Produce Results</u></b> (Examples Below)</p> <p>10.B.1 Demonstrate additional attributes associated with producing high quality products including the abilities to:</p> <p>10. B.1a Work positively and ethically.</p> <p>10. B.1b Manage time and projects effectively.</p> <p>10. B.1c Multi-task.</p> <p>10. B.1d Participate actively, as well as be reliable and punctual.</p> <p>10. B.1e Present oneself professionally and with proper etiquette.</p> <p>10. B.1f Collaborate and cooperate effectively with teams.</p> <p>10. B.1g Respect and appreciate team diversity.</p> <p>10. B.1h Be accountable for results.</p>	<p>Students design and create between 5-7 professional quality projects. They work toward deadlines, advancing in their process every day. If they don’t manage time effectively, they will not finish the required work.</p>
<b>Leadership and Responsibility</b>	
<p><b><u>Guide and Lead Others</u></b> (Examples Below)</p> <p>11. A.1 Use interpersonal and problem-solving skills to influence and guide others toward a goal.</p> <p>11. A.2 Leverage strengths of others to accomplish a common goal.</p> <p>11. A.3 Inspire others to reach their very best via example and selflessness.</p> <p>11. A.4 Demonstrate integrity and ethical behavior in using influence and power.</p>	<p>Students work together to accomplish high level projects. They offer each other design inspiration and technical expertise in order to expertly complete professional work.</p>
<p><b><u>Be Responsible to Others</u></b> (Examples Below)</p> <p>11. B.1 Act responsibly with the interests of the larger community in mind.</p>	<p>Students work with a staff member to create a custom jewelry or sculpture piece. The student and staff member collaborate on the design and final product.</p>

# Visual Communications Program

**Auburn School District #408**  
**Career and Technical Education Curriculum Review**

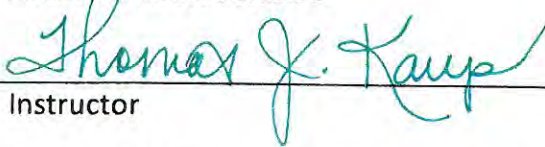
**Visual Communications**

COURSE NAME	ASD COURSE CODE	CIP CODE
Viscom 1, 2 & CS	CTE361, 362, 365, 366	100290
Digital Photography	CTE365, 366	500406
Yearbook	CTE465, 466	091001

The curriculum was reviewed during the 2014-2015 school year in accordance with the state Career and Technical Education Program Standards. These changes will be implemented beginning with the 2015-2016 school year. These courses will be submitted to OSPI for reapproval before January 30, 2016.

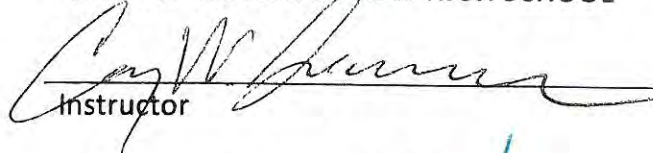
The signatures below acknowledge the curriculum for each course in the Visual Communications Program has been reviewed and updated to meet industry, state and district standards and objectives.


**AUBURN HIGH SCHOOL**

  
Instructor

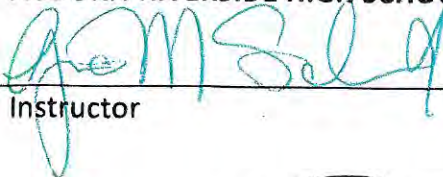
  
Assistant Principal, CTE

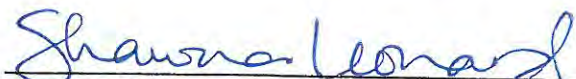
**AUBURN MOUNTAINVIEW HIGH SCHOOL**

  
Instructor

  
Assistant Principal, CTE

**AUBURN RIVERSIDE HIGH SCHOOL**

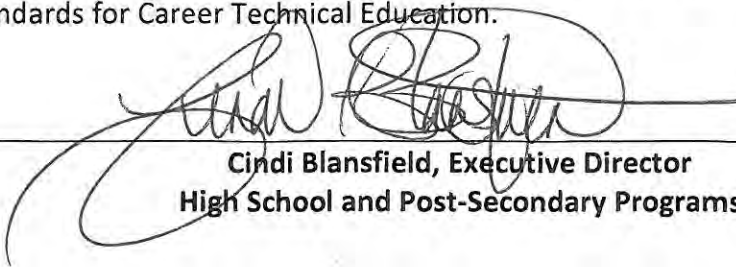
  
Instructor

  
Assistant Principal, CTE

  
Scott Davidson, Advisory Chairperson



The following representatives of the district hereby guarantee compliance with the assurances herein and have evidence of the requirements within the Washington State Program Standards for Career Technical Education.



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**Cindi Blansfield, Executive Director  
High School and Post-Secondary Programs**

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**Dr. Kip Herren, Superintendent**

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**Carol Seng, Chair  
Board of Directors**

## INTRODUCTION

<b>Course Name</b>	Visual Communications 1 & 2, Contract Study	<b>Grade Level(s)</b>	9-12
<b>Course Length</b>	Semester course	<b>Course Code (s)</b>	CTE361, 362, 365, 366

### Course Description:

Visual Communications prepares individuals to plan, design, produce, display, and present material of all types (advertising, education, illustration, etc.) using the media that best displays and communicates information and message to a target audience. Media includes screen printing, vinyl signage, digital photography, animation, computer generated graphics, podcasts, print, video, web, audio, and various methods of presentation.

<b>Pathway Connections:</b>	ALL
<b>Primary Connection:</b>	Arts and Communications
<b>Secondary Connection:</b>	<b>Technology Education</b>

<b>Sample Sequence of Courses:</b>	Visual Communications 1→Visual Communications 2→Visual Communications Contract Study 1→Visual Communications Contract Study 2→Senior Video→Post-secondary related to articulated agreement
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Visual Communications 1→Graphic Design

Visual Communications 1→Digital Photography 1→ Digital Photography 2

Visual Communications 1→Visual Communications 2→Digital Photography 1→Digital Photography 2→Post-secondary related to articulated agreement

<b>Cross Credit and/or College Credit:</b>	Fine/Visual Art, Occupational, Elective, and Articulation Agreement with Highline Community College.
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<b>Basic Textbook:</b>	Online subscription: EduLaunch
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<b>Equipment:</b>	1:1 Apple Computers, large format photo quality ink jet printer, color laser printer, tripods, DSLR with assorted lenses, studio lighting, studio backgrounds, camcorders, microphones, keyboards, printing carousel, belt dryer, flash unit, washout, exposure unit, scanners, readers, plotters, heat transfer press.
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<b>Software:</b>	Adobe Creative Suites, Microsoft Office, Final Cut, iStop Motion, Comic Life
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## **Skills Gap Data**

### **Projections 2012-2022**

<http://data.bls.gov/projections>

Multimedia artists – 6.3%

Related: Animation, interactive tech, video graphics, special effects, digital arts, games and interactive media design, graphic design, web page and digital multimedia and info resources design.

Photographer – 4.3% growth

Related: Camera operator, television/video/motion, film and video editors, photographic process workers and processing machine operators, set and exhibit designers, sound engineering technicians.

Graphic Designer – growth 6.9%

Specialized Design Services– 20.4% growth

Art director, camera operator, TV/Video, commercial and industrial designer, fashion designer, fine artists, interior designer, makeup artist, set and exhibit designer, commercial and industrial designers, fashion designers, floral designers interior designers, landscape architecture, public relations, set and exhibits

Audio/Video Equipment Tech: 13.7% growth

Multimedia Communication: 8.3% growth

Related: cinematography, communications technician, Radio/TV broadcast, Desktop Publishing, Camera Operator, Motion Picture, Photography, Producer/Director, Sound Engineer, film editor, broadcast,

Desktop Publisher – .9% growth, 8 openings, avg \$41k

Computer operator, film and video editors, prepress technicians, printing press operator.

High current and future demand exists for individuals trained in the various aspects of multimedia communications. The expected increase is due largely to rapidly changing technology and the increased need for individuals with web, animation and design training/experience primarily due to expanding use of the internet. Locally, businesses frequently ask for students with basic skills in printing, photography, video production and graphic design for entry level positions. The Visual Communications curriculum is excellent preparation for post-secondary studies in all areas related to multimedia, at both local community colleges and 4-year colleges.

<http://www.bls.gov/oco/>



# Visual Communications 1

## COURSE OUTLINE

**Course Name** Visual Communications 1 **Grade Level(s)** 9-12

Visual Communications prepares individuals to plan, design, produce, display, and present material of all types (advertising, education, illustration, etc.) using the media that best displays and communicates information and message to a target audience. Media includes screen printing, vinyl signage, digital photography, animation, computer generated graphics, podcasts, print, video, web, audio, and various methods of presentation.

**1. Elements of Art and Principles of Design**

- A. Define elements of art and principles of design
- B. Develop art skills and techniques
- C. Understand and apply arts concepts and vocabulary
- D. Use arts to communicate
- E. Interpret art using evidence in the art

**2. Design Fundamentals/Concepts**

- A. Understand and utilize the design process workflow
- B. Identify and intentionally use design concepts
- C. Understand and use typography effectively
- D. Create effective layouts

**3. Copyright and Digital Ethics**

- A. Understand and adhere to Fair Use and Copyright guidelines and rules
- B. Understand organizational policies and procedures
- C. Obtain talent releases and rights to music as needed
- D. Understand ethical business practices

**4. Design Process**

- A. Communicate with clients
- B. Identify target audience
- C. Determine client/project criteria
- D. Analyze message/method
- E. Brainstorm solutions
- F. Sketch thumbnails/storyboards
- G. Create rough
- H. Create comp/final
- I. Self/Peer/Client: input/feedback/evaluation

**5. Photography**

- A. Understand and use the vocabulary of photographic composition
- B. Analyze and apply photography composition concepts in photography
- C. Understand and use basic camera menus and settings to achieve intended results
- D. Identify and use software to edit photographs
- E. Understand image resolution and image formats
- F. Understand and use natural/existing light appropriately
- G. Display work professionally

**6. Audio/Video**

- A. Understand and use video composition
- B. Use audio/video software to edit
- C. Understand audio/video equipment basics to capture sound and footage
- D. Learn and practice effective collaboration
- E. Communicate a specific message to a target audience
- F. Convert files to requirement format

**7. Printing Processes**

- A. Identify and use printing process appropriate to project/client criteria
- B. Identify and use software and tools to create artwork for printing
- C. Choose substrate based on client/project needs and criteria

**8. Safety**

- A. Read labels to determine safety requirements
- B. Describe and demonstrate safe practices and procedures
- C. Locate and know how to use emergency equipment

## POWER STANDARDS

### *The student will.....*

PS1 Students will identify and use photographic composition to achieve intended results.

- I understand the vocabulary of photographic composition.
- I can identify the elements of photographic composition when looking at a photograph.
- I can use the elements of photograph composition to shoot my own photographs.

PS2 Students will identify and use design concepts to achieve intended results.

- I understand the vocabulary of graphic design.

PS3 Students will identify and use photographic composition to achieve intended results.

- I can identify various software available to me
- I can use software to alter digital images and create original designs
- I can use image editing software to handcolor and retouch digital images
- I can use software for design layout.

PS4 Students will understand and adhere to fair use and copyright rules and expectations.

- I understand how fair use guidelines apply to me as a student.
- I understand what copyright means and how it applies to me.
- I adhere to copyright laws when working on school projects.

PS5 Students will communicate a specific message to a target audience.

- I understand and can explain what the target audience.
- I can explain the purpose of the message.
- I can choose a method/medium for communicating a message to a target audience:
  - i. Audio/video tools and technique.
  - ii. Combine text, audio and visuals.
  - iii. Appropriate printing process.
  - iv. Appropriate photographic process.
- I can analyze and explain the effectiveness of a message.

PS6 Students will understand and use the design process to communicate a specific message to a target audience.

- Identify target audience.
- Determine client/project criteria.
- Analyze message/method.
- Brainstorm solutions.
- Thumbnails/Storyboards.
- Rough.
- Comp/Final.
- Self-Peer-Client: input/feedback/evaluation.

PS7 Student will learn and practice effective collaboration skills and techniques.

- Develop group goals.
- Use problem solving techniques.
- Actively participate.
- Practice/Develop verbal communication skills.





Auburn School District #408

## Visual Communications 1

<b>Course:</b> Visual Communications 1		<b>Total Framework Hours up to:</b> 90
<b>CIP Code:</b> 500102	<input type="checkbox"/> <b>Exploratory</b> <input type="checkbox"/> <b>Preparatory</b>	<b>Date Last Modified:</b> April 2015
<b>Career Cluster:</b> Visual Arts		<b>Career Pathway:</b> Arts, A/V Tech & Com

### Unit Outline Hours

Unit 1: Elements of Art and Principles of Design	20
Unit 2: Design Fundamentals and Concepts	10
Unit 3: Copyright and Digital Ethics	3
Unit 4: Design Process	5
Unit 5: Photographic Composition	20
Unit 6: Audio/Video	20
Unit 7: Printing Processes	10
Unit 8: Safety	2
<b>Total Hours</b>	<b><u>90</u></b>

## UNIT 1 Elements of Art and Principles of Design

**Performance Assessments:**

**Leadership Alignment:**

City of Auburn High School Student Art Show

SkillsUSA Pin Design, T-Shirt Design and Advertising Design competitions

### *Standards and Competencies*

**Standard/Unit:**

**Elements of Art and Principles of Design**

**Competencies:**

**Total Learning Hours for Unit: 20**

A/V Standard 10: Creative Production: balance, complexity and order

National Core Art Standards:

- ☐ Interpret artwork using evidence found in the work.
- ☐ The process of developing ideas

ASD Visual Arts Power Standards:

- ☐ Demonstrate understanding of visual arts concepts and vocabulary
- ☐ Demonstrate understanding of visual arts concepts and vocabulary
- ☐ Understand, analyze and intentionally apply aesthetic critical thinking using the elements and principles to create original compositions
- ☐ Collaborate to perform a variety of tasks.

### *Aligned Washington State Standards*

<b>Arts</b>	1.1 Understands and applies arts concepts and vocabulary 1.2 Develops arts skills and techniques 3.1 Uses the arts to express feelings and present ideas 3.2 Uses the arts to communicate for a specific purpose
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Language</b>	CC: College and Career Readiness anchor standards for Language <ul style="list-style-type: none"> <li><input type="checkbox"/> Conventions of standard English</li> <li><input type="checkbox"/> Knowledge of Language</li> <li><input type="checkbox"/> Vocabulary acquisition and use</li> </ul> 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. 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; demonstrates independence in gathering vocab knowledge when considering a word or phrase important to comprehension or expression.
<b>Math</b>	
<b>Reading</b>	CC: College and Career Readiness anchor standards for reading Key Ideas and Details <ul style="list-style-type: none"> <li><input type="checkbox"/> 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 text.</li> </ul>
<b>Science</b>	

<b>Social Studies</b>	
<b>Speaking and Listening</b>	<p>CC: College and Career Readiness anchor standards for speaking and listening</p> <p>Comprehension and Collaboration</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally</li> <li><input type="checkbox"/> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric</li> </ul> <p>Presentation of Knowledge and Ideas</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations</li> </ul>
<b>Writing</b>	<p>CC: Writing 9-10</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.</p>

## UNIT 2 Design Fundamentals and Concepts

**Performance Assessments:** Critiques, classroom based assessment, vocabulary quiz, self & peer evaluations, product/performance evaluation/rubric, Precision Exams

**Leadership Alignment:**

City of Auburn High School Student Art Show

SkillsUSA Pin Design, T-Shirt Design, Advertising Design, Job Skills Demo A and American Spirit competitions

### *Standards and Competencies*

**Standard/Unit:**  
**Design Fundamentals and Concepts**

**Competencies**

**Total Learning Hours for Unit: 10**

National Core Art Standards:

- ☐ Interpret artwork using evidence found in the work
- ☐ The process of developing ideas

OSPI Visual Communications Frameworks

- ☐ C1.10 Define Elements of Art
- ☐ C1.11 Define Principles of Design
- ☐ C3.5 Understand and utilize design process workflow

ASD Visual Communications Power Standards

- ☐ 2. Identify and use design concepts
- ☐ 6. Understand and use the design process

### *Aligned Washington State Standards*

<b>Arts</b>	<p>1.1 Understand and applies arts concepts and vocabulary</p> <p>1.2 Develop arts skills and techniques</p> <p>2.1 Apply a creative process to the arts. Identifies audience and purpose. Uses ideas, foundations, skills and techniques to develop visual art.</p> <p>4.4 Understand how the arts influence and reflect culture/civilization place and time</p>
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Language</b>	

<b>Math</b>	CC: Numbers and Quantity. 1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays 3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
<b>Reading</b>	CC: Reading Informational Text 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone. 6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
<b>Science</b>	
<b>Social Studies</b>	
<b>Speaking and Listening</b>	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. 5. Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<b>Writing</b>	CC: Writing 9-10 2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. 3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole 3d. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.

<b>UNIT 3 Copyright and Digital Ethics</b>	
<b>Performance Assessments:</b> observation, presentation using rubric, product/performance evaluation/rubric, Precision Exams	
<b>Leadership Alignment:</b> various SkillsUSA competitions	
<i>Standards and Competencies</i>	
<b>Standard/Unit:</b> <b>Copyright and Digital Ethics</b>	
<b>Competencies</b>	<b>Total Learning Hours for Unit: 3</b>
Standards WR7: Ethics and Legal responsibilities <ul style="list-style-type: none"> <li><input type="checkbox"/> 7.1 Evaluate and justify decisions based on ethical reasoning</li> <li><input type="checkbox"/> 7.4 Interpret and explain written organizational policies and procedures</li> <li><input type="checkbox"/> 7.7 Responsibilities of Internet use</li> <li><input type="checkbox"/> 7.8 Discuss legal issues associated with locating and retrieving information from the Internet</li> <li><input type="checkbox"/> 7.9 Understand Acceptable Use Policy, Copyright and Fair Use laws and Public Domain</li> <li><input type="checkbox"/> 7.11 Utilize information from electronic communication sources</li> <li><input type="checkbox"/> 7.13 Understand Intellectual Properties rights</li> </ul> ASD Power Standard <ul style="list-style-type: none"> <li><input type="checkbox"/> 4. Understand and adhere to fair use and copyright</li> </ul>	
<i>Aligned Washington State Standards</i>	
<b>Arts</b>	Selects artistic resources, materials and/or repertoire to create, perform and present

	Presents, exhibits, and produces work and/or performance for others 4.5 Understands how arts knowledge and skills are used in the world of work including careers in the arts
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Language</b>	
<b>Math</b>	
<b>Reading</b>	CC: Reading informational text Key Ideas and Details 11-12 Integration of Knowledge and Ideas 11-12
<b>Science</b>	
<b>Social Studies</b>	
<b>Speaking and Listening</b>	
<b>Writing</b>	

<b>UNIT 4 Design Process</b>	
<b>Performance Assessments:</b> Critiques, classroom based assessment, vocabulary quiz, self & peer evaluations, product/performance evaluation/rubric, collection of examples, Precision Exams	
<b>Leadership Alignment:</b> City of Auburn High School Student Art Show SkillsUSA Pin Design and T-Shirt Design competitions	
<i>Standards and Competencies</i>	
<b>Standard/Unit:</b> <b>Design Process</b>	
<b>Competencies</b>	<b>Total Learning Hours for Unit: 5</b>
Standard 4: Problem Solving using critical thinking, creativity and innovation <ul style="list-style-type: none"> <li><input type="checkbox"/> Select potential solutions based on reasoned criteria</li> <li><input type="checkbox"/> Implement and evaluate solutions</li> <li><input type="checkbox"/> Demonstrate skills used to define and analyze a given problem</li> <li><input type="checkbox"/> Explain strategies used to formulate ideas, proposals and solutions to problems</li> <li><input type="checkbox"/> Implement and evaluate solutions</li> </ul> National Core Art Standards <ul style="list-style-type: none"> <li><input type="checkbox"/> Interpret art work using evidence found in the work</li> <li><input type="checkbox"/> The process of developing ideas</li> </ul> OSPI frameworks for Visual Communications <ul style="list-style-type: none"> <li><input type="checkbox"/> C1.10 Define elements of art</li> <li><input type="checkbox"/> C1.11 Define principles of design</li> <li><input type="checkbox"/> C3.5 Understand and utilize design process workflow</li> </ul> ASD Visual Communications Power Standards <ul style="list-style-type: none"> <li><input type="checkbox"/> 2. Identify and use design concepts</li> <li><input type="checkbox"/> 6. Understand and use the design process               <ul style="list-style-type: none"> <li>o Identify target audience</li> <li>o Determine client/project criteria</li> </ul> </li> </ul>	

<ul style="list-style-type: none"> <li>○ Analyze message/method</li> <li>○ Brainstorm solutions</li> <li>○ Create/revise thumbnails/storyboards</li> <li>○ Provide input/feedback/evaluation to own, peer and client projects</li> </ul>		
<b>Aligned Washington State Standards</b>		
<b>Arts</b>	1.0	Understand and apply arts knowledge and skills in visual arts
	2.0	Demonstrate thinking skills using artistic processes
	3.0	Communicate through the arts
	4.0	Makes connection within and across the arts to other disciplines, life, cultures and work
<b>Educational Technology</b>		
<b>Health and Fitness</b>		
<b>Language</b>		
<b>Math</b>		
<b>Reading</b>	CC: Reading Information Text Key Ideas and Details 9-10 Integration of Knowledge and Ideas 9-10	
<b>Science</b>		
<b>Social Studies</b>		
<b>Speaking and Listening</b>		
<b>Writing</b>	CC: Writing 9-10 Text Types and Purposes	

<b>UNIT 5 Photographic Composition</b>	
<b>Performance Assessments:</b> Journalism photography for yearbook/newspaper, vocabulary quiz, self & peer evaluations, product/performance evaluation/rubric, Precision Exams	
<b>Leadership Alignment:</b> Critiques SkillsUSA Digital Photography City of Auburn High School Student Art Show Community student art shows Client work	
<b>Standards and Competencies</b>	
<b>Standard/Unit:</b> <b>Photographic Composition</b>	
<b>Competencies</b>	<b>Total Learning Hours for Unit: 20</b>
Standard 2: Personal Success <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify skills that can be transferable among a variety of careers</li> <li><input type="checkbox"/> Identify time mgmt and task prioritization skills</li> <li><input type="checkbox"/> Demonstrate self-mgmt skills</li> </ul> Standard 6: Teamwork and Cooperation <ul style="list-style-type: none"> <li><input type="checkbox"/> Establish and maintain effective working relationships with others in order to accomplish objectives and tasks</li> </ul> Standard 9: Technical	

<input type="checkbox"/> Depth of Field Standard 10: Creative Production <input type="checkbox"/> Define composition <input type="checkbox"/> Static/Dynamic composition <input type="checkbox"/> Leading/closing the subject <input type="checkbox"/> Rule of thirds <input type="checkbox"/> Balance, complexity and order <input type="checkbox"/> Movement and meaning <input type="checkbox"/> Foreground/background Framing <input type="checkbox"/> Basic camera angles <input type="checkbox"/> Camera mounts and tripod/camera pan heads <input type="checkbox"/> Standard 11: Lighting <input type="checkbox"/> Existing (natural) light ASD Visual Communications Power Standards <input type="checkbox"/> Identify and use photographic composition <input type="checkbox"/> Identify and use a variety of software <input type="checkbox"/> 9. Identify and use appropriate printing processes ASD Digital Photography Power Standards <input type="checkbox"/> 2. Discuss and debate the possible intention of various photographs <input type="checkbox"/> 3. Encourage and accept critical assessment <input type="checkbox"/> 10. Understand the concept of depth of field and how to control it <input type="checkbox"/> 12. Use in-camera exposure meters 13. Shoot effectively with a variety of lighting sources.		
<b>Aligned Washington State Standards</b>		
<b>Arts</b>	1.0	Understand and apply arts knowledge and skills in visual arts
	2.0	Demonstrate thinking skills using artistic processes
	3.0	Communicate through the arts
	4.0	Make connections within and across the arts to other disciplines, life, cultures and work
<b>Educational Technology</b>		
<b>Health and Fitness</b>		
<b>Language</b>		
<b>Math</b>	CC: Mathematical Practices	
	<input type="checkbox"/> Make sense of problems and persevere in solving them	
	<input type="checkbox"/> 5. Uses appropriate tools strategically	
	<input type="checkbox"/> 6. Attends to precision	
<b>Reading</b>	CC: Reading Informational text	
	Key Ideas and Details 9-10	
	Integration of Knowledge and Ideas 11-127. Integrate and evaluate multiple sources of information presented in different media	
<b>Science</b>		
<b>Social Studies</b>		
<b>Speaking and Listening</b>		
<b>Writing</b>	CC: Writing for Literacy in History/Social Studies, Science and Technical Subjects 9-10	
	<input type="checkbox"/> 2. Write informative/explanatory texts, including narration of historical events, scientific procedures/experiments or technical processes	
	Production and Distribution of Writing	

	<input type="checkbox"/> 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience <input type="checkbox"/> 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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UNIT 6 Audio/Video	
<b>Performance Assessments:</b> Critiques, vocabulary quiz, self & peer evaluations, product/performance evaluation/rubric, collection of examples, Precision Exams	
<b>Leadership Alignment:</b> Critiques SkillsUSA Television Production competition Auburn Regional Film Festival rubric Client work	
Standards and Competencies	
<b>Standard/Unit:</b> <b>Audio/Video</b>	
Competencies	Total Learning Hours for Unit: 20
Standard 2: Personal Success <input type="checkbox"/> Use effective time-mgmt and goal-setting strategies <input type="checkbox"/> Demonstrate self-mgmt skills <input type="checkbox"/> Value the importance of professionalism, including, reliability, honesty, responsibility and ethics Standard 8: Production Overview <input type="checkbox"/> Standard 10: Creative Production: <input type="checkbox"/> Define composition <input type="checkbox"/> Rule of Thirds <input type="checkbox"/> Movement and Meaning <input type="checkbox"/> Foreground/Background Framing <input type="checkbox"/> Basic Camera Angles <input type="checkbox"/> Basic Camera Moves Pan/Tilt/Dolly/Truck/Pedestal <input type="checkbox"/> Standard 12: Audio <input type="checkbox"/> Multi-track recording <input type="checkbox"/> Audio levels <input type="checkbox"/> Audio recording, editing and playback Basic Equipment Operation: <input type="checkbox"/> DSLR cameras and lenses <input type="checkbox"/> Microphones <input type="checkbox"/> Video Cameras <input type="checkbox"/> Studio Lighting <input type="checkbox"/> Studio Backdrops <input type="checkbox"/> Computer Peripherals	
Aligned Washington State Standards	
<b>Arts</b>	1.0 Understand and apply arts knowledge and skills in visual arts 2.0 Demonstrate thinking skills using artistic processes 3.0 Communicate through the arts



	4.0 Make connections within and across the arts to other disciplines, life, cultures and work
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Language</b>	
<b>Math</b>	CC: Mathematical Practices 1. Make sense of problems and persevere in solving them 2. Reason abstractly and quantitatively 6. Attend to precision 7. Look for and make use of structure
<b>Reading</b>	
<b>Science</b>	
<b>Social Studies</b>	
<b>Speaking and Listening</b>	
<b>Writing</b>	CC: Writing 9-10 Text Types and Purposes 2. Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

## UNIT 7 Printing Processes

**Performance Assessments:** Critiques, vocabulary quiz, self & peer evaluations, product/performance evaluation/rubric, collection of examples, Precision Exams

**Leadership Alignment:**

Various SkillsUSA competitions  
Client work

### *Standards and Competencies*

#### **Standard/Unit: Printing Processes**

#### **Competencies**

**Total Learning Hours for Unit: 10**

ASD Visual Communications Power Standards  
2. identify and use design concepts  
3. Identify and use a variety of software  
5. Communicate a specific message to a target audience  
6. Understand and use the design process  
7. Learn and practice effective collaboration  
9. Identify and use appropriate printing processes

### *Aligned Washington State Standards*

<b>Arts</b>	1.0 Understand and apply arts knowledge and skills in visual arts 2.0 Demonstrate thinking skills using artistic processes 3.0 Communicate through the arts 4.0 Make connections within and across the arts to other disciplines, life, cultures and work
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<b>Science</b>	
<b>Social Studies</b>	
<b>Speaking and Listening</b>	
<b>Writing</b>	

<b>21<sup>st</sup> Century Skills</b>		
Check those that students will demonstrate in this course:		
<b>LEARNING &amp; INNOVATION</b>  <b>Creativity and Innovation</b> <input checked="" type="checkbox"/> Think Creatively <input checked="" type="checkbox"/> Work Creatively with Others <input checked="" type="checkbox"/> Implement Innovations  <b>Critical Thinking and Problem Solving</b> <input checked="" type="checkbox"/> Reason Effectively <input checked="" type="checkbox"/> Use Systems Thinking <input checked="" type="checkbox"/> Make Judgments and Decisions <input checked="" type="checkbox"/> Solve Problems  <b>Communication and Collaboration</b> <input checked="" type="checkbox"/> Communicate Clearly <input checked="" type="checkbox"/> Collaborate with Others	<b>INFORMATION, MEDIA &amp; TECHNOLOGY SKILLS</b>  <b>Information Literacy</b> <input checked="" type="checkbox"/> Access and /evaluate Information <input checked="" type="checkbox"/> Use and Manage Information  <b>Media Literacy</b> <input checked="" type="checkbox"/> Analyze Media <input checked="" type="checkbox"/> Create Media Products  <b>Information, Communications and Technology (ICT Literacy)</b> <input checked="" type="checkbox"/> Apply Technology Effectively	<b>LIFE &amp; CAREER SKILLS</b>  <b>Flexibility and Adaptability</b> <input checked="" type="checkbox"/> Adapt to Change <input checked="" type="checkbox"/> Be Flexible  <b>Initiative and Self-Direction</b> <input checked="" type="checkbox"/> Manage Goals and Time <input checked="" type="checkbox"/> Work Independently <input checked="" type="checkbox"/> Be Self-Directed Learners  <b>Social and Cross-Cultural</b> <input checked="" type="checkbox"/> Interact Effectively with Others <input checked="" type="checkbox"/> Work Effectively in Diverse Teams  <b>Productivity and Accountability</b> <input checked="" type="checkbox"/> Manage Projects <input checked="" type="checkbox"/> Produce Results  <b>Leadership and Responsibility</b> <input checked="" type="checkbox"/> Guide and Lead Others <input checked="" type="checkbox"/> Be Responsible to Others



# Visual Communications 2 & Contract Study

## **COURSE OUTLINE**

**Course Name**     Visual Communications 2 & Contract Study                      **Grade Level(s)**     9-12

Visual Communications prepares individuals to plan, design, produce, display, and present material of all types (advertising, education, illustration, etc.) using the media that best displays and communicates information and message to a target audience. Media includes screen printing, vinyl signage, digital photography, animation, computer generated graphics, podcasts, print, video, web, audio, and various methods of presentation.

**1.       Elements of Art and Principles of Design**

- A.       Define elements of art and principles of design
- B.       Develop art skills and techniques
- C.       Understand and apply arts concepts and vocabulary
- D.       Use arts to communicate
- E.       Interpret art using evidence in the art

**2.       Media Literacy**

- A.       Interpret intent and meaning/message in artistic work
- B.       Convey meaning/message
- C.       Understand the connection between art and other disciplines, life, culture and work
- D.       Explore multiple perspectives and interpretations

**3.       Copyright and Digital Ethics**

- A.       Understand and adhere to Fair Use and Copyright guidelines and rules
- B.       Understand organizational policies and procedures
- C.       Obtain talent releases and rights to music as needed
- D.       Understand ethical business practices

**4.       Career**

- A.       Explore interests and aptitudes as related to Visual Communications and post-secondary and career planning
- B.       Determine training and education requirements
- C.       Research a career of interest related to Visual Communications
- D.       Follow workplace expectations

**5. Professional Portfolio**

- A. Develop, refine, prioritize and organize, ideas and work samples in a professional portfolio
- B. Select work that demonstrates mastery and personal style
- C. Participate in community exhibitions, art shows, and state/national competitions
- D. Create an artist statement, resume and business card

**6. Historical Timeline**

- A. Perceive and analyze artistic works from various time periods
- B. Research key people and events in the history of visual communications
- C. Understand movements, artists, styles and genres related to Visual Communications

**7. Critique**

- A. Interpret artwork using evidence found in the work
- B. Select, analyze and interpret work for presentation
- C. Evaluate artwork and respond using specific criteria

**8. Equipment and Tools**

- A. Choose and arrange lighting to achieve goals
- B. Choose and use the correct DSLR, camcorder and lens for purpose
- C. Understand and use various input and output devices
- D. Understand when to use various storage devices
- E. Understand how to use screen printing equipment
- F. Understand and use a variety of software; understand file formats

**9. Technical Skills Contests/Competition/Public Exhibition**

- A. Participate in:
  - SkillsUSA
  - WSHS Photography Competition
  - Auburn Regional Film Festival
  - Local art shows
  - Congressional Art Show
  - PSED Art Show
  - City of Auburn High School Student Art Show
  - Client work

**Course Name**      Visual Communications II & Contract Study

**Grade Level(s)**      9,10,11,12

## **POWER STANDARDS**

### ***The student will.....***

PS1 Students will identify and use lighting equipment and effects to achieve a variety of results.

- I can choose and use a variety of lighting types/equipment for photography.
- I can choose and use a variety of lighting types/equipment for video.

PS2 Students will identify and intentionally use design concepts to achieve intended results.

- I can identify key design concepts when looking at graphic designs.
- I can use key design concepts to create my own graphic designs/layouts.  
Design Concepts include, but are not limited to: white space, hierarchy, proximity, justification, eye movement, audience, strategy, font/color/image choice, and message.

PS3 Students will identify and use appropriate software, resolution, image formats, and printing processes to achieve intended output/results.

- I understand and can choose/use the correct audio/video format for intended input/output.
- I understand and can choose/use the correct document format for intended input/output.
- I understand and can choose/use the correct image format for the intended input/output.
- I can convert formats as needed to achieve intended results.
- I understand and can choose/use a variety of printing process to achieve intended input/output.

PS4 Students will understand and adhere to privacy, copyright, fair use and digital ethics and expectations in the classroom.

- Use of personal electronics.
- Use of internet images.
- Permission/Release.
- Image manipulation/corrections.
- Ethical image capture and distribution.
- Steps to protect/copyright original works.

PS5 Students will understand the key elements of the historical timeline related to Visual Communications.

PS6 Students will analyze and use:

- Basic and advanced features of computer hardware/software.
- File Management/storage.
- Equipment/tools needed for capture/input.
- Equipment/tools needed for creation/conversion/output.

PS7 Students will research a career related to Visual Communications.

PS8 Students will create a portfolio of their work.



Auburn School District #408

## Visual Communications 2

<b>Course:</b> Visual Communications 2		<b>Total Framework Hours up to:</b> 90
<b>CIP Code:</b> 500102	<input type="checkbox"/> <b>Exploratory</b> <input type="checkbox"/> <b>Preparatory</b>	<b>Date Last Modified:</b> April 2015
<b>Career Cluster:</b> Visual Arts		<b>Career Pathway:</b> Arts, A/V Tech & Com

### Unit Outline Hours

Unit 1: Elements of Art and Principles of Design	10
Unit 2: Media Literacy and Message	15
Unit 3: Copyright and Digital Ethics	5
Unit 4: Career	5
Unit 5: Professional Portfolio	10
Unit 6: Historical Timeline	10
Unit 7: Critique	5
Unit 8: Equipment and Tools	15
Unit 9: Technical Skills Contests/Competition/Public Exhibition	<u>15</u>
<b>Total Hours</b>	<b><u>90</u></b>



## UNIT 1 Elements of Art and Principles of Design

**Performance Assessments:** Classroom based assessments, vocab quiz, self and peer evaluation, evaluation of products and Precision Exams.

**Leadership Alignment:** SkillsUSA

### Standards and Competencies

#### Standard/Unit 1: Elements of Art and Principles of Design

#### Competencies

**Total Learning Hours for Unit: 10**

National Core Arts Standards

- Anchor Standard 8: Interpret intent and meaning in artistic work
- Anchor Standard 9: Apply criteria to evaluate artistic work

ASD Visual Communications 2 Power Standards

- 2. Identify and intentionally use design concepts to achieve intended results

ASD Visual Arts Power Standards

- Demonstrate understanding of visual arts concepts and vocabulary

### Aligned Washington State Standards

<b>Arts</b>	1.0 Understand and apply arts concepts and vocabulary
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Language</b>	
<b>Math</b>	
<b>Reading</b>	CC: Reading Informational Text Key Ideas and Details 9-10
<b>Science</b>	
<b>Social Studies</b>	
<b>Speaking and Listening</b>	
<b>Writing</b>	CC: College and Career Readiness anchor standards for writing Production and Distribution of writing

## UNIT 2

**Performance Assessments:** Classroom based assessment, vocab quiz, self/peer evaluations, evaluation of product, Precision Exams.

**Leadership Alignment:** SkillsUSA, Auburn Regional Film Festival

### Standards and Competencies

#### Standard/Unit 2: Media Literacy and Message

#### Competencies

**Total Learning Hours for Unit: 15**

Standard 10: Creative Production

- Form vs. Content
- Clearly establish your objectives

#### National Core Arts Standards

- Standard 6: Convey meaning through the presentation of artistic work.
- Standard 7: Perceive and analyze artistic work
- Standard 8: Interpret intent and meaning in artistic work
- Standard 9: Apply criteria to evaluate artistic work
- Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding

#### ASD Visual Communication 2 Power Standards

- 2. Identify and intentionally use design concepts to achieve intended results

#### ASD Visual Arts Power Standards

- 8. Critically analyze, interpret, describe and judge one's own work and the work of others.

#### ***Aligned Washington State Standards***

<b>Arts</b>	1.0 Understand and apply arts knowledge and skills in visual arts 2.0 Demonstrate thinking skills using artistic processes 3.0 Communicate through the arts 4.0 Makes connections with and across the arts to other disciplines, life, cultures and work
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Language</b>	
<b>Math</b>	
<b>Reading</b>	CC: Reading Information Text Key Ideas and Details 9-12 <ul style="list-style-type: none"> <li>• 7. Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.</li> </ul>
<b>Science</b>	
<b>Social Studies</b>	
<b>Speaking and Listening</b>	
<b>Writing</b>	

### **UNIT 3**

**Performance Assessments:** Vocab quiz, examples, presentation, observation

**Leadership Alignment:**

#### ***Standards and Competencies***

#### **Standard/Unit 3: Copyright and Digital Ethics**

#### **Competencies**

**Total Learning Hours for Unit: 5**

Standard 7: Ethics and Legal Responsibilities

- Evaluate and justify decisions based on ethical reasoning

- Interpret and explain written organizational policies and procedures
- Invasion of Privacy
- Libel and Slander
- Copyright law
- Talent and location releases
- The fair use act
- Public domain
- Securing rights to music
- News bias

Standard WR7: Ethics and Legal responsibilities

- 7.1: Evaluate and justify decision based on ethical reasoning
- 7.2 Evaluate alternative responses to workplace situation based on personal, professional, ethical, legal responsibilities and employer policies
- 7.3 Identify and explain personal and long term consequences of unethical or illegal behaviors in the workplace
- 7.5 Collaborate with classmates in researching or reviewing an Acceptable Use Policy
- 7.8 Discuss legal issues associated with locating and retrieving information from the Internet
- 7.9 Understand Acceptable Use Policy, Copyright and Fair Use Laws
- 7.12 Understand End User License Agreements
- 7.13 Understand Intellectual Properties Rights

ASD Visual Communications 2 Power Standards

- 4. Understand and adhere to copyright digital ethics and expectations in the classroom

ASD Visual Arts Power Standards

- 5. Demonstrate ethical behavior and comply with fair use and copyright rules and expectation

***Aligned Washington State Standards***

<b>Arts</b>	
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Language</b>	
<b>Math</b>	
<b>Reading</b>	
<b>Science</b>	
<b>Social Studies</b>	
<b>Speaking and Listening</b>	
<b>Writing</b>	

**UNIT 4**

**Performance Assessments:** Classroom based assessment vocab test, self/peer evaluation, Precision Exams

**Leadership Alignment:** SkillsUSA, Guest Speakers, Job Shadow, Mentorship

***Standards and Competencies***

**Standard/Unit 4:**  
**Career**

Competencies		Total Learning Hours for Unit: 5
Standard 1: Career Planning – explores/analyze personal interests and aptitudes as they related to education and career planning.		
<div><input type="checkbox"/> Complete, discuss, and analyze the results of personality, career interest, and aptitude assessments</div> <div><input type="checkbox"/> Explore the career clusters as designed the US Dept of Ed and summarize the career opportunities in a cluster of personal interest</div> <div><input type="checkbox"/> Create a personal career portfolio including academic, certification and technical-skill requirement, career opportunities, expected wages, skills and aptitude necessary and the impact of technology on careers of personal interest.</div> <div><input type="checkbox"/> Determine academic/training or certification requirements for transition from one learning level to the next and explore opportunities for earning credit/certifications in high school such as AP, tech prep, IB, college in the high school, military and apprenticeship opportunities</div> <div><input type="checkbox"/> Prepare a program of study for at least one career of interest</div> <div><input type="checkbox"/> Apply knowledge gained from individual assessment to a set of goals and a career plan</div> <div><input type="checkbox"/> Identify certification opportunities</div>		
ASD Visual Communications 2 Power Standards		
<div><input type="checkbox"/> 10. Research a career related to Visual Communications</div>		
ASD Visual Arts Power Standards		
<div><input type="checkbox"/> 13. Research, analyze and apply workplace expectations, safety guidelines and skill requirements for careers in the visual arts.</div>		
Aligned Washington State Standards		
Arts	4.0 Make connections within and across the arts to other disciplines, life, cultures and work	
Educational Technology		
Health and Fitness		
Language		
Math		
Reading	CC: Reading for Literacy in Science and technical Subjects Craft and Structure 9-10 <div><input type="checkbox"/> 4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 into words</div> Integration of Knowledge and Ideas 9-10 <div><input type="checkbox"/> 10. By the end of grade 10 - tread and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently</div>	
Science		
Social Studies		
Speaking and Listening		
Writing	CC: College and Career Readiness anchor standards for writing <div><input type="checkbox"/> 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</div> <div><input type="checkbox"/> 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others</div> <div><input type="checkbox"/> 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</div>	
UNIT 5		
Performance Assessments: Classroom based assessment, vocab quiz, self/peer evaluation, product evaluation/rubric, portfolio		

<b>Leadership Alignment:</b> SkillsUSA Local Competitions Portfolio presentation and career conference	
<b>Standards and Competencies</b>	
<b>Standard/Unit 5:</b> <b>Professional Portfolio</b>	
<b>Competencies</b>	<b>Total Learning Hours for Unit: 10</b>
Standard 3: Employability and Entrepreneurship skills for professional and workplace success <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate effective verbal, nonverbal, written, and electronic communication skills</li> <li><input type="checkbox"/> Complete activities using project/time mgmt techniques</li> <li><input type="checkbox"/> Exhibit productive work habits, ethical practices, and a positive attitude.</li> <li><input type="checkbox"/> Identify how to prioritize work to fulfill responsibilities and meet deadlines</li> </ul> National Core Art Standards <ul style="list-style-type: none"> <li><input type="checkbox"/> Standard 2: Organize and develop artistic ideas and work</li> <li><input type="checkbox"/> Standard 6: Convey meaning through the presentation or artistic work</li> </ul> ASD Visual Communications 2 Power Standards <ul style="list-style-type: none"> <li><input type="checkbox"/> 11. Create a portfolio of work</li> </ul> ASD Visual Arts Power Standards <ul style="list-style-type: none"> <li><input type="checkbox"/> 11. Select, organize, develop and refine a portfolio that demonstrates mastery and personal style</li> <li><input type="checkbox"/> 12. Create, prepare, present and professional display original work for community exhibitions</li> <li><input type="checkbox"/> 13. Research, analyze, and apply workplace expectations, safety guidelines and skill requirements for careers in the visual arts.</li> </ul>	
<b>Aligned Washington State Standards</b>	
<b>Arts</b>	5.0 Understand and apply arts knowledge and skills in visual arts 6.0 Demonstrate thinking skills using artistic processes 7.0 Communicate through the arts 8.0 Makes connections with and across the arts to other disciplines, life, cultures and work
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Language</b>	
<b>Math</b>	
<b>Reading</b>	
<b>Science</b>	
<b>Social Studies</b>	
<b>Speaking and Listening</b>	
<b>Writing</b>	CC: College and Career Readiness anchor standards for writing <ul style="list-style-type: none"> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> 4. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience</li> </ul>

	<input type="checkbox"/> 6. Use technology, including Internet, to produce and publish writing and to interact and collaborate with others.
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UNIT 6	
<b>Performance Assessments:</b> Project rubrics, classroom based assessments, Precision Exams	
<b>Leadership Alignment:</b>	
Standards and Competencies	
<b>Standard/Unit 6: Historical Timeline</b>	
<b>Competencies</b>	<b>Total Learning Hours for Unit: 10</b>
National Core Arts Standards <input type="checkbox"/> Standard 7: Perceive and analyze artistic work <input type="checkbox"/> Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding ASD Visual Communications 2 Power Standards <input type="checkbox"/> 5. Understand the key elements of the historical timeline related to Visual Communications ASD Visual Arts Power Standards <input type="checkbox"/> 1. Demonstrate understanding of visual arts concepts and vocabulary <input type="checkbox"/> 9. Understand movements, artists, styles, and genres in a cultural and historical content as related to the visual arts.	
Aligned Washington State Standards	
<b>Arts</b>	4.0 Make connections within and across the arts to other disciplines life, cultures and work
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Language</b>	
<b>Math</b>	
<b>Reading</b>	CC: Reading for Literacy in History/Social Studies and Technical Subjects Key Ideas and Details 9-10
<b>Science</b>	
<b>Social Studies</b>	History 4.1 Understands historical chronology History 4.2 Understands and analyzes casual factors that have shaped major events in history History 4.3 Understands that there are multiple perspectives and interpretations of historical events
<b>Speaking and Listening</b>	
<b>Writing</b>	CC: Writing for Literacy in History/Social Studies, Science and Technical Subjects 9-10 Research to build and present knowledge

UNIT 7	
<b>Performance Assessments:</b> City of Auburn Art Show, Auburn Regional Film Festival, project rubrics	
<b>Leadership Alignment:</b> SkillsUSA, City of Auburn High School Student art show, Auburn Regional Film Festival	
Standards and Competencies	

<b>Standard/Unit 7: Critique</b>	
<b>Competencies</b>	<b>Total Learning Hours for Unit: 5</b>
National Core Art Standards Interpret artwork using evidence found in the work <ul style="list-style-type: none"> <li><input type="checkbox"/> Standard 4: select, analyze and interpret artistic work for presentation</li> <li><input type="checkbox"/> Standard 7: Perceive and analyze artistic work</li> <li><input type="checkbox"/> Standard 8: Interpret intent and meaning in artistic work</li> <li><input type="checkbox"/> Standard 9: Apply criteria to evaluate artistic work</li> </ul> OSPI Visual Communications frameworks <ul style="list-style-type: none"> <li><input type="checkbox"/> C1.10 Define Elements of Art</li> <li><input type="checkbox"/> C1.11 Define Principles of Design</li> </ul> ASD Visual Communications 2 Power Standards <ul style="list-style-type: none"> <li><input type="checkbox"/> 2. Identify and intentionally use design concepts to achieve intended results</li> </ul> ASD Visual Arts Power Standards <ul style="list-style-type: none"> <li><input type="checkbox"/> 8. Critically analyze, interpret, describe and judge one's own work and the work of others</li> <li><input type="checkbox"/> 9. Understand movements, artists, styles, and genres in a cultural and historical context as related to the visual arts.</li> </ul>	
<b>Aligned Washington State Standards</b>	
<b>Arts</b>	1.0 Understand and apply arts knowledge and skills in visual arts 2.3 apply responding process to an arts performance and/or presentation of visual arts
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Language</b>	
<b>Math</b>	
<b>Reading</b>	
<b>Science</b>	
<b>Social Studies</b>	
<b>Speaking and Listening</b>	Comprehension and Collaboration 9-10 Presentation of Knowledge and Ideas 11-12
<b>Writing</b>	CC: College and Career Readiness anchor standards for writing <ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence</li> </ul>

<b>UNIT 8</b>	
<b>Performance Assessments:</b> Classroom based assessments, project rubrics, safety quizzes, Precision exams	
<b>Leadership Alignment:</b> SkillsUSA technical skills competitions, Client work	
<b>Standards and Competencies</b>	
<b>Standard/Unit 8: Equipment and Tools</b>	
<b>Competencies</b>	<b>Total Learning Hours for Unit: 15</b>

- Standard 9: technical
- ☐ HDMI, types of lenses, focal length/angle of view, fstops, lens speed, iris, depth of field, digital compression
- Standard 11: Lighting
- ☐ Lighting instruments, camera-mounted lights, area lighting, natural light, lighting controls
- National Core Art Standards
- ☐ Standard 5: develop and refine artistic techniques and work for presentation
- OSPI Visual Communications frameworks
- ☐ C6.6 Apply photographic elements of composition
  - ☐ C6.12 Use software to perform alterations to digital images
  - ☐ C6.11 Knowledge of light source to capture correct exposure and mood
- ASD Visual Communications 2 Power Standards
- ☐ 1. Identify and use lighting equipment and effect to achieve a variety of results
  - ☐ 3. Identify and use appropriate software, resolution, image formats, and printing processes to achieve intended output
  - ☐ 6. Analyze and use basic and advanced features of computer hardware/software
  - ☐ 7. Analyze and use file management tools needed for capture and input
  - ☐ 9. Analyze and use equipment and tools needed for creation/conversion/output
- ASD Visual Arts Power Standard
- ☐ 13. Research, analyze and apply workplace expectations, safety guidelines and skill requirements for careers in the visual arts

Aligned Washington State Standards	
Arts	
Educational Technology	
Health and Fitness	
Language	
Math	
Reading	CC: Reading Informational Text Key Ideas and Details 9-10 Integration of Knowledge and Ideas 9-10
Science	
Social Studies	
Speaking and Listening	
Writing	

UNIT 9	
Performance Assessments: City of Auburn High School Student art show, Auburn Regional Film Festival, SkillsUSA, local/state/national competitions and show	
Leadership Alignment: SkillsUSA and other local/regional/state competitions	
Standards and Competencies	
Standard/Unit 9: Technical Skills Contests/Competition/Public Exhibition	
Competencies	Total Learning Hours for Unit: 15



Standard 10: Create Production

- ☐ Rule of thirds
- ☐ control number of prime objects
- ☐ basic camera angles
- ☐ camera mounts
- ☐ tripod/camera pan heads
- ☐ camera movement

Standard 11: Lighting

- ☐ Studio and field lights
- ☐ types of lamps
- ☐ lighting instruments
- ☐ area lighting
- ☐ natural light

Standard WR6: Teamwork and Cooperation

- ☐ 6.2 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks
- ☐ 6.5 Cooperate rather than compete with team members

National Core Art Standards

- ☐ Standard 3: refine and complete artistic work
- ☐ Standard 6: Convey meaning through the presentation of artistic work

ASD Visual Communications 2 Power Standards

- ☐ identify and use lighting equipment and effects to achieve a variety of results
- ☐ identify and use appropriate software, resolution, image formats, and printing processes to achieve intended output/results

11/ Create a portfolio of work

ASD Visual Arts Power Standards

- ☐ 5. Demonstrate ethical behavior and comply with the fair use and copyright rules and expectations
- ☐ 6. Demonstrate art processes, techniques, and skills using traditional and digital media to produce works of art for expression, specific purpose and audience
- ☐ 8. Critically analyze, interpret, describe and judge one's own work and the work of others.

***Aligned Washington State Standards***

<b>Arts</b>	3. Communicate through the arts
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Language</b>	
<b>Math</b>	
<b>Reading</b>	
<b>Science</b>	
<b>Social Studies</b>	
<b>Speaking and Listening</b>	Presentation of Knowledge and Ideas 11-12 CC: College and Career Readiness anchor standards for speaking and listening
<b>Writing</b>	

## 21<sup>st</sup> Century Skills

Check those that students will demonstrate in this course:

### LEARNING & INNOVATION

#### **Creativity and Innovation**

- ☐ Think Creatively
- ☐ Work Creatively with Others
- ☐ Implement Innovations

#### **Critical Thinking and Problem Solving**

- ☐ Reason Effectively
- ☐ Use Systems Thinking
- ☐ Make Judgments and Decisions
- ☐ Solve Problems

#### **Communication and Collaboration**

- ☐ Communicate Clearly
- ☐ Collaborate with Others

### INFORMATION, MEDIA & 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 & 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

## Auburn Framework: Visual Communications Contract Study I-VI

**Course:** Video ProductionTechnology/Technician

**Total Framework Hours:** 540 Hours

**CIP Code:** 100202

**Type:** Preparatory

**Career Cluster:** Arts, Audio/Video Technology & Communications

**Date Last Modified:** Monday, March 30, 2015

### Resources and Standard used in Framework Development:

Standards and resources used for this framework are from SkillsUSA Blueprint for Assessment for Television (Video) Production and NOCTI Job Ready Assessment Blueprints for Television Production and Broadcasting and Journalism.

### Unit 1 COPYRIGHT AND DIGITAL ETHICS

**Hours:** 25

**Performance Assessment(s):**

**Leadership Alignment:**

### Standards and Competencies

## Aligned to Washington State Standards

### Arts

### Communication - Speaking and Listening

### Health and Fitness

### Language

### Mathematics

### Reading

### 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

<b>Unit 2    DESIGN PROCESS</b>	<b>Hours: 25</b>
<b>Performance Assessment(s):</b>	
<b>Leadership Alignment:</b>	
<b>Standards and Competencies</b>	

## Aligned to Washington State Standards

### Arts

### Communication - Speaking and Listening

### Health and Fitness

### Language

### Mathematics

### Reading

### 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

<b>Unit 3    PHOTOGRAPHY</b>	<b>Hours: 80</b>
<b>Performance Assessment(s):</b>	
<b>Leadership Alignment:</b>	
<b>Standards and Competencies</b>	

## Aligned to Washington State Standards

### Arts

### Communication - Speaking and Listening

### Health and Fitness

### Language

### Mathematics

### Reading

### 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



<b>Unit 4 VIDEO PRODUCTION</b>	<b>Hours: 80</b>
<b>Performance Assessment(s):</b>	
<b>Leadership Alignment:</b>	
<b>Standards and Competencies</b>	

## Aligned to Washington State Standards

**Arts**

**Communication - Speaking and Listening**

**Health and Fitness**

**Language**

**Mathematics**

**Reading**

**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

<b>Unit 5    AUDIO PRODUCTION</b>	<b>Hours: 80</b>
<b>Performance Assessment(s):</b>	
<b>Leadership Alignment:</b>	
<b>Standards and Competencies</b>	

## Aligned to Washington State Standards

### Arts

### Communication - Speaking and Listening

### Health and Fitness

### Language

### Mathematics

### Reading

### 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

<b>Unit 6</b>	<b>DIGITAL PRINT MEDIA</b>	<b>Hours: 80</b>
<b>Performance Assessment(s):</b>		
<b>Leadership Alignment:</b>		
<b>Standards and Competencies</b>		

## Aligned to Washington State Standards

**Arts**

**Communication - Speaking and Listening**

**Health and Fitness**

**Language**

**Mathematics**

**Reading**

**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

<b>Unit 7    SCREEN PRINTING</b>	<b>Hours: 80</b>
<b>Performance Assessment(s):</b>	
<b>Leadership Alignment:</b>	
<b>Standards and Competencies</b>	

## Aligned to Washington State Standards

### Arts

### Communication - Speaking and Listening

### Health and Fitness

### Language

### Mathematics

### Reading

### 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



<b>Unit 8</b>	<b>CLIENT RELATIONSHIPS</b>	<b>Hours: 90</b>
<b>Performance Assessment(s):</b>		
<b>Leadership Alignment:</b>		
<b>Standards and Competencies</b>		

## Aligned to Washington State Standards

### Arts

### Communication - Speaking and Listening

### Health and Fitness

### Language

### Mathematics

### Reading

### 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

# AP Studio Art



## INTRODUCTION

**Course Name** Advanced Placement Studio Art **Grade Level(s)** 10-12

**Course Description:** Advanced Placement Studio Art course is designed for students who are seriously interested in practical experience of art and wish to develop mastery in the concept, composition, and execution of their ideas. AP Studio Art is not based on a written exam: instead, students submit portfolios for evaluation at the end of the school year. In building the portfolio, students experience a variety of concepts, techniques and approaches designed to help them demonstrate their abilities as well as their versatility with techniques, problem solving, and idea formulation for the required Breadth section of the portfolio. Students also develop a body of work for the concentration section of the portfolio that investigates an idea of personal interest to them.

This course is governed by the College Board. Individual teachers are required to have approval of syllabus and course materials by the College Board prior to offering the course. This approval is required in order to identify the course as an Advanced Placement course on the students' transcript. Information about the course along with tools such as sample syllabus can be found at

<http://apcentral.collegeboard.com/apc/public/repository/ap-studio-art-course-description.pdf>

### Pathway Connections

**Primary Connection**

Arts and Communications

**Secondary Connection**

### Sample Sequence of Courses

**Cross Credit and/or College Credit**

**Basic Textbook**

None

**Equipment**

Equipment and supplies are the same as used in the existing graphic design program.

### Supplemental Materials

**Skills Gap Data (CTE Courses only)**



## COURSE OUTLINE

**Course Name** Advanced Placement Studio Art **Grade Level(s)** 10-12

Advanced Placement Studio Art course is designed for students who are seriously interested in practical experience of art and wish to develop mastery in the concept, composition, and execution of their ideas. AP Studio Art is not based on a written exam: instead, students submit portfolios for evaluation at the end of the school year. In building the portfolio, students experience a variety of concepts, techniques and approaches designed to help them demonstrate their abilities as well as their versatility with techniques, problem solving, and idea formulation for the required Breadth section of the portfolio. Students also develop a body of work for the concentration section of the portfolio that investigates an idea of personal interest to them.

Information about the course along with tools such as sample syllabus can be found at <http://apcentral.collegeboard.com/apc/public/repository/ap-studio-art-course-description.pdf>

1. Aspects of Portfolio Development
  - Quality
  - Concentration
  - Breadth
2. Concept, Composition, and Execution of Drawing, 2-D Design, or 3-D Design
3. Concentration
  - Investigating visual ideas in drawing, 2-D design, or 3-D design
  - Coherent plan of action or investigation
4. Variety of Concepts and Approaches
  - Versatility with technique, problem solving, and ideation
  - One or several media
5. Art as an Ongoing Process
6. Analyzing and Discussing Artworks
  - Group and individual critiques
  - Instructional conversations
  - Self- and peer-analysis of artworks
7. Artistic Integrity
  - Plagiarism
  - Using photographs, published images, and/or other artists' works



## Auburn School District

<b>Course:</b> Advanced Placement Studio Art (Drawing or 2D Design)		<b>Total Framework Hours up to:</b> 180
<b>CIP Code:</b> 500406	<input type="checkbox"/> Exploratory <input checked="" type="checkbox"/> Preparatory	<b>Date Last Modified:</b> May 7, 2015
<b>Career Cluster:</b> Arts, A/V Technology & Communications		<b>Cluster Pathway:</b> Visual Arts

### COMPONENTS AND ASSESSMENTS

**Performance Assessments:** (As required by College Board) Demonstrate a Breadth of high quality work to which 12 selected pieces will be included in the AP Portfolio. Students will also develop a body of work that expresses a personal Concentration (central idea) of which 12 of these pieces will also be chosen for the AP Portfolio. NOTE: pieces that are submitted for Breadth may not be submitted for Concentration. Students will complete enough volume of work (a combination of Breadth, Concentration, and prior work) to select five pieces of excellence for the Quality Component of the AP Portfolio. Through sustained investigation of all three aspects (Breadth, Concentration and Quality) students will complete a well-developed AP Portfolio to submit to the College Board.

**Leadership Alignment:** Leadership activity embedded in curriculum and instruction.

2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.

1.4 The student will be involved in activities that require applying theory, problem solving, and using critical and creative thinking skills while understanding outcomes of related decisions.

1.5 The student will demonstrate self-advocacy skills by achieving planned, individual goals.

**Employability:** 1.5 The Student will use **interpersonal skills** to communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.

**Analytical, Logical & Creative Thinking:** Observe, Patterns, Classify, Compare/Contrast, Predict, Main Idea, Summary, Point of View, Analysis, Evaluation, Finding Evidence, Conclusion, Reasoning, Problem Solving, Goal Setting, Elaboration, Flexibility, Originality, Precision

- The student will analyze, refine, and apply decision-making skills in the investigative creative process in developing a body of visual artwork (maybe through classroom, family, community, culture or business and industry (work-related) experiences).
- Students demonstrate artistic integrity and utilize ethical practices in all artwork submitted.
- The student will demonstrate self-advocacy skills by achieving planned, individual goals to build a body of work for all three components for the Drawing Portfolio or 2D Design Portfolio that reflects personal investigation and development of art elements, principles in a variety of visual imagery.
- Demonstrate the ability to professionally present samples of work.

### Standards and Competencies

**Standard/Unit: (the following will be divided into units per instructor based on their approved syllabus)**

Introduce students to Illustration and/or 2D Design materials and tools (and provide opportunities for further development).

Introduce students to visual vocabulary (Drawing, 2D Design).

Instill the importance of creative communication.

Demonstrate the ability to critically evaluate artwork.

Demonstrate the use of the principles and elements of design in various products, print, and art forms.  
 Demonstrate the ability to professionally present samples.  
 Demonstrate ethical practices, artistic integrity.  
 Build a body of work to include in their portfolio (with all the AP Components).  
 Safety practices as related to studio environment (visual arts materials, supplies and equipment).  
 Students will implement effective interpersonal and group communication techniques to accomplish classroom assignments.

Competencies	Total Learning Hours for Unit: 180
<ul style="list-style-type: none"> <li>Students are responsible for developing and demonstrating mastery of visual ideas through on going creative problem solving using the elements of art to organize principles of design in their art compositions.</li> <li>Students will be given assignments related to the various art elements (line, shape, texture, space, color, value, form) and art principles (emphasis, contrast, movement, rhythm, pattern, unity, balance, variety) to provide personal growth in these areas for the Breadth section of the AP Portfolio.</li> <li>Students will choose and explore a variety of mediums, techniques, approaches to design to successfully enhance the development of a central idea and concepts.</li> <li>Create a related body of work with an underlying theme of personal interest.</li> <li>Students are expected to reach beyond ordinary in Design applications; seeking creative problems that are interesting and challenging, use goal setting, informed decision making and problem solving as their approach for pursuing their own artistic visual imagery in an informed way.</li> <li>Students in the foundation drawing courses (prerequisites) and AP Studio Art are expected to draw from observation and not from published photographs or other copyrighted work.</li> <li>Students will sign an agreement to abide by ethical creative processes and maintain artistic integrity in their artwork throughout the program within the classroom and outside the classroom.</li> <li>Display of work is expected through out the year.</li> <li>Vocabulary of art is to be used in verbal critiques and written reflections.</li> <li>Students are to use self-reflection, individual critiques with teacher and group teacher directed critiques to build and improve their artwork.</li> <li>Portfolio growth is an ongoing process in which students are expected to use informed and critical decision making to develop their work.</li> <li>For continued development and improvement, students are expected to be open to others reactions and comments about their own work.</li> <li>Students utilize visual pre planning to generate ideas and to communicate to others through visual thumbnails, sketches, rough</li> <li>Students are expected to use teacher feedback in learning how to analyze their own artwork and the work of their peers.</li> <li>Students are to develop personal imagery, illustrating an original idea, and guaranteeing artistic ownership in the work.</li> <li>Students are responsible for the management and care of their own work, materials, supplies, as well as the studio environment shared by all students.</li> </ul>	

Aligned Washington State Standards	
Art	<p><b>Arts:</b>  <b>1. The student understands and applies Arts knowledge and skills.</b>          Component 1.1 Understands and applies visual arts concepts and vocabulary.          Component 1.2 Develops visual arts skills and techniques.          Component 1.3 Understands and applies visual arts genres and styles of various artists, cultures, and times.          Component 1.4 Understands and applies audience conventions in a variety of settings, performances, and presentations of visual arts.          GLE 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7: Understands and Applies, analyzes and creates the elements of visual arts when producing a work of art. Elements of Visual Arts: Line, Shape, Form, Color, Value, Texture, Space          1.2 Develops arts skills and techniques.          GLE 1.2.1 Applies and analyzes the skills and techniques of visual arts to create original works of art in two and/or three dimensions.          1.3 Understands and applies arts styles from various artists, cultures and times.          GLE 1.3.1 Applies, analyzes, and creates artworks using visual arts styles and genres of various artists, cultures, places, and times.</p>

	<p>Analyzes, creates, and evaluates an artistic composition by using visual arts styles and genres of various artists, cultures, places, and times.</p> <p>1.4 Applies audience skills in a variety of arts settings and performances.</p> <p>GLE 1.4.1 Understands the responsibilities of the audience and applies the conventions that are appropriate given the setting and culture. Analyzes the conventions and responsibilities of the audience and applies the conventions that are appropriate given the setting and culture.</p> <p><b>2. The student demonstrates thinking skills using artistic processes creating, presenting and responding in the visual arts.</b></p> <p>Component 2.1 Applies a creative process to visual arts. (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents)</p> <p>Component 2.2 Applies a performance and/or presentation process to visual arts. (Identifies, selects, analyzes, interprets, practices, revises, adjusts, refines, presents, exhibits, produces, reflects, self-evaluates)</p> <p>GLE 2.1.1 Applies a creative process in the visual arts.</p> <p>GLE 2.2.1 Applies a performance and/or presentation process to visual arts.</p> <p>Component 2.3 Applies a responding process to a presentation/exhibit of visual arts. (Engages, describes, analyzes, interprets, and evaluates)</p> <p>GLE 2.3.1 Applies a responding process to visual arts.</p> <p><b>3. The student communicates through the Arts.</b></p> <p>Component 3.1 Uses visual arts to express feelings and present ideas.</p> <p>GLE 3.1.1 Understands that visual arts are used to express feelings and present ideas and applies this understanding when creating artworks. Analyzes the ways that visual arts are used to express feelings and present ideas and applies his/her understanding when creating artworks.</p> <p>Component 3.2 Uses the arts to communicate for a specific purpose.</p> <p>GLE 3.2.1 Analyzes visual artworks that communicate for a specific purpose and applies his/her understanding when creating artworks.</p> <p>Component 3.3 Develops personal aesthetic criteria to communicate artistic choices in visual arts.</p> <p>GLE 3.3.1 Understands how personal aesthetic choices are influenced by and reflected in visual artworks. Analyzes how personal aesthetic choices are influenced by and reflected in visual artworks.</p> <p><b>4. The student makes connections within and across the Arts, to other disciplines, life, cultures, and work.</b></p> <p>Component 4.1 Demonstrates and analyzes the connections among the arts (dance, music, theatre and visual arts).</p> <p>GLE 4.1.1 Analyzes and applies understanding of how artworks and/or performances of visual arts and of the other arts disciplines share common attributes.</p> <p>Component 4.2 Demonstrates and analyzes the connections among the arts and between the arts and other content areas.</p> <p>GLE 4.2.1 Understands and applies the skills, concepts, and vocabulary that the discipline of visual arts has in common with other content areas.</p> <p>Component 4.3 Understands how the arts impact and reflect personal choices throughout life.</p> <p>4.3.1 Applies understanding of how visual arts impact personal choices, including choices made at school and in the community. Analyzes and evaluates the role of the artist and the impact of visual arts on global economic, political, and environmental choices.</p> <p>Component 4.4 Understands how the arts influence and reflect cultures/civilization, place, and time.</p> <p>GLE 4.4.1 Understands how specific attributes of visual artworks reflect their cultural and historical contexts.</p> <p>Component 4.5 Understands how arts knowledge and skills are used in the world of work, including careers in the arts.</p> <p>4.5.1 Applies his/her understanding of how the knowledge, skills, and work habits of visual arts are used in the world of work, including careers in visual arts. Analyzes and evaluates how the knowledge, skills, and work habits of visual arts are vital and transferable to the world of work, including careers in visual arts</p> <ul style="list-style-type: none"> <li>• The student understands and applies arts knowledge and skills in visual arts.</li> <li>• The student uses the artistic processes of creating, presenting, and responding to demonstrate thinking skills visual arts.</li> <li>• The student communicates through the visual arts.</li> <li>• The student makes connections within and across the arts to other disciplines, life, cultures, and work.</li> </ul>
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	<ul style="list-style-type: none"> <li>Understands careers and the role of arts skills in the world of work.</li> </ul>
<b>Communications</b>	<p>1.2.1 Evaluates effectiveness of and creates a personal response to visual and auditory information.</p> <p>4.1.1 Analyzes and evaluates strengths and weaknesses of one's own at communication using own or established criteria</p> <p>4.1.2 Analyzes and evaluates strengths and weaknesses of others' formal or informal communication using own or established criteria</p> <ul style="list-style-type: none"> <li>Students use communication skills and strategies to interact/work effectively with others.</li> <li>Utilizes skills to demonstrate respect (as in group critiques)</li> <li>Students work collaboratively to solve problems and perform tasks</li> <li>The student uses listening and observation skills and strategies to gain understanding.</li> <li>Uses listening and observation skills and strategies to focus attention and interpret information.</li> <li>Understands, analyzes, synthesizes, or evaluates information from a variety of sources.</li> </ul>
<b>Educational Technology</b>	<p><b>EALR 1 – Integration: Students use technology within all content areas to collaborate, communicate, generate innovative ideas, investigate and solve problems.</b></p> <p>Components</p> <p>1.2.1: Communicate and collaborate to learn with others.</p> <p>1.3: Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources.</p> <p><b>EALR 2 – Digital Citizenship Components</b></p> <p>2.1: Practice Safety: Demonstrate safe, legal and ethical behavior in the use of information and technology.</p> <p>2.2: Practice Safety: Demonstrate safe, legal and ethical behavior in the use of information and technology.</p> <p>2.3: Select and Use Applications: Uses productivity tools and common applications effectively and constructively.</p> <p>2.4: Adapt to Change (Technology Fluency): Transfer current knowledge to new and emerging technologies.</p> <ul style="list-style-type: none"> <li>Utilizes digital formatting applications for production of portfolio.</li> </ul>
<b>Math-CCSS</b>	<p><a href="#">CCSS.Math.Practice.MP1</a> Make sense of problems and persevere in solving them.</p> <p>Applies reasoning, problem solving and communication for visual effectiveness.</p>
<b>Reading--CCSS</b>	<p><a href="#">CCSS.ELA-Literacy.RI.11-12.7</a> 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.</p> <p><a href="#">CCSS.ELA-Literacy.RST.11-12.9</a> Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>1.2.2 Apply strategies to comprehend words and ideas</p> <p>1.3.4 Synthesize information from a variety of sources</p> <p>3.2 Read to perform a task</p> <ul style="list-style-type: none"> <li>Demonstrates evidence of reading comprehension</li> <li>Students apply understanding of complex information, including functional documents to perform a task.</li> <li>Build vocabulary, understands vocabulary and utilizes vocabulary.</li> </ul>
<b>Social Studies</b>	<p>Students apply knowledge of other cultures through out history in visual presentation and imagery.</p>
<b>Writing-CCSS</b>	<p><a href="#">CCSS.ELA-Literacy.W.9-10.2</a> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><a href="#">CCSS.ELA-Literacy.W.9-10.2d</a> Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p><a href="#">CCSS.ELA-Literacy.W.9-10.6</a> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>

	<p>3.1.1 Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.</p> <p>3.3.6 Writes in paragraph form using complete sentences</p> <p>1.2.1 Analyzes task and composes multiple drafts when appropriate</p> <p>2.2: Writes for different purposes. 2.2.1 Demonstrates understanding of different purposes for writing</p> <ul style="list-style-type: none"> <li>• Students Pre writes to generate ideas.</li> <li>• Student understands and uses writing process in a variety of forms for planning, reflection, and communication of visual proposals and critiques.</li> <li>• Students write clearly and effectively: uses a variety of sentences consistent with audience, purpose and form</li> </ul>
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## 21<sup>st</sup> Century Skills

Check those that students will demonstrate in this course:

### LEARNING & INNOVATION

#### Creativity and Innovation

- ☐ Think Creatively
- ☐ Work Creatively with Others
- ☐ Implement Innovations

#### Critical Thinking and Problem Solving

- ☐ Reason Effectively
- ☐ Use Systems Thinking
- ☐ Make Judgments and Decisions
- ☐ Solve Problems

#### Communication and Collaboration

- ☐ Communicate Clearly
- ☐ Collaborate with Others

### INFORMATION, MEDIA & 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 & 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

# Digital Photography

## INTRODUCTION

<b>Course Name</b>	<u>Digital Photography</u>	<b>Grade Level(s)</b>	<u>9-12</u>
<b>Course Length</b>	<u>Two Semesters</u>	<b>Course Code</b>	<u>CTE 368, 369</u>

<b>Course Description</b>	A course designed to introduce students to the fundamentals of digital photography and digital imaging with an emphasis on the aesthetic, technical, critical and creative thinking skills necessary throughout the process. Required work will include the use of digital technology, hardware and software, necessary to do the required projects. Historical and cultural impact of photography will be studied and the ethics of digital photography in today's world.
<b>Pathway Connections</b>	
<b>Primary Connection</b>	Arts and Communications
<b>Secondary Connection</b>	Engineering, Science and Technology
<b>Sample Sequence of Courses</b>	Digital Photography I, Digital Photography II, Visual Communications or Graphic Design, post-secondary opportunities starting with Tech Prep articulation with Highline Community College
<b>Cross Credit</b>	Fine Arts
<b>Basic Textbook</b>	All primary instructional materials are composed by and originate with the instructors and are derived from the photography competencies established and revised by the international Center for photography
<b>Equipment</b>	Digital cameras, Computers
<b>Software</b>	Adobe Photoshop, MS Word, MS PowerPoint
<b>Supplemental Materials</b>	N/A
<b>Skills Gap Data (CTE Courses only)</b>	See attached documentation

## POWER STANDARDS

**Course Name** Digital Photography **Grade Level(s)** 9-12

1. History of Photography
  - a. Identify significant discoveries, developments, and inventions in the history of photography.
  - b. Identify the work of major photographers of the 19th and 20th centuries
2. Critical Analysis
  - a. Be able to discuss and debate the possible intention of various photographs.
  - b. Encourage and accept critical assessment
3. Business Practices
  - a. Understand legal practices such as copyright, work for hire and royalties
  - b. Understand business ethics
4. Camera Operations
  - a. Understand the basic principles of how to operate either a manual or automatic SLR camera
  - b. Understand the basic guidelines for making successful photographs
  - c. Identify various parts and controls of a SLR camera (film and/or digital)
  - d. Know and use the vocabulary necessary to identify and learn to use the parts of the camera
5. Functions of a Lens
  - a. Understand the differences between lenses of different focal lengths for different cameras
  - b. Be familiar with both methods of focusing (manually and automatically)
  - c. Understand the relationship between f/stop (aperture) and depth of field
6. Exposure Control
  - a. Understand the relationship between the shutter and light
  - b. Understand how to control motion in a still photograph
  - c. Understand how the aperture of the camera works in relation to light
  - d. Understand the concept of depth of field and how to control it
  - e. Understand the tradeoff between aperture and shutter choice
  - f. Understand how to use shutter speed and aperture to control exposure

## 7. Lights and Meters

- a. Use in-camera exposure meters
- b. Understand how to meter different scenes

## 8. Lighting

- a. Shoot effectively with available light
- b. Identify a variety of lighting equipment including lights, diffusers and reflectors, supports for lighting devices, and understand their uses

## 9. Image Quality

- a. Control image quality using camera control such as white balance, ISO
- b. Choose correct file size for output.
- c. Work with histograms to create better images and highlight alerts to make better images
- d. Understand how to store and back up digital images

## 10. Digital Editing and Printing

- a. Edit image using software including: burning, dodging, levels, masks, importance and benefits of using layers, retouching
- b. Understand the ethics of altering images

## 11. Design Elements/Principles

- a. Applies, analyzes, and creates the visual arts elements of line, shape, form, color, value, texture, and space in the production of a work of art.
- b. Creates, analyzes, and evaluates repetition/pattern, contrast, variety, balance, movement/rhythm, proportion, emphasis/dominance, and harmony/unity in a work of art.

## **Jobs and the Skills Gap**

by Willard R. Daggett, Ed.D.

International Center for Leadership in Education

2010

"While we cannot know for certain which technical skills will be most in demand for the jobs of the future, we can identify the academic skills that underpin our technological world. Those skills include technical reading and writing across the curriculum; integrated science instruction, especially chemistry and biology; statistics; and entrepreneurial skills.

So although reading skills do need to be improved, what students require to function in the 21st century workplace is better technical reading skills for understanding documents and quantitative material, not more reading of prose, poetry, and other literary forms. To acquire these other skills, students need to be taught reading in all content areas, not just in English language arts. A new definition of literacy is required."

## **The Skills Gap**

Reversing Washington's lack of skilled workers through early learning

A report by: America's edge

2010

Today's lack of workers with 21st century skills

"Although businesses of always needed workers proficient in the 3Rs reading, writing and arithmetic – today's fast-paced, international and technology drew driven marketplace requires even higher proficiency levels in these hard skills. But the skills are too often lacking, especially in young workers entering the US workforce.

Just as important as the hard skills are the critical soft skills – communication, collaboration, critical thinking, and creativity – which American businesses also often find lacking in the workforce."

## **OSPI Qwest Foundation technology grant application**

**21<sup>st</sup> Century skills** – digital citizenship, inventive thinking, effective communication, high productivity, creativity and collaboration – belong in today's K-12 curriculum. The urgent need for these skills parallels the rise of the leading edge technologies that power personal and business life and the global marketplace today."





## Auburn School District

Course: Digital Photography

Total Framework Hours up to: 180

CIP Code: 500406

☒ Exploratory ☐ Preparatory

Date Last Modified: April 8, 2013

Career Cluster: Arts, AV Technology & Communications

Cluster Pathway: Visual Arts

### Unit Outline

	<u>Hours</u>
Unit 1: Demonstrate Health and Safety Practices	5
Unit 2: Survey of History of Photography	10
Unit 3: Careers	5
Unit 4: Business Practices	5
Unit 5: Critical Analysis	10
Unit 6: Camera Operations	15
Unit 7: Functions of a Lens	15
Unit 8: Exposure Control	15
Unit 9: Light Meters and Exposure	5
Unit 10: Design Elements/Principles	20
Unit 11: Lighting	15
Unit 12: Image Quality	5
Unit 13: Digital Camera and Photography	20
Unit 14: Digital Editing and Printing	30
Unit 15: Presentation/Finishing	5
<b>Total Hours</b>	<b><u>180</u></b>

COMPONENTS AND ASSESSMENTS		
<b>Performance Assessments:</b> Self-evaluation, peer, evaluation, performance-based products, competition, observation, collection of examples, client feedback, vocabulary quiz and locally developed rubric		
<b>Leadership Alignment:</b> Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21 <sup>st</sup> Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)		
Standards and Competencies		
<b>Standard/Unit: C-6 Demonstrate health and safety practices</b>		
Competencies		Total Learning Hours for Unit: 5
C-6.1	Identify, describe and demonstrate the effective use of Material Safety Data Sheets (MSDS)	
C-6.2	Read chemical, product, and equipment labels to determine appropriate health and safety conditions	
C-6.3	Identify, describe and demonstrate personal, shop and job site safety practices and procedures	
C-6.4	Demonstrate safe dress and use of relevant safety gear and personal protective equipment (PPE), including wrist rests, adjustable workspaces and equipment, gloves, boots, earplugs, eye protection, and breathing apparatus	
C-6.5	Illustrate appropriate safe body mechanics, including proper lifting techniques and ergonomics	
C-6.6	Locate emergency equipment in your lab, shop, and classroom, including (where appropriate) eyewash stations, shower facilities, sinks, fire extinguishers, fire blankets, telephone, master power switches, and emergency exits	
C-6.7	Demonstrate the safe use, storage, and maintenance of every piece of equipment in the lab, shop, and classroom	
C-6.8	Describe safety practices and procedures to be followed when working with and around electricity	
C-6.9	Illustrate proper handling and storage practices, including working with hazardous materials, disposal, and recycling	
C-6.10	Demonstrate proper workspace cleaning procedures	
Aligned Washington State Standards		
Art	1.1	Understand arts concepts and vocabulary.
	1.2	Develops arts skills and techniques.
	1.3	Understands and applies arts genres and styles of various artists, cultures, and times.
	2.1	Applies a creative process to the arts.
	2.1	Applies a presentation process to the arts
	2.3	Applies a responding process to an arts presentation of visual arts.
	3.1	Uses the arts to express feelings and present ideas.
	3.2	Uses the arts to communicate for a specific purpose.
	3.3	Develops personal aesthetic criteria to communicate artistic choices.
	4.2	Demonstrates and analyzes the connections among the arts and between the arts and other content areas.
	4.4	Understands how the arts influence and reflect cultures/civilization, place, and time.
	4.5	Understands how arts knowledge and skills are used in the world of work, including careers in the arts.

<b>Communications</b>	1.1.1	Applies a variety of listening strategies to accommodate the listening situation.
	1.1.2	Applies a variety of listening and observation skills/strategies to recall and interpret information.
	2.2.2	Applies skills and strategies to contribute responsibly in a group setting.
	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.
	9-10.4	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.
	9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
	9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)
<b>Math</b>	8.5.A	Analyze a problem situation to determine the question(s) to be answered
	8.5.B	Identify relevant, missing, and extraneous information related to the solution to a problem.
	A1.1.A	Select and justify functions and equations to model and solve problems.
<b>Reading</b>	1.3.2	Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities.
	2.2.2	Apply understanding of complex organizational features of printed text and electronic sources.
	2.2.4	Apply understanding of text organizational structures.
	2.3.2	Evaluate informational materials, including electronic sources, for effectiveness.
	3.1.1	Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.
	3.2.2	Apply understanding of complex information, including functional documents, to perform a task.
	9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
	9-10.6	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.
	9-10.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
	9-10.2	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.
	9-10.3	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.
	9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
	9-10.10	By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.
<b>Science</b>	9-11	Conclusions must be logical, based on evidence, and consistent with prior established knowledge.

	INQC 9-11 APPC	The ability to solve problems is greatly enhanced by use of mathematics and information technologies.
<b>Social Studies</b>	2.1	Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.
<b>Writing</b>	3.1.1	Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.
	3.3.6	Uses complete sentences in writing.
	9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes
	9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
	9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.

#### COMPONENTS AND ASSESSMENTS

**Performance Assessments:** Self-evaluation, peer evaluation, performance based products, competition, observation, collection of examples, client feedback, vocabulary quiz, and locally developed rubric

**Leadership Alignment:** Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21<sup>st</sup> Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

#### Standards and Competencies

**Standard/Unit: C-9 Survey of History of Photography**

#### Competencies

**Total Learning Hours for Unit: 10**

- C-9.1 Identify significant discoveries, developments, and inventions in the history of photography
- C-9.2 Understand the chronology of the development and popularization of photography
- C-9.3 Understand the significance of early documentary photography and its social, political, and scientific impact
- C-9.4 Identify the historically important figures and sponsoring individuals and agencies
- C-9.5 Distinguish between various movements, styles, and trends in the history of photography
- C-9.6 Identify the work of major photographers of the 19<sup>th</sup> and 20<sup>th</sup> centuries

#### Aligned Washington State Standards

- |            |     |  |
|------------|-----|--|
| <b>Art</b> | 1.1 | Understand arts concepts and vocabulary. |
|            | 1.2 | Develops arts skills and techniques.     |

	1.3	Understands and applies arts genres and styles of various artists, cultures, and times.
	2.1	Applies a creative process to the arts.
	2.1	Applies a presentation process to the arts
	2.3	Applies a responding process to an arts presentation of visual arts.
	3.1	Uses the arts to express feelings and present ideas.
	3.2	Uses the arts to communicate for a specific purpose.
	3.3	Develops personal aesthetic criteria to communicate artistic choices.
	4.2	Demonstrates and analyzes the connections among the arts and between the arts and other content areas.
	4.4	Understands how the arts influence and reflect cultures/civilization, place, and time.
	4.5	Understands how arts knowledge and skills are used in the world of work, including careers in the arts.
<b>Communications</b>	1.1.1	Applies a variety of listening strategies to accommodate the listening situation.
	1.1.2	Applies a variety of listening and observation skills/strategies to recall and interpret information.
	2.2.2	Applies skills and strategies to contribute responsibly in a group setting.
	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.
	9-10.4	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.
	9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
	9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)
<b>Math</b>	8.5.A	Analyze a problem situation to determine the question(s) to be answered
	8.5.B	Identify relevant, missing, and extraneous information related to the solution to a problem.
	A1.1.A	Select and justify functions and equations to model and solve problems.
<b>Reading</b>	1.3.2	Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities.
	2.2.2	Apply understanding of complex organizational features of printed text and electronic sources.
	2.2.4	Apply understanding of text organizational structures.
	2.3.2	Evaluate informational materials, including electronic sources, for effectiveness.
	3.1.1	Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.
	3.2.2	Apply understanding of complex information, including functional documents, to perform a task.
	9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
	9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	9-10.6	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.

	9-10.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
	9-10.2	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.
	9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
	9-10.7	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
	9-10.10	By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.
<b>Science</b>	9-11 INQC	Conclusions must be logical, based on evidence, and consistent with prior established knowledge.
	9-11 APPC	The ability to solve problems is greatly enhanced by use of mathematics and information technologies.
<b>Social Studies</b>	2.1	Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.
	9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
	9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
<b>Writing</b>	3.1.1	Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.
	3.3.6	Uses complete sentences in writing.
	9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes
	9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
	9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.

#### COMPONENTS AND ASSESSMENTS

**Performance Assessments:** Self-evaluation, peer evaluation, performance based products, competition, observation, collection of examples, client feedback, vocabulary quiz, and locally developed rubric

**Leadership Alignment:** Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21<sup>st</sup> Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

#### Standards and Competencies

Standard/Unit: C-10 Careers		
Competencies		Total Learning Hours for Unit: 5
C-10.1	Students will be aware of the many jobs and careers in the photography industry and the requirements and skills needed to get those jobs	
C-10.2	Be aware of portfolios strategies that are audience specific	
C-10.3	Create a portfolio of work	
Aligned Washington State Standards		
Art	1.1	Understand arts concepts and vocabulary.
	1.2	Develops arts skills and techniques.
	1.3	Understands and applies arts genres and styles of various artists, cultures, and times.
	2.1	Applies a creative process to the arts.
	2.1	Applies a presentation process to the arts
	2.3	Applies a responding process to an arts presentation of visual arts.
	3.1	Uses the arts to express feelings and present ideas.
	3.2	Uses the arts to communicate for a specific purpose.
	3.3	Develops personal aesthetic criteria to communicate artistic choices.
	4.2	Demonstrates and analyzes the connections among the arts and between the arts and other content areas.
	4.4	Understands how the arts influence and reflect cultures/civilization, place, and time.
	4.5	Understands how arts knowledge and skills are used in the world of work, including careers in the arts.
Communications	1.1.1	Applies a variety of listening strategies to accommodate the listening situation.
	1.1.2	Applies a variety of listening and observation skills/strategies to recall and interpret information.
	2.2.2	Applies skills and strategies to contribute responsibly in a group setting.
	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.
	9-10.4	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.
	9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
	9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)
Math	8.5.A	Analyze a problem situation to determine the question(s) to be answered
	8.5.B	Identify relevant, missing, and extraneous information related to the solution to a problem.
	A1.1.A	Select and justify functions and equations to model and solve problems.
Reading	1.3.2	Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities.
	2.2.2	Apply understanding of complex organizational features of printed text and electronic sources.
	2.2.4	Apply understanding of text organizational structures.

	<p>2.3.2 Evaluate informational materials, including electronic sources, for effectiveness.</p> <p>3.1.1 Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.</p> <p>3.2.2 Apply understanding of complex information, including functional documents, to perform a task.</p> <p>9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>9-10.6 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.</p> <p>9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>9-10.2 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.</p> <p>9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.</p> <p>9-10.7 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.</p> <p>9-10.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.</p>
<b>Science</b>	<p>9-11 INQC Conclusions must be logical, based on evidence, and consistent with prior established knowledge.</p> <p>9-11 APPC The ability to solve problems is greatly enhanced by use of mathematics and information technologies.</p>
<b>Social Studies</b>	<p>2.1 Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.</p>
<b>Writing</b>	<p>3.1.1 Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.</p> <p>3.3.6 Uses complete sentences in writing.</p> <p>9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes</p> <p>9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>



COMPONENTS AND ASSESSMENTS		
<b>Performance Assessments:</b> Self-evaluation, peer evaluation, performance based products, competition, observation, collection of examples, client feedback, vocabulary quiz, and locally developed rubric		
<b>Leadership Alignment:</b> Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21 <sup>st</sup> Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)		
Standards and Competencies		
<b>Standard/Unit: C-11 Business Practices</b>		
Competencies		Total Learning Hours for Unit: 5
C-11.1	Understand legal practices such as copyright, work for hire and royalties	
C-11.2	Speak about photographs and present your work to agencies and galleries	
C-11.3	Understand business ethics	
Aligned Washington State Standards		
Art	1.1	Understand arts concepts and vocabulary.
	1.2	Develops arts skills and techniques.
	1.3	Understands and applies arts genres and styles of various artists, cultures, and times.
	2.1	Applies a creative process to the arts.
	2.1	Applies a presentation process to the arts
	2.3	Applies a responding process to an arts presentation of visual arts.
	3.1	Uses the arts to express feelings and present ideas.
	3.2	Uses the arts to communicate for a specific purpose.
	3.3	Develops personal aesthetic criteria to communicate artistic choices.
	4.2	Demonstrates and analyzes the connections among the arts and between the arts and other content areas.
	4.4	Understands how the arts influence and reflect cultures/civilization, place, and time.
	4.5	Understands how arts knowledge and skills are used in the world of work, including careers in the arts.
Communications	1.1.1	Applies a variety of listening strategies to accommodate the listening situation.
	1.1.2	Applies a variety of listening and observation skills/strategies to recall and interpret information.
	2.2.2	Applies skills and strategies to contribute responsibly in a group setting.
Math	8.5.A	Analyze a problem situation to determine the question(s) to be answered
	8.5.B	Identify relevant, missing, and extraneous information related to the solution to a problem.
	A1.1.A	Select and justify functions and equations to model and solve problems.
Reading	1.3.2	Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities.
	2.2.2	Apply understanding of complex organizational features of printed text and electronic sources.

	2.2.4	Apply understanding of text organizational structures.
	2.3.2	Evaluate informational materials, including electronic sources, for effectiveness.
	3.1.1	Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.
	3.2.2	Apply understanding of complex information, including functional documents, to perform a task.
	9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
	9-10.6	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.
	9-10.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
	9-10.2	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.
	9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
	9-10.10	By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.
<b>Science</b>	9-11 INQC	Conclusions must be logical, based on evidence, and consistent with prior established knowledge.
	9-11 APPC	The ability to solve problems is greatly enhanced by use of mathematics and information technologies.
<b>Social Studies</b>	2.1	Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.
<b>Writing</b>	3.1.1	Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.
	3.3.6	Uses complete sentences in writing.
	9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes
	9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
	9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.

## COMPONENTS AND ASSESSMENTS

<b>Performance Assessments:</b> Self-evaluation, peer evaluation, performance based products, competition, observation, collection of examples, client feedback, vocabulary quiz, and locally developed rubric		
<b>Leadership Alignment:</b> Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21 <sup>st</sup> Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)		
<b>Standards and Competencies</b>		
<b>Standard/Unit: C-12 Critical Analysis</b>		
<b>Competencies</b>		<b>Total Learning Hours for Unit: 10</b>
C-12.1	Be able to discuss and debate the possible intention of various photographs	
C-12.2	Use reflection in evaluation to your own work	
<b>Aligned Washington State Standards</b>		
<b>Art</b>	1.1	Understand arts concepts and vocabulary.
	1.2	Develops arts skills and techniques.
	1.3	Understands and applies arts genres and styles of various artists, cultures, and times.
	2.1	Applies a creative process to the arts.
	2.1	Applies a presentation process to the arts
	2.3	Applies a responding process to an arts presentation of visual arts.
	3.1	Uses the arts to express feelings and present ideas.
	3.2	Uses the arts to communicate for a specific purpose.
	3.3	Develops personal aesthetic criteria to communicate artistic choices.
	4.2	Demonstrates and analyzes the connections among the arts and between the arts and other content areas.
	4.4	Understands how the arts influence and reflect cultures/civilization, place, and time.
	4.5	Understands how arts knowledge and skills are used in the world of work, including careers in the arts.
<b>Communications</b>	1.1.1	Applies a variety of listening strategies to accommodate the listening situation.
	1.1.2	Applies a variety of listening and observation skills/strategies to recall and interpret information.
	2.2.2	Applies skills and strategies to contribute responsibly in a group setting.
	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.
	9-10.4	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.
	9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
	9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)
<b>Math</b>	8.5.A	Analyze a problem situation to determine the question(s) to be answered
	8.5.B	Identify relevant, missing, and extraneous information related to the solution to a problem.
	A1.1.A	Select and justify functions and equations to model and solve problems.

<b>Reading</b>	1.3.2	Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities.
	2.2.2	Apply understanding of complex organizational features of printed text and electronic sources.
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	3.1.1	Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.
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	9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	9-10.6	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.
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	9-10.7	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
	9-10.10	By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.
<b>Science</b>	9-11 INQC	Conclusions must be logical, based on evidence, and consistent with prior established knowledge.
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<b>Social Studies</b>	2.1	Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.
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### COMPONENTS AND ASSESSMENTS

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### Standards and Competencies

**Standard/Unit: C-13 Camera Operations**

Competencies		Total Learning Hours for Unit: 15
C-13.1	Identify various parts and controls of a SLR camera (film and/or digital)	
C-13.2	Understand the basic principles of how to operate either a manual or automatic SLR camera	
C-13.3	Understand the basic guidelines for making successful photographs	
C-13.4	Know and use the vocabulary necessary to identify and learn to use the parts of the camera	
C-13.5	Identify different camera formats and their advantages and disadvantages	
C-13.6	Identify special purpose cameras	

### Aligned Washington State Standards

<b>Art</b>	1.1	Understand arts concepts and vocabulary.
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	1.3	Understands and applies arts genres and styles of various artists, cultures, and times.
	2.1	Applies a creative process to the arts.
	2.1	Applies a presentation process to the arts
	2.3	Applies a responding process to an arts presentation of visual arts.
	3.1	Uses the arts to express feelings and present ideas.
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	3.3	Develops personal aesthetic criteria to communicate artistic choices.
	4.2	Demonstrates and analyzes the connections among the arts and between the arts and other content areas.
	4.4	Understands how the arts influence and reflect cultures/civilization, place, and time.
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<b>Communications</b>	1.1.1	Applies a variety of listening strategies to accommodate the listening situation.
	1.1.2	Applies a variety of listening and observation skills/strategies to recall and interpret information.
	2.2.2	Applies skills and strategies to contribute responsibly in a group setting.
<b>Educational Technology</b>		
<b>Health and Fitness</b>		
<b>Math</b>	8.5.A	Analyze a problem situation to determine the question(s) to be answered

	8.5.B A1.1.A	Identify relevant, missing, and extraneous information related to the solution to a problem. Select and justify functions and equations to model and solve problems.
<b>Reading</b>	1.3.2 2.2.2 2.2.4 2.3.2 3.1.1 3.2.2 9-10.4 9-10.6 9-10.1 9-10.2 9-10.3 9-10.4 9-10.7 9-10.10	Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities. Apply understanding of complex organizational features of printed text and electronic sources. Apply understanding of text organizational structures. Evaluate informational materials, including electronic sources, for effectiveness. Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions. Apply understanding of complex information, including functional documents, to perform a task. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). 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. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. 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. 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. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.
<b>Science</b>	9-11 INQC 9-11 APPC	Conclusions must be logical, based on evidence, and consistent with prior established knowledge. The ability to solve problems is greatly enhanced by use of mathematics and information technologies.
<b>Social Studies</b>	2.1	Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.
<b>Writing</b>	3.1.1 3.3.6 9-10.2 9-10.4 9-10.6 9-10.7	Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples. Uses complete sentences in writing. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject,

		demonstrating understanding of the subject under investigation.
	9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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### COMPONENTS AND ASSESSMENTS

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### Standards and Competencies

**Standard/Unit: C-14 Functions of a Lens**

Competencies		Total Learning Hours for Unit: 15
C-14.1	Understand the differences between lenses of different focal lengths for different cameras	
C-14.2	Identify special purpose lenses	
C-14.3	Be familiar with both methods of focusing (manually and automatically)	
C-14.4	Understand the relationship between f/stop (aperture) and depth of field	
C-14.5	Understand the relationship between focal length and perspective	
C-14.6	Work effectively in close-up situations	
C-14.7	Know how to purchase lenses for a variety of purposes and care for them properly	

### Aligned Washington State Standards

<b>Art</b>	1.1	Understand arts concepts and vocabulary.
	1.2	Develops arts skills and techniques.
	1.3	Understands and applies arts genres and styles of various artists, cultures, and times.
	2.1	Applies a creative process to the arts.
	2.1	Applies a presentation process to the arts
	2.3	Applies a responding process to an arts presentation of visual arts.
	3.1	Uses the arts to express feelings and present ideas.
	3.2	Uses the arts to communicate for a specific purpose.
	3.3	Develops personal aesthetic criteria to communicate artistic choices.
	4.2	Demonstrates and analyzes the connections among the arts and between the arts and other content areas.
	4.4	Understands how the arts influence and reflect cultures/civilization, place, and time.
	4.5	Understands how arts knowledge and skills are used in the world of work, including careers in the arts.
<b>Communications</b>	1.1.1	Applies a variety of listening strategies to accommodate the listening situation.
	1.1.2	Applies a variety of listening and observation skills/strategies to recall and interpret information.
	2.2.2	Applies skills and strategies to contribute responsibly in a group setting.
<b>Math</b>	8.5.A	Analyze a problem situation to determine the question(s) to be answered

	8.5.B A1.1.A	Identify relevant, missing, and extraneous information related to the solution to a problem. Select and justify functions and equations to model and solve problems.
<b>Reading</b>	1.3.2 2.2.2 2.2.4 2.3.2 3.1.1 3.2.2 9-10.4 9-10.6 9-10.1 9-10.2 9-10.3 9-10.4 9-10.7 9-10.10	Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities. Apply understanding of complex organizational features of printed text and electronic sources. Apply understanding of text organizational structures. Evaluate informational materials, including electronic sources, for effectiveness. Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions. Apply understanding of complex information, including functional documents, to perform a task. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). 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. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. 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. 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. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.
<b>Science</b>	9-11 INQC 9-11 APPC	Conclusions must be logical, based on evidence, and consistent with prior established knowledge. The ability to solve problems is greatly enhanced by use of mathematics and information technologies.
<b>Social Studies</b>	2.1	Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.
<b>Writing</b>	3.1.1 3.3.6 9-10.2 9-10.4 9-10.6 9-10.7	Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples. Uses complete sentences in writing. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject,



		demonstrating understanding of the subject under investigation.
	9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.

### COMPONENTS AND ASSESSMENTS

**Performance Assessments:** Self-evaluation, peer evaluation, performance based products, competition, observation, collection of examples, client feedback, vocabulary quiz, and locally developed rubric

**Leadership Alignment:** Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21<sup>st</sup> Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

### Standards and Competencies

**Standard/Unit: C-15 Exposure Control**

Competencies		Total Learning Hours for Unit: 15
C-15.1	Understand the relationship between the shutter and light	
C-15.2	Understand how to convey motion in a still photograph	
C-15.3	Understand how the aperture of the camera works in relation to light	
C-15.4	Understand the concept of depth of field and how to control it	
C-15.5	Understand the trade off between aperture and shutter choice	
C-15.6	Understand how to use shutter speed and aperture to control exposure	
C-15.7	Understand how to use a camera and avoid or control blur in your images	

### Aligned Washington State Standards

<b>Art</b>	1.1	Understand arts concepts and vocabulary.
	1.2	Develops arts skills and techniques.
	1.3	Understands and applies arts genres and styles of various artists, cultures, and times.
	2.1	Applies a creative process to the arts.
	2.1	Applies a presentation process to the arts
	2.3	Applies a responding process to an arts presentation of visual arts.
	3.1	Uses the arts to express feelings and present ideas.
	3.2	Uses the arts to communicate for a specific purpose.
	3.3	Develops personal aesthetic criteria to communicate artistic choices.
	4.2	Demonstrates and analyzes the connections among the arts and between the arts and other content areas.
	4.4	Understands how the arts influence and reflect cultures/civilization, place, and time.
	4.5	Understands how arts knowledge and skills are used in the world of work, including careers in the arts.
<b>Communications</b>	1.1.1	Applies a variety of listening strategies to accommodate the listening situation.
	1.1.2	Applies a variety of listening and observation skills/strategies to recall and interpret information.
	2.2.2	Applies skills and strategies to contribute responsibly in a group setting.

<b>Educational Technology</b>		
<b>Health and Fitness</b>		
<b>Math</b>	8.5.A 8.5.B A1.1.A A.2	Analyze a problem situation to determine the question(s) to be answered Identify relevant, missing, and extraneous information related to the solution to a problem. Select and justify functions and equations to model and solve problems. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).
<b>Reading</b>	1.3.2 2.2.2 2.2.4 2.3.2 3.1.1 3.2.2 9-10.4 9-10.6 9-10.1 9-10.2 9-10.3 9-10.4 9-10.7 9-10.10	Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities. Apply understanding of complex organizational features of printed text and electronic sources. Apply understanding of text organizational structures. Evaluate informational materials, including electronic sources, for effectiveness. Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions. Apply understanding of complex information, including functional documents, to perform a task. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). 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. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. 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. 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. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.
<b>Science</b>	9-11 INQC 9-11 APPC	Conclusions must be logical, based on evidence, and consistent with prior established knowledge. The ability to solve problems is greatly enhanced by use of mathematics and information technologies.
<b>Social Studies</b>	2.1	Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.
<b>Writing</b>	3.1.1 3.3.6 9-10.2	Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples. Uses complete sentences in writing. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes

	9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
	9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.

### COMPONENTS AND ASSESSMENTS

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### Standards and Competencies

**Standard/Unit: C-16 Light Meters and Exposure**

#### Competencies

**Total Learning Hours for Unit: 5**

- C-16.1 Understand the concept of equivalent exposures and how to achieve and apply them
- C-16.2 Understand how exposure meters work
- C-16.3 Use in-camera exposure meters
- C-16.4 Understand how automatic exposure systems operate
- C-16.5 Understand how to meter different scenes
- C-16.6 Be able to deal with hard-to-meter scenes
- C-16.7 Understand how to bracket a scene

### Aligned Washington State Standards

<b>Art</b>	1.1	Understand arts concepts and vocabulary.
	1.2	Develops arts skills and techniques.
	1.3	Understands and applies arts genres and styles of various artists, cultures, and times.
	2.1	Applies a creative process to the arts.
	2.1	Applies a presentation process to the arts
	2.3	Applies a responding process to an arts presentation of visual arts.
	3.1	Uses the arts to express feelings and present ideas.
	3.2	Uses the arts to communicate for a specific purpose.
	3.3	Develops personal aesthetic criteria to communicate artistic choices.
	4.2	Demonstrates and analyzes the connections among the arts and between the arts and other content areas.

	4.4	Understands how the arts influence and reflect cultures/civilization, place, and time.
	4.5	Understands how arts knowledge and skills are used in the world of work, including careers in the arts.
<b>Communications</b>	1.1.1	Applies a variety of listening strategies to accommodate the listening situation.
	1.1.2	Applies a variety of listening and observation skills/strategies to recall and interpret information.
	2.2.2	Applies skills and strategies to contribute responsibly in a group setting.
<b>Math</b>	8.5.A	Analyze a problem situation to determine the question(s) to be answered
	8.5.B	Identify relevant, missing, and extraneous information related to the solution to a problem.
	A1.1.A	Select and justify functions and equations to model and solve problems.
<b>Reading</b>	1.3.2	Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities.
	2.2.2	Apply understanding of complex organizational features of printed text and electronic sources.
	2.2.4	Apply understanding of text organizational structures.
	2.3.2	Evaluate informational materials, including electronic sources, for effectiveness.
	3.1.1	Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.
	3.2.2	Apply understanding of complex information, including functional documents, to perform a task.
	9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
	9-10.6	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.
	9-10.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
	9-10.2	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.
	9-10.3	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.
	9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
	9-10.7	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
	9-10.10	By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.
<b>Science</b>	9-11 INQC	Conclusions must be logical, based on evidence, and consistent with prior established knowledge.
	9-11 APPC	The ability to solve problems is greatly enhanced by use of mathematics and information technologies.
<b>Social Studies</b>	2.1	Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.
<b>Writing</b>	3.1.1	Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.
	3.3.6	Uses complete sentences in writing.

	9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes
	9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
	9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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### COMPONENTS AND ASSESSMENTS

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### Standards and Competencies

**Standard/Unit: C-17 Design Elements/Principles**

#### Competencies

**Total Learning Hours for Unit: 20**

- C-17.1 Understand the impact that framing and cropping has on an image
- C-17.2 Understand how to use the “rule of thirds”
- C-17.3 Understand how to use contrast to enhance your images
- C-17.4 Understand how points of view can affect the interpretation of an image
- C-17.5 Identify some “rules of thumb” employed by photographers involved in portraiture and landscape including managing motion, balance, and tension
- C-17.6 Speak about photographs and present your work to agencies and galleries
- C-17.7 Compose for specific audiences

### Aligned Washington State Standards

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	1.2	Develops arts skills and techniques.
	1.3	Understands and applies arts genres and styles of various artists, cultures, and times.
	2.1	Applies a creative process to the arts.
	2.1	Applies a presentation process to the arts
	2.3	Applies a responding process to an arts presentation of visual arts.
	3.1	Uses the arts to express feelings and present ideas.
	3.2	Uses the arts to communicate for a specific purpose.

	3.3	Develops personal aesthetic criteria to communicate artistic choices.
	4.2	Demonstrates and analyzes the connections among the arts and between the arts and other content areas.
	4.4	Understands how the arts influence and reflect cultures/civilization, place, and time.
	4.5	Understands how arts knowledge and skills are used in the world of work, including careers in the arts.
<b>Communications</b>	1.1.1	Applies a variety of listening strategies to accommodate the listening situation.
	1.1.2	Applies a variety of listening and observation skills/strategies to recall and interpret information.
	2.2.2	Applies skills and strategies to contribute responsibly in a group setting.
	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.
	9-10.4	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.
	9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
	9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)
<b>Math</b>	8.5.A	Analyze a problem situation to determine the question(s) to be answered
	8.5.B	Identify relevant, missing, and extraneous information related to the solution to a problem.
	A1.1.A	Select and justify functions and equations to model and solve problems.
<b>Reading</b>	1.3.2	Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities.
	2.2.2	Apply understanding of complex organizational features of printed text and electronic sources.
	2.2.4	Apply understanding of text organizational structures.
	2.3.2	Evaluate informational materials, including electronic sources, for effectiveness.
	3.1.1	Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.
	3.2.2	Apply understanding of complex information, including functional documents, to perform a task.
	9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
	9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	9-10.6	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.
	9-10.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
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	9-10.7	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a

	9-10.10	specific scientific or technical context relevant to grades 9-10 texts and topics. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.
<b>Science</b>	9-11 INQC	Conclusions must be logical, based on evidence, and consistent with prior established knowledge.
	9-11 APPC	The ability to solve problems is greatly enhanced by use of mathematics and information technologies.
<b>Social Studies</b>	2.1	Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.
<b>Writing</b>	3.1.1	Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.
	3.3.6	Uses complete sentences in writing.
	9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes
	9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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### COMPONENTS AND ASSESSMENTS

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### Standards and Competencies

**Standard/Unit: A-1 Lighting**

**Competencies**

**Total Learning Hours for Unit: 15**

- |       |   |
|-------|---|
| A-1.1 | Understand the basic concepts of degree of diffusion and direction of light   |
| A-1.2 | Shoot effectively with available light  |
| A-1.3 | Identify a variety of lighting equipment including lights, diffusers and reflectors, supports for lighting devices, and understand their uses   |
| A-1.4 | Understand the purpose for using more than one lighting device, and how to position fill lights to achieve certain effects, such as studio, on camera, existing, supplemental, reflectors, etc. |
| A-1.5 | Identify a variety of flash units, flash meters, and flash accessories, and understand how they are used  |
| A-1.6 | Meter for flash and calculate exposure  |

A-1.7	Arrange lightening for portraits and reflective objects, and to enhance the appearance of textured surfaces	
A-1.8	Understand the theory of light and qualities of light such as electromagnetic spectrum, variances, reflectance, and physical properties of light	
Aligned Washington State Standards		
Art	1.1 1.2 1.3 2.1 2.1 2.3 3.1 3.2 3.3 4.2 4.4 4.5	Understand arts concepts and vocabulary. Develops arts skills and techniques. Understands and applies arts genres and styles of various artists, cultures, and times. Applies a creative process to the arts. Applies a presentation process to the arts Applies a responding process to an arts presentation of visual arts. Uses the arts to express feelings and present ideas. Uses the arts to communicate for a specific purpose. Develops personal aesthetic criteria to communicate artistic choices. Demonstrates and analyzes the connections among the arts and between the arts and other content areas. Understands how the arts influence and reflect cultures/civilization, place, and time. Understands how arts knowledge and skills are used in the world of work, including careers in the arts.
Communications	1.1.1 1.1.2 2.2.2	Applies a variety of listening strategies to accommodate the listening situation. Applies a variety of listening and observation skills/strategies to recall and interpret information. Applies skills and strategies to contribute responsibly in a group setting.
Math	8.5.A 8.5.B A1.1.A	Analyze a problem situation to determine the question(s) to be answered Identify relevant, missing, and extraneous information related to the solution to a problem. Select and justify functions and equations to model and solve problems.
Reading	1.3.2 2.2.2 2.2.4 2.3.2 3.1.1 3.2.2 9-10.4 9-10.6 9-10.1	Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities. Apply understanding of complex organizational features of printed text and electronic sources. Apply understanding of text organizational structures. Evaluate informational materials, including electronic sources, for effectiveness. Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions. Apply understanding of complex information, including functional documents, to perform a task. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). 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. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of



	<p>9-10.2 explanations or descriptions.</p> <p>9-10.2 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.</p> <p>9-10.3 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.</p> <p>9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.</p> <p>9-10.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.</p>
<b>Science</b>	<p>9-11 INQC Conclusions must be logical, based on evidence, and consistent with prior established knowledge.</p> <p>9-11 APPC The ability to solve problems is greatly enhanced by use of mathematics and information technologies.</p>
<b>Social Studies</b>	2.1 Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.
<b>Writing</b>	<p>3.1.1 Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.</p> <p>3.3.6 Uses complete sentences in writing.</p> <p>9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes</p> <p>9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>

#### COMPONENTS AND ASSESSMENTS

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#### Standards and Competencies

**Standard/Unit: A-2 Image Quality**

**Competencies**

**Total Learning Hours for Unit: 5**

A-2.1	Use different types of film and/or digital cameras (resolution issues) appropriate for the assignment	
A-2.2	Control image quality using color control, and other darkroom and/or digital techniques	
Aligned Washington State Standards		
Art	1.1	Understand arts concepts and vocabulary.
	1.2	Develops arts skills and techniques.
	1.3	Understands and applies arts genres and styles of various artists, cultures, and times.
	2.1	Applies a creative process to the arts.
	2.1	Applies a presentation process to the arts
	2.3	Applies a responding process to an arts presentation of visual arts.
	3.1	Uses the arts to express feelings and present ideas.
	3.2	Uses the arts to communicate for a specific purpose.
	3.3	Develops personal aesthetic criteria to communicate artistic choices.
	4.2	Demonstrates and analyzes the connections among the arts and between the arts and other content areas.
	4.4	Understands how the arts influence and reflect cultures/civilization, place, and time.
	4.5	Understands how arts knowledge and skills are used in the world of work, including careers in the arts.
Communications	1.1.1	Applies a variety of listening strategies to accommodate the listening situation.
	1.1.2	Applies a variety of listening and observation skills/strategies to recall and interpret information.
	2.2.2	Applies skills and strategies to contribute responsibly in a group setting.
Math	8.5.A	Analyze a problem situation to determine the question(s) to be answered
	8.5.B	Identify relevant, missing, and extraneous information related to the solution to a problem.
	A1.1.A	Select and justify functions and equations to model and solve problems.
	A . 2	Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).
Reading	1.3.2	Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities.
	2.2.2	Apply understanding of complex organizational features of printed text and electronic sources.
	2.2.4	Apply understanding of text organizational structures.
	2.3.2	Evaluate informational materials, including electronic sources, for effectiveness.
	3.1.1	Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.
	3.2.2	Apply understanding of complex information, including functional documents, to perform a task.
	9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
	9-10.6	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.
	9-10.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

	9-10.2	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.
	9-10.3	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.
	9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
	9-10.7	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
	9-10.10	By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.
<b>Science</b>	9-11 INQC	Conclusions must be logical, based on evidence, and consistent with prior established knowledge.
	9-11 APPC	The ability to solve problems is greatly enhanced by use of mathematics and information technologies.
<b>Social Studies</b>	2.1	Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.
<b>Writing</b>	3.1.1	Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.
	3.3.6	Uses complete sentences in writing.
	9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes
	9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
	9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.

#### COMPONENTS AND ASSESSMENTS

**Performance Assessments:** Self-evaluation, peer evaluation, performance based products, competition, observation, collection of examples, client feedback, vocabulary quiz, and locally developed rubric

**Leadership Alignment:** Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21<sup>st</sup> Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

#### Standards and Competencies

**Standard/Unit: A-6 Digital Camera and Photography**

**Competencies**

**Total Learning Hours for Unit: 20**

A-6.1	Identify the basic features of digital cameras and know how to use them
A-6.2	Understand the composition of a digital image and the factors that affect its quality and file size
A-6.3	Understand how digital images are transferred to a computer for storage and manipulation
A-6.4	Understand the differences between normal-focal length for digital camera lenses and traditional camera lenses
A-6.5	Understand how to make adjustments for contrast, color balance and exposure using a digital camera
A-6.6	Understand the basic differences between various digital cameras on the market and weigh the relative advantages and disadvantages, conveniences and costs associated with their use
A-6.7	Understand how to use scanners
A-6.8	Work with histograms to create better images
A-6.9	Understand color management
A-6.10	Understand how to store digital images
<b>Aligned Washington State Standards</b>	
<b>Art</b>	1.1 Understand arts concepts and vocabulary. 1.2 Develops arts skills and techniques. 1.3 Understands and applies arts genres and styles of various artists, cultures, and times. 2.1 Applies a creative process to the arts. 2.1 Applies a presentation process to the arts 2.3 Applies a responding process to an arts presentation of visual arts. 3.1 Uses the arts to express feelings and present ideas. 3.2 Uses the arts to communicate for a specific purpose. 3.3 Develops personal aesthetic criteria to communicate artistic choices. 4.2 Demonstrates and analyzes the connections among the arts and between the arts and other content areas. 4.4 Understands how the arts influence and reflect cultures/civilization, place, and time. 4.5 Understands how arts knowledge and skills are used in the world of work, including careers in the arts.
<b>Communications</b>	1.1.1 Applies a variety of listening strategies to accommodate the listening situation. 1.1.2 Applies a variety of listening and observation skills/strategies to recall and interpret information. 2.2.2 Applies skills and strategies to contribute responsibly in a group setting. 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. 9-10.4 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. 9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)
<b>Math</b>	8.5.A Analyze a problem situation to determine the question(s) to be answered 8.5.B Identify relevant, missing, and extraneous information related to the solution to a problem. A1.1.A Select and justify functions and equations to model and solve problems.

<b>Reading</b>	1.3.2	Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities.
	2.2.2	Apply understanding of complex organizational features of printed text and electronic sources.
	2.2.4	Apply understanding of text organizational structures.
	2.3.2	Evaluate informational materials, including electronic sources, for effectiveness.
	3.1.1	Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.
	3.2.2	Apply understanding of complex information, including functional documents, to perform a task.
	9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
	9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	9-10.6	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.
	9-10.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
	9-10.2	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.
	9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
	9-10.10	By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.
<b>Science</b>	9-11 INQC	Conclusions must be logical, based on evidence, and consistent with prior established knowledge.
	9-11 APPC	The ability to solve problems is greatly enhanced by use of mathematics and information technologies.
<b>Social Studies</b>	2.1	Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.
<b>Writing</b>	3.1.1	Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.
	3.3.6	Uses complete sentences in writing.
	9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes
	9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
	9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

	9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
<b>COMPONENTS AND ASSESSMENTS</b>		
<b>Performance Assessments:</b> Self-evaluation, peer evaluation, performance based products, competition, observation, collection of examples, client feedback, vocabulary quiz, and locally developed rubric		
<b>Leadership Alignment:</b> Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21 <sup>st</sup> Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)		
<b>Standards and Competencies</b>		
<b>Standard/Unit: A-7 Digital Editing and Printing</b>		
<b>Competencies</b>		<b>Total Learning Hours for Unit: 30</b>
	A-7.1	Understand how to prepare a computer to correctly display digital images.
	A-7.2	Adjust portions or complete images using software tools
	A-7.3	Use other techniques including filters to readjust or sharpen images
	A-7.4	Edit image using software including: burning, dodging, levels, masks, importance and benefits of using layers, retouching
	A-7.5	Understand the ethics of altering images.
	A-7.6	Understand the relative advantages and disadvantages of a number of kinds of printers and printer technologies
<b>Reading</b>	9-10.6	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.
	9-10.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
	9-10.2	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.
	9-10.3	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.
	9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
	9-10.10	By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.
<b>Writing</b>	9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes
	9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
	9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or

		solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.

## COMPONENTS AND ASSESSMENTS

**Performance Assessments:** Technical

**Leadership Alignment:** Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21<sup>st</sup> Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

### Standards and Competencies

**Standard/Unit: A-8 Presentation/ Finishing**

#### Competencies

**Total Learning Hours for Unit: 5**

- A-8.1 Students will use proper spotting and mounting techniques
- A-8.2 Spot prints to correct flaws and improve their overall appearance prior to display
- A-8.3 Identify the equipment and supplies used in matting and mounting photographs
- A-8.4 Understand how the use of different mats will impact the appearance and longevity of your photographs
- A-8.5 Cut and produce mats in a number of styles

### Aligned Washington State Standards

<b>Communications</b>	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.
	9-10.4	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.
	9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
	9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)
<b>Reading</b>	9-10.6	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.
	9-10.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
	9-10.2	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.
	9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.

	9-10.10	By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.
<b>Writing</b>	9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes
	9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
	9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.

<b>21<sup>st</sup> Century Skills</b>		
Check those that students will demonstrate in this course:		
<b>LEARNING &amp; INNOVATION</b>  <b>Creativity and Innovation</b> <input checked="" type="checkbox"/> Think Creatively <input checked="" type="checkbox"/> Work Creatively with Others <input type="checkbox"/> Implement Innovations  <b>Critical Thinking and Problem Solving</b> <input checked="" type="checkbox"/> Reason Effectively <input checked="" type="checkbox"/> Use Systems Thinking <input checked="" type="checkbox"/> Make Judgments and Decisions <input type="checkbox"/> Solve Problems  <b>Communication and Collaboration</b> <input checked="" type="checkbox"/> Communicate Clearly <input checked="" type="checkbox"/> Collaborate with Others	<b>INFORMATION, MEDIA &amp; TECHNOLOGY SKILLS</b>  <b>Information Literacy</b> <input checked="" type="checkbox"/> Access and /evaluate Information <input checked="" type="checkbox"/> Use and Manage Information  <b>Media Literacy</b> <input checked="" type="checkbox"/> Analyze Media <input checked="" type="checkbox"/> Create Media Products  <b>Information, Communications and Technology (ICT Literacy)</b> <input checked="" type="checkbox"/> Apply Technology Effectively	<b>LIFE &amp; CAREER SKILLS</b>  <b>Flexibility and Adaptability</b> <input checked="" type="checkbox"/> Adapt to Change <input checked="" type="checkbox"/> Be Flexible  <b>Initiative and Self-Direction</b> <input checked="" type="checkbox"/> Manage Goals and Time <input checked="" type="checkbox"/> Work Independently <input type="checkbox"/> Be Self-Directed Learners  <b>Social and Cross-Cultural</b> <input checked="" type="checkbox"/> Interact Effectively with Others <input checked="" type="checkbox"/> Work Effectively in Diverse Teams  <b>Productivity and Accountability</b> <input checked="" type="checkbox"/> Manage Projects <input checked="" type="checkbox"/> Produce Results  <b>Leadership and Responsibility</b> <input type="checkbox"/> Guide and Lead Others <input type="checkbox"/> Be Responsible to Others



# Journalism Production Yearbook/Newspaper

## INTRODUCTION

<b>Course Name</b>	<u>Journalism Publications: Yearbook/Newspaper</u>	<b>Grade Level(s)</b>	<u>10-12</u>
<b>Course Length</b>	<u>Year-long</u>	<b>Course Code (s)</b>	<u>CTE465, CTE466</u>

<b>Course Description</b>	Yearbook/Newspaper Publication are separate courses that focus on the process of managing the creation, design, reporting, writing, editing, publication, and distribution of printed and online yearbooks/newspapers with a strong emphasis on technical writing, copy editing, and teamwork. The classes prepare individuals to manage the editorial, technical, design and business aspects of publishing operation. Includes instruction in product planning and design, technical writing, reporting, interviewing, editing, business and copyright law, publishing and professional standards and ethics.
<b>Pathway Connections</b> <b>Primary Connection</b>	Business and Management, Publications, Design
<b>Sample Sequence of Courses</b>	Journalistic Writing
<b>Equipment</b>	SLR Digital and Advanced Cameras, Computers, Large Format Color Printer (Tabloid)
<b>Software</b>	Adobe Photoshop, Lightroom, InDesign, Herff Jones eDesign
<b>Skills Gap Data (CTE Courses only)</b>	Employment of Copy Editors and Online Designers is projected to increase in the next few years. Employment of technical writers is projected to grow 15 percent from 2012 to 2022, faster than the average for all occupations. Employment growth will be driven by the continuing expansion of scientific and technical products and by growth in Web-based product support. Job opportunities, especially for applicants with technical skills, are expected to be good.

## COURSE OUTLINE

**Course Name** Journalism Production: Newspaper **Grade Level(s)** 10-12

- 1. Media Law, Ethics, and Basics**
  - A. First Amendment Rights and Responsibilities
  - B. Libel, Invasion of Privacy, Copyright, Obscenity
  - C. Online, Print Media
  - D. Adobe Software Use
  - E. InDesign Use
- 2. Coverage**
  - A. Beat and Activities
  - B. Athletics
  - C. News, Feature, Sports
- 4. Writing**
  - A. Pre-writing Strategies
  - B. Technical Writing, Newswriting, Journalistic Writing
  - C. Interviewing and Researching
  - D. Newswriting, Feature, Opinion Writing
  - E. Copy Editing
  - F. Headlines
- 5. Design**
  - A. Use of Principles of Design and Elements of Art
  - B. Newspaper Print and Online Templates
  - C. Photography and Copy
- 6. Typography**
  - A. Elements of Typography: Contrast, Repetition, Alignment, Proximity
  - B. Physicality of Typography: Leading, Kerning, Justification, Style, Font
- 7. Digital Photography**
  - A. Visual Story Telling
  - B. Photo Ethics
  - C. Photo Composition
  - D. Cameral Handling, Usage, Maintenance
  - E. Cropping Photographs

**9. Organization**

- A. Staff Structure and Leadership
- B. Peer Teaching and Cooperation
- C. Staff Management
- D. Deadline Strategy

**10. Business/ Public Relations**

- A. Developing the Budget
- B. Customer Service and Target Audiences
- C. Marketing Plan
- D. Fundraising
- E. Tracking Revenue and Expenses
- F. Advertising Sales and Development

## COURSE OUTLINE

**Course Name** Journalism Production: Yearbook **Grade Level(s)** 10-12

- 1. Media Law, Ethics, and Basics**
  - A. First Amendment Rights and Responsibilities
  - B. Libel, Invasion of Privacy, Copyright, Obscenity
  - C. Online, Print Media
  - D. Adobe Software Use
  - E. eDesign and InDesign Use
- 2. Coverage**
  - A. Coverage Considerations for Student Life, Academics, Organization, Sports, Individuals, Ads and Community Coverage in Newspaper, Yearbook and Online
  - B. New Ideas in Coverage: Expanded, Interactive, Jump, Alternative
- 3. Unifying Concept (Theme)**
  - A. Brainstorming and Collaboration
  - B. Words and Design Elements
  - C. Principles of Design
  - D. Development of Theme/Unifying Concept
- 4. Writing**
  - A. Pre-writing Strategies
  - B. Technical Writing, Newswriting, Journalistic Writing
  - C. Interviewing and Researching
  - D. Copy Guidelines
  - E. Captions and Photo Stories
  - F. Copy Editing
  - G. Headlines
- 5. Design**
  - A. Use of Principles of Design and Elements of Art
  - B. Use of White Space
  - C. Use of Photography
  - D. Elements of Design
- 6. Typography**
  - A. Elements of Typography: Contrast, Repetition, Alignment, Proximity
  - B. Coordination with Theme
  - C. Physicality of Typography: Leading, Kerning, Justification, Style, Font

- 7. Digital Photography**
  - A. Visual Story Telling
  - B. Photo Ethics
  - C. Photo Composition
  - D. Cameral Handling, Usage, Maintenance
  - E. Cropping Photographs
  
- 9. Organization**
  - A. Staff Structure and Leadership
  - B. Peer Teaching and Cooperation
  - C. Staff Management
  - D. Deadline Strategy
  
- 10. Business/ Public Relations**
  - A. Developing the Budget
  - B. Customer Service and Target Audiences
  - C. Marketing Plan
  - D. Fundraising
  - E. Tracking Revenue and Expenses
  - F. Advertising Sales and Development

## POWER STANDARDS

**Course Name** Journalism Production: Yearbook/Newspaper **Grade Level(s)** 9-12

The student will...

1. Assess the rights and responsibilities of the First Amendment.
2. Implement copyright, and Fair Use Laws.
3. Employ the design process workflow.
4. Explore careers in online design, technical writing and publishing fields.
5. Promote a safe and cooperative working environment.
6. Employ basic photo editing software.
7. Exercise technical writing appropriate for journalism publications.
8. Examine and generate the components of a publication layout: headlines, copy, photos, illustrations, graphics, captions, advertisements and layout.
9. Appraise photographs using principles of design.
10. Construct ethical, well designed online and print publications.
11. Utilize and judge standard publishing programs.
12. Manage and meet deadlines for submission.

# Auburn School District #408 Framework: Yearbook/Newspaper-Auburn School District-Jan. 2014

**Course:** Publishing

**Total Framework Hours:** 180 Hours

**CIP Code:** 091001

**Type:** Preparatory

**Career Cluster:** Arts, Audio/Video Technology & Communications

**Date Last Modified:** Tuesday, January 28, 2014

## Resources and Standard used in Framework Development:

Standards used for this framework are from the OSPI 091001 Publishing Model Framework

## Unit 1 SOFTWARE ELEMENTS

**Hours: 25**

### Performance Assessment(s):

Introduce Software elements

### Leadership Alignment:

### Standards and Competencies

Graphic Elements

- Use graphics to enhance the effectiveness of communication

Introduction to Software Elements

- Use technology to enhance the effectiveness of communication
- Demonstrate basic keyboarding and computer functions
- Refine documents using spell check and grammar check tools
- Enhance documents through the use of advanced layout, design, and graphics production software and scanning hardware

Publication Types

- Learn types of publications and their purpose
- Define various types of publications (e.g. book, newspaper, yearbook, magazine, business publications, billboards)
- Discuss when to utilize specific publication types
- Discuss importance of target audience when choosing publication type

### Aligned to Washington State Standards

**Arts**

**Communication - Speaking and Listening**

**Health and Fitness**

**Language**

**Mathematics**

**Reading**

CC: Reading Informational Text

4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).



## 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

<b>Unit 2 GRAPHIC ELEMENTS</b>	<b>Hours: 25</b>
<b>Performance Assessment(s):</b>	
Graphic Elements	
<b>Leadership Alignment:</b>	
<b>Standards and Competencies</b>	
Graphic Elements <ul style="list-style-type: none"> <li>- Use graphics to enhance the effectiveness of communication</li> <li>- Select quality images</li> <li>- Define proper use of photos and photo techniques</li> <li>- Place appropriate graphics in appropriate locations</li> <li>- Explore image manipulation through software applications</li> <li>- Demonstrates working knowledge of graphic jargon</li> </ul>	
<b>Aligned to Washington State Standards</b>	
<b>Arts</b>	
<b>Communication - Speaking and Listening</b>	
2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. 5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	
<b>Health and Fitness</b>	
<b>Language</b>	
<b>Mathematics</b>	
<b>Reading</b>	
<u>CC: Reading Informational Text</u> 4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	

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

<b>Unit 3 LAYOUT</b>	<b>Hours: 40</b>
<b>Performance Assessment(s):</b>	
Layout	
<b>Leadership Alignment:</b>	
<b>Standards and Competencies</b>	
Aesthetics of Layout	
<ul style="list-style-type: none"> <li>- Apply basic elements and principals of layout</li> <li>- Effectively use color, form, line, shape, space, texture, and value</li> <li>- Effectively use principles of balance, contrast, emphasis/dominance, harmony, movement/rhythm, proportion, repetition/pattern, unity, variety</li> </ul>	
<b>Aligned to Washington State Standards</b>	
<b>Arts</b>	
<b>Communication - Speaking and Listening</b>	
<b>Health and Fitness</b>	
<b>Language</b>	
<b>Mathematics</b>	
<b>Reading</b>	
<u>CC: Reading Informational Text</u> 4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	
<b>Science</b>	
<b>Social Studies</b>	
<b>Writing</b>	
<u>CC: Writing (9-10)</u> 4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.) 6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	

## 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

<b>Unit 4 WRITTEN COMMUNICATION</b>	<b>Hours: 20</b>
<b>Performance Assessment(s):</b>	
<b>Leadership Alignment:</b>	
<b>Standards and Competencies</b>	
<p>Written Communication</p> <ul style="list-style-type: none"> <li>- Communicate in a clear; complete; concise; correct, and courteous manner on personal &amp; professional levels</li> <li>- Discuss the importance of correct spelling, grammar, word and number usage, punctuation, and formatting</li> <li>- Edit and revise written work</li> <li>- Use acceptable standards for grammar, punctuation, and word and number usage</li> <li>- Document properly both print and digital sources to avoid plagiarism</li> <li>- Proofread documents to ensure correct grammar, spelling, and punctuation</li> <li>- Apply a variety of specific proofreading techniques to identify and correct errors</li> <li>- Compare drafts to final documents and make editorial changes</li> <li>- Compose appropriate messages for specific audiences</li> </ul>	
<b>Aligned to Washington State Standards</b>	
<b>Arts</b>	
<b>Communication - Speaking and Listening</b>	
<b>Health and Fitness</b>	
<b>Language</b>	
<b>Mathematics</b>	
<b>Reading</b>	
<b>Science</b>	
<b>Social Studies</b>	
<b>Writing</b>	
<p><u>CC: Writing (9-10)</u></p> <p>4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.)</p> <p>6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	

## 21st Century Skills

### LEARNING AND INNOVATION

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- ☒ Think Creatively
- ☒ Work Creatively with Others
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#### Creative Thinking and Problem Solving

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

#### Communication and Collaboration

- ☒ Communicate Clearly
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### 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
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#### Initiative and Self-Direction

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

#### Social and Cross-Cultural

- ☒ Interact Effectively with Others
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#### Productivity and Accountability

- ☒ Manage Projects
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#### Leadership and Responsibility

- ☒ Guide and Lead Others
- ☒ Be Responsible to Others

<b>Unit 5    LEGAL/ETHICAL STANDARDS</b>	<b>Hours: 3</b>
<b>Performance Assessment(s):</b>	
<b>Leadership Alignment:</b>	
<b>Standards and Competencies</b>	
Ethical and Legal Issues <ul style="list-style-type: none"> <li>- Communicate in a clear; complete; concise; correct, and courteous manner on personal &amp; professional levels</li> <li>- Address the ethical issues regarding ownership and use of digitally generated information including plagiarism and copyright issues</li> <li>- Follow policies for managing ethical and legal issues in organizations and in a technology-based society</li> <li>- Discuss copyright rules and regulations</li> <li>- Explain plagiarism and its consequences</li> </ul>	
<b>Aligned to Washington State Standards</b>	
<b>Arts</b>	
<b>Communication - Speaking and Listening</b>	
<b>Health and Fitness</b>	
<b>Language</b>	
<b>Mathematics</b>	
<b>Reading</b>	
<u>CC: Reading Informational Text</u> 4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). 7 - Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	



<b>Science</b>		
<b>Social Studies</b>		
<b>Writing</b>		
<b>21st Century Skills</b>		
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<b>Unit 6    HARDWARE</b>	<b>Hours: 2</b>
<b>Performance Assessment(s):</b>	
<b>Leadership Alignment:</b>	
<b>Standards and Competencies</b>	
Hardware Components <ul style="list-style-type: none"> <li>- Describe current and emerging hardware; configure, install, and upgrade hardware; diagnose problems; and repair hardware.</li> <li>- Identify hardware devices appropriate for specific tasks</li> <li>- Explain the purpose, operation, and care of hardware components</li> </ul>	
<b>Aligned to Washington State Standards</b>	
<b>Arts</b>	
<b>Communication - Speaking and Listening</b>	
<b>Health and Fitness</b>	
<b>Language</b>	
<b>Mathematics</b>	
<b>Reading</b>	
<u>CC: Reading Informational Text</u> 4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	

<b>Science</b>		
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<b>Unit 7 PUBLICATION TYPES</b>	<b>Hours: 10</b>
<b>Performance Assessment(s):</b>	
<b>Leadership Alignment:</b>	
<b>Standards and Competencies</b>	
Publication Types <ul style="list-style-type: none"> <li>- Learn types of publications and their purpose</li> <li>- Define various types of publications (e.g. book, newspaper, yearbook, magazine, business publications, billboards)</li> <li>- Discuss when to utilize specific publication types</li> <li>- Discuss importance of target audience when choosing publication type</li> </ul>	
<b>Aligned to Washington State Standards</b>	
<b>Arts</b>	
<b>Communication - Speaking and Listening</b>	
<b>Health and Fitness</b>	
<b>Language</b>	
<b>Mathematics</b>	
<b>Reading</b>	
<u>CC: Reading Informational Text</u> 4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	
<b>Science</b>	
<b>Social Studies</b>	
<b>Writing</b>	
<u>CC: Writing (9-10)</u> 4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	

## 21st Century Skills

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Unit 8 PROJECT PLANNING		Hours: 50
<b>Performance Assessment(s):</b>		
<b>Leadership Alignment:</b>		
<b>Standards and Competencies</b>		
Project Planning <ul style="list-style-type: none"> <li>- Synthesize organization techniques for project planning</li> <li>- Analyze audience</li> <li>- Choose correct publication type(s)</li> <li>- Organize graphic elements</li> <li>- Create documents using appropriate aesthetics</li> <li>- Assess written communication needs</li> <li>- Integrate hardware and software components necessary for production</li> </ul>		
<b>Aligned to Washington State Standards</b>		
<b>Arts</b>		
<b>Communication - Speaking and Listening</b>		
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. 5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.		
<b>Health and Fitness</b>		
<b>Language</b>		
<b>Mathematics</b>		
<b>Reading</b>		
<u>CC: Reading Informational Text</u> 4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).		
<b>Science</b>		
<b>Social Studies</b>		
<b>Writing</b>		
<u>CC: Writing (9-10)</u> 4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.)		

6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

## 21st Century Skills

### LEARNING AND INNOVATION

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### LIFE AND CAREER SKILLS

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#### Productivity and Accountability

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#### Leadership and Responsibility

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<b>Unit 9 CAREER EXPLORATION</b>	<b>Hours: 5</b>
<b>Performance Assessment(s):</b>	
<b>Leadership Alignment:</b>	
<b>Standards and Competencies</b>	
Career Exploration <ul style="list-style-type: none"> <li>- Assess personal skills, abilities and aptitudes and personal strengths and weaknesses as they relate to career exploration and development.</li> <li>- Utilize career resources to develop a career information database that includes international career opportunities.</li> <li>- Relate the importance of workplace expectations to career development.</li> <li>- Explore a variety of careers in the publishing industry</li> <li>- Identify transferable competencies and job-specific skills related to career and job options.</li> <li>- Identify personal strengths and weaknesses.</li> </ul>	
<b>Aligned to Washington State Standards</b>	
<b>Arts</b>	
<b>Communication - Speaking and Listening</b>	
<b>Health and Fitness</b>	
<b>Language</b>	
<b>Mathematics</b>	
<b>Reading</b>	
<u>CC: College and Career Readiness Anchor Standards for Reading</u> 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. 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.	



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## Washington State CTE Core Leadership Skills

Leadership skills are integrated into the content of each course. Students are encouraged to participate in a career and technical student leadership organization related to the program pathway

	CORE LEADERSHIP SKILL	<i>Where do you teach this standard in this course?</i>	<i>How do you assess this standard in this course?</i>
Individual Skills	<b>1.1</b> The student demonstrates oral, interpersonal, written and electronic communication and presentation skills and understands how to apply those skills.	Various individual class coversheets and yearbook pages.	<b>Journal format rubric based upon Century 21 Skills:</b>  <div data-bbox="1289 534 1990 581" style="background-color: #cccccc; padding: 2px;">Century 21 Skills-Reason Effectively</div> 2.A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation
	<b>1.2</b> The student will be involved in activities that require applying theory, problem-solving, and use of critical and creative thinking skills while understanding outcomes of related decisions.	Editing and publishing of yearbook pages.	<div data-bbox="1289 667 1990 740" style="background-color: #cccccc; padding: 2px;"><b>Rubric based upon Century 21 Skills:</b></div> Use Systems Thinking 2.B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems  Century 21 Skills-Solve Problems 2.D.1 Solve different kinds of non-familiar problems in both conventional and innovative ways  <div data-bbox="1289 1094 1990 1141" style="background-color: #cccccc; padding: 2px;">Century 21 Skills-Communicate Clearly</div> 3.A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts  <div data-bbox="1289 1248 1990 1295" style="background-color: #cccccc; padding: 2px;">Century 21 Skills-Manage Projects</div> 10.A.1 Set and meet goals, even in the face of obstacles and competing pressures  <div data-bbox="1289 1369 1990 1416" style="background-color: #cccccc; padding: 2px;">Century 21 Skills-Apply Technology Effectively</div> 6.A.1 Use technology as a tool to research, organize, evaluate and communicate information

CORE LEADERSHIP SKILL	Where do you teach this standard in this course?	How do you assess this standard in this course?
		10.A.2 Prioritize, plan and manage work to achieve the intended result
1.3 The student will develop their creativity using various means to promote the business department.	Design bulletin boards for business rooms. Make posters to hang around school to help Yearbook	<b>Think Creatively</b> 1.A.1 Use a wide range of idea creation techniques (such as brainstorming) 1.A.2 Create new and worthwhile ideas (both incremental and radical concepts)
1.4 The student will demonstrate self-advocacy skills by achieving planned, individual goals.	Earn business Completion/Proficiency certificates.	<b>Manage Projects</b> 10.A.1 Set and meet goals, even in the face of obstacles and competing pressures 10.A.2 Prioritize, plan and manage work to achieve the intended result
1.5 The student conducts self in a professional manner in practical career applications, organizational forums and decision-making bodies.	Attend events to take school photos for Yearbook. Work at business booths for Open House/Future Freshmen Night. Dress up in appropriate business attire. Be a class senator.	<b>Be Self-Directed Learners</b> 8.C.1 Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise 8.C.2 Demonstrate initiative to advance skill levels towards a professional level <b>Century 21 Skills- Produce Results</b>  10.B.1.a Work positively and ethically 10.B.1.e Present oneself professionally and with proper etiquette 8.C.1 Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise <b>Century 21 Skills-Work Effectively in Diverse Teams</b>

Community and Career Skills	CORE LEADERSHIP SKILL	Where do you teach this standard in this course?	How do you assess this standard in this course?
			9.B.1 Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
	3.1 The student will demonstrate their understanding of their role and participate and evaluate in community service and service learning.	Participate in/donate to various school drives.	
	3.2 The student understands the organizational skills necessary to be a successful leader and citizen and practices those skills in real-life situations.	Peer tutor.  Show up to class.  Show up to class on time.  Pick up, deliver materials for staff members.	<b>Rubric based on Century 21 Skills-</b> <b>Century 21 Skills-Solve Problems</b> 2.D.1 Solve different kinds of non-familiar problems in both conventional and innovative ways  <b>Century 21 Skills-Communicate Clearly</b> 3.A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts <b>Century 21 Skills-Manage Projects</b> 10.A.1 Set and meet goals, even in the face of obstacles and competing pressures <b>Century 21 Skills-Apply Technology Effectively</b> 6.A.1 Use technology as a tool to research, organize, evaluate and communicate information 10.A.2 Prioritize, plan and manage work to achieve the intended result
	3.3 The student understands the importance of and utilizes the components and structure of community-based organizations.	Arrange, introduce, and follow-up on guest speakers.  Job shadow community business people.  Participate in field trips.	<b>Interact Effectively with Others</b> 9.A.2 Conduct themselves in a respectable, professional manner

# Communication and Visual Arts Work-Based Learning

**Application for Approval for Career and Technical Education (CTE)****Signature Page**

**Complete, Print, Sign and Keep**

This page is evidence of course approval application submission.

The following representatives of the district hereby guarantee compliance with the assurances herein and have evidence of the requirements within the Washington State Program Standards for Career Technical Education.

Link to OSPI : <http://www.k12.wa.us/CareerTechEd/courseapproval.aspx>

Application ID: **7020**

Course Title: **Commercial and Visual Arts Cooperative Worksite Experience**

CIP Code: **508888**

CTE Director

CTE Director Signature

Date

*See signature page*

Advisory Committee Chair

Advisory Committee Chair Signature

Date

(Either General Advisory Committee or specific Program Advisory Committee Chairperson)

*See signature page*

Superintendent(or designee)

Superintendent(or designee) Signature

Date

**COST ANALYSIS BREAKDOWN**  
Visual Communications GRADES 9-12

<b>PUBLISHER:</b>							
<b>PROGRAM:</b>							
<b>Visual Communications</b>	<b>ISBN#</b>	<b>AHS</b>	<b>AMHS</b>	<b>ARHS</b>	<b>TOTAL</b>	<b>UNIT COST</b>	<b>TOTAL</b>
Adobe Cloud CS6 - *\$4,000-6,000 for a district license						\$ 4,000.00	\$ 4,000.00
Macintosh Computer (One for each student enrolled)		0	15	6		\$ 1,300.00	\$ 27,300.00
Final Cut Elements Software (One for each Mac)		24	30	24		\$ 150.00	\$ 11,700.00
DSLR Camera Nikon D3200/D3300		5	3	6		\$ 500.00	\$ 7,000.00
Camcorder Canon Vixia R500		5	0	5		\$ 250.00	\$ 2,500.00
Edulaunch Site license		1	1	1		\$ 250.00	\$ 750.00
Scanner Epson Perfection V550		0	0	2		\$ 200.00	\$ 400.00
Lav Microphone - Audio-Technica Pro 88W		2	0	2		\$ 120.00	\$ 480.00
Shotgun Mic (Audio-Technica AT8 75R)		1	0	1		\$ 170.00	\$ 340.00
Drawing Tablet (Wacom Intuos)		3	0	1		\$ 99.00	\$ 396.00
USB Mic (Sampson meteor)		1	0	2		\$ 65.00	\$ 195.00
Midi Keyboard - M-Audio Keystation 49		1	0	1		\$ 99.00	\$ 198.00
Sigma Lens 2.8, 70-200		1	1	2		\$ 1,000.00	\$ 4,000.00
Mat Cutter (Logan 450-I)		1	0	1		\$ 200.00	\$ 400.00
Plotter (Summa Cut D75)		0	0	1		\$ 2,500.00	\$ 2,500.00
HP Black and White Laser Printer 9050dn (Tabloid Capable)		1	0	1		\$ 900.00	\$ 1,800.00
Canon Pixma Pro 100 Photograph Printer		0	1	0		\$ 400.00	\$ 400.00
Tripod - Velbon DF60		1	0	2		\$ 60.00	\$ 180.00
Strobe Lighting (540W Studio Kit)		1	1	1		\$ 250.00	\$ 750.00
Studio Background (Muslin \$50 per color)		2	0	2		\$ 150.00	\$ 600.00
Green Screen		0	0	0		\$ 50.00	\$ -
Studio Rail System - Delta		1	0	1		\$ 200.00	\$ 400.00
Light Meter - Sekonic L-308S Flashmate		1	1	1		\$ 200.00	\$ 600.00
Comic Life Software		24	0	24		\$ 20.00	\$ 960.00
iStop Motion Software		1	0	6		\$ 50.00	\$ 350.00
<b>TOTAL (does not include Adobe Cloud)</b>							<b>\$ 68,199.00</b>
					<b>10% Shipping &amp; Handling</b>		<b>\$ 6,819.90</b>
					<b>8.8% Sales Tax</b>		<b>\$ 6,601.66</b>
					<b>Grand Total</b>		<b>\$ 81,620.56</b>

## 1. Certificated and Classified Personnel Report

Recommendation: That the board approve the attached report.

a. Richard Zimmerman, Auburn High School principal, requests permission to travel to Washington, D.C., Monday to Thursday, June 22-25. The purpose of the trip would be to attend the AWSP/NASSP (Association of Washington School Principals/National Association of Secondary School Principals) President-elect Workshop. Lodging will be at a hotel TBD, meals will be at local restaurants, and travel will be by airplane. All lodging and meal expenses will be paid by NASSP and travel and flight expenses will be paid by AWSP. No substitute will be needed.

b. Jennifer Willson, Lisa Clark, and Kathe Ball, Olympic Middle School ELA teachers, request permission to travel to Las Vegas, Nevada, Thursday to Saturday, June 25-27. The purpose of the trip would be to attend the Jane Schaffer Writing Workshops. Lodging will be at the Marriott Convention Center, meals will be at local restaurants, and travel will be by airplane. All travel expenses will be paid with personal funds. No substitutes are needed.

c. Colleen Barlow, Anne Gayman and Jim Riley, principals of Lakeland Hills Elementary, Evergreen Heights Elementary and Alpac Elementary, respectively; Tess Johnson, Rainier Christian-Kent View Elementary principal; Doug Gonzales, Brendan Jeffreys, and Cindy Sherrod, coordinators of information technology, student learning, and student special services, respectively; Adrienne Heier, Alpac Elementary teacher; Laura Hartmann, Arthur Jacobsen Elementary teacher; Lynne Snyder and Danielle Kinney, Chinook Elementary teachers; Dara Lindberg, Dick Scobee Elementary teacher; Kyley Miller, Diana Musial, and Jessica Udd, Evergreen Heights Elementary teachers; Carly Aramburu and Necia Ullberg, Gildo Rey Elementary teachers; Mary Davis and Sandra Gordon, Hazelwood Elementary teachers; Cynthia Blau, Hanna Carlson, and Amy Kelly, Ilalko Elementary teachers; Lori Sheehan and Beth White, Lake View Elementary teachers; Sarah Matison and Susan Schuman, Lakeland Hills Elementary teachers; Stacy Sears, Lea Hill Elementary teacher; Melyssa McLaughlin and Michelle Roble, Pioneer Elementary teachers; Joan Cramer, Terminal Park Elementary teacher; Sasia Melanson, Washington Elementary teacher; and Paula Dragseth, Cascade Middle School teacher, request permission to travel to Las Vegas, Nevada, Sunday to Thursday, July 5-9. The purpose of the trip is to attend the I Teach Kindergarten Conference. Lodging will be at The Venetian and Palazzo Resort hotels, meals will be at local



restaurants, and travel will be by airplane. All expenses will be paid with Title II funds. No substitutes will be needed.

Recommendation:

That the above trips be approved as requested.

# PERSONNEL REPORT - CERTIFICATED

	Classification	Job Type	Building	Name	Start Date	Hours	Rate of Pay	Comment
<b>Curriculum-Noncurriculum</b>								
	CERTIFICATED	AP STUDENT SUPP PLAN	AMHS	GRAVNING, KRISTEN	5/19/2015	16	\$50.93	
	CERTIFICATED	BLT EXTRA HRS	TP	ANDERSON, STEPHANIE	5/19/2015	5	\$50.93	
	CERTIFICATED	CAMP AUBURN	TP	HANSON, MARLENE	5/12/2015		STIPEND \$409	
	CERTIFICATED	CAMP AUBURN	TP	MARTIN, MICHAEL	5/12/2015		STIPEND \$409	
	CERTIFICATED	CAMP AUBURN	TP	MCINTYRE, LEAH	5/12/2015		STIPEND \$409	
	CERTIFICATED	CAMP AUBURN	EH	MORFORD, TRESSA	5/12/2015		STIPEND \$409	
	CERTIFICATED	CAMP AUBURN	EH	RASMUSSEN, KARINE	5/12/2015		STIPEND \$409	
	CERTIFICATED	CURR ALIGNED TRNG	LV	LEWIS, LINDA	5/8/2015	6	\$48.77	
	CERTIFICATED	HI CAP ASSMT SUPP	HZ	SAUERBIER, TORI	1/20/2015	13	\$33.46	
	CERTIFICATED	LIBRARY POOL FUNDS	GR	DISBROWN, LAUREL	5/1/2015	8	\$50.93	
	CERTIFICATED	PARENT INVOLVEMENT	DS	MATTOX, TIFFANY	9/25/2014	1	STIPEND \$861	
	CERTIFICATED	PARENT INVOLVEMENT	DS	SPEARS, LINDSEY	9/25/2014	1	STIPEND \$861	
	CERTIFICATED	PRECISION EXAM IND CERT	AHS	CUGHAN, RONALD	5/11/2015	1.5	\$48.04	
	CERTIFICATED	PRECISION EXAM IND CERT	AMHS	MORITZ, ROBERT	5/11/2015	1.5	\$32.95	
	CERTIFICATED	PREP FOR MATH COMPETITION	AHS	CAPPS, JASON	5/29/2015	4	\$50.93	
	CERTIFICATED	PREP FOR MATH COMPETITION	AMHS	TAUZER, LESLIE	5/29/2015	3	\$47.81	
	CERTIFICATED	PREP FOR MATH COMPETITION	ARHS	ZEIGER, ERNEST	5/29/2015	3	\$45.79	
	CERTIFICATED	SIP PLAN PREP	PIO	CAMPBELL, LINDA	2/1/2015	12	\$50.93	
	CERTIFICATED	SIP PLAN PREP	PIO	HILL, ANGELA	2/1/2015	7	\$45.79	
	CERTIFICATED	SIP PLAN PREP	PIO	HOLBROOK, DEANNA	2/1/2015	7	\$44.47	
	CERTIFICATED	SIP PLAN PREP	PIO	LEWIS, AMANDA	2/1/2015	1	\$27.02	
	CERTIFICATED	SIP PLAN PREP	PIO	POGUE, ERICA	2/1/2015	1	\$45.17	
	CERTIFICATED	SIP PLAN PREP	PIO	POWELL, RODNEY	2/1/2015	1	\$48.77	
	CERTIFICATED	STRATEGIC LEADERSHIP HRS	IL	CARSTENS, TIMOTHY	5/19/2015	10	\$63.63	
	CERTIFICATED	TESTING	LLH	ANDERSON, JENNIFER	5/8/2015	2.5	\$19.43	
	CERTIFICATED	TITLE 1 TRNG PROF DEV	WAHS	BONNELL, WILLIAM	4/30/2015	1.5	\$42.54	
	CERTIFICATED	TITLE 1 TRNG PROF DEV	WAHS	BOSCH, MICHAEL	4/30/2015	1.5	\$30.51	
	CERTIFICATED	TITLE 1 TRNG PROF DEV	WAHS	BOWMAN, MARK	4/30/2015	1.5	\$38.29	
	CERTIFICATED	TITLE 1 TRNG PROF DEV	WAHS	BROUSSARD, BROOKE	4/30/2015	1.5	\$50.93	
	CERTIFICATED	TITLE 1 TRNG PROF DEV	WAHS	JOHNSON, ANNA	4/30/2015	1.5	\$33.12	
	CERTIFICATED	TITLE 1 TRNG PROF DEV	WAHS	KUBBA, NOREEN	4/30/2015	1.5	\$45.79	
	CERTIFICATED	TITLE 1 TRNG PROF DEV	WAHS	LAUSH JR., LARRY	4/30/2015	1.5	\$50.93	
	CERTIFICATED	TITLE 1 TRNG PROF DEV	WAHS	LUDWIGSON, DEREK	4/30/2015	1.5	\$28.09	
	CERTIFICATED	TITLE 1 TRNG PROF DEV	WAHS	OKADA, WENDY	4/30/2015	1.5	\$41.14	
	CERTIFICATED	TITLE 1 TRNG PROF DEV	WAHS	PARSONS, THOMAS	4/30/2015	1.5	\$30.61	
	CERTIFICATED	TITLE 1 TRNG PROF DEV	WAHS	PAYNE, STEVEN	4/30/2015	1.5	\$41.90	
	CERTIFICATED	TITLE 1 TRNG PROF DEV	WAHS	STOLIKER, DORNFORD	4/30/2015	1.5	\$50.93	
	CERTIFICATED	TITLE 1 TRNG PROF DEV	WAHS	SULLIVAN, FRANCINE	4/30/2015	1.5	\$50.93	
	CERTIFICATED	TITLE 1 TRNG PROF DEV	WAHS	VANNICE, SANDRA	4/30/2015	1.5	\$45.83	
	CERTIFICATED	TITLE 1 TRNG PROF DEV	WAHS	WATSON, KENNETH	4/30/2015	1.5	\$47.22	
	CERTIFICATED	TITLE 1 TRNG PROF DEV	WAHS	WILSON, DON	4/30/2015	1.5	\$50.93	
<b>Leave</b>								
<b>New Hire</b>								
	CERTIFICATED	DIRECTOR OF SPECIAL ED	ANNEX	CONVILLE, HILARY	7/1/2015			
	CERTIFICATED	NURSE (.6)	ANNEX	MARQUIS, TAMESHA	5/27/2015			
<b>Resignation</b>								
	CERTIFICATED	NURSE (.6)	ANNEX	HERSHBERGER, KRISTIN	6/19/2015			PERSONAL
	CERTIFICATED	PSYCHOLOGIST	ANNEX	NORTON, NARELLE	6/19/2015			PERSONAL
	CERTIFICATED	TEACHER/ECE	HZ	SWEETMAN, JOYCE	6/18/2015			RETIREMENT
	CERTIFICATED	TEACHER/FAM. CONS. SCI. (.6)	MTB	ACUNA, ANDREA	6/19/2015			PERSONAL

CERTIFICATED	TEACHER/LANG. ARTS	ARHS	KILGALLON, SHAWN	6/19/2015	EMPLOYMENT ELSEWHERE
CERTIFICATED	TEACHER/MATH	CAS	BAXTER, DENISE	6/19/2015	EMPLOYMENT ELSEWHERE
CERTIFICATED	TEACHER/P.E.-HEALTH	RAIN	CARNINO, KATHY	6/19/2015	RETIREMENT
CERTIFICATED	TEACHER/SECOND	GR	DIEHL, BRITTANY	6/18/2015	EMPLOYMENT ELSEWHERE

## PERSONNEL REPORT - CLASSIFIED

### Curriculum-Noncurriculum

CLASSIFIED	EXTRA HOURS - EARLY LEARNING FAIR COMMUNITY EVENT	DEPT STUDENT LEARNING	ABBE, ANJANETTE	3/2/2015	3	\$20.67
CLASSIFIED	EXTRA HOURS - EARLY LEARNING FAIR COMMUNITY EVENT	DEPT STUDENT LEARNING	ADAMS, JENNIFER	3/2/2015	3	\$22.55
CLASSIFIED	EXTRA HOURS - EARLY LEARNING FAIR COMMUNITY EVENT	DEPT STUDENT LEARNING	DOWDEN-HUGHES, SHERITH	3/2/2015	3	\$23.93
CLASSIFIED	EXTRA HOURS - EARLY LEARNING FAIR COMMUNITY EVENT	DEPT STUDENT LEARNING	RAY, ROSEANNA	3/2/2015	3	\$16.34
CLASSIFIED	EXTRA HOURS - HOME VISITS LAP PARENTAL INVOLVEMENT	LEA HILL	BUCK, JULIE	5/1/2015	6	\$16.38
CLASSIFIED	EXTRA HOURS - HOME VISITS LAP PARENTAL INVOLVEMENT	LEA HILL	GARDNER, LYNNETTE	5/1/2015	6	\$16.53
CLASSIFIED	EXTRA HOURS - DOCUMENTATION PARENTAL INVLOVEMENT	AUBURN MOUNTAINVIEW	BALDWIN, ARTHUR	4/16/2015	5	\$15.89
CLASSIFIED	EXTRA HOURS - DOCUMENTATION PARENTAL INVLOVEMENT	AUBURN MOUNTAINVIEW	CURTIN, JESSAMYN	3/6/2015	5	\$16.38
CLASSIFIED	INTERVIEW TEAM	ADMINISTRATION	HOKSBERGEN, MARILYN	5/22/2015	2	\$22.16
CLASSIFIED	SIP PLAN REVISION	PIONEER	MORRISON, CRYSTAL	2/1/2015	1	\$15.88

### New Hire

CLASSIFIED	ASSISTANT COOK	CHILD NUTRITION	HELGESON, TERESA	5/20/2015	2	\$14.86 QUALIFIED APPLICANT
CLASSIFIED	ASSISTANT COOK FLOATER	FOOD SERVICES	WOLLEAT, SANDRA	5/20/2015	2	\$14.86 QUALIFIED APPLICANT
CLASSIFIED	DIRECTOR OF HR	ADMIN	CALLAHAM, CHRISTINE	7/1/2015		QUALIFIED APPLICANT

### Rehire

### Resignation

CLASSIFIED	CISA COORDINATOR	MT. BAKER	HIIBEL, JONATHAN	5/28/2015	PERSONAL
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### Supervision

## CERTIFICATED RESUMES

a. Hilary Conville---director of special education--Administrative Annex

Ms. Conville earned her bachelor degree at Grinnel College and her master degree at the University of Washington.

Hilary previously worked for the Tacoma School District and, prior to that time, she was a school psychologist in the Auburn School District.

b. Tamesha Marquis--nurse (.6)--Administrative Annex

Ms. Marquis earned her bachelor at the University of Texas.

Tamesha previously worked for Good Samaritan Hospital.

## 1. Vouchers

Recommendation: That these vouchers be signed.

The Auburn School District has been a member of the Puget Sound Joint Purchasing Cooperative since it was founded in 1983. It was formed to reduce the costs of food products, commodity storage, and transportation services for school district food service programs through volume purchasing. The cooperative currently has 115 members and represents the buying power of approximately \$55,000,000 annually. The cooperative has incorporated as a non-profit, which includes an executive director with board members and this requires a new Interlocal Agreement, which is valid for five years. The previous agreement, which was approved in 2009, had approved the Renton School District as the bidding agent for the coop.

Recommendation: That the Puget Sound Joint Purchasing Cooperative Interlocal Agreement be approved.

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of June 8, 2015, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$1,134,154.19. The payments are further identified in this document.

Total by Payment Type for Cash Account, US Bank of Washington:  
Warrant Numbers 425735 through 425955, totaling \$1,134,154.19

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
425735	3 WIRE GROUP INC	06/08/2015	277.85
425736	3 WIRE GROUP INC	06/08/2015	243.63
425737	3 WIRE GROUP INC	06/08/2015	313.71
425738	911 ETC INC	06/08/2015	308.60
425739	ACADEMY SCHOOLS	06/08/2015	1,180.00
425740	ACCURACY TEMPORARY SERVICES IN	06/08/2015	937.68
425741	AGRISHOP INC	06/08/2015	38.03
425742	AP EXAMS AP PROGRAM	06/08/2015	95,857.00
425743	APOLLO MECHANICAL CONTRACTORS	06/08/2015	650.51
425744	APPLES TO GO	06/08/2015	7,511.00
425745	ARAMARK UNIFORM SERVICES	06/08/2015	54.23
425746	AUBURN SENIOR H S	06/08/2015	116.19
425747	AUBURN YOUTH RESOURCES INC	06/08/2015	800.00
425748	AUBURN YOUTH RESOURCES INC	06/08/2015	625.00
425749	BELLEVUE SCHOOL DISTRICT	06/08/2015	8,210.00
425750	BERNDT, MARIA	06/08/2015	15.00
425751	BESHIR, KEMERIA	06/08/2015	50.00

Check Nbr	Vendor Name	Check Date	Check Amount
425752	BIGHORN ELECTRICAL SERVICES	06/08/2015	7,503.15
425753	BIGHORN ELECTRICAL SERVICES	06/08/2015	359.00
425754	BRITTINGHAM PROFESSIONAL DEVEL	06/08/2015	600.00
425755	BROCKAMP, JAMIE	06/08/2015	11.01
425756	BRYSON SALES & SERVICE	06/08/2015	181.05
425757	BUDGET OFFICE PRODUCTS LLC	06/08/2015	226.67
425758	CASCIO- INTERSTATE MUSIC	06/08/2015	309.14
425759	CCP INDUSTRIES	06/08/2015	863.70
425760	CDW GOVERNMENT INC	06/08/2015	800.70
425761	CERVANTEZ-FOLEY, REBECCA MARIE	06/08/2015	130.00
425762	COASTAL FARM & RANCH	06/08/2015	513.56
425763	COASTWIDE LABORATORIES	06/08/2015	7,023.89
425764	COLLEGE BOARD WRO	06/08/2015	2,390.00
425765	COMCAST	06/08/2015	70.85
425766	COMMUNITIES IN SCHOOLS	06/08/2015	2,615.30
425767	CONSOLIDATED ELECTRICAL DIST I	06/08/2015	375.89
425768	CORBRAY, DANIELLE NICOLE	06/08/2015	896.00
425769	CUMMINS INC	06/08/2015	221.95
425770	Vendor Continued Check	06/08/2015	0.00
425771	DAIRY FRESH FARMS INC	06/08/2015	6,608.32
425772	DAVID, MICHELLE	06/08/2015	131.75
425773	DEPAOLA, NICOLE	06/08/2015	8.75
425774	DISHNETWORK	06/08/2015	116.36
425775	Vendor Continued Check	06/08/2015	0.00
425776	DYNAMIC LANGUAGE CENTER INC	06/08/2015	674.16

Check Nbr	Vendor Name	Check Date	Check Amount
425777	EASTBAY INC	06/08/2015	496.99
425778	EK BEVERAGE COMPANY	06/08/2015	1,376.20
425779	EKON O PAC INC	06/08/2015	682.00
425780	ELECTROCOM	06/08/2015	479.06
425781	EMERSON, LEO S	06/08/2015	15.81
425782	EVELYN N PROBERT LITERACY CONS	06/08/2015	1,275.00
425783	FAIRFAX HOSPITAL INC	06/08/2015	10,500.00
425784	FERGUSON ENTERPRISES INC #3007	06/08/2015	431.86
425785	FOLLETT SCHOOL SOLUTIONS INC	06/08/2015	359.21
425786	FULL COMPASS SYSTEMS LTD	06/08/2015	78.00
425787	GLM CHARTER BUS SERVICE	06/08/2015	1,476.00
425788	GOODY MAN DISTRIBUTING INC	06/08/2015	974.86
425789	GRACE COMMUNITY CHURCH	06/08/2015	4,605.00
425790	Vendor Continued Check	06/08/2015	0.00
425791	GRAINGER DEPT 810392688	06/08/2015	1,811.02
425792	GUARDIAN SECURITY SYSTEMS INC	06/08/2015	1,592.00
425793	HAM, JONG CHUL	06/08/2015	50.00
425794	HAMMOND ASHLEY VIOLINS	06/08/2015	3,301.43
425795	HARTNESS, ADRIANE L	06/08/2015	7,400.00
425796	HEALTH CARE AUTHORITY DIVISION	06/08/2015	13,745.70
425797	HODGE PRODUCTS INC	06/08/2015	1,884.00
425798	IMAGE MASTERS INC	06/08/2015	196.55
425799	INTERNATIONAL SOCIETY OF CERTI	06/08/2015	315.00
425800	JOHNSTONE SUPPLY	06/08/2015	18.86
425801	JOST, LINDA	06/08/2015	18.55



Check Nbr	Vendor Name	Check Date	Check Amount
425802	KDL HARDWARE SUPPLY INC	06/08/2015	100.40
425803	KING COUNTY DIRECTORS ASSN	06/08/2015	1,567.04
425804	LAKE RETREAT CAMP & CONF CTR	06/08/2015	24,402.00
425805	LOPEZ, NORMA	06/08/2015	65.00
425806	LOWES HIW INC	06/08/2015	1,310.69
425807	LUDVIKSEN, KIMBERLY ANN	06/08/2015	45.00
425808	MAXIM STAFFING SOLUTIONS	06/08/2015	2,600.25
425809	MECHANICAL SALES INC	06/08/2015	98.55
425810	MEDCO SUPPLY CO INC	06/08/2015	2,064.89
425811	MELHART MUSIC CENTER	06/08/2015	4,572.72
425812	MICONTROLS INC	06/08/2015	2,469.60
425813	MICRO COMPUTER SYSTEMS INC	06/08/2015	5,158.11
425814	MIDCO MATERIAL HANDLING INC	06/08/2015	751.85
425815	MILLER PAINT CO	06/08/2015	666.86
425816	MUSIC & ARTS CENTER	06/08/2015	742.10
425817	NAVARRO, ANNETTE	06/08/2015	234.26
425818	NEIGHBORHOOD HOUSE INC	06/08/2015	2,383.86
425819	NEIGHBORHOOD HOUSE INC	06/08/2015	1,819.16
425820	NICHOLSON, MELODIE J	06/08/2015	183.38
425821	NORTH COAST ELECTRIC CO	06/08/2015	28.16
425822	NW BATTERIES	06/08/2015	421.58
425823	OETC	06/08/2015	77.36
425824	OLDS, KELLEY L	06/08/2015	50.00
425825	ORCA PACIFIC INC	06/08/2015	435.26
425826	OUTPATIENT PHYSICAL THERAPY &	06/08/2015	6,021.08

Check Nbr	Vendor Name	Check Date	Check Amount
425827	PETRO CARD	06/08/2015	25,395.23
425828	PHONAK LLC	06/08/2015	3,291.39
425829	PINON, MARIA ROCIO	06/08/2015	10.00
425830	PITNEY BOWES PRESORT SERVICES	06/08/2015	2,351.52
425831	PPG ARCHITECTURAL FINISHES INC	06/08/2015	3,697.10
425832	PRAGMATYXS	06/08/2015	536.95
425833	PRAXAIR DISTRIBUTION INC	06/08/2015	398.41
425834	PRINT SHOP SERVICES LLC	06/08/2015	728.12
425835	PUGET SOUND ENERGY NAT GAS	06/08/2015	2,922.09
425836	QUALITY FENCE BUILDERS INC	06/08/2015	3,725.43
425837	QUALITY FENCE BUILDERS INC	06/08/2015	3,354.45
425838	Vendor Continued Check	06/08/2015	0.00
425839	REXEL INC	06/08/2015	297.23
425840	RIDDELL ALL AMERICAN SPORTS CO	06/08/2015	3,503.31
425841	ROCK CHIP GUYS LLC	06/08/2015	344.93
425842	SCHETKY NW SALES INC	06/08/2015	63.51
425843	SCHOOL SPECIALTY INC	06/08/2015	332.56
425844	SCHOOL SPECIALTY	06/08/2015	337.48
425845	SERVICE ALTERNATIVES INC	06/08/2015	4,375.00
425846	SHIFFLER EQUIPMENT SALES INC	06/08/2015	73.75
425847	SICHER, ERIC A	06/08/2015	50.00
425848	SIMPLEXGRINNELL LP	06/08/2015	1,674.26
425849	SIX ROBBLEES INC	06/08/2015	1,685.61
425850	SMART KEYBOARD SOLUTIONS	06/08/2015	1,872.00
425851	SOLIANIANT HEALTH	06/08/2015	5,915.00

Check Nbr	Vendor Name	Check Date	Check Amount
425852	SONITROL PACIFIC	06/08/2015	1,789.23
425853	SOTO GALVAN, ALBERTO	06/08/2015	50.00
425854	SOUND ELECTRONICS	06/08/2015	1,715.11
425855	SOUND ENERGY SYSTEMS	06/08/2015	3,396.25
425856	SOUND ENERGY SYSTEMS	06/08/2015	162.50
425857	SOUND PUBLISHING INC	06/08/2015	365.88
425858	Vendor Continued Check	06/08/2015	0.00
425859	STANSELL GLASS INC	06/08/2015	823.19
425860	SUAREZ, LAURA	06/08/2015	50.00
425861	SUPERIOR PLUS CONSTRUCTION PRO	06/08/2015	274.27
425862	SUPPLEMENTAL HEALTH CARE	06/08/2015	14,910.00
425863	T & A SUPPLY CO INC	06/08/2015	95.00
425864	TELDATA SYSTEMS INC	06/08/2015	10,435.12
425865	TENTS AND EVENTS PARTY RENTALS	06/08/2015	1,102.67
425866	THERMAL SUPPLY INC	06/08/2015	201.48
425867	THYSSENKRUPP ELEVATOR CORP	06/08/2015	6,114.48
425868	TIME EQUIPMENT COMPANY	06/08/2015	744.06
425869	TOMYS INC	06/08/2015	3,684.15
425870	TOP ECHELON CONTRACTING INC	06/08/2015	4,982.18
425871	TORGERSON, HELEN	06/08/2015	81.05
425872	TOTAL FILTRATION SERVICES, INC	06/08/2015	259.33
425873	TRANE U S INC	06/08/2015	3,650.38
425874	TRIUMPH LEARNING LLC	06/08/2015	1,213.36
425875	UNIFIRST CORPORATION	06/08/2015	505.75
425876	VALLEY COMMUNICATIONS CENTER	06/08/2015	120.00

Check Nbr	Vendor Name	Check Date	Check Amount
425877	VIER, MICHAEL	06/08/2015	50.00
425878	VIRCO INC	06/08/2015	316.39
425879	WALMART SAMS CLUB	06/08/2015	430.92
425880	WASH ASSN FOR LANGUAGE TEACHIN	06/08/2015	4,570.00
425881	WASH CEDAR & SUPPLY CO	06/08/2015	151.95
425882	WASH EDUCATION RESEARCH ASSN	06/08/2015	435.00
425883	WASH SCHOOL PERSONNEL ASSN	06/08/2015	990.00
425884	WASH TRACTOR INC	06/08/2015	132.95
425885	WAT INC	06/08/2015	1,535.69
425886	WEBB, NICOLE	06/08/2015	17.00
425887	WEST COAST PLATEN COMPANY	06/08/2015	170.03
425888	WESTERN EQUIPMENT DISTRIBUTORS	06/08/2015	61.14
425889	WESTERN FACILITY SUPPLY INC	06/08/2015	9,120.26
425890	WHITE RIVER VALLEY MUSEUM	06/08/2015	824.00
425891	WILBUR ELLIS COMPANY	06/08/2015	462.53
425892	WORLD LANGUAGE SERVICES LLC	06/08/2015	979.13
425893	WORLD WIDE VINYL REPAIR SYSTEM	06/08/2015	103.03
425894	WSIPC NW ESD FISCAL AGENT	06/08/2015	487.31
425895	A T S AUTOMATION INC	06/08/2015	199,595.00
425896	COLUMBIA STATE BANK	06/08/2015	5,457.50
425897	COMMENCEMENT BANK	06/08/2015	9,667.14
425898	HARGIS ENGINEERS INC	06/08/2015	26,072.53
425899	HAYRE MCELROY & ASSOCIATES LLC	06/08/2015	9,020.50
425900	LASER IMPRESSIONS INC	06/08/2015	9,500.00
425901	LINCOLN CONSTRUCTION INC	06/08/2015	114,061.75

Check Nbr	Vendor Name	Check Date	Check Amount
425902	MCKINNEY TRAILERS & CONTAINERS	06/08/2015	531.68
425903	NAC ARCHITECTURE INC	06/08/2015	26,417.02
425904	OAC SERVICES INC	06/08/2015	440.85
425905	PEASE & SONS, INC	06/08/2015	156,454.84
425906	SCOTTYS GENERAL CONSTRUCTION I	06/08/2015	3,510.20
425907	TERRA DYNAMICS INC	06/08/2015	128,061.62
425908	AAA WASHINGTON	06/08/2015	30.08
425909	AUBURN HIGH SCHOOL	06/08/2015	274.92
425910	AUBURN MOUNTAINVIEW H S	06/08/2015	274.92
425911	AUBURN SCHOOL DIST 408 **	06/08/2015	54.32
425912	AUBURN SCHOOL DIST 408 **	06/08/2015	560.00
425913	AUBURN SCHOOL DIST 408 **	06/08/2015	121.65
425914	AUBURN SCHOOL DIST 408 **	06/08/2015	805.58
425915	BELLAIR CHARTERS	06/08/2015	3,864.71
425916	COSTCO	06/08/2015	283.65
425917	DECARTERET DESIGNS LLC	06/08/2015	140.00
425918	EASTBAY INC	06/08/2015	2,502.02
425919	ECOLAB INC	06/08/2015	153.96
425920	FREE THE CHILDREN	06/08/2015	246.36
425921	IMAGE MASTERS INC	06/08/2015	443.48
425922	JOHNSON, NITA	06/08/2015	10.00
425923	JORGENSEN, TYLER H	06/08/2015	34.79
425924	K D GRAZIE INC	06/08/2015	450.00
425925	KARIES OVER THE TOP CREATIONS	06/08/2015	558.45
425926	LAKE VIEW ELEM	06/08/2015	100.00

Check Nbr	Vendor Name	Check Date	Check Amount
425927	LEUKEMIA & LYMPHOMA SOCIETY WA	06/08/2015	619.98
425928	MOVIE LICENSING USA	06/08/2015	415.00
425929	NATIONAL ASSN OF ELEM SCHOOL P	06/08/2015	168.00
425930	NW BASEBALL UMPIRE ASSN	06/08/2015	8,568.00
425931	PACIFIC NW KEY CLUB	06/08/2015	1,285.00
425932	RAINIER M S	06/08/2015	37.00
425933	RIC HANSEN ENTERTAINMENT	06/08/2015	395.00
425934	SANDLAND PROMOTIONS	06/08/2015	218.75
425935	SANOW, DANIEL	06/08/2015	650.00
425936	SCHOLASTIC BOOK CLUBS INC	06/08/2015	3,540.45
425937	SEATTLE METRO SOFTBALL UMPIRES	06/08/2015	3,435.34
425938	SOUTH KING COUNTY SOCCER REFER	06/08/2015	5,450.55
425939	SPECIALTY FROZEN DISTIBUTING	06/08/2015	700.00
425940	STT SPORTS LETTERING	06/08/2015	396.39
425941	TACOMA PIERCE CO VOLLEYBALL	06/08/2015	156.25
425942	TAHOMA HIGH SCHOOL	06/08/2015	136.00
425943	TC SPAN AMERICA	06/08/2015	63.41
425944	WALMART SAMS CLUB	06/08/2015	163.21
425945	WASH FLORAL SERVICE INC	06/08/2015	268.10
425946	WASH INTERSCHOLASTIC ACTIVITIE	06/08/2015	40.00
425947	WASH SCHOOLGIRLS LACROSSE ASSO	06/08/2015	825.00
425948	WEST CENTRAL DISTRICT III	06/08/2015	312.00
425949	WEST COAST AWARDS & ATHLETICS	06/08/2015	43.91
425950	YANKEE CANDLE COMPANY INC	06/08/2015	12.00
425951	AUBURN MOUNTAINVIEW H S	06/08/2015	450.00

Check Nbr	Vendor Name	Check Date	Check Amount
425952	AUBURN RIVERSIDE H S	06/08/2015	129.00
425953	CASCADE M S	06/08/2015	15.00
425954	JOSTENS	06/08/2015	216.34
425955	MT BAKER M S	06/08/2015	75.00
221	Computer	Check(s) For a Total of	1,134,154.19

0	Manual	Checks For a Total of	0.00
0	Wire Transfer	Checks For a Total of	0.00
0	ACH	Checks For a Total of	0.00
221	Computer	Checks For a Total of	1,134,154.19
Total For 221	Manual, Wire Tran, ACH & Computer	Checks	1,134,154.19
Less 0	Voided	Checks For a Total of	0.00
	Net Amount		1,134,154.19

## F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	29,977.73	744.36	374,947.90	405,669.99
20	Capital Projects	-902.50	0.00	689,693.13	688,790.63
40	ASB Fund	-19.76	147.00	38,680.99	38,808.23
70	Private Purpose	0.00	0.00	885.34	885.34



The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of June 8, 2015, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$89,464.37. The payments are further identified in this document.

Total by Payment Type for Cash Account, US Bank Wire Transfers:

Wire Transfer Payments 201400708 through 201400739, totaling \$89,464.37

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
201400708	GOSNEY MOTOR PARTS INC	06/08/2015	746.89
201400720	STAPLES ADVANTAGE	06/08/2015	2,750.50
201400721	UNITED PARCEL SERVICE	06/08/2015	65.29
201400722	OFFICE DEPOT INC ACCT#8011 073	06/08/2015	63.57
201400723	KING COUNTY DIRECTORS ASSN	06/08/2015	14,438.35
201400724	PIZZA TIME	06/08/2015	2,702.94
201400725	LES SCHWAB TIRE CENTER	06/08/2015	2,939.61
201400726	EASTBAY INC	06/08/2015	7,792.39
201400727	AT & T	06/08/2015	46.08
201400728	CENTURY LINK	06/08/2015	3,000.00
201400729	CENTURY LINK	06/08/2015	10,200.27
201400730	CENTURY LINK BUSINESS SERVICES	06/08/2015	579.96
201400731	CENTURY LINK	06/08/2015	8,515.24
201400732	CITY OF AUBURN UTILITIES	06/08/2015	10,033.62
201400733	SPRINT	06/08/2015	99.99
201400734	WASTE MANAGEMENT RECYCLE COMPA	06/08/2015	2,463.75
201400735	UNIVERSAL CHEERLEADING ASSOCIA	06/08/2015	12,435.00

Check Nbr	Vendor Name	Check Date	Check Amount
201400736	WASH DECA INC	06/08/2015	5,000.00
201400737	VARISITY	06/08/2015	1,160.92
201400739	WASH DECA INC	06/08/2015	4,430.00
20	Wire Transfer Check(s) For a Total of		89,464.37

0	Manual	Checks For a Total of	0.00
20	Wire Transfer	Checks For a Total of	89,464.37
0	ACH	Checks For a Total of	0.00
0	Computer	Checks For a Total of	0.00
Total For 20	Manual, Wire Tran, ACH & Computer	Checks	89,464.37
Less 0	Voided	Checks For a Total of	0.00
	Net Amount		89,464.37

## F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	11,156.25	0.00	44,786.87	55,943.12
40	ASB Fund	0.00	0.00	33,521.25	33,521.25

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of June 8, 2015, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$2,543,782.04. The payments are further identified in this document.

Total by Payment Type for Cash Account, AP Direct Dep Settlement Accou:  
ACH Numbers 141502079 through 141502191, totaling \$2,543,782.04

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
141502079	ACUNA, ANDREA LOUISE	06/08/2015	92.38
141502080	AUBURN SCHOOL DIST REVOLVING F	06/08/2015	1,953.13
141502081	BARKER, CAROL JEAN	06/08/2015	47.17
141502082	BENSHOOF, KELLY ANN	06/08/2015	32.78
141502083	BLOSSER, REBEKAH LYNN	06/08/2015	30.69
141502084	BOYD JR, LAWRENCE	06/08/2015	57.67
141502085	BROWN, GREGORY S	06/08/2015	50.03
141502086	BRYANT, VALERIE ELTON	06/08/2015	178.63
141502087	BURKHAUSER, VALERIE KAYE	06/08/2015	870.02
141502088	BURT, TIFFANY ANN	06/08/2015	88.56
141502089	C R LOGAN	06/08/2015	1,605.00
141502090	CALHOUN, STEVEN I	06/08/2015	63.00
141502091	CAMPBELL-AIKENS, JANIS GAIL	06/08/2015	350.38
141502092	CAMPBELL, TIMOTHY ALAN	06/08/2015	15.75
141502093	CARLOS, NANCY HAMMOND	06/08/2015	16.73
141502094	CARTWRIGHT-MARVIK, LAWANDA R	06/08/2015	61.50
141502095	CHESNUT, KELSY NICOLE	06/08/2015	138.99

Check Nbr	Vendor Name	Check Date	Check Amount
141502096	CHU, JANET H	06/08/2015	39.34
141502097	CLARK, MONICA ALICIA	06/08/2015	53.42
141502098	COUCH, ADAM W	06/08/2015	207.24
141502099	DAMIANO, ALEXANDRA JAYLAN	06/08/2015	21.40
141502100	DEBRULER, ADAM DALE	06/08/2015	6.90
141502101	DISBROW, LAUREL J	06/08/2015	36.86
141502102	DWYER, VERONICA JEAN	06/08/2015	500.00
141502103	EDNETICS INC	06/08/2015	1,969.91
141502104	FAWVER, RICHARD ALLEN	06/08/2015	94.30
141502105	FOOD SERVICES OF AMERICA *	06/08/2015	94,640.93
141502106	FOOD SERVICES OF AMERICA **	06/08/2015	4,017.90
141502107	Vendor Continued Check	06/08/2015	0.00
141502108	FOOD SERVICES OF AMERICA ***	06/08/2015	13,731.13
141502109	GALLAGHER, LINDSEY KAY	06/08/2015	62.96
141502110	GARY, DEBRA O	06/08/2015	48.88
141502111	GAYMAN, MARY ANNE	06/08/2015	179.40
141502112	GIDLEY, MARY JO COLUCCIO	06/08/2015	500.00
141502113	GUEST, JOANNA LYNN	06/08/2015	75.00
141502114	HENRY, MILENE M	06/08/2015	29.93
141502115	HERRERA, MICHAELA M	06/08/2015	400.00
141502116	HOLLOMAN, LEONARD E	06/08/2015	85.91
141502117	HORTON, KIM L	06/08/2015	16.40
141502118	IBBETSON THERAPEUTIC SERVICES	06/08/2015	10,872.00
141502119	ISELIN, DENISE ANN	06/08/2015	48.27
141502120	JOHNSON, DARICE ROCHELLE	06/08/2015	71.20

Check Nbr	Vendor Name	Check Date	Check Amount
141502121	JOHNSON, ISAIAH DAVID	06/08/2015	42.86
141502122	JONES, RANDAL STEVEN	06/08/2015	91.60
141502123	KENWORTHY, ROBERT DAVID	06/08/2015	167.91
141502124	KENWORTHY, SHEILA RAE	06/08/2015	41.54
141502125	KINKELA, MERILEE	06/08/2015	36.92
141502126	LEE, JESSICA C	06/08/2015	95.00
141502127	LYNCH, SARAH MARIE	06/08/2015	43.77
141502128	LYON, LORIE MICHELLE	06/08/2015	136.28
141502129	MANCHIK, CHRISTINA JESSICA	06/08/2015	200.00
141502130	MASON, JERI LYNN	06/08/2015	683.93
141502131	MATSUNO, MAKI	06/08/2015	208.56
141502132	MCCANN, VALLERY	06/08/2015	256.45
141502133	MCCAUSLAND, ANGELA KARON	06/08/2015	19.70
141502134	MICKELSON, DANIEL C	06/08/2015	25.00
141502135	MILLER, TAMMY L	06/08/2015	19.25
141502136	MISCHKE, EMILY RAMISCAL	06/08/2015	71.56
141502137	MORGAN, CHELSEY	06/08/2015	398.08
141502138	MORITZ, ROBERT CHARLES	06/08/2015	350.75
141502139	OTEN JENSEN, JANICE RENE	06/08/2015	50.00
141502140	PENONCELLO, KELLYN NICOLE	06/08/2015	500.00
141502141	PERMAN, KENNETH DALE	06/08/2015	22.95
141502142	POLLEY, DANIEL JAMES	06/08/2015	65.00
141502143	RICE, SARA ELIZABETH	06/08/2015	166.31
141502144	RILEY, JAMES IAN	06/08/2015	141.68
141502145	ROBINSON, SANDRA MARLENE	06/08/2015	500.00

Check Nbr	Vendor Name	Check Date	Check Amount
141502146	RODRIGUEZ, JESSE ANN	06/08/2015	57.02
141502147	ROOT, MICALA HARDEMANN	06/08/2015	15.34
141502148	SAMUELSON, JENNIFER M	06/08/2015	30.02
141502149	SAXON, JAN K	06/08/2015	85.10
141502150	SPENCER JR, ARTHUR LOUIS	06/08/2015	47.73
141502151	STALMASTER, MARGARET K	06/08/2015	61.30
141502152	STUDENTNEST INC	06/08/2015	120.00
141502153	SUNBELT STAFFING LLC	06/08/2015	5,587.50
141502154	SYLVAN LEARNING CENTER	06/08/2015	4,507.06
141502155	TECHNOLOGY EXPRESS	06/08/2015	3,161.81
141502156	TURNER, MEGAN DENISE	06/08/2015	13.69
141502157	UHLENDORF, JANA J	06/08/2015	42.60
141502158	Vendor Continued Check	06/08/2015	0.00
141502159	US BANK CORP PROCUREMENT CARD	06/08/2015	36,445.08
141502160	US BANK CORP TRAVEL PAYMENT	06/08/2015	14,552.70
141502161	US BANK CTE PCARDS	06/08/2015	17,649.70
141502162	VANDERHOOF, KADY M	06/08/2015	500.00
141502163	WHARTON, TRICIA ANNE	06/08/2015	500.00
141502164	WILKINSON, LISA M	06/08/2015	15.20
141502165	WILSON, NOLA RAE	06/08/2015	84.54
141502166	WRIGHT, TIMOTHY A	06/08/2015	25.68
141502167	AUBURN SCHOOL DIST REVOLVING F	06/08/2015	6,268.77
141502168	LYDIG CONSTRUCTION INC	06/08/2015	2,255,251.62
141502169	US BANK CORP PROCUREMENT CARD	06/08/2015	24,279.15
141502170	AUBERT, DOUGLAS JAMES	06/08/2015	689.95

Check Nbr	Vendor Name	Check Date	Check Amount
141502171	AUBURN SCHOOL DIST REVOLVING F	06/08/2015	420.00
141502172	BAUMSTARK, PATRIA R	06/08/2015	282.03
141502173	BRYANT, VALERIE ELTON	06/08/2015	30.24
141502174	CARNINO, KATHY ANN	06/08/2015	56.82
141502175	CLARK, ROBIN F	06/08/2015	27.09
141502176	CRAIN, LORI HELEN	06/08/2015	111.68
141502177	CRAMER, JOAN M	06/08/2015	23.67
141502178	FOOD SERVICES OF AMERICA	06/08/2015	122.37
141502179	LORRAIN, KAY MICHAEL	06/08/2015	160.70
141502180	LUDWIGSON, CHRISTINE ANN	06/08/2015	15.56
141502181	MINUS, TONETTE ANN	06/08/2015	41.73
141502182	MORRIS, GARY A	06/08/2015	23.56
141502183	PAUSTIAN, R KEVIN	06/08/2015	288.56
141502184	RAPHAEL, KATHLEEN L	06/08/2015	199.88
141502185	THOMAS, JANA DARLENE	06/08/2015	1,134.77
141502186	TOY, DIXIE L	06/08/2015	298.96
141502187	Vendor Continued Check	06/08/2015	0.00
141502188	US BANK CORP PROCUREMENT CARD	06/08/2015	27,443.57
141502189	US BANK CORP TRAVEL PAYMENT	06/08/2015	5,012.12
141502190	VAN EATON, MICHAEL	06/08/2015	332.67
141502191	WILKINSON, LISA M	06/08/2015	67.71

113 ACH

Check(s) For a Total of

2,543,782.04



0	Manual	Checks For a Total of	0.00
0	Wire Transfer	Checks For a Total of	0.00
113	ACH	Checks For a Total of	2,543,782.04
0	Computer	Checks For a Total of	0.00
Total For 113	Manual, Wire Tran, ACH & Computer Checks		2,543,782.04
Less 0	Voided	Checks For a Total of	0.00
	Net Amount		2,543,782.04

## F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	1,659.27	0.00	219,539.59	221,198.86
20	Capital Projects	6,268.77	0.00	2,279,530.77	2,285,799.54
40	ASB Fund	104.49	0.00	36,679.15	36,783.64

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of June 8, 2015, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$2,551.42. The payments are further identified in this document.

Total by Payment Type for Cash Account, AP Direct Dep Settlement Accou:  
ACH Numbers 141502192 through 141502194, totaling \$2,551.42

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
141502192	DEPT OF REVENUE STATE OF WASH	06/08/2015	1,018.62
141502193	DEPT OF REVENUE STATE OF WASH	06/08/2015	1,004.14
141502194	DEPT OF REVENUE STATE OF WASH	06/08/2015	528.66

3	ACH	Check(s) For a Total of	2,551.42
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0	Manual	Checks For a Total of	0.00
0	Wire Transfer	Checks For a Total of	0.00
3	ACH	Checks For a Total of	2,551.42
0	Computer	Checks For a Total of	0.00
Total For 3	Manual, Wire Tran, ACH & Computer	Checks	2,551.42
Less 0	Voided	Checks For a Total of	0.00
	Net Amount		2,551.42

## F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	1,018.62	0.00	0.00	1,018.62
20	Capital Projects	1,004.14	0.00	0.00	1,004.14
40	ASB Fund	528.66	0.00	0.00	528.66

(Auburn School District No. 408, King County, Washington)

**INTERLOCAL AGREEMENT**  
**with the**  
**PUGET SOUND JOINT PURCHASING COOPERATIVE**

THIS AGREEMENT is made and entered into, by and among the school districts of the State of Washington on the signature page hereto (the “*Member Districts*”) and has been authorized by each of the Member Districts.

**RECITALS**

WHEREAS, each of the Member Districts is a duly constituted school district organized and existing under and by virtue of the laws of the State of Washington;

WHEREAS, each of the Member Districts is authorized by RCW 28A.320 or by the Interlocal Cooperation Act, Chapter 39.34 RCW, to enter into cooperative agreements for the purchase of various equipment, supplies and services;

WHEREAS, the Member Districts seek to reduce their respective costs in purchasing various food products, supplies, services, equipment and commodity processing, storage and transportation services for use in the school districts and to make the most efficient use of their powers by enabling them to cooperate with each other on a basis of mutual advantage;

WHEREAS, the Executive Committee (the “*Executive Committee*”) has caused the Puget Sound Joint Purchasing Association (DBA Puget Sound Joint Purchasing Cooperative (the “*Cooperative*”)) to be formed as a cooperative under Chapter 24.03 RCW;

NOW THEREFORE, in consideration of the promises and agreements contained in this Agreement and subject to the terms and conditions set forth, it is mutually understand and agreed by the parties as follows:

- A. The Cooperative shall continue to have all rights and responsibilities as contemplated and accomplished pursuant to its articles and bylaws, as amended, including but not limited to provide centralized purchasing and other services. Nothing herein shall be deemed to prevent the Cooperative from any further reorganization permitted by applicable law.
- B. The purpose of the Cooperative is to procure various equipment, supplies and services in support of the Member District’s programs.

## *PUGET SOUND JOINT PURCHASING COOPERATIVE*

*SCHOOL NUTRITION PROCUREMENT LEADER OF WASHINGTON*

- C. This agreement shall allow the purchase or acquisition of goods and services by each Member District directly from a third party vendor if a provision has been made in the lead agency's contract with that third party vendor that permits other agencies to avail themselves of the goods and services offered under the contract.
- D. The Superintendent or designee of the undersigned school district is hereby designated as representative to the joint purchasing agency Cooperative Board and the Superintendent or designee is further authorized to execute and implement the requisite agreement or agreements to accomplish this purpose.
- E. The Superintendent or designee of the undersigned school district shall have full voting rights regarding Cooperative matters upon approval as a Member.
- F. The undersigned school district will be assessed fees based on total equivalent lunches (meals) as reported on the last OSPI 1800D report, with a minimum annual fee of \$300. Fees will be determined by the Executive Committee on an annual basis and shall be assessed to each Member District to reimburse documented actual administrative, legal, insurance, and other costs. The Executive Committee will be responsible for annual budgeting and reporting. Upon termination of this Agreement or dissolution of the Cooperative, all remaining assessed fees will be returned to the Member Districts pro rata.
- G. Each Member District will be solely responsible for purchase, service, and disposal obligations for its use of the Puget Sound Joint Purchasing Cooperative's contracts.
- H. Each Member District reserves the right to contract purchases independently, with or without notice to the other Member Districts. This Agreement does not obligate any Member Districts to acquire goods or services through the contractual agreements of the other Member District.
- I. The Cooperative shall have all powers allowed by law for interlocal agencies created under RCW 28A.320.080, RCW 39.34.030 or Chapter 23.86 RCW, as they now exist or may hereafter be amended, and as authorized, amended, or removed by the Executive Committee, as provided for in this Agreement.
- J. The Cooperative shall be financed through dues from Member Districts.

# PUGET SOUND JOINT PURCHASING COOPERATIVE

SCHOOL NUTRITION PROCUREMENT LEADER OF WASHINGTON

- K. This Agreement is for a term of five (5) school years beginning with the 2015-2016 school year through the 2019-2020 school year and will remain in full force and effect until terminated in accordance with the Puget Sound Joint Purchasing Cooperative Bylaws or Articles.
- L. Therefore, each party agrees to notify the other by April 15th if the party decides to terminate in any year prior to the expiration. This agreement may be terminated at any time with the consent of the other party.

This Agreement and any amendments thereto, shall be executed on behalf of each Member District by its duly authorized representative and pursuant to an appropriate motion, resolution or ordinance. This Agreement may be executed in any number of counterparts, each of which shall be an original, but those counterparts will constitute one and the same instrument. This Agreement shall be deemed adopted and effective as of the date signed.

*Signatures as follows:*

Auburn School District No. 408  
915 4th Street NE  
Auburn, WA 98002  
(253) 931-4972  
Child Nutrition Services

Signature of Board President

Printed Name and Title

\_\_\_\_\_  
Carol Seng

\_\_\_\_\_  
Board President

Signature \_\_\_\_\_

Date: \_\_\_\_\_

Attest:

Secretary to the Board \_\_\_\_\_ Date \_\_\_\_\_

***PUGET SOUND JOINT PURCHASING COOPERATIVE***  
*SCHOOL NUTRITION PROCUREMENT LEADER OF WASHINGTON*

**Received PSJPC**

Date\_\_\_\_\_

Signature\_\_\_\_\_

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Name	Title
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## 1. Approval of Minutes

Recommendation: That the minutes be approved.

Recommendation: That the board adopt Resolution No. 1205.

## 4. Executive Session

An executive session will be held to discuss issues relating to RCW 42.30.110(i), legal, and 42.30.110(g), personnel.



**AUBURN SCHOOL DISTRICT NO. 408  
RESOLUTION NO. 1205**

**RESOLUTION TO ADOPT THE 2015 CAPITAL FACILITIES PLAN**

WHEREAS, Auburn School District No. 408 (the "District") desires to cooperate with King County, and the Cities of Algona, Auburn, Black Diamond, Kent, and Pacific in implementing the Growth Management Act (the "GMA"); and

WHEREAS, the District shall submit the District's 2015 Capital Facilities Plan to King County, and the Cities of Algona, Auburn, Black Diamond, Kent, and Pacific for adoption and incorporation into each jurisdiction's comprehensive plan; and

WHEREAS, the GMA authorizes local jurisdictions to collect school impact fees from development in order to ensure that school facilities are available to serve new growth and development; and

WHEREAS, the District's projected student enrollment is expected to increase over the next six years; and

WHEREAS, the District will need to build new schools, acquire school sites and develop additional capacity in order to serve the increasing student enrollment; and

WHEREAS, existing funding sources are not sufficient to fund the capital improvements needed to serve the District's projected enrollment.

**NOW, THEREFORE, BE IT RESOLVED:**

1. The Auburn School District No. 408 hereby adopts the District's 2015 Capital Facilities Plan.
2. The District shall submit this Plan to King County, and the Cities of Algona, Auburn, Black Diamond, Kent, and Pacific for adoption and incorporation into each jurisdiction's comprehensive plan.
3. The District will request the adoption of school impact fees for the District by King County, the City of Auburn and the City of Kent.
4. The Board supports the development of GMA school impact fee programs by the Cities of Algona, Black Diamond and Pacific.

ADOPTED by the Board of Directors of Auburn School District No. 408, King County, Washington, at an open public meeting thereof, notice of which was given as required by law, held this 8th day of June, 2015, the following Directors being present and voting therefore.

ADOPTED this 8<sup>th</sup> day of June, 2015.

**BOARD OF DIRECTORS  
AUBURN SCHOOL DISTRICT NO. 408**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**ATTEST:**

\_\_\_\_\_  
Secretary to the Board

INFORMATION

1. Enrollment Report

Monday, June 1, enrollment is included in the board background materials.

DATE: 6/1/15

## ASD HEADCOUNT SUMMARY

ELEM																				SCH TOTALS			
ELEM SCHOOLS		PRE SCH			State Funded		ExtDay		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		K-5 TOTALS				
					FD Kinder		Kindergarten																
		Sec	No.		Sec	No.	Sec	No.	Sec	No.	Sec	No.	Sec	No.	Sec	No.	Sec	No.	Sec	No.	Sec	No.	
ALPAC	(ECE)	4.0	34	REG	4.0	97	--	--	4.0	91	4.5	106	2.5	66	3.0	84	3.0	80	21.0	524	21.0	524	
	(ECEAP)	2.0	18	SPED	--	--	--	--	--	--	--	--	--	--	--	--	--	--	0.0	0			
ARTHUR JACOBSEN		--	--	REG	--	--	3.0	72	4.0	103	4.0	103	4.0	101	4.0	107	3.0	101	22.0	587	24.0	610	
		--	--	SPED	--	--	*	2	*	1	1.0	5	*	4	*	5	1.0	6	2.0	23			
CHINOOK	(ECE)	2.0	32	REG	3.0	54	--	--	4.0	72	3.0	60	3.0	66	2.0	51	2.0	50	17.0	353	20.0	391	
		--	--	SPED	1.0	8	--	--	*	9	1.0	4	*	5	1.0	7	*	5	3.0	38			
DICK SCOBEE	(ECE)	4.0	23	REG	4.0	111	--	--	4.0	93	3.5	88	3.5	88	3.0	72	2.0	63	20.0	515	20.0	515	
		--	--	SPED	--	--	--	--	--	--	--	--	--	--	--	--	--	--	0.0	0			
EVER HTS		--	--	REG	5.0	103	--	--	4.0	96	3.5	81	3.5	94	3.0	83	3.0	81	22.0	538	22.0	538	
		--	--	SPED	--	--	--	--	--	--	--	--	--	--	--	--	--	--	0.0	0			
GILDO REY	(ECE)	2.0	18	REG	5.0	115	--	--	5.0	95	4.5	99	3.5	94	4.0	99	2.0	65	24.0	567	24.0	567	
		--	--	SPED	--	--	--	--	--	--	--	--	--	--	--	--	--	--	0.0	0			
HAZELWOOD		--	--	REG	--	--	4.0	87	4.0	96	4.0	91	3.5	88	4.5	108	4.0	109	24.0	579	24.0	579	
		--	--	SPED	--	--	--	--	--	--	--	--	--	--	--	--	--	--	0.0	0			
ILALKO		--	--	REG	4.0	105	--	--	4.0	106	4.0	105	4.0	104	4.0	109	4.0	113	24.0	642	25.0	648	
		--	--	SPED	--	--	--	--	--	--	--	--	--	--	*	1	1.0	5	1.0	6			
LAKE VIEW	(ECE)	2.0	15	REG	--	--	2.0	52	3.0	64	3.0	69	3.0	63	2.0	47	2.0	62	15.0	357	17.0	376	
		--	--	SPED	--	--	1.0	8	*	2	1.0	3	*	2	*	3	*	1	2.0	19			
LAKELAND		--	--	REG	--	--	5.0	110	4.5	108	5.5	119	5.0	123	4.0	104	4.0	110	28.0	674	28.0	674	
		--	--	SPED	--	--	--	--	--	--	--	--	--	--	--	--	--	--	0.0	0			
LEA HILL	(HDST)	2.0	39	REG	4.0	84	--	--	3.0	58	3.0	61	3.0	64	1.5	44	2.5	65	17.0	376	19.0	392	
	(ECE)	6.0	41	SPED	*	1	--	--	1.0	5	*	2	*	3	*	3	1.0	2	2.0	16			
PIONEER	(HDST)	4.0	69	REG	4.0	103	--	--	4.0	85	4.0	88	2.5	67	2.5	66	3.0	82	20.0	491	20.0	491	
		--	--	SPED	--	--	--	--	--	--	--	--	--	--	--	--	--	--	0.0	0			
TERMINAL PARK	(ECEAP)	2.0	18	REG	3.0	66	--	--	3.0	69	2.5	59	2.5	58	2.0	52	2.0	50	15.0	354	17.0	402	
	(ECE)	1.0	10	STEP	--	--	--	--	--	--	--	--	--	--	1.0	24	1.0	24	2.0	48			
		--	--	SPED	--	--	--	--	--	--	--	--	--	--	--	--	--	--	0.0	0			
WASHINGTON		--	--	REG	4.0	75	--	--	4.0	94	3.5	74	2.5	62	3.0	76	2.0	55	19.0	436	21.0	459	
		--	--	SPED	*	5	--	--	1.0	7	*	3	*	4	1.0	3	*	1	2.0	23			
ELEM TOT BY GRADE	ECE	21.0	173	K - 5 TOTAL	41.0	927	15.0	331	56.5	1254	55.5	1220	46.0	1156	45.5	1148	42.5	1130	290.0	7041	302.0	7166	Elem
	ECEAP	4.0	36																		School		
	HDST	6.0	108																12.0	125	302.0	7166	Total

MIDDLE SCHOOLS		Grd 6	Grd 7	Grd 8	SCH TOTALS
CASCADE	REG	211	210	224	645
MID SCHOOL	SPED	37	25	35	97
	total	248	235	259	742
MT. BAKER	REG	277	301	272	850
MID SCHOOL	SPED	26	16	25	67
	total	303	317	297	917
OLYMPIC	REG	192	214	179	585
MID SCHOOL	SPED	34	33	36	103
	total	226	247	215	688
RAINIER	REG	263	272	290	825
MID SCHOOL	SPED	23	19	28	70
	total	286	291	318	895
TOTALS BY GRADE	REG	943	997	965	2905
	SPED	120	93	124	337
	all	1063	1090	1089	3242
					Mid Schl Total

SR HIGH SCHOOLS		Grd 9	Grd 10	Grd 11	Grd 12	SCH TOTALS	
AUBURN SR HIGH SCHOOL	REG	356	306	299	236	1197	
	SPED	51	53	39	83	226	
	FTRS			9	29	38	
	total	407	359	347	348	1461	
AUBURN MOUNTAINVIEW HIGH SCHOOL	REG	358	335	306	317	1316	
	SPED	17	27	23	20	87	
	FTRS			21	39	60	
	total	375	362	350	376	1463	
AUBURN RIVERSIDE HIGH SCHOOL	REG	435	333	338	304	1410	
	SPED	19	28	34	24	105	
	FTRS			16	35	51	
	total	454	361	388	363	1566	
WEST AUBURN HIGH SCHOOL	REG	29	33	57	78	197	
	SPED	2		6	9	17	
	FTRS				1	1	
	AWG	9	12	8	16	45	
	total	40	45	71	104	260	
SR HIGH TOTALS	REG	1178	1007	1000	935	4120	3183 High Schl Total Total
	SPED	89	108	102	136	435	
	FTRS	0	0	46	104	150	
	AWG	9	12	8	16	45	
BY GRADE	all	1276	1127	1156	1191	4750	

DISTRICT TOTALS - EARLY LEARNING				
	Headstart	ECE	ECEAP	TOTAL
Sept. 2014	97	113	35	245
current	108	173	36	317
difference	11	60	1	72

DISTRICT TOTALS BY GRADE GROUP w/ comparisons				
	K - 5	6-8	9-12	TOTAL
proj 10/1/14	6979	3256	4874	15109
current	7166	3242	4750	15158
difference	187	-14	-124	49

Auburn School District No. 408  
Auburn, Washington  
**CLASS SIZE REPORT**  
6/1/2015

GRADE	NO OF SECTIONS	REGULAR CLASSES	AVERAGE	SPEC FTE	ADJ CLASS SIZE	INC SPEC EDUCATION*	TOTAL	AVERAGE INC SPEC ED**
E.C.E.	19.0		9.11			173	173	AVERAGE
KINDERGARTEN	54.0	1234	22.85	9.68	19.38	24	1258	INCLUDES ONE
FIRST GRADE	54.5	1231	22.59	9.48	19.24	23	1254	RESOURCE
SECOND GRADE	52.5	1204	22.93		22.93	16	1220	ROOM
THIRD GRADE	46.0	1139	24.76		24.76	17	1156	TEACHER FOR
FOURTH GRADE	41.0	1127	27.49		27.49	21	1148	EACH SCHOOL.
FIFTH GRADE	39.5	1110	28.10		28.10	20	1130	(GR & LLH 1.5 EA)
SC SPECIAL ED	11.0		11.00					
<b>TOTALS</b>	<b>287.5</b>	<b>7045</b>	<b>24.50</b>	<b>19.16</b>	<b>22.97</b>	<b>294</b>	<b>7339</b>	<b>21.54</b>
<b>ALPAC</b>								
GRADE	SECTIONS	CLASSES	AVERAGE	SPEC FTE	CLASS SIZE	EDUCATION*	TOTAL	SPEC ED**
E.C.E.	4.0		8.50			34	34	
KINDERGARTEN	4.0	97	24.25	1.065	19.15	0	97	
FIRST GRADE	4.0	91	22.75	0.995	18.22	0	91	
SECOND GRADE	4.5	106	23.56		23.56	0	106	
THIRD GRADE	2.5	66	26.40		26.40	0	66	
FOURTH GRADE	3.0	84	28.00		28.00	0	84	
FIFTH GRADE	3.0	80	26.67		26.67	0	80	
<b>TOTALS</b>	<b>21.0</b>	<b>524</b>	<b>24.95</b>	<b>2.06</b>	<b>22.72</b>	<b>34</b>	<b>558</b>	<b>19.89</b>
<b>ARTHUR JACOBSEN</b>								
GRADE	SECTIONS	CLASSES	AVERAGE	SPEC FTE	CLASS SIZE	EDUCATION*	TOTAL	SPEC ED**
KINDERGARTEN	3.0	72	24.00	0.000	24.00	2	74	
FIRST GRADE	4.0	103	25.75	0.000	25.75	1	104	
SECOND GRADE	4.0	103	25.75		25.75	5	108	
THIRD GRADE	4.0	101	25.25		25.25	4	105	
FOURTH GRADE	4.0	107	26.75		26.75	5	112	
FIFTH GRADE	3.0	101	33.67		33.67	6	107	
SC SPECIAL ED	2.0		11.50					
<b>TOTALS</b>	<b>22.0</b>	<b>587</b>	<b>27.73</b>	<b>0.00</b>	<b>26.68</b>	<b>23</b>	<b>610</b>	<b>24.40</b>
<b>CHINOOK</b>								
GRADE	SECTIONS	CLASSES	AVERAGE	SPEC FTE	CLASS SIZE	EDUCATION*	TOTAL	SPEC ED**
E.C.E.	2.0		16.00			32	32	
KINDERGARTEN	3.0	54	18.00	0.600	15.00	8	62	
FIRST GRADE	4.0	72	18.00	0.000	18.00	9	81	
SECOND GRADE	3.0	60	20.00		20.00	4	64	
THIRD GRADE	3.0	66	22.00		22.00	5	71	
FOURTH GRADE	2.0	51	25.50		25.50	7	58	
FIFTH GRADE	2.0	50	25.00		25.00	5	55	
SC SPECIAL ED	3.0		12.67					
<b>TOTALS</b>	<b>17.0</b>	<b>353</b>	<b>20.76</b>	<b>0.60</b>	<b>20.06</b>	<b>70</b>	<b>423</b>	<b>17.92</b>
<b>DICK SCOBEE</b>								
GRADE	SECTIONS	CLASSES	AVERAGE	SPEC FTE	CLASS SIZE	EDUCATION*	TOTAL	SPEC ED**
E.C.E.*	3.0		7.67			23	23	
KINDERGARTEN	4.0	111	27.75	1.075	21.87	0	111	
FIRST GRADE	4.0	93	23.25	1.075	18.33	0	93	
SECOND GRADE	3.5	88	25.14		25.14	0	88	
THIRD GRADE	3.5	88	25.14		25.14	0	88	
FOURTH GRADE	3.0	72	24.00		24.00	0	72	
FIFTH GRADE	2.0	63	31.50		31.50	0	63	
<b>TOTALS</b>	<b>20.0</b>	<b>515</b>	<b>25.75</b>	<b>2.15</b>	<b>23.25</b>	<b>23</b>	<b>538</b>	<b>20.57</b>

\*Extended Day Autism

GRADE	NO OF SECTIONS	REGULAR CLASSES	AVERAGE	SPEC FTE	ADJ CLASS SIZE	INC SPEC EDUCATION*	TOTAL	AVERAGE INC SPEC ED**
<b>EVERGREEN HEIGHTS</b>								
GRADE	SECTIONS	CLASSES	AVERAGE	SPEC FTE	CLASS SIZE	EDUCATION*	TOTAL	SPEC ED**
KINDERGARTEN	5.0	103	20.60	0.850	17.61	0	103	
FIRST GRADE	4.0	96	24.00	0.726	20.31	0	96	
SECOND GRADE	3.5	81	23.14		23.14	0	81	
THIRD GRADE	3.5	94	26.86		26.86	0	94	
FOURTH GRADE	3.0	83	27.67		27.67	0	83	
FIFTH GRADE	3.0	81	27.00		27.00	0	81	
<b>TOTALS</b>	<b>22.0</b>	<b>538</b>	<b>24.45</b>	<b>1.58</b>	<b>22.82</b>	<b>0</b>	<b>538</b>	<b>21.89</b>
<b>GILDO REY</b>								
GRADE	SECTIONS	CLASSES	AVERAGE	SPEC FTE	CLASS SIZE	EDUCATION*	TOTAL	SPEC ED**
E.C.E.	2.0		9.00			18	18	
KINDERGARTEN	5.0	115	23.00	1.130	18.76	0	115	
FIRST GRADE	5.0	95	19.00	0.940	15.99	0	95	
SECOND GRADE	4.5	99	22.00		22.00	0	99	
THIRD GRADE	3.5	94	26.86		26.86	0	94	
FOURTH GRADE	4.0	99	24.75		24.75	0	99	
FIFTH GRADE	2.0	65	32.50		32.50	0	65	
<b>TOTALS</b>	<b>24.0</b>	<b>567</b>	<b>23.63</b>	<b>2.07</b>	<b>21.75</b>	<b>18</b>	<b>585</b>	<b>19.78</b>
<b>HAZELWOOD</b>								
GRADE	SECTIONS	CLASSES	AVERAGE	SPEC FTE	CLASS SIZE	EDUCATION*	TOTAL	SPEC ED**
KINDERGARTEN	4.0	87	21.75	0.500	19.33	0	87	
FIRST GRADE	4.0	96	24.00	0.400	21.82	0	96	
SECOND GRADE	4.0	91	22.75		22.75	0	91	
THIRD GRADE	3.5	88	25.14		25.14	0	88	
FOURTH GRADE	4.5	108	24.00		24.00	0	108	
FIFTH GRADE	4.0	109	27.25		27.25	0	109	
<b>TOTALS</b>	<b>24.0</b>	<b>579</b>	<b>24.13</b>	<b>0.90</b>	<b>23.25</b>	<b>0</b>	<b>579</b>	<b>22.36</b>
<b>ILALKO</b>								
GRADE	SECTIONS	CLASSES	AVERAGE	SPEC FTE	CLASS SIZE	EDUCATION*	TOTAL	SPEC ED**
KINDERGARTEN	4.0	105	26.25	0.500	23.33	0	105	
FIRST GRADE	4.0	106	26.50	0.400	24.09	0	106	
SECOND GRADE	4.0	105	26.25		26.25	0	105	
THIRD GRADE	4.0	104	26.00		26.00	0	104	
FOURTH GRADE	4.0	109	27.25		27.25	1	110	
FIFTH GRADE	4.0	113	28.25		28.25	5	118	
SC SPECIAL ED	1.0				0.00			
<b>TOTALS</b>	<b>24.0</b>	<b>642</b>	<b>27.00</b>	<b>0.90</b>	<b>25.78</b>	<b>6</b>	<b>648</b>	<b>24.09</b>
<b>LAKE VIEW</b>								
GRADE	SECTIONS	CLASSES	AVERAGE	SPEC FTE	CLASS SIZE	EDUCATION*	TOTAL	SPEC ED**
E.C.E.	2.0		7.50			15	15	
KINDERGARTEN	2.0	52	26.00	0.200	23.64	8	60	
FIRST GRADE	3.0	65	21.67	0.466	18.75	1	66	
SECOND GRADE	3.0	70	23.33		23.33	2	72	
THIRD GRADE	3.0	64	21.33		21.33	1	65	
FOURTH GRADE	2.0	48	24.00		24.00	2	50	
FIFTH GRADE	2.0	62	31.00		31.00	1	63	
SC SPECIAL ED	2.0		7.50					
<b>TOTALS</b>	<b>15.0</b>	<b>361</b>	<b>24.07</b>	<b>0.67</b>	<b>23.04</b>	<b>30</b>	<b>391</b>	<b>18.92</b>

GRADE	NO OF SECTIONS	REGULAR CLASSES	AVERAGE	SPEC FTE	ADJ CLASS SIZE	INC SPEC EDUCATION*	TOTAL	AVERAGE INC SPEC ED**
<b>LAKELAND HILLS</b>								
GRADE	SECTIONS	CLASSES	AVERAGE	SPEC FTE	CLASS SIZE	EDUCATION*	TOTAL	SPEC ED**
KINDERGARTEN	5.0	110	22.00	0.186	21.21	0	110	
FIRST GRADE	4.5	108	24.00	1.303	18.61	0	108	
SECOND GRADE	5.5	119	21.64		21.64	0	119	
THIRD GRADE	5.0	123	24.60		24.60	0	123	
FOURTH GRADE	4.0	104	26.00		26.00	0	104	
FIFTH GRADE	4.0	110	27.50		27.50	0	110	
<b>TOTALS</b>	<b>28.0</b>	<b>674</b>	<b>24.07</b>	<b>1.49</b>	<b>22.86</b>	<b>0</b>	<b>674</b>	<b>21.75</b>
<b>LEA HILL</b>								
GRADE	SECTIONS	CLASSES	AVERAGE	SPEC FTE	CLASS SIZE	EDUCATION*	TOTAL	SPEC ED**
E.C.E.*	5.0		8.20			41	41	
KINDERGARTEN	4.0	84	21.00	0.796	17.51	1	85	
FIRST GRADE	3.0	58	19.33	0.796	15.28	5	63	
SECOND GRADE	3.0	61	20.33		20.33	2	63	
THIRD GRADE	3.0	64	21.33		21.33	3	67	
FOURTH GRADE	1.5	44	29.33		29.33	3	47	
FIFTH GRADE	2.5	65	26.00		26.00	2	67	
AB SPECIAL ED	1.0		16.00					
<b>TOTALS</b>	<b>17.0</b>	<b>376</b>	<b>22.12</b>	<b>1.59</b>	<b>20.22</b>	<b>57</b>	<b>433</b>	<b>16.92</b>
*Extended Day Autism								
<b>PIONEER</b>								
GRADE	SECTIONS	CLASSES	AVERAGE	SPEC FTE	CLASS SIZE	EDUCATION*	TOTAL	SPEC ED**
KINDERGARTEN	4.0	103	25.75	0.990	20.64	0	103	
FIRST GRADE	4.0	85	21.25	0.790	17.75	0	85	
SECOND GRADE	4.0	88	22.00		22.00	0	88	
THIRD GRADE	2.5	67	26.80		26.80	0	67	
FOURTH GRADE	2.5	66	26.40		26.40	0	66	
FIFTH GRADE	3.0	82	27.33		27.33	0	82	
<b>TOTALS</b>	<b>20.0</b>	<b>491</b>	<b>24.55</b>	<b>1.78</b>	<b>22.54</b>	<b>0</b>	<b>491</b>	<b>21.55</b>
<b>TERMINAL PARK</b>								
GRADE	SECTIONS	CLASSES	AVERAGE	SPEC FTE	CLASS SIZE	EDUCATION*	TOTAL	SPEC ED**
E.C.E.*	1.0		10.00			10	10	
KINDERGARTEN	3.0	66	22.00	0.800	17.37	0	66	
FIRST GRADE	3.0	69	23.00	0.800	18.16	0	69	
SECOND GRADE	2.5	59	23.60		23.60	0	59	
THIRD GRADE	2.5	58	23.20		23.20	0	58	
FOURTH GR GIFTED	1.0	24	24.00		24.00	0	24	
FOURTH GRADE	2.0	52	26.00		26.00	0	52	
FIFTH GR GIFTED	1.0	23	23.00		23.00	0	23	
FIFTH GRADE	2.0	51	25.50		25.50	0	51	
<b>TOTALS</b>	<b>17.0</b>	<b>402</b>	<b>24.24</b>	<b>1.60</b>	<b>21.61</b>	<b>10</b>	<b>412</b>	<b>21.02</b>
<b>WASHINGTON</b>								
GRADE	SECTIONS	CLASSES	AVERAGE	SPEC FTE	CLASS SIZE	EDUCATION*	TOTAL	SPEC ED**
KINDERGARTEN	4.0	75	18.75	0.990	15.03	5	80	
FIRST GRADE	4.0	94	23.50	0.790	19.62	7	101	
SECOND GRADE	3.5	74	21.14		21.14	3	77	
THIRD GRADE	2.5	62	24.80		24.80	4	66	
FOURTH GRADE	3.0	76	25.33		25.33	3	79	
FIFTH GRADE	2.0	55	27.50		27.50	1	56	
SC SPECIAL ED	2.0		11.50					
<b>TOTALS</b>	<b>19.0</b>	<b>436</b>	<b>21.16</b>	<b>1.78</b>	<b>20.98</b>	<b>23</b>	<b>459</b>	<b>19.30</b>

(Each Elementary has 1.0 FTE Resource / Gildo Rey &amp; Lakeland have 1.5 Each)

ELL June 1 2015

Row Labels	Count of Student Full Name
ALPAC ELEMENTARY SCHOOL	127
ARTHUR JACOBSEN ELEMENTARY	132
AUBURN MOUNTAINVIEW H. S.	63
AUBURN RIVERSIDE HIGH SCHOOL	69
AUBURN SENIOR HIGH SCHOOL	92
CASCADE MIDDLE SCHOOL	80
CHINOOK ELEMENTARY SCHOOL	98
DICK SCOBEE ELEMENTARY SCHOOL	135
EVERGREEN HEIGHTS ELEMENTARY	129
GILDO REY ELEMENTARY SCHOOL	244
HAZELWOOD ELEMENTARY SCHOOL	146
ILALKO ELEMENTARY SCHOOL	146
LAKE VIEW ELEMENTARY SCHOOL	38
LAKELAND HILLS ELEMENTARY	86
LEA HILL ELEMENTARY SCHOOL	66
MT BAKER MIDDLE SCHOOL	86
OLYMPIC MIDDLE SCHOOL	120
PIONEER ELEMENTARY SCHOOL	260
RAINIER MIDDLE SCHOOL	58
TERMINAL PARK ELEMENTARY	106
WASHINGTON ELEMENTARY SCHOOL	118
WEST AUBURN SENIOR HIGH SCHOOL	21
(blank)	
<b>Grand Total</b>	<b>2420</b>

FEL June 1 2015

Row Labels	Count of Student Last Name
ALPAC ELEMENTARY SCHOOL	31
ARTHUR JACOBSEN ELEMENTARY	49
AUBURN MOUNTAINVIEW H. S.	30
AUBURN RIVERSIDE HIGH SCHOOL	14
AUBURN SENIOR HIGH SCHOOL	18
CASCADE MIDDLE SCHOOL	15
CHINOOK ELEMENTARY SCHOOL	19
DICK SCOBEE ELEMENTARY SCHOOL	14
EVERGREEN HEIGHTS ELEMENTARY	25
GILDO REY ELEMENTARY SCHOOL	37
HAZELWOOD ELEMENTARY SCHOOL	22
ILALKO ELEMENTARY SCHOOL	27
LAKE VIEW ELEMENTARY SCHOOL	10
LAKELAND HILLS ELEMENTARY	22
LEA HILL ELEMENTARY SCHOOL	18
MT BAKER MIDDLE SCHOOL	35
OLYMPIC MIDDLE SCHOOL	25
PIONEER ELEMENTARY SCHOOL	14
RAINIER MIDDLE SCHOOL	27
TERMINAL PARK ELEMENTARY	10
WASHINGTON ELEMENTARY SCHOOL	18
WEST AUBURN SENIOR HIGH SCHOOL	3
(blank)	
<b>Grand Total</b>	<b>483</b>



## ALPAC ELEMENTARY

Grade	Teacher	Regular Education			Special Education			GRAND TOTAL	I	PE	ELL	
		Girl	Boy	TOTAL	Girl	Boy	TOTAL				Girl	Boy
KDGN	Brown, Sarah	13	10	23			0	23			3	2
KDGN	Escalera Jillyann	12	10	22	1	2	3	25			5	3
KDGN	Heier, Adrienne	15	9	24		1	1	25			4	2
KDGN	Scott, Sarah	12	12	24			0	24			3	1
		52	41	93	1	3	4	97	0	0	15	8
1	Johnson, Kelli	11	11	22			0	22			3	2
1	McGarvey, Tanya	13	10	23			0	23			4	3
1	Howell, Angelica	13	8	21		2	2	23			6	1
1	Linn, Angela	10	13	23			0	23			2	4
		47	42	89	0	2	2	91	0	0	15	10
2	Ekstrom, Stefanie	12	10	22	1		1	23			4	3
2	Ford, Jennifer	11	11	22	1	2	3	25			3	6
2	McKenzie, Julie	12	12	24		1	1	25			5	5
2	Wilcox, Cheryl	10	13	23		1	1	24			3	6
2	Burtis, Jami	5	4	9			0	9			1	0
							0					
		50	50	100	2	4	6	106	0	0	16	20
3	Bohman, Sandy	13	13	26		1	1	27			3	3
3	Harlor, Roxanne	12	14	26			0	26			2	3
3	Burtis, Jami	6	7	13			0	13			1	0
				0			0	0				
		31	34	65	0	1	1	66	0	0	6	6
4	Chipps-Freeman, Suzan	15	12	27	1	1	2	29		1	3	3
4	Cicero, Tanya	14	11	25		1	1	26			2	3
4	Nickel, Lisa	12	13	25	2	2	4	29		1	3	0
				0			0	0				
		41	36	77	3	4	7	84	0	2	8	6
5	Allen/Leverton	9	16	25			0	25			1	6
5	Beckett, Mary	11	14	25		2	2	27			2	4
5	Miller, Tana	10	17	27		1	1	28			1	3
				0	0	0	0	0				
							0					
		30	47	77	0	3	3	80	0	0	4	13
<b>K-5 Totals</b>		<b>251</b>	<b>250</b>	<b>501</b>	<b>6</b>	<b>17</b>	<b>23</b>	<b>524</b>	<b>0</b>	<b>0</b>	<b>64</b>	<b>63</b>
										I	PE	
ECE												
AM	Fulton				2	6	8	8		1		
AM	Leitzke, Stacy				4	6	10	10		1		
PM	Fulton				4	4	8	8		1		
PM	Leitzke, Stacy			0	4	5	9	9		1		
		0	0	0	14	21	35	35	0	4		
<b>ECEAP</b>												
AM	FULTON	4	4	8		1	1	9				
PM	FULTON	4	4	8		1	1	9				
		8	8	16	0	2	2	18				
<b>ECE-5 Total Entity 117 &amp; 640</b>		<b>259</b>	<b>258</b>	<b>517</b>	<b>20</b>	<b>40</b>	<b>60</b>	<b>577</b>			<b>64</b>	<b>63</b>

# Arthur Jacobsen Elementary

6/1/2015

## ENTER DATA INTO UNSHADED CELLS ONLY

Grade	Teacher	Regular Education			Special Education			GRAND TOTAL
		Boy	Girl	TOTAL	Boy	Girl	TOTAL	
SLC-K	Titus, Wendy			0	1	1	2	2
FDK	Falk, Emily	12	11	23			0	23
FDK	Hartmann, Laura	12	11	23	1		1	24
FDK	Young, D/Covey, E	13	12	25			0	25
		37	34	71	2	1	3	74

		ELL	
I	PE	Girl	Boy
		3	4
		1	4
		5	7
0	0	9	15

SLC-1	Titus, Wendy			0		1	1	1
1	Colburn, Deanna	10	14	24	1		1	25
1	Cox, M/Covey, E	13	15	28			0	28
1	Huiras, Teresa	12	13	25			0	25
1	Nelson, Michelle	9	16	25			0	25
		44	58	102	1	1	2	104

		4	2
3		5	5
		2	6
		5	4
3	0	16	17

SLC-2	Titus, Wendy			0	4	1	5	5
2	Haechler, Molly	11	13	24	1		1	25
2	Larson, Kate	13	10	23		3	3	26
2	Taylor, Tiffany	13	12	25		1	1	26
2	Trautwein, Debra	12	13	25		1	1	26
		49	48	97	5	1	11	108

			1
		6	2
1		4	1
1		2	1
1		2	3
3	0	14	8

SLC-3	Rice, Sara	0	0	0	3		3	3
SLC-3	Titus, Wendy	0	0	0	1	0	1	1
3	Castro, Jennifer	11	13	24	1		1	25
3	Gardner, Marianne	8	16	24	1	1	2	26
3	Harris, Martin	11	12	23	1	1	2	25
3	McGaughey, Debby	13	11	24	1		1	25
		43	52	95	8	2	10	105

		3	1
		3	4
		3	4
		2	1
0	0	11	10

SLC-4	Rice, Sara	0	0	0	2	2	4	4
SLC-4	Titus, Wendy	0	0	0	1		1	1
4	Garrison, Dave	13	13	26			0	26
4	Manchik, Christina	12	14	26		1	1	27
4	Mate, Rhonda	12	16	28			0	28
4	Swensrud, Stacy	10	16	26				26
		47	59	106	3	3	6	112

		1	
		1	3
		1	3
1		1	3
		2	2
1	0	6	11

SLC-5	Rice, Sara	0	0	0	0	5	5	5
SLC-5	Titus, Wendy	0	0	0	1	0	1	1
5	Capponi-Glidewell,D	14	15	29	4	1	5	34
5	Howell, Chris	17	12	29	2	2	4	33
5	Kemp, Brian	15	15	30	2	1	3	33
5	Home school/PT student			0		1	1	1
		46	42	88	9	10	19	107

		1	
1	1	5	1
3		3	2
3		1	3
7	1	10	6

<b>K-5 Grand Totals</b>	<b>266</b>	<b>293</b>	<b>559</b>	<b>28</b>	<b>18</b>	<b>51</b>	<b>610</b>
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<b>14</b>	<b>1</b>	<b>66</b>	<b>67</b>
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# CHINOOK ELEMENTARY

**ENTER DATA INTO UNSHADED CELLS ONLY**

6/1/2015

Grade	Teacher	Regular Education			Special Education			GRAND TOTAL	ELL				
		Girl	Boy	TOTAL	Girl	Boy			I	PE	Girl	Boy	T
ECE													
AM	Blount	4	3	7	5	6	11	18	1				
PM	Blount	4	4	8	0	6	6	14					
				15	5	12	17	32					
EDK	Bermudez	8	8	16	1	3	4	20			2	5	7
EDK	Millard	7	9	16	0	3	3	19			2	2	4
EDK	Nissen-Haney	5	10	15	0	0	0	15			3	6	9
EDK	Kinney (SLC)			0	1	7	8	8					0
		20	27	47	2	13	15	62			7	13	20
1	Hopkins	9	8	17	0	1	1	18			2	1	3
1	Roshau	8	8	16	1	1	2	18			2	5	7
1	Stickley	5	10	15	1	1	2	17			3	4	7
1	Thibodeaux	10	8	18	1	0	1	19			2	3	5
1	Kinney (SLC)				1	2	3	3	11	1			
1	Snyder (SLC)			0	1	3	4	4					0
1	Buena Vista (SpEd only)				1	1	2	2					
		32	34	66	6	9	15	81			9	13	22
2	Beaubien	11	8	19	0	1	1	20			3	1	4
2	Bunker	11	10	21	0	0	0	21			4	4	8
2	Hallowell	10	8	18	0	1	1	19			3	1	4
2	Snyder (SLC)			0	1	3	4	4				1	1
		32	26	58	1	5	6	64			10	7	17
3	Erickson	10	11	21	0	1	1	22			4	1	5
3	LaFayette	9	12	21	0	1	1	22			1	4	5
3	Wooding	10	12	22	0	0	0	22			2	3	5
3	Monroe (SLC)			0	0	1	1	1					0
3	Snyder (SLC)			0	0	4	4	4					0
		29	35	64	0	7	7	71			7	8	15
4	Fitzgerald (Leir)	11	9	20	3	2	5	25	1		2	3	5
4	Minus	10	11	21	1	4	5	26	1		1	4	5
4	Monroe (SLC)			0	2	5	7	7			2	1	3
		21	20	41	6	11	17	58			5	8	13
5	McCausland	10	12	22	2	1	3	25			3	1	4
5	Signal	13	8	21	1	3	4	25			1	5	6
5	Monroe (SLC)				2	2	4	4	12	1	1	1	0
5	Snyder (SLC)				1	0	1	1	13	2	1	0	0
		23	20	43	6	6	12	55			5	6	11
K-5 Totals		157	162	319	21	51	72	391	7		43	55	98
Jacobsen (RR)							36						
Grand Total								423					

# DICK SCOBEE ELEMENTARY

6/1/2015

Grade	Teacher	Regular Education			Special Education			GRAND TOTAL				
		Boy	Girl	TOTAL	Boy	Girl	TOTAL		I	PE	ELL Boy	ELL Girl
K-FD	Glenn	15	11	26	1	1	2	28	3		3	6
K-FD	Jensen	10	14	24	3		3	27	2		5	1
K-FD	Lindberg	14	13	27	1		1	28	3		4	3
K-FD	Robinson	15	12	27	1		1	28	3		3	8
		54	50	104	6	1	7	111	11	0	15	18
1	Dwyer	9	13	22	2		2	24			2	4
1	Lysene	8	12	20	2	1	3	23			2	2
1	Scholzen	7	13	20	2		2	22			4	3
1	Tiemann	7	13	20	4		4	24			2	4
		31	51	82	10	1	11	93	0	0	10	13
2	Brooks	12	12	24	1		1	25			4	2
2	Clerget	10	14	24	1		1	25			1	6
2	Eronemo	11	10	21	3	1	4	25			4	5
2	Jones	5	7	12	1		1	13			3	1
		26	31	81	6	1	7	88	0	0	12	14
3	Jones	4	6	10	1		1	11			0	1
3	Lavine	14	10	24	1	1	2	26			6	3
3	Mattox	11	10	21	3	1	4	25			4	0
3	Wisener	12	12	24	2		2	26			4	3
		41	38	79	7	2	9	88	0	0	14	7
4	Jenkins	12	8	20	2	1	3	23			3	1
4	Spears	12	9	21	2	1	3	24			6	4
4	Ziegler	10	12	22	2	1	3	25			3	2
4				0			0	0				
		34	29	63	6	3	9	72	0	0	12	7
5	Baehr	13	15	28	2	1	3	31	1		3	6
5	Ringler	14	15	29	2	1	3	32	2		3	1
				0			0	0				
				0			0	0				
		27	30	57	4	2	6	63	3	0	6	7
K-5 Totals		213	229	466	39	10	49	515	14	0	69	66
ECE												
Ext Day	McCormick			0	4	0	4	4				
AP	McCormick			0	2	1	3	3				
AP	Mayer			0	7	1	8	8				
PP	Mayer			0	4	4	8	8				
				0			0	0				
		0	0	0	17	6	23	23				
Peers	McCormick - AM			0	3	3	6	6				
Peers	Mayer - AM			0	4	4	8	8				
Peers	Mayer - PM			0	3	5	8	8				
		0	0	0	10	12	22	22				
K-5 Grand Total		213	229	466	56	16	72	560	14	0	69	66

**EVERGREEN HEIGHTS ELEMENTARY**  
**6/1/2015**

Grade	Teacher	Regular Education			Special Education			GRAND TOTAL			ELL	
		Girl	Boy	TOTAL	Girl	Boy	TOTAL		I	PE	Girl	Boy
Full	Musial, Diana	9	13	22	1		1	23			1	3
Full	Miller, Kyle	13	9	22	1		1	23			3	3
Full	Drake, Michelle	8	12	20		1	1	21			4	3
Full	Barrows, Rachel	11	12	23			0	23			4	6
Full	Udd, Jessica	7	6	13			0	13				
		48	52	100	2	1	3	103	0	0	12	15
1	Behrend, Deena	10	12	22		1	1	23			4	3
1	McEntyre, Michelle	12	12	24			0	24			4	4
1	Jewett, Marice	12	11	23		1	1	24			3	2
1	McGraw, Deborah	12	11	23	1	1	2	25			4	5
				0			0	0				
		46	46	92	1	3	4	96	0	0	15	14
2	Louie, Alisa	10	11	21	1	1	2	23			1	4
2	Logan, Carolyn	13	7	20		3	3	23			5	4
2	Littell/Robello	12	10	22		1	1	23			3	1
2	Stenson/Hupperten	7	5	12			0	12				
		42	33	75	1	5	6	81	0	0	9	9
3	James, Susan	8	15	23	3	1	4	27			3	3
3	Parks, Pam	14	12	26	1	1	2	28	X		3	3
3	Akins, Laura	12	11	23	3	1	4	27			3	3
3	Stenson/Hupperten	7	5	12			0	12				
				0			0	0				
		41	43	84	7	3	10	94	0	0	9	9
4	Beers, Timothy	16	11	27		1	1	28	X		3	3
4	Jones, Jana	15	13	28			0	28	X		1	
4	Carroll, Leah	15	10	25	1	1	2	27			3	4
				0			0	0				
		46	34	80	1	2	3	83	0	0	7	7
5	Cox, John	12	10	22	1	2	3	25			1	5
5	Morford, Terri	11	14	25		1	1	26				
5	Rasmussen, Karine	16	10	26	2	2	4	30			3	3
				0			0	0				
		39	34	73	3	5	8	81	0	0	4	8
<b>K-5 Totals</b>		<b>262</b>	<b>242</b>	<b>504</b>	<b>15</b>	<b>19</b>	<b>34</b>	<b>538</b>	<b>0</b>	<b>0</b>	<b>56</b>	<b>62</b>

**Gildo Rey Elementary**

**6/1/2015**

Grade	Teacher	Regular Education			Special Education			GRAND TOTAL	ELL			
		Girl	Boy	TOTAL	Girl	Boy	TOTAL		I	PE	Girl	Boy
K-FD	Aramburu, Carly	10	11	21	1		1	22				
K-FD	Rolland, Lena	10	12	22		1	1	23				
K-FD	Ullberg, Necia	13	11	24			0	24				
K-FD	Whipple, Kellie	11	11	22		2	2	24				
K-FD	Lewis, Bobbi	12	10	22			0	22				
				111			4	115	0	0		
1	Dirks, Ashley	11	9	20	0		0	20				
1	Moter, Alisha	12	4	16	0	3	3	19				
1	Kim, Dan-by	11	7	18	1	0	1	19				
1	Torres-Pintos, Dara	11	7	18		2	2	20				
1	Weygint, Keri	9	7	16	0	1	1	17				
				0			0	0				
				88			7	95	0	0		
2	Olson, Kristina	11	11	22		1	1	23				
2	Diehl, Brittany	11	10	21		1	1	22				
2	Green, Maureen	8	12	20	1	1	2	22				
2	Hull, Karen	6	4	10			0	10				
2	Ridge, Kyle	10	10	20	2	0	2	22				
				93			6	99	0	0		
3	Hull, Karen	6	9	15			0	15				
3	Linville, Dianna	8	16	24	1	1	2	26				
3	Fouquet (MacGurn), Alliso	10	15	25		1	1	26				
3	Santman/Barber	14	11	25	1	1	2	27				
				0			0	0				
				89			5	94	0	0		
4	Bunker, Kimberly	11	13	24	1	1	2	26				
4	Fitzgerald, Michael	11	11	22	1	2	3	25				
4	Myers, Marty	9	14	23	1	0	1	24				
4	Rademacher, Patrice	9	11	20	2	2	4	24				
				89			10	99	0	0		
5	Sandland, Tyler	11	18	29	1	2	3	32	2			
5	Sellers, Kaitlyn	14	16	30	1	2	3	33	3			
5				0			0	0				
				0			0	0				
		25	34	59	2	4	6	65	5	0		
K-5 Totals		25	34	529	2	4	38	567	5	0		
ECE				0			0	0				
Ext Day				0			0					
PP				0			0					
AP				0	2	7	9	9				
PP				0	2	7	9	9				
				0			0					
		0	0	0	4	14	18	18				
K-5 Grand Total		25	34	529	6	18	56	585	5	0	0	0

# HAZELWOOD ELEMENTARY

2014- 2015 June 1, 2015

**ENTER DATA INTO UNSHADED CELLS ONLY**

Grade	Teacher	Regular Education			Special Education			GRAND TOTAL			ELL	
		Girl	Boy	TOTAL	Girl	Boy	TOTAL		I	PE	Girl	Boy
EDK	Davis, Magee	10	11	21				21			2	3
EDK	Duckworth, April	8	13	21				21			2	6
EDK	Gordon, Sandra	10	12	22				22			3	3
EDK	Zabriskie, Suzanne	11	11	22		1	1	23			4	4
overload 26 - dbl 29		39	47	86	0	1	1	87			11	16

1	Boll, Konni	12	12	24				24			2	3
1	Johnson, Beth	13	11	24				24			4	4
1	Raphael, Kathy	11	11	22	1	1	2	24			4	4
1	Slater, Robin	9	13	22	1	1	2	24			5	8
overload 26 - dbl 29		45	47	92	2	2	4	96			15	19

2	Krause, Karen	12	11	23				24			2	4
2	Scofield, Carol	12	8	20		2	2	22			4	2
2	Wharton, Tricia	11	11	22		1	1	23			5	4
2	Wright, Shelley	12	11	22				23			3	3
overload 26 - dbl 29		47	41	87	0	3	3	91			14	13

3	Carter, Amber	7	5	12				12			1	0
3	Crain, Lori	11	12	23		2	2	25			2	4
3	Ferguson, Sandra	13	11	24	0	1	1	25			3	5
3	Swanson, Darlene	13	12	25	1		1	26			3	6
overload 28 - dbl 31		44	40	84	1	3	4	88			9	15

4	Anderson, Mary	10	10	20	2	2	4	24			1	3
4	Carter, Amber	8	5	13				13			0	0
4	Cavalieri, Lisa	11	10	21	1	2	3	24			1	3
4	Celver, Christina	10	11	21	2	1	3	24			1	2
4	Wickstrom, Scott	10	10	20	1	2	4	23			2	2
overload 28 - dbl 31		49	46	95	6	7	13	108			5	10

5	Donnelly, Holly	12	12	24	2	2	4	28			2	2
5	Kearney, Karen	10	11	21	4	1	5	26	X		0	5
5	Lewis, Jocelyn	12	11	23		3	4	27			2	2
5	Morris, Gary	13	13	26	2	0	2	28			2	4
overload 31 - dbl 33		47	47	94	9	6	15	109			6	13

K-5 Totals		271	269	540	18	21	39	579			60	86
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K-5 Grand Total		271	269	540	18	21	39	579			60	86
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ILALKO ELEMENTARY

6/1/2015

ENTER DATA INTO UNSHADED CELLS ONLY

Grade	Teacher	Regular Education			Special Education			GRAND TOTAL				ELL		Total
		Girl	Boy	TOTAL	Girl	Boy	TOTAL		SLC	I	PE	Girl	Boy	
K-FD	Blau	17	10	27			0	27		2		4	3	7
K-FD	Carlson	15	11	26	1		1	27			1	8	1	9
K-FD	Fields	14	12	26			0	26		1		5	2	7
K-FD	Kelly	13	11	24	1		1	25				3	5	8
		59	44	103	2	0	2	105	0	3	1	20	11	31

1	Austin	11	15	26				26		1		3	6	9
1	Embery	15	12	27				27		2		4	4	8
1	Olson	13	12	25	1		1	26		1		5	5	10
1	Surber	12	13	25	1	1	2	27		2			4	4
		51	52	103	2	1	3	106	0	6	0		19	31

2	Colburn	12	14	26				26		1		1	6	7
2	Neubauer	14	12	26			0	26		1			3	3
2	Price	13	12	25		1	1	26		1		2	2	4
2	Tiedeman	15	11	26		1	1	27		2		4	3	7
		54	49	103	0	2	2	105	0	5	0	7	14	21

3	Baruck	13	12	25		2	2	27				2	2	4
3	Callero	15	8	23		2	2	25				5	1	6
3	Myka	11	13	24	2		2	26				3	4	7
3	Nielsen	12	11	23	1	2	3	26				2	5	7
				0			0	0						0
		51	44	95	3	6	9	104	0	0	0	12	12	24

4	Bozlee	11	17	28			0	28		1			5	5
4	Egbert	12	12	24	2	1	3	27				4	2	6
4	Hyde	11	14	25	1	1	2	27				1	2	3
4	Skorniakoff	12	13	25	2		2	27				3	3	6
4	Davis-SLC			0	1		1	1				1		1
		46	56	102	6	2	8	110	0	1	0	9	12	21

5	DeFrancesco	14	13	27		2	2	29					4	4
5	Dutoit	13	12	25	2	1	3	28				1	2	3
5	Kliwer	13	13	26	1	1	2	28	1				1	1
5	Sprenger	12	15	27		1	1	28				3	2	5
5	Davis-SLC			0	3	2	5	5					1	1
		52	53	105	6	7	13	118	1	0	0	4	10	14

K-5 Totals		313	298	611	19	18	37	648	1	15	1	52	78	142
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ECE				0										
AA				0										
PA				0										
				0										
				0										
		0	0	0	0	0	0	0						

K-5 Grand Total 313 298 611 19 18 37 648

1 52 78 142

ELL teacher : Heidi Abbott



# LAKE VIEW ELEMENTARY

6/1/2015

ENTER DATA INTO UNSHADED CELLS ONLY

Grade	Teacher	Regular Education			Special Education			GRAND TOTAL			ELL	
		Girl	Boy	TOTAL	Girl	Boy	TOTAL		I	PE	Girl	Boy
K	LOCKETT	12	13	25	1	1	2	27		1	2	3
K	WHITE	14	11	25			0	25			3	3
				0			0	0				
ECE-K	MORGAN			0			0	0				
SPEDK	SHEEHAN			0	2	4	6	6				
SPEDK	LATAWIEC					2	2	2				
		26	24	50	3	7	10	60	0	1	5	6
1	GIDLEY	10	11	21		1	1	22			1	1
1	MOORE	10	10	20	1		1	21			1	1
1	FETTIG	8	10	18	1	2	3	21			2	
SPED1	SHEEHAN			0		1	1	1				
1	AIKEN****		1	1				1				
		28	32	60	2	4	6	66	0	0	4	2
2	BORTON	10	11	21	1	1	2	23			1	2
2	BERRY	9	11	20	1	2	3	23				3
2	TOMPKINS	9	10	19	1	3	4	23				3
SPED2	LATAWIEC			0	0	2	2	2				
2	AIKEN **		1	1			0	1				
		28	33	61	3	8	11	72	0	0	1	8
3	DALE	9	10	19	1	1	2	21				3
3	HAWS/LEWIS	8	9	17	2	2	4	21				1
3	MERTENS	9	10	19	1	1	2	21				2
SPED3	LATAWIEC			0		1	1	1				
3	AIKEN *			0	1		1	1				
				0			0	0				
		26	29	55	5	5	10	65	0	0	0	6
				0			0	0				
4	GRECO/GWIN	11	9	20	2	2	4	24			1	
4	MIRACLE	10	8	18	2	3	5	23	1			
SPED4	LATAWIEC			0	1	1	2	2				
4	AIKEN ***		1	1			0	1				
				0			0	0				
		21	18	39	5	6	11	50	1	0	1	0
				0			0	0				
5	CALDWELL	12	15	27	2	2	4	31	1		2	1
5	ROWE	11	13	24	4	3	7	31	4		2	
SPED5	LATAWIEC			0	1		1	1				
		23	28	51	7	5	12	63	5	0	4	1
K-5 Totals		152	164	316	25	35	60	376	6	1	15	23
ECE				0			0	0				
AP	MORGAN			0	2	5	7	7				
PP	MORGAN			0	0	8	8	8				
				0			0	0				
		0	0	0	2	13	15	15				
K-5 Grand Total		152	164	316	27	48	75	391	1			

\* homeschool student receiving 210 minutes a week in Resource room & OT.

\*\* homeschool student receiving 120 minutes a week in PE & Technology.

\*\*\* homeschool student receiving 90 minutes a week in PE.

\*\*\*\* homeschool student receiving 180 minutes a week in Resource room & OT.

**LAKELAND HILLS ELEMENTARY**  
**6/1/2015**

Grade	Teacher	Regular Education			Special Education			GRAND TOTAL	ELL			
		Girl	Boy	TOTAL	Girl	Boy	TOTAL		I	PE	Girl	Boy
	25 max then 28											
K Ext	Brown, Kelly	11	11	22			0	22			1	3
K Ext	Lynch, Sarah	11	9	20		1	1	21			2	3
K Ext	Mattison, Sarah	12	10	22			0	22			2	3
K Ext	McKeough, Kimberly	12	11	23			0	23			3	3
K Ext	Potter, Christy	11	11	22			0	22			4	1
		57	52	109	0	1	1	110	0	0	12	13
	25 max then 28											
1	Botz, Julie	11	11	22		2	2	24			2	3
1	Hartley, Heather	11	11	22	1	1	2	24			2	3
1	Schuman, Susan	5	6	11			0	11				1
1	Sergis, Melissa	10	13	23		1	1	24			1	1
1	Wynn, Kimberly/McCarthy Callie	11	14	25			0	25			2	2
		48	55	103	1	4	5	108	0	0	7	10
	25 max then 28											
2	Alexander, Nancy	11	9	20		1	1	21			2	1
2	King, Marla/Cole, Amy	10	8	18	1	1	2	20				3
2	Miller, Dianna	11	8	19	1	1	2	21			2	
2	Nelson, Michelle	12	9	21		1	1	22			1	1
2	Schuman, Susan	7	7	14			0	14				
2	Swanson, Jennifer	9	10	19	1	1	2	21			1	2
		60	51	111	3	5	8	119	0	0	6	7
	27 max											
3	Brewer, Ann	11	12	23	1	1	2	25				1
3	Gesell, Ruth	10	12	22	1	2	3	25				2
3	Keith, Alaura	14	9	23			0	23			1	
3	Stephanie Knapp/Christa Jeffreys	12	11	23		2	2	25				2
3	Marcotte, Michael	14	9	23		2	2	25			2	2
		61	53	114	2	7	9	123	0	0	3	7
	27 max											
4	Knudtsen, Stacie/Bonham, Kelsey	12	12	24	1	1	2	26				3
4	Luke, Dorothy	11	13	24	2	1	3	27				1
4	Peters, Trina	13	11	24		2	2	26			1	1
4	Richstad, Kevin	13	10	23	1	1	2	25			2	2
		49	46	95	4	5	9	104	0	0	3	7
	30 max											
5	Arnold, Mindy	13	11	24	1	3	4	28			2	
5	Libadia, Raphael	14	11	25	1	2	3	28			1	3
5	Maloney, Kelly	14	12	26		1	1	27			1	1
5	McBane, Julie	14	10	24		3	3	27			1	2
		55	44	99	2	9	11	110	0	0	5	6
<b>K-5 Grand Total</b>		<b>330</b>	<b>301</b>	<b>631</b>	<b>12</b>	<b>31</b>	<b>43</b>	<b>674</b>	<b>0</b>	<b>0</b>	<b>36</b>	<b>50</b>

**Lea Hill Elementary School**

**6/1/2015**

**ENTER DATA INTO UNSHADED CELLS ONLY**

Grade	Teacher	Regular Education			Special Education			GRAND TOTAL	R/E AB	I	PE	ELL	
		Girl	Boy	TOTAL	Girl	Boy	TOTAL					Girl	Boy
FD	ANDERSON, KELSIE	12	8	20			0	20	1			6	2
FD	CALDARULO, BRITTAN	10	11	21		0	0	21				3	1
FD	GERING, TREVOR	10	11	21		1	1	22				2	4
FD	SEARS, STACEY	10	9	19	1	1	2	21				3	3
	Aarstad, Evanne--AB			0		1	1	1					
		42	39	81	1	3	4	85		0	0	14	10
1	MANSOUR, NAJWA	5	11	16		5	5	21		1		2	3
1	PRINCE, LORI	6	10	16		1	1	17	3			2	3
1	SAY-O'DONNELL, CONNIE	8	7	15	2	3	5	20		1		1	2
				0			0	0					
1	Aarstad, Evanne--AB			0	1	4	5	5					
		19	28	47	3	13	16	63		2	0	5	8
2	RAY, ELIZABETH	10	10	20		1	1	21					1
2	SPEAR, JOANN	9	10	19		1	1	20				1	2
2	STURGIS, KIM	8	11	19		1	1	20					1
				0			0	0					
2	Aarstad, Evanne--AB			0		2	2	2					
		27	31	58	0	5	5	63		0	0	1	4
3	DANIELS, TREENA	13	8	21	1	1	2	23				3	1
3	JENKINS, SHANA	13	8	21			0	21				2	2
3	SWEENEY, DEVAN	10	10	20			0	20				1	
				0			0	0					
3	JORDAN, K--AB			0	1	2	3	3					
		36	26	62	2	3	5	67		0	0	6	3
4	BEEKSMA, STEPHANIE	7	11	18			0	18				1	1
4	GOLIFF, STEPHEN	10	14	24	1	1	2	26				3	2
				0			0	0					
4	JORDAN, K--AB			0		3	3	3					
		17	25	42	1	4	5	47		0	0	4	3
5	BEEKSMA, STEPHANIE	5	3	8			0	8					
5	FETTIG, MICHAEL	12	15	27		1	1	28	1			1	3
5	FOSS, KIMBERLEY	13	14	27		2	2	29	1				4
				0			0	0					
5	JORDAN, K--AB			0		2	2	2					
				0			0	0					
		30	32	54	0	5	5	67		0	0	1	7

K-5 Totals	171	181	344	7	33	40	392		2	0	31	35
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ECE		Girl	Boy		Girl	Boy			I	PEER MODELS			
AM	HOUGLUM, ROSEMARY			0	6	2	8	8	1			5	1
PM	HOUGLUM, ROSEMARY			0	2	7	9	9				4	4
AM	DENT, KATIE			0	2	6	8	8				3	2
PM	DENT, KATIE			0	3	4	7	7				5	2
AM	ST. MARY, SARAH			0	1	2	3	3				3	4
FD	ST. MARY, SARAH			0	1	5	6	6					
		0	0	0	15	26	41	41		0	0	20	13

Peer Models--total	33											
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K-5 Grand Total	171	181	344	22	59	81	433		2	0	31	35
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HEAD START	GIRLS	BOYS					
AM	9	10					19
PM	9	10					19
TOTAL							38

**GRAND  
TOTAL  
504**

**PIONEER ELEMENTARY**

**6/1/2015**

**ENTER DATA INTO UNSHADED CELLS ONLY**

Grade	Teacher	Regular Education			Special Education			GRAND TOTAL			ELL	
		Girl	Boy	TOTAL	Girl	Boy	TOTAL		I	PE	Girl	Boy
K	Chock, Ruby	13	10	23		2	2	25			8	9
K	Luschei, Mary	16	11	27				27	x		11	8
K	McLaughlin, Melyssa	5	18	23	1		1	24			2	13
K	Roble, Michelle	14	11	25	1	1	2	27	x		8	7
		48	50	98	2	3	5	103			29	37

1	Lee, Laurel	17	6	23				23			10	1
1	Rutledge, Jordan	8	12	20				20			3	6
1	Anderegg, Alicia	15	9	24				24			6	4
1	Hyatt, Shuree	7	9	16	1	1	2	18			3	6
		47	36	83	1	1	2	85			22	17

2	Adams, Jessica	12	10	22		1	1	23			6	6
2	Furey, Erika	10	11	21	2		2	23			5	5
2	Andres, Sarah	11	6	17	1	2	3	20			10	5
2	Kim, Jie	10	11	21		1	1	22			5	5
		43	38	81	3	4	7	88			26	21

3	O'Reiley, Melissa	12	15	27				27			8	8
3	Hill, Angela	14	11	25		1	1	26			10	5
3	Rowe, Dani	8	6	14				14			3	2
		34	32	66		1	1	67			21	15

4	Verlander, Melissa	15	8	23	2	1	3	26			12	5
4	Mattox, Linda	14	12	26	1		1	27			7	9
4	Rowe, Dani	7	5	12	1		1	13			3	1
		36	25	61	4	1	5	66			22	15

5	Mattioli, Steven	14	11	25	3		3	28			7	3
5	Massimino, Jay	13	10	23	3	1	4	27			7	4
5	Diebag, Melinda	13	11	24	1	2	3	27			8	6
		40	32	72	7	3	10	82			22	13

K-5 Totals		248	213	461	17	13	30	491			142	118
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Headstart												
PIO AA		4	13	17								
PIO PA		8	8	16								
Main AM		9	10	19								
Main PM		8	11	19								
		29	42	71								

K-5 Grand Total		277	255	532	17	13	30	562			0	142	118
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Terminal Park Elementary

6/1/2015

ENTER DATA INTO UNSHADED CELLS ONLY

		Regular Education			Special Education			GRAND			ELL			
Grade	Teacher	Girl	Boy	TOTAL	Girl	Boy	TOTAL	TOTAL	I	PE	Girl	Boy	Total	
FDK	Cramer	13	6	19	1		1	20			4		4	
FDK	Jarman	15	9	24			0	24			3	3	6	
FDK	Mischke	11	11	22	0		0	22			1	5	6	
		39	26	65	1	0	1	66			8	8	16	
1	Birk	13	9	22		0	0	22			5	4	9	
1	Parce	15	7	22		1	1	23			6	2	8	
1	Williams	16	7	23	0	1	1	24			6	3	9	
				0				0					0	
		44	23	67	0	2	2	69			17	9	26	
2	Brooks	10	11	21	2	1	3	24			1	3	4	
2	Brunelle	6	5	11			0	11					0	
2	Harlor	8	13	21		3	3	24			4	4	8	
				0			0	0					0	
		24	29	53	2	4	6	59			5	7	12	
3	Brunelle	5	7	12			0	12				2	2	
3	Clough	10	11	21	1	1	2	23			4	5	9	
3	Grant	10	10	20	1	2	3	23			2	2	4	
				0			0	0					0	
		25	28	53	2	3	5	58			6	9	15	
4	Andersen/Gifted	12	12	24			0	24					0	
4	Enz	10	13	23	0	2	2	25			4	3	7	
4	Harlor	10	13	23	1	3	4	27			3	3	6	
4														
4				0			0	0					0	
		32	38	70	1	5	6	76			7	6	13	
5	Hanson	12	9	21	1	1	2	23			2	3	5	
5	Martin	11	14	25	1	1	2	27				2	2	
5	McIntyre/Gifted	12	12	24			0	24					0	
							0	0					0	
				0			0	0					0	
		35	35	70	2	2	4	74			2	5	7	
K-5 Totals		199	179	378	8	16	24	402			45	44	89	
ECE				0							Peer Models			
PM	Vacancy			0	4	6		10			2	3	5	
				0										
				0										
				0										
		0	0	0	4	6	10	10			2	4	6	
Peer Models Total													6	
K-5 Grand Total		199	179	378	12	22	34	412			0	45	44	89

ELL Teacher Laurie Bulson

# WASHINGTON ELEMENTARY

5/1/2015

ENTER DATA INTO UNSHADED CELLS ONLY

Grade	Teacher	Regular Education			Special Education			GRAND TOTAL
		Boy	Girl	TOTAL	Boy	Girl	TOTAL	
SLC-K	Peterson, Stephanie SLC			0	3	2	5	5
FDK	Aguilar, Janie	6	12	18		1	1	19
FDK	Garcia, Dede	9	8	17		1	1	18
FDK	Lewis, Jessica	5	14	19			0	19
FDK	Melanson, Sasia	6	12	18	1		1	19
		26	46	72	4	4	8	80

ELL			
I	PE	Boy	Girl
		1	6
		2	0
		2	4
		3	6
0			

SLC-1	Peterson, Stephanie SLC				4	1	5	5
SLC-1	Locke, Sara			0	1	1	2	2
1	Calhoun, Heidi	11	11	22	1	1	2	24
1	Combs, Marie	10	13	23	1		1	24
1	Stevens, Jolie	8	15	23			0	23
1	Yi, Yumi	7	15	22	0	1	1	23
		36	54	90	7	4	11	101

			0
			1
		4	3
		5	4
		3	5
		2	7
0			

SLC-2	Peterson, Stephanie SLC			0		1	1	1
SLC-2	Locke, Sarah			0	1	1	2	2
2	Boyles, Danielle	11	9	20	1		1	21
2	DeJong, Cathy	10	11	21		1	1	22
2	Prock, Carrie	12	9	21	1		1	22
2	Seng, Kim	5	4	9				9
		38	33	71	3	3	6	77

2	X	1	
		4	4
		4	2
		5	0
		1	
2			

SLC-3	Locke, Sarah			0	4		4	4
3	Flanders, Michelle	12	11	23	1	1	2	25
3	Paulson, Susan	8	14	22	2		2	24
3	Seng, Kim	5	8	13			0	13
				0				
		25	33	58	7	1	8	66

		6	2
		4	3
		1	0
0			

SLC-4	Locke, Sarah			0		3	3	3
4	Lafayette, Leslie	11	12	23	1	2	3	26
4	Monagin, Kelli	10	11	21	2	1	3	24
4	Smith, Tori	11	15	26			0	26
		32	38	70	3	6	9	79

		2	6
		3	0
		2	0
0			

SLC-5	Locke, Sara			0		1	1	1
5	Anderson, Katie	10	15	25	3		3	28
5	Markwell, John	12	12	24	0	3	3	27
				0			0	0
		22	27	49	3	4	7	56

		2	3
		1	4
0			

K-5 Grand Totals		179	231	410	27	22	49	459
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2		58	60
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Paige Welander K-2 = .8 FTE

SLC - 23  
R.R.- 26

Total ELL 118

6/3/2015

COURSE	DESCRIPTION	LGTH	SEC	EST		NBR		----TOTALS----			--Special Ed--		
				AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL		
<b>ART610</b>	<b>ART SURVEY 6</b>	<b>SM</b>		<b>1</b>	<b>120</b>	<b>60</b>	<b>60</b>	<b>23</b>	<b>37</b>	<b>4</b>	<b>2</b>	<b>2</b>	
42	ERIC HOWE			Max:30	S2	04	30	10	20	0	0	0	
52	ERIC HOWE			Max:30	S2	05	30	13	17	4	2	2	
<b>Number of Sections: 2</b>				<b>Average Students Per Section:</b>		<b>30.00</b>							
<b>ART710</b>	<b>ART SURVEY 7</b>	<b>SM</b>		<b>1</b>	<b>120</b>	<b>49</b>	<b>49</b>	<b>17</b>	<b>32</b>	<b>1</b>	<b>0</b>	<b>1</b>	
22	ERIC HOWE			Max:30	S2	02	23	6	17	0	0	0	
62	ERIC HOWE			Max:30	S2	06	26	11	15	1	0	1	
<b>Number of Sections: 2</b>				<b>Average Students Per Section:</b>		<b>24.50</b>							
<b>ART810</b>	<b>ART SURVEY 8</b>	<b>SM</b>		<b>1</b>	<b>60</b>	<b>23</b>	<b>23</b>	<b>8</b>	<b>15</b>	<b>1</b>	<b>1</b>	<b>0</b>	
32	ERIC HOWE			Max:30	S2	03	23	8	15	1	1	0	
<b>Number of Sections: 1</b>				<b>Average Students Per Section:</b>		<b>23.00</b>							
<b>CTE101</b>	<b>STEM ROBOTICS 1</b>	<b>SM</b>		<b>1</b>	<b>120</b>	<b>48</b>	<b>48</b>	<b>15</b>	<b>33</b>	<b>4</b>	<b>2</b>	<b>2</b>	
12	MARCUS R. DEEVER			Max:30	S2	01	24	9	15	2	1	1	
22	MARCUS R. DEEVER			Max:30	S2	02	24	6	18	2	1	1	
<b>Number of Sections: 2</b>				<b>Average Students Per Section:</b>		<b>24.00</b>							
<b>CTE105</b>	<b>STEM CNSTR FND1</b>	<b>SM</b>		<b>1</b>	<b>56</b>	<b>26</b>	<b>26</b>	<b>9</b>	<b>17</b>	<b>0</b>	<b>0</b>	<b>0</b>	
42	MARCUS R. DEEVER			Max:28	S2	04	26	9	17	0	0	0	
<b>Number of Sections: 1</b>				<b>Average Students Per Section:</b>		<b>26.00</b>							
<b>CTE106</b>	<b>STEM CNSTR FND2</b>	<b>SM</b>		<b>1</b>	<b>112</b>	<b>53</b>	<b>53</b>	<b>14</b>	<b>39</b>	<b>3</b>	<b>0</b>	<b>3</b>	
52	MARCUS R. DEEVER			Max:28	S2	05	27	4	23	1	0	1	
62	MARCUS R. DEEVER			Max:28	S2	06	26	10	16	2	0	2	
<b>Number of Sections: 2</b>				<b>Average Students Per Section:</b>		<b>26.50</b>							
<b>ELL602</b>	<b>ELL LAN ART 1B</b>	<b>SM</b>		<b>1</b>	<b>30</b>	<b>6</b>	<b>6</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	
12	MARTHA C. ROBAYO WHIT			Max:30	S2	01	6	3	3	0	0	0	
<b>Number of Sections: 1</b>				<b>Average Students Per Section:</b>		<b>6.00</b>							
<b>ELL702</b>	<b>ELL LAN ART 2B</b>	<b>SM</b>		<b>1</b>	<b>90</b>	<b>14</b>	<b>14</b>	<b>7</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	
32	MARTHA C. ROBAYO WHIT			Max:30	S2	03	4	1	3	0	0	0	
42	MARTHA C. ROBAYO WHIT			Max:30	S2	04	3	1	2	0	0	0	
62	MARTHA C. ROBAYO WHIT			Max:30	S2	06	7	5	2	0	0	0	
<b>Number of Sections: 3</b>				<b>Average Students Per Section:</b>		<b>4.67</b>							
<b>GEN010</b>	<b>ELL SUPPORT</b>	<b>YR</b>		<b>1</b>	<b>100</b>	<b>57</b>	<b>57</b>	<b>23</b>	<b>34</b>	<b>17</b>	<b>7</b>	<b>10</b>	
71	MARTHA C. ROBAYO WHIT			Max:100	YR	07	57	23	34	17	7	10	
<b>Number of Sections: 1</b>				<b>Average Students Per Section:</b>		<b>57.00</b>							
<b>GEN100</b>	<b>STUDY SKILLS</b>	<b>SM</b>		<b>1</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
12	REBECCA A. RAMIREZ-DI			Max:1	S2	01	0	0	0	0	0	0	
32	REBECCA A. RAMIREZ-DI			Max:2	S2	03	0	0	0	0	0	0	
<b>Number of Sections: 2</b>				<b>Average Students Per Section:</b>		<b>0.00</b>							
<b>GEN110</b>	<b>LEADERSHIP</b>	<b>SM</b>		<b>1</b>	<b>90</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
32	ROBERT A. ROBINSON			Max:30	S2	03	0	0	0	0	0	0	
62	ROBERT A. ROBINSON			Max:30	S2	06	0	0	0	0	0	0	
<b>Number of Sections: 2</b>				<b>Average Students Per Section:</b>		<b>0.00</b>							
<b>GEN710</b>	<b>TEACHERS AIDE 7</b>	<b>SM</b>		<b>1</b>	<b>107</b>	<b>48</b>	<b>48</b>	<b>35</b>	<b>13</b>	<b>1</b>	<b>1</b>	<b>0</b>	
112	KEVIN P. OLSON			Max:1	S2	01	1	0	1	0	0	0	
132	PAULETTE T. FONDA			Max:1	S2	01	0	0	0	0	0	0	
152	DENISE M. BAXTER			Max:1	S2	01	1	1	0	0	0	0	
162	MARILYN R. MEAD			Max:3	S2	01	2	1	1	0	0	0	
17	KARLY N. JONASSON			Max:1	S2	01	1	0	1	0	0	0	
212	SANDRA L. LUETTGEN			Max:1	S2	02	1	1	0	0	0	0	
222	JENNY HOMFELDT			Max:1	S2	02	1	1	0	0	0	0	
232	LEAH C. SANDLIAN			Max:3	S2	02	3	3	0	0	0	0	
242	KEVIN P. OLSON			Max:1	S2	02	1	1	0	0	0	0	
252	CHRISTINA W. THOMSEN			Max:2	S2	02	1	1	0	0	0	0	
262	KANIK A. L. WATKINS			Max:1	S2	02	1	1	0	0	0	0	
272	MARILYN R. MEAD			Max:3	S2	02	1	0	1	0	0	0	
282	LORI J. SERAME			Max:1	S2	02	1	1	0	0	0	0	
29	JULIE K. KOVASH			Max:1	S2	02	1	1	0	0	0	0	

COURSE	DESCRIPTION	LGTH	EST SEC	NBR		----TOTALS----			--Special Ed--		
				AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL
292	TIMOTHY D. REAVIS	Max:1	S2	02		1	0	1	0	0	0
312	LORI J. SERAME	Max:1	S2	03		1	0	1	0	0	0
32	CORRIE L. AGNEW	Max:4	S2	03		0	0	0	0	0	0
342	MARILYN R. MEAD	Max:3	S2	03		3	3	0	0	0	0
35	DENISE M. BAXTER	Max:1	S2	03		1	1	0	0	0	0
36	KANIKA L. WATKINS	Max:1	S2	03		1	1	0	0	0	0
37	TIMOTHY D. REAVIS	Max:1	S2	03		1	1	0	0	0	0
38	KARLY N. JONASSON	Max:1	S2	03		1	1	0	0	0	0
39	REBECCA A. RAMIREZ-DI	Max:1	S2	02		1	1	0	1	1	0
422	KARLY N. JONASSON	Max:1	S2	04		1	1	0	0	0	0
432	LORI J. SERAME	Max:1	S2	04		1	1	0	0	0	0
442	CORRIE L. AGNEW	Max:4	S2	04		1	1	0	0	0	0
452	DANIEL A. MCNEESE	Max:2	S2	04		2	2	0	0	0	0
462	CHRISTINA W. THOMSEN	Max:1	S2	04		1	0	1	0	0	0
472	MARILYN R. MEAD	Max:2	S2	04		1	0	1	0	0	0
512	SANDRA L. LUETTGEN	Max:1	S2	05		1	0	1	0	0	0
522	TIMOTHY D. REAVIS	Max:1	S2	05		1	0	1	0	0	0
532	JENNY HOMFELDT	Max:1	S2	05		1	1	0	0	0	0
542	KEVIN P. OLSON	Max:1	S2	05		1	0	1	0	0	0
572	PAULETTE T. FONDA	Max:2	S2	05		0	0	0	0	0	0
58	KENTON C. BARKER	Max:1	S2	05		1	1	0	0	0	0
59	JUSTIN W. MENTINK	Max:1	S2	05		1	1	0	0	0	0
622	KEVIN P. OLSON	Max:1	S2	06		1	1	0	0	0	0
632	MARILYN R. MEAD	Max:4	S2	06		1	1	0	0	0	0
64	QUYNH N. TAYLOR	Max:1	S2	06		1	1	0	0	0	0
65	MARILYN R. MEAD	Max:3	S2	06		2	1	1	0	0	0
66	SANDRA L. LUETTGEN	Max:2	S2	06		2	1	1	0	0	0
67	ERIC HOWE	Max:1	S2	06		1	1	0	0	0	0
68	LORI J. SERAME	Max:1	S2	06		1	1	0	0	0	0

Number of Sections: 43

Average Students Per Section: 1.12

GEN711	OFFICE AIDE 7	SM	1	28	15		15	11	4	0	0	0
112	ISALIAH D. JOHNSON	Max:4	S2	01		3	3	0	0	0	0	0
22	ISALIAH D. JOHNSON	Max:3	S2	02		4	2	2	0	0	0	0
412	ISALIAH D. JOHNSON	Max:3	S2	04		3	2	1	0	0	0	0
512	ISALIAH D. JOHNSON	Max:4	S2	05		5	4	1	0	0	0	0

Number of Sections: 4

Average Students Per Section: 3.75

GEN810	TEACHERS AIDE 8	SM	1	183	82		82	60	22	2	2	0
122	SANDRA L. LUETTGEN	Max:1	S2	01		1	1	0	0	0	0	0
132	JUSTIN W. MENTINK	Max:2	S2	01		2	1	1	0	0	0	0
14	DANIEL A. MCNEESE	Max:3	S2	01		3	1	2	0	0	0	0
15	QUYNH N. TAYLOR	Max:2	S2	01		0	0	0	0	0	0	0
16	MATHEW R. LUDWIGSON	Max:1	S2	01		0	0	0	0	0	0	0
17	JESSE W. KINKEAD	Max:1	S2	01		1	1	0	0	0	0	0
18	MELISSA K. MESSMER	Max:1	S2	01		1	1	0	0	0	0	0
182	TIMOTHY D. REAVIS	Max:1	S2	01		1	1	0	0	0	0	0
19	QUYNH N. TAYLOR	Max:1	S2	01		1	1	0	0	0	0	0
192	KENTON C. BARKER	Max:1	S2	01		1	0	1	0	0	0	0
221	KENTON C. BARKER	Max:2	S2	02		1	1	0	0	0	0	0
222	CHRISTINA W. THOMSEN	Max:1	S2	02		1	1	0	0	0	0	0
223	MARCUS R. DEEVER	Max:4	S2	02		2	0	2	0	0	0	0
224	QUYNH N. TAYLOR	Max:2	S2	02		2	1	1	0	0	0	0
225	MATHEW R. LUDWIGSON	Max:1	S2	02		1	0	1	0	0	0	0
226	CASEY A. KILLETT	Max:2	S2	02		1	0	1	0	0	0	0
227	JESSE W. KINKEAD	Max:2	S2	02		1	0	1	0	0	0	0
228	AMY J. SLEETH	Max:2	S2	02		2	2	0	0	0	0	0
229	AARON S. LEE	Max:2	S2	02		1	1	0	0	0	0	0



COURSE	DESCRIPTION	LGTH	EST SEC	NBR		----TOTALS----			--Special Ed--		
				AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL
242	PAULETTE T. FONDA	Max:2	S2	02		1	1	0	0	0	0
311	SHAYNA E. BROWN	Max:1	S2	03		1	1	0	0	0	0
312	DENISE M. BAXTER	Max:1	S2	03		0	0	0	0	0	0
313	MARIE A. DALTON	Max:2	S2	03		0	0	0	0	0	0
314	JENNY HOMFELDT	Max:2	S2	03		0	0	0	0	0	0
315	JOEL R. MACDOUGALL	Max:2	S2	03		1	1	0	0	0	0
316	DANIEL A. MCNEESE	Max:3	S2	03		3	3	0	0	0	0
317	CASEY A. KILLETT	Max:2	S2	03		1	0	1	0	0	0
318	CHARLES R. CHEW JR	Max:1	S2	03		1	0	1	0	0	0
319	JENNY HOMFELDT	Max:1	S2	03		1	1	0	0	0	0
320	ERIC HOWE	Max:1	S2	03		1	0	1	0	0	0
322	PAULETTE T. FONDA	Max:2	S2	03		2	2	0	0	0	0
323	MARILYN R. MEAD	Max:1	S2	03		0	0	0	0	0	0
324	QUYNH N. TAYLOR	Max:2	S2	03		2	2	0	0	0	0
325	CHRISTINA W. THOMSEN	Max:1	S2	03		1	0	1	0	0	0
326	DANIEL A. MCNEESE	Max:3	S2	03		0	0	0	0	0	0
327	KENTON C. BARKER	Max:1	S2	03		1	0	1	0	0	0
328	CORRIE L. AGNEW	Max:1	S2	03		1	1	0	0	0	0
329	DENISE M. BAXTER	Max:1	S2	03		1	1	0	0	0	0
330	AARON S. LEE	Max:2	S2	03		1	1	0	0	0	0
442	MATHEW R. LUDWIGSON	Max:2	S2	04		1	0	1	0	0	0
46	ISAIAH D. JOHNSON	Max:4	S2	04		4	2	2	0	0	0
47	JUSTIN W. MENTINK	Max:2	S2	04		2	2	0	1	1	0
48	MELISSA K. MESSMER	Max:1	S2	04		1	1	0	0	0	0
49	CASEY A. KILLETT	Max:1	S2	04		1	1	0	0	0	0
509	DANIEL A. MCNEESE	Max:3	S2	05		3	2	1	0	0	0
510	JOEL R. MACDOUGALL	Max:1	S2	05		1	1	0	0	0	0
511	REBECCA A. RAMIREZ-DI	Max:2	S2	05		1	1	0	1	1	0
512	MARCUS R. DEEVER	Max:2	S2	05		2	2	0	0	0	0
513	MATHEW R. LUDWIGSON	Max:2	S2	05		2	0	2	0	0	0
514	JUSTIN W. MENTINK	Max:1	S2	05		1	1	0	0	0	0
515	CHARLES R. CHEW JR	Max:1	S2	05		1	1	0	0	0	0
516	QUYNH N. TAYLOR	Max:1	S2	05		1	1	0	0	0	0
518	ERIC HOWE	Max:1	S2	05		1	1	0	0	0	0
532	LEAH C. SANDLIAN	Max:6	S2	05		4	4	0	0	0	0
555	PAULETTE T. FONDA	Max:1	S2	05		1	1	0	0	0	0
610	CORRIE L. AGNEW	Max:1	S2	06		1	0	1	0	0	0
611	JUSTIN W. MENTINK	Max:2	S2	06		2	2	0	0	0	0
612	KEITH D. RAY	Max:4	S2	06		3	3	0	0	0	0
614	KELLI A. TAYLOR	Max:1	S2	06		0	0	0	0	0	0
621	CHRISTINA W. THOMSEN	Max:1	S2	06		1	1	0	0	0	0
622	MARCUS R. DEEVER	Max:1	S2	06		1	1	0	0	0	0
623	MARILYN R. MEAD	Max:3	S2	06		3	3	0	0	0	0
624	MELISSA L. NEWMAN	Max:1	S2	06		1	1	0	0	0	0
625	PAULETTE T. FONDA	Max:1	S2	06		1	1	0	0	0	0
Number of Sections: 64				Average Students Per Section: 1.28							
GEN811	OFFICE AIDE 8	SM	1	15	7		7	5	2	0	0
312	ISAIAH D. JOHNSON	Max:3	S2	03		3	1	2	0	0	0
612	ISAIAH D. JOHNSON	Max:4	S2	06		4	4	0	0	0	0
Number of Sections: 2				Average Students Per Section: 3.50							
HLT802	HEALTH 3	SM	1	60	59		59	33	26	1	0
11	MATHEW R. LUDWIGSON	Max:30	S2	01		30	17	13	0	0	0
21	MATHEW R. LUDWIGSON	Max:30	S2	02		29	16	13	1	0	1
Number of Sections: 2				Average Students Per Section: 29.50							
HOM610	HOME EC 6	SM	1	120	58		58	35	23	4	2
42	VALERIE E. BRYANT	Max:30	S2	04		28	20	8	1	1	0

COURSE	DESCRIPTION	LGTH	SEC	EST	NBR	NBR	----TOTALS----			--Special Ed--		
							TOT	FEM	MAL	TOT	FEM	MAL
52	VALERIE E. BRYANT			Max:30	S2	05	30	15	15	3	1	2
Number of Sections: 2				Average Students Per Section:			29.00					
HOM710	HOME EC 7	SM		1	120	47	47	19	28	4	1	3
12	VALERIE E. BRYANT			Max:30	S2	01	21	7	14	2	1	1
32	VALERIE E. BRYANT			Max:30	S2	03	26	12	14	2	0	2
Number of Sections: 2				Average Students Per Section:			23.50					
LAN112	YEARBOOK 2	SM		1	21	20	20	10	10	0	0	0
62	ALETHEA C. DOZIER			Max:21	S2	06	20	10	10	0	0	0
Number of Sections: 1				Average Students Per Section:			20.00					
LAN602	LAN ARTS 6 2	SM		1	240	179	179	78	101	25	10	15
11	JULIE K. KOVASH			Max:30	S2	01	20	11	9	4	2	2
21	JULIE K. KOVASH			Max:30	S2	02	22	9	13	2	0	2
31	JULIE K. KOVASH			Max:30	S2	03	26	12	14	5	2	3
41	JULIE K. KOVASH			Max:30	S2	04	24	12	12	4	1	3
42	SANDRA L. LUETTGEN			Max:30	S2	04	21	8	13	2	1	1
52	SANDRA L. LUETTGEN			Max:30	S2	05	24	11	13	4	3	1
61	JULIE K. KOVASH			Max:30	S2	06	23	8	15	3	0	3
62	SANDRA L. LUETTGEN			Max:30	S2	06	19	7	12	1	1	0
Number of Sections: 8				Average Students Per Section:			22.38					
LAN612	HON LA 6 2	SM		1	60	54	54	33	21	0	0	0
12	SANDRA L. LUETTGEN			Max:30	S2	01	26	15	11	0	0	0
22	SANDRA L. LUETTGEN			Max:30	S2	02	28	18	10	0	0	0
Number of Sections: 2				Average Students Per Section:			27.00					
LAN652	TITLE READ 6 2	SM		1	75	55	55	26	29	3	3	0
11	KARLY N. JONASSON			Max:15	S2	01	16	9	7	0	0	0
31	KARLY N. JONASSON			Max:15	S2	03	7	2	5	0	0	0
41	KARLY N. JONASSON			Max:15	S2	04	13	7	6	2	2	0
51	KARLY N. JONASSON			Max:15	S2	05	10	7	3	1	1	0
61	KARLY N. JONASSON			Max:15	S2	06	9	1	8	0	0	0
Number of Sections: 5				Average Students Per Section:			11.00					
LAN702	LANG ARTS 7 2	SM		1	270	194	194	86	108	14	5	9
11	KANIKA L. WATKINS			Max:30	S2	01	22	10	12	2	1	1
12	JOEL R. MACDOUGALL			Max:30	S2	01	27	13	14	3	1	2
21	KANIKA L. WATKINS			Max:30	S2	02	20	8	12	2	0	2
22	JOEL R. MACDOUGALL			Max:30	S2	02	15	6	9	0	0	0
31	KANIKA L. WATKINS			Max:30	S2	03	21	12	9	0	0	0
42	JOEL R. MACDOUGALL			Max:30	S2	04	25	12	13	4	2	2
51	KANIKA L. WATKINS			Max:30	S2	05	23	11	12	1	0	1
52	JOEL R. MACDOUGALL			Max:30	S2	05	21	5	16	0	0	0
61	KANIKA L. WATKINS			Max:30	S2	06	20	9	11	2	1	1
Number of Sections: 9				Average Students Per Section:			21.56					
LAN712	HON LA 7 2	SM		1	30	29	29	18	11	0	0	0
32	JOEL R. MACDOUGALL			Max:30	S2	03	29	18	11	0	0	0
Number of Sections: 1				Average Students Per Section:			29.00					
LAN802	LANG ARTS 8 2	SM		1	240	227	227	103	124	25	10	15
11	AMY J. SLEETH			Max:30	S2	01	26	12	14	2	1	1
12	ALETHEA C. DOZIER			Max:30	S2	01	29	12	17	4	2	2
22	ALETHEA C. DOZIER			Max:30	S2	02	25	13	12	6	2	4
31	AMY J. SLEETH			Max:30	S2	03	28	13	15	4	1	3
32	ALETHEA C. DOZIER			Max:30	S2	03	28	10	18	3	0	3
41	AMY J. SLEETH			Max:30	S2	04	32	16	16	2	2	0
51	AMY J. SLEETH			Max:30	S2	05	30	10	20	2	1	1
61	AMY J. SLEETH			Max:30	S2	06	29	17	12	2	1	1
Number of Sections: 8				Average Students Per Section:			28.38					
LAN812	HON LA 8 2	SM		1	30	22	22	13	9	0	0	0
52	ALETHEA C. DOZIER			Max:30	S2	05	22	13	9	0	0	0

		EST	NBR	NBR	---TOTALS---			--Special Ed--			
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL
Number of Sections: 1		Average Students					Per Section: 22.00				
LAN852	TITLE READ 8 2	SM	1	30	0	0	0	0	0	0	0
12	KARLY N. JONASSON		Max:30	S2	01	0	0	0	0	0	0
Number of Sections: 1		Average Students					Per Section: 0.00				
MAT081	MATH FOUND 1B	SM	1	75	68	68	32	36	4	0	4
13	PAULETTE T. FONDA		Max:15	S2	01	13	5	8	1	0	1
23	PAULETTE T. FONDA		Max:15	S2	02	13	4	9	0	0	0
33	PAULETTE T. FONDA		Max:15	S2	03	13	9	4	1	0	1
53	PAULETTE T. FONDA		Max:15	S2	05	14	5	9	2	0	2
63	PAULETTE T. FONDA		Max:15	S2	06	15	9	6	0	0	0
Number of Sections: 5		Average Students					Per Section: 13.60				
MAT102	MATH 102	SM	1	270	211	211	99	112	27	10	17
11	DENISE M. BAXTER		Max:30	S2	01	20	11	9	5	3	2
12	JENNY HOMFELDT		Max:30	S2	01	21	8	13	2	1	1
21	DENISE M. BAXTER		Max:30	S2	02	23	11	12	3	2	1
22	JENNY HOMFELDT		Max:30	S2	02	24	12	12	1	0	1
31	DENISE M. BAXTER		Max:30	S2	03	27	12	15	3	0	3
32	JENNY HOMFELDT		Max:30	S2	03	27	11	16	6	2	4
42	JENNY HOMFELDT		Max:30	S2	04	22	10	12	0	0	0
51	DENISE M. BAXTER		Max:30	S2	05	28	15	13	3	1	2
61	DENISE M. BAXTER		Max:30	S2	06	19	9	10	4	1	3
Number of Sections: 9		Average Students					Per Section: 23.44				
MAT202	MATH 202	SM	1	270	190	190	85	105	14	6	8
12	QUYNH N. TAYLOR		Max:30	S2	01	17	9	8	1	0	1
21	SHAYNA E. BROWN		Max:30	S2	02	22	8	14	2	1	1
22	QUYNH N. TAYLOR		Max:30	S2	02	18	8	10	0	0	0
31	SHAYNA E. BROWN		Max:30	S2	03	18	8	10	0	0	0
32	QUYNH N. TAYLOR		Max:30	S2	03	26	14	12	2	2	0
41	SHAYNA E. BROWN		Max:30	S2	04	29	12	17	5	1	4
51	SHAYNA E. BROWN		Max:30	S2	05	17	5	12	4	2	2
52	QUYNH N. TAYLOR		Max:30	S2	05	19	10	9	0	0	0
53	JENNY HOMFELDT		Max:30	S2	05	24	11	13	0	0	0
Number of Sections: 9		Average Students					Per Section: 21.11				
MAT302	MATH 302	SM	1	239	209	209	105	104	26	10	16
11	SANDRA L. HALFORD		Max:30	S2	01	26	9	17	8	3	5
12	CHARLES R. CHEW JR		Max:30	S2	01	25	14	11	3	0	3
21	SANDRA L. HALFORD		Max:30	S2	02	23	13	10	3	2	1
22	CHARLES R. CHEW JR		Max:30	S2	02	24	10	14	4	1	3
31	SANDRA L. HALFORD		Max:29	S2	03	24	15	9	5	3	2
32	CHARLES R. CHEW JR		Max:30	S2	03	27	11	16	2	1	1
41	SANDRA L. HALFORD		Max:30	S2	04	28	15	13	1	0	1
63	SHAYNA E. BROWN		Max:30	S2	06	32	18	14	0	0	0
Number of Sections: 8		Average Students					Per Section: 26.13				
MAT402	ALGEBRA 2	SM	1	90	78	78	35	43	0	0	0
52	CHARLES R. CHEW JR		Max:30	S2	05	27	10	17	0	0	0
62	CHARLES R. CHEW JR		Max:30	S2	06	29	13	16	0	0	0
63	QUYNH N. TAYLOR		Max:30	S2	06	22	12	10	0	0	0
Number of Sections: 3		Average Students					Per Section: 26.00				
MAT502	GEOMETRY 2	SM	1	30	23	23	9	14	0	0	0
61	SANDRA L. HALFORD		Max:30	S2	06	23	9	14	0	0	0
Number of Sections: 1		Average Students					Per Section: 23.00				
MUS610	MUSIC SURVEY 6	SM	1	58	25	25	13	12	1	1	0
62	KELLI A. TAYLOR		Max:29	S2	06	25	13	12	1	1	0
Number of Sections: 1		Average Students					Per Section: 25.00				
MUS613	CHOIR	SM	1	200	54	54	45	9	4	3	1
52	MELISSA L. NEWMAN		Max:50	S2	05	28	22	6	3	2	1

COURSE	DESCRIPTION	LGTH	SEC	EST	NBR	NBR	----TOTALS----			--Special Ed--		
							TOT	FEM	MAL	TOT	FEM	MAL
62	MELISSA L. NEWMAN			Max:50	S2	06	26	23	3	1	1	0
Number of Sections: 2				Average Students Per Section:			27.00					
MUS622	BAND 6 2	SM		1	45	31	31	14	17	2	1	1
31	KELLI A. TAYLOR			Max:45	S2	03	31	14	17	2	1	1
Number of Sections: 1				Average Students Per Section:			31.00					
MUS632	ORCHESTRA 6 2	SM		1	45	20	20	12	8	1	0	1
31	DAVID L. STAFFORD			Max:45	S2	03	20	12	8	1	0	1
Number of Sections: 1				Average Students Per Section:			20.00					
MUS722	BAND 7 2	SM		1	45	18	18	11	7	1	1	0
41	KELLI A. TAYLOR			Max:45	S2	04	18	11	7	1	1	0
Number of Sections: 1				Average Students Per Section:			18.00					
MUS822	BAND 8 2	SM		1	45	25	24	10	14	0	0	0
21	KELLI A. TAYLOR			Max:45	S2	02	24	10	14	0	0	0
Number of Sections: 1				Average Students Per Section:			24.00					
MUS832	ORCHESTRA 8 2	SM		1	45	38	38	26	12	2	2	0
22	DAVID L. STAFFORD			Max:45	S2	02	38	26	12	2	2	0
Number of Sections: 1				Average Students Per Section:			38.00					
PHY001	PHYS ED A	SM		1	60	31	31	9	22	1	0	1
42	DANIEL A. MCNEESE			Max:30	S2	04	31	9	22	1	0	1
Number of Sections: 1				Average Students Per Section:			31.00					
PHY002	PHYS ED B	SM		1	60	30	30	15	15	0	0	0
52	DANIEL A. MCNEESE			Max:30	S2	05	30	15	15	0	0	0
Number of Sections: 1				Average Students Per Section:			30.00					
PHY612	PHYS ED 6B	SM		1	140	73	73	29	44	26	9	17
11	LEAH C. SANDLIAN			Max:30	S2	01	17	4	13	1	0	1
21	LEAH C. SANDLIAN			Max:30	S2	02	19	8	11	4	1	3
31	LEAH C. SANDLIAN			Max:30	S2	03	0	0	0	0	0	0
53	LEAH C. SANDLIAN			Max:20	S2	05	19	8	11	19	8	11
61	LEAH C. SANDLIAN			Max:30	S2	06	18	9	9	2	0	2
Number of Sections: 5				Average Students Per Section:			14.60					
PHY712	PHYS ED 7B	SM		1	168	120	120	38	82	9	2	7
11	DANIEL A. MCNEESE			Max:30	S2	01	26	7	19	4	1	3
22	DANIEL A. MCNEESE			Max:36	S2	02	23	10	13	0	0	0
32	DANIEL A. MCNEESE			Max:30	S2	03	18	6	12	0	0	0
52	MATHEW R. LUDWIGSON			Max:36	S2	05	21	5	16	2	0	2
62	MATHEW R. LUDWIGSON			Max:36	S2	06	32	10	22	3	1	2
Number of Sections: 5				Average Students Per Section:			24.00					
PHY812	PHYS ED 8B	SM		1	180	152	152	57	95	9	2	7
11	KEITH D. RAY			Max:30	S2	01	21	6	15	0	0	0
31	KEITH D. RAY			Max:30	S2	03	19	8	11	1	0	1
41	KEITH D. RAY			Max:30	S2	04	26	7	19	2	0	2
42	MATHEW R. LUDWIGSON			Max:30	S2	04	28	15	13	0	0	0
51	KEITH D. RAY			Max:30	S2	05	32	11	21	5	2	3
61	KEITH D. RAY			Max:30	S2	06	26	10	16	1	0	1
Number of Sections: 6				Average Students Per Section:			25.33					
SCI151	BIOLOGY 2	SM		1	30	29	29	15	14	0	0	0
11	MELISSA K. MESSMER			Max:30	S2	01	29	15	14	0	0	0
Number of Sections: 1				Average Students Per Section:			29.00					
SCI501	ACCELR SCIENCE	SM		1	60	30	30	16	14	0	0	0
42	CASEY A. KILLETT			Max:30	S2	04	30	16	14	0	0	0
Number of Sections: 1				Average Students Per Section:			30.00					
SCI602	SCIENCE 6 2	SM		1	296	240	240	112	128	29	10	19
11	KANDI M. FIELDS			Max:30	S2	01	21	8	13	1	0	1
22	CORRIE L. AGNEW			Max:30	S2	02	21	12	9	2	2	0
31	KANDI M. FIELDS			Max:30	S2	03	29	17	12	2	2	0
32	CORRIE L. AGNEW			Max:30	S2	03	28	11	17	2	2	0

		EST	NBR	NBR	---TOTALS---			--Special Ed--					
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL		
41	KANDI M. FIELDS	Max:30	S2	04		27	17	10		1	0	1	
42	CORRIE L. AGNEW	Max:26	S2	04		22	8	14		10	3	7	
51	KANDI M. FIELDS	Max:30	S2	05		26	11	15		3	0	3	
52	CORRIE L. AGNEW	Max:30	S2	05		25	13	12		4	0	4	
61	KANDI M. FIELDS	Max:30	S2	06		21	7	14		3	0	3	
62	CORRIE L. AGNEW	Max:30	S2	06		20	8	12		1	1	0	
Number of Sections: 10		Average Students Per Section: 24.00											
SCI702	SCIENCE 7 2	SM	1	264	196		196	89	107		17	6	11
11	CASEY A. KILLETT	Max:30	S2	01		20	11	9		2	1	1	
12	JUSTIN W. MENTINK	Max:30	S2	01		26	13	13		0	0	0	
21	CASEY A. KILLETT	Max:24	S2	02		16	6	10		6	1	5	
22	JUSTIN W. MENTINK	Max:30	S2	02		19	7	12		0	0	0	
31	CASEY A. KILLETT	Max:30	S2	03		19	6	13		2	1	1	
42	JUSTIN W. MENTINK	Max:30	S2	04		28	15	13		2	1	1	
52	JUSTIN W. MENTINK	Max:30	S2	05		22	13	9		0	0	0	
61	CASEY A. KILLETT	Max:30	S2	06		21	10	11		3	1	2	
62	JUSTIN W. MENTINK	Max:30	S2	06		25	8	17		2	1	1	
Number of Sections: 9		Average Students Per Section: 21.78											
SCI802	SCIENCE 8 2	SM	1	270	221		221	101	120		26	10	16
12	JESSE W. KINKEAD	Max:30	S2	01		27	12	15		2	2	0	
21	JESSE W. KINKEAD	Max:30	S2	02		17	5	12		2	0	2	
22	MELISSA K. MESSMER	Max:30	S2	02		17	7	10		2	1	1	
31	JESSE W. KINKEAD	Max:30	S2	03		25	12	13		1	1	0	
41	JESSE W. KINKEAD	Max:30	S2	04		31	13	18		1	0	1	
42	MELISSA K. MESSMER	Max:30	S2	04		25	11	14		1	0	1	
52	MELISSA K. MESSMER	Max:30	S2	05		27	17	10		4	0	4	
61	JESSE W. KINKEAD	Max:30	S2	06		27	14	13		6	3	3	
62	MELISSA K. MESSMER	Max:30	S2	06		25	10	15		7	3	4	
Number of Sections: 9		Average Students Per Section: 24.56											
SOC250	WORLD CULTURES	SM	1	60	23		23	8	15		0	0	0
22	VALERIE E. BRYANT	Max:30	S2	02		23	8	15		0	0	0	
Number of Sections: 1		Average Students Per Section: 23.00											
SOC602	SOC STUDIES 6 2	SM	1	240	186		186	79	107		29	10	19
11	LORI J. SERAME	Max:30	S2	01		21	9	12		3	0	3	
21	LORI J. SERAME	Max:30	S2	02		26	14	12		1	1	0	
31	LORI J. SERAME	Max:30	S2	03		27	11	16		7	1	6	
41	LORI J. SERAME	Max:30	S2	04		28	11	17		7	2	5	
42	KEVIN P. OLSON	Max:30	S2	04		24	8	16		2	0	2	
52	KEVIN P. OLSON	Max:30	S2	05		25	10	15		4	2	2	
61	LORI J. SERAME	Max:30	S2	06		15	7	8		1	1	0	
62	KEVIN P. OLSON	Max:30	S2	06		20	9	11		4	3	1	
Number of Sections: 8		Average Students Per Section: 23.25											
SOC612	HON SOC STD 6 2	SM	1	60	54		54	33	21		0	0	0
12	KEVIN P. OLSON	Max:30	S2	01		28	18	10		0	0	0	
22	KEVIN P. OLSON	Max:30	S2	02		26	15	11		0	0	0	
Number of Sections: 2		Average Students Per Section: 27.00											
SOC701	WA ST HISTORY 7	SM	1	270	198		198	87	111		17	6	11
11	TIMOTHY D. REAVIS	Max:30	S2	01		27	12	15		2	1	1	
21	TIMOTHY D. REAVIS	Max:30	S2	02		13	7	6		1	0	1	
22	KENTON C. BARKER	Max:30	S2	02		16	6	10		3	1	2	
31	TIMOTHY D. REAVIS	Max:30	S2	03		26	11	15		2	0	2	
32	KENTON C. BARKER	Max:30	S2	03		25	7	18		0	0	0	
42	KENTON C. BARKER	Max:30	S2	04		30	15	15		5	2	3	
51	TIMOTHY D. REAVIS	Max:30	S2	05		19	10	9		0	0	0	
52	KENTON C. BARKER	Max:30	S2	05		15	6	9		2	1	1	
61	TIMOTHY D. REAVIS	Max:30	S2	06		27	13	14		2	1	1	

				EST	NBR	NBR	----TOTALS----			--Special Ed--		
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL	
Number of Sections: 9				Average Students Per Section: 22.00								
SOC711	HON WA ST HIST7	SM	1	30	29	29	18	11	0	0	0	
12	KENTON C. BARKER		Max:30	S2	01	29	18	11	0	0	0	
Number of Sections: 1				Average Students Per Section: 29.00								
SOC802	US HISTORY 8 2	SM	1	270	228	228	104	124	26	10	16	
12	STEVEN HOMFELDT		Max:30	S2	01	26	11	15	7	2	5	
21	DEAN Y. GODFREY		Max:30	S2	02	18	9	9	4	2	2	
22	STEVEN HOMFELDT		Max:30	S2	02	24	12	12	4	2	2	
31	DEAN Y. GODFREY		Max:30	S2	03	29	14	15	3	1	2	
32	STEVEN HOMFELDT		Max:30	S2	03	26	11	15	3	1	2	
41	DEAN Y. GODFREY		Max:30	S2	04	29	13	16	0	0	0	
51	DEAN Y. GODFREY		Max:30	S2	05	25	13	12	3	1	2	
52	STEVEN HOMFELDT		Max:30	S2	05	28	14	14	0	0	0	
61	DEAN Y. GODFREY		Max:30	S2	06	23	7	16	2	1	1	
Number of Sections: 9				Average Students Per Section: 25.33								
SOC812	HON US HIST 8 2	SM	1	30	22	22	13	9	0	0	0	
42	STEVEN HOMFELDT		Max:30	S2	04	22	13	9	0	0	0	
Number of Sections: 1				Average Students Per Section: 22.00								
SPE012	MATH SE 2	SM	1	0	0	0	0	0	0	0	0	
SPE042	LANG ARTS SE 2	SM	1	105	56	56	14	42	56	14	42	
22	NORMA F. KING		Max:15	S2	02	15	3	12	15	3	12	
32	NORMA F. KING		Max:15	S2	03	9	3	6	9	3	6	
42	NORMA F. KING		Max:30	S2	04	8	1	7	8	1	7	
52	NORMA F. KING		Max:30	S2	05	11	5	6	11	5	6	
62	NORMA F. KING		Max:15	S2	06	13	2	11	13	2	11	
Number of Sections: 5				Average Students Per Section: 11.20								
SPE102	STRUC LEARN 2	SM	1	300	122	122	55	67	122	55	67	
11	AARON S. LEE		Max:30	S2	01	12	4	8	12	4	8	
12	MARILYN R. MEAD		Max:30	S2	01	12	7	5	12	7	5	
21	AARON S. LEE		Max:30	S2	02	12	4	8	12	4	8	
22	MARILYN R. MEAD		Max:30	S2	02	12	7	5	12	7	5	
31	AARON S. LEE		Max:30	S2	03	12	4	8	12	4	8	
32	MARILYN R. MEAD		Max:30	S2	03	13	7	6	13	7	6	
41	AARON S. LEE		Max:30	S2	04	11	4	7	11	4	7	
42	MARILYN R. MEAD		Max:30	S2	04	13	7	6	13	7	6	
61	AARON S. LEE		Max:30	S2	06	12	4	8	12	4	8	
62	MARILYN R. MEAD		Max:30	S2	06	13	7	6	13	7	6	
Number of Sections: 10				Average Students Per Section: 12.20								
SPE632	MATH SE 6 2	SM	1	15	12	12	3	9	12	3	9	
11	REBECCA A. RAMIREZ-DI		Max:15	S2	01	12	3	9	12	3	9	
Number of Sections: 1				Average Students Per Section: 12.00								
SPE732	MATH SE 7 2	SM	1	45	13	13	4	9	13	4	9	
32	REBECCA A. RAMIREZ-DI		Max:15	S2	03	3	1	2	3	1	2	
52	REBECCA A. RAMIREZ-DI		Max:30	S2	05	10	3	7	10	3	7	
Number of Sections: 2				Average Students Per Section: 6.50								
SPE832	MATH SE 8 2	SM	1	45	15	15	7	8	15	7	8	
42	REBECCA A. RAMIREZ-DI		Max:15	S2	04	10	5	5	10	5	5	
52	REBECCA A. RAMIREZ-DI		Max:15	S2	05	0	0	0	0	0	0	
62	REBECCA A. RAMIREZ-DI		Max:15	S2	06	5	2	3	5	2	3	
Number of Sections: 3				Average Students Per Section: 5.00								

TITLE FOR TOTAL

TOTALS GROUP	TOTAL	FEMALE	MALE
GRAND TOTALS	4501	2086	2415
Special Ed	598	228	370

\*\*\*\*\* End of report \*\*\*\*\*

COURSE	DESCRIPTION	LGTH	SEC	EST	NBR	NBR	----TOTALS----			--Special Ed--		
							TOT	FEM	MAL	TOT	FEM	MAL
ART610	ART SURVEY 6	SM		25	180	23	23	10	13	1	0	1
	122 NICOLE L. WELLS			Max:30	S2	02	23	10	13	1	0	1
	Number of Sections: 1			Average Students Per Section: 23.00								
ART710	ART SURVEY 7	SM		10	120	47	47	25	22	1	0	1
	132 NICOLE L. WELLS			Max:30	S2	03	29	19	10	0	0	0
	152 NICOLE L. WELLS			Max:30	S2	05	18	6	12	1	0	1
	Number of Sections: 2			Average Students Per Section: 23.50								
ART810	ART SURVEY 8	SM		12	120	44	44	20	24	6	4	2
	112 NICOLE L. WELLS			Max:30	S2	01	21	10	11	2	1	1
	142 NICOLE L. WELLS			Max:30	S2	04	23	10	13	4	3	1
	Number of Sections: 2			Average Students Per Section: 22.00								
ART815	VIS COM 8	SM		12	90	46	46	18	28	3	2	1
	132 BRUCE J. JACOBS			Max:30	S2	03	27	9	18	1	1	0
	152 BRUCE J. JACOBS			Max:30	S2	05	19	9	10	2	1	1
	Number of Sections: 2			Average Students Per Section: 23.00								
BUS610	KEYBD SURVEY 6	SM		10	180	68	68	26	42	6	3	3
	142 JAMES J. KEMP			Max:30	S2	04	25	7	18	6	3	3
	152 JAMES J. KEMP			Max:30	S2	05	22	8	14	0	0	0
	162 JAMES J. KEMP			Max:30	S2	06	21	11	10	0	0	0
	Number of Sections: 3			Average Students Per Section: 22.67								
CTE101	STEM ROBOTICS 1	SM		1	120	47	47	17	30	6	2	4
	278 AARON R. COWAN			Max:30	S2	05	23	3	20	0	0	0
	428 AARON R. COWAN			Max:30	S2	04	24	14	10	6	2	4
	Number of Sections: 2			Average Students Per Section: 23.50								
CTE110	STEM FUND OF IT	SM		1	120	38	38	8	30	4	0	4
	227 JAMES J. KEMP			Max:30	S2	02	20	3	17	1	0	1
	237 JAMES J. KEMP			Max:30	S2	03	18	5	13	3	0	3
	Number of Sections: 2			Average Students Per Section: 19.00								
CTE705	STEM CNSTR FND7	SM		10	120	14	14	8	6	0	0	0
	712 BRUCE J. JACOBS			Max:30	S2	01	5	3	2	0	0	0
	742 BRUCE J. JACOBS			Max:30	S2	04	9	5	4	0	0	0
	Number of Sections: 2			Average Students Per Section: 7.00								
CTE805	STEM CNSTR FND8	SM		12	90	0	0	0	0	0	0	0
	852 BRUCE J. JACOBS			Max:30	S2	05	0	0	0	0	0	0
	Number of Sections: 1			Average Students Per Section: 0.00								
ELL102	ELL LAN ART 1B	SM		1	30	5	5	1	4	0	0	0
	112 VALLERY MCCANN			Max:30	S2	01	5	1	4	0	0	0
	Number of Sections: 1			Average Students Per Section: 5.00								
ELL202	ELL LAN ART 2B	SM		1	120	9	9	6	3	1	0	1
	112 VALLERY MCCANN			Max:30	S2	01	5	4	1	1	0	1
	122 VALLERY MCCANN			Max:30	S2	02	0	0	0	0	0	0
	132 VALLERY MCCANN			Max:30	S2	03	0	0	0	0	0	0
	162 VALLERY MCCANN			Max:30	S2	06	4	2	2	0	0	0
	Number of Sections: 4			Average Students Per Section: 2.25								
ELL302	ELL LAN ART 3B	SM		1	150	65	65	42	23	8	2	6
	122 VALLERY MCCANN			Max:30	S2	02	20	14	6	2	0	2
	132 VALLERY MCCANN			Max:30	S2	03	13	6	7	4	2	2
	152 VALLERY MCCANN			Max:30	S2	05	17	11	6	1	0	1
	162 VALLERY MCCANN			Max:30	S2	06	15	11	4	1	0	1
	302 VALLERY MCCANN			Max:30	S2	06	0	0	0	0	0	0
	Number of Sections: 5			Average Students Per Section: 13.00								
GEN010	ELL SUPPORT	YR		2	100	81	81	47	34	14	5	9
	01 VALLERY MCCANN			Max:100	YR	00	81	47	34	14	5	9
	Number of Sections: 1			Average Students Per Section: 81.00								
GEN109	LEADERSHIP 7	SM		1	120	21	21	10	11	1	0	1
	12 SUSAN R. WINTER			Max:30	S2	01	8	5	3	0	0	0



			EST	NBR	NBR	----TOTALS----			--Special Ed--				
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL		
62	SUSAN R. WINTER	Max:30	S2	06		13	5	8		1	0	1	
Number of Sections: 2			Average Students Per Section: 10.50										
GEN110	LEADERSHIP 6	SM	1	60	20		20	7	13		3	0	3
32	SHARON J. LINDGREN	Max:30	S2	03		20	7	13		3	0	3	
Number of Sections: 1			Average Students Per Section: 20.00										
GEN111	LEADERSHIP 7/8	SM	21	60	22		22	13	9		2	1	1
112	ANN B. DURHAM	Max:30	S2	06		22	13	9		2	1	1	
Number of Sections: 1			Average Students Per Section: 22.00										
GEN113	LEADERSHP 6/7/8	SM	10	60	21		21	7	14		0	0	0
162	SHARON J. LINDGREN	Max:30	S2	06		21	7	14		0	0	0	
Number of Sections: 1			Average Students Per Section: 21.00										
GEN303	@ARHS GEOMETRY	SM	1	60	1		1	1	0		0	0	0
21	<None>	Max:30	S2	01		1	1	0		0	0	0	
Number of Sections: 1			Average Students Per Section: 1.00										
GEN350	RELEASE TIME	SM	1	60	1		1	1	0		0	0	0
21	<None>	Max:30	S2	02		1	1	0		0	0	0	
Number of Sections: 1			Average Students Per Section: 1.00										
GEN710	TEACHERS AIDE 7	SM	1	615	13		13	10	3		1	0	1
161	MICALA H. ROOT	Max:30	S2	06		1	1	0		0	0	0	
222	MICALA H. ROOT	Max:25	S2	02		1	1	0		0	0	0	
223	KATHY LANTZ	Max:25	S2	03		1	1	0		0	0	0	
252	PENNI J. SWANSON	Max:25	S2	05		1	1	0		0	0	0	
266	SUSAN M. BUHR	Max:25	S2	06		1	1	0		0	0	0	
722	JACQUELIN S. UTU	Max:30	S2	01		1	1	0		0	0	0	
723	MARCIA L. DARRAH	Max:25	S2	03		1	0	1		1	0	1	
726	SHARON J. LINDGREN	Max:30	S2	06		1	1	0		0	0	0	
732	SALLY J. KOENIG	Max:25	S2	03		1	1	0		0	0	0	
733	JACQUELIN S. UTU	Max:25	S2	03		1	1	0		0	0	0	
742	BENJAMIN FIGUEROA	Max:25	S2	04		1	0	1		0	0	0	
752	SUSAN D. MILLANG	Max:25	S2	05		0	0	0		0	0	0	
762	MICALA H. ROOT	Max:25	S2	06		0	0	0		0	0	0	
764	JACQUELIN S. UTU	Max:25	S2	04		1	0	1		0	0	0	
766	JACQUELIN S. UTU	Max:25	S2	06		1	1	0		0	0	0	
Number of Sections: 15			Average Students Per Section: 0.87										
GEN810	TEACHERS AIDE 8	SM	3	2140	40		40	22	18		4	3	1
099	VICKI L. ARMSTRONG	Max:30	S2	01		1	1	0		0	0	0	
101	NICHOLAS W. JOHNSON	Max:30	S2	02		1	0	1		0	0	0	
102	ANDREA L. ACUNA	Max:30	S2	03		1	1	0		0	0	0	
109	REBECCA A. MARCOTTE	Max:30	S2	02		0	0	0		0	0	0	
111	SHARON J. LINDGREN	Max:30	S2	01		1	1	0		0	0	0	
112	ERIN B. CARNAHAN	Max:30	S2	03		0	0	0		0	0	0	
113	CHRISTINE A. THORINGT	Max:30	S2	06		1	0	1		0	0	0	
115	JEREMIAH D. CARTER	Max:30	S2	05		2	0	2		0	0	0	
116	STACEY K. ROGERS	Max:30	S2	06		1	1	0		0	0	0	
117	SUSAN D. MILLANG	Max:30	S2	06		2	1	1		0	0	0	
118	CHRISTINE A. THORINGT	Max:30	S2	02		1	1	0		0	0	0	
121	JEREMIAH D. CARTER	Max:30	S2	05		0	0	0		0	0	0	
122	ERIN B. CARNAHAN	Max:30	S2	02		1	1	0		0	0	0	
123	ANN B. DURHAM	Max:30	S2	01		1	1	0		0	0	0	
124	DEBORAH M. CALKINS	Max:30	S2	05		1	1	0		1	1	0	
125	JAMES A. CHAR	Max:30	S2	05		1	1	0		0	0	0	
126	VALLERY MCCANN	Max:30	S2	06		1	0	1		0	0	0	
127	VALLERY MCCANN	Max:30	S2	02		2	1	1		0	0	0	
129	DIXIE L. TOY	Max:30	S2	03		0	0	0		0	0	0	
130	MARGERIE A. DAVIS	Max:30	S2	02		1	0	1		0	0	0	
131	MARCIA L. DARRAH	Max:30	S2	01		1	0	1		1	0	1	

			EST	NBR	NBR	----TOTALS----			--Special Ed--				
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL		
132	MATTHEW L. KING	Max:30	S2	06		1	0	1		0	0	0	
133	LINDSEY C. KEATON	Max:1	S2	01		1	1	0		1	1	0	
135	SHARI M. NELSON	Max:30	S2	01		0	0	0		0	0	0	
152	KENNETH D. PERMAN	Max:30	S2	05		1	0	1		0	0	0	
231	SUSAN D. MILLANG	Max:30	S2	03		1	0	1		0	0	0	
240	CORRIE A. CARSTENS	Max:30	S2	06		1	1	0		0	0	0	
242	DENA L. WALKER	Max:30	S2	04		0	0	0		0	0	0	
262	DENA L. WALKER	Max:30	S2	06		2	2	0		0	0	0	
302	REBECCA A. MARCOTTE	Max:30	S2	06		1	1	0		0	0	0	
312	LINDSEY C. KEATON	Max:30	S2	01		0	0	0		0	0	0	
317	LINDSEY C. KEATON	Max:30	S2	03		1	1	0		0	0	0	
33	NICOLE L. WELLS	Max:30	S2	03		1	1	0		0	0	0	
412	ARLEEN J. BURKHALTER	Max:30	S2	01		1	1	0		0	0	0	
452	DEBORAH M. CALKINS	Max:30	S2	03		1	1	0		1	1	0	
552	DENNIS LUBASH	Max:30	S2	05		1	0	1		0	0	0	
612	JAMES A. CHAR	Max:3	S2	01		1	0	1		0	0	0	
622	ANNE S. CLARK	Max:3	S2	02		0	0	0		0	0	0	
626	ANNE S. CLARK	Max:3	S2	06		1	0	1		0	0	0	
662	JAMES J. KEMP	Max:30	S2	06		1	0	1		0	0	0	
712	MELINDA A. WHARTON	Max:30	S2	01		2	1	1		0	0	0	
802	DIXIE L. TOY	Max:30	S2	01		1	1	0		0	0	0	
862	MATTHEW L. KING	Max:30	S2	06		1	0	1		0	0	0	
Number of Sections: 43			Average Students			Per Section:			0.93				
GEN811	OFFICE AIDE 8	SM	3	385	28		28	16	12		1	0	1
21	STEVEN C. LEWIS	Max:30	S2	01		3	2	1		0	0	0	
22	STEVEN C. LEWIS	Max:30	S2	02		3	3	0		0	0	0	
23	STEVEN C. LEWIS	Max:30	S2	03		4	1	3		0	0	0	
24	STEVEN C. LEWIS	Max:30	S2	04		8	4	4		1	0	1	
25	STEVEN C. LEWIS	Max:30	S2	05		7	4	3		0	0	0	
26	STEVEN C. LEWIS	Max:30	S2	06		2	2	0		0	0	0	
332	STEVEN C. LEWIS	Max:25	S2	03		1	0	1		0	0	0	
Number of Sections: 7			Average Students			Per Section:			4.00				
HLT601	HEALTH 6	SM	1	120	29		29	17	12		2	1	1
612	CARMELLA A. DUCA	Max:30	S2	01		21	12	9		2	1	1	
632	CARMELLA A. DUCA	Max:30	S2	03		8	5	3		0	0	0	
Number of Sections: 2			Average Students			Per Section:			14.50				
HLT701	HEALTH 7	SM	10	60	12		12	5	7		0	0	0
742	CARMELLA A. DUCA	Max:30	S2	04		12	5	7		0	0	0	
Number of Sections: 1			Average Students			Per Section:			12.00				
HLT801	HEALTH 8 1	SM	11	120	36		36	14	22		0	0	0
822	CARMELLA A. DUCA	Max:30	S2	02		20	10	10		0	0	0	
862	CARMELLA A. DUCA	Max:30	S2	06		16	4	12		0	0	0	
Number of Sections: 2			Average Students			Per Section:			18.00				
HOM610	HOME EC 6	SM	10	30	22		22	4	18		0	0	0
12	ANDREA L. ACUNA	Max:15	S2	01		22	4	18		0	0	0	
Number of Sections: 1			Average Students			Per Section:			22.00				
HOM710	HOME EC 7	SM	1	30	11		11	6	5		0	0	0
112	ANDREA L. ACUNA	Max:15	S2	01		11	6	5		0	0	0	
Number of Sections: 1			Average Students			Per Section:			11.00				
HOM810	HOME EC 8	SM	1	90	46		46	22	24		3	0	3
122	ANDREA L. ACUNA	Max:15	S2	02		17	11	6		1	0	1	
132	ANDREA L. ACUNA	Max:15	S2	03		29	11	18		2	0	2	
Number of Sections: 2			Average Students			Per Section:			23.00				
IND610	TECH SURVEY 6	SM	1	60	17		17	3	14		2	0	2
62	BRUCE J. JACOBS	Max:30	S2	06		17	3	14		2	0	2	

		EST	NBR	NBR	----TOTALS----			--Special Ed--			
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL
Number of Sections: 1		Average Students					Per Section: 17.00				
LAN151	SPORTS MEDIA	SM	1	120	48	48	17	31	3	0	3
142	SALLY J. KOENIG		Max:30	S2	04	27	12	15	2	0	2
152	SALLY J. KOENIG		Max:30	S2	05	21	5	16	1	0	1
Number of Sections: 2		Average Students					Per Section: 24.00				
LAN520	MEDIA 7 8	SM	22	0	0	0	0	0	0	0	0
LAN560	DRAMA 6 7	SM	20	60	29	29	22	7	3	2	1
152	JAMES A. CHAR		Max:30	S2	05	29	22	7	3	2	1
Number of Sections: 1		Average Students					Per Section: 29.00				
LAN562	DRAMA 7 8	SM	22	60	29	29	13	16	0	0	0
162	JAMES A. CHAR		Max:30	S2	06	29	13	16	0	0	0
Number of Sections: 1		Average Students					Per Section: 29.00				
LAN602	LAN ARTS 6 2	SM	9	270	202	202	86	116	12	2	10
122	DENA L. WALKER		Max:30	S2	02	20	5	15	4	0	4
132	DENA L. WALKER		Max:30	S2	03	16	7	9	0	0	0
142	DENA L. WALKER		Max:30	S2	04	27	15	12	1	0	1
212	KATHY LANTZ		Max:30	S2	01	24	8	16	1	0	1
222	KATHY LANTZ		Max:30	S2	02	21	10	11	2	1	1
242	KATHY LANTZ		Max:30	S2	04	28	15	13	2	1	1
252	KATHY LANTZ		Max:30	S2	05	21	8	13	0	0	0
432	KEEGAN L. RYAN		Max:30	S2	03	18	8	10	0	0	0
442	KEEGAN L. RYAN		Max:30	S2	04	27	10	17	2	0	2
Number of Sections: 9		Average Students					Per Section: 22.44				
LAN612	HON LA 6 2	SM	2	90	85	85	47	38	0	0	0
162	DENA L. WALKER		Max:30	S2	06	28	15	13	0	0	0
222	CAROLYN M. HUBBELL		Max:30	S2	02	28	15	13	0	0	0
632	KATHY LANTZ		Max:30	S2	03	29	17	12	0	0	0
Number of Sections: 3		Average Students					Per Section: 28.33				
LAN652	TITLE READ 6 2	SM	2	30	6	6	2	4	1	0	1
112	KIMBERLY F. DETWILER		Max:30	S2	06	6	2	4	1	0	1
Number of Sections: 1		Average Students					Per Section: 6.00				
LAN702	LANG ARTS 7 2	SM	9	300	244	244	121	123	3	0	3
042	CORRIE A. CARSTENS		Max:30	S2	04	25	11	14	1	0	1
112	ANN B. DURHAM		Max:30	S2	01	15	5	10	0	0	0
132	ANN B. DURHAM		Max:30	S2	03	31	20	11	1	0	1
232	CAROLYN M. HUBBELL		Max:30	S2	03	25	15	10	0	0	0
242	CAROLYN M. HUBBELL		Max:30	S2	04	28	17	11	1	0	1
252	CAROLYN M. HUBBELL		Max:30	S2	05	23	8	15	0	0	0
262	CAROLYN M. HUBBELL		Max:30	S2	06	28	12	16	0	0	0
412	KEEGAN L. RYAN		Max:30	S2	01	20	11	9	0	0	0
452	KEEGAN L. RYAN		Max:30	S2	05	24	10	14	0	0	0
462	KEEGAN L. RYAN		Max:30	S2	06	25	12	13	0	0	0
Number of Sections: 10		Average Students					Per Section: 24.40				
LAN712	HON LA 7 2	SM	2	60	59	59	37	22	1	0	1
142	ANN B. DURHAM		Max:30	S2	04	30	19	11	0	0	0
152	ANN B. DURHAM		Max:30	S2	05	29	18	11	1	0	1
Number of Sections: 2		Average Students					Per Section: 29.50				
LAN751	TITLE READ 7 1	SM	1	180	7	7	3	4	2	2	0
122	KIMBERLY F. DETWILER		Max:30	S2	02	2	0	2	0	0	0
142	KIMBERLY F. DETWILER		Max:30	S2	04	5	3	2	2	2	0
Number of Sections: 2		Average Students					Per Section: 3.50				
LAN752	TITLE READ 7 2	SM	1	60	5	5	2	3	0	0	0
132	KIMBERLY F. DETWILER		Max:30	S2	03	5	2	3	0	0	0
152	KIMBERLY F. DETWILER		Max:30	S2	05	0	0	0	0	0	0
Number of Sections: 2		Average Students					Per Section: 2.50				
LAN802	LANG ARTS 8 2	SM	11	270	228	228	116	112	14	9	5

		EST	NBR	NBR	---TOTALS---				--Special Ed--				
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL		
232	PETER D. WARRING	Max:30	S2	03		26	13	13		1	0	1	
242	PETER D. WARRING	Max:30	S2	04		27	13	14		0	0	0	
252	PETER D. WARRING	Max:30	S2	05		23	13	10		5	2	3	
262	PETER D. WARRING	Max:30	S2	06		27	12	15		1	1	0	
312	LINDSEY C. KEATON	Max:30	S2	01		28	17	11		3	3	0	
322	LINDSEY C. KEATON	Max:30	S2	02		24	11	13		0	0	0	
332	LINDSEY C. KEATON	Max:30	S2	03		25	14	11		2	1	1	
342	LINDSEY C. KEATON	Max:30	S2	04		27	12	15		1	1	0	
352	LINDSEY C. KEATON	Max:30	S2	05		21	11	10		1	1	0	
Number of Sections: 9		Average Students Per Section: 25.33											
LAN812	HON LA 8 2	SM	3	60	57		57	33	24		0	0	0
152	CORRIE A. CARSTENS	Max:30	S2	05		28	16	12		0	0	0	
162	CORRIE A. CARSTENS	Max:30	S2	06		29	17	12		0	0	0	
Number of Sections: 2		Average Students Per Section: 28.50											
LAN817	JOURNALISM 8 2	SM	1	30	29		29	18	11		0	0	0
812	PETER D. WARRING	Max:30	S2	01		29	18	11		0	0	0	
Number of Sections: 1		Average Students Per Section: 29.00											
MAT071	TITLE MATH 1B	SM	1	15	7		7	5	2		0	0	0
132	KIMBERLY F. DETWILER	Max:15	S2	03		7	5	2		0	0	0	
Number of Sections: 1		Average Students Per Section: 7.00											
MAT073	TITLE MATH 2B	SM	1	45	26		26	17	9		1	0	1
122	KIMBERLY F. DETWILER	Max:15	S2	02		12	8	4		0	0	0	
152	KIMBERLY F. DETWILER	Max:30	S2	05		14	9	5		1	0	1	
Number of Sections: 2		Average Students Per Section: 13.00											
MAT075	TITLE MATH 3B	SM	1	105	20		20	10	10		2	1	1
142	KIMBERLY F. DETWILER	Max:15	S2	04		13	7	6		1	1	0	
162	KIMBERLY F. DETWILER	Max:30	S2	06		7	3	4		1	0	1	
Number of Sections: 2		Average Students Per Section: 10.00											
MAT102	MATH 102	SM	9	280	241		241	115	126		8	1	7
112	DENNIS LUBASH	Max:28	S2	01		25	10	15		1	0	1	
122	DENNIS LUBASH	Max:28	S2	02		24	14	10		0	0	0	
142	DENNIS LUBASH	Max:28	S2	04		25	16	9		0	0	0	
152	DENNIS LUBASH	Max:28	S2	05		25	10	15		2	0	2	
162	DENNIS LUBASH	Max:28	S2	06		22	11	11		1	1	0	
212	DIXIE L. TOY	Max:28	S2	01		23	11	12		0	0	0	
232	DIXIE L. TOY	Max:28	S2	03		25	7	18		2	0	2	
242	DIXIE L. TOY	Max:28	S2	04		26	14	12		0	0	0	
252	DIXIE L. TOY	Max:28	S2	05		22	12	10		1	0	1	
262	DIXIE L. TOY	Max:28	S2	06		24	10	14		1	0	1	
Number of Sections: 10		Average Students Per Section: 24.10											
MAT202	MATH 202	SM	10	308	300		300	148	152		4	0	4
112	REBECCA A. MARCOTTE	Max:28	S2	01		24	16	8		1	0	1	
212	JENNIFER K. KEMP	Max:28	S2	01		26	14	12		0	0	0	
222	JENNIFER K. KEMP	Max:28	S2	02		28	16	12		0	0	0	
242	JENNIFER K. KEMP	Max:28	S2	04		29	14	15		0	0	0	
252	JENNIFER K. KEMP	Max:28	S2	05		26	14	12		0	0	0	
312	SUSAN D. MILLANG	Max:28	S2	01		26	12	14		0	0	0	
332	SUSAN D. MILLANG	Max:28	S2	03		29	13	16		0	0	0	
342	SUSAN D. MILLANG	Max:28	S2	04		30	16	14		0	0	0	
352	SUSAN D. MILLANG	Max:28	S2	05		30	15	15		0	0	0	
362	SUSAN D. MILLANG	Max:28	S2	06		29	11	18		3	0	3	
662	JENNIFER K. KEMP	Max:28	S2	06		23	7	16		0	0	0	
Number of Sections: 11		Average Students Per Section: 27.27											
MAT302	MATH 302	SM	12	224	175		175	88	87		5	2	3
142	JEREMIAH D. CARTER	Max:28	S2	04		25	14	11		0	0	0	
152	JEREMIAH D. CARTER	Max:28	S2	05		22	8	14		0	0	0	

			EST	NBR	NBR	----TOTALS----			--Special Ed--				
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL		
162	JEREMIAH D. CARTER	Max:28	S2	06		19	12	7		2	1	1	
322	REBECCA A. MARCOTTE	Max:28	S2	02		20	9	11		1	0	1	
342	REBECCA A. MARCOTTE	Max:28	S2	04		27	13	14		0	0	0	
352	REBECCA A. MARCOTTE	Max:28	S2	05		22	6	16		0	0	0	
362	REBECCA A. MARCOTTE	Max:28	S2	06		21	13	8		2	1	1	
462	DAVID W. KNIGHTON	Max:28	S2	06		19	13	6		0	0	0	
Number of Sections: 8		Average Students Per Section: 21.88											
MAT402	ALGEBRA 2	SM	3	120	112		112	66	46		1	0	1
742	DAVID W. KNIGHTON	Max:30	S2	04		27	17	10		1	0	1	
812	DAVID W. KNIGHTON	Max:30	S2	01		25	15	10		0	0	0	
822	DAVID W. KNIGHTON	Max:30	S2	02		32	14	18		0	0	0	
852	DAVID W. KNIGHTON	Max:30	S2	05		28	20	8		0	0	0	
Number of Sections: 4		Average Students Per Section: 28.00											
MAT502	GEOMETRY 2	SM	1	60	32		32	13	19		0	0	0
112	JEREMIAH D. CARTER	Max:30	S2	01		18	9	9		0	0	0	
122	JEREMIAH D. CARTER	Max:30	S2	02		14	4	10		0	0	0	
Number of Sections: 2		Average Students Per Section: 16.00											
MAT602	ADV ALG/TRIG 2	SM	1	30	6		6	2	4		0	0	0
112	JEREMIAH D. CARTER	Max:30	S2	01		6	2	4		0	0	0	
Number of Sections: 1		Average Students Per Section: 6.00											
MUS610	MUSIC SURVEY 6	SM	10	60	20		20	8	12		3	0	3
142	R K. PAUSTIAN	Max:30	S2	04		20	8	12		3	0	3	
Number of Sections: 1		Average Students Per Section: 20.00											
MUS612	CHOIR 6 2	SM	1	50	51		51	35	16		0	0	0
12	JAMES A. CHAR	Max:50	S2	01		51	35	16		0	0	0	
Number of Sections: 1		Average Students Per Section: 51.00											
MUS622	BAND 6 2	SM	1	50	38		38	11	27		1	0	1
22	R K. PAUSTIAN	Max:50	S2	02		38	11	27		1	0	1	
Number of Sections: 1		Average Students Per Section: 38.00											
MUS632	ORCHESTRA 6 2	SM	2	50	41		41	25	16		2	1	1
32	MELINDA A. WHARTON	Max:50	S2	03		41	25	16		2	1	1	
Number of Sections: 1		Average Students Per Section: 41.00											
MUS712	CHOIR 7 2	SM	2	50	53		53	39	14		0	0	0
22	JAMES A. CHAR	Max:50	S2	02		53	39	14		0	0	0	
Number of Sections: 1		Average Students Per Section: 53.00											
MUS722	BAND 7 2	SM	1	50	35		35	16	19		0	0	0
32	R K. PAUSTIAN	Max:50	S2	03		35	16	19		0	0	0	
Number of Sections: 1		Average Students Per Section: 35.00											
MUS732	ORCHESTRA 7 2	SM	1	100	59		59	40	19		0	0	0
22	MELINDA A. WHARTON	Max:50	S2	02		28	16	12		0	0	0	
62	MELINDA A. WHARTON	Max:50	S2	06		31	24	7		0	0	0	
Number of Sections: 2		Average Students Per Section: 29.50											
MUS812	CHOIR 8 2	SM	2	50	48		48	37	11		3	2	1
32	JAMES A. CHAR	Max:50	S2	03		48	37	11		3	2	1	
Number of Sections: 1		Average Students Per Section: 48.00											
MUS822	BAND 8 2	SM	1	50	37		37	11	26		0	0	0
62	R K. PAUSTIAN	Max:50	S2	06		37	11	26		0	0	0	
Number of Sections: 1		Average Students Per Section: 37.00											
MUS832	ORCHESTRA 8 2	SM	2	50	35		35	24	11		2	1	1
42	MELINDA A. WHARTON	Max:50	S2	04		35	24	11		2	1	1	
Number of Sections: 1		Average Students Per Section: 35.00											
PHY611	PHYS ED 6A	SM	9	360	128		128	64	64		8	2	6
122	ARLEEN J. BURKHALTER	Max:36	S2	02		15	8	7		1	0	1	
152	ARLEEN J. BURKHALTER	Max:36	S2	05		25	14	11		0	0	0	
212	MATTHEW L. KING	Max:36	S2	01		35	19	16		6	2	4	
332	KENNETH D. PERMAN	Max:36	S2	03		23	12	11		0	0	0	

			EST	NBR	NBR	---TOTALS---			--Special Ed--		
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL
362	KENNETH D. PERMAN	Max:36	S2	06		30	11	19	1	0	1
Number of Sections: 5		Average Students Per Section: 25.60									
PHY711	PHYS ED 7A	SM	9	360	153	153	78	75	4	1	3
132	ARLEEN J. BURKHALTER	Max:36	S2	03		35	19	16	4	1	3
222	MATTHEW L. KING	Max:36	S2	02		28	9	19	0	0	0
252	MATTHEW L. KING	Max:36	S2	05		31	21	10	0	0	0
262	MATTHEW L. KING	Max:36	S2	06		38	25	13	0	0	0
312	KENNETH D. PERMAN	Max:36	S2	01		21	4	17	0	0	0
Number of Sections: 5		Average Students Per Section: 30.60									
PHY811	PHYS ED 8A	SM	11	360	121	121	54	67	7	2	5
112	ARLEEN J. BURKHALTER	Max:36	S2	01		31	16	15	2	1	1
162	ARLEEN J. BURKHALTER	Max:36	S2	06		25	12	13	2	1	1
232	MATTHEW L. KING	Max:36	S2	03		22	6	16	0	0	0
322	KENNETH D. PERMAN	Max:36	S2	02		20	9	11	1	0	1
352	KENNETH D. PERMAN	Max:36	S2	05		23	11	12	2	0	2
Number of Sections: 5		Average Students Per Section: 24.20									
SCI151	BIOLOGY 2	SM	1	30	32	32	22	10	0	0	0
51	STACEY K. ROGERS	Max:30	S2	02		32	22	10	0	0	0
Number of Sections: 1		Average Students Per Section: 32.00									
SCI210	FORENSICS	SM	1	120	29	29	8	21	2	0	2
622	NICHOLAS W. JOHNSON	Max:30	S2	02		6	0	6	0	0	0
722	NICHOLAS W. JOHNSON	Max:30	S2	02		23	8	15	2	0	2
Number of Sections: 2		Average Students Per Section: 14.50									
SCI602	SCIENCE 6 2	SM	10	330	303	303	140	163	27	8	19
112	SUSAN M. BUHR	Max:30	S2	01		30	9	21	5	1	4
122	SUSAN M. BUHR	Max:30	S2	02		26	12	14	1	0	1
132	SUSAN M. BUHR	Max:30	S2	03		26	13	13	3	1	2
152	SUSAN M. BUHR	Max:30	S2	05		30	13	17	2	0	2
162	SUSAN M. BUHR	Max:30	S2	06		24	15	9	2	1	1
212	MICALA H. ROOT	Max:30	S2	01		29	15	14	6	3	3
222	MICALA H. ROOT	Max:30	S2	02		22	12	10	1	0	1
242	MICALA H. ROOT	Max:30	S2	04		32	12	20	3	1	2
252	MICALA H. ROOT	Max:30	S2	05		30	13	17	0	0	0
262	MICALA H. ROOT	Max:30	S2	06		26	16	10	0	0	0
312	SHARI M. NELSON	Max:30	S2	01		28	10	18	4	1	3
Number of Sections: 11		Average Students Per Section: 27.55									
SCI702	SCIENCE 7 2	SM	10	330	316	316	160	156	16	2	14
112	STACEY K. ROGERS	Max:30	S2	01		27	14	13	2	0	2
132	STACEY K. ROGERS	Max:30	S2	03		31	15	16	2	0	2
142	STACEY K. ROGERS	Max:30	S2	04		29	16	13	2	0	2
152	STACEY K. ROGERS	Max:30	S2	05		30	17	13	0	0	0
212	MARGERLY A. DAVIS	Max:30	S2	01		25	13	12	1	0	1
222	MARGERLY A. DAVIS	Max:30	S2	02		28	12	16	3	0	3
262	MARGERLY A. DAVIS	Max:30	S2	06		27	11	16	0	0	0
322	JODI L. MCGRAW	Max:30	S2	02		28	12	16	1	0	1
332	JODI L. MCGRAW	Max:30	S2	03		31	17	14	1	1	0
342	JODI L. MCGRAW	Max:30	S2	04		29	15	14	4	1	3
362	JODI L. MCGRAW	Max:30	S2	06		31	18	13	0	0	0
Number of Sections: 11		Average Students Per Section: 28.73									
SCI802	SCIENCE 8 2	SM	12	270	263	263	130	133	24	12	12
112	AARON R. COWAN	Max:30	S2	01		30	14	16	2	0	2
122	AARON R. COWAN	Max:30	S2	02		29	13	16	3	1	2
132	AARON R. COWAN	Max:30	S2	03		31	16	15	4	3	1
212	NICHOLAS W. JOHNSON	Max:30	S2	01		29	13	16	0	0	0
232	NICHOLAS W. JOHNSON	Max:30	S2	03		29	15	14	2	2	0
242	NICHOLAS W. JOHNSON	Max:30	S2	04		31	16	15	3	2	1

COURSE	DESCRIPTION	LGTH	EST SEC	NBR		----TOTALS----			--Special Ed--		
				AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL
252	NICHOLAS W. JOHNSON		Max:30	S2	05	29	14	15	2	2	0
342	MARGER Y A. DAVIS		Max:30	S2	04	27	11	16	5	0	5
352	MARGER Y A. DAVIS		Max:30	S2	05	28	18	10	3	2	1
<b>Number of Sections: 9</b>		<b>Average Students Per Section: 29.22</b>									
SOC602	SOC STUDIES 6 2 SM		8	270	215	215	92	123	25	7	18
122	JASON W. BROWN		Max:30	S2	02	30	13	17	1	1	0
132	JASON W. BROWN		Max:30	S2	03	24	8	16	0	0	0
142	JASON W. BROWN		Max:30	S2	04	31	14	17	7	3	4
152	JASON W. BROWN		Max:30	S2	05	30	13	17	4	0	4
162	JASON W. BROWN		Max:30	S2	06	28	14	14	5	2	3
232	SUSAN R. WINTER		Max:30	S2	03	23	10	13	2	1	1
332	MICHAEL E. DECKER		Max:30	S2	03	23	9	14	2	0	2
362	MICHAEL E. DECKER		Max:30	S2	06	26	11	15	4	0	4
<b>Number of Sections: 8</b>		<b>Average Students Per Section: 26.88</b>									
SOC612	HON SOC STD 6 2 SM		2	90	85	85	47	38	0	0	0
542	MICHAEL E. DECKER		Max:30	S2	04	31	16	15	0	0	0
622	SUSAN R. WINTER		Max:30	S2	02	23	16	7	0	0	0
652	SUSAN R. WINTER		Max:30	S2	05	31	15	16	0	0	0
<b>Number of Sections: 3</b>		<b>Average Students Per Section: 28.33</b>									
SOC701	WA ST HISTORY 7 SM		8	270	256	256	122	134	14	1	13
112	SHARON J. LINDGREN		Max:30	S2	01	29	15	14	0	0	0
142	SHARON J. LINDGREN		Max:30	S2	04	31	12	19	5	0	5
152	SHARON J. LINDGREN		Max:30	S2	05	22	15	7	0	0	0
212	PENNI J. SWANSON		Max:30	S2	01	27	14	13	0	0	0
222	PENNI J. SWANSON		Max:30	S2	02	29	13	16	4	0	4
242	PENNI J. SWANSON		Max:30	S2	04	31	10	21	2	1	1
252	PENNI J. SWANSON		Max:30	S2	05	30	17	13	0	0	0
262	PENNI J. SWANSON		Max:30	S2	06	29	15	14	1	0	1
432	SALLY J. KOENIG		Max:30	S2	03	28	11	17	2	0	2
<b>Number of Sections: 9</b>		<b>Average Students Per Section: 28.44</b>									
SOC711	HON WA ST HIST7 SM		2	60	59	59	37	22	1	0	1
311	SALLY J. KOENIG		Max:30	S2	01	31	18	13	0	0	0
321	SALLY J. KOENIG		Max:30	S2	02	28	19	9	1	0	1
<b>Number of Sections: 2</b>		<b>Average Students Per Section: 29.50</b>									
SOC802	US HISTORY 8 2 SM		11	300	236	236	118	118	24	12	12
111	ERIN B. CARNAHAN		Max:30	S2	01	23	13	10	1	1	0
122	ERIN B. CARNAHAN		Max:30	S2	02	21	12	9	3	2	1
152	ERIN B. CARNAHAN		Max:30	S2	05	27	14	13	6	2	4
162	ERIN B. CARNAHAN		Max:30	S2	06	27	15	12	4	2	2
212	CHRISTINE A. THORINGT		Max:30	S2	01	22	11	11	1	0	1
222	CHRISTINE A. THORINGT		Max:30	S2	02	21	9	12	0	0	0
232	CHRISTINE A. THORINGT		Max:30	S2	03	26	9	17	2	1	1
262	CHRISTINE A. THORINGT		Max:30	S2	06	26	15	11	5	3	2
312	MICHAEL E. DECKER		Max:30	S2	01	24	11	13	1	1	0
322	MICHAEL E. DECKER		Max:30	S2	02	19	9	10	1	0	1
<b>Number of Sections: 10</b>		<b>Average Students Per Section: 23.60</b>									
SOC812	HON US HIST 8 2 SM		2	60	59	59	34	25	0	0	0
132	ERIN B. CARNAHAN		Max:30	S2	03	27	19	8	0	0	0
262	CHRISTINE A. THORINGT		Max:30	S2	04	32	15	17	0	0	0
<b>Number of Sections: 2</b>		<b>Average Students Per Section: 29.50</b>									
SPE208	LAN ART SE 78 2 SM		1	120	10	10	0	10	10	0	10
32	MARCIA L. DARRAH		Max:30	S2	03	0	0	0	0	0	0
52	MARCIA L. DARRAH		Max:30	S2	05	10	0	10	10	0	10
<b>Number of Sections: 2</b>		<b>Average Students Per Section: 5.00</b>									
SPE212	READING SE 78 2 SM		2	14	12	12	2	10	12	2	10
212	DEBORAH M. CALKINS		Max:14	S2	01	12	2	10	12	2	10

COURSE	DESCRIPTION	LGTH	SEC	EST	NBR	NBR	----TOTALS----			--Special Ed--		
							TOT	FEM	MAL	TOT	FEM	MAL
Number of Sections: 1				Average Students Per Section: 12.00								
SPE232	MATH SE 6 7 2	SM	1	60	19	19	8	11	18	7	11	
32	MARCIA L. DARRAH	Max:30	S2	03		9	3	6	9	3	6	
62	MARCIA L. DARRAH	Max:30	S2	06		10	5	5	9	4	5	
Number of Sections: 2				Average Students Per Section: 9.50								
SPE234	MATH SE 7 8 2	SM	1	14	12	12	3	9	12	3	9	
222	DEBORAH M. CALKINS	Max:14	S2	06		12	3	9	12	3	9	
Number of Sections: 1				Average Students Per Section: 12.00								
SPE602	LAN ARTS SE 2	SM	1	14	16	16	8	8	16	8	8	
122	MARCIA L. DARRAH	Max:14	S2	02		16	8	8	16	8	8	
Number of Sections: 1				Average Students Per Section: 16.00								
SPE612	READING SE 6 2	SM	1	30	18	18	9	9	18	9	9	
11	DEBORAH M. CALKINS	Max:30	S2	05		18	9	9	18	9	9	
Number of Sections: 1				Average Students Per Section: 18.00								
SPE802	LAN ARTS SE 8 2	SM	1	14	11	11	4	7	11	4	7	
112	MARCIA L. DARRAH	Max:14	S2	01		11	4	7	11	4	7	
Number of Sections: 1				Average Students Per Section: 11.00								
SPE811	READING SE 8 1	SM	1	90	0	0	0	0	0	0	0	
222	DEBORAH M. CALKINS	Max:30	S2	06		0	0	0	0	0	0	
Number of Sections: 1				Average Students Per Section: 0.00								
SPE812	READING SE 8 2	SM	1	30	8	8	1	7	8	1	7	
232	DEBORAH M. CALKINS	Max:30	S2	03		8	1	7	8	1	7	
Number of Sections: 1				Average Students Per Section: 8.00								
SPE831	MATH SE 8 1	SM	1	90	0	0	0	0	0	0	0	
222	DEBORAH M. CALKINS	Max:30	S2	06		0	0	0	0	0	0	
Number of Sections: 1				Average Students Per Section: 0.00								
SPE832	MATH SE 8 2	SM	1	60	19	19	10	9	19	10	9	
21	DEBORAH M. CALKINS	Max:30	S2	02		15	9	6	15	9	6	
222	DEBORAH M. CALKINS	Max:30	S2	06		4	1	3	4	1	3	
Number of Sections: 2				Average Students Per Section: 9.50								



TITLE FOR TOTAL

TOTALS GROUP	TOTAL	FEMALE	MALE
GRAND TOTALS	5571	2764	2807
Special Ed	416	137	279

\*\*\*\*\* End of report \*\*\*\*\*

COURSE	DESCRIPTION	LGTH	SEC	EST	NBR	NBR	----TOTALS----			--Special Ed--		
							TOT	FEM	MAL	TOT	FEM	MAL
<b>CTE101</b>	<b>STEM ROBOTICS 1 SM</b>			<b>1</b>	<b>300</b>	<b>113</b>	<b>110</b>	<b>55</b>	<b>55</b>	<b>6</b>	<b>2</b>	<b>4</b>
12	RICHARD E. TAYLOR			Max:30	S2	01	17	10	7	2	0	2
32	RICHARD E. TAYLOR			Max:30	S2	03	30	16	14	1	1	0
42	RICHARD E. TAYLOR			Max:30	S2	04	22	13	9	0	0	0
52	RICHARD E. TAYLOR			Max:30	S2	05	29	12	17	2	1	1
62	RICHARD E. TAYLOR			Max:30	S2	06	12	4	8	1	0	1
<b>Number of Sections: 5</b>		<b>Average Students Per Section: 22.00</b>										
<b>CTE110</b>	<b>STEM FUND OF IT SM</b>			<b>1</b>	<b>300</b>	<b>132</b>	<b>130</b>	<b>49</b>	<b>81</b>	<b>8</b>	<b>2</b>	<b>6</b>
12	KIMBERLY A. STROBEL			Max:30	S2	01	19	9	10	1	0	1
32	KIMBERLY A. STROBEL			Max:30	S2	03	29	7	22	0	0	0
42	KIMBERLY A. STROBEL			Max:30	S2	04	28	9	19	1	0	1
52	KIMBERLY A. STROBEL			Max:30	S2	05	29	14	15	2	1	1
62	KIMBERLY A. STROBEL			Max:30	S2	06	25	10	15	4	1	3
<b>Number of Sections: 5</b>		<b>Average Students Per Section: 26.00</b>										
<b>ELL102</b>	<b>ELL LAN ART 1B SM</b>			<b>1</b>	<b>30</b>	<b>11</b>	<b>11</b>	<b>6</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>
11	NATALYA A. SHEMCHUK			Max:30	S2	01	11	6	5	0	0	0
<b>Number of Sections: 1</b>		<b>Average Students Per Section: 11.00</b>										
<b>ELL202</b>	<b>ELL LAN ART 2B SM</b>			<b>1</b>	<b>30</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>
11	NATALYA A. SHEMCHUK			Max:30	S2	01	5	3	2	0	0	0
<b>Number of Sections: 1</b>		<b>Average Students Per Section: 5.00</b>										
<b>ELL302</b>	<b>ELL LAN ART 3B SM</b>			<b>1</b>	<b>60</b>	<b>26</b>	<b>25</b>	<b>10</b>	<b>15</b>	<b>1</b>	<b>1</b>	<b>0</b>
31	NATALYA A. SHEMCHUK			Max:30	S2	03	13	6	7	1	1	0
61	NATALYA A. SHEMCHUK			Max:30	S2	06	12	4	8	0	0	0
<b>Number of Sections: 2</b>		<b>Average Students Per Section: 12.50</b>										
<b>FOR102</b>	<b>SPANISH 2 SM</b>			<b>1</b>	<b>150</b>	<b>104</b>	<b>104</b>	<b>46</b>	<b>58</b>	<b>5</b>	<b>2</b>	<b>3</b>
11	MOSS L. WHITE			Max:30	S2	01	23	9	14	1	0	1
21	MOSS L. WHITE			Max:30	S2	02	18	5	13	0	0	0
31	MOSS L. WHITE			Max:30	S2	03	20	10	10	3	1	2
41	MOSS L. WHITE			Max:30	S2	04	21	7	14	1	1	0
61	MOSS L. WHITE			Max:30	S2	06	22	15	7	0	0	0
<b>Number of Sections: 5</b>		<b>Average Students Per Section: 20.80</b>										
<b>GEN010</b>	<b>ELL SUPPORT YR</b>			<b>1</b>	<b>100</b>	<b>32</b>	<b>32</b>	<b>15</b>	<b>17</b>	<b>23</b>	<b>10</b>	<b>13</b>
10	NATALYA A. SHEMCHUK			Max:100	YR	07	32	15	17	23	10	13
<b>Number of Sections: 1</b>		<b>Average Students Per Section: 32.00</b>										
<b>GEN020</b>	<b>LAN SUPPORT YR</b>			<b>1</b>	<b>100</b>	<b>5</b>	<b>5</b>	<b>2</b>	<b>3</b>	<b>5</b>	<b>2</b>	<b>3</b>
71	MICHELLE M. COBURN			Max:100	YR	07	5	2	3	5	2	3
<b>Number of Sections: 1</b>		<b>Average Students Per Section: 5.00</b>										
<b>GEN101</b>	<b>STUDY SKILLS 2 SM</b>			<b>1</b>	<b>120</b>	<b>42</b>	<b>42</b>	<b>18</b>	<b>24</b>	<b>13</b>	<b>5</b>	<b>8</b>
11	DAVID J. WILSON			Max:30	S2	01	14	5	9	2	1	1
31	DAVID J. WILSON			Max:30	S2	03	6	3	3	5	2	3
51	DAVID J. WILSON			Max:30	S2	05	14	6	8	5	2	3
61	DAVID J. WILSON			Max:30	S2	06	8	4	4	1	0	1
<b>Number of Sections: 4</b>		<b>Average Students Per Section: 10.50</b>										
<b>GEN111</b>	<b>LEADERSHIP 2 SM</b>			<b>1</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>0</b>
41	ORLYN M. CARNEY			Max:30	S2	04	20	10	10	0	0	0
<b>Number of Sections: 1</b>		<b>Average Students Per Section: 20.00</b>										
<b>GEN303</b>	<b>AT MTB TRIG SM</b>			<b>1</b>	<b>30</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>
11	<None>			Max:30	S2	01	2	0	2	0	0	0
<b>Number of Sections: 1</b>		<b>Average Students Per Section: 2.00</b>										
<b>GEN610</b>	<b>TEACHERS AIDE 6 SM</b>			<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>
21	NATALYA A. SHEMCHUK			Max:1	S2	02	1	0	1	0	0	0
<b>Number of Sections: 1</b>		<b>Average Students Per Section: 1.00</b>										
<b>GEN611</b>	<b>OFFICE AIDE 6 SM</b>			<b>1</b>	<b>33</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>
11	JANINE I. CHASE			Max:2	S2	01	2	1	1	0	0	0
31	JANINE I. CHASE			Max:1	S2	03	1	1	0	0	0	0

		EST	NBR	NBR	----TOTALS----			--Special Ed--			
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL
Number of Sections: 2		Average Students				Per Section:		1.50			
GEN710	TEACHERS AIDE 7 SM	1	34	19	19	14	5	0	0	0	
12	LAURA V. HOGENSON	Max:1	S2	01	1	1	0	0	0	0	
13	MOSS L. WHITE	Max:1	S2	01	1	1	0	0	0	0	
20	KATHERINE A. BALL	Max:0	S2	02	1	1	0	0	0	0	
24	LAURA C. ROGERS	Max:1	S2	02	1	1	0	0	0	0	
25	LISA C. CLARK	Max:1	S2	02	0	0	0	0	0	0	
26	DEBORAH CHOI	Max:1	S2	02	1	1	0	0	0	0	
27	NATALYA A. SHEMCHUK	Max:1	S2	02	0	0	0	0	0	0	
32	CHRISTY A. PRICE	Max:1	S2	03	1	1	0	0	0	0	
33	KATHERINE A. BALL	Max:1	S2	03	0	0	0	0	0	0	
34	LAINE M. LENIHAN	Max:1	S2	03	1	1	0	0	0	0	
35	MOLLY RICHARDSON	Max:1	S2	03	1	0	1	0	0	0	
44	MOSS L. WHITE	Max:1	S2	04	0	0	0	0	0	0	
45	KARRI E. MILLICAN	Max:1	S2	04	1	1	0	0	0	0	
46	SHELLEY S. WARNER	Max:1	S2	04	1	0	1	0	0	0	
47	LAINE M. LENIHAN	Max:1	S2	04	0	0	0	0	0	0	
50	SHELLEY S. WARNER	Max:0	S2	05	1	0	1	0	0	0	
54	KARRI E. MILLICAN	Max:1	S2	01	1	1	0	0	0	0	
55	KATHERINE A. BALL	Max:1	S2	05	1	1	0	0	0	0	
56	BRANDY F. ENGLANDER	Max:1	S2	05	1	1	0	0	0	0	
57	JOANNA L. GUEST	Max:1	S2	05	1	1	0	0	0	0	
58	RANDI SUE DECKER	Max:0	S2	05	1	1	0	0	0	0	
59	KIMBERLY A. STROBEL	Max:1	S2	05	1	0	1	0	0	0	
61	KARRI E. MILLICAN	Max:1	S2	06	1	0	1	0	0	0	
62	MOLLY RICHARDSON	Max:1	S2	06	1	1	0	0	0	0	
Number of Sections: 24		Average Students				Per Section:		0.79			
GEN711	OFFICE AIDE 7 SM	1	3	3	3	2	1	0	0	0	
41	JANINE I. CHASE	Max:1	S2	04	2	1	1	0	0	0	
51	JANINE I. CHASE	Max:1	S2	05	1	1	0	0	0	0	
Number of Sections: 2		Average Students				Per Section:		1.50			
GEN810	TEACHER AIDE 8A SM	1	33	15	15	7	8	1	1	0	
068	ORLYN M. CARNEY	Max:1	S2	05	1	0	1	0	0	0	
11	BRANDY F. ENGLANDER	Max:1	S2	01	1	0	1	0	0	0	
12	LAINE M. LENIHAN	Max:1	S2	01	0	0	0	0	0	0	
13	RICHARD E. TAYLOR	Max:1	S2	01	0	0	0	0	0	0	
21	MOSS L. WHITE	Max:1	S2	02	1	1	0	0	0	0	
22	NATALYA A. SHEMCHUK	Max:1	S2	02	1	0	1	0	0	0	
23	NATALYA A. SHEMCHUK	Max:1	S2	02	1	1	0	0	0	0	
4	LAINE M. LENIHAN	Max:1	S2	04	1	1	0	0	0	0	
40	JOANNA L. GUEST	Max:1	S2	04	1	1	0	0	0	0	
400	CHRISTY A. PRICE	Max:1	S2	04	0	0	0	0	0	0	
46	TROY A. REICHERTER	Max:1	S2	04	1	0	1	0	0	0	
47	LAINE M. LENIHAN	Max:1	S2	04	1	1	0	0	0	0	
48	RICHARD E. TAYLOR	Max:1	S2	04	1	0	1	0	0	0	
49	MOLLY RICHARDSON	Max:1	S2	04	0	0	0	0	0	0	
52	SCOTT E. MILLICAN	Max:1	S2	05	1	0	1	0	0	0	
66	MOSS L. WHITE	Max:1	S2	06	1	0	1	0	0	0	
67	SHELLEY S. WARNER	Max:1	S2	03	1	1	0	1	1	0	
68	JENNIFER L. WILLSON	Max:1	S2	06	1	0	1	0	0	0	
69	PAUL R. COOPER III	Max:1	S2	06	1	1	0	0	0	0	
Number of Sections: 19		Average Students				Per Section:		0.79			
GEN811	OFFICE AIDE 8 SM	1	4	4	4	3	1	0	0	0	
21	JANINE I. CHASE	Max:1	S2	02	1	1	0	0	0	0	
61	JANINE I. CHASE	Max:3	S2	06	3	2	1	0	0	0	

		EST	NBR	NBR	----TOTALS----			--Special Ed--			
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL
Number of Sections: 2		Average Students Per Section: 2.00									
LAN112	YEARBOOK 2	SM	1	30	14	14	5	9	0	0	0
51	ROBYN R. KNUDTSON	Max:30	S2	05		14	5	9	0	0	0
Number of Sections: 1		Average Students Per Section: 14.00									
LAN130	READING 1 B	SM	1	0	0	0	0	0	0	0	0
LAN602	LAN ARTS 6 2	SM	1	270	180	180	82	98	21	12	9
41B	THOMAS E. WILLIAMS	Max:30	S2	04		21	12	9	4	2	2
42B	KATHERINE A. BALL	Max:30	S2	04		26	8	18	6	3	3
43B	MARGARET MORGAN	Max:30	S2	04		20	13	7	3	2	1
44B	ERICA R. SMITH	Max:30	S2	04		19	9	10	4	3	1
51B	THOMAS E. WILLIAMS	Max:30	S2	05		19	8	11	1	1	0
52B	KATHERINE A. BALL	Max:30	S2	05		21	10	11	0	0	0
53B	MARGARET MORGAN	Max:30	S2	05		18	10	8	0	0	0
54B	ERICA R. SMITH	Max:30	S2	05		20	6	14	2	1	1
55b	JENNIFER L. WILLSON	Max:30	S2	05		16	6	10	1	0	1
Number of Sections: 9		Average Students Per Section: 20.00									
LAN612	HON LA 6 2	SM	1	60	37	37	23	14	0	0	0
21	SUSAN J. KINDEM	Max:30	S2	02		10	3	7	0	0	0
41	SUSAN J. KINDEM	Max:30	S2	04		27	20	7	0	0	0
Number of Sections: 2		Average Students Per Section: 18.50									
LAN702	LANG ARTS 7 2	SM	1	150	123	123	58	65	22	12	10
21	ERICA R. SMITH	Max:30	S2	02		20	9	11	3	1	2
22	KATHERINE A. BALL	Max:30	S2	02		19	10	9	2	0	2
31	ERICA R. SMITH	Max:30	S2	03		27	12	15	4	3	1
32	KATHERINE A. BALL	Max:30	S2	03		28	14	14	1	0	1
41	LISA C. CLARK	Max:30	S2	04		29	13	16	12	8	4
Number of Sections: 5		Average Students Per Section: 24.60									
LAN704	LANG ARTS 7 2 B	SM	1	60	55	55	22	33	3	2	1
11	LISA C. CLARK	Max:30	S2	01		27	8	19	3	2	1
21	LISA C. CLARK	Max:30	S2	02		28	14	14	0	0	0
Number of Sections: 2		Average Students Per Section: 27.50									
LAN712	HON LA 7 2	SM	1	90	62	62	32	30	1	0	1
21	SUSAN J. KINDEM	Max:30	S2	02		11	2	9	0	0	0
51	SUSAN J. KINDEM	Max:30	S2	05		29	17	12	1	0	1
61	SUSAN J. KINDEM	Max:30	S2	06		22	13	9	0	0	0
Number of Sections: 3		Average Students Per Section: 20.67									
LAN752	TITLE READ 7 2	SM	1	90	23	23	8	15	0	0	0
31	LINDA D. JENSEN	Max:30	S2	03		11	4	7	0	0	0
61	LINDA D. JENSEN	Max:30	S2	06		12	4	8	0	0	0
Number of Sections: 2		Average Students Per Section: 11.50									
LAN802	LANG ARTS 8 2	SM	1	120	101	101	42	59	26	7	19
21	THOMAS E. WILLIAMS	Max:30	S2	02		24	10	14	5	2	3
31	THOMAS E. WILLIAMS	Max:30	S2	03		21	10	11	5	2	3
41	ROBYN R. KNUDTSON	Max:30	S2	04		28	15	13	8	3	5
51	LISA C. CLARK	Max:30	S2	05		28	7	21	8	0	8
Number of Sections: 4		Average Students Per Section: 25.25									
LAN804	LANG ARTS 8 2 B	SM	1	60	58	58	32	26	3	1	2
11	ROBYN R. KNUDTSON	Max:30	S2	01		30	14	16	1	0	1
21	ROBYN R. KNUDTSON	Max:30	S2	02		28	18	10	2	1	1
Number of Sections: 2		Average Students Per Section: 29.00									
LAN812	HON LA 8 2	SM	1	60	42	42	14	28	1	1	0
21	MARGARET MORGAN	Max:30	S2	02		22	8	14	1	1	0
31	MARGARET MORGAN	Max:30	S2	03		20	6	14	0	0	0
Number of Sections: 2		Average Students Per Section: 21.00									
LAN852	TITLE READ 8 2	SM	1	90	17	17	6	11	0	0	0
31	LINDA D. JENSEN	Max:30	S2	03		8	3	5	0	0	0

COURSE	DESCRIPTION	LGTH	SEC	EST	NBR	NBR	----TOTALS----			--Special Ed--		
							TOT	FEM	MAL	TOT	FEM	MAL
61	LINDA D. JENSEN			Max:30	S2	06	9	3	6	0	0	0
<b>Number of Sections: 2</b>				<b>Average Students Per Section: 8.50</b>								
<b>MAT102</b>	<b>MATH 102</b>	<b>SM</b>	<b>1</b>	<b>240</b>	<b>184</b>	<b>184</b>	<b>90</b>	<b>94</b>	<b>22</b>	<b>12</b>	<b>10</b>	
11	MARK M. BUTLER			Max:30	S2	01	20	13	7	0	0	0
41B	MARK M. BUTLER			Max:30	S2	04	27	11	16	2	1	1
43B	JOANNA L. GUEST			Max:30	S2	04	26	13	13	1	0	1
44B	PAUL R. COOPER III			Max:30	S2	04	25	11	14	2	1	1
51B	MARK M. BUTLER			Max:30	S2	05	25	9	16	5	3	2
52B	LAURA V. HOGENSON			Max:30	S2	05	17	7	10	2	1	1
53B	JOANNA L. GUEST			Max:30	S2	05	21	15	6	5	2	3
54B	PAUL R. COOPER III			Max:30	S2	05	23	11	12	5	4	1
<b>Number of Sections: 8</b>				<b>Average Students Per Section: 23.00</b>								
<b>MAT202</b>	<b>MATH 202</b>	<b>SM</b>	<b>1</b>	<b>150</b>	<b>149</b>	<b>149</b>	<b>69</b>	<b>80</b>	<b>25</b>	<b>13</b>	<b>12</b>	
12	LAURA V. HOGENSON			Max:30	S2	01	29	14	15	3	1	2
13	JOANNA L. GUEST			Max:30	S2	01	30	16	14	4	1	3
21	MARK M. BUTLER			Max:30	S2	02	30	13	17	5	4	1
22	LAURA V. HOGENSON			Max:30	S2	02	30	14	16	6	3	3
23	JOANNA L. GUEST			Max:30	S2	02	30	12	18	7	4	3
<b>Number of Sections: 5</b>				<b>Average Students Per Section: 29.80</b>								
<b>MAT204</b>	<b>MATH 202B</b>	<b>SM</b>	<b>1</b>	<b>90</b>	<b>71</b>	<b>71</b>	<b>26</b>	<b>45</b>	<b>2</b>	<b>1</b>	<b>1</b>	
11	DEBORAH CHOI			Max:30	S2	01	28	14	14	0	0	0
21	DEBORAH CHOI			Max:30	S2	02	26	7	19	2	1	1
41	LAURA V. HOGENSON			Max:30	S2	04	17	5	12	0	0	0
<b>Number of Sections: 3</b>				<b>Average Students Per Section: 23.67</b>								
<b>MAT302</b>	<b>MATH 302</b>	<b>SM</b>	<b>1</b>	<b>120</b>	<b>111</b>	<b>111</b>	<b>49</b>	<b>62</b>	<b>27</b>	<b>8</b>	<b>19</b>	
11	PAUL R. COOPER III			Max:30	S2	01	29	8	21	5	1	4
21	PAUL R. COOPER III			Max:30	S2	02	29	15	14	11	4	7
31	BRANDY F. ENGLANDER			Max:30	S2	03	25	14	11	3	2	1
41	NICHOLAS P. ZUCATI			Max:30	S2	04	28	12	16	8	1	7
<b>Number of Sections: 4</b>				<b>Average Students Per Section: 27.75</b>								
<b>MAT304</b>	<b>MATH 302B</b>	<b>SM</b>	<b>1</b>	<b>60</b>	<b>58</b>	<b>58</b>	<b>32</b>	<b>26</b>	<b>3</b>	<b>1</b>	<b>2</b>	
11	CHRISTY A. PRICE			Max:30	S2	01	28	18	10	2	1	1
21	CHRISTY A. PRICE			Max:30	S2	02	30	14	16	1	0	1
<b>Number of Sections: 2</b>				<b>Average Students Per Section: 29.00</b>								
<b>MAT402</b>	<b>ALGEBRA 2</b>	<b>SM</b>	<b>1</b>	<b>60</b>	<b>55</b>	<b>55</b>	<b>31</b>	<b>24</b>	<b>0</b>	<b>0</b>	<b>0</b>	
41	CHRISTY A. PRICE			Max:30	S2	04	30	15	15	0	0	0
61	CHRISTY A. PRICE			Max:30	S2	06	25	16	9	0	0	0
<b>Number of Sections: 2</b>				<b>Average Students Per Section: 27.50</b>								
<b>MAT502</b>	<b>GEOMETRY 2</b>	<b>SM</b>	<b>1</b>	<b>35</b>	<b>31</b>	<b>31</b>	<b>8</b>	<b>23</b>	<b>0</b>	<b>0</b>	<b>0</b>	
61	NICHOLAS P. ZUCATI			Max:35	S2	06	31	8	23	0	0	0
<b>Number of Sections: 1</b>				<b>Average Students Per Section: 31.00</b>								
<b>MUS402</b>	<b>BAND 6 7 2</b>	<b>SM</b>	<b>1</b>	<b>150</b>	<b>94</b>	<b>94</b>	<b>38</b>	<b>56</b>	<b>10</b>	<b>7</b>	<b>3</b>	
21	ORLYN M. CARNEY			Max:0	S2	02	0	0	0	0	0	0
31	ORLYN M. CARNEY			Max:50	S2	03	31	8	23	4	2	2
51	ORLYN M. CARNEY			Max:50	S2	05	39	17	22	1	0	1
61	ORLYN M. CARNEY			Max:50	S2	06	24	13	11	5	5	0
<b>Number of Sections: 4</b>				<b>Average Students Per Section: 23.50</b>								
<b>MUS411</b>	<b>CHOIR 6 7 8 2</b>	<b>SM</b>	<b>1</b>	<b>60</b>	<b>38</b>	<b>38</b>	<b>31</b>	<b>7</b>	<b>4</b>	<b>4</b>	<b>0</b>	
11	MELISSA L. NEWMAN			Max:30	S2	01	21	18	3	4	4	0
21	MELISSA L. NEWMAN			Max:30	S2	02	17	13	4	0	0	0
<b>Number of Sections: 2</b>				<b>Average Students Per Section: 19.00</b>								
<b>MUS632</b>	<b>ORCHESTRA 6 2</b>	<b>SM</b>	<b>1</b>	<b>50</b>	<b>26</b>	<b>26</b>	<b>18</b>	<b>8</b>	<b>1</b>	<b>1</b>	<b>0</b>	
11	ELSA T. FAGER			Max:50	S2	01	26	18	8	1	1	0
<b>Number of Sections: 1</b>				<b>Average Students Per Section: 26.00</b>								
<b>MUS832</b>	<b>ORCHESTRA 8 2</b>	<b>SM</b>	<b>1</b>	<b>50</b>	<b>48</b>	<b>48</b>	<b>33</b>	<b>15</b>	<b>1</b>	<b>0</b>	<b>1</b>	
21	ELSA T. FAGER			Max:50	S2	02	48	33	15	1	0	1

			EST	NBR	NBR	----TOTALS----			--Special Ed--		
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL
Number of Sections:			1	Average Students Per Section:					48.00		
PHY611	PHYS ED 6A	SM	1	396	107	107	54	53	6	4	2
12	DEBORAH G. EYMANN		Max:36	S2	01	17	8	9	1	1	0
14	PHILLIP R. WAY		Max:36	S2	01	21	8	13	3	1	2
22	MATTHEW A. MUXEN		Max:36	S2	02	24	14	10	0	0	0
24	PHILLIP R. WAY		Max:36	S2	02	22	12	10	1	1	0
32H	DEBORAH G. EYMANN		Max:36	S2	03	23	12	11	1	1	0
Number of Sections:			5	Average Students Per Section:					21.40		
PHY612	PHYS ED 6B	SM	1	36	21	21	11	10	14	7	7
61s	DEBORAH G. EYMANN		Max:36	S2	06	21	11	10	14	7	7
Number of Sections:			1	Average Students Per Section:					21.00		
PHY712	PHYS ED 7B	SM	1	216	169	169	62	107	23	7	16
11	MATTHEW A. MUXEN		Max:36	S2	01	25	10	15	3	2	1
41	PHILLIP R. WAY		Max:36	S2	04	30	13	17	3	1	2
42	DEBORAH G. EYMANN		Max:36	S2	04	31	9	22	2	0	2
51	DEBORAH G. EYMANN		Max:36	S2	05	31	12	19	4	2	2
52	PHILLIP R. WAY		Max:36	S2	05	29	12	17	3	0	3
61	PHILLIP R. WAY		Max:36	S2	06	23	6	17	8	2	6
Number of Sections:			6	Average Students Per Section:					28.17		
PHY812	PHYS ED 8B	SM	1	108	80	79	29	50	10	2	8
31	MATTHEW A. MUXEN		Max:36	S2	03	24	2	22	1	0	1
51	MATTHEW A. MUXEN		Max:36	S2	05	29	12	17	2	1	1
62	MATTHEW A. MUXEN		Max:36	S2	06	26	15	11	7	1	6
Number of Sections:			3	Average Students Per Section:					26.33		
SCI151	BIOLOGY 2	SM	1	60	31	31	12	19	0	0	0
11	LAINE M. LENIHAN		Max:30	S2	01	29	12	17	0	0	0
61	LAURA C. ROGERS		Max:30	S2	06	2	0	2	0	0	0
Number of Sections:			2	Average Students Per Section:					15.50		
SCI602	SCIENCE 6 2	SM	1	270	208	208	100	108	17	9	8
11	LAURA C. ROGERS		Max:30	S2	01	26	9	17	3	2	1
12	BRANDY F. ENGLANDER		Max:30	S2	01	22	8	14	1	0	1
21	LAURA C. ROGERS		Max:30	S2	02	25	11	14	0	0	0
22	BRANDY F. ENGLANDER		Max:30	S2	02	27	11	16	3	2	1
23	RANDI SUE DECKER		Max:30	S2	02	28	14	14	2	1	1
31	RANDI SUE DECKER		Max:30	S2	03	22	12	10	3	1	2
32	LAURA C. ROGERS		Max:30	S2	03	26	15	11	5	3	2
51	RANDI SUE DECKER		Max:30	S2	05	22	14	8	0	0	0
61	LAURA C. ROGERS		Max:30	S2	06	10	6	4	0	0	0
Number of Sections:			9	Average Students Per Section:					23.11		
SCI702	SCIENCE 7 2	SM	1	240	225	225	107	118	18	10	8
31	DANIEL V. NOMURA		Max:30	S2	03	28	15	13	0	0	0
41	BRANDY F. ENGLANDER		Max:30	S2	04	30	16	14	3	0	3
42	RANDI SUE DECKER		Max:30	S2	04	29	12	17	1	0	1
51	BRANDY F. ENGLANDER		Max:30	S2	05	31	16	15	4	3	1
53	LAURA C. ROGERS		Max:30	S2	05	31	13	18	6	5	1
61	RANDI SUE DECKER		Max:30	S2	06	28	14	14	1	0	1
62	DANIEL V. NOMURA		Max:30	S2	06	23	11	12	2	1	1
63	LAINE M. LENIHAN		Max:30	S2	06	25	10	15	1	1	0
Number of Sections:			8	Average Students Per Section:					28.13		
SCI802	SCIENCE 8 2	SM	1	180	161	161	75	86	25	8	17
11	DANIEL V. NOMURA		Max:30	S2	01	31	11	20	4	0	4
32	LAINE M. LENIHAN		Max:30	S2	03	13	7	6	0	0	0
41	DANIEL V. NOMURA		Max:30	S2	04	30	14	16	5	2	3
42	LAINE M. LENIHAN		Max:30	S2	04	29	15	14	5	1	4
51	DANIEL V. NOMURA		Max:30	S2	05	29	15	14	5	2	3
52	LAINE M. LENIHAN		Max:30	S2	05	29	13	16	6	3	3

		EST	NBR	NBR	----TOTALS----			--Special Ed--			
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL
Number of Sections: 6		Average Students Per Section: 26.83									
SOC601	SOC STUDIES 6 1 SM	1	240	82	82	32	50	5	3	2	
12	KARRI E. MILLICAN	Max:30	S2	01	17	7	10	1	1	0	
14	TROY A. REICHERTER	Max:30	S2	01	20	8	12	1	1	0	
22	KARRI E. MILLICAN	Max:30	S2	02	24	9	15	2	0	2	
24	TROY A. REICHERTER	Max:30	S2	02	21	8	13	1	1	0	
Number of Sections: 4		Average Students Per Section: 20.50									
SOC611	HON SOC STD 6 1 SM	1	60	20	20	16	4	0	0	0	
32	SUSAN J. KINDEM	Max:30	S2	03	20	16	4	0	0	0	
Number of Sections: 1		Average Students Per Section: 20.00									
SOC701	WA STATE HIST 7 SM	1	240	240	240	111	129	27	14	13	
11	SCOTT E. MILLICAN	Max:30	S2	01	31	14	17	2	1	1	
12	TRACY M. SHERIN	Max:30	S2	01	30	10	20	4	1	3	
31	KARRI E. MILLICAN	Max:30	S2	03	31	15	16	3	1	2	
32	TROY A. REICHERTER	Max:30	S2	03	30	17	13	3	1	2	
41	KARRI E. MILLICAN	Max:30	S2	04	30	12	18	4	3	1	
42	TROY A. REICHERTER	Max:30	S2	04	29	13	16	4	3	1	
61	KARRI E. MILLICAN	Max:30	S2	06	31	19	12	4	3	1	
62	TROY A. REICHERTER	Max:30	S2	06	28	11	17	3	1	2	
Number of Sections: 8		Average Students Per Section: 30.00									
SOC802	US HISTORY 8 2 SM	1	240	193	193	84	109	25	7	18	
21	SCOTT E. MILLICAN	Max:30	S2	02	19	5	14	0	0	0	
22	TRACY M. SHERIN	Max:30	S2	02	21	6	15	2	0	2	
31	SCOTT E. MILLICAN	Max:30	S2	03	16	6	10	2	0	2	
32	TRACY M. SHERIN	Max:30	S2	03	17	8	9	3	1	2	
51	SCOTT E. MILLICAN	Max:30	S2	05	30	18	12	3	1	2	
52	TRACY M. SHERIN	Max:30	S2	05	30	16	14	5	2	3	
61	SCOTT E. MILLICAN	Max:30	S2	06	30	13	17	6	2	4	
62	TRACY M. SHERIN	Max:30	S2	06	30	12	18	4	1	3	
Number of Sections: 8		Average Students Per Section: 24.13									
SPE012	MATH SE 2 SM	1	42	36	36	15	21	36	15	21	
11	MOLLY RICHARDSON	Max:14	S2	01	16	7	9	16	7	9	
21	MOLLY RICHARDSON	Max:14	S2	02	6	0	6	6	0	6	
31	MOLLY RICHARDSON	Max:14	S2	03	14	8	6	14	8	6	
Number of Sections: 3		Average Students Per Section: 12.00									
SPE042	LANG ARTS SE 2 SM	1	222	64	64	28	36	64	28	36	
11	JUDY DENNIS	Max:30	S2	01	7	2	5	7	2	5	
12	MICHELLE M. COBURN	Max:30	S2	01	9	8	1	9	8	1	
21	JUDY DENNIS	Max:21	S2	02	9	6	3	9	6	3	
22	MICHELLE M. COBURN	Max:21	S2	02	6	3	3	6	3	3	
31	JUDY DENNIS	Max:30	S2	03	5	0	5	5	0	5	
32	MICHELLE M. COBURN	Max:30	S2	03	7	2	5	7	2	5	
61	JUDY DENNIS	Max:30	S2	06	9	2	7	9	2	7	
62	MICHELLE M. COBURN	Max:30	S2	06	12	5	7	12	5	7	
Number of Sections: 8		Average Students Per Section: 8.00									
SPE102	STRUC LEARN 2 SM	1	450	126	126	41	85	116	41	75	
11A	SHELLEY S. WARNER	Max:30	S2	01	8	2	6	8	2	6	
12B	GLORIA J. SMITH-DORSE	Max:30	S2	01	4	1	3	3	1	2	
13C	MATTHEW J. ROY	Max:30	S2	01	9	2	7	8	2	6	
21A	SHELLEY S. WARNER	Max:30	S2	02	10	4	6	10	4	6	
22B	GLORIA J. SMITH-DORSE	Max:30	S2	02	8	3	5	7	3	4	
23C	MATTHEW J. ROY	Max:30	S2	02	9	2	7	8	2	6	
31A	SHELLEY S. WARNER	Max:30	S2	03	11	5	6	11	5	6	
32B	GLORIA J. SMITH-DORSE	Max:30	S2	03	6	2	4	5	2	3	
33C	MATTHEW J. ROY	Max:30	S2	03	8	2	6	7	2	5	
41A	SHELLEY S. WARNER	Max:30	S2	04	11	5	6	11	5	6	

COURSE	DESCRIPTION	LGTH	EST SEC	NBR AVL	NBR REQ	----TOTALS----			--Special Ed--				
						TOT	FEM	MAL	TOT	FEM	MAL		
42B	GLORIA J. SMITH-DORSE	Max:30	S2	04		5	2	3		4	2	2	
43C	MATTHEW J. ROY	Max:30	S2	04		10	2	8		9	2	7	
51A	SHELLEY S. WARNER	Max:30	S2	05		11	5	6		11	5	6	
52B	GLORIA J. SMITH-DORSE	Max:30	S2	05		7	2	5		6	2	4	
53C	MATTHEW J. ROY	Max:30	S2	05		9	2	7		8	2	6	
Number of Sections: 15				Average Students Per Section:		8.40							
SPE122	ADAPTVE BEHAV 2 SM	1	80	1		1	0	1		1	0	1	
22	MOLLY RICHARDSON	Max:30	S2	07		1	0	1		1	0	1	
31	MOLLY RICHARDSON	Max:30	S2	03		0	0	0		0	0	0	
41	MOLLY RICHARDSON	Max:20	S2	04		0	0	0		0	0	0	
Number of Sections: 3				Average Students Per Section:		0.33							



TITLE FOR TOTAL

TOTALS GROUP	TOTAL	FEMALE	MALE
GRAND TOTALS	3871	1768	2103
Special Ed	621	262	359

\*\*\*\*\* End of report \*\*\*\*\*

COURSE	DESCRIPTION	LGTH	SEC	EST		NBR		----TOTALS----			---spec ed---		
				AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL		
<b>ART110</b>	<b>ART</b>	<b>SM</b>	<b>1</b>	<b>120</b>	<b>56</b>	<b>56</b>	<b>35</b>	<b>21</b>	<b>3</b>	<b>3</b>	<b>0</b>		
32	LUIS C. CHAVEZ			Max:30	S2 03	28	18	10	1	1	0		
62	LUIS C. CHAVEZ			Max:30	S2 06	28	17	11	2	2	0		
<b>Number of Sections: 2</b>		<b>Average Students Per Section: 28.00</b>											
<b>ART210</b>	<b>ADVANCED ART</b>	<b>SM</b>	<b>1</b>	<b>61</b>	<b>22</b>	<b>22</b>	<b>14</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>		
32	LUIS C. CHAVEZ			Max:1	S2 03	0	0	0	0	0	0		
52	LUIS C. CHAVEZ			Max:30	S2 05	22	14	8	0	0	0		
<b>Number of Sections: 2</b>		<b>Average Students Per Section: 11.00</b>											
<b>ART610</b>	<b>ART SURVEY 6</b>	<b>TM</b>	<b>3</b>	<b>240</b>	<b>96</b>	<b>96</b>	<b>50</b>	<b>46</b>	<b>8</b>	<b>2</b>	<b>6</b>		
13	LUIS C. CHAVEZ			Max:30	Q3 01	23	11	12	3	1	2		
14	LUIS C. CHAVEZ			Max:30	Q4 01	15	8	7	1	0	1		
23	LUIS C. CHAVEZ			Max:30	Q3 02	29	14	15	2	0	2		
24	LUIS C. CHAVEZ			Max:30	Q4 02	29	17	12	2	1	1		
<b>Number of Sections: 4</b>		<b>Average Students Per Section: 24.00</b>											
<b>BUS610</b>	<b>COMPUTER APPS 6</b>	<b>TM</b>	<b>6</b>	<b>120</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>		
<b>CTE101</b>	<b>STEM ROBOTICS 1</b>	<b>SM</b>	<b>1</b>	<b>300</b>	<b>92</b>	<b>92</b>	<b>47</b>	<b>45</b>	<b>7</b>	<b>0</b>	<b>7</b>		
12	BRIAN A. CONNOLLY			Max:30	S2 01	27	18	9	3	0	3		
22	BRIAN A. CONNOLLY			Max:30	S2 02	14	4	10	2	0	2		
32	BRIAN A. CONNOLLY			Max:30	S2 03	18	10	8	1	0	1		
52	BRIAN A. CONNOLLY			Max:30	S2 05	17	7	10	0	0	0		
62	BRIAN A. CONNOLLY			Max:30	S2 06	16	8	8	1	0	1		
<b>Number of Sections: 5</b>		<b>Average Students Per Section: 18.40</b>											
<b>CTE105</b>	<b>STEM CNSTR FND1</b>	<b>SM</b>	<b>1</b>	<b>180</b>	<b>69</b>	<b>69</b>	<b>39</b>	<b>30</b>	<b>7</b>	<b>5</b>	<b>2</b>		
12	SCOTT D. DAVIDSON			Max:30	S2 01	27	17	10	2	1	1		
52	SCOTT D. DAVIDSON			Max:30	S2 05	22	11	11	4	3	1		
62	SCOTT D. DAVIDSON			Max:30	S2 06	20	11	9	1	1	0		
<b>Number of Sections: 3</b>		<b>Average Students Per Section: 23.00</b>											
<b>CTE111</b>	<b>STEM FUND OF IT</b>	<b>TM</b>	<b>1</b>	<b>120</b>	<b>88</b>	<b>88</b>	<b>42</b>	<b>46</b>	<b>6</b>	<b>1</b>	<b>5</b>		
13	ALVIN B. GIFFORD			Max:30	Q3 01	17	6	11	1	0	1		
14	ALVIN B. GIFFORD			Max:30	Q4 01	19	4	15	2	0	2		
23	ALVIN B. GIFFORD			Max:30	Q3 02	26	19	7	1	1	0		
24	ALVIN B. GIFFORD			Max:30	Q4 02	26	13	13	2	0	2		
<b>Number of Sections: 4</b>		<b>Average Students Per Section: 22.00</b>											
<b>CTE115</b>	<b>STEM COMPTR SCI</b>	<b>SM</b>	<b>1</b>	<b>180</b>	<b>66</b>	<b>66</b>	<b>17</b>	<b>49</b>	<b>6</b>	<b>3</b>	<b>3</b>		
42	ALVIN B. GIFFORD			Max:30	S2 04	26	5	21	3	1	2		
52	ALVIN B. GIFFORD			Max:30	S2 05	27	6	21	3	2	1		
62	ALVIN B. GIFFORD			Max:30	S2 06	13	6	7	0	0	0		
<b>Number of Sections: 3</b>		<b>Average Students Per Section: 22.00</b>											
<b>ELL102</b>	<b>ELL LAN ART 1B</b>	<b>SM</b>	<b>1</b>	<b>60</b>	<b>10</b>	<b>10</b>	<b>6</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>		
11	HARRIETT M. DALOS			Max:30	S2 01	10	6	4	0	0	0		
61	HARRIETT M. DALOS			Max:30	S2 06	0	0	0	0	0	0		
<b>Number of Sections: 2</b>		<b>Average Students Per Section: 5.00</b>											
<b>ELL202</b>	<b>ELL LAN ART 2B</b>	<b>SM</b>	<b>1</b>	<b>30</b>	<b>5</b>	<b>5</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>		
21	HARRIETT M. DALOS			Max:30	S2 02	5	1	4	0	0	0		
<b>Number of Sections: 1</b>		<b>Average Students Per Section: 5.00</b>											
<b>ELL302</b>	<b>ELL LAN ART 3B</b>	<b>SM</b>	<b>1</b>	<b>120</b>	<b>32</b>	<b>32</b>	<b>10</b>	<b>22</b>	<b>1</b>	<b>0</b>	<b>1</b>		
41	HARRIETT M. DALOS			Max:30	S2 04	20	4	16	1	0	1		
51	HARRIETT M. DALOS			Max:30	S2 05	4	2	2	0	0	0		
61	HARRIETT M. DALOS			Max:30	S2 06	8	4	4	0	0	0		
<b>Number of Sections: 3</b>		<b>Average Students Per Section: 10.67</b>											
<b>GEN100</b>	<b>STUDY SKILLS</b>	<b>TM</b>	<b>1</b>	<b>95</b>	<b>14</b>	<b>14</b>	<b>7</b>	<b>7</b>	<b>1</b>	<b>0</b>	<b>1</b>		
23	DAVID-MICHAEL D. COX			Max:20	Q3 02	11	4	7	1	0	1		
24	DAVID-MICHAEL D. COX			Max:25	Q4 02	3	3	0	0	0	0		
<b>Number of Sections: 2</b>		<b>Average Students Per Section: 7.00</b>											
<b>GEN110</b>	<b>LEADERSHIP</b>	<b>SM</b>	<b>2</b>	<b>60</b>	<b>19</b>	<b>19</b>	<b>16</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>		
62	CINDY A. PRIDEMORE			Max:30	S2 06	19	16	3	0	0	0		

		EST	NBR	NBR	----TOTALS----			---spec ed---			
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL
Number of Sections:		1	Average Students Per Section:					19.00			
GEN122	PEER MENTORING	SM	2	60	25	25	19	6	0	0	0
12	DEBORAH L. ALLISON	Max:30	S2	01		25	19	6	0	0	0
Number of Sections:		1	Average Students Per Section:					25.00			
GEN610	TEACHERS AIDE 6	TM	2	18	2	2	1	1	0	0	0
13	LISA J. WILSON	Max:2	Q3	01		1	1	0	0	0	0
4	LISA J. WILSON	Max:5	Q4	04		1	0	1	0	0	0
Number of Sections:		2	Average Students Per Section:					1.00			
GEN710	TEACHR AIDE 7 1	SM	1	22	2	2	1	1	1	0	1
1	SONYA A. REMPFER	Max:5	S2	01		1	1	0	0	0	0
12	BETH L. GREEN	Max:1	S2	01		1	0	1	1	0	1
Number of Sections:		2	Average Students Per Section:					1.00			
GEN720	TEACHR AIDE 7 2	SM	1	125	4	4	2	2	0	0	0
05	MICHELE L. ROCK	Max:30	S2	05		1	1	0	0	0	0
20	BENJAMIN S. TALBERT	Max:5	S2	02		1	0	1	0	0	0
41	DAVID-MICHAEL D. COX	Max:30	S2	04		0	0	0	0	0	0
523	JENNIFER D. MUSCOLO	Max:30	S2	03		1	0	1	0	0	0
625	PAUL A. PRATHER	Max:30	S2	05		1	1	0	0	0	0
Number of Sections:		5	Average Students Per Section:					0.80			
GEN810	TEACHR AIDE 8 1	SM	2	149	3	3	3	0	0	0	0
1	BRIAN A. CONNOLLY	Max:5	S2	03		1	1	0	0	0	0
13	CHRISTINE A. LUDWIGSO	Max:5	S2	02		0	0	0	0	0	0
2	DAWN L. RASMUSSEN	Max:5	S2	03		1	1	0	0	0	0
3	CHARLES G. THOMAS	Max:5	S2	02		0	0	0	0	0	0
4	BRENDA M. LEWIS	Max:5	S2	01		0	0	0	0	0	0
5	KIRK R. JONASSON	Max:5	S2	05		1	1	0	0	0	0
Number of Sections:		6	Average Students Per Section:					0.50			
GEN820	TEACHR AIDE 8 2	SM	1	1905	71	71	56	15	1	0	1
01	KIRK R. JONASSON	Max:30	S2	01		1	1	0	0	0	0
02	TRACY L. LASHER	Max:30	S2	02		1	0	1	0	0	0
03	MICHELE L. ROCK	Max:5	S2	06		2	2	0	0	0	0
04	PAUL C. FURTH	Max:5	S2	05		1	1	0	0	0	0
05	BRENDA M. LEWIS	Max:5	S2	03		1	1	0	0	0	0
06	TRACY L. LASHER	Max:30	S2	06		1	1	0	0	0	0
07	BRENDA M. LEWIS	Max:5	S2	06		1	1	0	0	0	0
08	CHARLES G. THOMAS	Max:5	S2	04		1	0	1	0	0	0
09	JONI L. FLORY	Max:5	S2	06		1	1	0	0	0	0
10	ERIKA S. ASTLE	Max:5	S2	02		0	0	0	0	0	0
11	RYAN M. DUNHAM	Max:5	S2	05		1	1	0	0	0	0
111	ERIKA S. ASTLE	Max:30	S2	01		1	1	0	0	0	0
112	JONI L. FLORY	Max:30	S2	01		1	1	0	0	0	0
113	BRENDA M. LEWIS	Max:30	S2	01		1	1	0	0	0	0
114	JAY R. MCGUFFIN	Max:30	S2	01		1	1	0	0	0	0
115	SCOTT D. DAVIDSON	Max:30	S2	01		1	1	0	0	0	0
12	BRENDA M. LEWIS	Max:30	S2	01		0	0	0	0	0	0
122	DEBORAH L. ALLISON	Max:30	S2	01		1	1	0	0	0	0
123	HEIDI M. MORRIS	Max:30	S2	01		0	0	0	0	0	0
125	BRIAN A. CONNOLLY	Max:30	S2	01		1	1	0	0	0	0
13	BRENDA M. LEWIS	Max:5	S2	04		1	1	0	0	0	0
133	CHARLES G. THOMAS	Max:30	S2	01		1	1	0	0	0	0
134	HEIDI M. MORRIS	Max:30	S2	04		1	0	1	0	0	0
14	CHERYL SNYDER	Max:5	S2	01		1	1	0	0	0	0
143	HEIDI M. MORRIS	Max:30	S2	01		1	0	1	0	0	0
145	HEIDI M. MORRIS	Max:30	S2	01		1	1	0	0	0	0
146	TRACY L. LASHER	Max:30	S2	01		1	1	0	0	0	0
15	MICHAEL D. ESPINOSA I	Max:5	S2	01		1	1	0	0	0	0

COURSE	DESCRIPTION	LGTH	EST SEC	NBR		----TOTALS----			---spec ed---		
				AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL
16	DEBORAH L. ALLISON	Max:5	S2	05		1	1	0	0	0	0
17	JAMES J. DIEBAG	Max:5	S2	04		1	1	0	0	0	0
18	TRACY L. LASHER	Max:5	S2	05		1	1	0	0	0	0
19	KRISTIN J. TODD	Max:5	S2	06		1	1	0	0	0	0
20	CHRISTINE L. WILSON	Max:5	S2	01		1	0	1	0	0	0
201	CHRISTINE L. WILSON	Max:30	S2	02		1	0	1	0	0	0
21	BRIAN A. CONNOLLY	Max:5	S2	06		1	0	1	0	0	0
211	BRENDA M. LEWIS	Max:30	S2	02		1	1	0	0	0	0
22	CHARLES G. THOMAS	Max:30	S2	05		1	0	1	0	0	0
222	ERIKA S. ASTLE	Max:30	S2	02		1	1	0	0	0	0
223	JONI L. FLORY	Max:30	S2	02		1	1	0	0	0	0
23	DANIEL E. DIEFENDORF	Max:5	S2	02		1	1	0	0	0	0
234	HEIDI M. MORRIS	Max:30	S2	02		1	0	1	1	0	1
24	PAUL C. FURTH	Max:5	S2	05		0	0	0	0	0	0
246	HEIDI M. MORRIS	Max:30	S2	02		1	0	1	0	0	0
25	CHRISTINE A. LUDWIGSO	Max:5	S2	05		1	1	0	0	0	0
26	PAUL C. FURTH	Max:5	S2	01		1	1	0	0	0	0
32	BRENDA M. LEWIS	Max:30	S2	03		0	0	0	0	0	0
323	HEIDI M. MORRIS	Max:30	S2	03		1	0	1	0	0	0
334	CHERYL SNYDER	Max:30	S2	03		1	1	0	0	0	0
41	JENNIFER D. MUSCOLO	Max:30	S2	04		1	1	0	0	0	0
411	ROBIN K. LIGHT	Max:30	S2	04		1	1	0	0	0	0
413	BRENDA M. LEWIS	Max:30	S2	04		1	1	0	0	0	0
414	PAUL A. PRATHER	Max:30	S2	04		1	1	0	0	0	0
42	DEBORAH L. ALLISON	Max:30	S2	04		1	1	0	0	0	0
423	HEIDI M. MORRIS	Max:30	S2	04		1	1	0	0	0	0
424	<None>	Max:30	S2	00		0	0	0	0	0	0
511	KIRK R. JONASSON	Max:30	S2	05		1	1	0	0	0	0
512	BRIAN A. CONNOLLY	Max:30	S2	05		0	0	0	0	0	0
514	JULIE D. MORGAN	Max:30	S2	05		0	0	0	0	0	0
515	CINDY A. PRIDEMORE	Max:30	S2	05		1	1	0	0	0	0
516	DEBORAH L. ALLISON	Max:30	S2	05		1	1	0	0	0	0
52	CHRISTINA N. GULLARD	Max:30	S2	05		1	1	0	0	0	0
523	HEIDI M. MORRIS	Max:30	S2	05		1	0	1	0	0	0
544	JENNIFER D. MUSCOLO	Max:30	S2	05		1	1	0	0	0	0
545	BRIAN A. CONNOLLY	Max:30	S2	05		0	0	0	0	0	0
55	JONI L. FLORY	Max:30	S2	05		1	1	0	0	0	0
552	ALVIN B. GIFFORD	Max:30	S2	05		1	0	1	0	0	0
56	ERIKA S. ASTLE	Max:30	S2	05		1	1	0	0	0	0
612	KELLY A. PORTMANN	Max:30	S2	06		1	1	0	0	0	0
613	JAY R. MCGUFFIN	Max:30	S2	06		1	1	0	0	0	0
614	SONYA A. REMPFER	Max:30	S2	06		1	0	1	0	0	0
615	DEBORAH L. ALLISON	Max:30	S2	06		1	1	0	0	0	0
62	JAY R. MCGUFFIN	Max:30	S2	06		1	1	0	0	0	0
622	CHRISTINE L. WILSON	Max:30	S2	06		1	1	0	0	0	0
623	HEIDI M. MORRIS	Max:30	S2	06		1	1	0	0	0	0
634	HEIDI M. MORRIS	Max:30	S2	06		1	1	0	0	0	0
651	HEIDI M. MORRIS	Max:30	S2	06		1	1	0	0	0	0
655	PAUL A. PRATHER	Max:30	S2	06		1	1	0	0	0	0
656	RYAN M. DUNHAM	Max:30	S2	06		1	0	1	0	0	0
657	ROBIN K. LIGHT	Max:30	S2	06		1	1	0	0	0	0

Number of Sections: 79

Average Students Per Section: 0.90

HLT602	HEALTH 1	TM	6	240	95		95	45	50		4	1	3
13	KATHY A. CARNINO	Max:30	Q3	01		18	8	10		2	0	2	
14	KATHY A. CARNINO	Max:30	Q4	01		22	7	15		1	1	0	
23	SONYA A. REMPFER	Max:30	Q3	02		25	12	13		1	0	1	

COURSE	DESCRIPTION	LGTH	EST			NBR			----TOTALS----			---spec ed---		
			SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL	TOT	FEM	MAL
24	SONYA A. REMPFER		Max:30	Q4	02	30	18	12	0	0	0			
<b>Number of Sections: 4</b>			<b>Average Students Per Section: 23.75</b>											
HOM110	HOME & FAMILY	SM	1	180	75	75	42	33	3	1	2			
22	CINDY A. PRIDEMORE		Max:30	S2	02	28	17	11	2	1	1			
32	CINDY A. PRIDEMORE		Max:30	S2	03	21	11	10	0	0	0			
52	CINDY A. PRIDEMORE		Max:30	S2	05	26	14	12	1	0	1			
<b>Number of Sections: 3</b>			<b>Average Students Per Section: 25.00</b>											
HOM610	HOME EC 6	TM	3	120	45	45	28	17	4	0	4			
13	CINDY A. PRIDEMORE		Max:30	Q3	01	21	12	9	1	0	1			
14	CINDY A. PRIDEMORE		Max:30	Q4	01	24	16	8	3	0	3			
<b>Number of Sections: 2</b>			<b>Average Students Per Section: 22.50</b>											
IND610	TECH SURVEY	TM	3	120	56	56	27	29	1	0	1			
23	SCOTT D. DAVIDSON		Max:30	Q3	02	27	14	13	0	0	0			
24	SCOTT D. DAVIDSON		Max:30	Q4	02	29	13	16	1	0	1			
<b>Number of Sections: 2</b>			<b>Average Students Per Section: 28.00</b>											
LAN110	DRAMA	SM	1	180	37	37	13	24	2	0	2			
12	DAVID-MICHAEL D. COX		Max:30	S2	01	0	0	0	0	0	0			
32	DAVID-MICHAEL D. COX		Max:30	S2	03	15	6	9	0	0	0			
52	DAVID-MICHAEL D. COX		Max:30	S2	05	22	7	15	2	0	2			
<b>Number of Sections: 3</b>			<b>Average Students Per Section: 12.33</b>											
LAN112	YEARBOOK 2	SM	1	30	21	21	21	0	1	1	0			
41	SCOTT D. DAVIDSON		Max:30	S2	04	21	21	0	1	1	0			
<b>Number of Sections: 1</b>			<b>Average Students Per Section: 21.00</b>											
LAN210	ADVANCED DRAMA	SM	1	60	13	13	5	8	2	0	2			
42	DAVID-MICHAEL D. COX		Max:30	S2	04	13	5	8	2	0	2			
<b>Number of Sections: 1</b>			<b>Average Students Per Section: 13.00</b>											
LAN602	LAN ARTS 6 2	SM	1	240	205	205	90	115	9	3	6			
11	LISA J. WILSON		Max:30	S2	01	28	12	16	2	0	2			
21	KELLY A. PORTMANN		Max:30	S2	02	30	10	20	1	0	1			
31	LISA J. WILSON		Max:30	S2	03	29	11	18	1	0	1			
41	KELLY A. PORTMANN		Max:30	S2	04	24	12	12	0	0	0			
42	LISA J. WILSON		Max:30	S2	04	24	13	11	0	0	0			
51	LISA J. WILSON		Max:30	S2	05	26	13	13	2	1	1			
61	KELLY A. PORTMANN		Max:30	S2	06	20	8	12	3	2	1			
62	LISA J. WILSON		Max:30	S2	06	24	11	13	0	0	0			
<b>Number of Sections: 8</b>			<b>Average Students Per Section: 25.63</b>											
LAN612	HON LA 6 2	SM	2	60	66	66	40	26	0	0	0			
31	KELLY A. PORTMANN		Max:30	S2	03	33	21	12	0	0	0			
51	KELLY A. PORTMANN		Max:30	S2	05	33	19	14	0	0	0			
<b>Number of Sections: 2</b>			<b>Average Students Per Section: 33.00</b>											
LAN652	TITLE READ 6 2	SM	1	90	15	15	5	10	7	4	3			
32	BENJAMIN S. TALBERT		Max:30	S2	02	11	3	8	6	3	3			
42	BENJAMIN S. TALBERT		Max:30	S2	04	4	2	2	1	1	0			
<b>Number of Sections: 2</b>			<b>Average Students Per Section: 7.50</b>											
LAN660	DRAMA 6	TM	3	120	17	17	6	11	0	0	0			
13	DAVID-MICHAEL D. COX		Max:30	Q3	01	9	1	8	0	0	0			
14	DAVID-MICHAEL D. COX		Max:30	Q4	01	8	5	3	0	0	0			
<b>Number of Sections: 2</b>			<b>Average Students Per Section: 8.50</b>											
LAN702	LANG ARTS 7 2	SM	1	240	219	219	104	115	9	3	6			
11	MICHAEL D. ESPINOSA I		Max:30	S2	01	30	14	16	2	0	2			
21	CHERYL SNYDER		Max:30	S2	02	25	9	16	0	0	0			
31	CHERYL SNYDER		Max:30	S2	03	28	16	12	2	2	0			
41	MICHAEL D. ESPINOSA I		Max:30	S2	04	30	17	13	2	1	1			
42	CHERYL SNYDER		Max:30	S2	04	29	14	15	2	0	2			
51	MICHAEL D. ESPINOSA I		Max:30	S2	05	28	13	15	1	0	1			
61	CHERYL SNYDER		Max:30	S2	06	22	10	12	0	0	0			

COURSE	DESCRIPTION	LGTH	SEC	EST	NBR	NBR	----TOTALS----			---spec ed---		
							TOT	FEM	MAL	TOT	FEM	MAL
62	MICHAEL D. ESPINOSA I	Max:30	S2	06		27	11	16		0	0	0
Number of Sections: 8		Average Students Per Section: 27.38										
LAN712	HON LA 7 2	SM	1	60	59		59	34	25		0	0
11	CHERYL SNYDER	Max:30	S2	01		36	23	13		0	0	0
21	MICHAEL D. ESPINOSA I	Max:30	S2	02		23	11	12		0	0	0
Number of Sections: 2		Average Students Per Section: 29.50										
LAN752	TITLE READ 7 2	SM	1	75	3		3	1	2		1	0
21	BENJAMIN S. TALBERT	Max:30	S2	02		0	0	0		0	0	0
51	BENJAMIN S. TALBERT	Max:30	S2	05		0	0	0		0	0	0
61	BENJAMIN S. TALBERT	Max:15	S2	00		3	1	2		1	0	1
Number of Sections: 3		Average Students Per Section: 1.00										
LAN802	LANG ARTS 8 2	SM	1	241	243		243	131	112		19	9
11	ERIKA S. ASTLE	Max:30	S2	01		29	14	15		3	2	1
21	ERIKA S. ASTLE	Max:30	S2	02		30	13	17		2	0	2
22	JONI L. FLORY	Max:30	S2	02		29	20	9		2	1	1
31	ERIKA S. ASTLE	Max:30	S2	03		32	21	11		1	1	0
41	ERIKA S. ASTLE	Max:30	S2	04		30	14	16		4	2	2
42	JONI L. FLORY	Max:30	S2	04		29	15	14		1	0	1
51	JONI L. FLORY	Max:30	S2	05		30	16	14		2	2	0
61	JONI L. FLORY	Max:30	S2	06		34	18	16		4	1	3
ZZZ	SHEILA M. NELSEN	Max:1	S2	01		0	0	0		0	0	0
Number of Sections: 9		Average Students Per Section: 27.00										
LAN812	HON LA 8 2	SM	4	60	66		66	46	20		0	0
11	JONI L. FLORY	Max:30	S2	01		31	20	11		0	0	0
51	ERIKA S. ASTLE	Max:30	S2	05		35	26	9		0	0	0
Number of Sections: 2		Average Students Per Section: 33.00										
LAN842	LAN CLINC 8 2	SM	1	180	93		93	32	61		8	1
11	SHEILA R. MCCORD	Max:30	S2	01		21	7	14		2	0	2
21	BENJAMIN S. TALBERT	Max:30	S2	02		9	2	7		1	0	1
31	TRACY L. BRENNAN	Max:30	S2	03		12	5	7		1	0	1
41	TRACY L. BRENNAN	Max:30	S2	04		13	4	9		1	0	1
51	SHEILA R. MCCORD	Max:30	S2	05		20	8	12		2	1	1
62	SHEILA R. MCCORD	Max:30	S2	06		18	6	12		1	0	1
Number of Sections: 6		Average Students Per Section: 15.50										
LAN852	TITLE READ 8 2	SM	1	60	7		7	1	6		2	0
22	BENJAMIN S. TALBERT	Max:30	S2	02		7	1	6		2	0	2
52	BENJAMIN S. TALBERT	Max:30	S2	05		0	0	0		0	0	0
Number of Sections: 2		Average Students Per Section: 3.50										
MAT072	TITLE MATH 2A	SM	1	230	13		13	5	8		1	1
12	BENJAMIN S. TALBERT	Max:30	S2	01		3	2	1		1	1	0
42	BENJAMIN S. TALBERT	Max:30	S2	04		5	2	3		0	0	0
52	BENJAMIN S. TALBERT	Max:35	S2	05		5	1	4		0	0	0
62	BENJAMIN S. TALBERT	Max:30	S2	06		0	0	0		0	0	0
Number of Sections: 4		Average Students Per Section: 3.25										
MAT073	TITLE MATH 2B	SM	1	210	24		24	12	12		3	1
12	BENJAMIN S. TALBERT	Max:30	S2	01		5	2	3		3	1	2
42	BENJAMIN S. TALBERT	Max:30	S2	04		4	2	2		0	0	0
52	BENJAMIN S. TALBERT	Max:30	S2	05		8	3	5		0	0	0
62	BENJAMIN S. TALBERT	Max:30	S2	06		7	5	2		0	0	0
Number of Sections: 4		Average Students Per Section: 6.00										
MAT081	MATH FOUND 1B	SM	1	150	55		55	26	29		6	4
11	TRACY L. LASHER	Max:30	S2	01		11	4	7		1	1	0
21	TRACY L. LASHER	Max:30	S2	02		9	6	3		0	0	0
31	TRACY L. LASHER	Max:30	S2	03		13	6	7		3	2	1
51	TRACY L. LASHER	Max:30	S2	05		12	4	8		1	0	1
61	TRACY L. LASHER	Max:30	S2	06		10	6	4		1	1	0

		EST		NBR		----TOTALS----			---spec ed---		
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL
Number of Sections: 5		Average Students					Per Section: 11.00				
MAT102	MATH 102	SM	5	240	195	195	95	100	9	4	5
11	CHARLES G. THOMAS	Max:30	S2	01		28	16	12	2	2	0
12	JACOB LUONG	Max:30	S2	01		27	9	18	3	1	2
21	CHARLES G. THOMAS	Max:30	S2	02		30	13	17	1	0	1
31	CHARLES G. THOMAS	Max:30	S2	03		28	14	14	1	0	1
32	CHRISTINA N. GULLARD	Max:30	S2	03		25	13	12	1	0	1
41	CHARLES G. THOMAS	Max:30	S2	04		23	10	13	1	1	0
51	CHARLES G. THOMAS	Max:30	S2	05		18	11	7	0	0	0
52	CHRISTINA N. GULLARD	Max:30	S2	05		16	9	7	0	0	0
Number of Sections: 8		Average Students					Per Section: 24.38				
MAT202	MATH 202	SM	9	300	266	266	131	135	6	1	5
11	JAY R. MCGUFFIN	Max:30	S2	01		30	14	16	1	0	1
21	MICHELE L. ROCK	Max:30	S2	02		26	11	15	0	0	0
22	JAY R. MCGUFFIN	Max:30	S2	02		21	13	8	0	0	0
31	MICHELE L. ROCK	Max:30	S2	03		28	16	12	2	0	2
41	CHRISTINA N. GULLARD	Max:30	S2	04		28	11	17	0	0	0
42	MICHELE L. ROCK	Max:30	S2	04		28	11	17	0	0	0
51	JAY R. MCGUFFIN	Max:30	S2	05		27	15	12	2	1	1
52	MICHELE L. ROCK	Max:30	S2	05		24	14	10	0	0	0
61	CHRISTINA N. GULLARD	Max:30	S2	06		28	14	14	0	0	0
62	MICHELE L. ROCK	Max:30	S2	06		26	12	14	1	0	1
Number of Sections: 10		Average Students					Per Section: 26.60				
MAT302	MATH 302	SM	6	245	200	200	102	98	14	6	8
11	BRENDA M. LEWIS	Max:30	S2	01		31	10	21	2	0	2
21	JACOB LUONG	Max:30	S2	02		27	15	12	3	2	1
22	BRENDA M. LEWIS	Max:30	S2	02		31	15	16	3	1	2
31	JACOB LUONG	Max:30	S2	03		25	11	14	0	0	0
32	BRENDA M. LEWIS	Max:30	S2	03		27	14	13	1	0	1
41	BRENDA M. LEWIS	Max:30	S2	04		28	15	13	2	1	1
61	BRENDA M. LEWIS	Max:30	S2	06		31	22	9	3	2	1
ZZZ	PATRICIA A. ROGGOW	Max:35	S2	02		0	0	0	0	0	0
Number of Sections: 8		Average Students					Per Section: 25.00				
MAT402	ALGEBRA 2	SM	5	150	131	131	76	55	0	0	0
11	KIRK R. JONASSON	Max:30	S2	01		29	12	17	0	0	0
31	KIRK R. JONASSON	Max:30	S2	03		23	17	6	0	0	0
41	KIRK R. JONASSON	Max:30	S2	04		25	17	8	0	0	0
51	JACOB LUONG	Max:30	S2	05		30	17	13	0	0	0
61	JACOB LUONG	Max:30	S2	06		24	13	11	0	0	0
Number of Sections: 5		Average Students					Per Section: 26.20				
MAT502	GEOMETRY 2	SM	2	60	55	55	36	19	0	0	0
21	KIRK R. JONASSON	Max:30	S2	02		30	23	7	0	0	0
61	KIRK R. JONASSON	Max:30	S2	06		25	13	12	0	0	0
Number of Sections: 2		Average Students					Per Section: 27.50				
MAT602	ADV ALG/TRIG 2	SM	1	30	3	3	1	2	0	0	0
00	KIRK R. JONASSON	Max:30	S2	06		3	1	2	0	0	0
Number of Sections: 1		Average Students					Per Section: 3.00				
MUS622	BAND 2	SM	2	110	43	43	21	22	3	1	2
11	J S. ALLEN	Max:30	S2	01		3	1	2	1	0	1
61	J S. ALLEN	Max:80	S2	06		40	20	20	2	1	1
Number of Sections: 2		Average Students					Per Section: 21.50				
MUS631	ORCHESTRA 1	SM	1	60	1	1	1	0	0	0	0
11	JEANEE MAUCOTEL	Max:60	S2	01		1	1	0	0	0	0
Number of Sections: 1		Average Students					Per Section: 1.00				
MUS722	BAND 7 2	SM	2	75	48	48	25	23	0	0	0
21	J S. ALLEN	Max:75	S2	02		48	25	23	0	0	0

		EST	NBR	NBR	----TOTALS----			---spec ed---			
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL
Number of Sections: 1		Average Students Per Section:				48.00					
MUS732	ORCHESTRA 7 2	SM	1	50	37	37	24	13	4	1	3
21	JEANEE MAUCOTEL		Max:50	S2	02	37	24	13	4	1	3
Number of Sections: 1		Average Students Per Section:				37.00					
MUS822	BAND 8 2	SM	2	75	38	38	20	18	1	0	1
31	J S. ALLEN		Max:75	S2	03	38	20	18	1	0	1
Number of Sections: 1		Average Students Per Section:				38.00					
MUS832	ORCHESTRA 8 2	SM	1	50	26	26	20	6	2	2	0
31	JEANEE MAUCOTEL		Max:50	S2	03	26	20	6	2	2	0
Number of Sections: 1		Average Students Per Section:				26.00					
PHY612	PHYS ED 6B	SM	2	216	191	191	89	102	11	3	8
11	SONYA A. REMPFER		Max:36	S2	01	38	21	17	1	0	1
21	KATHY A. CARNINO		Max:36	S2	02	32	16	16	2	2	0
31	KATHY A. CARNINO		Max:36	S2	03	33	12	21	0	0	0
41	RULON D. HERREN		Max:36	S2	04	28	16	12	2	1	1
51	SONYA A. REMPFER		Max:36	S2	05	28	7	21	3	0	3
61	RULON D. HERREN		Max:36	S2	06	32	17	15	3	0	3
Number of Sections: 6		Average Students Per Section:				31.83					
PHY712	PHYS ED 7B	SM	1	216	158	158	70	88	7	0	7
11	PAUL A. PRATHER		Max:36	S2	01	36	18	18	1	0	1
21	PAUL A. PRATHER		Max:36	S2	02	23	13	10	0	0	0
31	RULON D. HERREN		Max:36	S2	03	32	12	20	1	0	1
41	KATHY A. CARNINO		Max:36	S2	04	29	13	16	2	0	2
51	PAUL A. PRATHER		Max:36	S2	05	14	8	6	1	0	1
61	PAUL A. PRATHER		Max:36	S2	06	24	6	18	2	0	2
Number of Sections: 6		Average Students Per Section:				26.33					
PHY812	PHYS ED 8B	SM	1	246	174	173	86	87	11	4	7
11	RULON D. HERREN		Max:36	S2	01	35	20	15	5	3	2
21	RULON D. HERREN		Max:36	S2	02	27	12	15	0	0	0
31	SONYA A. REMPFER		Max:36	S2	03	22	6	16	0	0	0
41	PAUL A. PRATHER		Max:36	S2	04	30	15	15	2	0	2
51	KATHY A. CARNINO		Max:36	S2	05	25	11	14	0	0	0
61	SONYA A. REMPFER		Max:36	S2	06	34	22	12	4	1	3
ZZZ	PATRICIA A. ROGGOW		Max:30	S2	05	0	0	0	0	0	0
Number of Sections: 7		Average Students Per Section:				24.71					
SCI151	BIOLOGY 2	SM	2	60	63	63	35	28	0	0	0
31	DEBORAH L. ALLISON		Max:30	S2	03	31	17	14	0	0	0
41	DEBORAH L. ALLISON		Max:30	S2	04	32	18	14	0	0	0
Number of Sections: 2		Average Students Per Section:				31.50					
SCI204	GEOLOGY	SM	2	60	30	30	12	18	0	0	0
42	DANIEL E. DIEFENDORF		Max:30	S2	04	30	12	18	0	0	0
Number of Sections: 1		Average Students Per Section:				30.00					
SCI205	SCIENCE LINKS	SM	2	60	30	30	20	10	0	0	0
42	JAMES J. DIEBAG		Max:30	S2	04	30	20	10	0	0	0
Number of Sections: 1		Average Students Per Section:				30.00					
SCI602	SCIENCE 6 2	SM	1	300	276	276	132	144	15	5	10
11	THOMAS E. OLSON		Max:30	S2	01	31	15	16	1	0	1
31	KRISTIN J. TODD		Max:30	S2	03	30	16	14	3	1	2
32	THOMAS E. OLSON		Max:30	S2	03	31	16	15	1	1	0
41	KRISTIN J. TODD		Max:30	S2	04	27	11	16	0	0	0
42	THOMAS E. OLSON		Max:30	S2	04	29	13	16	4	1	3
51	DEBORAH L. ALLISON		Max:30	S2	05	27	15	12	1	1	0
52	KRISTIN J. TODD		Max:30	S2	05	23	9	14	1	1	0
53	THOMAS E. OLSON		Max:30	S2	05	24	12	12	0	0	0
61	DEBORAH L. ALLISON		Max:30	S2	06	27	11	16	1	0	1
62	THOMAS E. OLSON		Max:30	S2	06	27	14	13	3	0	3



		EST		NBR		----TOTALS----			---spec ed---		
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL
Number of Sections:		10	Average Students Per Section:					27.60			
SCI702	SCIENCE 7 2	SM	1	270	243	243	120	123	17	5	12
11	JAMES J. DIEBAG	Max:30	S2	01		29	15	14	4	3	1
12	KRISTIN J. TODD	Max:30	S2	01		30	12	18	2	1	1
21	JAMES J. DIEBAG	Max:30	S2	02		22	12	10	0	0	0
31	JAY R. MCGUFFIN	Max:30	S2	03		27	14	13	0	0	0
32	JAMES J. DIEBAG	Max:30	S2	03		25	11	14	3	1	2
41	JENNIFER D. MUSCOLO	Max:30	S2	04		30	17	13	4	0	4
51	JAMES J. DIEBAG	Max:30	S2	05		27	14	13	2	0	2
61	KRISTIN J. TODD	Max:30	S2	06		26	14	12	1	0	1
62	JAY R. MCGUFFIN	Max:30	S2	06		27	11	16	1	0	1
Number of Sections:		9	Average Students Per Section:					27.00			
SCI802	SCIENCE 8 2	SM	1	240	230	230	130	100	22	9	13
11	JENNIFER D. MUSCOLO	Max:30	S2	01		29	14	15	2	1	1
21	JENNIFER D. MUSCOLO	Max:30	S2	02		28	19	9	1	1	0
22	DANIEL E. DIEFENDORF	Max:30	S2	02		29	15	14	2	0	2
31	DANIEL E. DIEFENDORF	Max:30	S2	03		27	17	10	2	1	1
32	JENNIFER D. MUSCOLO	Max:30	S2	03		27	14	13	4	3	1
51	DANIEL E. DIEFENDORF	Max:30	S2	05		33	18	15	5	0	5
52	JENNIFER D. MUSCOLO	Max:30	S2	05		27	17	10	1	0	1
62	DANIEL E. DIEFENDORF	Max:30	S2	06		30	16	14	5	3	2
Number of Sections:		8	Average Students Per Section:					28.75			
SOC602	SOC STUDIES 6 2	SM	1	300	267	267	128	139	13	3	10
11	JULIE D. MORGAN	Max:30	S2	01		29	17	12	1	1	0
21	DAWN L. RASMUSSEN	Max:30	S2	02		30	13	17	2	1	1
31	DAWN L. RASMUSSEN	Max:30	S2	03		31	11	20	2	0	2
32	JULIE D. MORGAN	Max:30	S2	03		30	14	16	2	0	2
41	DAWN L. RASMUSSEN	Max:30	S2	04		23	11	12	4	0	4
42	JULIE D. MORGAN	Max:30	S2	04		18	7	11	0	0	0
51	DAWN L. RASMUSSEN	Max:30	S2	05		27	13	14	0	0	0
52	JULIE D. MORGAN	Max:30	S2	05		24	13	11	0	0	0
61	DAWN L. RASMUSSEN	Max:30	S2	06		25	17	8	1	1	0
62	JULIE D. MORGAN	Max:30	S2	06		30	12	18	1	0	1
Number of Sections:		10	Average Students Per Section:					26.70			
SOC701	WA STATE HIST 7	SM	1	300	287	287	138	149	19	5	14
11	ROBIN K. LIGHT	Max:30	S2	01		29	11	18	4	1	3
21	CHRISTINE A. LUDWIGSO	Max:30	S2	02		25	9	16	2	0	2
22	ROBIN K. LIGHT	Max:30	S2	02		25	9	16	1	0	1
31	CHRISTINE A. LUDWIGSO	Max:30	S2	03		30	16	14	3	1	2
41	CHRISTINE A. LUDWIGSO	Max:30	S2	04		30	17	13	0	0	0
42	ROBIN K. LIGHT	Max:30	S2	04		29	16	13	0	0	0
51	ROBIN K. LIGHT	Max:30	S2	05		28	15	13	1	1	0
52	CHRISTINE A. LUDWIGSO	Max:30	S2	05		30	16	14	1	0	1
61	ROBIN K. LIGHT	Max:30	S2	06		31	16	15	3	1	2
62	CHRISTINE A. LUDWIGSO	Max:30	S2	06		30	13	17	4	1	3
Number of Sections:		10	Average Students Per Section:					28.70			
SOC802	US HISTORY 8 2	SM	1	300	308	308	171	137	25	9	16
11	RYAN M. DUNHAM	Max:30	S2	01		32	19	13	4	1	3
12	PAUL C. FURTH	Max:30	S2	01		30	14	16	3	1	2
21	RYAN M. DUNHAM	Max:30	S2	02		32	22	10	0	0	0
31	PAUL C. FURTH	Max:30	S2	03		32	16	16	3	0	3
41	PAUL C. FURTH	Max:30	S2	04		31	21	10	4	3	1
42	RYAN M. DUNHAM	Max:30	S2	04		31	17	14	4	2	2
51	PAUL C. FURTH	Max:30	S2	05		30	16	14	4	0	4
52	RYAN M. DUNHAM	Max:30	S2	05		28	16	12	3	2	1
61	PAUL C. FURTH	Max:30	S2	06		30	13	17	0	0	0



TITLE FOR TOTAL

TOTALS GROUP	TOTAL	FEMALE	MALE
GRAND TOTALS	5532	2804	2728
spec ed	423	140	283

\*\*\*\*\* End of report \*\*\*\*\*

COURSE	DESCRIPTION	LGTH	SEC	EST		NBR		----TOTALS----			--Special Ed--		
				AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL		
ART109	PAINTING	SM		4	150	58	58	31	27	11	9	2	
12	KENNY L. WHITE			Max:30	S2 02	29	15	14	5	3	2		
13	KENNY L. WHITE			Max:30	S2 03	29	16	13	6	6	0		
Number of Sections: 2		Average Students Per Section: 29.00											
ART110	CERAMICS	SM		1	156	67	67	40	27	8	6	2	
14	KENNY L. WHITE			Max:13	S2 04	14	9	5	3	3	0		
15	KENNY L. WHITE			Max:26	S2 05	27	18	9	3	2	1		
16	KENNY L. WHITE			Max:27	S2 06	26	13	13	2	1	1		
Number of Sections: 3		Average Students Per Section: 22.33											
ART111	ADV CERAMICS	SM		1	23	24	24	17	7	2	2	0	
04	KENNY L. WHITE			Max:17	S2 04	18	13	5	1	1	0		
05	KENNY L. WHITE			Max:3	S2 05	3	1	2	1	1	0		
06	KENNY L. WHITE			Max:3	S2 06	3	3	0	0	0	0		
Number of Sections: 3		Average Students Per Section: 8.00											
ART115	TECH THEATRE 2	SM		1	30	27	27	14	13	6	1	5	
06	WARREN D. KERR			Max:30	S2 06	27	14	13	6	1	5		
Number of Sections: 1		Average Students Per Section: 27.00											
ART117	INTR CHLD THEA2	SM		1	3	2	2	0	2	1	0	1	
05	WARREN D. KERR			Max:3	S2 05	2	0	2	1	0	1		
Number of Sections: 1		Average Students Per Section: 2.00											
ART122	ACTING 2	SM		1	26	11	11	9	2	2	0	2	
05	WARREN D. KERR			Max:26	S2 05	11	9	2	2	0	2		
Number of Sections: 1		Average Students Per Section: 11.00											
ART124	ACTING 4	SM		1	4	2	2	0	2	0	0	0	
05	WARREN D. KERR			Max:4	S2 05	2	0	2	0	0	0		
Number of Sections: 1		Average Students Per Section: 2.00											
ART126	ACTING 6	SM		1	1	1	1	1	0	0	0	0	
05	WARREN D. KERR			Max:1	S2 05	1	1	0	0	0	0		
Number of Sections: 1		Average Students Per Section: 1.00											
ART128	ACTING 8	SM		1	1	1	1	0	1	0	0	0	
05	WARREN D. KERR			Max:1	S2 05	1	0	1	0	0	0		
Number of Sections: 1		Average Students Per Section: 1.00											
CTE002	HORT SCIENCE 2	SM		2	60	54	54	23	31	11	5	6	
05	RONDA D. KURKA			Max:30	S2 05	25	11	14	2	2	0		
06	RONDA D. KURKA			Max:30	S2 06	29	12	17	9	3	6		
Number of Sections: 2		Average Students Per Section: 27.00											
CTE012	BIOLOGY 2	SM		1	90	65	65	22	43	4	1	3	
21	RONDA D. KURKA			Max:30	S2 01	24	8	16	2	1	1		
22	RONDA D. KURKA			Max:30	S2 02	23	10	13	0	0	0		
23	RONDA D. KURKA			Max:30	S2 03	18	4	14	2	0	2		
Number of Sections: 3		Average Students Per Section: 21.67											
CTE118	MATH BUS PRFIN2	SM		2	30	22	22	16	6	0	0	0	
01	REBECCA L. KEEFE			Max:30	S2 01	22	16	6	0	0	0		
Number of Sections: 1		Average Students Per Section: 22.00											
CTE135	DIGITOOLS	SM		1	60	55	55	18	37	16	3	13	
02	REBECCA L. KEEFE			Max:30	S2 02	26	7	19	8	1	7		
03	REBECCA L. KEEFE			Max:30	S2 03	29	11	18	8	2	6		
Number of Sections: 2		Average Students Per Section: 27.50											
CTE170	MARKETG/DECA 1	SM		3	27	2	2	1	1	1	1	0	
03	LORI D. JACOBS			Max:2	S2 03	2	1	1	1	1	0		
Number of Sections: 1		Average Students Per Section: 2.00											
CTE171	MARKETG/DECA 2	SM		3	30	24	24	17	7	2	2	0	
06	LORI D. JACOBS			Max:30	S2 06	24	17	7	2	2	0		
Number of Sections: 1		Average Students Per Section: 24.00											
CTE176	MKT PMGMT DECA4	SM		1	17	17	17	13	4	0	0	0	
01	LORI D. JACOBS			Max:17	S2 01	17	13	4	0	0	0		

			EST	NBR	NBR	----TOTALS----			--Special Ed--		
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL
Number of Sections:			1	Average Students			Per Section:		17.00		
CTE178	SPTS & ENT MGMT	SM	1	8	0	0	0	0	0	0	0
01	LORI D. JACOBS		Max:8	S2	06	0	0	0	0	0	0
Number of Sections:			1	Average Students			Per Section:		0.00		
CTE181	MKT BUS ADMIN	2 SM	1	5	2	2	2	0	0	0	0
01	LORI D. JACOBS		Max:5	S2	01	2	2	0	0	0	0
Number of Sections:			1	Average Students			Per Section:		2.00		
CTE183	STORE RETL OP	2 SM	1	28	30	30	20	10	5	4	1
04	LORI D. JACOBS		Max:28	S2	04	30	20	10	5	4	1
Number of Sections:			1	Average Students			Per Section:		30.00		
CTE185	STOR OP SM BSN2	SM	1	5	0	0	0	0	0	0	0
04	LORI D. JACOBS		Max:5	S2	04	0	0	0	0	0	0
Number of Sections:			1	Average Students			Per Section:		0.00		
CTE188	BSN MKT FN DECA	SM	1	120	50	50	23	27	3	0	3
12	LORI D. JACOBS		Max:30	S2	02	29	15	14	1	0	1
13	LORI D. JACOBS		Max:30	S2	03	21	8	13	2	0	2
Number of Sections:			2	Average Students			Per Section:		25.00		
CTE202	TEACHING ACAD	2 SM	2	30	4	4	3	1	1	1	0
06	LINDA K. MORRIS		Max:30	S2	06	4	3	1	1	1	0
Number of Sections:			1	Average Students			Per Section:		4.00		
CTE211	CAREER W/CHILD	1 SM	2	35	0	0	0	0	0	0	0
06	LINDA K. MORRIS		Max:10	S2	06	0	0	0	0	0	0
Number of Sections:			1	Average Students			Per Section:		0.00		
CTE212	CAREER W/CHILD	2 SM	2	26	24	24	24	0	5	5	0
13	LINDA K. MORRIS		Max:26	S2	03	24	24	0	5	5	0
Number of Sections:			1	Average Students			Per Section:		24.00		
CTE214	CAREER W/CHILD	4 SM	1	6	3	3	3	0	0	0	0
03	LINDA K. MORRIS		Max:5	S2	03	3	3	0	0	0	0
IND	LINDA K. MORRIS		Max:1	S2	02	0	0	0	0	0	0
Number of Sections:			2	Average Students			Per Section:		1.50		
CTE225	FSHN APP DESGN	1 SM	2	52	49	49	48	1	7	7	0
02	LINDA K. MORRIS		Max:26	S2	02	23	22	1	5	5	0
05	LINDA K. MORRIS		Max:26	S2	05	26	26	0	2	2	0
Number of Sections:			2	Average Students			Per Section:		24.50		
CTE226	FSHN APP DESGN	2 SM	1	8	7	7	6	1	1	1	0
02	LINDA K. MORRIS		Max:4	S2	02	2	2	0	1	1	0
05	LINDA K. MORRIS		Max:4	S2	05	5	4	1	0	0	0
Number of Sections:			2	Average Students			Per Section:		3.50		
CTE245	INTERIOR DESIGN	SM	1	60	25	25	24	1	3	3	0
11	LINDA K. MORRIS		Max:30	S2	01	25	24	1	3	3	0
Number of Sections:			1	Average Students			Per Section:		25.00		
CTE250	NUTRITN WELLNESS	SM	1	60	29	29	20	9	5	3	2
11	CINDY L. PRATT		Max:30	S2	01	29	20	9	5	3	2
Number of Sections:			1	Average Students			Per Section:		29.00		
CTE266	COSMETOLOGY	2 SM	1	5	0	0	0	0	0	0	0
01	REBECCA L. KEEFE		Max:5	S2	03	0	0	0	0	0	0
Number of Sections:			1	Average Students			Per Section:		0.00		
CTE303	HEALTH CTE	SM	12	240	111	111	50	61	12	6	6
12	CINDY L. PRATT		Max:30	S2	02	28	11	17	0	0	0
14	CINDY L. PRATT		Max:30	S2	04	28	11	17	2	0	2
15	CINDY L. PRATT		Max:30	S2	05	25	13	12	4	3	1
16	CINDY L. PRATT		Max:30	S2	06	30	15	15	6	3	3
Number of Sections:			4	Average Students			Per Section:		27.75		
CTE304	PREVENTIVE MED	SM	2	60	26	26	16	10	2	1	1
15	KRISTA R. PARSONS		Max:30	S2	05	26	16	10	2	1	1

			EST	NBR	NBR	---TOTALS---			--Special Ed--		
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL
Number of Sections: 1			Average Students			Per Section: 26.00					
CTE306	ANATOMY/PHYS 2	SM	3	60	35	35	26	9	0	0	0
02	KRISTA R. PARSONS		Max:30	S2	02	17	12	5	0	0	0
03	KRISTA R. PARSONS		Max:30	S2	03	18	14	4	0	0	0
Number of Sections: 2			Average Students			Per Section: 17.50					
CTE308	SPORTS MED 2	SM	1	19	14	14	10	4	0	0	0
06	KRISTA R. PARSONS		Max:19	S2	06	14	10	4	0	0	0
Number of Sections: 1			Average Students			Per Section: 14.00					
CTE312	ADVSports MED 2	SM	3	11	10	10	8	2	0	0	0
06	KRISTA R. PARSONS		Max:11	S2	06	10	8	2	0	0	0
Number of Sections: 1			Average Students			Per Section: 10.00					
CTE332	CULINARY ARTS	SM	4	127	129	129	63	66	39	16	23
01	MARCI J. KILLIAN		Max:26	S2	01	25	16	9	6	5	1
02	MARCI J. KILLIAN		Max:26	S2	02	27	9	18	9	3	6
03	MARCI J. KILLIAN		Max:25	S2	03	26	15	11	8	4	4
04	MARCI J. KILLIAN		Max:20	S2	04	21	12	9	5	4	1
05	MARCI J. KILLIAN		Max:30	S2	05	30	11	19	11	0	11
Number of Sections: 5			Average Students			Per Section: 25.80					
CTE334	ADV CULNY ART 2	SM	3	13	10	10	4	6	4	2	2
01	MARCI J. KILLIAN		Max:3	S2	01	1	1	0	1	1	0
02	MARCI J. KILLIAN		Max:6	S2	02	5	1	4	2	1	1
03	MARCI J. KILLIAN		Max:4	S2	03	4	2	2	1	0	1
Number of Sections: 3			Average Students			Per Section: 3.33					
CTE351	JEWL METLSCULP1	SM	6	214	75	75	35	40	5	1	4
11	CHRISTOPHER G. TELFOR		Max:26	S2	01	22	8	14	2	0	2
14	CHRISTOPHER G. TELFOR		Max:27	S2	04	26	13	13	1	1	0
15	CHRISTOPHER G. TELFOR		Max:27	S2	05	27	14	13	2	0	2
Number of Sections: 3			Average Students			Per Section: 25.00					
CTE352	JEWL METLSCULP2	SM	2	52	37	37	12	25	7	3	4
02	CHRISTOPHER G. TELFOR		Max:26	S2	02	17	7	10	4	1	3
06	CHRISTOPHER G. TELFOR		Max:26	S2	06	20	5	15	3	2	1
Number of Sections: 2			Average Students			Per Section: 18.50					
CTE355	JEWL METLSCULCS	SM	4	10	6	6	1	5	1	1	0
05	CHRISTOPHER G. TELFOR		Max:1	S2	05	1	0	1	0	0	0
06	CHRISTOPHER G. TELFOR		Max:1	S2	06	1	0	1	0	0	0
07	CHRISTOPHER G. TELFOR		Max:1	S2	02	3	1	2	1	1	0
11	CHRISTOPHER G. TELFOR		Max:2	S2	01	0	0	0	0	0	0
16	CHRISTOPHER G. TELFOR		Max:2	S2	06	1	0	1	0	0	0
Number of Sections: 5			Average Students			Per Section: 1.20					
CTE361	VIS COM 1	SM	4	120	48	48	24	24	2	0	2
11	THOMAS J. KAUP		Max:24	S2	01	24	11	13	2	0	2
12	THOMAS J. KAUP		Max:24	S2	02	24	13	11	0	0	0
Number of Sections: 2			Average Students			Per Section: 24.00					
CTE362	VIS COM 2	SM	2	24	17	17	3	14	0	0	0
06	THOMAS J. KAUP		Max:24	S2	06	17	3	14	0	0	0
Number of Sections: 1			Average Students			Per Section: 17.00					
CTE366	VIS COM CS 2	SM	2	1	0	0	0	0	0	0	0
01	THOMAS J. KAUP		Max:1	S2	06	0	0	0	0	0	0
Number of Sections: 1			Average Students			Per Section: 0.00					
CTE371	DRAWING 1	SM	4	148	56	56	20	36	9	2	7
13	DIANE J. SARR		Max:28	S2	03	24	9	15	5	2	3
15	DIANE J. SARR		Max:30	S2	05	32	11	21	4	0	4
Number of Sections: 2			Average Students			Per Section: 28.00					
CTE372	DRAWING 2	SM	1	30	24	24	15	9	5	2	3
04	DIANE J. SARR		Max:30	S2	04	24	15	9	5	2	3

				EST	NBR	NBR	----TOTALS----			--Special Ed--		
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL	
Number of Sections: 1				Average Students Per Section:				24.00				
CTE374	AP STUDIO ART 2	SM	1	30	8	8	4	4	1	1	0	
01	DIANE J. SARR		Max:30	S2	01	8	4	4	1	1	0	
Number of Sections: 1				Average Students Per Section:				8.00				
CTE376	GRAPHIC DES 2	SM	1	14	5	5	3	2	1	0	1	
01	DIANE J. SARR		Max:14	S2	01	5	3	2	1	0	1	
Number of Sections: 1				Average Students Per Section:				5.00				
CTE382	ELECTRONICS 2	SM	3	48	38	38	2	36	2	0	2	
03	CHRISTOPHER E. ZAWISL		Max:24	S2	03	20	0	20	0	0	0	
04	CHRISTOPHER E. ZAWISL		Max:24	S2	04	18	2	16	2	0	2	
Number of Sections: 2				Average Students Per Section:				19.00				
CTE384	ELECTRONICS 4	SM	3	24	8	8	1	7	0	0	0	
02	CHRISTOPHER E. ZAWISL		Max:24	S2	02	8	1	7	0	0	0	
Number of Sections: 1				Average Students Per Section:				8.00				
CTE390	ROBOTICS TECH 2	SM	1	24	23	23	2	21	4	0	4	
06	CHRISTOPHER E. ZAWISL		Max:24	S2	06	23	2	21	4	0	4	
Number of Sections: 1				Average Students Per Section:				23.00				
CTE396	AEROSPACE ASM 2	SM	1	33	19	19	1	18	6	0	6	
01	RONALD L. CUGHAN		Max:24	S2	01	11	1	10	3	0	3	
02	RONALD L. CUGHAN		Max:9	S2	02	8	0	8	3	0	3	
Number of Sections: 2				Average Students Per Section:				9.50				
CTE401	ENGN DES ARCH 1	SM	1	72	21	21	4	17	0	0	0	
15	RONALD L. CUGHAN		Max:24	S2	05	21	4	17	0	0	0	
Number of Sections: 1				Average Students Per Section:				21.00				
CTE402	ENGN DES ARCH 2	SM	1	24	21	21	6	15	1	1	0	
06	RONALD L. CUGHAN		Max:24	S2	06	21	6	15	1	1	0	
Number of Sections: 1				Average Students Per Section:				21.00				
CTE412	COMP SYS ENG 2	SM	2	25	19	19	0	19	2	0	2	
02	CHRISTOPHER E. ZAWISL		Max:1	S2	07	1	0	1	0	0	0	
05	CHRISTOPHER E. ZAWISL		Max:24	S2	05	18	0	18	2	0	2	
Number of Sections: 2				Average Students Per Section:				9.50				
CTE422	SMALL GAS ENG 2	SM	2	43	35	35	4	31	5	1	4	
03	FRED A. DONALDSON		Max:27	S2	03	24	3	21	4	0	4	
04	FRED A. DONALDSON		Max:16	S2	04	11	1	10	1	1	0	
Number of Sections: 2				Average Students Per Section:				17.50				
CTE426	AUTO TECH 2	SM	4	52	40	40	4	36	5	0	5	
01	FRED A. DONALDSON		Max:25	S2	01	14	2	12	1	0	1	
05	FRED A. DONALDSON		Max:17	S2	05	19	2	17	1	0	1	
SE1	FRED A. DONALDSON		Max:5	S2	01	3	0	3	2	0	2	
SE5	FRED A. DONALDSON		Max:5	S2	05	4	0	4	1	0	1	
Number of Sections: 4				Average Students Per Section:				10.00				
CTE428	ADV AUTO TECH 2	SM	3	3	2	2	0	2	0	0	0	
01	FRED A. DONALDSON		Max:2	S2	04	2	0	2	0	0	0	
02	FRED A. DONALDSON		Max:1	S2	04	0	0	0	0	0	0	
Number of Sections: 2				Average Students Per Section:				1.00				
CTE430	ADV AUTO TECH 4	SM	2	2	2	2	0	2	0	0	0	
02	FRED A. DONALDSON		Max:2	S2	01	2	0	2	0	0	0	
Number of Sections: 1				Average Students Per Section:				2.00				
CTE444	WELDING 2	SM	2	38	25	25	4	21	6	1	5	
02	RONALD L. CUGHAN		Max:14	S2	02	12	1	11	1	0	1	
03	RONALD L. CUGHAN		Max:24	S2	03	13	3	10	5	1	4	
Number of Sections: 2				Average Students Per Section:				12.50				
CTE455	WOODWRK DESGN 1	SM	6	99	23	23	4	19	2	0	2	
12	LEWIS J. KELIHER		Max:23	S2	02	23	4	19	2	0	2	
Number of Sections: 1				Average Students Per Section:				23.00				
CTE456	WOODWRK DESGN 2	SM	3	59	53	53	11	42	5	0	5	

COURSE	DESCRIPTION	LGTH	SEC	EST		NBR		----TOTALS----			--Special Ed--		
				AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL		
01	LEWIS J. KELIHER	Max:20	S2	01		18	3	15		3	0	3	
04	LEWIS J. KELIHER	Max:20	S2	04		18	5	13		1	0	1	
06	LEWIS J. KELIHER	Max:19	S2	06		17	3	14		1	0	1	
Number of Sections: 3		Average Students Per Section: 17.67											
CTE458	WOODWRK DESGN 4 SM	1	35	35		35	10	25		6	1	5	
01	LEWIS J. KELIHER	Max:2	S2	01		2	1	1		0	0	0	
02	LEWIS J. KELIHER	Max:1	S2	02		3	2	1		0	0	0	
04	LEWIS J. KELIHER	Max:4	S2	04		4	1	3		1	0	1	
05	LEWIS J. KELIHER	Max:23	S2	05		21	5	16		5	1	4	
06	LEWIS J. KELIHER	Max:5	S2	06		5	1	4		0	0	0	
Number of Sections: 5		Average Students Per Section: 7.00											
CTE462	WOODWRK DESGN 6 SM	5	19	16		16	3	13		0	0	0	
01	LEWIS J. KELIHER	Max:4	S2	01		2	1	1		0	0	0	
04	LEWIS J. KELIHER	Max:5	S2	04		5	1	4		0	0	0	
05	LEWIS J. KELIHER	Max:5	S2	05		5	0	5		0	0	0	
06	LEWIS J. KELIHER	Max:5	S2	06		4	1	3		0	0	0	
Number of Sections: 4		Average Students Per Section: 4.00											
CTE466	YEARBOOK 2 SM	1	24	18		18	9	9		0	0	0	
04	THOMAS J. KAUP	Max:24	S2	04		18	9	9		0	0	0	
Number of Sections: 1		Average Students Per Section: 18.00											
CTE470	WBL GENERIC SM	1	200	0		0	0	0		0	0	0	
14	REBECCA L. KEEFE	Max:100	S2	07		0	0	0		0	0	0	
Number of Sections: 1		Average Students Per Section: 0.00											
CTE472	WBL AUTOMOTIVE SM	1	20	0		0	0	0		0	0	0	
02	REBECCA L. KEEFE	Max:10	S2	07		0	0	0		0	0	0	
Number of Sections: 1		Average Students Per Section: 0.00											
CTE473	WBL BUS ED SM	1	60	1		1	1	0		0	0	0	
02	REBECCA L. KEEFE	Max:30	S2	07		1	1	0		0	0	0	
Number of Sections: 1		Average Students Per Section: 1.00											
CTE474	WBL CAREERS ED SM	1	30	0		0	0	0		0	0	0	
02	REBECCA L. KEEFE	Max:30	S2	07		0	0	0		0	0	0	
Number of Sections: 1		Average Students Per Section: 0.00											
CTE477	WBL CULNY ARTS SM	1	60	3		3	1	2		0	0	0	
02	REBECCA L. KEEFE	Max:30	S2	07		3	1	2		0	0	0	
Number of Sections: 1		Average Students Per Section: 3.00											
CTE480	WBL FAM CONS SC SM	1	60	5		5	4	1		0	0	0	
02	REBECCA L. KEEFE	Max:30	S2	07		5	4	1		0	0	0	
Number of Sections: 1		Average Students Per Section: 5.00											
CTE484	WBL MARKETING SM	1	60	1		1	1	0		0	0	0	
14	REBECCA L. KEEFE	Max:30	S2	07		1	1	0		0	0	0	
Number of Sections: 1		Average Students Per Section: 1.00											
CTE485	WBL METALS MFG SM	1	60	0		0	0	0		0	0	0	
14	REBECCA L. KEEFE	Max:30	S2	07		0	0	0		0	0	0	
Number of Sections: 1		Average Students Per Section: 0.00											
CTE487	WBL SPORTS MED SM	1	10	0		0	0	0		0	0	0	
02	REBECCA L. KEEFE	Max:5	S2	07		0	0	0		0	0	0	
Number of Sections: 1		Average Students Per Section: 0.00											
CTE490	WBL CAR CHOICES SM	1	60	10		10	6	4		0	0	0	
02	REBECCA L. KEEFE	Max:30	S2	07		10	6	4		0	0	0	
Number of Sections: 1		Average Students Per Section: 10.00											
CTE491	WBL GAME DESIGN SM	1	60	1		1	1	0		0	0	0	
01	REBECCA L. KEEFE	Max:30	S2	07		1	1	0		0	0	0	
Number of Sections: 1		Average Students Per Section: 1.00											
CTE515	NEWSPAPER 2 SM	1	10	11		11	7	4		0	0	0	
05	THOMAS J. KAUP	Max:10	S2	05		11	7	4		0	0	0	



		EST		NBR		----TOTALS----			--Special Ed--		
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL
Number of Sections: 1		Average Students				Per Section:		11.00			
ELL121	ELL STDY SKILL2	SM	1	30	32	32	16	16	3	2	1
06	NECIA L. HANSEN		Max:30	S2	06	32	16	16	3	2	1
Number of Sections: 1		Average Students				Per Section:		32.00			
ELL202	ELL LAN ART 2B	SM	1	50	24	24	13	11	0	0	0
02	NECIA L. HANSEN		Max:30	S2	02	13	9	4	0	0	0
05	NECIA L. HANSEN		Max:20	S2	05	11	4	7	0	0	0
Number of Sections: 2		Average Students				Per Section:		12.00			
ELL302	ELL LAN ART 3B	SM	1	40	22	22	7	15	0	0	0
03	NECIA L. HANSEN		Max:30	S2	03	13	6	7	0	0	0
04	LEE A. CLOW		Max:10	S2	04	9	1	8	0	0	0
Number of Sections: 2		Average Students				Per Section:		11.00			
FOR202	FRENCH 2	SM	4	90	81	81	51	30	1	1	0
01	GREGORY S. ISHAM		Max:30	S2	01	30	21	9	0	0	0
05	CARMEN Z. REINHARDT		Max:30	S2	05	23	13	10	1	1	0
06	CARMEN Z. REINHARDT		Max:30	S2	06	28	17	11	0	0	0
Number of Sections: 3		Average Students				Per Section:		27.00			
FOR204	FRENCH 4	SM	2	90	64	64	29	35	2	1	1
02	GREGORY S. ISHAM		Max:30	S2	02	22	10	12	2	1	1
03	GREGORY S. ISHAM		Max:30	S2	03	25	12	13	0	0	0
05	GREGORY S. ISHAM		Max:30	S2	05	17	7	10	0	0	0
Number of Sections: 3		Average Students				Per Section:		21.33			
FOR206	FRENCH 6	SM	1	10	0	0	0	0	0	0	0
04	GREGORY S. ISHAM		Max:10	S2	04	0	0	0	0	0	0
Number of Sections: 1		Average Students				Per Section:		0.00			
FOR210	AP FRENCH 2	SM	1	25	8	8	3	5	0	0	0
04	GREGORY S. ISHAM		Max:25	S2	04	8	3	5	0	0	0
Number of Sections: 1		Average Students				Per Section:		8.00			
FOR452	CHINESE 2	SM	1	30	12	12	3	9	0	0	0
01	LEE A. CLOW		Max:30	S2	01	12	3	9	0	0	0
Number of Sections: 1		Average Students				Per Section:		12.00			
FOR602	SPANISH 2	SM	5	180	127	127	79	48	2	0	2
01	BRIAN M. KELLER		Max:30	S2	01	20	11	9	0	0	0
02	BRIAN M. KELLER		Max:30	S2	02	16	9	7	0	0	0
03	AMBER A. DAVIS		Max:30	S2	03	18	9	9	0	0	0
04	AMBER A. DAVIS		Max:30	S2	04	27	20	7	1	0	1
05	AMBER A. DAVIS		Max:30	S2	05	18	12	6	0	0	0
06	AMBER A. DAVIS		Max:30	S2	06	28	18	10	1	0	1
Number of Sections: 6		Average Students				Per Section:		21.17			
FOR604	SPANISH 4	SM	4	120	94	94	43	51	1	1	0
01	CARMEN Z. REINHARDT		Max:30	S2	01	18	12	6	0	0	0
02	CARMEN Z. REINHARDT		Max:30	S2	02	17	8	9	0	0	0
03	BRIAN M. KELLER		Max:30	S2	03	30	11	19	1	1	0
06	BRIAN M. KELLER		Max:30	S2	06	29	12	17	0	0	0
Number of Sections: 4		Average Students				Per Section:		23.50			
FOR606	SPANISH 6	SM	2	30	11	11	5	6	0	0	0
01	AMBER A. DAVIS		Max:30	S2	01	11	5	6	0	0	0
Number of Sections: 1		Average Students				Per Section:		11.00			
FOR610	AP SPANISH 2	SM	1	30	6	6	4	2	0	0	0
03	CARMEN Z. REINHARDT		Max:30	S2	03	6	4	2	0	0	0
Number of Sections: 1		Average Students				Per Section:		6.00			
GEN101	ORIENTATION	SM	11	60	29	29	12	17	3	1	2
14	REBECCA L. KEEFE		Max:30	S2	04	29	12	17	3	1	2
Number of Sections: 1		Average Students				Per Section:		29.00			
GEN200	ADVISORY 9-12	YR	1	991	49	49	21	28	16	5	11
01	NECIA L. HANSEN		Max:70	YR	09	49	21	28	16	5	11

COURSE	DESCRIPTION	LGTH	EST SEC	NBR AVL	NBR REQ	----TOTALS----			--Special Ed--		
						TOT	FEM	MAL	TOT	FEM	MAL
04	MARCELA FIGUEROA	Max:25	YR	09		0	0	0		0	0
05	KYLE B. JONES	Max:25	YR	09		0	0	0		0	0
06	TERESA A. MCLUEN	Max:25	YR	09		0	0	0		0	0
07	ANGELA D. STUBBLEFIEL	Max:25	YR	09		0	0	0		0	0
08	BRANDI N. COLE	Max:25	YR	09		0	0	0		0	0
09	JUDITH E. LUTTON	Max:30	YR	09		0	0	0		0	0
10	DANIEL B. BORDEN	Max:25	YR	09		0	0	0		0	0
11	MICHAELA M. HERRERA	Max:25	YR	09		0	0	0		0	0
12	LESLIE L. KIILSGAARD	Max:25	YR	09		0	0	0		0	0
13	JERRY T. FREEMAN JR	Max:15	YR	09		0	0	0		0	0
15	ALETA L. JOHNSON	Max:30	YR	09		0	0	0		0	0
16	LISA M. WOODY	Max:10	YR	09		0	0	0		0	0
17	KYM M. HALES	Max:15	YR	09		0	0	0		0	0
18	JAYNE CRIDDLE	Max:16	YR	09		0	0	0		0	0

Number of Sections: 15      Average Students Per Section: 3.27

GEN215	ADVISORY 2015	YR	1	450	0	0	0	0	0	0	0	0
02	JAMES P. CLEARY	Max:30	YR	09		0	0	0		0	0	0
03	AMBER A. DAVIS	Max:30	YR	09		0	0	0		0	0	0
04	FRED A. DONALDSON	Max:30	YR	09		0	0	0		0	0	0
05	JENNIFER D. COOKE	Max:30	YR	09		0	0	0		0	0	0
06	MICHAEL A. GRENZ	Max:30	YR	09		0	0	0		0	0	0
07	RYAN A. HANSEN	Max:30	YR	09		0	0	0		0	0	0
08	DYANN SEIDL	Max:30	YR	09		0	0	0		0	0	0
09	ERICA L. HINSON	Max:30	YR	09		0	0	0		0	0	0
12	LORI D. JACOBS	Max:30	YR	09		0	0	0		0	0	0
14	AIMEE B. OPINCARNE	Max:30	YR	09		0	0	0		0	0	0
15	CINDY L. PRATT	Max:30	YR	09		0	0	0		0	0	0
16	ABRAHAM P. VANDERPUY	Max:30	YR	09		0	0	0		0	0	0
17	CRYSTAL A. WISNESS	Max:30	YR	09		0	0	0		0	0	0
18	JOHN H. YORKE	Max:30	YR	09		0	0	0		0	0	0
19	WHITNEY R. BAILEY	Max:30	YR	09		0	0	0		0	0	0

Number of Sections: 15      Average Students Per Section: 0.00

GEN216	ADVISORY 2016	YR	1	540	0	0	0	0	0	0	0	0
01	ADAM L. LADAGE	Max:30	YR	09		0	0	0		0	0	0
02	SUSAN M. BOWERS	Max:30	YR	09		0	0	0		0	0	0
03	ANTHONY E. CALLERO	Max:30	YR	09		0	0	0		0	0	0
04	JASON L. CAPPS	Max:30	YR	09		0	0	0		0	0	0
05	RONALD L. CUGHAN	Max:30	YR	09		0	0	0		0	0	0
06	GORDON A. ELLIOTT	Max:30	YR	09		0	0	0		0	0	0
07	JANICE M. ERIE	Max:30	YR	09		0	0	0		0	0	0
08	CHARLES M. FITZGERALD	Max:30	YR	09		0	0	0		0	0	0
09	ANNA M. MARSHALL	Max:30	YR	09		0	0	0		0	0	0
10	GREGORY S. ISHAM	Max:30	YR	09		0	0	0		0	0	0
12	LEWIS J. KELIHER	Max:30	YR	09		0	0	0		0	0	0
13	BRIAN M. KELLER	Max:30	YR	09		0	0	0		0	0	0
14	PATRICK W. MARTIN	Max:30	YR	09		0	0	0		0	0	0
15	SCOTT J. MCLAUGHLIN	Max:30	YR	09		0	0	0		0	0	0
16	BRUCE J. MORRIS	Max:30	YR	09		0	0	0		0	0	0
17	NUKA NURZHANOV	Max:30	YR	09		0	0	0		0	0	0
18	DONNA L. BOWLER	Max:30	YR	09		0	0	0		0	0	0
19	ROBIN J. PRATT	Max:30	YR	09		0	0	0		0	0	0

Number of Sections: 18      Average Students Per Section: 0.00

GEN217	ADVISORY 2017	YR	1	540	0		0	0	0		0	0	0
01	ABIJAH G. ALASTRA	Max:30	YR	09		0	0	0		0	0	0	
02	EDWARD M. BENDER	Max:30	YR	09		0	0	0		0	0	0	
03	ROBERT C. JONES	Max:30	YR	09		0	0	0		0	0	0	

COURSE	DESCRIPTION	LGTH	SEC	EST	NBR	NBR	----TOTALS----			--Special Ed--		
							TOT	FEM	MAL	TOT	FEM	MAL
05	ELSBETH C. COCKCROFT	Max:30	YR	09			0	0	0	0	0	0
06	KANDY R. GILBERT	Max:30	YR	09			0	0	0	0	0	0
07	ERIK G. GUNDERSON	Max:30	YR	09			0	0	0	0	0	0
08	THOMAS J. KAUP	Max:30	YR	09			0	0	0	0	0	0
09	WARREN D. KERR	Max:30	YR	09			0	0	0	0	0	0
10	PHILIP N. SMETHERAM	Max:30	YR	09			0	0	0	0	0	0
11	APRIL M. ASFOUR	Max:30	YR	09			0	0	0	0	0	0
12	ERIC R. MOHLER	Max:30	YR	09			0	0	0	0	0	0
13	VICKI H. MUNOZ	Max:30	YR	09			0	0	0	0	0	0
14	REBECCA L. KEEFE	Max:30	YR	09			0	0	0	0	0	0
15	BESS E. OWENS	Max:30	YR	09			0	0	0	0	0	0
16	KJEL P. KIILSGAARD	Max:30	YR	09			0	0	0	0	0	0
17	CHRISTOPHER G. TELFOR	Max:30	YR	09			0	0	0	0	0	0
18	KENNY L. WHITE	Max:30	YR	09			0	0	0	0	0	0
19	CHRISTOPHER E. ZAWISL	Max:30	YR	09			0	0	0	0	0	0
Number of Sections: 18				Average Students Per Section: 0.00								
GEN301	STUDY SKILLS	SM	1	151	40		40	17	23	4	0	4
02	ROBIN J. PRATT	Max:15	S2	02			12	7	5	1	0	1
03	ROBIN J. PRATT	Max:15	S2	03			13	4	9	2	0	2
04	ROBIN J. PRATT	Max:30	S2	04			5	1	4	1	0	1
06	ROBIN J. PRATT	Max:1	S2	06			0	0	0	0	0	0
AP6	EDWARD M. BENDER	Max:30	S2	06			10	5	5	0	0	0
Number of Sections: 5				Average Students Per Section: 8.00								
GEN508	ATTEND AIDE	SM	3	8	28		28	14	14	5	3	2
01	DOUGLAS B. BURT	Max:1	S2	01			2	2	0	1	1	0
02	DOUGLAS B. BURT	Max:1	S2	02			4	0	4	1	0	1
03	DOUGLAS B. BURT	Max:1	S2	03			4	2	2	0	0	0
04	DOUGLAS B. BURT	Max:1	S2	04			4	2	2	0	0	0
05	DOUGLAS B. BURT	Max:1	S2	05			3	2	1	1	1	0
06	DOUGLAS B. BURT	Max:1	S2	06			4	2	2	2	1	1
07	DOUGLAS B. BURT	Max:1	S2	07			4	3	1	0	0	0
09	DOUGLAS B. BURT	Max:1	S2	08			3	1	2	0	0	0
Number of Sections: 8				Average Students Per Section: 3.50								
GEN512	GUID OFF AIDE	SM	6	7	7		7	5	2	0	0	0
01	MICHAELA M. HERRERA	Max:1	S2	01			1	1	0	0	0	0
02	MICHAELA M. HERRERA	Max:1	S2	02			1	1	0	0	0	0
03	MICHAELA M. HERRERA	Max:1	S2	03			2	1	1	0	0	0
04	MICHAELA M. HERRERA	Max:1	S2	04			1	1	0	0	0	0
05	MICHAELA M. HERRERA	Max:1	S2	05			1	0	1	0	0	0
06	MICHAELA M. HERRERA	Max:1	S2	06			1	1	0	0	0	0
09	MICHAELA M. HERRERA	Max:1	S2	08			0	0	0	0	0	0
Number of Sections: 7				Average Students Per Section: 1.00								
GEN607	PEER TUTOR	SM	10	47	43		43	29	14	3	2	1
01	JASON L. CAPPS	Max:1	S2	05			1	0	1	0	0	0
02	CHARLES W. TOZER JR	Max:1	S2	02			1	1	0	0	0	0
03	KRISTA R. PARSONS	Max:1	S2	05			1	1	0	0	0	0
03A	EDWARD M. BENDER	Max:1	S2	03			1	1	0	0	0	0
04	ANTHONY E. CALLERO	Max:1	S2	04			1	1	0	0	0	0
05	FRED A. DONALDSON	Max:1	S2	05			1	0	1	0	0	0
05A	ERICKA A. CONNELLY	Max:1	S2	05			1	1	0	0	0	0
06	MICHAEL A. GRENZ	Max:1	S2	06			1	0	1	0	0	0
07	BRANDI N. COLE	Max:1	S2	05			1	1	0	1	1	0
08	BRANDI N. COLE	Max:1	S2	05			1	0	1	1	0	1
09	DONNA L. BOWLER	Max:1	S2	05			1	0	1	0	0	0
10	JASON L. CAPPS	Max:1	S2	04			1	1	0	0	0	0
11	MICHAEL A. GRENZ	Max:1	S2	03			1	0	1	0	0	0

COURSE	DESCRIPTION	LGTH	EST SEC	NBR		----TOTALS----			--Special Ed--		
				AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL
12	JOHN H. YORKE	Max:1	S2	03		1	1	0	0	0	0
13	PHILIP N. SMETHERAM	Max:1	S2	03		1	0	1	0	0	0
14	PHILIP N. SMETHERAM	Max:1	S2	04		1	1	0	0	0	0
15	JESSICA L. HANSEN	Max:1	S2	04		1	1	0	0	0	0
16	ERICKA A. CONNELLY	Max:1	S2	03		1	0	1	0	0	0
17	MICHAEL A. GRENZ	Max:1	S2	02		1	1	0	0	0	0
18	JON W. PRICE	Max:1	S2	04		1	1	0	0	0	0
19	KEITH B. RODMAN	Max:1	S2	04		1	1	0	0	0	0
20	BRIAN M. KELLER	Max:1	S2	01		1	1	0	0	0	0
21	SCOTT J. MCLAUGHLIN	Max:1	S2	06		1	0	1	0	0	0
22	GREGORY S. ISHAM	Max:1	S2	03		1	1	0	0	0	0
23	KENNY L. WHITE	Max:1	S2	03		1	1	0	0	0	0
24	JOHN H. YORKE	Max:1	S2	02		1	0	1	0	0	0
25	JESSICA L. HANSEN	Max:1	S2	06		1	1	0	0	0	0
26	JESSICA L. HANSEN	Max:1	S2	02		1	1	0	0	0	0
27	ERICA L. HINSON	Max:1	S2	03		1	0	1	0	0	0
28	JOHN H. YORKE	Max:1	S2	04		1	1	0	0	0	0
29	JOHN H. YORKE	Max:1	S2	04		1	1	0	0	0	0
31	JANICE M. ERIE	Max:1	S2	04		1	1	0	0	0	0
32	JERRY T. FREEMAN JR	Max:1	S2	02		1	1	0	0	0	0
33	CRYSTAL A. WISNESS	Max:1	S2	02		1	1	0	0	0	0
34	GORDON A. ELLIOTT	Max:1	S2	04		1	0	1	0	0	0
35	DONNA L. BOWLER	Max:1	S2	04		1	1	0	0	0	0
36	JONATHAN G. MOREHEAD	Max:1	S2	05		1	1	0	0	0	0
37	KEITH B. RODMAN	Max:1	S2	02		1	1	0	0	0	0
38	LINDA K. MORRIS	Max:2	S2	06		1	1	0	0	0	0
39	JOHN H. YORKE	Max:1	S2	05		0	0	0	0	0	0
40	MYCAH C. BIRGE	Max:1	S2	05		0	0	0	0	0	0
41	CHRISTOPHER G. TELFOR	Max:1	S2	05		1	0	1	0	0	0
PE	KJEL P. KIILSGAARD	Max:2	S2	05		2	1	1	1	1	0
PE2	KJEL P. KIILSGAARD	Max:2	S2	02		1	1	0	0	0	0

Number of Sections: 44 Average Students Per Section: 0.98

GEN700	RELEASE TIME	SM	1	450	230		230	115	115		83	40	43
01B	RICHARD A. ZIMMERMAN	Max:50	S2	01		42	19	23		18	8	10	
02B	RICHARD A. ZIMMERMAN	Max:30	S2	02		28	13	15		14	7	7	
03B	RICHARD A. ZIMMERMAN	Max:30	S2	03		17	9	8		2	0	2	
04B	RICHARD A. ZIMMERMAN	Max:30	S2	04		26	15	11		8	5	3	
05B	RICHARD A. ZIMMERMAN	Max:30	S2	05		38	22	16		12	7	5	
06B	RICHARD A. ZIMMERMAN	Max:60	S2	06		79	37	42		29	13	16	

Number of Sections: 6 Average Students Per Section: 38.33

GEN701	REL-SEMINARY	YR	1	101	19		19	8	11		0	0	0
01	RICHARD A. ZIMMERMAN	Max:1	YR	01		4	2	2		0	0	0	
03	RICHARD A. ZIMMERMAN	Max:10	YR	08		2	1	1		0	0	0	
04	RICHARD A. ZIMMERMAN	Max:30	YR	04		5	2	3		0	0	0	
05	RICHARD A. ZIMMERMAN	Max:30	YR	05		8	3	5		0	0	0	

Number of Sections: 4 Average Students Per Section: 4.75

GEN708	APEX	SM	2	244	142		142	68	74		10	2	8
11	WARREN D. KERR	Max:30	S2	01		23	10	13		5	2	3	
12	WARREN D. KERR	Max:30	S2	02		31	13	18		1	0	1	
13	WARREN D. KERR	Max:30	S2	04		29	11	18		2	0	2	
15	CRYSTAL A. WISNESS	Max:30	S2	05		30	15	15		0	0	0	
16	CRYSTAL A. WISNESS	Max:30	S2	06		27	18	9		2	0	2	
IS2	CRYSTAL A. WISNESS	Max:2	S2	07		2	1	1		0	0	0	

Number of Sections: 6 Average Students Per Section: 23.67

GEN710	RUNNING START	SM	12	1400	337		337	226	111		0	0	0
01B	DANIEL B. BORDEN	Max:100	S2	01			48	31	17		0	0	0

			EST	NBR	NBR	----TOTALS----			--Special Ed--		
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL
02B	DANIEL B. BORDEN		Max:100	S2	02	59	38	21	0	0	0
03B	DANIEL B. BORDEN		Max:100	S2	03	58	38	20	0	0	0
04B	DANIEL B. BORDEN		Max:100	S2	04	58	39	19	0	0	0
05B	DANIEL B. BORDEN		Max:100	S2	05	57	40	17	0	0	0
06B	DANIEL B. BORDEN		Max:100	S2	06	57	40	17	0	0	0
07B	DANIEL B. BORDEN		Max:100	S2	07	0	0	0	0	0	0
Number of Sections: 7			Average Students Per Section:						48.14		
GEN806	ADV LEADERSHIP	SM	2	60	22	22	11	11	3	1	2
14	MYCAH C. BIRGE		Max:30	S2	04	22	11	11	3	1	2
Number of Sections: 1			Average Students Per Section:						22.00		
GEN811	MS STUDENT	YR	1	180	0	0	0	0	0	0	0
06	RICHARD A. ZIMMERMAN		Max:30	YR	06	0	0	0	0	0	0
1	RICHARD A. ZIMMERMAN		Max:30	YR	01	0	0	0	0	0	0
2	RICHARD A. ZIMMERMAN		Max:30	YR	02	0	0	0	0	0	0
3	RICHARD A. ZIMMERMAN		Max:30	YR	03	0	0	0	0	0	0
4	RICHARD A. ZIMMERMAN		Max:30	YR	04	0	0	0	0	0	0
5	RICHARD A. ZIMMERMAN		Max:30	YR	05	0	0	0	0	0	0
Number of Sections: 6			Average Students Per Section:						0.00		
GEN813	in AMHS course	SM	1	60	0	0	0	0	0	0	0
32	<None>		Max:30	S2	03	0	0	0	0	0	0
Number of Sections: 1			Average Students Per Section:						0.00		
GEN821	AMHS STUDENT	YR	3	181	36	36	4	32	4	0	4
01	<None>		Max:30	YR	01	4	0	4	0	0	0
02	<None>		Max:30	YR	02	4	0	4	0	0	0
03	<None>		Max:30	YR	03	9	1	8	1	0	1
04	<None>		Max:30	YR	04	9	1	8	1	0	1
05	<None>		Max:30	YR	05	5	1	4	1	0	1
06	<None>		Max:30	YR	06	5	1	4	1	0	1
07	<None>		Max:1	YR	07	0	0	0	0	0	0
Number of Sections: 7			Average Students Per Section:						5.14		
GEN822	ARHS STUDENT	YR	1	180	36	36	0	36	4	0	4
01	<None>		Max:30	YR	01	5	0	5	0	0	0
02	<None>		Max:30	YR	02	5	0	5	0	0	0
03	<None>		Max:30	YR	03	9	0	9	1	0	1
04	<None>		Max:30	YR	04	9	0	9	1	0	1
05	<None>		Max:30	YR	05	4	0	4	1	0	1
06	<None>		Max:30	YR	06	4	0	4	1	0	1
Number of Sections: 6			Average Students Per Section:						6.00		
GEN823	WAHS STUDENT	YR	1	210	76	76	48	28	8	4	4
01	<None>		Max:30	YR	01	11	6	5	1	0	1
02	<None>		Max:30	YR	02	12	7	5	1	0	1
03	<None>		Max:30	YR	03	14	8	6	2	1	1
04	<None>		Max:30	YR	04	15	9	6	2	1	1
05	<None>		Max:30	YR	05	11	8	3	1	1	0
06	<None>		Max:30	YR	06	12	9	3	1	1	0
07	<None>		Max:30	YR	07	1	1	0	0	0	0
Number of Sections: 7			Average Students Per Section:						10.86		
GEN825	HOME SCHOOL	YR	1	180	15	15	12	3	0	0	0
01	<None>		Max:30	YR	01	11	8	3	0	0	0
02	<None>		Max:30	YR	02	1	1	0	0	0	0
03	<None>		Max:30	YR	03	1	1	0	0	0	0
04	<None>		Max:30	YR	04	1	1	0	0	0	0
05	<None>		Max:30	YR	05	0	0	0	0	0	0
06	<None>		Max:30	YR	06	1	1	0	0	0	0
Number of Sections: 6			Average Students Per Section:						2.50		
GEN840	AMHS JROTC	SM	1	120	9	9	2	7	1	0	1

COURSE	DESCRIPTION	LGTH	SEC	EST		NBR		----TOTALS----			--Special Ed--		
				AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL		
16	<None>			Max:30	S2	01	6	1	5	0	0	0	
66	<None>			Max:30	S2	06	3	1	2	1	0	1	
Number of Sections: 2		Average Students Per Section: 4.50											
HLT111	HEALTH	SM	1	90	89	89	49	40	8	2	6		
01	MYCAH C. BIRGE			Max:30	S2	01	30	18	12	1	0	1	
02	MYCAH C. BIRGE			Max:30	S2	02	27	10	17	5	2	3	
03	MYCAH C. BIRGE			Max:30	S2	03	32	21	11	2	0	2	
Number of Sections: 3		Average Students Per Section: 29.67											
LAN102	LA 9 INTERVEN 2	SM	1	70	66	66	20	46	0	0	0		
RL3	MARIA L. VASILIOU			Max:20	S2	03	12	3	9	0	0	0	
RL4	ANTHONY E. CALLERO			Max:25	S2	04	26	9	17	0	0	0	
RL5	ANTHONY E. CALLERO			Max:25	S2	05	28	8	20	0	0	0	
Number of Sections: 3		Average Students Per Section: 22.00											
LAN121	LA 9 2	SM	10	366	291	291	129	162	5	2	3		
01C	ANTHONY E. CALLERO			Max:22	S2	01	18	7	11	0	0	0	
01H	HANNAH L. HARDERSEN			Max:30	S2	01	22	7	15	1	0	1	
01V	MARIA L. VASILIOU			Max:30	S2	01	26	12	14	0	0	0	
02C	ANTHONY E. CALLERO			Max:22	S2	02	17	5	12	0	0	0	
02H	HANNAH L. HARDERSEN			Max:30	S2	02	19	8	11	0	0	0	
02V	MARIA L. VASILIOU			Max:30	S2	02	20	13	7	0	0	0	
03C	ANTHONY E. CALLERO			Max:22	S2	03	19	5	14	0	0	0	
03H	HANNAH L. HARDERSEN			Max:30	S2	03	27	18	9	1	1	0	
04M	ANNA M. MARSHALL			Max:30	S2	04	24	11	13	0	0	0	
04V	MARIA L. VASILIOU			Max:30	S2	04	26	10	16	2	1	1	
05A	APRIL M. ASFOUR			Max:30	S2	05	19	8	11	1	0	1	
05V	MARIA L. VASILIOU			Max:30	S2	05	27	13	14	0	0	0	
06A	APRIL M. ASFOUR			Max:30	S2	06	27	12	15	0	0	0	
Number of Sections: 13		Average Students Per Section: 22.38											
LAN131	LA 9 HONORS 2	SM	2	90	68	68	41	27	0	0	0		
03	ANNA M. MARSHALL			Max:30	S2	03	24	14	10	0	0	0	
04	JANICE M. ERIE			Max:30	S2	04	30	16	14	0	0	0	
05	JANICE M. ERIE			Max:30	S2	05	14	11	3	0	0	0	
Number of Sections: 3		Average Students Per Section: 22.67											
LAN221	LA 10 2	SM	8	240	215	215	94	121	9	4	5		
01	ABIJAH G. ALASTRA			Max:30	S2	01	29	14	15	1	1	0	
02A	ABIJAH G. ALASTRA			Max:30	S2	02	27	10	17	2	0	2	
02C	JAMES P. CLEARY			Max:30	S2	02	26	12	14	1	1	0	
03A	ABIJAH G. ALASTRA			Max:30	S2	03	29	14	15	2	2	0	
03C	JAMES P. CLEARY			Max:30	S2	03	28	15	13	0	0	0	
04	JAMES P. CLEARY			Max:30	S2	04	26	14	12	2	0	2	
05C	JAMES P. CLEARY			Max:30	S2	05	24	5	19	1	0	1	
06	JANICE M. ERIE			Max:30	S2	06	26	10	16	0	0	0	
Number of Sections: 8		Average Students Per Section: 26.88											
LAN231	LA 10 HONORS 2	SM	4	120	98	98	71	27	0	0	0		
01	APRIL M. ASFOUR			Max:30	S2	01	24	20	4	0	0	0	
02	APRIL M. ASFOUR			Max:30	S2	02	22	15	7	0	0	0	
03	APRIL M. ASFOUR			Max:30	S2	03	26	15	11	0	0	0	
06	HANNAH L. HARDERSEN			Max:30	S2	06	26	21	5	0	0	0	
Number of Sections: 4		Average Students Per Section: 24.50											
LAN302	LA INTERVEN 2	SM	1	20	14	14	6	8	0	0	0		
COE	ABIJAH G. ALASTRA			Max:20	S2	04	14	6	8	0	0	0	
Number of Sections: 1		Average Students Per Section: 14.00											
LAN321	AMER LIT 2	SM	7	216	188	188	82	106	6	3	3		
01M	ANNA M. MARSHALL			Max:27	S2	01	27	9	18	1	0	1	
02	ANNA M. MARSHALL			Max:27	S2	02	26	12	14	0	0	0	
03B	DONNA L. BOWLER			Max:27	S2	03	24	12	12	0	0	0	

		EST	NBR	NBR	----TOTALS----			--Special Ed--					
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL		
04	DONNA L. BOWLER	Max:27	S2	04		22	12	10		1	1	0	
05B	DONNA L. BOWLER	Max:27	S2	05		22	11	11		1	1	0	
05C	ERICKA A. CONNELLY	Max:27	S2	05		26	9	17		0	0	0	
06C	ERICKA A. CONNELLY	Max:27	S2	06		22	10	12		1	1	0	
06S	STEPHANIE M. SCHLEICH	Max:27	S2	06		19	7	12		2	0	2	
Number of Sections: 8		Average Students				Per Section:		23.50					
LAN331	AP LAN/COMP 2	SM	3	120	75		75	36	39		0	0	0
02	SHERYL L. HARMON	Max:30	S2	02		17	9	8		0	0	0	
03	SHERYL L. HARMON	Max:30	S2	03		15	5	10		0	0	0	
04	STEPHANIE M. SCHLEICH	Max:30	S2	04		23	14	9		0	0	0	
05	STEPHANIE M. SCHLEICH	Max:30	S2	05		20	8	12		0	0	0	
Number of Sections: 4		Average Students				Per Section:		18.75					
LAN416	CREATIVE WRIT	SM	2	50	16		16	7	9		0	0	0
11	SHERYL L. HARMON	Max:25	S2	01		16	7	9		0	0	0	
Number of Sections: 1		Average Students				Per Section:		16.00					
LAN417	COLLEGE WRITING	SM	2	50	10		10	6	4		0	0	0
16	ANNA M. MARSHALL	Max:25	S2	06		10	6	4		0	0	0	
Number of Sections: 1		Average Students				Per Section:		10.00					
LAN422	HUMANITIES 2	SM	3	90	89		89	37	52		2	1	1
01	ERICKA A. CONNELLY	Max:30	S2	01		29	10	19		0	0	0	
03	ERICKA A. CONNELLY	Max:30	S2	03		30	13	17		0	0	0	
04	ERICKA A. CONNELLY	Max:30	S2	04		30	14	16		2	1	1	
Number of Sections: 3		Average Students				Per Section:		29.67					
LAN431	AP LIT/COMP 2	SM	3	90	65		65	40	25		0	0	0
01	JANICE M. ERIE	Max:30	S2	01		15	10	5		0	0	0	
02	JANICE M. ERIE	Max:30	S2	02		27	14	13		0	0	0	
06	DONNA L. BOWLER	Max:30	S2	06		23	16	7		0	0	0	
Number of Sections: 3		Average Students				Per Section:		21.67					
LAN509	CHILD THEATRE 2	SM	1	30	0		0	0	0		0	0	0
11	WARREN D. KERR	Max:30	S2	05		0	0	0		0	0	0	
Number of Sections: 1		Average Students				Per Section:		0.00					
LAN513	JOURNALISTIC WR	SM	1	40	20		20	10	10		0	0	0
15	THOMAS J. KAUP	Max:20	S2	05		20	10	10		0	0	0	
Number of Sections: 1		Average Students				Per Section:		20.00					
LAN517	DEBATE	SM	2	38	18		18	9	9		0	0	0
12	DONNA L. BOWLER	Max:25	S2	02		18	9	9		0	0	0	
Number of Sections: 1		Average Students				Per Section:		18.00					
LAN518	DEBATE	SM	1	12	0		0	0	0		0	0	0
LAN532	WRITING LAB	SM	4	100	34		34	7	27		0	0	0
16A	ABIJAH G. ALASTRA	Max:25	S2	06		16	2	14		0	0	0	
16C	JAMES P. CLEARY	Max:25	S2	06		18	5	13		0	0	0	
Number of Sections: 2		Average Students				Per Section:		17.00					
MAT108	COE MATH INTERV	SM	1	30	7		7	3	4		0	0	0
12	SUSAN M. BOWERS	Max:15	S2	02		7	3	4		0	0	0	
Number of Sections: 1		Average Students				Per Section:		7.00					
MAT121	ALGEBRA 2	SM	13	416	337		337	142	195		16	5	11
01B	SUSAN M. BOWERS	Max:25	S2	01		18	9	9		0	0	0	
01C	JASON L. CAPPS	Max:22	S2	01		18	5	13		0	0	0	
01M	ERIC R. MOHLER	Max:30	S2	01		24	9	15		5	2	3	
02C	JASON L. CAPPS	Max:22	S2	02		18	5	13		0	0	0	
02M	ERIC R. MOHLER	Max:30	S2	02		25	10	15		1	1	0	
03C	JASON L. CAPPS	Max:22	S2	03		18	7	11		0	0	0	
03J	JENNIFER D. COOKE	Max:25	S2	03		16	8	8		3	2	1	
03M	JONATHAN G. MOREHEAD	Max:30	S2	03		27	9	18		0	0	0	
04C	JENNIFER D. COOKE	Max:30	S2	04		23	12	11		0	0	0	
04M	JONATHAN G. MOREHEAD	Max:30	S2	04		29	18	11		1	0	1	

			EST	NBR	NBR	---TOTALS---			--Special Ed--				
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL		
05C	JENNIFER D. COOKE	Max:30	S2	05		23	11	12		3	0	3	
05M	JONATHAN G. MOREHEAD	Max:30	S2	05		25	10	15		1	0	1	
06C	JONATHAN G. MOREHEAD	Max:30	S2	06		25	10	15		1	0	1	
06M	ERIC R. MOHLER	Max:30	S2	06		25	10	15		0	0	0	
07	SCOTT J. MCLAUGHLIN	Max:30	S2	06		23	9	14		1	0	1	
Number of Sections: 15			Average Students			Per Section: 22.47							
MAT210	GEOMETRY 1	SM	13	355	24		24	14	10		1	0	1
12	KEITH B. RODMAN	Max:25	S2	02		24	14	10		1	0	1	
Number of Sections: 1			Average Students			Per Section: 24.00							
MAT211	GEOMETRY 2	SM	13	355	282		282	152	130		5	2	3
01R	KEITH B. RODMAN	Max:30	S2	01		21	11	10		0	0	0	
01S	DYANN SEIDL	Max:30	S2	01		18	10	8		0	0	0	
02S	DYANN SEIDL	Max:30	S2	02		25	14	11		2	1	1	
03A	TERESA M. ANDERSON	Max:30	S2	03		30	17	13		0	0	0	
03R	KEITH B. RODMAN	Max:30	S2	03		24	14	10		1	0	1	
04B	SUSAN M. BOWERS	Max:30	S2	04		30	14	16		0	0	0	
04R	KEITH B. RODMAN	Max:30	S2	04		30	16	14		0	0	0	
05B	SUSAN M. BOWERS	Max:30	S2	05		25	16	9		0	0	0	
05S	DYANN SEIDL	Max:30	S2	05		22	11	11		0	0	0	
06A	TERESA M. ANDERSON	Max:30	S2	06		30	15	15		1	1	0	
06S	DYANN SEIDL	Max:30	S2	06		27	14	13		1	0	1	
Number of Sections: 11			Average Students			Per Section: 25.64							
MAT311	ADV ALG/TRIG 2	SM	9	300	239		239	114	125		2	0	2
01C	JENNIFER D. COOKE	Max:30	S2	01		14	6	8		1	0	1	
02C	JENNIFER D. COOKE	Max:30	S2	02		25	12	13		0	0	0	
02M	SCOTT J. MCLAUGHLIN	Max:30	S2	02		24	10	14		0	0	0	
03B	SUSAN M. BOWERS	Max:30	S2	03		24	11	13		0	0	0	
03M	SCOTT J. MCLAUGHLIN	Max:30	S2	03		27	11	16		1	0	1	
04D	DYANN SEIDL	Max:30	S2	04		22	12	10		0	0	0	
04M	SCOTT J. MCLAUGHLIN	Max:30	S2	04		29	16	13		0	0	0	
05R	KEITH B. RODMAN	Max:30	S2	05		23	15	8		0	0	0	
06B	SUSAN M. BOWERS	Max:30	S2	06		25	12	13		0	0	0	
06R	KEITH B. RODMAN	Max:30	S2	06		26	9	17		0	0	0	
Number of Sections: 10			Average Students			Per Section: 23.90							
MAT411	BYND ADV ALG 2	SM	2	30	30		30	15	15		0	0	0
01	JONATHAN G. MOREHEAD	Max:30	S2	01		30	15	15		0	0	0	
Number of Sections: 1			Average Students			Per Section: 30.00							
MAT413	PRE CALCULUS 2	SM	4	120	107		107	50	57		0	0	0
01	TERESA M. ANDERSON	Max:30	S2	01		25	12	13		0	0	0	
02	TERESA M. ANDERSON	Max:30	S2	02		26	11	15		0	0	0	
05	TERESA M. ANDERSON	Max:30	S2	05		29	15	14		0	0	0	
06	JASON L. CAPPS	Max:30	S2	06		27	12	15		0	0	0	
Number of Sections: 4			Average Students			Per Section: 26.75							
MAT415	AP CALC AB 2	SM	2	60	38		38	19	19		0	0	0
03	ERIC R. MOHLER	Max:30	S2	03		21	13	8		0	0	0	
05	ERIC R. MOHLER	Max:30	S2	05		17	6	11		0	0	0	
Number of Sections: 2			Average Students			Per Section: 19.00							
MAT417	AP STATS 2	SM	1	30	9		9	3	6		0	0	0
06	JENNIFER D. COOKE	Max:30	S2	06		9	3	6		0	0	0	
Number of Sections: 1			Average Students			Per Section: 9.00							
MAT418	AP CALC BC 1	SM	1	30	11		11	6	5		0	0	0
01	ERIC R. MOHLER	Max:30	S2	08		11	6	5		0	0	0	
Number of Sections: 1			Average Students			Per Section: 11.00							
MAT421	AP COMPTR SCI 2	SM	1	30	18		18	4	14		0	0	0
01	SCOTT J. MCLAUGHLIN	Max:30	S2	01		18	4	14		0	0	0	



		EST	NBR	NBR	----TOTALS----			--Special Ed--			
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL
Number of Sections: 1		Average Students				Per Section:		18.00			
MUS116	WIND ENSEMBLE	SM	1	55	44	44	22	22	0	0	0
05	ANTHONY D. PAUSTIAN	Max:55	S2	05		44	22	22	0	0	0
Number of Sections: 1		Average Students				Per Section:		44.00			
MUS121	PERCUSSION	SM	1	30	7	7	1	6	0	0	0
03	ANTHONY D. PAUSTIAN	Max:30	S2	03		7	1	6	0	0	0
Number of Sections: 1		Average Students				Per Section:		7.00			
MUS123	ADV PERCUSSION	SM	1	30	7	7	2	5	0	0	0
04	ANTHONY D. PAUSTIAN	Max:30	S2	04		7	2	5	0	0	0
Number of Sections: 1		Average Students				Per Section:		7.00			
MUS131	JAZZ ENSEMBLE	SM	1	30	16	16	6	10	0	0	0
00	ANTHONY D. PAUSTIAN	Max:30	S2	08		16	6	10	0	0	0
Number of Sections: 1		Average Students				Per Section:		16.00			
MUS201	CHOIR ENSMBLE	SM	1	19	14	14	14	0	2	2	0
01	KANDY R. GILBERT	Max:19	S2	02		14	14	0	2	2	0
Number of Sections: 1		Average Students				Per Section:		14.00			
MUS211	CHOIR-CONCERT	SM	1	40	27	27	20	7	4	3	1
01	KANDY R. GILBERT	Max:40	S2	01		27	20	7	4	3	1
Number of Sections: 1		Average Students				Per Section:		27.00			
MUS216	CHOIR-SHOW	SM	1	16	12	12	5	7	2	1	1
04	KANDY R. GILBERT	Max:16	S2	04		12	5	7	2	1	1
Number of Sections: 1		Average Students				Per Section:		12.00			
MUS221	CHOIR-CHAMBER	SM	2	60	46	46	31	15	4	3	1
01	KANDY R. GILBERT	Max:60	S2	03		46	31	15	4	3	1
Number of Sections: 1		Average Students				Per Section:		46.00			
MUS231	CHOIR-JAZZ EN	SM	3	23	21	21	13	8	2	0	2
01	KANDY R. GILBERT	Max:23	S2	08		21	13	8	2	0	2
Number of Sections: 1		Average Students				Per Section:		21.00			
MUS301	ORCHESTRA	SM	1	40	14	14	6	8	1	0	1
05	JEANEE MAUCOTEL	Max:40	S2	05		14	6	8	1	0	1
Number of Sections: 1		Average Students				Per Section:		14.00			
MUS303	ORCHEST-CHMBR	SM	1	40	18	18	9	9	1	1	0
06	JEANEE MAUCOTEL	Max:40	S2	06		18	9	9	1	1	0
Number of Sections: 1		Average Students				Per Section:		18.00			
MUS401	GUJAR	SM	1	34	15	15	4	11	0	0	0
12	ANTHONY D. PAUSTIAN	Max:17	S2	02		15	4	11	0	0	0
Number of Sections: 1		Average Students				Per Section:		15.00			
PHY101	INTRO PE	SM	10	374	166	166	77	89	53	15	38
12	JESSICA L. HANSEN	Max:36	S2	02		29	16	13	2	1	1
13	RYAN A. HANSEN	Max:36	S2	03		30	20	10	2	1	1
14	KJEL P. KIILSGAARD	Max:36	S2	04		32	16	16	0	0	0
15	ERICA L. HINSON	Max:36	S2	05		30	14	16	4	2	2
A3	KJEL P. KIILSGAARD	Max:15	S2	02		19	7	12	19	7	12
A4	KJEL P. KIILSGAARD	Max:15	S2	05		18	3	15	18	3	15
SLC	JAVID K. SHOEMAKER	Max:15	S2	04		8	1	7	8	1	7
Number of Sections: 7		Average Students				Per Section:		23.71			
PHY204	AEROBIC/WALK	SM	2	72	72	72	60	12	10	6	4
02	ERICA L. HINSON	Max:36	S2	02		35	28	7	3	2	1
06	MYCAH C. BIRGE	Max:36	S2	06		37	32	5	7	4	3
Number of Sections: 2		Average Students				Per Section:		36.00			
PHY206	AEROBICS	SM	1	36	38	38	38	0	6	6	0
05	JESSICA L. HANSEN	Max:36	S2	05		38	38	0	6	6	0
Number of Sections: 1		Average Students				Per Section:		38.00			
PHY208	BASKETBALL	SM	1	36	34	34	4	30	6	2	4
01	RYAN A. HANSEN	Max:36	S2	01		34	4	30	6	2	4

		EST	NBR	NBR	----TOTALS----			--Special Ed--			
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL
Number of Sections: 1		Average Students				Per Section:		34.00			
PHY218	HOCKEY/SOC	SM	2	36	37	37	6	31	8	2	6
01	ERICA L. HINSON	Max:36	S2	01		37	6	31	8	2	6
Number of Sections: 1		Average Students				Per Section:		37.00			
PHY224	VOLLEYBALL	SM	3	108	110	110	65	45	14	9	5
01	KJEL P. KIILSGAARD	Max:36	S2	01		37	25	12	2	1	1
03	ERICA L. HINSON	Max:36	S2	03		38	19	19	5	2	3
04	JESSICA L. HANSEN	Max:36	S2	04		35	21	14	7	6	1
Number of Sections: 3		Average Students				Per Section:		36.67			
PHY230	BEG WT TRNG	SM	5	180	174	174	37	137	20	2	18
01	JESSICA L. HANSEN	Max:36	S2	01		36	10	26	5	1	4
03	KJEL P. KIILSGAARD	Max:36	S2	03		36	8	28	2	0	2
04	RYAN A. HANSEN	Max:36	S2	04		34	7	27	4	0	4
05	RYAN A. HANSEN	Max:36	S2	05		34	4	30	6	0	6
99	RYAN A. HANSEN	Max:36	S2	08		34	8	26	3	1	2
Number of Sections: 5		Average Students				Per Section:		34.80			
PHY304	ADV VLYBALL	SM	2	36	36	36	26	10	1	0	1
06	JESSICA L. HANSEN	Max:36	S2	06		36	26	10	1	0	1
Number of Sections: 1		Average Students				Per Section:		36.00			
PHY306	ADV WT TRNG	SM	2	36	36	36	1	35	4	0	4
06	ERICA L. HINSON	Max:36	S2	06		36	1	35	4	0	4
Number of Sections: 1		Average Students				Per Section:		36.00			
SCI101	SCIENCE LINKS	SM	9	330	146	146	62	84	15	6	9
11	AIMEE B. OPINCARNE	Max:30	S2	01		27	13	14	2	1	1
12	AIMEE B. OPINCARNE	Max:30	S2	02		18	8	10	1	1	0
13	AIMEE B. OPINCARNE	Max:30	S2	03		18	12	6	2	1	1
14	BRUCE J. MORRIS	Max:30	S2	04		29	13	16	3	1	2
15	BRUCE J. MORRIS	Max:30	S2	05		25	7	18	2	1	1
16	BRUCE J. MORRIS	Max:30	S2	06		29	9	20	5	1	4
Number of Sections: 6		Average Students				Per Section:		24.33			
SCI199	COE BIOLOGY 2	SM	1	60	17	17	7	10	1	0	1
05	BESS E. OWENS	Max:30	S2	05		17	7	10	1	0	1
Number of Sections: 1		Average Students				Per Section:		17.00			
SCI203	BIOLOGY 2	SM	14	330	309	309	155	154	36	14	22
01	WHITNEY R. BAILEY	Max:30	S2	01		30	14	16	5	2	3
03	WHITNEY R. BAILEY	Max:30	S2	03		29	12	17	3	0	3
05	WHITNEY R. BAILEY	Max:30	S2	05		28	17	11	5	3	2
06	WHITNEY R. BAILEY	Max:30	S2	06		27	12	15	6	2	4
24	AIMEE B. OPINCARNE	Max:30	S2	04		30	14	16	2	1	1
32	BESS E. OWENS	Max:30	S2	02		27	15	12	3	2	1
33	BESS E. OWENS	Max:30	S2	03		25	16	9	2	1	1
34	BESS E. OWENS	Max:30	S2	04		30	16	14	2	0	2
36	BESS E. OWENS	Max:30	S2	06		25	11	14	1	0	1
42	ERIC D. WAKEFIELD	Max:30	S2	02		29	13	16	3	0	3
45	ERIC D. WAKEFIELD	Max:30	S2	05		29	15	14	4	3	1
Number of Sections: 11		Average Students				Per Section:		28.09			
SCI300	CHEMISTRY 1	SM	8	270	9	9	3	6	0	0	0
21	ELSBETH C. COCKCROFT	Max:30	S2	01		9	3	6	0	0	0
Number of Sections: 1		Average Students				Per Section:		9.00			
SCI301	CHEMISTRY 2	SM	8	240	173	173	92	81	1	0	1
01	DENISE L. CARROLL	Max:30	S2	01		27	15	12	0	0	0
02	DENISE L. CARROLL	Max:30	S2	02		20	8	12	0	0	0
03	DENISE L. CARROLL	Max:30	S2	03		23	10	13	0	0	0
04	DENISE L. CARROLL	Max:30	S2	04		30	13	17	0	0	0
05	DENISE L. CARROLL	Max:30	S2	05		25	12	13	0	0	0
15	ELSBETH C. COCKCROFT	Max:30	S2	05		27	19	8	0	0	0

			EST	NBR	NBR	----TOTALS----			--Special Ed--		
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL
16	ELSBETH C. COCKCROFT			Max:30	S2 06	21	15	6	1	0	1
Number of Sections: 7			Average Students Per Section: 24.71								
SCI303	ADV CHEM 2	SM		1	60 30	30	12	18	0	0	0
02	ELSBETH C. COCKCROFT			Max:30	S2 02	15	5	10	0	0	0
03	ELSBETH C. COCKCROFT			Max:30	S2 03	15	7	8	0	0	0
Number of Sections: 2			Average Students Per Section: 15.00								
SCI401	PHYSICS 2	SM		3	90 56	56	23	33	0	0	0
01	ERIC D. WAKEFIELD			Max:30	S2 01	15	8	7	0	0	0
04	ERIC D. WAKEFIELD			Max:30	S2 04	29	10	19	0	0	0
06	ERIC D. WAKEFIELD			Max:30	S2 06	12	5	7	0	0	0
Number of Sections: 3			Average Students Per Section: 18.67								
SCI502	MARINE BIOLOGY	SM		1	30 30	30	19	11	1	1	0
04	WHITNEY R. BAILEY			Max:30	S2 04	30	19	11	1	1	0
Number of Sections: 1			Average Students Per Section: 30.00								
SLC102	PRE MATH B	SM		2	17 16	16	4	12	16	4	12
01	MARY L. MEEKER-CLARK			Max:5	S2 01	7	1	6	7	1	6
03	MARY L. MEEKER-CLARK			Max:5	S2 03	7	2	5	7	2	5
05	MARCELA FIGUEROA			Max:7	S2 05	2	1	1	2	1	1
Number of Sections: 3			Average Students Per Section: 5.33								
SLC104	MATH 1B	SM		1	13 14	14	3	11	14	3	11
04	MARCELA FIGUEROA			Max:10	S2 04	10	2	8	10	2	8
05	MARCELA FIGUEROA			Max:3	S2 05	4	1	3	4	1	3
Number of Sections: 2			Average Students Per Section: 7.00								
SLC106	MATH 2B	SM		2	12 15	15	7	8	15	7	8
02	MARY L. MEEKER-CLARK			Max:2	S2 02	4	1	3	4	1	3
03	MARCELA FIGUEROA			Max:10	S2 03	11	6	5	11	6	5
Number of Sections: 2			Average Students Per Section: 7.50								
SLC108	MATH 3B	SM		3	18 19	19	7	12	18	6	12
02	MARY L. MEEKER-CLARK			Max:3	S2 02	2	0	2	2	0	2
03	MARY L. MEEKER-CLARK			Max:5	S2 03	6	2	4	5	1	4
04	MARY L. MEEKER-CLARK			Max:10	S2 04	11	5	6	11	5	6
Number of Sections: 3			Average Students Per Section: 6.33								
SLC202	LANG ARTS 1B	SM		2	19 15	15	3	12	15	3	12
01	JAVID K. SHOEMAKER			Max:1	S2 01	4	0	4	4	0	4
02	CHARLES W. TOZER JR			Max:8	S2 02	7	2	5	7	2	5
03	LISA M. WOODY			Max:10	S2 03	4	1	3	4	1	3
Number of Sections: 3			Average Students Per Section: 5.00								
SLC204	LANG ARTS 2B	SM		2	25 14	14	6	8	14	6	8
03	CHARLES W. TOZER JR			Max:15	S2 03	5	3	2	5	3	2
05	LISA M. WOODY			Max:10	S2 05	9	3	6	9	3	6
Number of Sections: 2			Average Students Per Section: 7.00								
SLC206	LANG ARTS 3B	SM		2	9 6	6	1	5	6	1	5
01	JAVID K. SHOEMAKER			Max:9	S2 01	6	1	5	6	1	5
Number of Sections: 1			Average Students Per Section: 6.00								
SLC208	LANG ARTS 4B	SM		1	10 15	15	5	10	15	5	10
03	JAVID K. SHOEMAKER			Max:10	S2 03	15	5	10	15	5	10
Number of Sections: 1			Average Students Per Section: 15.00								
SLC210	LANG ARTS 5B	SM		2	12 16	16	6	10	16	6	10
02	CHARLES W. TOZER JR			Max:2	S2 02	4	1	3	4	1	3
05	JAVID K. SHOEMAKER			Max:10	S2 05	12	5	7	12	5	7
Number of Sections: 2			Average Students Per Section: 8.00								
SLC302	WRITING 1B	SM		4	29 33	33	10	23	33	10	23
01	MARCELA FIGUEROA			Max:6	S2 01	7	1	6	7	1	6
02	JERRY T. FREEMAN JR			Max:10	S2 02	7	1	6	7	1	6
04	JERRY T. FREEMAN JR			Max:5	S2 04	12	4	8	12	4	8
05	JERRY T. FREEMAN JR			Max:8	S2 05	7	4	3	7	4	3

		EST	NBR	NBR	----TOTALS----			--Special Ed--			
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL
Number of Sections:		4	Average Students			Per Section:			8.25		
SLC304	WRITING 2B	SM	1	35	23	23	6	17	22	5	17
01	JERRY T. FREEMAN JR	Max:10	S2	01	8	1	7	8	1	7	
02	LISA M. WOODY	Max:10	S2	02	8	3	5	7	2	5	
11	CHARLES W. TOZER JR	Max:15	S2	01	7	2	5	7	2	5	
Number of Sections:		3	Average Students			Per Section:			7.67		
SLC306	WRITING 3B	SM	2	11	10	10	5	5	9	4	5
01	MARCELA FIGUEROA	Max:4	S2	01	2	2	0	2	2	0	
04	JERRY T. FREEMAN JR	Max:5	S2	04	7	3	4	6	2	4	
05	JERRY T. FREEMAN JR	Max:2	S2	05	1	0	1	1	0	1	
Number of Sections:		3	Average Students			Per Section:			3.33		
SLC402	LIFE SKILLS 1B	SM	2	35	36	36	16	20	35	15	20
01	KYM M. HALES	Max:10	S2	01	19	9	10	18	8	10	
04	LISA M. WOODY	Max:10	S2	04	8	4	4	8	4	4	
04T	CHARLES W. TOZER JR	Max:15	S2	04	9	3	6	9	3	6	
Number of Sections:		3	Average Students			Per Section:			12.00		
SLC404	LIFE SKILLS 2B	SM	2	13	15	15	4	11	15	4	11
03	KYM M. HALES	Max:3	S2	03	7	0	7	7	0	7	
05	KYM M. HALES	Max:10	S2	05	8	4	4	8	4	4	
Number of Sections:		2	Average Students			Per Section:			7.50		
SLC406	LIFE SKILLS 3B	SM	3	21	19	19	5	14	19	5	14
1	CHARLES W. TOZER JR	Max:4	S2	01	1	0	1	1	0	1	
2H	KYM M. HALES	Max:10	S2	02	12	5	7	12	5	7	
3	KYM M. HALES	Max:7	S2	03	6	0	6	6	0	6	
Number of Sections:		3	Average Students			Per Section:			6.33		
SLCHOM	SLC HOMEROOM	SM	9	210	62	62	22	40	61	21	40
12	MARCELA FIGUEROA	Max:15	S2	06	10	1	9	10	1	9	
22	KYM M. HALES	Max:15	S2	06	11	5	6	11	5	6	
32	LISA M. WOODY	Max:15	S2	06	7	1	6	7	1	6	
42	JAVID K. SHOEMAKER	Max:15	S2	06	11	4	7	11	4	7	
52	MARY L. MEEKER-CLARK	Max:15	S2	06	4	3	1	4	3	1	
62	JERRY T. FREEMAN JR	Max:15	S2	06	8	4	4	8	4	4	
64	CHARLES W. TOZER JR	Max:15	S2	06	11	4	7	10	3	7	
Number of Sections:		7	Average Students			Per Section:			8.86		
SOC101	WORLD STUDIES	SM	10	381	198	198	86	112	17	3	14
11P	JON W. PRICE	Max:30	S2	01	25	8	17	1	0	1	
11V	ABRAHAM P. VANDERPUY	Max:22	S2	01	18	5	13	0	0	0	
12P	JON W. PRICE	Max:30	S2	02	22	11	11	3	0	3	
12V	ABRAHAM P. VANDERPUY	Max:22	S2	02	19	7	12	0	0	0	
13V	ABRAHAM P. VANDERPUY	Max:22	S2	03	17	5	12	0	0	0	
14P	JON W. PRICE	Max:30	S2	04	27	15	12	4	1	3	
15P	JON W. PRICE	Max:30	S2	05	23	11	12	4	1	3	
16V	ABRAHAM P. VANDERPUY	Max:30	S2	06	28	13	15	5	1	4	
ELL	NECIA L. HANSEN	Max:15	S2	04	19	11	8	0	0	0	
Number of Sections:		9	Average Students			Per Section:			22.00		
SOC150	WORLD GEOGRAPHY	SM	2	30	12	12	5	7	1	0	1
01	PATRICK W. MARTIN	Max:30	S2	01	12	5	7	1	0	1	
Number of Sections:		1	Average Students			Per Section:			12.00		
SOC191	AP HUMN GEOGR 2	SM	2	60	56	56	28	28	0	0	0
05	MICHAEL A. GRENZ	Max:30	S2	05	28	10	18	0	0	0	
06	MICHAEL A. GRENZ	Max:30	S2	06	28	18	10	0	0	0	
Number of Sections:		2	Average Students			Per Section:			28.00		
SOC203	US HISTORY 2	SM	11	90	65	65	28	37	11	4	7
03B	EDWARD M. BENDER	Max:30	S2	03	21	9	12	3	1	2	
04S	PHILIP N. SMETHERAM	Max:30	S2	04	27	11	16	6	1	5	
05S	PHILIP N. SMETHERAM	Max:30	S2	05	17	8	9	2	2	0	

		EST	NBR	NBR	----TOTALS----			--Special Ed--			
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL
Number of Sections: 3		Average Students Per Section: 21.67									
SOC205	AP EUROPEAN 2	SM	4	90	80	80	56	24	0	0	0
11G	MICHAEL A. GRENZ		Max:30	S2	01	23	19	4	0	0	0
12G	MICHAEL A. GRENZ		Max:30	S2	02	29	19	10	0	0	0
13G	MICHAEL A. GRENZ		Max:30	S2	03	28	18	10	0	0	0
Number of Sections: 3		Average Students Per Section: 26.67									
SOC300	CIVICS	SM	9	300	115	115	42	73	20	4	16
11E	GORDON A. ELLIOTT		Max:30	S2	01	21	8	13	2	1	1
13Y	JOHN H. YORKE		Max:30	S2	03	29	9	20	8	1	7
14E	GORDON A. ELLIOTT		Max:30	S2	04	26	12	14	3	2	1
15Y	JOHN H. YORKE		Max:30	S2	05	17	6	11	3	0	3
16P	JON W. PRICE		Max:30	S2	06	22	7	15	4	0	4
Number of Sections: 5		Average Students Per Section: 23.00									
SOC302	AP US HISTORY 2	SM	4	90	76	76	38	38	0	0	0
11	EDWARD M. BENDER		Max:30	S2	01	23	13	10	0	0	0
12	EDWARD M. BENDER		Max:30	S2	02	24	11	13	0	0	0
14	EDWARD M. BENDER		Max:30	S2	04	29	14	15	0	0	0
Number of Sections: 3		Average Students Per Section: 25.33									
SOC400	GLOBAL ISSUES	SM	7	540	177	177	76	101	26	10	16
111	JOHN H. YORKE		Max:30	S2	01	22	7	15	3	2	1
112	JOHN H. YORKE		Max:30	S2	02	20	10	10	1	0	1
113	PHILIP N. SMETHERAM		Max:30	S2	03	20	8	12	4	1	3
114	JOHN H. YORKE		Max:30	S2	04	26	8	18	4	2	2
116	PHILIP N. SMETHERAM		Max:30	S2	06	22	15	7	4	3	1
212	PHILIP N. SMETHERAM		Max:30	S2	02	20	7	13	2	0	2
213	PATRICK W. MARTIN		Max:30	S2	03	13	7	6	1	0	1
214	PATRICK W. MARTIN		Max:30	S2	04	22	12	10	6	1	5
215	PATRICK W. MARTIN		Max:30	S2	05	12	2	10	1	1	0
Number of Sections: 9		Average Students Per Section: 19.67									
SOC402	AP US POL&GOV 2	SM	3	90	76	76	43	33	1	1	0
02	GORDON A. ELLIOTT		Max:30	S2	02	27	16	11	1	1	0
03	GORDON A. ELLIOTT		Max:30	S2	03	23	10	13	0	0	0
05	GORDON A. ELLIOTT		Max:30	S2	05	26	17	9	0	0	0
Number of Sections: 3		Average Students Per Section: 25.33									
SOC501	PSYCHOLOGY 2	SM	2	60	59	59	34	25	7	2	5
01	CRYSTAL A. WISNESS		Max:30	S2	01	29	21	8	3	2	1
02	CRYSTAL A. WISNESS		Max:30	S2	02	30	13	17	4	0	4
Number of Sections: 2		Average Students Per Section: 29.50									
SOC503	AP PSYCH 2	SM	1	30	18	18	11	7	1	1	0
03	CRYSTAL A. WISNESS		Max:30	S2	03	18	11	7	1	1	0
Number of Sections: 1		Average Students Per Section: 18.00									
SOC508	WASH STATE HIST	SM	2	90	30	30	14	16	7	1	6
16	PATRICK W. MARTIN		Max:30	S2	06	30	14	16	7	1	6
Number of Sections: 1		Average Students Per Section: 30.00									
SPE116	READING LAB	SM	2	14	13	13	7	6	13	7	6
05	TERESA A. MCLUEN		Max:14	S2	05	13	7	6	13	7	6
Number of Sections: 1		Average Students Per Section: 13.00									
SPE202	LANG ARTS 1	SM	1	14	11	11	4	7	10	4	6
02	TERESA A. MCLUEN		Max:14	S2	02	11	4	7	10	4	6
Number of Sections: 1		Average Students Per Section: 11.00									
SPE206	LANG ARTS 3	SM	1	14	13	13	2	11	13	2	11
04	JAYNE CRIDDLE		Max:14	S2	04	13	2	11	13	2	11
Number of Sections: 1		Average Students Per Section: 13.00									
SPE208	LANG ARTS 4	SM	1	28	20	20	8	12	20	8	12
01	JAYNE CRIDDLE		Max:14	S2	01	8	4	4	8	4	4
04	TERESA A. MCLUEN		Max:14	S2	04	12	4	8	12	4	8



TITLE FOR TOTAL

TOTALS GROUP	TOTAL	FEMALE	MALE
GRAND TOTALS	9068	4299	4769
Special Ed	1340	498	842

\*\*\*\*\* End of report \*\*\*\*\*

COURSE	DESCRIPTION	LGTH	SEC	EST	NBR	NBR	----TOTALS----			--Special Ed--		
							TOT	FEM	MAL	TOT	FEM	MAL
ART110	CERAMICS	SM		3	90	30	30	17	13	3	2	1
16	AMY L. MILLS GOLDBERG			Max:30	S2	01	30	17	13	3	2	1
Number of Sections: 1				Average Students Per Section: 30.00								
ART111	ADV CERAMICS	SM		1	30	30	30	19	11	4	3	1
26	AMY L. MILLS GOLDBERG			Max:30	S2	02	30	19	11	4	3	1
Number of Sections: 1				Average Students Per Section: 30.00								
ART114	TECH THEATRE 1	SM		2	60	29	29	12	17	3	0	3
66	PAUL H. FOUHY			Max:30	S2	06	29	12	17	3	0	3
Number of Sections: 1				Average Students Per Section: 29.00								
ART122	ACTING 2	SM		1	25	18	18	9	9	2	0	2
56	PAUL H. FOUHY			Max:25	S2	05	18	9	9	2	0	2
Number of Sections: 1				Average Students Per Section: 18.00								
ART124	ACTING 4	SM		1	4	4	4	1	3	0	0	0
56	PAUL H. FOUHY			Max:4	S2	05	4	1	3	0	0	0
Number of Sections: 1				Average Students Per Section: 4.00								
ART126	ACTING 6	SM		1	1	0	0	0	0	0	0	0
56	PAUL H. FOUHY			Max:1	S2	05	0	0	0	0	0	0
Number of Sections: 1				Average Students Per Section: 0.00								
ART381	AP STUDIO ART 2	SM		1	30	11	11	10	1	2	1	1
31	AMY L. MILLS GOLDBERG			Max:30	S2	03	11	10	1	2	1	1
Number of Sections: 1				Average Students Per Section: 11.00								
CTE002	HORT SCIENCE 2	SM		2	60	50	50	26	24	8	1	7
51	REGINA K. GRUBB			Max:30	S2	05	29	15	14	4	1	3
61	REGINA K. GRUBB			Max:30	S2	06	21	11	10	4	0	4
Number of Sections: 2				Average Students Per Section: 25.00								
CTE004	ENVIRON HORT 2	SM		1	60	52	52	23	29	6	4	2
46	REGINA K. GRUBB			Max:30	S2	04	27	16	11	4	2	2
76	REGINA K. GRUBB			Max:30	S2	07	25	7	18	2	2	0
Number of Sections: 2				Average Students Per Section: 26.00								
CTE008	FLORAL DES MKT2	SM		1	0	0	0	0	0	0	0	0
46	REGINA K. GRUBB			Max:0	S2	04	0	0	0	0	0	0
Number of Sections: 1				Average Students Per Section: 0.00								
CTE102	ACCOUNTING 2	SM		1	30	26	26	15	11	0	0	0
21	PATRICIA E. ECKELMAN			Max:30	S2	02	26	15	11	0	0	0
Number of Sections: 1				Average Students Per Section: 26.00								
CTE118	MATH BUS PRFIN2	SM		2	30	23	23	12	11	1	1	0
31	PATRICIA E. ECKELMAN			Max:30	S2	03	23	12	11	1	1	0
Number of Sections: 1				Average Students Per Section: 23.00								
CTE142	MOS 2	SM		1	120	87	87	44	43	3	0	3
16	PATRICIA E. ECKELMAN			Max:30	S2	01	30	19	11	1	0	1
46	PATRICIA E. ECKELMAN			Max:30	S2	04	28	11	17	1	0	1
56	PATRICIA E. ECKELMAN			Max:30	S2	05	29	14	15	1	0	1
Number of Sections: 3				Average Students Per Section: 29.00								
CTE171	MARKETG/DECA 2	SM		3	73	73	73	35	38	5	3	2
11	DEREK E. ENZ			Max:13	S2	01	12	3	9	2	1	1
36	DEREK E. ENZ			Max:30	S2	03	31	20	11	1	1	0
51	DEREK E. ENZ			Max:30	S2	05	30	12	18	2	1	1
Number of Sections: 3				Average Students Per Section: 24.33								
CTE176	MKT PMGMT DECA4	SM		1	30	30	30	13	17	0	0	0
61	DEREK E. ENZ			Max:30	S2	06	30	13	17	0	0	0
Number of Sections: 1				Average Students Per Section: 30.00								
CTE181	MKT BUS ADMIN 2	SM		1	17	11	11	3	8	0	0	0
11	DEREK E. ENZ			Max:17	S2	01	11	3	8	0	0	0
Number of Sections: 1				Average Students Per Section: 11.00								
CTE183	STORE RETL OP 2	SM		1	31	31	31	13	18	2	0	2
37	DEREK E. ENZ			Max:6	S2	03	6	2	4	0	0	0



		EST	NBR	NBR	---TOTALS---			--Special Ed--				
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL	
41	DEREK E. ENZ	Max:25	S2	04		25	11	14		2	0	2
Number of Sections: 2		Average Students			Per Section:		15.50					
CTE185	STOR OP SM BSN2 SM	1	8	9		9	6	3		0	0	0
41	DEREK E. ENZ	Max:5	S2	04		7	5	2		0	0	0
51	DEREK E. ENZ	Max:3	S2	05		2	1	1		0	0	0
Number of Sections: 2		Average Students			Per Section:		4.50					
CTE187	MARKTNG ENTRE 2 SM	1	0	0		0	0	0		0	0	0
11	DEREK E. ENZ	Max:0	S2	01		0	0	0		0	0	0
Number of Sections: 1		Average Students			Per Section:		0.00					
CTE188	BSN MKT FN DECA SM	1	85	19		19	9	10		1	0	1
37	JANA D. THOMAS	Max:25	S2	03		19	9	10		1	0	1
Number of Sections: 1		Average Students			Per Section:		19.00					
CTE211	CAREER W/CHILD1 SM	2	60	28		28	25	3		1	1	0
26	VIVIAN G. BAGLIEN	Max:30	S2	02		28	25	3		1	1	0
Number of Sections: 1		Average Students			Per Section:		28.00					
CTE240	INDEP LIVING SM	1	60	21		21	11	10		6	2	4
16	VIVIAN G. BAGLIEN	Max:30	S2	01		21	11	10		6	2	4
Number of Sections: 1		Average Students			Per Section:		21.00					
CTE245	INTERIOR DESIGN SM	1	30	19		19	16	3		2	1	1
36	VIVIAN G. BAGLIEN	Max:30	S2	03		19	16	3		2	1	1
Number of Sections: 1		Average Students			Per Section:		19.00					
CTE250	NUTRTN WELLNESS SM	2	60	27		27	19	8		2	2	0
66	VIVIAN G. BAGLIEN	Max:30	S2	06		27	19	8		2	2	0
Number of Sections: 1		Average Students			Per Section:		27.00					
CTE266	COSMETOLOGY 2 SM	1	5	0		0	0	0		0	0	0
36	VIVIAN G. BAGLIEN	Max:5	S2	03		0	0	0		0	0	0
Number of Sections: 1		Average Students			Per Section:		0.00					
CTE304	PREVENTIVE MED SM	4	90	56		56	36	20		2	1	1
36	STEVEN I. CALHOUN	Max:30	S2	03		27	20	7		1	1	0
46	STEVEN I. CALHOUN	Max:30	S2	04		29	16	13		1	0	1
Number of Sections: 2		Average Students			Per Section:		28.00					
CTE306	ANATOMY/PHYS 2 SM	2	60	57		57	42	15		1	1	0
11	STEVEN I. CALHOUN	Max:30	S2	01		27	19	8		1	1	0
21	STEVEN I. CALHOUN	Max:30	S2	02		30	23	7		0	0	0
Number of Sections: 2		Average Students			Per Section:		28.50					
CTE308	SPORTS MED 2 SM	1	23	23		23	20	3		0	0	0
61	STEVEN I. CALHOUN	Max:23	S2	06		23	20	3		0	0	0
Number of Sections: 1		Average Students			Per Section:		23.00					
CTE312	ADVSPORTS MED 2 SM	2	7	11		11	9	2		0	0	0
61	STEVEN I. CALHOUN	Max:7	S2	06		11	9	2		0	0	0
Number of Sections: 1		Average Students			Per Section:		11.00					
CTE331	CULINARY ARTS SM	14	284	105		105	46	59		19	10	9
16	ROBERTA J. LOCKE	Max:30	S2	01		32	10	22		6	2	4
26	ROBERTA J. LOCKE	Max:30	S2	02		27	15	12		6	3	3
36	ROBERTA J. LOCKE	Max:30	S2	03		30	13	17		6	4	2
96	ROBERTA J. LOCKE	Max:30	S2	09		16	8	8		1	1	0
Number of Sections: 4		Average Students			Per Section:		26.25					
CTE332	CULINARY ARTS SM	3	45	44		44	21	23		1	0	1
46	ROBERTA J. LOCKE	Max:25	S2	04		24	13	11		1	0	1
56	ROBERTA J. LOCKE	Max:20	S2	05		20	8	12		0	0	0
Number of Sections: 2		Average Students			Per Section:		22.00					
CTE334	ADV CULNY ART 2 SM	3	11	9		9	2	7		0	0	0
41	ROBERTA J. LOCKE	Max:5	S2	04		4	1	3		0	0	0
51	ROBERTA J. LOCKE	Max:6	S2	05		5	1	4		0	0	0
Number of Sections: 2		Average Students			Per Section:		4.50					
CTE336	CULNY ARTS CS 2 SM	1	0	0		0	0	0		0	0	0

		EST	NBR	NBR	---TOTALS---			--Special Ed--			
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL
41	ROBERTA J. LOCKE			Max:0	S2 04	0	0	0	0	0	0
Number of Sections: 1		Average Students Per Section: 0.00									
CTE351	JEWL METLSCULP1	SM	7	187	51	51	28	23	5	2	3
56	BARBARA E. KNUTH			Max:28	S2 05	25	15	10	3	1	2
66	BARBARA E. KNUTH			Max:28	S2 06	26	13	13	2	1	1
Number of Sections: 2		Average Students Per Section: 25.50									
CTE352	JEWL METLSCULP2	SM	4	83	55	55	22	33	3	2	1
26	DORIN J. MEINHART			Max:26	S2 02	21	5	16	1	0	1
36	BARBARA E. KNUTH			Max:22	S2 03	8	6	2	0	0	0
46	BARBARA E. KNUTH			Max:28	S2 04	26	11	15	2	2	0
Number of Sections: 3		Average Students Per Section: 18.33									
CTE353	JEWL METLSCULP3	SM	2	7	5	5	1	4	2	0	2
26	DORIN J. MEINHART			Max:2	S2 02	2	0	2	1	0	1
36	BARBARA E. KNUTH			Max:4	S2 03	3	1	2	1	0	1
Number of Sections: 2		Average Students Per Section: 2.50									
CTE354	JEWL METLSCULP4	SM	1	2	1	1	0	1	0	0	0
36	BARBARA E. KNUTH			Max:2	S2 03	1	0	1	0	0	0
Number of Sections: 1		Average Students Per Section: 1.00									
CTE361	VIS COM 1	SM	5	120	59	59	25	34	5	0	5
26	CARY W. DAVIDSON			Max:30	S2 02	29	13	16	4	0	4
56	CARY W. DAVIDSON			Max:30	S2 05	30	12	18	1	0	1
Number of Sections: 2		Average Students Per Section: 29.50									
CTE362	VIS COM 2	SM	2	30	18	18	5	13	1	0	1
36	CARY W. DAVIDSON			Max:30	S2 03	18	5	13	1	0	1
Number of Sections: 1		Average Students Per Section: 18.00									
CTE366	VIS COM CS 2	SM	1	1	1	1	0	1	0	0	0
36	CARY W. DAVIDSON			Max:1	S2 03	1	0	1	0	0	0
Number of Sections: 1		Average Students Per Section: 1.00									
CTE368	DIGITAL PHOTO 1	SM	2	90	28	28	19	9	1	0	1
66	CARY W. DAVIDSON			Max:30	S2 06	28	19	9	1	0	1
Number of Sections: 1		Average Students Per Section: 28.00									
CTE371	DRAWING 1	SM	5	119	29	29	14	15	1	0	1
36	LONNIE J. CHAVEZ			Max:30	S2 03	29	14	15	1	0	1
Number of Sections: 1		Average Students Per Section: 29.00									
CTE372	DRAWING 2	SM	2	59	50	50	36	14	5	3	2
46	LONNIE J. CHAVEZ			Max:30	S2 04	24	17	7	4	3	1
56	LONNIE J. CHAVEZ			Max:29	S2 05	26	19	7	1	0	1
Number of Sections: 2		Average Students Per Section: 25.00									
CTE376	GRAPHIC DES 2	SM	1	27	16	16	10	6	2	2	0
61	LONNIE J. CHAVEZ			Max:27	S2 06	16	10	6	2	2	0
Number of Sections: 1		Average Students Per Section: 16.00									
CTE378	GRAPHIC DES CS 2	SM	1	4	3	3	2	1	0	0	0
51	LONNIE J. CHAVEZ			Max:1	S2 05	0	0	0	0	0	0
61	LONNIE J. CHAVEZ			Max:3	S2 06	3	2	1	0	0	0
Number of Sections: 2		Average Students Per Section: 1.50									
CTE382	ELECTRONICS 2	SM	2	43	41	41	2	39	2	0	2
26	ROBERT C. MORITZ			Max:23	S2 02	22	0	22	0	0	0
36	ROBERT C. MORITZ			Max:20	S2 03	19	2	17	2	0	2
Number of Sections: 2		Average Students Per Section: 20.50									
CTE384	ELECTRONICS 4	SM	1	4	3	3	0	3	0	0	0
36	ROBERT C. MORITZ			Max:4	S2 03	3	0	3	0	0	0
Number of Sections: 1		Average Students Per Section: 3.00									
CTE388	ELECTRONIC 2 CS	SM	1	2	2	2	0	2	0	0	0
26	ROBERT C. MORITZ			Max:1	S2 02	1	0	1	0	0	0
56	ROBERT C. MORITZ			Max:1	S2 05	1	0	1	0	0	0

		EST		NBR		----TOTALS----			--Special Ed--		
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL
Number of Sections: 2		Average Students Per Section:					1.00				
CTE390	ROBOTICS TECH 2	SM	2	24	19	19	1	18	2	1	1
61	TIMOTHY M. SCOTT		Max:24	S2	06	19	1	18	2	1	1
Number of Sections: 1		Average Students Per Section:					19.00				
CTE392	WEB PUBLISH 2	SM	1	24	24	24	9	15	0	0	0
66	ROBERT C. MORITZ		Max:24	S2	06	24	9	15	0	0	0
Number of Sections: 1		Average Students Per Section:					24.00				
CTE394	WEB PUBLISH 4	SM	1	0	0	0	0	0	0	0	0
66	ROBERT C. MORITZ		Max:0	S2	06	0	0	0	0	0	0
Number of Sections: 1		Average Students Per Section:					0.00				
CTE402	ENGN DES ARCH 2	SM	2	42	38	38	5	33	7	1	6
16	TIMOTHY M. SCOTT		Max:19	S2	01	16	3	13	4	1	3
26	TIMOTHY M. SCOTT		Max:22	S2	02	22	2	20	3	0	3
Number of Sections: 2		Average Students Per Section:					19.00				
CTE405	ENGN DES ARCH 3	SM	1	8	1	1	0	1	0	0	0
16	TIMOTHY M. SCOTT		Max:1	S2	01	1	0	1	0	0	0
Number of Sections: 1		Average Students Per Section:					1.00				
CTE406	ENGN DES ARCH 4	SM	1	6	6	6	0	6	1	0	1
16	TIMOTHY M. SCOTT		Max:4	S2	01	4	0	4	0	0	0
26	TIMOTHY M. SCOTT		Max:2	S2	02	2	0	2	1	0	1
Number of Sections: 2		Average Students Per Section:					3.00				
CTE412	COMP SYS ENG 2	SM	2	45	27	27	3	24	1	1	0
41	ROBERT C. MORITZ		Max:24	S2	04	14	2	12	0	0	0
51	ROBERT C. MORITZ		Max:21	S2	05	13	1	12	1	1	0
Number of Sections: 2		Average Students Per Section:					13.50				
CTE414	COMP SYS ENG 4	SM	1	2	2	2	0	2	0	0	0
51	ROBERT C. MORITZ		Max:2	S2	05	2	0	2	0	0	0
Number of Sections: 1		Average Students Per Section:					2.00				
CTE456	WOODWRK DESGN 2	SM	2	48	43	43	8	35	3	0	3
36	TIMOTHY M. SCOTT		Max:26	S2	03	21	1	20	3	0	3
46	TIMOTHY M. SCOTT		Max:22	S2	04	22	7	15	0	0	0
Number of Sections: 2		Average Students Per Section:					21.50				
CTE458	WOODWRK DESGN 4	SM	1	6	6	6	1	5	2	0	2
46	TIMOTHY M. SCOTT		Max:6	S2	04	6	1	5	2	0	2
Number of Sections: 1		Average Students Per Section:					6.00				
CTE462	WOODWRK DESGN 6	SM	1	2	2	2	0	2	0	0	0
36	TIMOTHY M. SCOTT		Max:2	S2	03	2	0	2	0	0	0
46	TIMOTHY M. SCOTT		Max:0	S2	04	0	0	0	0	0	0
Number of Sections: 2		Average Students Per Section:					1.00				
CTE470	WBL GENERIC	SM	1	0	0	0	0	0	0	0	0
76	VIVIAN G. BAGLIEN		Max:0	S2	07	0	0	0	0	0	0
Number of Sections: 1		Average Students Per Section:					0.00				
CTE472	WBL AUTOMOTIVE	SM	1	0	0	0	0	0	0	0	0
72	VIVIAN G. BAGLIEN		Max:0	S2	07	0	0	0	0	0	0
Number of Sections: 1		Average Students Per Section:					0.00				
CTE473	WBL BUS ED	SM	1	60	5	5	3	2	0	0	0
71	VIVIAN G. BAGLIEN		Max:30	S2	07	5	3	2	0	0	0
Number of Sections: 1		Average Students Per Section:					5.00				
CTE477	WBL CULNY ARTS	SM	1	60	6	6	6	0	0	0	0
76	VIVIAN G. BAGLIEN		Max:30	S2	07	6	6	0	0	0	0
Number of Sections: 1		Average Students Per Section:					6.00				
CTE478	WBL DRAFT ENGIN	SM	1	0	0	0	0	0	0	0	0
76	VIVIAN G. BAGLIEN		Max:0	S2	07	0	0	0	0	0	0
Number of Sections: 1		Average Students Per Section:					0.00				
CTE479	WBL ELECTRONICS	SM	1	0	0	0	0	0	0	0	0
02	VIVIAN G. BAGLIEN		Max:0	S2	07	0	0	0	0	0	0

				EST	NBR	NBR	----TOTALS----			--Special Ed--		
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL	
Number of Sections: 1				Average Students Per Section:				0.00				
CTE480	WBL FAM CONS SC	SM	1	60	6	6	4	2	0	0	0	
76	VIVIAN G. BAGLIEN		Max:30	S2	07	6	4	2	0	0	0	
Number of Sections: 1				Average Students Per Section:				6.00				
CTE481	WBL GPH DES PRO	SM	1	60	1	1	1	0	0	0	0	
76	VIVIAN G. BAGLIEN		Max:30	S2	08	1	1	0	0	0	0	
Number of Sections: 1				Average Students Per Section:				1.00				
CTE483	WBL JEWELRY MFG	SM	1	60	4	4	2	2	1	1	0	
76	VIVIAN G. BAGLIEN		Max:30	S2	07	4	2	2	1	1	0	
Number of Sections: 1				Average Students Per Section:				4.00				
CTE484	WBL MARKETING	SM	1	60	3	3	1	2	0	0	0	
76	VIVIAN G. BAGLIEN		Max:30	S2	07	3	1	2	0	0	0	
Number of Sections: 1				Average Students Per Section:				3.00				
CTE487	WBL SPORTS MED	SM	1	30	0	0	0	0	0	0	0	
76	VIVIAN G. BAGLIEN		Max:30	S2	07	0	0	0	0	0	0	
Number of Sections: 1				Average Students Per Section:				0.00				
CTE488	WBL VIS COM	SM	1	60	1	1	0	1	0	0	0	
76	VIVIAN G. BAGLIEN		Max:30	S2	07	1	0	1	0	0	0	
Number of Sections: 1				Average Students Per Section:				1.00				
CTE521	JROTC 1	SM	9	300	96	96	19	77	14	4	10	
16	JASON K. SHRADER		Max:30	S2	01	25	3	22	3	0	3	
26	JASON K. SHRADER		Max:30	S2	02	14	1	13	1	0	1	
36	JASON K. SHRADER		Max:30	S2	03	14	4	10	2	1	1	
56	JASON K. SHRADER		Max:30	S2	05	22	5	17	5	2	3	
66	JASON K. SHRADER		Max:30	S2	06	21	6	15	3	1	2	
Number of Sections: 5				Average Students Per Section:				19.20				
ELL102	ELL LAN ART 1B	SM	1	15	13	13	2	11	0	0	0	
31	LINDA C. SULLIVAN		Max:15	S2	03	13	2	11	0	0	0	
Number of Sections: 1				Average Students Per Section:				13.00				
ELL121	ELL STDY SKILL2	SM	1	30	21	21	6	15	0	0	0	
61	LINDA C. SULLIVAN		Max:30	S2	06	21	6	15	0	0	0	
Number of Sections: 1				Average Students Per Section:				21.00				
ELL302	ELL LAN ART 3B	SM	1	30	18	18	8	10	0	0	0	
11	LINDA C. SULLIVAN		Max:30	S2	01	18	8	10	0	0	0	
Number of Sections: 1				Average Students Per Section:				18.00				
ELL810	ELL SUPPORT	YR	1	60	31	31	14	17	4	2	2	
71	LINDA C. SULLIVAN		Max:60	YR	07	31	14	17	4	2	2	
Number of Sections: 1				Average Students Per Section:				31.00				
FOR202	FRENCH 2	SM	4	60	58	58	38	20	3	1	2	
31	KYE S. CEZENNE		Max:30	S2	03	30	24	6	0	0	0	
51	KYE S. CEZENNE		Max:30	S2	05	28	14	14	3	1	2	
Number of Sections: 2				Average Students Per Section:				29.00				
FOR204	FRENCH 4	SM	2	90	58	58	30	28	1	0	1	
11	KYE S. CEZENNE		Max:30	S2	01	25	11	14	0	0	0	
51	LINDA C. SULLIVAN		Max:30	S2	05	9	6	3	1	0	1	
61	KYE S. CEZENNE		Max:30	S2	06	24	13	11	0	0	0	
Number of Sections: 3				Average Students Per Section:				19.33				
FOR213	UW FRENCH 2	SM	1	30	18	18	8	10	0	0	0	
41	KYE S. CEZENNE		Max:30	S2	04	18	8	10	0	0	0	
Number of Sections: 1				Average Students Per Section:				18.00				
FOR402	JAPANESE 2	SM	2	60	46	46	24	22	2	2	0	
31	JESSICA C. LEE		Max:30	S2	03	23	13	10	2	2	0	
61	JESSICA C. LEE		Max:30	S2	06	23	11	12	0	0	0	
Number of Sections: 2				Average Students Per Section:				23.00				
FOR404	JAPANESE 4	SM	1	60	34	34	12	22	3	2	1	
21	JESSICA C. LEE		Max:30	S2	02	19	8	11	1	1	0	

		EST	NBR	NBR	----TOTALS----			--Special Ed--			
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL
51	JESSICA C. LEE	Max:30	S2	05		15	4	11	2	1	1
Number of Sections: 2		Average Students Per Section: 17.00									
FOR406	JAPANESE 6	SM	1	28	11	11	8	3	0	0	0
41	JESSICA C. LEE	Max:28	S2	04		11	8	3	0	0	0
Number of Sections: 1		Average Students Per Section: 11.00									
FOR408	JAPANESE 8	SM	1	2	2	2	0	2	0	0	0
41	JESSICA C. LEE	Max:2	S2	04		2	0	2	0	0	0
Number of Sections: 1		Average Students Per Section: 2.00									
FOR421	UW JAPANESE 2	SM	1	0	0	0	0	0	0	0	0
41	JESSICA C. LEE	Max:0	S2	04		0	0	0	0	0	0
Number of Sections: 1		Average Students Per Section: 0.00									
FOR502	LATIN 2	SM	1	30	21	21	13	8	0	0	0
21	RAY S. DALLY	Max:30	S2	02		21	13	8	0	0	0
Number of Sections: 1		Average Students Per Section: 21.00									
FOR504	LATIN 4	SM	1	13	9	9	5	4	1	0	1
11	RAY S. DALLY	Max:13	S2	01		9	5	4	1	0	1
Number of Sections: 1		Average Students Per Section: 9.00									
FOR506	LATIN 6	SM	1	17	15	15	4	11	0	0	0
11	RAY S. DALLY	Max:17	S2	01		15	4	11	0	0	0
Number of Sections: 1		Average Students Per Section: 15.00									
FOR602	SPANISH 2	SM	8	180	150	150	70	80	5	2	3
11	NORMA I. VEGA COLON	Max:30	S2	01		24	12	12	0	0	0
31	NORMA I. VEGA COLON	Max:30	S2	03		30	9	21	1	0	1
41	DORIN J. MEINHART	Max:30	S2	04		21	10	11	3	1	2
42	NORMA I. VEGA COLON	Max:30	S2	04		17	9	8	1	1	0
51	DORIN J. MEINHART	Max:30	S2	05		30	15	15	0	0	0
61	DORIN J. MEINHART	Max:30	S2	06		28	15	13	0	0	0
Number of Sections: 6		Average Students Per Section: 25.00									
FOR604	SPANISH 4	SM	5	150	125	125	61	64	1	0	1
21	NORMA I. VEGA COLON	Max:30	S2	02		22	14	8	0	0	0
31	DUSTIN P. HEDGER	Max:30	S2	03		27	16	11	1	0	1
41	DUSTIN P. HEDGER	Max:30	S2	04		24	15	9	0	0	0
51	DUSTIN P. HEDGER	Max:30	S2	05		28	12	16	0	0	0
61	NORMA I. VEGA COLON	Max:30	S2	06		24	4	20	0	0	0
Number of Sections: 5		Average Students Per Section: 25.00									
FOR606	SPANISH 6	SM	2	60	35	35	19	16	0	0	0
11	DUSTIN P. HEDGER	Max:30	S2	01		17	8	9	0	0	0
21	DUSTIN P. HEDGER	Max:30	S2	02		18	11	7	0	0	0
Number of Sections: 2		Average Students Per Section: 17.50									
GEN101	ORIENTATION	SM	12	290	150	150	71	79	8	2	6
16	CARY W. DAVIDSON	Max:30	S2	01		26	11	15	2	1	1
17	LONNIE J. CHAVEZ	Max:30	S2	01		28	13	15	1	0	1
18	DEREK V. PYLE	Max:30	S2	01		27	10	17	2	0	2
19	JESSICA C. LEE	Max:30	S2	01		26	16	10	2	1	1
LD2	JARED D. GERVAIS	Max:50	S2	02		43	21	22	1	0	1
Number of Sections: 5		Average Students Per Section: 30.00									
GEN200	ADVISORY 9-12	YR	85	2520	371	371	177	194	20	10	10
01	KAREN M. AINSWORTH	Max:30	YR	08		12	8	4	1	0	1
02	TORI T. AMMONS	Max:30	YR	08		9	5	4	1	1	0
03	ERIC D. ARNOLD	Max:30	YR	08		3	0	3	0	0	0
05	VIVIAN G. BAGLIEN	Max:30	YR	08		6	5	1	0	0	0
06	LINDA C. SULLIVAN	Max:30	YR	08		6	3	3	0	0	0
07	PATRIA R. BAUMSTARK	Max:30	YR	08		4	4	0	0	0	0
08	STEVEN R. DUBAY	Max:30	YR	08		1	0	1	0	0	0
09	LEIMOMI M. BOWLES	Max:30	YR	08		4	2	2	0	0	0
10	KRISTINE A. BROWN	Max:30	YR	08		5	2	3	1	1	0

COURSE	DESCRIPTION	LGTH	EST	NBR	NBR	----TOTALS----			--Special Ed--		
			SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL
11	JENNIE M. BUETOW	Max:30	YR	08		6	3	3	0	0	0
12	STEVEN I. CALHOUN	Max:30	YR	08		5	4	1	0	0	0
13	CHRISTOPHER J. CARR	Max:30	YR	08		2	1	1	0	0	0
14	KYE S. CEZENNE	Max:30	YR	08		4	2	2	0	0	0
15	LONNIE J. CHAVEZ	Max:30	YR	08		7	5	2	0	0	0
16	JANET H. CHU	Max:30	YR	08		5	2	3	0	0	0
17	JENNIFER M. CLASSEN	Max:30	YR	08		2	1	1	0	0	0
18	KENNETH N. COLBURN	Max:30	YR	08		2	1	1	0	0	0
19	BRADLEY J. COMSTOCK	Max:30	YR	08		6	0	6	5	0	5
20	RAY S. DALLY	Max:30	YR	08		5	3	2	0	0	0
21	CARY W. DAVIDSON	Max:30	YR	08		4	0	4	0	0	0
22	DUSTIN DEPIANO	Max:30	YR	08		11	9	2	0	0	0
23	PATRICIA E. ECKELMAN	Max:30	YR	08		6	6	0	0	0	0
24	DEREK E. ENZ	Max:30	YR	08		9	4	5	0	0	0
25	ERIN L. HALL	Max:30	YR	08		3	1	2	0	0	0
26	ROBERT C. MORITZ	Max:30	YR	08		3	0	3	0	0	0
27	CORY M. RUTLEDGE	Max:30	YR	08		4	2	2	0	0	0
28	PAUL H. FOUHY	Max:30	YR	08		25	12	13	2	1	1
29	ADAM C. FRANCE	Max:30	YR	08		4	2	2	0	0	0
30	KAREN F. CALDWELL	Max:30	YR	08		10	2	8	1	1	0
31	JARED D. GERVAIS	Max:30	YR	08		3	1	2	1	0	1
32	KIMBERLY M. STENSON	Max:30	YR	08		1	1	0	0	0	0
33	STEPHANIE M. GLENISKY	Max:30	YR	08		9	6	3	1	0	1
34	KIRSTEN A. GRAVNING	Max:30	YR	08		13	10	3	0	0	0
35	<None>	Max:30	YR	08		0	0	0	0	0	0
36	REGINA K. GRUBB	Max:30	YR	08		2	1	1	0	0	0
37	EVELYN I. HAMMER	Max:30	YR	08		5	4	1	0	0	0
38	ROBIN K. HAMMER	Max:30	YR	08		4	1	3	0	0	0
39	THERESA A. HAYNES	Max:30	YR	08		2	0	2	0	0	0
40	DUSTIN P. HEDGER	Max:30	YR	08		5	1	4	0	0	0
42	JAYME L. HOSTETTER	Max:30	YR	08		5	3	2	0	0	0
43	<None>	Max:30	YR	08		0	0	0	0	0	0
44	STEPHANIE E. KEAGLE	Max:30	YR	08		6	3	3	0	0	0
45	DEBRA J. LANDIS	Max:30	YR	08		9	3	6	0	0	0
46	JESSICA C. LEE	Max:30	YR	08		12	5	7	0	0	0
47	NATHAN R. LEMANSKI	Max:30	YR	08		5	2	3	0	0	0
48	ROBERTA J. LOCKE	Max:30	YR	08		5	3	2	1	1	0
49	KAY M. LORRAIN	Max:30	YR	08		3	1	2	0	0	0
50	BRIAN E. LOVEJOY	Max:30	YR	08		6	3	3	0	0	0
51	<None>	Max:30	YR	08		0	0	0	0	0	0
52	DORIN J. MEINHART	Max:30	YR	08		5	3	2	1	1	0
53	DANIEL C. MICKELSON	Max:30	YR	08		3	1	2	0	0	0
54	AMY L. MILLS GOLDBERG	Max:30	YR	08		3	2	1	0	0	0
55	<None>	Max:30	YR	08		0	0	0	0	0	0
56	KEVIN T. NISHIMOTO	Max:30	YR	08		10	3	7	0	0	0
57	LEAHMARIE O'BRIEN	Max:30	YR	08		3	2	1	1	1	0
58	NORENE L. OSBORNE	Max:30	YR	08		3	0	3	0	0	0
59	AMANDA L. PAULSON	Max:30	YR	08		9	5	4	0	0	0
60	DAVID A. PRESTON	Max:30	YR	08		4	2	2	0	0	0
61	<None>	Max:30	YR	08		0	0	0	0	0	0
62	DEREK V. PYLE	Max:30	YR	08		3	1	2	0	0	0
63	KENT D. RODSETH	Max:30	YR	08		4	0	4	0	0	0
64	WAYNE D. RUMBAUGH	Max:30	YR	08		4	2	2	0	0	0
65	TIMOTHY M. SCOTT	Max:30	YR	08		6	1	5	0	0	0
66	JASON K. SHRADER	Max:30	YR	08		3	1	2	1	1	0
67	KARL F. STEFFIN	Max:30	YR	08		10	5	5	0	0	0

COURSE	DESCRIPTION	LGTH	SEC	EST	NBR	NBR	----TOTALS----			--Special Ed--		
							TOT	FEM	MAL	TOT	FEM	MAL
68	JULIANNE R. STRICHERZ	Max:30	YR	08			0	0	0	0	0	0
69	<None>	Max:30	YR	08			0	0	0	0	0	0
70	LESLIE J. TAUZER	Max:30	YR	08			8	4	4	0	0	0
71	JANA D. THOMAS	Max:30	YR	08			7	4	3	0	0	0
72	ALICIA J. THOMPSON	Max:30	YR	08			3	2	1	1	1	0
73	KADY M. VANDERHOOF	Max:30	YR	08			2	0	2	0	0	0
74	NORMA I. VEGA COLON	Max:30	YR	08			4	2	2	1	1	0
75	GLEN W. WALKER	Max:30	YR	08			9	0	9	1	0	1
76	<None>	Max:30	YR	08			0	0	0	0	0	0
77	<None>	Max:30	YR	00			0	0	0	0	0	0
78	<None>	Max:30	YR	00			0	0	0	0	0	0
79	<None>	Max:30	YR	00			0	0	0	0	0	0
80	<None>	Max:30	YR	00			0	0	0	0	0	0
81	<None>	Max:30	YR	00			0	0	0	0	0	0
82	<None>	Max:30	YR	00			0	0	0	0	0	0
83	<None>	Max:30	YR	00			0	0	0	0	0	0
84	<None>	Max:30	YR	00			0	0	0	0	0	0
85	<None>	Max:30	YR	00			0	0	0	0	0	0

Number of Sections: 83

Average Students Per Section: 4.47

GEN300	STUDY SKILLS	SM	1	241	64	64	32	32	4	1	3
16	BRADLEY J. COMSTOCK	Max:14	S2	01		1	1	0	1	1	0
26	BRADLEY J. COMSTOCK	Max:1	S2	02		0	0	0	0	0	0
27	TELIA S. PETERSON	Max:1	S2	02		0	0	0	0	0	0
56	ERIN L. HALL	Max:20	S2	05		19	10	9	1	0	1
86	HEIDI K. BENDT	Max:20	S2	08		14	6	8	1	0	1
87	JARED D. GERVAIS	Max:20	S2	08		16	8	8	0	0	0
88	BRIAN E. LOVEJOY	Max:20	S2	08		13	7	6	0	0	0
AB1	JULIE A. SOHLSTROM	Max:14	S2	01		1	0	1	1	0	1
AB7	TYLER H. JORGENSEN	Max:14	S2	06		0	0	0	0	0	0

Number of Sections: 9

Average Students Per Section: 7.11

GEN400	AMHS CORE	SM	1	2793	505	505	196	309	63	22	41
02	TORI T. AMMONS	Max:22	S2	08		7	1	6	2	0	2
04	ERIC D. ARNOLD	Max:22	S2	08		16	6	10	0	0	0
06	VIVIAN G. BAGLIEN	Max:22	S2	08		4	2	2	3	1	2
08	LINDA C. SULLIVAN	Max:22	S2	08		3	1	2	0	0	0
10	PATRIA R. BAUMSTARK	Max:22	S2	08		10	4	6	1	0	1
104	KENT D. RODSETH	Max:22	S2	08		1	0	1	0	0	0
106	WAYNE D. RUMBAUGH	Max:22	S2	08		7	1	6	0	0	0
109	TYLER H. JORGENSEN	Max:22	S2	08		1	0	1	1	0	1
111	ELENA STRIZHEUS	Max:18	S2	08		18	8	10	0	0	0
113	VIKTORIYA CHMIL	Max:15	S2	08		4	0	4	1	0	1
114	KIRSTEN A. GRAVNING	Max:15	S2	08		7	2	5	0	0	0
115	DEREK V. PYLE	Max:22	S2	08		0	0	0	0	0	0
12	JULIE A. SOHLSTROM	Max:11	S2	08		0	0	0	0	0	0
122	TIMOTHY M. SCOTT	Max:22	S2	08		0	0	0	0	0	0
126	KARL F. STEFFIN	Max:22	S2	08		12	4	8	0	0	0
130	CORY M. RUTLEDGE	Max:9	S2	08		7	4	3	1	1	0
132	LESLIE J. TAUZER	Max:22	S2	08		11	4	7	1	0	1
134	JANA D. THOMAS	Max:22	S2	08		2	1	1	0	0	0
136	ALICIA J. THOMPSON	Max:22	S2	08		5	5	0	1	1	0
138	NORMA I. VEGA COLON	Max:22	S2	08		0	0	0	0	0	0
140	GLEN W. WALKER	Max:22	S2	08		7	2	5	0	0	0
142	JENNIFER M. CLASSEN	Max:22	S2	08		9	3	6	0	0	0
144	DUSTIN DEPIANO	Max:22	S2	08		19	9	10	1	0	1
146	DANIEL C. MICKELSON	Max:22	S2	08		8	0	8	2	0	2
147	KADY M. VANDERHOOF	Max:22	S2	08		18	6	12	2	1	1

		EST		NBR	NBR	----TOTALS----			--Special Ed--			
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL	
16	LEIMOMI M. BOWLES	Max:5	S2	08		2	2	0		0	0	0
18	RAY S. DALLY	Max:22	S2	08		18	8	10		4	2	2
20	JENNIE M. BUETOW	Max:22	S2	08		8	3	5		2	2	0
22	STEVEN I. CALHOUN	Max:22	S2	08		15	9	6		1	1	0
24	KYE S. CEZENNE	Max:22	S2	08		4	2	2		0	0	0
26	LONNIE J. CHAVEZ	Max:22	S2	08		7	2	5		0	0	0
28	JANET H. CHU	Max:22	S2	08		0	0	0		0	0	0
30	KENNETH N. COLBURN	Max:22	S2	08		18	10	8		5	2	3
34	BRADLEY J. COMSTOCK	Max:11	S2	08		6	4	2		6	4	2
36	ERIN L. HALL	Max:22	S2	08		3	0	3		3	0	3
38	CARY W. DAVIDSON	Max:22	S2	08		3	2	1		0	0	0
40	DORIN J. MEINHART	Max:5	S2	08		0	0	0		0	0	0
42	PATRICIA E. ECKELMAN	Max:22	S2	08		4	0	4		0	0	0
44	KIMBERLY M. STENSON	Max:14	S2	08		14	3	11		1	0	1
48	JASON K. SHRADER	Max:22	S2	08		3	1	2		1	0	1
50	PAUL H. FOUHY	Max:22	S2	08		19	3	16		2	0	2
52	ADAM C. FRANCE	Max:22	S2	08		20	8	12		2	1	1
54	KAREN F. CALDWELL	Max:22	S2	08		0	0	0		0	0	0
56	TELIA S. PETERSON	Max:11	S2	08		2	0	2		2	0	2
58	KAMARIA J. SMITH	Max:22	S2	08		2	0	2		2	0	2
62	ROBERT C. MORITZ	Max:22	S2	08		7	0	7		2	0	2
64	EVELYN I. HAMMER	Max:22	S2	08		1	0	1		0	0	0
66	ROBIN K. HAMMER	Max:22	S2	08		4	2	2		0	0	0
68	THERESA A. HAYNES	Max:22	S2	08		7	3	4		2	2	0
70	DUSTIN P. HEDGER	Max:22	S2	08		13	7	6		1	0	1
72	STEPHANIE E. KEAGLE	Max:22	S2	08		8	2	6		0	0	0
74	JAYME L. HOSTETTER	Max:22	S2	08		19	5	14		0	0	0
76	KRISTINE A. BROWN	Max:22	S2	08		10	7	3		0	0	0
77	JOSEPH J. RUSH	Max:22	S2	08		16	5	11		2	0	2
78	JESSICA C. LEE	Max:22	S2	08		10	5	5		2	1	1
80	NATHAN R. LEMANSKI	Max:22	S2	08		11	7	4		0	0	0
82	ROBERTA J. LOCKE	Max:22	S2	08		0	0	0		0	0	0
84	BARBARA E. KNUTH	Max:22	S2	08		1	0	1		0	0	0
90	AMY L. MILLS GOLDBERG	Max:22	S2	08		3	1	2		1	0	1
92	RICKY R. GANT	Max:22	S2	08		11	5	6		0	0	0
94	LEAHMARIE O'BRIEN	Max:22	S2	08		3	0	3		0	0	0
96	NORENE L. OSBORNE	Max:22	S2	08		0	0	0		0	0	0
98	DAVID A. PRESTON	Max:22	S2	08		14	6	8		0	0	0
APX	KAREN M. AINSWORTH	Max:30	S2	08		24	12	12		4	2	2
SCL	KAY M. LORRAIN	Max:22	S2	08		19	9	10		2	1	1

Number of Sections: 65      Average Students Per Section: 7.77

GEN501	ADM OFF AIDE	SM	3	12	10	10	3	7	0	0	0
16	TERRI A. HERREN	Max:1	S2	01		1	0	1		0	0
26	TERRI A. HERREN	Max:1	S2	02		1	1	0		0	0
36	TERRI A. HERREN	Max:2	S2	03		1	0	1		0	0
46	TERRI A. HERREN	Max:2	S2	04		2	0	2		0	0
56	TERRI A. HERREN	Max:2	S2	05		2	2	0		0	0
66	TERRI A. HERREN	Max:2	S2	06		2	0	2		0	0
76	TERRI A. HERREN	Max:1	S2	07		0	0	0		0	0
96	TERRI A. HERREN	Max:1	S2	09		1	0	1		0	0

Number of Sections: 8      Average Students Per Section: 1.25

GEN503	ASB AIDE	SM	2	10	2		2	1	1		0	0	0
66	CHRISTOPHER J. CARR	Max:1	S2	06		1	0	1		0	0	0	
76	JANA D. THOMAS	Max:1	S2	07		1	1	0		0	0	0	

Number of Sections: 2      Average Students Per Section: 1.00

GEN508	ATTEND AIDE	SM	5	17	14		14	8	6		2	1	1
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		EST	NBR	NBR	---TOTALS---			--Special Ed--			
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL
16	THOMAS A. OSTRANDER	Max:2	S2	01		2	1	1	0	0	0
26	THOMAS A. OSTRANDER	Max:2	S2	02		2	2	0	0	0	0
36	THOMAS A. OSTRANDER	Max:2	S2	03		2	1	1	0	0	0
46	THOMAS A. OSTRANDER	Max:3	S2	04		3	1	2	1	0	1
56	THOMAS A. OSTRANDER	Max:2	S2	05		2	0	2	0	0	0
66	THOMAS A. OSTRANDER	Max:2	S2	06		2	2	0	1	1	0
76	THOMAS A. OSTRANDER	Max:2	S2	07		1	1	0	0	0	0
96	THOMAS A. OSTRANDER	Max:2	S2	09		0	0	0	0	0	0
Number of Sections: 8		Average Students Per Section:			1.75						
GEN510	CAREER AIDE	SM	1	3	3		3	2	1	0	0
16	AMANDA L. PAULSON	Max:0	S2	01		0	0	0	0	0	0
26	AMANDA L. PAULSON	Max:1	S2	02		1	1	0	0	0	0
36	AMANDA L. PAULSON	Max:0	S2	03		0	0	0	0	0	0
46	AMANDA L. PAULSON	Max:0	S2	04		0	0	0	0	0	0
56	AMANDA L. PAULSON	Max:2	S2	05		2	1	1	0	0	0
66	AMANDA L. PAULSON	Max:0	S2	06		0	0	0	0	0	0
Number of Sections: 6		Average Students Per Section:			0.50						
GEN511	GUID OFF AIDE	SM	10	23	1		1	1	0	0	0
76	KAREN M. AINSWORTH	Max:2	S2	07		1	1	0	0	0	0
Number of Sections: 1		Average Students Per Section:			1.00						
GEN512	GUID OFF AIDE	SM	7	16	14		14	9	5	0	0
16	KAREN M. AINSWORTH	Max:2	S2	01		1	1	0	0	0	0
26	KAREN M. AINSWORTH	Max:2	S2	02		2	2	0	0	0	0
36	KAREN M. AINSWORTH	Max:3	S2	03		2	1	1	0	0	0
46	KAREN M. AINSWORTH	Max:3	S2	04		3	2	1	0	0	0
56	KAREN M. AINSWORTH	Max:2	S2	05		2	0	2	0	0	0
66	KAREN M. AINSWORTH	Max:2	S2	06		2	2	0	0	0	0
96	KAREN M. AINSWORTH	Max:2	S2	09		2	1	1	0	0	0
Number of Sections: 7		Average Students Per Section:			2.00						
GEN514	LIBRARY AIDE	SM	1	6	7		7	5	2	2	1
16	STEPHANIE R. AUSTIN	Max:0	S2	01		0	0	0	0	0	0
26	STEPHANIE R. AUSTIN	Max:1	S2	02		1	0	1	1	0	1
36	STEPHANIE R. AUSTIN	Max:1	S2	03		1	1	0	0	0	0
46	STEPHANIE R. AUSTIN	Max:1	S2	04		1	1	0	0	0	0
56	STEPHANIE R. AUSTIN	Max:0	S2	05		0	0	0	0	0	0
66	STEPHANIE R. AUSTIN	Max:2	S2	06		3	3	0	1	1	0
96	STEPHANIE R. AUSTIN	Max:1	S2	09		1	0	1	0	0	0
Number of Sections: 7		Average Students Per Section:			1.00						
GEN600	TEACHER AIDE	SM	3	60	1		1	1	0	0	0
6F6	PAUL H. FOUHY	Max:1	S2	06		1	1	0	0	0	0
6G2	KIRSTEN A. GRAVNING	Max:1	S2	06		0	0	0	0	0	0
Number of Sections: 2		Average Students Per Section:			0.50						
GEN601	TEACHER AIDE	SM	2	57	38		38	26	12	3	0
12	KAY M. LORRAIN	Max:1	S2	01		1	0	1	1	0	1
16	TORI T. AMMONS	Max:1	S2	01		1	0	1	1	0	1
17	JAYME L. HOSTETTER	Max:1	S2	01		1	1	0	0	0	0
18	EVELYN I. HAMMER	Max:1	S2	01		1	1	0	0	0	0
19	PAUL H. FOUHY	Max:1	S2	01		0	0	0	0	0	0
1C	KYE S. CEZENNE	Max:1	S2	01		1	1	0	0	0	0
1S	LINDA C. SULLIVAN	Max:1	S2	01		1	1	0	0	0	0
20	JESSICA C. LEE	Max:2	S2	02		0	0	0	0	0	0
21	NORMA I. VEGA COLON	Max:1	S2	02		0	0	0	0	0	0
22	JENNIE M. BUETOW	Max:1	S2	02		1	1	0	0	0	0
23	LINDA C. SULLIVAN	Max:1	S2	02		1	1	0	0	0	0
27	LEIMOMI M. BOWLES	Max:1	S2	02		1	1	0	0	0	0
28	STEVEN I. CALHOUN	Max:1	S2	02		1	1	0	0	0	0

			EST	NBR	NBR	----TOTALS----			--Special Ed--			
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL	
2B	JENNIE M. BUETOW	Max:1	S2	01		1	1	0		0	0	0
2D	DUSTIN DEPIANO	Max:1	S2	02		1	1	0		0	0	0
2G	KIRSTEN A. GRAVNING	Max:2	S2	02		2	2	0		0	0	0
2L	LONNIE J. CHAVEZ	Max:1	S2	02		1	1	0		0	0	0
2M	ROBERT C. MORITZ	Max:1	S2	02		1	0	1		0	0	0
2T	LESLIE J. TAUZER	Max:1	S2	02		1	0	1		0	0	0
31	DEREK E. ENZ	Max:1	S2	03		1	1	0		0	0	0
32	KENT D. RODSETH	Max:2	S2	03		1	0	1		0	0	0
33	DUSTIN P. HEDGER	Max:1	S2	03		1	1	0		0	0	0
34	HEIDI K. BENDT	Max:1	S2	03		0	0	0		0	0	0
35	LINDA C. SULLIVAN	Max:1	S2	03		0	0	0		0	0	0
41	JAYME L. HOSTETTER	Max:1	S2	04		0	0	0		0	0	0
42	KIRSTEN A. GRAVNING	Max:1	S2	04		1	0	1		0	0	0
43	DEREK E. ENZ	Max:1	S2	04		0	0	0		0	0	0
44	VIKTORIYA CHMIL	Max:1	S2	04		1	0	1		0	0	0
45	JENNIE M. BUETOW	Max:1	S2	04		0	0	0		0	0	0
47	TORI T. AMMONS	Max:1	S2	04		0	0	0		0	0	0
4H	ERIN L. HALL	Max:1	S2	04		1	0	1		0	0	0
51	EVELYN I. HAMMER	Max:1	S2	06		0	0	0		0	0	0
52	STEVEN I. CALHOUN	Max:1	S2	05		1	1	0		0	0	0
53	PAUL H. FOUHY	Max:1	S2	05		0	0	0		0	0	0
54	KARL F. STEFFIN	Max:1	S2	05		0	0	0		0	0	0
55	KIRSTEN A. GRAVNING	Max:1	S2	05		0	0	0		0	0	0
56	DEREK E. ENZ	Max:1	S2	05		1	1	0		0	0	0
57	TORI T. AMMONS	Max:1	S2	05		0	0	0		0	0	0
58	PAUL H. FOUHY	Max:1	S2	05		1	1	0		0	0	0
5B	HEIDI K. BENDT	Max:1	S2	05		1	1	0		0	0	0
5G	REGINA K. GRUBB	Max:1	S2	05		1	0	1		0	0	0
5H	ERIN L. HALL	Max:1	S2	05		0	0	0		0	0	0
5L	JESSICA C. LEE	Max:1	S2	05		1	1	0		0	0	0
5V	NORMA I. VEGA COLON	Max:1	S2	05		1	0	1		0	0	0
64	GLEN W. WALKER	Max:1	S2	06		1	1	0		0	0	0
65	PAUL H. FOUHY	Max:1	S2	06		1	1	0		0	0	0
66	NORMA I. VEGA COLON	Max:1	S2	06		1	1	0		0	0	0
66W	GLEN W. WALKER	Max:1	S2	06		0	0	0		0	0	0
67	DUSTIN DEPIANO	Max:1	S2	06		1	1	0		0	0	0
68	BRIAN E. LOVEJOY	Max:1	S2	06		1	1	0		0	0	0
6C	KENNETH N. COLBURN	Max:1	S2	06		1	0	1		1	0	1
6E	DEREK E. ENZ	Max:1	S2	06		1	1	0		0	0	0
6F	PAUL H. FOUHY	Max:1	S2	06		1	0	1		0	0	0

Number of Sections: 53      Average Students Per Section: 0.72

GEN602	TA SCI DEPT	SM	1	32	1	1	0	1	0	0	0
46	JAYME L. HOSTETTER	Max:1	S2	04	1	1	0	1	0	0	0

Number of Sections: 1      Average Students Per Section: 1.00

GEN700	RELEASE TIME	SM	5	720	309	309	112	197	28	11	17
16	TERRI A. HERREN	Max:60	S2	01	44	18	26	3	1	2	
26	TERRI A. HERREN	Max:60	S2	02	51	17	34	4	2	2	
36	TERRI A. HERREN	Max:60	S2	03	55	20	35	5	3	2	
46	TERRI A. HERREN	Max:60	S2	04	52	15	37	5	2	3	
56	TERRI A. HERREN	Max:60	S2	05	50	16	34	7	2	5	
66	TERRI A. HERREN	Max:60	S2	06	57	26	31	4	1	3	

Number of Sections: 6      Average Students Per Section: 51.50

GEN701	REL-SEMINARY	YR	2	120	26	26	12	14	0	0	0
11	TERRI A. HERREN	Max:30	YR	01	19	8	11	0	0	0	
41	TERRI A. HERREN	Max:30	YR	04	0	0	0	0	0	0	
61	TERRI A. HERREN	Max:30	YR	06	7	4	3	0	0	0	

COURSE	DESCRIPTION	LGTH	SEC	EST	NBR	NBR	----TOTALS----			--Special Ed--		
							TOT	FEM	MAL	TOT	FEM	MAL
91	TERRI A. HERREN			Max:30	YR	09	0	0	0	0	0	0
Number of Sections: 4		Average Students Per Section: 6.50										
GEN705	COACH MONITOR	YR	1	500	239		239	79	160	10	3	7
BB	GLEN W. WALKER			Max:50	YR	07	44	0	44	2	0	2
FB	JARED D. GERVAIS			Max:150	YR	00	108	0	108	5	0	5
SOC	<None>			Max:50	YR	07	0	0	0	0	0	0
SOF	ALICIA J. THOMPSON			Max:50	YR	07	27	27	0	1	1	0
TEN	KAY M. LORRAIN			Max:50	YR	07	12	12	0	1	1	0
TJV	KAY M. LORRAIN			Max:50	YR	00	40	40	0	1	1	0
TNB	DUSTIN P. HEDGER			Max:50	YR	00	8	0	8	0	0	0
VB	TELIA S. PETERSON			Max:50	YR	00	0	0	0	0	0	0
Number of Sections: 8		Average Students Per Section: 29.88										
GEN706	C L MONITORING	YR	1	160	0		0	0	0	0	0	0
71	<None>			Max:35	YR	07	0	0	0	0	0	0
72	<None>			Max:35	YR	07	0	0	0	0	0	0
73	<None>			Max:30	YR	07	0	0	0	0	0	0
Number of Sections: 3		Average Students Per Section: 0.00										
GEN708	APEX	SM	1	85	13		13	3	10	3	0	3
36	DEREK V. PYLE			Max:30	S2	03	13	3	10	3	0	3
Number of Sections: 1		Average Students Per Section: 13.00										
GEN710	RUNNING START	SM	24	1600	672		672	415	257	5	5	0
16	KAREN M. AINSWORTH			Max:130	S2	01	106	67	39	0	0	0
26	KAREN M. AINSWORTH			Max:140	S2	02	128	82	46	1	1	0
36	KAREN M. AINSWORTH			Max:130	S2	03	121	75	46	1	1	0
46	KAREN M. AINSWORTH			Max:130	S2	04	114	68	46	1	1	0
56	KAREN M. AINSWORTH			Max:120	S2	05	107	65	42	1	1	0
66	KAREN M. AINSWORTH			Max:120	S2	06	96	58	38	1	1	0
Number of Sections: 6		Average Students Per Section: 112.0										
GEN805	LEADERSHIP	SM	2	60	31		31	14	17	4	2	2
16	JANA D. THOMAS			Max:30	S2	01	31	14	17	4	2	2
Number of Sections: 1		Average Students Per Section: 31.00										
GEN806	ADV LEADERSHIP	SM	1	60	20		20	11	9	0	0	0
26	JANA D. THOMAS			Max:30	S2	02	20	11	9	0	0	0
Number of Sections: 1		Average Students Per Section: 20.00										
GEN809	SERV LEARN	SM	1	30	29		29	25	4	0	0	0
66	JENNIE M. BUETOW			Max:30	S2	06	29	25	4	0	0	0
Number of Sections: 1		Average Students Per Section: 29.00										
GEN814	AHS AUTO TECH	YR	1	40	8		8	1	7	1	0	1
11	STEVEN R. DUBAY			Max:10	YR	01	4	1	3	1	0	1
51	STEVEN R. DUBAY			Max:30	YR	05	4	0	4	0	0	0
Number of Sections: 2		Average Students Per Section: 4.00										
GEN815	AHS ADV AUTOTEC	YR	1	30	0		0	0	0	0	0	0
04	STEVEN R. DUBAY			Max:30	YR	04	0	0	0	0	0	0
Number of Sections: 1		Average Students Per Section: 0.00										
GEN816	AHS WELDING	YR	2	8	2		2	0	2	0	0	0
11	STEVEN R. DUBAY			Max:2	YR	01	1	0	1	0	0	0
21	STEVEN R. DUBAY			Max:2	YR	02	1	0	1	0	0	0
31	STEVEN R. DUBAY			Max:4	YR	03	0	0	0	0	0	0
Number of Sections: 3		Average Students Per Section: 0.67										
GEN817	AHS MACH TRNG	YR	1	30	0		0	0	0	0	0	0
01	STEVEN R. DUBAY			Max:30	YR	01	0	0	0	0	0	0
Number of Sections: 1		Average Students Per Section: 0.00										
GEN820	AHS STUDENT	YR	1	60	7		7	2	5	1	0	1
11	STEVEN R. DUBAY			Max:30	YR	01	3	1	2	1	0	1
61	STEVEN R. DUBAY			Max:30	YR	06	4	1	3	0	0	0

		EST	NBR	NBR	----TOTALS----			--Special Ed--			
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL
Number of Sections: 2		Average Students					Per Section: 3.50				
GEN822	ARHS STUDENT	YR	1	60	9	9	1	8	1	0	1
11	STEVEN R. DUBAY		Max:30	YR	01	0	0	0	0	0	0
61	STEVEN R. DUBAY		Max:30	YR	06	9	1	8	1	0	1
Number of Sections: 2		Average Students					Per Section: 4.50				
GEN823	WAHS STUDENT	YR	1	10	3	3	0	3	0	0	0
11	MONTE F. ECKELMAN		Max:10	YR	01	3	0	3	0	0	0
Number of Sections: 1		Average Students					Per Section: 3.00				
GEN825	HOME SCHOOL	YR	1	180	45	45	19	26	1	1	0
11	TERRI A. HERREN		Max:30	YR	01	21	10	11	0	0	0
21	TERRI A. HERREN		Max:30	YR	02	4	2	2	0	0	0
31	TERRI A. HERREN		Max:30	YR	03	4	2	2	0	0	0
41	TERRI A. HERREN		Max:30	YR	04	3	1	2	0	0	0
51	TERRI A. HERREN		Max:30	YR	05	3	1	2	0	0	0
61	TERRI A. HERREN		Max:30	YR	06	10	3	7	1	1	0
Number of Sections: 6		Average Students					Per Section: 7.50				
GEN826	OUT OF DIST STU	SM	1	8	1	1	1	0	0	0	0
16	<None>		Max:2	S2	01	0	0	0	0	0	0
66	<None>		Max:2	S2	06	1	1	0	0	0	0
Number of Sections: 2		Average Students					Per Section: 0.50				
GEN827	AHS SM GAS ENG	SM	1	2	0	0	0	0	0	0	0
36	STEVEN R. DUBAY		Max:1	S2	03	0	0	0	0	0	0
Number of Sections: 1		Average Students					Per Section: 0.00				
GEN832	AHS SWIMMING	SM	1	17	1	1	1	0	0	0	0
96	STEVEN R. DUBAY		Max:8	S2	09	1	1	0	0	0	0
Number of Sections: 1		Average Students					Per Section: 1.00				
HLT100	HEALTH	SM	12	330	144	144	75	69	5	3	2
16	THERESA A. HAYNES		Max:30	S2	01	28	15	13	0	0	0
36	THERESA A. HAYNES		Max:30	S2	03	27	13	14	3	1	2
46	THERESA A. HAYNES		Max:30	S2	04	30	16	14	0	0	0
56	THERESA A. HAYNES		Max:30	S2	05	30	15	15	2	2	0
66	THERESA A. HAYNES		Max:30	S2	06	29	16	13	0	0	0
Number of Sections: 5		Average Students					Per Section: 28.80				
LAN102	LA 9 INTERVEN 2	SM	1	18	14	14	6	8	1	0	1
LD6	HEIDI K. BENDT		Max:18	S2	06	14	6	8	1	0	1
Number of Sections: 1		Average Students					Per Section: 14.00				
LAN118	THEATRE HIST	SM	1	30	29	29	7	22	1	0	1
36	PAUL H. FOUHY		Max:30	S2	03	29	7	22	1	0	1
Number of Sections: 1		Average Students					Per Section: 29.00				
LAN121	LA 9 2	SM	8	230	216	216	97	119	4	1	3
22	KIMBERLY M. STENSON		Max:30	S2	02	29	10	19	0	0	0
32	KIMBERLY M. STENSON		Max:30	S2	03	28	14	14	2	0	2
41	KIMBERLY M. STENSON		Max:30	S2	04	30	11	19	0	0	0
51	KIMBERLY M. STENSON		Max:30	S2	05	30	17	13	0	0	0
61	ADAM C. FRANCE		Max:30	S2	06	28	11	17	1	1	0
62	KIMBERLY M. STENSON		Max:30	S2	06	28	13	15	0	0	0
LD1	HEIDI K. BENDT		Max:50	S2	01	43	21	22	1	0	1
Number of Sections: 7		Average Students					Per Section: 30.86				
LAN131	LA 9 HONORS 2	SM	5	150	133	133	89	44	0	0	0
11	JANET H. CHU		Max:30	S2	01	23	15	8	0	0	0
21	JANET H. CHU		Max:30	S2	02	29	22	7	0	0	0
22	NATHAN R. LEMANSKI		Max:30	S2	02	30	18	12	0	0	0
31	NATHAN R. LEMANSKI		Max:30	S2	03	25	17	8	0	0	0
61	NATHAN R. LEMANSKI		Max:30	S2	06	26	17	9	0	0	0
Number of Sections: 5		Average Students					Per Section: 26.60				
LAN221	LA 10 2	SM	9	210	183	183	72	111	7	2	5

COURSE	DESCRIPTION	LGTH	SEC	EST	NBR	NBR	----TOTALS----			--Special Ed--		
							TOT	FEM	MAL	TOT	FEM	MAL
11	KADY M. VANDERHOOF	Max:30	S2	01	29	12	17	0	0	0		
21	KADY M. VANDERHOOF	Max:30	S2	02	24	9	15	2	1	1		
31	KADY M. VANDERHOOF	Max:30	S2	03	23	10	13	0	0	0		
41	NATHAN R. LEMANSKI	Max:30	S2	04	27	11	16	1	0	1		
42	KRISTINE A. BROWN	Max:30	S2	04	23	9	14	1	0	1		
51	NATHAN R. LEMANSKI	Max:30	S2	05	28	12	16	3	1	2		
61	KADY M. VANDERHOOF	Max:30	S2	06	29	9	20	0	0	0		
Number of Sections: 7			Average Students Per Section: 26.14									
LAN231	LA 10 HONORS 2	SM	5	150	147	147	92	55	1	0	1	
11	EVELYN I. HAMMER	Max:30	S2	01	30	22	8	0	0	0		
21	EVELYN I. HAMMER	Max:30	S2	02	29	15	14	0	0	0		
41	ELENA STRIZHEUS	Max:30	S2	04	29	17	12	0	0	0		
51	ELENA STRIZHEUS	Max:30	S2	05	29	16	13	1	0	1		
52	EVELYN I. HAMMER	Max:30	S2	05	30	22	8	0	0	0		
Number of Sections: 5			Average Students Per Section: 29.40									
LAN302	LA INTERVEN 2	SM	1	20	5	5	1	4	0	0	0	
36	EVELYN I. HAMMER	Max:20	S2	03	5	1	4	0	0	0		
Number of Sections: 1			Average Students Per Section: 5.00									
LAN321	AMER LIT 2	SM	9	213	187	187	72	115	7	2	5	
11	ELENA STRIZHEUS	Max:27	S2	01	21	8	13	0	0	0		
12	ADAM C. FRANCE	Max:27	S2	01	16	7	9	1	1	0		
21	ADAM C. FRANCE	Max:27	S2	02	27	10	17	0	0	0		
31	ELENA STRIZHEUS	Max:27	S2	03	24	12	12	0	0	0		
41	ADAM C. FRANCE	Max:27	S2	04	26	6	20	1	0	1		
51	ADAM C. FRANCE	Max:27	S2	05	25	9	16	1	0	1		
61	ELENA STRIZHEUS	Max:27	S2	06	23	13	10	2	1	1		
B12	PAUL H. FOUHY	Max:24	S2	01	25	7	18	2	0	2		
Number of Sections: 8			Average Students Per Section: 23.38									
LAN331	AP LAN/COMP 2	SM	5	90	71	71	43	28	0	0	0	
31	KRISTINE A. BROWN	Max:30	S2	03	29	13	16	0	0	0		
51	KRISTINE A. BROWN	Max:30	S2	05	27	20	7	0	0	0		
61	KRISTINE A. BROWN	Max:30	S2	06	15	10	5	0	0	0		
Number of Sections: 3			Average Students Per Section: 23.67									
LAN410	COMMUN ARTS	SM	2	60	28	28	11	17	2	0	2	
26	PAUL H. FOUHY	Max:30	S2	02	28	11	17	2	0	2		
Number of Sections: 1			Average Students Per Section: 28.00									
LAN412	SOC OF FUTURE	SM	1	120	48	48	19	29	0	0	0	
36	STEPHANIE E. KEAGLE	Max:30	S2	03	23	11	12	0	0	0		
56	STEPHANIE E. KEAGLE	Max:30	S2	05	25	8	17	0	0	0		
Number of Sections: 2			Average Students Per Section: 24.00									
LAN413	INDIV LIT 1	SM	2	31	13	13	7	6	1	1	0	
36	ROBIN K. HAMMER	Max:30	S2	03	12	7	5	1	1	0		
56	STEPHANIE E. KEAGLE	Max:1	S2	05	1	0	1	0	0	0		
Number of Sections: 2			Average Students Per Section: 6.50									
LAN416	CREATIVE WRIT	SM	2	50	47	47	24	23	0	0	0	
16	STEPHANIE E. KEAGLE	Max:25	S2	01	23	14	9	0	0	0		
26	STEPHANIE E. KEAGLE	Max:25	S2	02	24	10	14	0	0	0		
Number of Sections: 2			Average Students Per Section: 23.50									
LAN418	POETRY	SM	4	60	26	26	10	16	0	0	0	
66	EVELYN I. HAMMER	Max:30	S2	06	26	10	16	0	0	0		
Number of Sections: 1			Average Students Per Section: 26.00									
LAN431	AP LIT/COMP 2	SM	4	120	95	95	50	45	1	1	0	
11	ROBIN K. HAMMER	Max:30	S2	01	22	14	8	0	0	0		
21	ROBIN K. HAMMER	Max:30	S2	02	24	18	6	1	1	0		
31	JANET H. CHU	Max:30	S2	03	24	10	14	0	0	0		
41	JANET H. CHU	Max:30	S2	04	25	8	17	0	0	0		

			EST	NBR	NBR	----TOTALS----			--Special Ed--		
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL
Number of Sections: 4			Average Students Per Section: 23.75								
LAN512	YEARBOOK 2	SM	1	30	22	22	13	9	1	0	1
61	STEPHANIE E. KEAGLE	Max:30	S2	06		22	13	9	1	0	1
Number of Sections: 1			Average Students Per Section: 22.00								
LAN515	NEWSPAPER 2	SM	1	30	29	29	17	12	0	0	0
46	KADY M. VANDERHOOF	Max:30	S2	04		29	17	12	0	0	0
Number of Sections: 1			Average Students Per Section: 29.00								
MAT101	MATH INTERVTN 2	SM	2	54	39	39	17	22	5	4	1
G11	DANIEL C. MICKELSON	Max:24	S2	07		18	9	9	1	1	0
L10	LEAHMARIE O'BRIEN	Max:15	S2	03		10	4	6	2	2	0
LP9	LEAHMARIE O'BRIEN	Max:15	S2	04		11	4	7	2	1	1
Number of Sections: 3			Average Students Per Section: 13.00								
MAT111	FOUND ALG/GEO 2	SM	2	91	75	75	32	43	5	1	4
21	RICKY R. GANT	Max:20	S2	02		13	6	7	2	0	2
51	RICKY R. GANT	Max:21	S2	05		19	5	14	2	1	1
LD3	BRIAN E. LOVEJOY	Max:50	S2	03		43	21	22	1	0	1
Number of Sections: 3			Average Students Per Section: 25.00								
MAT113	FOUND ALG/GEO 4	SM	1	0	0	0	0	0	0	0	0
21	ALICIA J. THOMPSON	Max:0	S2	02		0	0	0	0	0	0
Number of Sections: 1			Average Students Per Section: 0.00								
MAT120	ALGEBRA 1	SM	8	215	8	8	3	5	1	0	1
F21	JENNIFER M. CLASSEN	Max:20	S2	02		8	3	5	1	0	1
Number of Sections: 1			Average Students Per Section: 8.00								
MAT121	ALGEBRA 2	SM	9	242	179	179	93	86	8	5	3
21	LESLIE J. TAUZER	Max:30	S2	02		29	19	10	2	1	1
31	VIKTORIYA CHMIL	Max:23	S2	03		22	11	11	0	0	0
32	DAVID A. PRESTON	Max:23	S2	03		21	13	8	0	0	0
33	JENNIFER M. CLASSEN	Max:20	S2	03		10	2	8	0	0	0
41	VIKTORIYA CHMIL	Max:30	S2	04		30	15	15	1	1	0
51	DAVID A. PRESTON	Max:30	S2	05		29	14	15	1	0	1
61	DAVID A. PRESTON	Max:30	S2	06		24	13	11	0	0	0
FD4	ALICIA J. THOMPSON	Max:16	S2	02		14	6	8	4	3	1
Number of Sections: 8			Average Students Per Section: 22.38								
MAT123	ADV HS MATH 2	SM	1	60	28	28	13	15	0	0	0
21	LEAHMARIE O'BRIEN	Max:20	S2	02		9	4	5	0	0	0
51	LEAHMARIE O'BRIEN	Max:20	S2	05		11	8	3	0	0	0
61	LEAHMARIE O'BRIEN	Max:20	S2	06		8	1	7	0	0	0
Number of Sections: 3			Average Students Per Section: 9.33								
MAT210	GEOMETRY 1	SM	13	360	45	45	20	25	2	0	2
F21	JULIANNE R. STRICHERZ	Max:20	S2	02		17	6	11	1	0	1
F31	JULIANNE R. STRICHERZ	Max:20	S2	03		14	7	7	1	0	1
F41	DANIEL C. MICKELSON	Max:20	S2	04		14	7	7	0	0	0
Number of Sections: 3			Average Students Per Section: 15.00								
MAT211	GEOMETRY 2	SM	15	357	255	255	127	128	7	2	5
11	DANIEL C. MICKELSON	Max:30	S2	01		28	12	16	2	1	1
21	DANIEL C. MICKELSON	Max:29	S2	02		27	11	16	2	0	2
22	WAYNE D. RUMBAUGH	Max:30	S2	02		22	13	9	0	0	0
31	DANIEL C. MICKELSON	Max:29	S2	03		26	16	10	2	1	1
32	RICKY R. GANT	Max:30	S2	03		19	7	12	0	0	0
41	JENNIFER M. CLASSEN	Max:28	S2	04		23	12	11	0	0	0
42	RICKY R. GANT	Max:30	S2	04		31	17	14	0	0	0
51	JENNIFER M. CLASSEN	Max:30	S2	05		28	13	15	0	0	0
61	VIKTORIYA CHMIL	Max:30	S2	06		29	15	14	1	0	1
62	RICKY R. GANT	Max:30	S2	06		22	11	11	0	0	0
Number of Sections: 10			Average Students Per Section: 25.50								
MAT311	ADV ALG/TRIG 2	SM	12	270	277	277	146	131	5	2	3

			EST	NBR	NBR	----TOTALS----			--Special Ed--			
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL	
11	KIRSTEN A. GRAVNING	Max:30	S2	01		31	15	16		1	0	1
12	ALICIA J. THOMPSON	Max:30	S2	01		31	24	7		0	0	0
13	VIKTORIYA CHMIL	Max:30	S2	01		28	16	12		0	0	0
31	ALICIA J. THOMPSON	Max:30	S2	03		30	14	16		0	0	0
41	KIRSTEN A. GRAVNING	Max:30	S2	04		32	14	18		0	0	0
42	JULIANNE R. STRICHERZ	Max:30	S2	04		29	23	6		0	0	0
51	JULIANNE R. STRICHERZ	Max:30	S2	05		30	11	19		0	0	0
52	VIKTORIYA CHMIL	Max:30	S2	05		31	15	16		0	0	0
61	DANIEL C. MICKELSON	Max:30	S2	06		35	14	21		4	2	2
Number of Sections: 9			Average Students Per Section:			30.78						
MAT411	BYND ADV ALG 2 SM	2	30	28		28	10	18		0	0	0
11	JULIANNE R. STRICHERZ	Max:30	S2	01		28	10	18		0	0	0
Number of Sections: 1			Average Students Per Section:			28.00						
MAT413	PRE CALCULUS 2 SM	8	150	133		133	69	64		0	0	0
11	DAVID A. PRESTON	Max:30	S2	01		23	10	13		0	0	0
21	DAVID A. PRESTON	Max:30	S2	02		24	10	14		0	0	0
31	LESLIE J. TAUZER	Max:30	S2	03		27	18	9		0	0	0
41	LESLIE J. TAUZER	Max:30	S2	04		30	16	14		0	0	0
61	LESLIE J. TAUZER	Max:30	S2	06		29	15	14		0	0	0
Number of Sections: 5			Average Students Per Section:			26.60						
MAT415	AP CALC AB 2 SM	3	60	36		36	15	21		0	0	0
51	KIRSTEN A. GRAVNING	Max:30	S2	05		16	8	8		0	0	0
61	KIRSTEN A. GRAVNING	Max:30	S2	06		20	7	13		0	0	0
Number of Sections: 2			Average Students Per Section:			18.00						
MAT417	AP STATS 2 SM	1	60	48		48	27	21		0	0	0
41	BRIAN E. LOVEJOY	Max:30	S2	04		26	17	9		0	0	0
61	BRIAN E. LOVEJOY	Max:30	S2	06		22	10	12		0	0	0
Number of Sections: 2			Average Students Per Section:			24.00						
MAT419	AP CALC BC 2 SM	1	30	25		25	7	18		0	0	0
21	KIRSTEN A. GRAVNING	Max:30	S2	02		25	7	18		0	0	0
Number of Sections: 1			Average Students Per Section:			25.00						
MAT421	AP COMPTR SCI 2 SM	1	24	24		24	11	13		0	0	0
91	KIRSTEN A. GRAVNING	Max:24	S2	09		24	11	13		0	0	0
Number of Sections: 1			Average Students Per Section:			24.00						
MAT430	COMPUTER SCI 1 SM	1	66	21		21	8	13		1	0	1
66	JENNIFER M. CLASSEN	Max:30	S2	06		21	8	13		1	0	1
Number of Sections: 1			Average Students Per Section:			21.00						
MAT431	COMPUTER SCI 2 SM	1	9	9		9	1	8		0	0	0
66	JENNIFER M. CLASSEN	Max:3	S2	06		3	1	2		0	0	0
91	KIRSTEN A. GRAVNING	Max:6	S2	09		6	0	6		0	0	0
Number of Sections: 2			Average Students Per Section:			4.50						
MUS106	CONCERT BAND SM	1	30	24		24	7	17		0	0	0
21	DEREK V. PYLE	Max:30	S2	02		24	7	17		0	0	0
Number of Sections: 1			Average Students Per Section:			24.00						
MUS116	WIND ENSEMBLE SM	1	40	32		32	15	17		3	0	3
41	DEREK V. PYLE	Max:40	S2	04		32	15	17		3	0	3
Number of Sections: 1			Average Students Per Section:			32.00						
MUS131	JAZZ ENSEMBLE SM	1	40	19		19	6	13		0	0	0
91	DEREK V. PYLE	Max:40	S2	00		19	6	13		0	0	0
Number of Sections: 1			Average Students Per Section:			19.00						
MUS211	CHOIR-CONCERT SM	1	40	16		16	13	3		1	1	0
36	KAREN F. CALDWELL	Max:40	S2	03		16	13	3		1	1	0
Number of Sections: 1			Average Students Per Section:			16.00						
MUS221	CHOIR-CHAMBER SM	1	40	32		32	20	12		2	1	1
26	KAREN F. CALDWELL	Max:40	S2	02		32	20	12		2	1	1

		EST	NBR	NBR	----TOTALS----			--Special Ed--			
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL
Number of Sections: 1		Average Students				Per Section:		32.00			
MUS226	ADV CHORUS	SM	1	40	31	31	20	11	0	0	0
16	KAREN F. CALDWELL		Max:40	S2	01	31	20	11	0	0	0
Number of Sections: 1		Average Students				Per Section:		31.00			
MUS301	ORCHESTRA	SM	1	40	14	14	10	4	0	0	0
51	DAVID L. STAFFORD		Max:40	S2	05	14	10	4	0	0	0
Number of Sections: 1		Average Students				Per Section:		14.00			
MUS303	ORCHEST-CHMBR	SM	1	40	19	19	12	7	0	0	0
41	DAVID L. STAFFORD		Max:40	S2	04	19	12	7	0	0	0
Number of Sections: 1		Average Students				Per Section:		19.00			
MUS401	GUITAR	SM	3	109	37	37	15	22	1	0	1
56	KAREN F. CALDWELL		Max:38	S2	05	37	15	22	1	0	1
Number of Sections: 1		Average Students				Per Section:		37.00			
MUS402	ADV GUITAR	SM	1	35	34	34	11	23	2	0	2
66	KAREN F. CALDWELL		Max:35	S2	06	34	11	23	2	0	2
Number of Sections: 1		Average Students				Per Section:		34.00			
PHY101	INTRO PE	SM	5	216	104	104	52	52	5	2	3
16	KAY M. LORRAIN		Max:36	S2	01	34	16	18	2	1	1
46	KAY M. LORRAIN		Max:36	S2	04	35	19	16	1	1	0
66	KENT D. RODSETH		Max:36	S2	06	35	17	18	2	0	2
Number of Sections: 3		Average Students				Per Section:		34.67			
PHY203	AEROBIC/WALK	SM	1	108	66	66	48	18	4	1	3
36	KAY M. LORRAIN		Max:36	S2	03	32	22	10	1	0	1
46	LEIMOMI M. BOWLES		Max:36	S2	04	34	26	8	3	1	2
Number of Sections: 2		Average Students				Per Section:		33.00			
PHY208	BASKETBALL	SM	2	144	63	63	10	53	4	1	3
26	GLEN W. WALKER		Max:36	S2	02	34	7	27	1	1	0
36	GLEN W. WALKER		Max:36	S2	03	29	3	26	3	0	3
Number of Sections: 2		Average Students				Per Section:		31.50			
PHY215	GOLF	SM	1	36	36	36	15	21	2	1	1
46	GLEN W. WALKER		Max:36	S2	04	36	15	21	2	1	1
Number of Sections: 1		Average Students				Per Section:		36.00			
PHY220	RACQT SPORTS	SM	3	144	72	72	44	28	4	1	3
56	KAY M. LORRAIN		Max:36	S2	05	36	24	12	1	1	0
66	KAY M. LORRAIN		Max:36	S2	06	36	20	16	3	0	3
Number of Sections: 2		Average Students				Per Section:		36.00			
PHY224	VOLLEYBALL	SM	2	72	66	66	39	27	2	2	0
26	LEIMOMI M. BOWLES		Max:36	S2	02	34	20	14	0	0	0
36	LEIMOMI M. BOWLES		Max:36	S2	03	32	19	13	2	2	0
Number of Sections: 2		Average Students				Per Section:		33.00			
PHY230	BEG WT TRNG	SM	4	144	147	147	36	111	5	0	5
16	GLEN W. WALKER		Max:36	S2	01	38	10	28	4	0	4
26	KENT D. RODSETH		Max:36	S2	02	36	13	23	0	0	0
46	KENT D. RODSETH		Max:36	S2	04	36	3	33	1	0	1
56	KENT D. RODSETH		Max:36	S2	05	37	10	27	0	0	0
Number of Sections: 4		Average Students				Per Section:		36.75			
PHY304	ADV VLYBALL	SM	2	72	69	69	25	44	3	1	2
56	LEIMOMI M. BOWLES		Max:36	S2	05	36	16	20	1	1	0
66	LEIMOMI M. BOWLES		Max:36	S2	06	33	9	24	2	0	2
Number of Sections: 2		Average Students				Per Section:		34.50			
PHY306	ADV WT TRNG	SM	4	144	71	71	11	60	4	0	4
36	KENT D. RODSETH		Max:36	S2	03	36	4	32	1	0	1
66	GLEN W. WALKER		Max:36	S2	06	35	7	28	3	0	3
Number of Sections: 2		Average Students				Per Section:		35.50			
PHY998	PE WAIVER .5	SM	1	0	0	0	0	0	0	0	0
2X	GLEN W. WALKER		Max:0	S2	00	0	0	0	0	0	0



		EST	NBR	NBR	----TOTALS----				--Special Ed--		
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL
Number of Sections: 1		Average Students				Per Section:		0.00			
PHY999	PE WAIVER 1.0	SM	1	30	0	0	0	0	0	0	0
2X	GLEN W. WALKER		Max:30	S2	00	0	0	0	0	0	0
Number of Sections: 1		Average Students				Per Section:		0.00			
SCI101	SCIENCE LINKS	SM	7	203	89	89	51	38	5	3	2
46	KENNETH N. COLBURN		Max:30	S2	04	29	15	14	3	2	1
56	KENNETH N. COLBURN		Max:30	S2	05	31	22	9	0	0	0
66	KENNETH N. COLBURN		Max:30	S2	06	29	14	15	2	1	1
Number of Sections: 3		Average Students				Per Section:		29.67			
SCI203	BIOLOGY 2	SM	13	360	327	327	165	162	20	9	11
11	KENNETH N. COLBURN		Max:30	S2	01	28	9	19	1	0	1
12	PATRIA R. BAUMSTARK		Max:30	S2	01	22	14	8	0	0	0
21	JENNIE M. BUETOW		Max:30	S2	02	28	15	13	1	0	1
22	KENNETH N. COLBURN		Max:30	S2	02	26	13	13	4	1	3
23	PATRIA R. BAUMSTARK		Max:30	S2	02	23	12	11	0	0	0
31	JENNIE M. BUETOW		Max:30	S2	03	30	15	15	3	2	1
32	KENNETH N. COLBURN		Max:30	S2	03	30	13	17	4	2	2
41	PATRIA R. BAUMSTARK		Max:30	S2	04	26	11	15	0	0	0
42	RAY S. DALLY		Max:30	S2	04	29	17	12	2	1	1
51	PATRIA R. BAUMSTARK		Max:30	S2	05	30	17	13	3	2	1
52	RAY S. DALLY		Max:30	S2	05	29	14	15	0	0	0
62	RAY S. DALLY		Max:30	S2	06	26	15	11	2	1	1
Number of Sections: 12		Average Students				Per Section:		27.25			
SCI205	AP BIOLOGY 2	SM	1	1	1	1	1	0	0	0	0
11	JENNIE M. BUETOW		Max:1	S2	01	1	1	0	0	0	0
Number of Sections: 1		Average Students				Per Section:		1.00			
SCI209	AP ENVIRN SCI 2	SM	2	31	12	12	3	9	0	0	0
11	JENNIE M. BUETOW		Max:30	S2	01	12	3	9	0	0	0
IS1	JENNIE M. BUETOW		Max:1	S2	01	0	0	0	0	0	0
Number of Sections: 2		Average Students				Per Section:		6.00			
SCI301	CHEMISTRY 2	SM	8	240	227	227	115	112	3	0	3
11	JAYME L. HOSTETTER		Max:30	S2	01	21	9	12	0	0	0
21	JAYME L. HOSTETTER		Max:30	S2	02	30	14	16	0	0	0
31	KARL F. STEFFIN		Max:30	S2	03	30	16	14	2	0	2
41	JARED D. GERVAIS		Max:30	S2	04	30	21	9	0	0	0
51	JARED D. GERVAIS		Max:30	S2	05	30	13	17	1	0	1
52	JAYME L. HOSTETTER		Max:30	S2	05	29	16	13	0	0	0
61	KARL F. STEFFIN		Max:30	S2	06	28	13	15	0	0	0
62	JAYME L. HOSTETTER		Max:30	S2	06	29	13	16	0	0	0
Number of Sections: 8		Average Students				Per Section:		28.38			
SCI307	UW CHEMISTRY 2	SM	3	30	0	0	0	0	0	0	0
31	JAYME L. HOSTETTER		Max:30	S2	03	0	0	0	0	0	0
Number of Sections: 1		Average Students				Per Section:		0.00			
SCI401	PHYSICS 2	SM	3	60	43	43	19	24	0	0	0
11	KARL F. STEFFIN		Max:30	S2	01	15	7	8	0	0	0
51	KARL F. STEFFIN		Max:30	S2	05	28	12	16	0	0	0
Number of Sections: 2		Average Students				Per Section:		21.50			
SCI502	MARINE BIOLOGY	SM	2	30	14	14	10	4	0	0	0
66	PATRIA R. BAUMSTARK		Max:30	S2	06	14	10	4	0	0	0
Number of Sections: 1		Average Students				Per Section:		14.00			
SCI503	ENVIRON BIOLOGY	SM	5	60	29	29	12	17	5	4	1
46	JENNIE M. BUETOW		Max:30	S2	04	29	12	17	5	4	1
Number of Sections: 1		Average Students				Per Section:		29.00			
SCI513	UW ASTRONOMY 1	SM	1	30	13	13	6	7	0	0	0
46	KARL F. STEFFIN		Max:30	S2	04	13	6	7	0	0	0

		EST	NBR	NBR	----TOTALS----			--Special Ed--			
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL
Number of Sections: 1		Average Students				Per Section:		13.00			
SCI521	AP PHYSICS 1 2	SM	1	30	24	24	7	17	0	0	0
51	LESLIE J. TAUZER		Max:30	S2	05	24	7	17	0	0	0
Number of Sections: 1		Average Students				Per Section:		24.00			
SCIBIO	BIOLOGY INTRVTN	SM	1	102	27	27	17	10	1	1	0
36	JAYME L. HOSTETTER		Max:30	S2	03	4	3	1	0	0	0
96	JAYME L. HOSTETTER		Max:27	S2	09	23	14	9	1	1	0
Number of Sections: 2		Average Students				Per Section:		13.50			
SOC100	WORLD STU BASIC	SM	1	56	33	33	15	18	9	1	8
46	ERIN L. HALL		Max:24	S2	04	20	8	12	8	1	7
L46	HEIDI K. BENDT		Max:14	S2	04	13	7	6	1	0	1
Number of Sections: 2		Average Students				Per Section:		16.50			
SOC101	WORLD STUDIES	SM	10	240	100	100	55	45	2	2	0
16	ERIN L. HALL		Max:30	S2	01	30	18	12	2	2	0
26	ERIN L. HALL		Max:30	S2	02	24	15	9	0	0	0
27	NORENE L. OSBORNE		Max:30	S2	02	17	8	9	0	0	0
56	CORY M. RUTLEDGE		Max:30	S2	05	29	14	15	0	0	0
Number of Sections: 4		Average Students				Per Section:		25.00			
SOC191	AP HUMN GEOGR 2	SM	4	90	89	89	57	32	0	0	0
11	DUSTIN DEPIANO		Max:30	S2	01	29	19	10	0	0	0
41	DUSTIN DEPIANO		Max:30	S2	04	29	16	13	0	0	0
51	DUSTIN DEPIANO		Max:30	S2	05	31	22	9	0	0	0
Number of Sections: 3		Average Students				Per Section:		29.67			
SOC201	US HIST BASIC 2	SM	1	24	23	23	6	17	7	4	3
21	CORY M. RUTLEDGE		Max:24	S2	02	23	6	17	7	4	3
Number of Sections: 1		Average Students				Per Section:		23.00			
SOC203	US HISTORY 2	SM	11	30	31	31	11	20	0	0	0
41	CORY M. RUTLEDGE		Max:30	S2	04	31	11	20	0	0	0
Number of Sections: 1		Average Students				Per Section:		31.00			
SOC205	AP EUROPEAN 2	SM	3	90	88	88	45	43	1	0	1
21	ERIC D. ARNOLD		Max:30	S2	02	27	16	11	0	0	0
31	ERIC D. ARNOLD		Max:30	S2	03	30	15	15	0	0	0
41	ERIC D. ARNOLD		Max:30	S2	04	31	14	17	1	0	1
Number of Sections: 3		Average Students				Per Section:		29.33			
SOC300	CIVICS	SM	10	99	21	21	9	12	1	0	1
36	DUSTIN DEPIANO		Max:30	S2	03	21	9	12	1	0	1
Number of Sections: 1		Average Students				Per Section:		21.00			
SOC302	AP US HISTORY 2	SM	3	60	32	32	20	12	0	0	0
01	ERIC D. ARNOLD		Max:30	S2	09	13	10	3	0	0	0
11	ERIC D. ARNOLD		Max:30	S2	01	19	10	9	0	0	0
Number of Sections: 2		Average Students				Per Section:		16.00			
SOC400	GLOBAL ISSUES	SM	6	797	348	348	142	206	32	10	22
17	CORY M. RUTLEDGE		Max:30	S2	01	27	11	16	1	0	1
18	WAYNE D. RUMBAUGH		Max:30	S2	01	19	6	13	2	1	1
26	CHRISTOPHER J. CARR		Max:30	S2	02	26	9	17	0	0	0
27	JOSEPH J. RUSH		Max:30	S2	02	29	11	18	1	0	1
28	DUSTIN DEPIANO		Max:30	S2	02	31	11	20	3	0	3
36	ERIN L. HALL		Max:30	S2	03	29	12	17	2	0	2
37	WAYNE D. RUMBAUGH		Max:30	S2	03	24	10	14	0	0	0
47	WAYNE D. RUMBAUGH		Max:30	S2	04	27	11	16	2	0	2
56	JOSEPH J. RUSH		Max:30	S2	05	30	13	17	2	0	2
57	WAYNE D. RUMBAUGH		Max:30	S2	05	28	10	18	0	0	0
66	JOSEPH J. RUSH		Max:30	S2	06	29	14	15	3	2	1
68	CORY M. RUTLEDGE		Max:30	S2	06	31	17	14	1	1	0
AB2	CHRISTOPHER J. CARR		Max:14	S2	02	4	0	4	4	0	4
B16	TORI T. AMMONS		Max:25	S2	01	14	7	7	11	6	5

			EST	NBR	NBR	----TOTALS----			--Special Ed--		
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL
Number of Sections: 14			Average Students Per Section:			24.86					
SOC402	AP US POL&GOV 2	SM	2	120	104	104	57	47	1	1	0
11	NORENE L. OSBORNE		Max:30	S2	01	29	15	14	0	0	0
31	NORENE L. OSBORNE		Max:30	S2	03	20	11	9	0	0	0
41	TORI T. AMMONS		Max:30	S2	04	22	11	11	1	1	0
51	TORI T. AMMONS		Max:30	S2	05	33	20	13	0	0	0
Number of Sections: 4			Average Students Per Section:			26.00					
SOC500	PSYCHOLOGY 1	SM	1	60	24	24	10	14	2	0	2
16	JOSEPH J. RUSH		Max:30	S2	01	24	10	14	2	0	2
Number of Sections: 1			Average Students Per Section:			24.00					
SOC503	AP PSYCH 2	SM	2	30	19	19	13	6	0	0	0
31	JOSEPH J. RUSH		Max:30	S2	03	19	13	6	0	0	0
Number of Sections: 1			Average Students Per Section:			19.00					
SOC504	SOCIOLOGY 1	SM	2	60	27	27	15	12	1	0	1
66	TORI T. AMMONS		Max:30	S2	06	27	15	12	1	0	1
Number of Sections: 1			Average Students Per Section:			27.00					
SOC508	WASH STATE HIST	SM	1	60	21	21	10	11	3	0	3
36	TORI T. AMMONS		Max:30	S2	03	21	10	11	3	0	3
AB2	CHRISTOPHER J. CARR		Max:0	S2	02	0	0	0	0	0	0
Number of Sections: 2			Average Students Per Section:			10.50					
SPE212	READ/WR LAN 1	SM	2	28	14	14	7	7	14	7	7
21	KAMARIA J. SMITH		Max:14	S2	02	8	5	3	8	5	3
61	KAMARIA J. SMITH		Max:14	S2	06	6	2	4	6	2	4
Number of Sections: 2			Average Students Per Section:			7.00					
SPE214	READ/WR LAN 2	SM	1	32	19	19	8	11	18	8	10
11	TELIA S. PETERSON		Max:14	S2	01	6	3	3	5	3	2
51	KAMARIA J. SMITH		Max:18	S2	05	13	5	8	13	5	8
Number of Sections: 2			Average Students Per Section:			9.50					
SPE216	READ/WR LAN 3	SM	2	42	20	20	2	18	20	2	18
31	TELIA S. PETERSON		Max:14	S2	03	13	2	11	13	2	11
41	BRADLEY J. COMSTOCK		Max:14	S2	04	7	0	7	7	0	7
AB	JULIE A. SOHLSTROM		Max:14	S2	03	0	0	0	0	0	0
Number of Sections: 3			Average Students Per Section:			6.67					
SPE218	READ/WR LAN 4	SM	1	14	12	12	5	7	11	5	6
41	KAMARIA J. SMITH		Max:14	S2	04	12	5	7	11	5	6
Number of Sections: 1			Average Students Per Section:			12.00					
SPE302	MATH 1	SM	1	14	10	10	2	8	10	2	8
51	TELIA S. PETERSON		Max:14	S2	05	10	2	8	10	2	8
Number of Sections: 1			Average Students Per Section:			10.00					
SPE304	MATH 2	SM	2	28	12	12	7	5	11	7	4
11	BRADLEY J. COMSTOCK		Max:14	S2	01	0	0	0	0	0	0
61	BRADLEY J. COMSTOCK		Max:14	S2	06	12	7	5	11	7	4
Number of Sections: 2			Average Students Per Section:			6.00					
SPE306	MATH 3	SM	1	28	17	17	2	15	17	2	15
21	TELIA S. PETERSON		Max:14	S2	02	11	2	9	11	2	9
61	TELIA S. PETERSON		Max:14	S2	06	6	0	6	6	0	6
Number of Sections: 2			Average Students Per Section:			8.50					
SPE308	MATH 4	SM	1	28	15	15	6	9	14	6	8
31	BRADLEY J. COMSTOCK		Max:14	S2	03	3	1	2	3	1	2
51	BRADLEY J. COMSTOCK		Max:14	S2	05	12	5	7	11	5	6
Number of Sections: 2			Average Students Per Section:			7.50					
SPE401	SOCIAL SKILLS 2	SM	1	56	15	15	2	13	15	2	13
AB1	TYLER H. JORGENSEN		Max:14	S2	01	6	1	5	6	1	5
AB3	TYLER H. JORGENSEN		Max:14	S2	03	1	0	1	1	0	1
AB4	JULIE A. SOHLSTROM		Max:14	S2	04	4	0	4	4	0	4
AB6	JULIE A. SOHLSTROM		Max:14	S2	06	4	1	3	4	1	3

		EST	NBR	NBR	----TOTALS----			--Special Ed--			
<u>COURSE</u>	<u>DESCRIPTION</u>	<u>LGTH</u>	<u>SEC</u>	<u>AVL</u>	<u>REQ</u>	<u>TOT</u>	<u>FEM</u>	<u>MAL</u>	<u>TOT</u>	<u>FEM</u>	<u>MAL</u>
Number of Sections: 4		Average Students				Per Section:		3.75			
SPE601	COMM LAB	SM	2	10	2	2	0	2	2	0	2
46	BRENNA L. NESPER	Max:10	S2	04		2	0	2	2	0	2
76	JILLIAN CANO	Max:0	S2	07		0	0	0	0	0	0
96	JILLIAN CANO	Max:0	S2	09		0	0	0	0	0	0
Number of Sections: 3		Average Students				Per Section:		0.67			

TITLE FOR TOTAL

TOTALS GROUP	TOTAL	FEMALE	MALE
GRAND TOTALS	10367	4916	5451
Special Ed	640	229	411

\*\*\*\*\* End of report \*\*\*\*\*

			EST	NBR	NBR	----TOTALS----			--Special Ed--		
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL
ART104	ADV ART 2	SM	1	13	12	12	11	1	3	3	0
16	CHRISTIAN M. MILLER		Max:13	S2	01	12	11	1	3	3	0
Number of Sections: 1			Average Students			Per Section: 12.00					
ART107	2-D ART	SM	2	30	29	29	15	14	1	0	1
16	PAUL M. LEWIS		Max:30	S2	01	29	15	14	1	0	1
Number of Sections: 1			Average Students			Per Section: 29.00					
ART110	CERAMICS	SM	4	150	85	85	42	43	8	1	7
36	PAUL M. LEWIS		Max:20	S2	03	18	6	12	2	1	1
46	PAUL M. LEWIS		Max:23	S2	04	23	13	10	2	0	2
56	PAUL M. LEWIS		Max:22	S2	05	21	8	13	2	0	2
66	PAUL M. LEWIS		Max:25	S2	06	23	15	8	2	0	2
Number of Sections: 4			Average Students			Per Section: 21.25					
ART111	ADV CERAMICS	SM	7	29	23	23	18	5	0	0	0
36	PAUL M. LEWIS		Max:9	S2	03	8	5	3	0	0	0
46	PAUL M. LEWIS		Max:7	S2	04	6	5	1	0	0	0
56	PAUL M. LEWIS		Max:8	S2	05	4	3	1	0	0	0
66	PAUL M. LEWIS		Max:5	S2	06	5	5	0	0	0	0
Number of Sections: 4			Average Students			Per Section: 5.75					
ART122	ACTING 2	SM	1	32	19	19	12	7	2	0	2
36	KATHRYN A. NUTTMAN		Max:32	S2	03	19	12	7	2	0	2
Number of Sections: 1			Average Students			Per Section: 19.00					
ART124	ACTING 4	SM	2	2	0	0	0	0	0	0	0
36	KATHRYN A. NUTTMAN		Max:2	S2	03	0	0	0	0	0	0
Number of Sections: 1			Average Students			Per Section: 0.00					
CTE118	MATH BUS PRFIN2	SM	1	30	29	29	18	11	3	1	2
66	ANGELA K. MCCAUSLAND		Max:30	S2	06	29	18	11	3	1	2
Number of Sections: 1			Average Students			Per Section: 29.00					
CTE171	MARKETG/DECA 2	SM	1	30	12	12	8	4	0	0	0
36	DOUGLAS J. AUBERT		Max:30	S2	03	12	8	4	0	0	0
Number of Sections: 1			Average Students			Per Section: 12.00					
CTE176	MKT PMGMT DECA4	SM	2	21	5	5	5	0	0	0	0
26	DOUGLAS J. AUBERT		Max:1	S2	02	1	1	0	0	0	0
36	DOUGLAS J. AUBERT		Max:20	S2	03	4	4	0	0	0	0
Number of Sections: 2			Average Students			Per Section: 2.50					
CTE178	SPTS & ENT MGMT	SM	1	4	3	3	0	3	0	0	0
36	DOUGLAS J. AUBERT		Max:4	S2	03	3	0	3	0	0	0
Number of Sections: 1			Average Students			Per Section: 3.00					
CTE181	MKT BUS ADMIN 2	SM	1	7	4	4	2	2	0	0	0
36	DOUGLAS J. AUBERT		Max:2	S2	03	1	0	1	0	0	0
46	DOUGLAS J. AUBERT		Max:5	S2	04	3	2	1	0	0	0
Number of Sections: 2			Average Students			Per Section: 2.00					
CTE183	STORE RETL OP 2	SM	1	21	13	13	7	6	0	0	0
46	DOUGLAS J. AUBERT		Max:21	S2	04	13	7	6	0	0	0
Number of Sections: 1			Average Students			Per Section: 13.00					
CTE185	STOR OP SM BSN2	SM	2	10	5	5	2	3	0	0	0
46	DOUGLAS J. AUBERT		Max:10	S2	04	5	2	3	0	0	0
Number of Sections: 1			Average Students			Per Section: 5.00					
CTE187	MARKING ENTRE 2	SM	1	6	0	0	0	0	0	0	0
36	DOUGLAS J. AUBERT		Max:6	S2	03	0	0	0	0	0	0
Number of Sections: 1			Average Students			Per Section: 0.00					
CTE188	BSN MKT FN DECA	SM	1	60	19	19	10	9	1	0	1
26	DOUGLAS J. AUBERT		Max:30	S2	02	19	10	9	1	0	1
Number of Sections: 1			Average Students			Per Section: 19.00					
CTE211	CAREER W/CHILD1	SM	2	34	4	4	3	1	1	1	0
26	KELLY A. JENSEN		Max:4	S2	02	4	3	1	1	1	0

			EST	NBR	NBR	----TOTALS----			--Special Ed--		
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL
Number of Sections: 1			Average Students			Per Section:			4.00		
CTE212	CAREER W/CHILD2	SM	7	25	15	15	15	0	1	1	0
26	KELLY A. JENSEN		Max:25	S2	02	15	15	0	1	1	0
Number of Sections: 1			Average Students			Per Section:			15.00		
CTE214	CAREER W/CHILD4	SM	1	6	3	3	2	1	1	0	1
26	KELLY A. JENSEN		Max:6	S2	02	3	2	1	1	0	1
Number of Sections: 1			Average Students			Per Section:			3.00		
CTE240	INDEP LIVING	SM	2	60	27	27	14	13	7	3	4
46	KELLY A. JENSEN		Max:30	S2	04	27	14	13	7	3	4
Number of Sections: 1			Average Students			Per Section:			27.00		
CTE245	INTERIOR DESIGN	SM	1	30	24	24	19	5	1	1	0
36	KELLY A. JENSEN		Max:30	S2	03	24	19	5	1	1	0
Number of Sections: 1			Average Students			Per Section:			24.00		
CTE250	NUTRTRN WELLNESS	SM	3	72	22	22	12	10	2	0	2
66	KELLY A. JENSEN		Max:24	S2	06	22	12	10	2	0	2
Number of Sections: 1			Average Students			Per Section:			22.00		
CTE266	COSMETOLOGY 2	SM	1	2	0	0	0	0	0	0	0
36	JAMES C. WICKENS		Max:2	S2	03	0	0	0	0	0	0
Number of Sections: 1			Average Students			Per Section:			0.00		
CTE282	AM SIGN LANG 2	SM	3	60	55	55	40	15	4	2	2
56	CINDY L. ANDERSON		Max:30	S2	05	28	20	8	3	1	2
66	CINDY L. ANDERSON		Max:30	S2	06	27	20	7	1	1	0
Number of Sections: 2			Average Students			Per Section:			27.50		
CTE284	AM SIGN LANG 4	SM	2	60	43	42	34	8	2	1	1
16	CINDY L. ANDERSON		Max:30	S2	01	25	19	6	1	0	1
26	CINDY L. ANDERSON		Max:30	S2	02	17	15	2	1	1	0
Number of Sections: 2			Average Students			Per Section:			21.00		
CTE286	AM SIGN LANG 6	SM	1	30	24	24	18	6	0	0	0
46	CINDY L. ANDERSON		Max:30	S2	04	24	18	6	0	0	0
Number of Sections: 1			Average Students			Per Section:			24.00		
CTE304	PREVENTIVE MED	SM	2	90	59	59	34	25	2	1	1
16	CHRISTOPHER T. TUCKER		Max:30	S2	01	29	16	13	1	0	1
56	CHRISTOPHER T. TUCKER		Max:30	S2	05	30	18	12	1	1	0
Number of Sections: 2			Average Students			Per Section:			29.50		
CTE306	ANATOMY/PHYS 2	SM	3	60	51	51	40	11	0	0	0
36	CHRISTOPHER T. TUCKER		Max:30	S2	03	22	17	5	0	0	0
46	CHRISTOPHER T. TUCKER		Max:30	S2	04	29	23	6	0	0	0
Number of Sections: 2			Average Students			Per Section:			25.50		
CTE308	SPORTS MED 2	SM	1	28	26	26	20	6	0	0	0
66	CHRISTOPHER T. TUCKER		Max:28	S2	06	26	20	6	0	0	0
Number of Sections: 1			Average Students			Per Section:			26.00		
CTE312	ADVSports MED 2	SM	1	8	8	8	6	2	0	0	0
66	CHRISTOPHER T. TUCKER		Max:8	S2	06	8	6	2	0	0	0
Number of Sections: 1			Average Students			Per Section:			8.00		
CTE331	CULINARY ARTS	SM	9	113	8	8	3	5	6	1	5
56	WAYNE M. SHELTON		Max:8	S2	05	8	3	5	6	1	5
Number of Sections: 1			Average Students			Per Section:			8.00		
CTE332	CULINARY ARTS	SM	3	99	98	98	52	46	16	8	8
16	WAYNE M. SHELTON		Max:24	S2	01	23	11	12	5	2	3
26	WAYNE M. SHELTON		Max:24	S2	02	25	14	11	4	2	2
36	WAYNE M. SHELTON		Max:24	S2	03	22	13	9	4	3	1
46	WAYNE M. SHELTON		Max:26	S2	04	25	11	14	3	1	2
96	WAYNE M. SHELTON		Max:1	S2	09	3	3	0	0	0	0
Number of Sections: 5			Average Students			Per Section:			19.60		
CTE334	ADV CULNY ART 2	SM	3	10	6	6	3	3	0	0	0
16	WAYNE M. SHELTON		Max:5	S2	01	3	1	2	0	0	0

COURSE	DESCRIPTION	LGTH	SEC	EST	NBR	NBR	----TOTALS----			--Special Ed--		
							TOT	FEM	MAL	TOT	FEM	MAL
36	WAYNE M. SHELTON	Max:5	S2	03			3	2	1	0	0	0
Number of Sections: 2				Average Students Per Section:		3.00						
CTE336	CULNY ARTS CS 2 SM	5	4	4			4	2	2	0	0	0
16	WAYNE M. SHELTON	Max:1	S2	01			1	1	0	0	0	0
26	WAYNE M. SHELTON	Max:1	S2	02			1	1	0	0	0	0
36	WAYNE M. SHELTON	Max:1	S2	03			1	0	1	0	0	0
46	WAYNE M. SHELTON	Max:1	S2	04			1	0	1	0	0	0
Number of Sections: 4				Average Students Per Section:		1.00						
CTE351	JEWEL METLSCULP1 SM	7	140	53			52	29	23	6	4	2
56	WENDY S. WOLDENBERG	Max:28	S2	05			27	12	15	5	4	1
66	WENDY S. WOLDENBERG	Max:28	S2	06			25	17	8	1	0	1
Number of Sections: 2				Average Students Per Section:		26.00						
CTE352	JEWEL METLSCULP2 SM	6	103	61			60	28	32	2	1	1
26	WENDY S. WOLDENBERG	Max:20	S2	02			18	9	9	2	1	1
36	WENDY S. WOLDENBERG	Max:22	S2	03			20	8	12	0	0	0
46	WENDY S. WOLDENBERG	Max:23	S2	04			22	11	11	0	0	0
Number of Sections: 3				Average Students Per Section:		20.00						
CTE353	JEWEL METLSCULP3 SM	3	31	16			16	12	4	0	0	0
26	WENDY S. WOLDENBERG	Max:5	S2	02			4	3	1	0	0	0
36	WENDY S. WOLDENBERG	Max:6	S2	03			6	4	2	0	0	0
46	WENDY S. WOLDENBERG	Max:5	S2	04			5	4	1	0	0	0
56	WENDY S. WOLDENBERG	Max:1	S2	05			1	1	0	0	0	0
Number of Sections: 4				Average Students Per Section:		4.00						
CTE354	JEWEL METLSCULP4 SM	4	6	8			8	5	3	1	1	0
26	WENDY S. WOLDENBERG	Max:3	S2	02			5	2	3	1	1	0
36	WENDY S. WOLDENBERG	Max:2	S2	03			2	2	0	0	0	0
46	WENDY S. WOLDENBERG	Max:1	S2	04			1	1	0	0	0	0
Number of Sections: 3				Average Students Per Section:		2.67						
CTE355	JEWEL METLSCULCS SM	2	4	1			1	1	0	1	1	0
26	WENDY S. WOLDENBERG	Max:2	S2	02			0	0	0	0	0	0
66	WENDY S. WOLDENBERG	Max:1	S2	06			1	1	0	1	1	0
Number of Sections: 2				Average Students Per Section:		0.50						
CTE361	VIS COM 1 SM	3	63	17			17	10	7	1	0	1
26	GINA M. SANDLAND	Max:15	S2	02			17	10	7	1	0	1
Number of Sections: 1				Average Students Per Section:		17.00						
CTE362	VIS COM 2 SM	2	36	18			18	8	10	2	0	2
16	GINA M. SANDLAND	Max:24	S2	01			11	3	8	2	0	2
26	GINA M. SANDLAND	Max:12	S2	02			7	5	2	0	0	0
Number of Sections: 2				Average Students Per Section:		9.00						
CTE366	VIS COM CS 2 SM	1	4	3			3	2	1	0	0	0
16	GINA M. SANDLAND	Max:0	S2	01			2	1	1	0	0	0
36	GINA M. SANDLAND	Max:1	S2	03			1	1	0	0	0	0
46	GINA M. SANDLAND	Max:3	S2	04			0	0	0	0	0	0
Number of Sections: 3				Average Students Per Section:		1.00						
CTE368	DIGITAL PHOTO 1 SM	4	94	37			37	22	15	4	3	1
56	GINA M. SANDLAND	Max:24	S2	05			19	10	9	2	1	1
66	GINA M. SANDLAND	Max:22	S2	06			18	12	6	2	2	0
Number of Sections: 2				Average Students Per Section:		18.50						
CTE369	DIGITAL PHOTO 2 SM	1	3	3			3	3	0	0	0	0
00	GINA M. SANDLAND	Max:2	S2	06			2	2	0	0	0	0
56	GINA M. SANDLAND	Max:1	S2	05			1	1	0	0	0	0
Number of Sections: 2				Average Students Per Section:		1.50						
CTE371	DRAWING 1 SM	4	129	47			46	24	22	4	2	2
16	CHRISTIAN M. MILLER	Max:17	S2	01			17	11	6	0	0	0
56	CHRISTIAN M. MILLER	Max:28	S2	05			29	13	16	4	2	2



		EST	NBR	NBR	----TOTALS----			--Special Ed--			
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL
Number of Sections: 2				Average Students		Per Section:		23.00			
CTE372	DRAWING 2	SM	3	66	55	55	23	32	11	1	10
26	CHRISTIAN M. MILLER	Max:28	S2	02		28	11	17	5	1	4
46	CHRISTIAN M. MILLER	Max:28	S2	04		27	12	15	6	0	6
Number of Sections: 2				Average Students		Per Section:		27.50			
CTE374	AP STUDIO ART 2	SM	1	30	19	19	14	5	0	0	0
66	CHRISTIAN M. MILLER	Max:30	S2	06		19	14	5	0	0	0
Number of Sections: 1				Average Students		Per Section:		19.00			
CTE376	GRAPHIC DES 2	SM	1	15	4	4	1	3	0	0	0
46	GINA M. SANDLAND	Max:15	S2	04		4	1	3	0	0	0
Number of Sections: 1				Average Students		Per Section:		4.00			
CTE378	GRAPHIC DES CS 2	SM	1	5	0	0	0	0	0	0	0
46	GINA M. SANDLAND	Max:5	S2	04		0	0	0	0	0	0
Number of Sections: 1				Average Students		Per Section:		0.00			
CTE381	ELECTRONICS 1	SM	4	73	1	1	0	1	0	0	0
26A	FRANK MEDINA	Max:1	S2	02		1	0	1	0	0	0
Number of Sections: 1				Average Students		Per Section:		1.00			
CTE382	ELECTRONICS 2	SM	4	72	62	62	6	56	11	1	10
26	FRANK MEDINA	Max:24	S2	02		20	2	18	2	0	2
36	FRANK MEDINA	Max:24	S2	03		22	4	18	6	1	5
46	FRANK MEDINA	Max:24	S2	04		20	0	20	3	0	3
Number of Sections: 3				Average Students		Per Section:		20.67			
CTE384	ELECTRONICS 4	SM	12	24	15	15	0	15	6	0	6
16	FRANK MEDINA	Max:24	S2	01		15	0	15	6	0	6
Number of Sections: 1				Average Students		Per Section:		15.00			
CTE390	ROBOTICS TECH 2	SM	1	24	17	17	1	16	2	0	2
16	GEORGE W. SUMNER	Max:24	S2	01		17	1	16	2	0	2
Number of Sections: 1				Average Students		Per Section:		17.00			
CTE401	ENGN DES ARCH 1	SM	4	50	12	12	7	5	0	0	0
26	GEORGE W. SUMNER	Max:1	S2	02		12	7	5	0	0	0
36	GEORGE W. SUMNER	Max:1	S2	03		0	0	0	0	0	0
Number of Sections: 2				Average Students		Per Section:		6.00			
CTE402	ENGN DES ARCH 2	SM	3	44	32	32	11	21	2	0	2
26	GEORGE W. SUMNER	Max:23	S2	02		11	5	6	1	0	1
36	GEORGE W. SUMNER	Max:21	S2	03		21	6	15	1	0	1
Number of Sections: 2				Average Students		Per Section:		16.00			
CTE406	ENGN DES ARCH 4	SM	2	16	13	13	1	12	1	0	1
46	GEORGE W. SUMNER	Max:16	S2	04		13	1	12	1	0	1
Number of Sections: 1				Average Students		Per Section:		13.00			
CTE408	DRFT ENG TECH 4	SM	3	7	5	5	0	5	0	0	0
46	GEORGE W. SUMNER	Max:7	S2	04		5	0	5	0	0	0
Number of Sections: 1				Average Students		Per Section:		5.00			
CTE410	ENGN DESARC CS2	SM	2	4	4	4	1	3	1	0	1
36	GEORGE W. SUMNER	Max:2	S2	03		2	1	1	1	0	1
46	GEORGE W. SUMNER	Max:2	S2	04		2	0	2	0	0	0
Number of Sections: 2				Average Students		Per Section:		2.00			
CTE412	COMP SYS ENG 2	SM	2	20	18	18	1	17	3	0	3
66	FRANK MEDINA	Max:20	S2	06		18	1	17	3	0	3
Number of Sections: 1				Average Students		Per Section:		18.00			
CTE414	COMP SYS ENG 4	SM	2	4	4	4	0	4	0	0	0
66	FRANK MEDINA	Max:4	S2	06		4	0	4	0	0	0
Number of Sections: 1				Average Students		Per Section:		4.00			
CTE451	ADV POWR/ENERGY	SM	2	24	13	13	0	13	5	0	5
56	GEORGE W. SUMNER	Max:24	S2	05		13	0	13	5	0	5
Number of Sections: 1				Average Students		Per Section:		13.00			
CTE455	WOODWRK DESGN 1	SM	6	101	28	28	6	22	0	0	0

		EST	NBR	NBR	---TOTALS---			--Special Ed--					
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL		
36	JAMES C. WICKENS	Max:14	S2	03		15	5	10		0	0	0	
46	JAMES C. WICKENS	Max:14	S2	04		13	1	12		0	0	0	
Number of Sections: 2		Average Students			Per Section:		14.00						
CTE456	WOODWRK DESGN 2	SM	4	60	40		40	6	34		3	0	3
26	JAMES C. WICKENS	Max:15	S2	02		16	3	13		1	0	1	
36	JAMES C. WICKENS	Max:13	S2	03		10	2	8		2	0	2	
46	JAMES C. WICKENS	Max:13	S2	04		14	1	13		0	0	0	
Number of Sections: 3		Average Students			Per Section:		13.33						
CTE457	WOODWRK DESGN 3	SM	2	40	13		13	0	13		5	0	5
16	JAMES C. WICKENS	Max:3	S2	01		1	0	1		0	0	0	
26	JAMES C. WICKENS	Max:12	S2	02		10	0	10		5	0	5	
46	JAMES C. WICKENS	Max:2	S2	04		2	0	2		0	0	0	
Number of Sections: 3		Average Students			Per Section:		4.33						
CTE458	WOODWRK DESGN 4	SM	2	24	22		22	1	21		6	0	6
16	JAMES C. WICKENS	Max:21	S2	01		19	1	18		5	0	5	
36	JAMES C. WICKENS	Max:3	S2	03		3	0	3		1	0	1	
Number of Sections: 2		Average Students			Per Section:		11.00						
CTE462	WOODWRK DESGN 6	SM	1	9	5		5	0	5		2	0	2
16	JAMES C. WICKENS	Max:9	S2	01		5	0	5		2	0	2	
Number of Sections: 1		Average Students			Per Section:		5.00						
CTE466	YEARBOOK 2	SM	1	30	19		19	16	3		0	0	0
46	GINA M. SANDLAND	Max:30	S2	04		19	16	3		0	0	0	
Number of Sections: 1		Average Students			Per Section:		19.00						
CTE470	WBL GENERIC	SM	1	126	0		0	0	0		0	0	0
66	JAMES C. WICKENS	Max:30	S2	06		0	0	0		0	0	0	
76	JAMES C. WICKENS	Max:10	S2	07		0	0	0		0	0	0	
Number of Sections: 2		Average Students			Per Section:		0.00						
CTE471	WBL AMER SIGN	SM	1	62	0		0	0	0		0	0	0
66	JAMES C. WICKENS	Max:1	S2	06		0	0	0		0	0	0	
76	JAMES C. WICKENS	Max:30	S2	07		0	0	0		0	0	0	
Number of Sections: 2		Average Students			Per Section:		0.00						
CTE473	WBL BUS ED	SM	1	60	3		3	2	1		0	0	0
76	JAMES C. WICKENS	Max:30	S2	07		3	2	1		0	0	0	
Number of Sections: 1		Average Students			Per Section:		3.00						
CTE475	WBL COMP TECH	SM	1	60	0		0	0	0		0	0	0
76	JAMES C. WICKENS	Max:30	S2	07		0	0	0		0	0	0	
Number of Sections: 1		Average Students			Per Section:		0.00						
CTE476	WBL CONSTR MANU	SM	1	60	3		3	0	3		1	0	1
76	JAMES C. WICKENS	Max:30	S2	07		3	0	3		1	0	1	
Number of Sections: 1		Average Students			Per Section:		3.00						
CTE477	WBL CULNY ARTS	SM	1	60	6		6	3	3		0	0	0
76	JAMES C. WICKENS	Max:30	S2	07		6	3	3		0	0	0	
Number of Sections: 1		Average Students			Per Section:		6.00						
CTE478	WBL DRAFT ENGIN	SM	1	120	0		0	0	0		0	0	0
66	JAMES C. WICKENS	Max:30	S2	06		0	0	0		0	0	0	
76	JAMES C. WICKENS	Max:30	S2	07		0	0	0		0	0	0	
Number of Sections: 2		Average Students			Per Section:		0.00						
CTE479	WBL ELECTRONICS	SM	1	60	0		0	0	0		0	0	0
76	JAMES C. WICKENS	Max:30	S2	07		0	0	0		0	0	0	
Number of Sections: 1		Average Students			Per Section:		0.00						
CTE480	WBL FAM CONS SC	SM	1	60	8		8	7	1		0	0	0
76	JAMES C. WICKENS	Max:30	S2	07		8	7	1		0	0	0	
Number of Sections: 1		Average Students			Per Section:		8.00						
CTE481	WBL GPH DES PRO	SM	1	60	1		1	1	0		0	0	0
76	JAMES C. WICKENS	Max:30	S2	07		1	1	0		0	0	0	

			EST	NBR	NBR	----TOTALS----			--Special Ed--		
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL
Number of Sections: 1			Average Students			Per Section:			1.00		
CTE483	WBL JEWELRY MFG	SM	1	62	1	1	0	1	0	0	0
66	JAMES C. WICKENS		Max:1	S2	06	0	0	0	0	0	0
76	JAMES C. WICKENS		Max:30	S2	07	1	0	1	0	0	0
Number of Sections: 2			Average Students			Per Section:			0.50		
CTE484	WBL MARKETING	SM	1	60	4	4	2	2	0	0	0
76	JAMES C. WICKENS		Max:30	S2	07	4	2	2	0	0	0
Number of Sections: 1			Average Students			Per Section:			4.00		
CTE487	WBL SPORTS MED	SM	2	14	1	1	0	1	0	0	0
66	JAMES C. WICKENS		Max:1	S2	06	0	0	0	0	0	0
76	JAMES C. WICKENS		Max:10	S2	07	1	0	1	0	0	0
Number of Sections: 2			Average Students			Per Section:			0.50		
CTE488	WBL VIS COM	SM	1	60	5	5	4	1	0	0	0
76	JAMES C. WICKENS		Max:30	S2	07	5	4	1	0	0	0
Number of Sections: 1			Average Students			Per Section:			5.00		
CTE515	NEWSPAPER 2	SM	1	20	12	12	9	3	1	0	1
46	PATRICK J. SWENSON		Max:20	S2	04	11	8	3	1	0	1
96	PATRICK J. SWENSON		Max:0	S2	09	1	1	0	0	0	0
Number of Sections: 2			Average Students			Per Section:			6.00		
ELL102	ELL LAN ART 1B	SM	3	10	8	8	0	8	0	0	0
36	CLEROBONG C. CHEAN		Max:10	S2	03	8	0	8	0	0	0
Number of Sections: 1			Average Students			Per Section:			8.00		
ELL121	ELL STDY SKILL2	SM	1	30	23	23	8	15	1	0	1
56	CLEROBONG C. CHEAN		Max:20	S2	05	12	5	7	0	0	0
66	CLEROBONG C. CHEAN		Max:10	S2	06	11	3	8	1	0	1
Number of Sections: 2			Average Students			Per Section:			11.50		
ELL202	ELL LAN ART 2B	SM	1	12	13	13	6	7	0	0	0
16	CLEROBONG C. CHEAN		Max:12	S2	01	13	6	7	0	0	0
Number of Sections: 1			Average Students			Per Section:			13.00		
ELL302	ELL LAN ART 3B	SM	1	15	10	10	6	4	0	0	0
46	CLEROBONG C. CHEAN		Max:15	S2	04	10	6	4	0	0	0
Number of Sections: 1			Average Students			Per Section:			10.00		
ELL810	ELL SUPPORT	YR	1	37	25	25	8	17	4	0	4
71	CLEROBONG C. CHEAN		Max:37	YR	07	25	8	17	4	0	4
Number of Sections: 1			Average Students			Per Section:			25.00		
FOR202	FRENCH 2	SM	3	90	68	68	41	27	0	0	0
16	KIMBERLEE I. POLLEY		Max:30	S2	01	25	14	11	0	0	0
26	KIMBERLEE I. POLLEY		Max:30	S2	02	22	11	11	0	0	0
36	KIMBERLEE I. POLLEY		Max:30	S2	03	21	16	5	0	0	0
Number of Sections: 3			Average Students			Per Section:			22.67		
FOR204	FRENCH 4	SM	3	60	44	44	28	16	0	0	0
16	KAISA SWENDDAL-WHITE		Max:30	S2	01	23	13	10	0	0	0
26	KAISA SWENDDAL-WHITE		Max:30	S2	02	21	15	6	0	0	0
Number of Sections: 2			Average Students			Per Section:			22.00		
FOR206	FRENCH 6	SM	1	36	30	30	26	4	0	0	0
46	KIMBERLEE I. POLLEY		Max:18	S2	04	15	12	3	0	0	0
56	KIMBERLEE I. POLLEY		Max:18	S2	05	15	14	1	0	0	0
Number of Sections: 2			Average Students			Per Section:			15.00		
FOR208	FRENCH 8	SM	1	10	8	8	7	1	0	0	0
46	KIMBERLEE I. POLLEY		Max:5	S2	04	5	5	0	0	0	0
56	KIMBERLEE I. POLLEY		Max:5	S2	05	3	2	1	0	0	0
Number of Sections: 2			Average Students			Per Section:			4.00		
FOR302	GERMAN 2	SM	2	60	49	49	16	33	1	0	1
56	STACY A. BARDSLEY		Max:30	S2	05	22	7	15	1	0	1
66	STACY A. BARDSLEY		Max:30	S2	06	27	9	18	0	0	0

		EST	NBR	NBR	----TOTALS----			--Special Ed--			
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL
Number of Sections: 2		Average Students					Per Section: 24.50				
FOR304	GERMAN 4	SM	2	30	20	20	4	16	0	0	0
16	STACY A. BARDSLEY		Max:30	S2	01	20	4	16	0	0	0
Number of Sections: 1		Average Students					Per Section: 20.00				
FOR306	GERMAN 6	SM	1	36	28	28	9	19	1	0	1
36	STACY A. BARDSLEY		Max:18	S2	03	10	2	8	0	0	0
46	STACY A. BARDSLEY		Max:18	S2	04	18	7	11	1	0	1
Number of Sections: 2		Average Students					Per Section: 14.00				
FOR310	AP GERMAN 2	SM	1	5	3	3	0	3	0	0	0
46	STACY A. BARDSLEY		Max:5	S2	04	3	0	3	0	0	0
Number of Sections: 1		Average Students					Per Section: 3.00				
FOR402	JAPANESE 2	SM	2	30	26	26	14	12	1	0	1
16	AKIKO N. NEWCOMB		Max:30	S2	01	26	14	12	1	0	1
Number of Sections: 1		Average Students					Per Section: 26.00				
FOR404	JAPANESE 4	SM	1	30	24	24	7	17	1	0	1
26	AKIKO N. NEWCOMB		Max:30	S2	02	24	7	17	1	0	1
Number of Sections: 1		Average Students					Per Section: 24.00				
FOR406	JAPANESE 6	SM	1	22	11	11	0	11	1	0	1
36	AKIKO N. NEWCOMB		Max:22	S2	03	11	0	11	1	0	1
Number of Sections: 1		Average Students					Per Section: 11.00				
FOR408	JAPANESE 8	SM	2	8	4	4	3	1	0	0	0
36	AKIKO N. NEWCOMB		Max:8	S2	03	4	3	1	0	0	0
Number of Sections: 1		Average Students					Per Section: 4.00				
FOR602	SPANISH 2	SM	6	210	177	177	82	95	6	3	3
17	CAROL A. BARNETT		Max:30	S2	01	28	13	15	1	1	0
26	CAROL A. BARNETT		Max:30	S2	02	29	14	15	2	0	2
36	BRYCE J. STRAND		Max:30	S2	03	11	5	6	0	0	0
37	JUAN F. NUNEZ		Max:30	S2	03	29	18	11	1	1	0
46	BRYCE J. STRAND		Max:30	S2	04	24	8	16	0	0	0
56	JUAN F. NUNEZ		Max:30	S2	05	27	13	14	1	1	0
67	JUAN F. NUNEZ		Max:30	S2	06	29	11	18	1	0	1
Number of Sections: 7		Average Students					Per Section: 25.29				
FOR604	SPANISH 4	SM	7	150	125	125	61	64	2	2	0
16	BRYCE J. STRAND		Max:30	S2	01	21	13	8	1	1	0
36	CAROL A. BARNETT		Max:30	S2	03	30	19	11	0	0	0
37	KAISA SWENDDAL-WHITE		Max:30	S2	03	22	7	15	0	0	0
56	KAISA SWENDDAL-WHITE		Max:30	S2	05	27	13	14	1	1	0
66	BRYCE J. STRAND		Max:30	S2	06	25	9	16	0	0	0
Number of Sections: 5		Average Students					Per Section: 25.00				
FOR606	SPANISH 6	SM	3	90	78	78	41	37	0	0	0
26	JUAN F. NUNEZ		Max:30	S2	02	29	13	16	0	0	0
56	CAROL A. BARNETT		Max:30	S2	05	26	14	12	0	0	0
66	CAROL A. BARNETT		Max:30	S2	06	23	14	9	0	0	0
Number of Sections: 3		Average Students					Per Section: 26.00				
FOR610	AP SPANISH 2	SM	1	30	14	14	7	7	3	0	3
46	JUAN F. NUNEZ		Max:30	S2	04	14	7	7	3	0	3
Number of Sections: 1		Average Students					Per Section: 14.00				
FOR621	UW SPANSH 103B	SM	1	30	21	21	17	4	0	0	0
46	KAISA SWENDDAL-WHITE		Max:30	S2	04	21	17	4	0	0	0
Number of Sections: 1		Average Students					Per Section: 21.00				
GEN101	ORIENTATION	SM	10	270	66	66	44	22	2	1	1
26	DAVID R. GOETHALS		Max:30	S2	02	18	10	8	2	1	1
27	PAUL M. LEWIS		Max:30	S2	02	21	15	6	0	0	0
36	DAVID R. GOETHALS		Max:30	S2	03	27	19	8	0	0	0
Number of Sections: 3		Average Students					Per Section: 22.00				
GEN126	STUDY SKILLS	SM	1	55	52	52	16	36	2	0	2

COURSE	DESCRIPTION	LGTH	SEC	EST	NBR	NBR	----TOTALS----			--Special Ed--		
							TOT	FEM	MAL	TOT	FEM	MAL
96	SCOTT A. HUSAR			Max:55	S2	09	52	16	36	2	0	2
Number of Sections: 1				Average Students Per Section: 52.00								
GEN200	ADVISORY 9-12	YR	1	840	369	369	212	157		22	5	17
001	STACY A. BARDSLEY			Max:30	YR	10	12	3	9	1	0	1
002	CLEROBONG C. CHEAN			Max:30	YR	10	5	2	3	0	0	0
004	CRYSTAL L. CONANT			Max:30	YR	10	13	9	4	0	0	0
005	LISA M. GALLINATTI			Max:30	YR	10	38	28	10	0	0	0
006	MARK S. DAVIS			Max:30	YR	10	13	9	4	0	0	0
008	BRUCE D. DIEHL			Max:30	YR	10	12	7	5	1	1	0
010	THOMAS S. EARL			Max:30	YR	10	11	7	4	0	0	0
011	MEGAN ELLIS SUMNER			Max:30	YR	10	12	9	3	1	0	1
013	JENNIFER W. GARCIA			Max:30	YR	10	13	5	8	2	0	2
014	ELAINE M. HETTERLY			Max:30	YR	10	7	0	7	6	0	6
015	SCOTT A. HUSAR			Max:30	YR	10	13	11	2	0	0	0
016	CRYSTAL L. JILBERT			Max:30	YR	10	14	10	4	0	0	0
018	PATRICK M. MCKEEHAN I			Max:30	YR	10	14	9	5	0	0	0
020	ANGELA K. MCCAUSLAND			Max:30	YR	10	13	4	9	3	0	3
023	ROBERT L. MORGAN			Max:30	YR	10	12	6	6	3	1	2
025	PHILIP J. MYKA			Max:30	YR	10	13	10	3	0	0	0
029	KARYN L. WILLIAMSON			Max:30	YR	10	14	9	5	1	0	1
031	GERI A. ROHLFF			Max:30	YR	10	15	7	8	0	0	0
032	ROBYN N. SAARENAS			Max:30	YR	10	13	1	12	0	0	0
033	GINA M. SANDLAND			Max:30	YR	10	13	7	6	0	0	0
035	JUDITH J. SHAW			Max:30	YR	10	13	10	3	1	1	0
037	BRYCE J. STRAND			Max:30	YR	10	11	10	1	1	1	0
038	GEORGE W. SUMNER			Max:30	YR	10	12	5	7	0	0	0
042	CHRISTOPHER T. TUCKER			Max:30	YR	10	13	11	2	1	0	1
043	MICHAEL VAN EATON			Max:30	YR	10	12	3	9	0	0	0
044	MEGHAN E. WAGNER			Max:30	YR	10	12	8	4	0	0	0
045	JAMES C. WICKENS			Max:30	YR	10	13	5	8	1	1	0
049	ERNEST E. ZEIGER			Max:30	YR	10	13	7	6	0	0	0
Number of Sections: 28				Average Students Per Section: 13.18								
GEN300	STUDY SKILLS	SM	13	116	95	95	42	53		16	5	11
16	RALPH L. CUBIT			Max:5	S2	01	5	1	4	2	0	2
19	SHAWN P. KILGALLON			Max:0	S2	01	35	15	20	2	1	1
26	SHAWN A. MARTINSON			Max:24	S2	02	23	10	13	2	0	2
26B	GERI A. ROHLFF			Max:1	S2	02	1	1	0	0	0	0
27	RALPH L. CUBIT			Max:5	S2	02	3	2	1	2	1	1
36	RALPH L. CUBIT			Max:5	S2	03	5	1	4	1	0	1
37	STACY A. BARDSLEY			Max:10	S2	03	9	6	3	2	0	2
46	RALPH L. CUBIT			Max:5	S2	04	5	2	3	1	1	0
47	STACY A. BARDSLEY			Max:4	S2	04	7	3	4	2	1	1
56B	ELAINE M. HETTERLY			Max:2	S2	05	2	1	1	2	1	1
Number of Sections: 10				Average Students Per Section: 9.50								
GEN301	STUDY SKILLS	SM	3	25	25	25	11	14		4	1	3
36D	GERI A. ROHLFF			Max:1	S2	03	1	1	0	0	0	0
66	GERI A. ROHLFF			Max:24	S2	06	24	10	14	4	1	3
Number of Sections: 2				Average Students Per Section: 12.50								
GEN500	ADM OFF AIDE	SM	1	15	3	3	0	3		1	0	1
16	NOLA R. WILSON			Max:1	S2	01	1	0	1	0	0	0
26	NOLA R. WILSON			Max:1	S2	02	0	0	0	0	0	0
36	NOLA R. WILSON			Max:1	S2	03	0	0	0	0	0	0
46	NOLA R. WILSON			Max:1	S2	04	1	0	1	1	0	1
56	NOLA R. WILSON			Max:1	S2	05	0	0	0	0	0	0
66	NOLA R. WILSON			Max:1	S2	06	1	0	1	0	0	0
96	NOLA R. WILSON			Max:0	S2	09	0	0	0	0	0	0

		EST	NBR	NBR	---TOTALS---			--Special Ed--			
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL
Number of Sections:		7	Average Students Per Section:					0.43			
GEN501	ADM OFF AIDE	SM	1	2	0	0	0	0	0	0	0
16	NOLA R. WILSON		Max:2	S2	01	0	0	0	0	0	0
76	NOLA R. WILSON		Max:0	S2	07	0	0	0	0	0	0
Number of Sections:		2	Average Students Per Section:					0.00			
GEN504	ASB AIDE	SM	1	9	3	3	3	0	0	0	0
16	MERI M. BENEDICT		Max:2	S2	01	1	1	0	0	0	0
26	MERI M. BENEDICT		Max:2	S2	02	1	1	0	0	0	0
36	MERI M. BENEDICT		Max:1	S2	03	0	0	0	0	0	0
46	MERI M. BENEDICT		Max:1	S2	04	0	0	0	0	0	0
56	MERI M. BENEDICT		Max:1	S2	05	0	0	0	0	0	0
66	MERI M. BENEDICT		Max:2	S2	06	1	1	0	0	0	0
Number of Sections:		6	Average Students Per Section:					0.50			
GEN507	ATTEND AIDE	SM	6	33	1	1	1	0	0	0	0
96	JON D. AARSTAD		Max:0	S2	09	1	1	0	0	0	0
Number of Sections:		1	Average Students Per Section:					1.00			
GEN508	ATTEND AIDE	SM	2	24	23	23	21	2	4	3	1
16	JON D. AARSTAD		Max:4	S2	01	4	4	0	1	1	0
26	JON D. AARSTAD		Max:4	S2	02	4	3	1	1	0	1
36	JON D. AARSTAD		Max:4	S2	03	3	2	1	0	0	0
46	JON D. AARSTAD		Max:4	S2	04	4	4	0	1	1	0
56	JON D. AARSTAD		Max:4	S2	05	4	4	0	1	1	0
66	JON D. AARSTAD		Max:4	S2	06	4	4	0	0	0	0
76	JON D. AARSTAD		Max:0	S2	07	0	0	0	0	0	0
Number of Sections:		7	Average Students Per Section:					3.29			
GEN510	CAREER AIDE	SM	3	5	12	12	4	8	1	1	0
16	STEVEN H. MEAD		Max:1	S2	01	2	1	1	0	0	0
26	STEVEN H. MEAD		Max:1	S2	02	2	0	2	0	0	0
36	STEVEN H. MEAD		Max:1	S2	03	1	0	1	0	0	0
46	STEVEN H. MEAD		Max:0	S2	04	2	1	1	0	0	0
56	STEVEN H. MEAD		Max:1	S2	05	4	1	3	0	0	0
66	STEVEN H. MEAD		Max:1	S2	06	1	1	0	1	1	0
Number of Sections:		6	Average Students Per Section:					2.00			
GEN512	GUID OFF AIDE	SM	1	18	19	19	13	6	1	0	1
16	DANIEL J. POLLEY		Max:2	S2	01	3	3	0	0	0	0
26	DANIEL J. POLLEY		Max:3	S2	02	3	2	1	0	0	0
36	DANIEL J. POLLEY		Max:2	S2	03	3	2	1	0	0	0
46	DANIEL J. POLLEY		Max:3	S2	04	3	2	1	0	0	0
56	DANIEL J. POLLEY		Max:4	S2	05	3	2	1	0	0	0
66	DANIEL J. POLLEY		Max:4	S2	06	3	2	1	0	0	0
76	DANIEL J. POLLEY		Max:0	S2	07	0	0	0	0	0	0
96	DANIEL J. POLLEY		Max:0	S2	09	1	0	1	1	0	1
Number of Sections:		8	Average Students Per Section:					2.38			
GEN514	LIBRARY AIDE	SM	2	15	13	13	5	8	4	1	3
16	LISA M. GALLINATTI		Max:2	S2	01	2	0	2	1	0	1
26	LISA M. GALLINATTI		Max:2	S2	02	2	1	1	2	1	1
36	LISA M. GALLINATTI		Max:2	S2	03	2	0	2	0	0	0
46	LISA M. GALLINATTI		Max:2	S2	04	2	2	0	0	0	0
56	LISA M. GALLINATTI		Max:2	S2	05	2	0	2	0	0	0
66	LISA M. GALLINATTI		Max:2	S2	06	3	2	1	1	0	1
76	LISA M. GALLINATTI		Max:1	S2	07	0	0	0	0	0	0
96	LISA M. GALLINATTI		Max:2	S2	09	0	0	0	0	0	0
Number of Sections:		8	Average Students Per Section:					1.63			
GEN600	TEACHER AIDE	SM	2	505	31	31	18	13	2	1	1
11G	FRANK MEDINA		Max:1	S2	01	0	0	0	0	0	0
16	SHAWNA R. LEONARD		Max:35	S2	01	0	0	0	0	0	0

COURSE	DESCRIPTION	LGTH	EST SEC	NBR		----TOTALS----			--Special Ed--		
				AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL
16B	JULIE A. MOBERG	Max:1	S2	01		1	1	0	0	0	0
16C	CRYSTAL L. CONANT	Max:1	S2	01		1	1	0	0	0	0
16D	ANGELA K. MCCAUSLAND	Max:1	S2	01		1	1	0	0	0	0
16G	CINDY L. ANDERSON	Max:1	S2	01		1	1	0	0	0	0
16H	ROBYN N. SAARENAS	Max:1	S2	01		1	0	1	0	0	0
26	SHAWNA R. LEONARD	Max:35	S2	02		0	0	0	0	0	0
26A	GEORGE W. SUMNER	Max:1	S2	02		0	0	0	0	0	0
26B	CINDY L. ANDERSON	Max:1	S2	02		1	0	1	0	0	0
26C	ROBYN N. SAARENAS	Max:1	S2	02		0	0	0	0	0	0
26D	CHRISTOPHER T. TUCKER	Max:1	S2	02		1	1	0	0	0	0
26E	ROBERT L. MORGAN	Max:1	S2	02		1	0	1	0	0	0
26F	CHRISTIAN M. MILLER	Max:1	S2	02		1	1	0	0	0	0
26G	FRANK MEDINA	Max:1	S2	02		1	0	1	0	0	0
26H	SCOTT A. HUSAR	Max:1	S2	02		1	0	1	0	0	0
26I	SHAWN A. MARTINSON	Max:1	S2	02		1	1	0	0	0	0
26J	CAROL A. BARNETT	Max:1	S2	02		1	0	1	0	0	0
36	SHAWNA R. LEONARD	Max:35	S2	03		0	0	0	0	0	0
36A	STACY A. BARDSLEY	Max:1	S2	03		0	0	0	0	0	0
36B	SCOTT J. ROWE	Max:1	S2	03		1	1	0	0	0	0
36C	ANGELA K. MCCAUSLAND	Max:1	S2	03		1	1	0	1	1	0
36D	CRYSTAL L. JILBERT	Max:1	S2	03		0	0	0	0	0	0
36G	WENDY S. WOLDENBERG	Max:1	S2	03		1	0	1	0	0	0
36L	GINA M. SANDLAND	Max:1	S2	03		1	0	1	0	0	0
36N	CHRISTINE S. AREND	Max:1	S2	03		1	1	0	0	0	0
46	SHAWNA R. LEONARD	Max:35	S2	04		0	0	0	0	0	0
46A	CHRISTOPHER T. TUCKER	Max:1	S2	04		1	1	0	0	0	0
46B	KELLY A. JENSEN	Max:1	S2	04		1	1	0	0	0	0
46C	SHAWN A. MARTINSON	Max:1	S2	04		1	1	0	0	0	0
46D	SUSAN L. NEU	Max:1	S2	04		1	0	1	0	0	0
46G	CRYSTAL L. CONANT	Max:1	S2	04		1	1	0	0	0	0
46H	ANGELA K. MCCAUSLAND	Max:1	S2	04		1	0	1	0	0	0
56	SHAWNA R. LEONARD	Max:35	S2	05		0	0	0	0	0	0
56G	GEORGE W. SUMNER	Max:1	S2	05		0	0	0	0	0	0
61G	ELAINE M. HETTERLY	Max:1	S2	06		0	0	0	0	0	0
61J	BRUCE D. DIEHL	Max:1	S2	06		1	0	1	0	0	0
61L	ROBYN N. SAARENAS	Max:1	S2	06		1	1	0	0	0	0
61P	THOMAS S. EARL	Max:1	S2	06		1	1	0	0	0	0
66	SHAWNA R. LEONARD	Max:35	S2	06		0	0	0	0	0	0
66A	STACY A. BARDSLEY	Max:1	S2	06		1	0	1	0	0	0
66B	CRYSTAL L. JILBERT	Max:1	S2	06		0	0	0	0	0	0
66C	CHRISTIAN M. MILLER	Max:1	S2	06		0	0	0	0	0	0
66D	KYLE B. JONES	Max:1	S2	06		0	0	0	0	0	0
66E	CINDY L. ANDERSON	Max:1	S2	06		0	0	0	0	0	0
66F	KYLE B. JONES	Max:1	S2	06		1	0	1	1	0	1
66M	ARTHUR BENARD III	Max:1	S2	06		1	1	0	0	0	0
66N	SHAWN P. KILGALLON	Max:1	S2	06		1	1	0	0	0	0

Number of Sections: 48

Average Students Per Section: 0.65

GEN601	TEACHER AIDE	SM	1	239	27		27	18	9		2	1	1	
15	ANGELA K. MCCAUSLAND	Max:1	S2	01		1	1	0	0		0	0	0	
16	SHAWNA R. LEONARD	Max:35	S2	01		0	0	0	0		0	0	0	
16A	MICHAEL T. HUYLAR	Max:1	S2	01		1	1	0	1		1	1	0	
16B	KAISA SWENDDAL-WHITE	Max:1	S2	01		1	1	0	0		0	0	0	
16E	GINA M. SANDLAND	Max:1	S2	01		1	1	0	0		0	0	0	
26	SHAWNA R. LEONARD	Max:35	S2	02		0	0	0	0		0	0	0	
26A	EDWARD K. ROSIN	Max:1	S2	02		1	1	0	0		0	0	0	
26D	FRANK MEDINA	Max:1	S2	02		1	0	1	0		0	0	0	

COURSE	DESCRIPTION	LGTH	EST SEC	NBR		----TOTALS----			--Special Ed--		
				AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL
26w	JULIE A. MOBERG	Max:1	S2	02		1	1	0	0	0	0
35	CRYSTAL L. CONANT	Max:1	S2	03		1	1	0	0	0	0
36	SHAWNA R. LEONARD	Max:35	S2	03		0	0	0	0	0	0
36A	KATHRYN A. NUTTMAN	Max:1	S2	03		1	1	0	0	0	0
36B	SCOTT A. HUSAR	Max:1	S2	03		1	1	0	0	0	0
36C	ERNEST E. ZEIGER	Max:1	S2	03		1	0	1	0	0	0
36D	ROBYN N. SAARENAS	Max:1	S2	03		1	1	0	0	0	0
36H	GEORGE W. SUMNER	Max:1	S2	03		0	0	0	0	0	0
36I	CHRISTOPHER T. TUCKER	Max:1	S2	03		1	1	0	0	0	0
45	WENDY S. WOLDENBERG	Max:1	S2	04		1	0	1	0	0	0
46	SHAWNA R. LEONARD	Max:35	S2	04		0	0	0	0	0	0
46A	DAMIAH C. SALOY	Max:1	S2	04		1	0	1	0	0	0
46B	BRYCE J. STRAND	Max:1	S2	04		1	1	0	0	0	0
46C	CHRISTINE S. AREND	Max:1	S2	04		1	1	0	0	0	0
46D	JENNIFER W. GARCIA	Max:1	S2	04		1	0	1	0	0	0
46P	KATHRYN A. NUTTMAN	Max:1	S2	04		1	1	0	0	0	0
46W	CHRISTINE S. AREND	Max:1	S2	04		1	0	1	0	0	0
56	SHAWNA R. LEONARD	Max:35	S2	05		0	0	0	0	0	0
56A	STACY A. BARDSLEY	Max:1	S2	05		1	0	1	0	0	0
56B	ARTHUR BENARD III	Max:1	S2	05		0	0	0	0	0	0
56D	KELLY A. JENSEN	Max:1	S2	05		1	0	1	1	0	1
66	SHAWNA R. LEONARD	Max:35	S2	06		0	0	0	0	0	0
66A	JULIE A. MOBERG	Max:1	S2	06		1	1	0	0	0	0
66B	CHRISTIAN M. MILLER	Max:1	S2	06		1	1	0	0	0	0
66N	PHILIP J. MYKA	Max:1	S2	06		1	1	0	0	0	0
66X	JANALYN R. MCKEEHAN	Max:1	S2	06		1	1	0	0	0	0
69	NOE M. YZAGUIRRE	Max:1	S2	06		1	0	1	0	0	0
Number of Sections: 35			Average Students Per Section:			0.77					
GEN700	RELEASE TIME	SM	2	317	117		117	64	53		14
16	DAVID L. HALFORD JR	Max:30	S2	01		30	20	10	4	1	3
26	DAVID L. HALFORD JR	Max:35	S2	02		18	9	9	2	0	2
36	DAVID L. HALFORD JR	Max:39	S2	03		14	7	7	2	0	2
46	DAVID L. HALFORD JR	Max:10	S2	04		14	7	7	2	0	2
56	DAVID L. HALFORD JR	Max:30	S2	05		16	8	8	2	0	2
66	DAVID L. HALFORD JR	Max:30	S2	06		25	13	12	2	0	2
Number of Sections: 6			Average Students Per Section:			19.50					
GEN701	REL-SEMINARY	YR	1	20	11		11	4	7		0
11	SHAWNA R. LEONARD	Max:10	YR	01		6	2	4	0	0	0
61	SHAWNA R. LEONARD	Max:10	YR	06		5	2	3	0	0	0
Number of Sections: 2			Average Students Per Section:			5.50					
GEN706	C L MONITORING	YR	1	147	102		102	28	74		99
71	RALPH L. CUBIT	Max:34	YR	07		5	2	3	5	2	3
72	ELAINE M. HETTERLY	Max:34	YR	07		28	13	15	28	13	15
73	ANGELA K. MCCAUSLAND	Max:25	YR	07		26	6	20	25	6	19
74	PATRICIA A. BACHELDER	Max:20	YR	07		15	4	11	14	4	10
75	KYLE B. JONES	Max:34	YR	07		28	3	25	27	2	25
Number of Sections: 5			Average Students Per Section:			20.40					
GEN710	RUNNING START	SM	10	957	514		514	389	125		0
16	DANIEL J. POLLEY	Max:75	S2	01		83	61	22	0	0	0
26	DANIEL J. POLLEY	Max:80	S2	02		89	67	22	0	0	0
36	DANIEL J. POLLEY	Max:79	S2	03		88	69	19	0	0	0
46	DANIEL J. POLLEY	Max:85	S2	04		88	66	22	0	0	0
56	DANIEL J. POLLEY	Max:80	S2	05		79	60	19	0	0	0
66	DANIEL J. POLLEY	Max:77	S2	06		87	66	21	0	0	0
Number of Sections: 6			Average Students Per Section:			85.67					
GEN740	RS-PART TIME	SM	1	80	35		35	27	8		0



		EST	NBR	NBR	----TOTALS----			--Special Ed--			
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL
96	DANIEL J. POLLEY			Max:80	S2 09	35	27	8	0	0	0
Number of Sections: 1		Average Students Per Section: 35.00									
GEN741	RS-FULL TIME	SM	1	80	49	49	36	13	0	0	0
96	DANIEL J. POLLEY			Max:80	S2 09	49	36	13	0	0	0
Number of Sections: 1		Average Students Per Section: 49.00									
GEN805	LEADERSHIP	SM	2	30	21	21	10	11	3	0	3
26	MERI M. BENEDICT			Max:30	S2 02	21	10	11	3	0	3
Number of Sections: 1		Average Students Per Section: 21.00									
GEN806	ADV LEADERSHIP	SM	1	60	33	33	26	7	0	0	0
96	MERI M. BENEDICT			Max:30	S2 09	33	26	7	0	0	0
Number of Sections: 1		Average Students Per Section: 33.00									
GEN814	AHS AUTO TECH	YR	1	18	8	8	0	8	0	0	0
11	SHAWNA R. LEONARD			Max:10	YR 01	3	0	3	0	0	0
51	SHAWNA R. LEONARD			Max:8	YR 05	5	0	5	0	0	0
Number of Sections: 2		Average Students Per Section: 4.00									
GEN815	AHS ADV AUTOTEC	YR	1	1	0	0	0	0	0	0	0
41	SHAWNA R. LEONARD			Max:1	YR 04	0	0	0	0	0	0
Number of Sections: 1		Average Students Per Section: 0.00									
GEN816	AHS WELDING	YR	1	1	0	0	0	0	0	0	0
11	SHAWNA R. LEONARD			Max:1	YR 01	0	0	0	0	0	0
Number of Sections: 1		Average Students Per Section: 0.00									
GEN817	AHS MACH TRNG	YR	1	15	1	1	0	1	1	0	1
11	SHAWNA R. LEONARD			Max:15	YR 01	1	0	1	1	0	1
Number of Sections: 1		Average Students Per Section: 1.00									
GEN823	WAHS STUDENT	YR	1	60	0	0	0	0	0	0	0
31	SHAWNA R. LEONARD			Max:30	YR 03	0	0	0	0	0	0
41	SHAWNA R. LEONARD			Max:30	YR 04	0	0	0	0	0	0
Number of Sections: 2		Average Students Per Section: 0.00									
GEN825	HOME SCHOOL	YR	1	30	1	1	0	1	0	0	0
11	SHAWNA R. LEONARD			Max:30	YR 09	1	0	1	0	0	0
Number of Sections: 1		Average Students Per Section: 1.00									
GEN830	EARLY GRAD	SM	1	0	0	0	0	0	0	0	0
GEN834	AFTR SCHL PRG 1	SM	1	93	25	25	6	19	1	0	1
73	GERI A. ROHLFF			Max:30	S2 07	25	6	19	1	0	1
Number of Sections: 1		Average Students Per Section: 25.00									
GEN840	AMHS JROTC	SM	1	50	11	10	1	9	1	0	1
16	SHAWNA R. LEONARD			Max:20	S2 01	10	1	9	1	0	1
Number of Sections: 1		Average Students Per Section: 10.00									
GEN843	WAHS INT GAMING	SM	1	62	1	1	0	1	0	0	0
16A	DANIEL J. POLLEY			Max:1	S2 01	1	0	1	0	0	0
Number of Sections: 1		Average Students Per Section: 1.00									
HLT100	HEALTH	SM	12	414	197	197	99	98	10	1	9
16	MERI M. BENEDICT			Max:30	S2 01	31	17	14	0	0	0
17	MARCUS A. EVANS			Max:30	S2 01	27	13	14	2	1	1
36	MARCUS A. EVANS			Max:30	S2 03	29	13	16	1	0	1
46	MARCUS A. EVANS			Max:30	S2 04	30	20	10	2	0	2
56	MARCUS A. EVANS			Max:30	S2 05	28	8	20	2	0	2
57	KELLY A. JENSEN			Max:24	S2 05	24	17	7	1	0	1
66	MARCUS A. EVANS			Max:30	S2 06	28	11	17	2	0	2
Number of Sections: 7		Average Students Per Section: 28.14									
LAN121	LA 9 2	SM	9	240	292	292	140	152	5	1	4
16	JENNIFER W. GARCIA			Max:30	S2 01	31	17	14	1	1	0
19	NOE M. YZAGUIRRE			Max:0	S2 01	52	16	36	2	0	2
36	JENNIFER M. CZARNOWSK			Max:30	S2 03	27	10	17	0	0	0
46	JENNIFER M. CZARNOWSK			Max:30	S2 04	30	16	14	1	0	1
47	KATHRYN A. NUTTMAN			Max:30	S2 04	30	15	15	0	0	0

COURSE	DESCRIPTION	LGTH	SEC	EST	NBR	NBR	----TOTALS----			--Special Ed--		
							TOT	FEM	MAL	TOT	FEM	MAL
56	NOE M. YZAGUIRRE	Max:30	S2	05		31	20	11		0	0	0
57	JENNIFER W. GARCIA	Max:30	S2	05		30	12	18		0	0	0
66	NOE M. YZAGUIRRE	Max:30	S2	06		31	14	17		1	0	1
67	JENNIFER W. GARCIA	Max:30	S2	06		30	20	10		0	0	0
<b>Number of Sections: 9</b>		<b>Average Students Per Section: 32.44</b>										
LAN131	LA 9 HONORS 2 SM	4	150	136		136	87	49		0	0	0
16	KARYN L. WILLIAMSON	Max:30	S2	01		27	19	8		0	0	0
26	KARYN L. WILLIAMSON	Max:30	S2	02		29	16	13		0	0	0
36	KARYN L. WILLIAMSON	Max:30	S2	03		23	14	9		0	0	0
56	JENNIFER M. CZARNOWSK	Max:30	S2	05		27	18	9		0	0	0
66	JENNIFER M. CZARNOWSK	Max:30	S2	06		30	20	10		0	0	0
<b>Number of Sections: 5</b>		<b>Average Students Per Section: 27.20</b>										
LAN211	LA 10 BASIC 2 SM	1	20	14		14	7	7		3	2	1
26	SHAWN P. KILGALLON	Max:20	S2	02		14	7	7		3	2	1
<b>Number of Sections: 1</b>		<b>Average Students Per Section: 14.00</b>										
LAN221	LA 10 2 SM	10	243	207		206	97	109		7	2	5
16	KATHRYN A. NUTTMAN	Max:27	S2	01		25	12	13		0	0	0
26	KATHRYN A. NUTTMAN	Max:27	S2	02		26	15	11		0	0	0
36	ANGELA O. RIGLEY BERG	Max:27	S2	03		18	7	11		1	0	1
37	GLENN M. DICKSON	Max:27	S2	03		21	10	11		2	1	1
46	KARYN L. WILLIAMSON	Max:27	S2	04		25	9	16		1	0	1
47	GLENN M. DICKSON	Max:27	S2	04		25	10	15		1	0	1
56	ANGELA O. RIGLEY BERG	Max:27	S2	05		21	10	11		0	0	0
57	GLENN M. DICKSON	Max:27	S2	05		20	12	8		1	1	0
66	KATHRYN A. NUTTMAN	Max:27	S2	06		25	12	13		1	0	1
<b>Number of Sections: 9</b>		<b>Average Students Per Section: 22.89</b>										
LAN231	LA 10 HONORS 2 SM	5	120	110		110	80	30		0	0	0
26	ANGELA O. RIGLEY BERG	Max:30	S2	02		30	20	10		0	0	0
36	SHAWN P. KILGALLON	Max:30	S2	03		24	17	7		0	0	0
46	SHAWN P. KILGALLON	Max:30	S2	04		31	25	6		0	0	0
66	ANGELA O. RIGLEY BERG	Max:30	S2	06		25	18	7		0	0	0
<b>Number of Sections: 4</b>		<b>Average Students Per Section: 27.50</b>										
LAN302	LA INTERVEN 2 SM	1	30	11		11	4	7		0	0	0
36	CRYSTAL L. CONANT	Max:30	S2	03		11	4	7		0	0	0
<b>Number of Sections: 1</b>		<b>Average Students Per Section: 11.00</b>										
LAN311	AM LIT BASIC 2 SM	1	20	20		20	4	16		3	1	2
36	TIMOTHY A. WRIGHT	Max:20	S2	03		20	4	16		3	1	2
<b>Number of Sections: 1</b>		<b>Average Students Per Section: 20.00</b>										
LAN321	AMER LIT 2 SM	9	270	214		214	72	142		12	8	4
16	SUSAN L. NEU	Max:30	S2	01		28	12	16		1	1	0
17	GLENN M. DICKSON	Max:30	S2	01		30	8	22		1	1	0
26	SUSAN L. NEU	Max:30	S2	02		24	11	13		1	1	0
27	CRYSTAL L. CONANT	Max:30	S2	02		25	9	16		1	0	1
46	CRYSTAL L. CONANT	Max:30	S2	04		30	6	24		2	1	1
56	CRYSTAL L. CONANT	Max:30	S2	05		20	7	13		2	1	1
57	SHAWN P. KILGALLON	Max:30	S2	05		16	5	11		2	1	1
66	SHAWN P. KILGALLON	Max:30	S2	06		23	9	14		1	1	0
67	GLENN M. DICKSON	Max:30	S2	06		18	5	13		1	1	0
<b>Number of Sections: 9</b>		<b>Average Students Per Section: 23.78</b>										
LAN331	AP LAN/COMP 2 SM	5	120	85		85	58	27		0	0	0
16	TIMOTHY A. WRIGHT	Max:30	S2	01		23	15	8		0	0	0
26	TIMOTHY A. WRIGHT	Max:30	S2	02		22	16	6		0	0	0
36	SUSAN L. NEU	Max:30	S2	03		17	11	6		0	0	0
46	SUSAN L. NEU	Max:30	S2	04		23	16	7		0	0	0
<b>Number of Sections: 4</b>		<b>Average Students Per Section: 21.25</b>										
LAN410	COMMUN ARTS SM	2	60	29		29	18	11		0	0	0

			EST	NBR	NBR	----TOTALS----			--Special Ed--				
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL		
16	ANGELA O. RIGLEY BERG	Max:30	S2	01		29	18	11		0	0	0	
Number of Sections: 1			Average Students Per Section: 29.00										
LAN412	SOC OF FUTURE	SM	3	90	28		28	11	17		0	0	0
36	PATRICK J. SWENSON	Max:30	S2	03		28	11	17		0	0	0	
Number of Sections: 1			Average Students Per Section: 28.00										
LAN413	INDIV LIT 1	SM	6	73	38		37	16	21		2	0	2
26	GERI A. ROHLFF	Max:14	S2	02		12	4	8		2	0	2	
36	GERI A. ROHLFF	Max:14	S2	03		11	4	7		0	0	0	
46	GERI A. ROHLFF	Max:14	S2	04		14	8	6		0	0	0	
Number of Sections: 3			Average Students Per Section: 12.33										
LAN414	INDIV LIT 2	SM	3	48	34		33	18	15		3	1	2
26	GERI A. ROHLFF	Max:16	S2	02		9	4	5		1	0	1	
36	GERI A. ROHLFF	Max:16	S2	03		8	5	3		2	1	1	
46	GERI A. ROHLFF	Max:16	S2	04		16	9	7		0	0	0	
Number of Sections: 3			Average Students Per Section: 11.00										
LAN415	SPORTS LIT	SM	3	60	27		27	11	16		0	0	0
16	CRYSTAL L. CONANT	Max:30	S2	01		27	11	16		0	0	0	
Number of Sections: 1			Average Students Per Section: 27.00										
LAN416	CREATIVE WRIT	SM	4	115	61		61	40	21		2	0	2
26	JENNIFER W. GARCIA	Max:25	S2	02		15	8	7		2	0	2	
46	JENNIFER W. GARCIA	Max:25	S2	04		15	8	7		0	0	0	
47	PATRICK J. SWENSON	Max:15	S2	04		9	8	1		0	0	0	
57	PATRICK J. SWENSON	Max:25	S2	05		22	16	6		0	0	0	
Number of Sections: 4			Average Students Per Section: 15.25										
LAN417	COLLEGE WRITING	SM	9	200	40		40	23	17		0	0	0
16	GERI A. ROHLFF	Max:25	S2	01		16	11	5		0	0	0	
56	TIMOTHY A. WRIGHT	Max:25	S2	05		11	8	3		0	0	0	
66	TIMOTHY A. WRIGHT	Max:25	S2	06		13	4	9		0	0	0	
Number of Sections: 3			Average Students Per Section: 13.33										
LAN431	AP LIT/COMP 2	SM	2	60	38		38	27	11		0	0	0
16	PATRICK J. SWENSON	Max:30	S2	01		16	15	1		0	0	0	
26	PATRICK J. SWENSON	Max:30	S2	02		22	12	10		0	0	0	
Number of Sections: 2			Average Students Per Section: 19.00										
LAN515	NEWSPAPER 2	SM	1	0	0		0	0	0		0	0	0
MAT101	MATH INTERVTN 2	SM	1	0	24		24	15	9		1	1	0
36	JERRY N. JAZBEC	Max:0	S2	03		1	1	0		0	0	0	
46	MICHAEL T. HUYLAR	Max:0	S2	04		23	14	9		1	1	0	
Number of Sections: 2			Average Students Per Section: 12.00										
MAT120	ALGEBRA 1	SM	11	316	50		49	19	30		4	0	4
56	JERRY N. JAZBEC	Max:15	S2	05		16	6	10		1	0	1	
57	SCOTT J. ROWE	Max:18	S2	05		11	7	4		1	0	1	
66	JERRY N. JAZBEC	Max:30	S2	06		22	6	16		2	0	2	
Number of Sections: 3			Average Students Per Section: 16.33										
MAT121	ALGEBRA 2	SM	13	265	302		301	163	138		18	6	12
16	ROBERT L. MORGAN	Max:27	S2	01		29	16	13		2	0	2	
17	KEVIN L. OLSON	Max:27	S2	01		29	21	8		1	1	0	
26	ROBERT L. MORGAN	Max:27	S2	02		28	19	9		2	1	1	
29	SCOTT A. HUSAR	Max:0	S2	02		52	16	36		2	0	2	
36	KEVIN L. OLSON	Max:27	S2	03		28	15	13		2	1	1	
39	MICHAEL T. HUYLAR	Max:0	S2	03		23	14	9		1	1	0	
46	ROBERT L. MORGAN	Max:27	S2	04		28	14	14		1	0	1	
47	KEVIN L. OLSON	Max:27	S2	04		28	16	12		2	0	2	
48	SCOTT J. ROWE	Max:27	S2	04		29	14	15		1	1	0	
66	MICHAEL T. HUYLAR	Max:27	S2	06		27	18	9		4	1	3	
Number of Sections: 10			Average Students Per Section: 30.10										
MAT122	ADV HS MATH 1	SM	1	50	12		12	9	3		0	0	0

		EST	NBR	NBR	---TOTALS---			--Special Ed--					
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL		
56	MICHAEL T. HUYLAR	Max:25	S2	05		12	9	3		0	0	0	
Number of Sections: 1		Average Students Per Section: 12.00											
MAT210	GEOMETRY 1	SM	14	475	70		69	23	46		8	1	7
26	THOMAS S. EARL	Max:30	S2	02		20	7	13		2	0	2	
36	ROBERT L. MORGAN	Max:30	S2	03		22	9	13		4	1	3	
37	JERRY N. JAZBEC	Max:25	S2	03		7	3	4		1	0	1	
66	THOMAS S. EARL	Max:30	S2	06		20	4	16		1	0	1	
Number of Sections: 4		Average Students Per Section: 17.25											
MAT211	GEOMETRY 2	SM	14	360	278		277	153	124		8	1	7
16	THOMAS S. EARL	Max:30	S2	01		27	17	10		1	0	1	
17	MICHELLE R. EDWARDS	Max:30	S2	01		28	19	9		0	0	0	
26	THOMAS S. EARL	Max:0	S2	02		0	0	0		0	0	0	
27	MICHELLE R. EDWARDS	Max:30	S2	02		31	20	11		1	0	1	
37	MICHELLE R. EDWARDS	Max:30	S2	03		30	14	16		1	0	1	
47	EDWARD K. ROSIN	Max:30	S2	04		29	14	15		1	0	1	
48	ROBYN N. SAARENAS	Max:30	S2	04		30	15	15		1	1	0	
56	ROBYN N. SAARENAS	Max:30	S2	05		28	10	18		0	0	0	
57	EDWARD K. ROSIN	Max:30	S2	05		29	19	10		1	0	1	
67	EDWARD K. ROSIN	Max:30	S2	06		24	12	12		2	0	2	
68	ROBYN N. SAARENAS	Max:30	S2	06		21	13	8		0	0	0	
Number of Sections: 11		Average Students Per Section: 25.18											
MAT311	ADV ALG/TRIG 2	SM	11	330	265		265	133	132		3	0	3
17	MICHAEL T. HUYLAR	Max:30	S2	01		26	17	9		0	0	0	
26	EDWARD K. ROSIN	Max:30	S2	02		28	13	15		0	0	0	
27	MICHAEL T. HUYLAR	Max:30	S2	02		28	17	11		0	0	0	
36	ERNEST E. ZEIGER	Max:30	S2	03		25	14	11		0	0	0	
37	EDWARD K. ROSIN	Max:30	S2	03		24	13	11		0	0	0	
56	KEVIN L. OLSON	Max:30	S2	05		19	6	13		1	0	1	
57	ROBERT L. MORGAN	Max:30	S2	05		21	13	8		0	0	0	
58	MICHELLE R. EDWARDS	Max:30	S2	05		23	10	13		1	0	1	
66	KEVIN L. OLSON	Max:30	S2	06		25	12	13		0	0	0	
67	ROBERT L. MORGAN	Max:30	S2	06		22	6	16		1	0	1	
68	MICHELLE R. EDWARDS	Max:30	S2	06		24	12	12		0	0	0	
Number of Sections: 11		Average Students Per Section: 24.09											
MAT411	BYND ADV ALG 2	SM	2	60	52		52	36	16		0	0	0
26	SCOTT J. ROWE	Max:30	S2	02		30	19	11		0	0	0	
36	SCOTT J. ROWE	Max:30	S2	03		22	17	5		0	0	0	
Number of Sections: 2		Average Students Per Section: 26.00											
MAT413	PRE CALCULUS 2	SM	8	180	150		150	75	75		0	0	0
16	SCOTT J. ROWE	Max:30	S2	01		26	15	11		0	0	0	
17	JERRY N. JAZBEC	Max:30	S2	01		21	12	9		0	0	0	
26	JERRY N. JAZBEC	Max:30	S2	02		27	11	16		0	0	0	
46	THOMAS S. EARL	Max:30	S2	04		26	11	15		0	0	0	
56	THOMAS S. EARL	Max:30	S2	05		23	10	13		0	0	0	
66	SCOTT J. ROWE	Max:30	S2	06		27	16	11		0	0	0	
Number of Sections: 6		Average Students Per Section: 25.00											
MAT415	AP CALC AB 2	SM	4	90	61		61	33	28		0	0	0
16	ERNEST E. ZEIGER	Max:30	S2	01		19	14	5		0	0	0	
26	ERNEST E. ZEIGER	Max:30	S2	02		24	10	14		0	0	0	
36	ROBYN N. SAARENAS	Max:30	S2	03		18	9	9		0	0	0	
Number of Sections: 3		Average Students Per Section: 20.33											
MAT417	AP STATS 2	SM	2	44	36		36	23	13		0	0	0
56	SCOTT A. HUSAR	Max:22	S2	05		14	9	5		0	0	0	
66	SCOTT A. HUSAR	Max:22	S2	06		22	14	8		0	0	0	
Number of Sections: 2		Average Students Per Section: 18.00											
MAT421	AP COMPTR SCI 2	SM	1	30	19		19	4	15		1	0	1

			EST	NBR	NBR	----TOTALS----			--Special Ed--			
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL	
16	ROBYN N. SAARENAS			Max:30	S2	01	19	4	15	1	0	1
Number of Sections: 1			Average Students			Per Section: 19.00						
MAT431	COMPUTER SCI 2	SM		1	30	8	8	0	8	0	0	0
26	ROBYN N. SAARENAS			Max:30	S2	02	8	0	8	0	0	0
Number of Sections: 1			Average Students			Per Section: 8.00						
MUS106	CONCERT BAND	SM		1	34	25	24	8	16	1	0	1
46	MEGHAN E. WAGNER			Max:34	S2	04	24	8	16	1	0	1
Number of Sections: 1			Average Students			Per Section: 24.00						
MUS116	WIND ENSEMBLE	SM		2	40	38	38	21	17	0	0	0
56	MEGHAN E. WAGNER			Max:40	S2	05	38	21	17	0	0	0
Number of Sections: 1			Average Students			Per Section: 38.00						
MUS121	PERCUSSION	SM		1	25	20	20	6	14	1	0	1
26	MEGHAN E. WAGNER			Max:25	S2	02	20	6	14	1	0	1
Number of Sections: 1			Average Students			Per Section: 20.00						
MUS126	SYMPHONC BAND	SM		1	40	38	38	21	17	0	0	0
36	MEGHAN E. WAGNER			Max:40	S2	03	38	21	17	0	0	0
Number of Sections: 1			Average Students			Per Section: 38.00						
MUS131	JAZZ ENSEMBLE	SM		1	40	33	32	10	22	0	0	0
96	MEGHAN E. WAGNER			Max:40	S2	09	32	10	22	0	0	0
Number of Sections: 1			Average Students			Per Section: 32.00						
MUS206	CHORUS	SM		1	45	44	44	34	10	3	3	0
26	JONATHAN M. STENSON			Max:45	S2	02	44	34	10	3	3	0
Number of Sections: 1			Average Students			Per Section: 44.00						
MUS211	CHOIR-CONCERT	SM		2	50	40	40	23	17	1	0	1
36	JONATHAN M. STENSON			Max:50	S2	03	40	23	17	1	0	1
Number of Sections: 1			Average Students			Per Section: 40.00						
MUS226	ADV CHORUS	SM		1	40	26	26	26	0	0	0	0
16	JONATHAN M. STENSON			Max:40	S2	01	26	26	0	0	0	0
Number of Sections: 1			Average Students			Per Section: 26.00						
MUS231	CHOIR-JAZZ EN	SM		1	40	17	17	8	9	0	0	0
96	JONATHAN M. STENSON			Max:40	S2	09	17	8	9	0	0	0
Number of Sections: 1			Average Students			Per Section: 17.00						
MUS301	ORCHESTRA	SM		1	40	24	24	15	9	1	0	1
66	ELSA T. FAGER			Max:40	S2	06	24	15	9	1	0	1
Number of Sections: 1			Average Students			Per Section: 24.00						
MUS303	ORCHEST-CHMBR	SM		1	40	40	40	21	19	0	0	0
56	ELSA T. FAGER			Max:40	S2	05	40	21	19	0	0	0
Number of Sections: 1			Average Students			Per Section: 40.00						
PHY200	COED PE	SM		2	252	120	120	53	67	4	1	3
16	JULIE A. MOBERG			Max:36	S2	01	31	14	17	1	0	1
26	CHRISTINE S. AREND			Max:36	S2	02	30	18	12	2	1	1
36	CHRISTINE S. AREND			Max:36	S2	03	26	11	15	0	0	0
66	CHRISTINE S. AREND			Max:36	S2	06	33	10	23	1	0	1
Number of Sections: 4			Average Students			Per Section: 30.00						
PHY203	AEROBIC/WALK	SM		3	108	0	0	0	0	0	0	0
PHY204	AEROBIC/WALK	SM		1	144	137	137	103	34	15	5	10
36	JULIE A. MOBERG			Max:36	S2	03	33	26	7	4	1	3
46	ARTHUR BENARD III			Max:36	S2	04	34	25	9	3	1	2
56	JULIE A. MOBERG			Max:36	S2	05	34	25	9	3	1	2
66	JULIE A. MOBERG			Max:36	S2	06	36	27	9	5	2	3
Number of Sections: 4			Average Students			Per Section: 34.25						
PHY208	BASKETBALL	SM		4	36	16	16	0	16	3	0	3
16	ARTHUR BENARD III			Max:36	S2	01	16	0	16	3	0	3
Number of Sections: 1			Average Students			Per Section: 16.00						
PHY211	CONDITIONING	SM		2	72	0	0	0	0	0	0	0

		EST	NBR	NBR	----TOTALS----			--Special Ed--			
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL
PHY212	CONDITIONING	SM	1	36	33	33	20	13	2	1	1
26	JULIE A. MOBERG		Max:36	S2	02	33	20	13	2	1	1
Number of Sections: 1		Average Students Per Section: 33.00									
PHY213	FIELD SPORTS	SM	2	36	0	0	0	0	0	0	0
PHY214	FIELD SPORTS	SM	1	72	64	64	5	59	6	1	5
26	ARTHUR BENARD III		Max:36	S2	02	30	3	27	4	1	3
36	ARTHUR BENARD III		Max:36	S2	03	34	2	32	2	0	2
Number of Sections: 2		Average Students Per Section: 32.00									
PHY219	RACQT SPORTS	SM	2	36	0	0	0	0	0	0	0
PHY220	RACQT SPORTS	SM	1	36	32	32	8	24	3	1	2
56	ARTHUR BENARD III		Max:36	S2	05	32	8	24	3	1	2
Number of Sections: 1		Average Students Per Section: 32.00									
PHY224	VOLLEYBALL	SM	1	36	34	34	23	11	3	2	1
46	CHRISTINE S. AREND		Max:36	S2	04	34	23	11	3	2	1
Number of Sections: 1		Average Students Per Section: 34.00									
PHY229	BEG WT TRNG	SM	9	66	0	0	0	0	0	0	0
PHY230	BEG WT TRNG	SM	4	76	73	73	15	58	7	1	6
46	DAVID R. GOETHALS		Max:24	S2	04	24	7	17	2	1	1
56	DAVID R. GOETHALS		Max:25	S2	05	24	6	18	2	0	2
66	DAVID R. GOETHALS		Max:27	S2	06	25	2	23	3	0	3
Number of Sections: 3		Average Students Per Section: 24.33									
PHY301	ADV BSKETBALL	SM	1	36	35	35	3	32	1	0	1
66	ARTHUR BENARD III		Max:36	S2	06	35	3	32	1	0	1
Number of Sections: 1		Average Students Per Section: 35.00									
PHY303	ADV VLYBALL	SM	1	36	35	35	22	13	0	0	0
56	CHRISTINE S. AREND		Max:36	S2	05	35	22	13	0	0	0
Number of Sections: 1		Average Students Per Section: 35.00									
PHY306	ADV WT TRNG	SM	4	24	53	53	6	47	5	0	5
19	DAVID R. GOETHALS		Max:0	S2	01	23	0	23	3	0	3
46	DAVID R. GOETHALS		Max:8	S2	04	11	2	9	0	0	0
56	DAVID R. GOETHALS		Max:8	S2	05	10	2	8	1	0	1
66	DAVID R. GOETHALS		Max:8	S2	06	9	2	7	1	0	1
Number of Sections: 4		Average Students Per Section: 13.25									
SCI101	SCIENCE LINKS	SM	9	240	143	143	69	74	9	2	7
26	MICHAEL VAN EATON		Max:30	S2	02	32	12	20	2	0	2
36	EDMUND M. VALENTIN		Max:30	S2	03	31	17	14	2	0	2
46	DAWN K. CARLO		Max:30	S2	04	29	16	13	1	0	1
56	EDMUND M. VALENTIN		Max:30	S2	05	30	10	20	1	0	1
66	EDMUND M. VALENTIN		Max:30	S2	06	21	14	7	3	2	1
Number of Sections: 5		Average Students Per Section: 28.60									
SCI203	BIOLOGY 2	SM	17	510	452	452	236	216	32	10	22
16	PHILIP J. MYKA		Max:30	S2	01	30	17	13	2	0	2
17	CORIN G. MALONE		Max:30	S2	01	30	18	12	1	1	0
26	CORIN G. MALONE		Max:30	S2	02	30	18	12	2	0	2
28	ANGELA M. DESJARDINS		Max:30	S2	02	27	15	12	0	0	0
36	ANGELA M. DESJARDINS		Max:30	S2	03	23	14	9	4	2	2
38	JUDITH J. SHAW		Max:30	S2	03	20	10	10	1	1	0
46	PHILIP J. MYKA		Max:30	S2	04	30	17	13	1	1	0
47	ANGELA M. DESJARDINS		Max:30	S2	04	30	17	13	1	0	1
48	JUDITH J. SHAW		Max:30	S2	04	27	12	15	0	0	0
56	CORIN G. MALONE		Max:30	S2	05	29	10	19	4	0	4
57	JUDITH J. SHAW		Max:30	S2	05	26	14	12	1	1	0
58	DAWN K. CARLO		Max:30	S2	05	19	10	9	3	1	2
59	PHILIP J. MYKA		Max:30	S2	05	30	16	14	2	0	2
66	ANGELA M. DESJARDINS		Max:30	S2	06	27	8	19	2	1	1
67	JUDITH J. SHAW		Max:30	S2	06	22	12	10	0	0	0

			EST	NBR	NBR	---TOTALS---			--Special Ed--				
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL		
68	DAWN K. CARLO		Max:30	S2	06		25	13	12		5	1	4
69	CORIN G. MALONE		Max:30	S2	06		27	15	12		3	1	2
Number of Sections: 17			Average Students Per Section: 26.59										
SCI205	AP BIOLOGY 2	SM	1	30	8		8	6	2		0	0	0
16	JUDITH J. SHAW		Max:30	S2	01		8	6	2		0	0	0
Number of Sections: 1			Average Students Per Section: 8.00										
SCI301	CHEMISTRY 2	SM	8	240	223		223	122	101		0	0	0
16	EDMUND M. VALENTIN		Max:30	S2	01		30	16	14		0	0	0
26	EDMUND M. VALENTIN		Max:30	S2	02		30	17	13		0	0	0
36	MICHAEL VAN EATON		Max:30	S2	03		27	9	18		0	0	0
38	MARK S. DAVIS		Max:30	S2	03		30	16	14		0	0	0
46	MARK S. DAVIS		Max:30	S2	04		26	16	10		0	0	0
47	MICHAEL VAN EATON		Max:30	S2	04		28	15	13		0	0	0
56	MICHAEL VAN EATON		Max:30	S2	05		25	13	12		0	0	0
66	MICHAEL VAN EATON		Max:30	S2	06		27	20	7		0	0	0
Number of Sections: 8			Average Students Per Section: 27.88										
SCI305	AP CHEMISTRY 2	SM	2	60	36		36	15	21		0	0	0
16	MARK S. DAVIS		Max:30	S2	01		21	8	13		0	0	0
26	MARK S. DAVIS		Max:30	S2	02		15	7	8		0	0	0
Number of Sections: 2			Average Students Per Section: 18.00										
SCI401	PHYSICS 2	SM	2	60	34		34	10	24		0	0	0
56	ERNEST E. ZEIGER		Max:30	S2	05		10	4	6		0	0	0
66	ERNEST E. ZEIGER		Max:30	S2	06		24	6	18		0	0	0
Number of Sections: 2			Average Students Per Section: 17.00										
SCI502	MARINE BIOLOGY	SM	3	90	43		43	21	22		2	0	2
26	PHILIP J. MYKA		Max:30	S2	02		21	12	9		1	0	1
36	PHILIP J. MYKA		Max:30	S2	03		22	9	13		1	0	1
Number of Sections: 2			Average Students Per Section: 21.50										
SCI503	ENVIRON BIOLOGY	SM	1	30	18		18	6	12		4	1	3
46	CORIN G. MALONE		Max:30	S2	04		18	6	12		4	1	3
Number of Sections: 1			Average Students Per Section: 18.00										
SCI505	ASTRONOMY	SM	2	90	53		52	23	29		4	1	3
56	MARK S. DAVIS		Max:30	S2	05		26	10	16		2	0	2
66	MARK S. DAVIS		Max:30	S2	06		26	13	13		2	1	1
Number of Sections: 2			Average Students Per Section: 26.00										
SCI521	AP PHYSICS B 2	SM	1	34	23		23	6	17		0	0	0
16	MICHAEL VAN EATON		Max:34	S2	01		23	6	17		0	0	0
Number of Sections: 1			Average Students Per Section: 23.00										
SOC101	WORLD STUDIES	SM	10	300	223		223	111	112		12	0	12
16	SHAWN A. MARTINSON		Max:30	S2	01		30	20	10		0	0	0
36	SHAWN A. MARTINSON		Max:30	S2	03		30	15	15		3	0	3
38	BRYANT D. THOMAS		Max:0	S2	03		52	16	36		2	0	2
56	SHAWN A. MARTINSON		Max:30	S2	05		29	17	12		2	0	2
57	BRYANT D. THOMAS		Max:30	S2	05		30	15	15		4	0	4
66	SHAWN A. MARTINSON		Max:30	S2	06		24	14	10		0	0	0
67	BRYANT D. THOMAS		Max:30	S2	06		28	14	14		1	0	1
Number of Sections: 7			Average Students Per Section: 31.86										
SOC191	AP HUMN GEOGR 2	SM	4	150	130		130	70	60		0	0	0
26	JANALYN R. MCKEEHAN		Max:30	S2	02		29	14	15		0	0	0
36	JANALYN R. MCKEEHAN		Max:30	S2	03		22	11	11		0	0	0
46	JANALYN R. MCKEEHAN		Max:30	S2	04		30	17	13		0	0	0
56	JANALYN R. MCKEEHAN		Max:30	S2	05		23	15	8		0	0	0
66	JANALYN R. MCKEEHAN		Max:30	S2	06		26	13	13		0	0	0
Number of Sections: 5			Average Students Per Section: 26.00										
SOC201	US HIST BASIC 2	SM	1	20	14		14	5	9		7	2	5
16	ANDREW D. MONSEN		Max:20	S2	01		14	5	9		7	2	5

		EST	NBR	NBR	----TOTALS----				--Special Ed--		
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL
Number of Sections: 1		Average Students				Per Section:		14.00			
SOC203	US HISTORY 2	SM	12	360	306	304	140	164	27	8	19
16	BRUCE D. DIEHL	Max:30	S2	01	26	10	16	2	1	1	
17	MEGAN ELLIS SUMNER	Max:30	S2	01	26	15	11	0	0	0	
18	CHAD M. GUISINGER	Max:30	S2	01	28	15	13	2	1	1	
26	BRUCE D. DIEHL	Max:30	S2	02	29	13	16	1	0	1	
27	PATRICK M. MCKEEHAN I	Max:30	S2	02	29	15	14	1	1	0	
28	CHAD M. GUISINGER	Max:30	S2	02	28	9	19	4	0	4	
36	PATRICK M. MCKEEHAN I	Max:30	S2	03	29	14	15	5	0	5	
37	BRUCE D. DIEHL	Max:30	S2	03	24	11	13	3	3	0	
46	PATRICK M. MCKEEHAN I	Max:30	S2	04	29	13	16	3	1	2	
56	BRYCE J. STRAND	Max:30	S2	05	27	10	17	2	0	2	
66	CHAD M. GUISINGER	Max:30	S2	06	29	15	14	4	1	3	
Number of Sections: 11		Average Students				Per Section:		27.64			
SOC205	AP EUROPEAN 2	SM	4	120	96	96	66	30	0	0	0
36	MEGAN ELLIS SUMNER	Max:30	S2	03	15	13	2	0	0	0	
46	MEGAN ELLIS SUMNER	Max:30	S2	04	30	16	14	0	0	0	
56	MEGAN ELLIS SUMNER	Max:30	S2	05	22	18	4	0	0	0	
66	MEGAN ELLIS SUMNER	Max:30	S2	06	29	19	10	0	0	0	
Number of Sections: 4		Average Students				Per Section:		24.00			
SOC300	CIVICS	SM	9	360	132	132	60	72	19	4	15
26	CHERYL C. MOYD	Max:30	S2	02	25	12	13	3	2	1	
36	CHERYL C. MOYD	Max:30	S2	03	21	13	8	1	0	1	
46	CHAD M. GUISINGER	Max:30	S2	04	30	12	18	4	1	3	
56	CHAD M. GUISINGER	Max:30	S2	05	26	11	15	6	1	5	
66	ANDREW D. MONSEN	Max:30	S2	06	30	12	18	5	0	5	
Number of Sections: 5		Average Students				Per Section:		26.40			
SOC302	AP US HISTORY 2	SM	3	120	43	43	26	17	0	0	0
16	CHERYL C. MOYD	Max:30	S2	01	18	13	5	0	0	0	
46	BRUCE D. DIEHL	Max:30	S2	04	8	4	4	0	0	0	
56	BRUCE D. DIEHL	Max:30	S2	05	17	9	8	0	0	0	
Number of Sections: 3		Average Students				Per Section:		14.33			
SOC400	GLOBAL ISSUES	SM	8	240	93	91	40	51	7	1	6
46	CRYSTAL L. JILBERT	Max:30	S2	04	32	12	20	0	0	0	
56	CRYSTAL L. JILBERT	Max:30	S2	05	31	12	19	5	1	4	
66	CRYSTAL L. JILBERT	Max:30	S2	06	28	16	12	2	0	2	
Number of Sections: 3		Average Students				Per Section:		30.33			
SOC402	AP US POL&GOV 2	SM	5	120	89	89	52	37	0	0	0
16	PATRICK M. MCKEEHAN I	Max:30	S2	01	18	12	6	0	0	0	
26	ANDREW D. MONSEN	Max:30	S2	02	21	15	6	0	0	0	
36	ANDREW D. MONSEN	Max:30	S2	03	27	18	9	0	0	0	
46	ANDREW D. MONSEN	Max:30	S2	04	23	7	16	0	0	0	
Number of Sections: 4		Average Students				Per Section:		22.25			
SOC411	AP CMP GOV&POL2	SM	1	32	24	24	11	13	0	0	0
56	PATRICK M. MCKEEHAN I	Max:32	S2	05	24	11	13	0	0	0	
Number of Sections: 1		Average Students				Per Section:		24.00			
SOC501	PSYCHOLOGY 2	SM	3	60	45	45	29	16	2	1	1
56	CHERYL C. MOYD	Max:30	S2	05	18	13	5	1	1	0	
66	CHERYL C. MOYD	Max:30	S2	06	27	16	11	1	0	1	
Number of Sections: 2		Average Students				Per Section:		22.50			
SOC503	AP PSYCH 2	SM	11	30	16	16	14	2	0	0	0
36	CRYSTAL L. JILBERT	Max:30	S2	03	16	14	2	0	0	0	
Number of Sections: 1		Average Students				Per Section:		16.00			
SOC504	SOCIOLOGY 1	SM	2	30	31	31	20	11	0	0	0
56	ANDREW D. MONSEN	Max:30	S2	05	31	20	11	0	0	0	



			EST	NBR	NBR	----TOTALS----			--Special Ed--		
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL
Number of Sections: 1			Average Students			Per Section:			31.00		
SOC508	WASH STATE HIST	SM	1	90	12	11	3	8	3	1	2
46	SHAWN A. MARTINSON	Max:30	S2	04		11	3	8	3	1	2
Number of Sections: 1			Average Students			Per Section:			11.00		
SPE116	READING LAB	SM	1	11	5	5	0	5	5	0	5
26	ANGELA K. MCCAUSLAND	Max:1	S2	02		0	0	0	0	0	0
36	ELAINE M. HETTERLY	Max:10	S2	03		5	0	5	5	0	5
Number of Sections: 2			Average Students			Per Section:			2.50		
SPE212	READ/WR LAN 1	SM	1	4	4	4	1	3	4	1	3
46	ELAINE M. HETTERLY	Max:2	S2	04		3	1	2	3	1	2
56	ELAINE M. HETTERLY	Max:2	S2	05		1	0	1	1	0	1
Number of Sections: 2			Average Students			Per Section:			2.00		
SPE214	READ/WR LAN 2	SM	1	12	11	10	2	8	10	2	8
46	ELAINE M. HETTERLY	Max:6	S2	04		7	2	5	7	2	5
56	ELAINE M. HETTERLY	Max:6	S2	05		3	0	3	3	0	3
Number of Sections: 2			Average Students			Per Section:			5.00		
SPE216	READ/WR LAN 3	SM	2	28	16	16	3	13	15	3	12
16	ANGELA K. MCCAUSLAND	Max:14	S2	01		9	2	7	8	2	6
26	ANGELA K. MCCAUSLAND	Max:14	S2	02		7	1	6	7	1	6
Number of Sections: 2			Average Students			Per Section:			8.00		
SPE218	READ/WR LAN 4	SM	3	40	36	36	7	29	36	7	29
16	ELAINE M. HETTERLY	Max:12	S2	01		11	4	7	11	4	7
36	ANGELA K. MCCAUSLAND	Max:14	S2	03		12	1	11	12	1	11
46	ANGELA K. MCCAUSLAND	Max:14	S2	04		13	2	11	13	2	11
Number of Sections: 3			Average Students			Per Section:			12.00		
SPE251	MATH INTERVN 2	SM	2	24	15	15	4	11	15	4	11
46	KYLE B. JONES	Max:12	S2	04		5	1	4	5	1	4
66	KYLE B. JONES	Max:12	S2	06		10	3	7	10	3	7
Number of Sections: 2			Average Students			Per Section:			7.50		
SPE302	MATH 1	SM	3	5	6	6	2	4	6	2	4
56	RALPH L. CUBIT	Max:5	S2	05		6	2	4	6	2	4
Number of Sections: 1			Average Students			Per Section:			6.00		
SPE304	MATH 2	SM	2	10	4	4	1	3	4	1	3
66	ELAINE M. HETTERLY	Max:5	S2	06		4	1	3	4	1	3
Number of Sections: 1			Average Students			Per Section:			4.00		
SPE306	MATH 3	SM	1	10	6	6	3	3	6	3	3
66	ELAINE M. HETTERLY	Max:10	S2	06		6	3	3	6	3	3
Number of Sections: 1			Average Students			Per Section:			6.00		
SPE308	MATH 4	SM	4	15	11	10	1	9	10	1	9
16	KYLE B. JONES	Max:15	S2	01		10	1	9	10	1	9
Number of Sections: 1			Average Students			Per Section:			10.00		
SPE321	PRE ALGEBRA 2	SM	2	28	25	25	9	16	25	9	16
26	KYLE B. JONES	Max:14	S2	02		11	3	8	11	3	8
36	KYLE B. JONES	Max:14	S2	03		14	6	8	14	6	8
Number of Sections: 2			Average Students			Per Section:			12.50		
SPE601	COMM LAB	SM	1	29	14	13	6	7	13	6	7
46	ALEXANDRA J. DAMIANO	Max:9	S2	04		4	2	2	4	2	2
56	ALEXANDRA J. DAMIANO	Max:9	S2	05		4	2	2	4	2	2
66	ALEXANDRA J. DAMIANO	Max:9	S2	06		4	2	2	4	2	2
76	ALEXANDRA J. DAMIANO	Max:0	S2	07		1	0	1	1	0	1
86	ALEXANDRA J. DAMIANO	Max:1	S2	08		0	0	0	0	0	0
Number of Sections: 5			Average Students			Per Section:			2.60		

TITLE FOR TOTAL

TOTALS GROUP	TOTAL	FEMALE	MALE
GRAND TOTALS	10223	5273	4950
Special Ed	766	200	566

\*\*\*\*\* End of report \*\*\*\*\*

COURSE	DESCRIPTION	LGTH	SEC	EST	NBR	NBR	----TOTALS----			--Special Ed--		
							TOT	FEM	MAL	TOT	FEM	MAL
ART102	DRAWING 2	SM	1	25	15		15	7	8	3	0	3
05	KENNETH G. WATSON			Max:25	S2 05		15	7	8	3	0	3
Number of Sections: 1				Average Students Per Section:			15.00					
ART104	ADV ART 2	SM	1	0	0		0	0	0	0	0	0
ART110	CERAMICS	SM	1	80	16		16	8	8	4	2	2
26	KENNETH G. WATSON			Max:25	S2 06		16	8	8	4	2	2
Number of Sections: 1				Average Students Per Section:			16.00					
ART201	IND ARTS 2	SM	1	20	11		11	1	10	1	0	1
22	DON A. WILSON			Max:20	S2 01		11	1	10	1	0	1
Number of Sections: 1				Average Students Per Section:			11.00					
ART352	JEWELRY 2	SM	1	20	16		16	7	9	2	1	1
26	DON A. WILSON			Max:20	S2 06		16	7	9	2	1	1
S2	<None>			Max:0	S2 00		0	0	0	0	0	0
Number of Sections: 2				Average Students Per Section:			8.00					
ART800	ART IND STUDY	SM	1	180	8		8	6	2	1	1	0
11	CATHERINE M. PETER			Max:15	S2 00		0	0	0	0	0	0
12	CATHERINE M. PETER			Max:15	S2 00		0	0	0	0	0	0
33	WENDY L. OKADA			Max:15	S2 00		0	0	0	0	0	0
44	WENDY L. OKADA			Max:15	S2 00		0	0	0	0	0	0
71	BROOKE BROUSSARD			Max:25	S2 06		8	6	2	1	1	0
S2	<None>			Max:0	S2 00		0	0	0	0	0	0
Number of Sections: 6				Average Students Per Section:			1.33					
ART900	ART XFER CREDIT	SM	2	0	0		0	0	0	0	0	0
S2	<None>			Max:0	S2 00		0	0	0	0	0	0
Number of Sections: 1				Average Students Per Section:			0.00					
CTE101	ACCOUNTING 1	SM	1	70	9		9	6	3	1	1	0
21	STEVEN J. PAYNE			Max:15	S2 01		0	0	0	0	0	0
22	STEVEN J. PAYNE			Max:15	S2 02		9	6	3	1	1	0
S2	<None>			Max:0	S2 00		0	0	0	0	0	0
Number of Sections: 3				Average Students Per Section:			3.00					
CTE102	ACCOUNTING 2	SM	1	75	3		3	1	2	0	0	0
02	STEVEN J. PAYNE			Max:25	S2 02		3	1	2	0	0	0
21	STEVEN J. PAYNE			Max:20	S2 01		0	0	0	0	0	0
S2	<None>			Max:0	S2 00		0	0	0	0	0	0
Number of Sections: 3				Average Students Per Section:			1.00					
CTE103	ACCOUNTING 3	SM	1	65	0		0	0	0	0	0	0
22	STEVEN J. PAYNE			Max:20	S2 02		0	0	0	0	0	0
23	STEVEN J. PAYNE			Max:25	S2 03		0	0	0	0	0	0
S2	<None>			Max:0	S2 00		0	0	0	0	0	0
Number of Sections: 3				Average Students Per Section:			0.00					
CTE104	ACCOUNTING 4	SM	1	50	0		0	0	0	0	0	0
23	STEVEN J. PAYNE			Max:25	S2 03		0	0	0	0	0	0
24	STEVEN J. PAYNE			Max:5	S2 04		0	0	0	0	0	0
Number of Sections: 2				Average Students Per Section:			0.00					
CTE112	BUS ENGLISH 2	SM	1	0	0		0	0	0	0	0	0
CTE115	BUS MATH	SM	1	0	0		0	0	0	0	0	0
CTE117	MATH BUS PRFIN1	SM	1	95	3		3	3	0	0	0	0
07	STEVEN J. PAYNE			Max:25	S2 01		3	3	0	0	0	0
Number of Sections: 1				Average Students Per Section:			3.00					
CTE118	MATH BUS PRFIN2	SM	1	70	21		21	11	10	1	0	1
22	STEVEN J. PAYNE			Max:20	S2 02		0	0	0	0	0	0
25	STEVEN J. PAYNE			Max:25	S2 05		10	7	3	1	0	1
27	STEVEN J. PAYNE			Max:25	S2 01		11	4	7	0	0	0
Number of Sections: 3				Average Students Per Section:			7.00					
CTE120	BUS PERS FIN	SM	1	50	0		0	0	0	0	0	0
22	STEVEN J. PAYNE			Max:25	S2 02		0	0	0	0	0	0

		EST	NBR	NBR	----TOTALS----			--Special Ed--				
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL	
S2	<None>	Max:0	S2	00		0	0	0		0	0	0
Number of Sections: 2		Average Students			Per Section:		0.00					
CTE125	CAREER CHOICES	SM	1	0	0		0	0	0		0	0
CTE135	DIGITOLS	SM	1	0	0		0	0	0		0	0
CTE141	MOS 1	SM	1	25	0		0	0	0		0	0
CTE142	MOS 2	SM	1	25	8		8	4	4		2	1
06	STEVEN J. PAYNE	Max:25	S2	06		8	4	4		2	1	1
Number of Sections: 1		Average Students			Per Section:		8.00					
CTE150	GAMNG INTMEDIA1	SM	1	300	26		26	4	22		0	0
21	MARK A. BOWMAN	Max:25	S2	01		7	0	7		0	0	0
22	MARK A. BOWMAN	Max:25	S2	02		0	0	0		0	0	0
24	MARK A. BOWMAN	Max:25	S2	04		8	3	5		0	0	0
25	MARK A. BOWMAN	Max:25	S2	05		2	0	2		0	0	0
26	MARK A. BOWMAN	Max:25	S2	06		9	1	8		0	0	0
Number of Sections: 5		Average Students			Per Section:		5.20					
CTE151	GAMNG INTMEDIA2	SM	1	275	9		9	3	6		1	0
21	MARK A. BOWMAN	Max:25	S2	01		3	1	2		0	0	0
22	MARK A. BOWMAN	Max:25	S2	02		0	0	0		0	0	0
24	MARK A. BOWMAN	Max:25	S2	04		1	0	1		1	0	1
25	MARK A. BOWMAN	Max:25	S2	05		3	1	2		0	0	0
26	MARK A. BOWMAN	Max:25	S2	06		2	1	1		0	0	0
Number of Sections: 5		Average Students			Per Section:		1.80					
CTE232	FOOD NUTR&SCI 2	SM	1	0	0		0	0	0		0	0
CTE250	NUTRTN WELLNESS	SM	1	50	18		18	15	3		3	2
26	NOREEN A. KEBBA	Max:25	S2	06		18	15	3		3	2	1
S2	<None>	Max:0	S2	00		0	0	0		0	0	0
Number of Sections: 2		Average Students			Per Section:		9.00					
CTE303	HEALTH CTE	SM	1	225	36		36	20	16		3	2
21	NOREEN A. KEBBA	Max:25	S2	01		0	0	0		0	0	0
22	NOREEN A. KEBBA	Max:25	S2	02		14	5	9		2	1	1
24	NOREEN A. KEBBA	Max:25	S2	04		14	10	4		0	0	0
25	NOREEN A. KEBBA	Max:25	S2	05		8	5	3		1	1	0
26	NOREEN A. KEBBA	Max:25	S2	06		0	0	0		0	0	0
S2	<None>	Max:0	S2	00		0	0	0		0	0	0
Number of Sections: 6		Average Students			Per Section:		6.00					
CTE304	PREVENTIVE MED	SM	1	0	0		0	0	0		0	0
CTE465	YEARBOOK 1	SM	1	55	0		0	0	0		0	0
26	STEVEN J. PAYNE	Max:30	S2	01		0	0	0		0	0	0
S2	<None>	Max:0	S2	00		0	0	0		0	0	0
Number of Sections: 2		Average Students			Per Section:		0.00					
CTE466	YEARBOOK 2	SM	1	40	8		8	8	0		1	1
26	STEVEN J. PAYNE	Max:20	S2	01		8	8	0		1	1	0
S2	<None>	Max:0	S2	00		0	0	0		0	0	0
Number of Sections: 2		Average Students			Per Section:		4.00					
CTE470	WBL GENERIC	SM	1	0	0		0	0	0		0	0
CTE473	WBL BUS ED	SM	1	0	0		0	0	0		0	0
CTE477	WBL CULNY ARTS	SM	1	0	0		0	0	0		0	0
CTE480	WBL FAM CONS SC	SM	1	0	0		0	0	0		0	0
CTE484	WBL MARKETING	SM	1	0	0		0	0	0		0	0
CTE490	WBL CAR CHOICES	SM	1	0	0		0	0	0		0	0
CTE515	NEWSPAPER 2	SM	1	0	0		0	0	0		0	0
FOR201	FRENCH 1	SM	1	0	0		0	0	0		0	0
FOR401	JAPANESE 1	SM	1	0	0		0	0	0		0	0
FOR900	FOR LANG XFER	SM	1	0	0		0	0	0		0	0
S2	<None>	Max:0	S2	00		0	0	0		0	0	0

		EST	NBR	NBR	----TOTALS----			--Special Ed--				
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL	
Number of Sections: 1		Average Students Per Section: 0.00										
GEN200	ADVISORY 9-12	YR	1	571	207	207	108	99	12	6	6	
01	WILLIAM E. BONNELL	Max:20	YR	10		11	3	8		1	0	1
02	NOREEN A. KEBBA	Max:20	YR	10		9	6	3		1	1	0
03	LARRY D. LAUSH JR	Max:17	YR	10		0	0	0		0	0	0
04	THOMAS J. PARSONS	Max:20	YR	10		11	3	8		3	0	3
05	STEVEN J. PAYNE	Max:20	YR	10		10	6	4		1	1	0
06	MARK A. BOWMAN	Max:25	YR	10		9	3	6		0	0	0
07	LAUREN B. CRATER	Max:25	YR	10		0	0	0		0	0	0
08	DORNFORD W. STOLIKER	Max:20	YR	10		10	7	3		1	1	0
09	SANDRA L. VANNICE	Max:20	YR	10		9	4	5		0	0	0
10	KENNETH G. WATSON	Max:20	YR	10		7	4	3		0	0	0
11	DON A. WILSON	Max:20	YR	10		10	1	9		0	0	0
12	DEREK S. LUDWIGSON	Max:25	YR	10		12	4	8		1	0	1
13	FRANCINE A. SULLIVAN	Max:17	YR	10		1	1	0		0	0	0
14	LEONARD E. HOLLOMAN	Max:17	YR	10		8	3	5		0	0	0
15	ANNA A. JOHNSON	Max:25	YR	10		11	7	4		1	1	0
16	EDNA GONZALEZ-HUFF	Max:75	YR	10		0	0	0		0	0	0
50	WENDY L. OKADA	Max:20	YR	10		11	9	2		0	0	0
51	WENDY L. OKADA	Max:20	YR	10		12	7	5		1	1	0
54	CATHERINE M. PETER	Max:50	YR	10		13	7	6		0	0	0
55	CATHERINE M. PETER	Max:20	YR	10		13	7	6		1	0	1
70	BROOKE BROUSSARD	Max:25	YR	10		8	6	2		1	1	0
84	MICHAEL H. BOSCH	Max:50	YR	10		32	20	12		0	0	0
Number of Sections: 22		Average Students Per Section: 9.41										
GEN301	STUDY SKILLS	SM	1	0	0	0	0	0	0	0	0	
GEN500	ADM OFF AIDE	SM	2	0	0	0	0	0	0	0	0	
GEN501	ADM OFF AIDE	SM	2	0	0	0	0	0	0	0	0	
GEN513	LIBRARY AIDE	SM	1	0	0	0	0	0	0	0	0	
GEN600	TEACHER AIDE	SM	1	45	1	1	1	0	0	0	0	
21	NOREEN A. KEBBA	Max:30	S2	01		0	0	0		0	0	0
22	STEVEN J. PAYNE	Max:5	S2	02		1	1	0		0	0	0
Number of Sections: 2		Average Students Per Section: 0.50										
GEN710	RUNNING START	SM	1	160	8	8	8	0	0	0	0	
21	FRANCINE A. SULLIVAN	Max:10	S2	01		1	1	0		0	0	0
22	FRANCINE A. SULLIVAN	Max:10	S2	02		1	1	0		0	0	0
23	FRANCINE A. SULLIVAN	Max:10	S2	03		1	1	0		0	0	0
24	FRANCINE A. SULLIVAN	Max:10	S2	04		1	1	0		0	0	0
25	FRANCINE A. SULLIVAN	Max:10	S2	05		1	1	0		0	0	0
26	FRANCINE A. SULLIVAN	Max:10	S2	06		1	1	0		0	0	0
27	FRANCINE A. SULLIVAN	Max:10	S2	07		1	1	0		0	0	0
28	FRANCINE A. SULLIVAN	Max:10	S2	08		1	1	0		0	0	0
Number of Sections: 8		Average Students Per Section: 1.00										
GEN800	INDEP STUDY	SM	1	50	0	0	0	0	0	0	0	
71	BROOKE BROUSSARD	Max:25	S2	04		0	0	0		0	0	0
S2	<None>	Max:0	S2	00		0	0	0		0	0	0
Number of Sections: 2		Average Students Per Section: 0.00										
GEN801	WSLP	SM	1	2035	262	262	158	104	8	1	7	
23	MICHAEL H. BOSCH	Max:25	S2	03		0	0	0		0	0	0
24	MICHAEL H. BOSCH	Max:25	S2	04		0	0	0		0	0	0
25	THOMAS J. PARSONS	Max:30	S2	05		0	0	0		0	0	0
26	MICHAEL H. BOSCH	Max:25	S2	06		0	0	0		0	0	0
37	DORNFORD W. STOLIKER	Max:30	S2	06		0	0	0		0	0	0
46	DORNFORD W. STOLIKER	Max:25	S2	05		0	0	0		0	0	0
60	WENDY L. OKADA	Max:20	S2	08		11	9	2		0	0	0
61	WENDY L. OKADA	Max:20	S2	09		12	7	5		1	1	0

COURSE	DESCRIPTION	LGTH	EST SEC	NBR		----TOTALS----			--Special Ed--		
				AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL
64	CATHERINE M. PETER	Max:20	S2	02		13	7	6	0	0	0
65	CATHERINE M. PETER	Max:20	S2	05		13	7	6	1	0	1
66	CATHERINE M. PETER	Max:20	S2	03		13	7	6	0	0	0
67	CATHERINE M. PETER	Max:20	S2	06		13	7	6	1	0	1
75	MICHAEL H. BOSCH	Max:30	S2	03		6	3	3	1	0	1
76	MICHAEL H. BOSCH	Max:30	S2	03		12	7	5	1	0	1
77	MICHAEL H. BOSCH	Max:30	S2	03		9	5	4	1	0	1
78	MICHAEL H. BOSCH	Max:30	S2	03		9	5	4	1	0	1
79	MICHAEL H. BOSCH	Max:30	S2	03		8	4	4	1	0	1
80	MICHAEL H. BOSCH	Max:30	S2	04		7	4	3	0	0	0
81	MICHAEL H. BOSCH	Max:30	S2	04		15	9	6	0	0	0
82	MICHAEL H. BOSCH	Max:30	S2	04		11	7	4	0	0	0
83	MICHAEL H. BOSCH	Max:30	S2	04		14	8	6	0	0	0
84	MICHAEL H. BOSCH	Max:30	S2	04		10	6	4	0	0	0
85	MICHAEL H. BOSCH	Max:30	S2	06		1	0	1	0	0	0
86	MICHAEL H. BOSCH	Max:30	S2	06		6	4	2	0	0	0
87	MICHAEL H. BOSCH	Max:30	S2	06		3	1	2	0	0	0
88	MICHAEL H. BOSCH	Max:30	S2	06		6	3	3	0	0	0
89	MICHAEL H. BOSCH	Max:30	S2	06		4	3	1	0	0	0
90	THOMAS J. PARSONS	Max:30	S2	05		6	4	2	0	0	0
91	THOMAS J. PARSONS	Max:30	S2	05		11	7	4	0	0	0
92	THOMAS J. PARSONS	Max:30	S2	05		9	6	3	0	0	0
93	THOMAS J. PARSONS	Max:30	S2	05		11	7	4	0	0	0
94	THOMAS J. PARSONS	Max:30	S2	05		10	7	3	0	0	0
95	DORNFORD W. STOLIKER	Max:30	S2	06		3	2	1	0	0	0
96	DORNFORD W. STOLIKER	Max:30	S2	06		6	4	2	0	0	0
97	DORNFORD W. STOLIKER	Max:30	S2	06		2	2	0	0	0	0
98	DORNFORD W. STOLIKER	Max:30	S2	06		6	4	2	0	0	0
99	DORNFORD W. STOLIKER	Max:30	S2	06		2	2	0	0	0	0
<b>Number of Sections: 37</b>			<b>Average Students Per Section: 7.08</b>								
<b>GEN803</b>	<b>WSP-AWG</b>	<b>SM</b>	<b>1</b>	<b>75</b>	<b>49</b>	<b>49</b>	<b>30</b>	<b>19</b>	<b>4</b>	<b>1</b>	<b>3</b>
01	EDNA GONZALEZ-HUFF	Max:50	S2	01		49	30	19	4	1	3
<b>Number of Sections: 1</b>			<b>Average Students Per Section: 49.00</b>								
<b>GEN804</b>	<b>PERSONAL GROWTH</b>	<b>SM</b>	<b>1</b>	<b>685</b>	<b>91</b>	<b>91</b>	<b>39</b>	<b>52</b>	<b>13</b>	<b>6</b>	<b>7</b>
31	KENNETH G. WATSON	Max:25	S2	03		0	0	0	0	0	0
32	NOREEN A. KEBBA	Max:25	S2	03		9	5	4	0	0	0
33	LARRY D. LAUSH JR	Max:25	S2	03		11	6	5	1	1	0
34	THOMAS J. PARSONS	Max:25	S2	03		10	3	7	1	0	1
35	STEVEN J. PAYNE	Max:25	S2	03		3	1	2	0	0	0
36	MARK A. BOWMAN	Max:25	S2	03		8	1	7	4	0	4
37	LAUREN B. CRATER	Max:25	S2	03		4	3	1	0	0	0
38	DORNFORD W. STOLIKER	Max:25	S2	03		12	6	6	2	1	1
39	SANDRA L. VANNICE	Max:25	S2	03		0	0	0	0	0	0
40	KENNETH G. WATSON	Max:25	S2	03		12	4	8	0	0	0
41	DON A. WILSON	Max:25	S2	03		12	7	5	2	2	0
42	WILLIAM E. BONNELL	Max:30	S2	03		10	3	7	3	2	1
94	MICHAEL H. BOSCH	Max:25	S2	03		0	0	0	0	0	0
S2	<None>	Max:0	S2	00		0	0	0	0	0	0
<b>Number of Sections: 14</b>			<b>Average Students Per Section: 6.50</b>								
<b>GEN805</b>	<b>LEADERSHIP</b>	<b>SM</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
S2	<None>	Max:0	S2	00		0	0	0	0	0	0
V2	<None>	Max:0	S2	00		0	0	0	0	0	0
<b>Number of Sections: 2</b>			<b>Average Students Per Section: 0.00</b>								
<b>GEN813</b>	<b>in AMHS course</b>	<b>SM</b>	<b>1</b>	<b>120</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>
24	<None>	Max:30	S2	06		2	0	2	0	0	0
25	<None>	Max:30	S2	05		1	0	1	0	0	0

		EST	NBR	NBR	----TOTALS----			--Special Ed--			
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL
Number of Sections: 2		Average Students			Per Section:			1.50			
GEN814	AHS AUTO TECH	YR	1	30	2	2	2	0	0	0	0
01	LEONARD E. HOLLOMAN	Max:5	YR	01		1	1	0	0	0	0
02	LEONARD E. HOLLOMAN	Max:5	YR	02		1	1	0	0	0	0
03	LEONARD E. HOLLOMAN	Max:5	YR	03		0	0	0	0	0	0
04	LEONARD E. HOLLOMAN	Max:5	YR	04		0	0	0	0	0	0
05	LEONARD E. HOLLOMAN	Max:5	YR	05		0	0	0	0	0	0
06	LEONARD E. HOLLOMAN	Max:5	YR	06		0	0	0	0	0	0
Number of Sections: 6		Average Students			Per Section:			0.33			
GEN816	AHS WELDING	YR	1	1	0	0	0	0	0	0	0
01	<None>	Max:1	YR	01		0	0	0	0	0	0
Number of Sections: 1		Average Students			Per Section:			0.00			
GEN817	AHS MACH TRNG	YR	1	2	0	0	0	0	0	0	0
01	<None>	Max:1	YR	01		0	0	0	0	0	0
02	<None>	Max:1	YR	02		0	0	0	0	0	0
Number of Sections: 2		Average Students			Per Section:			0.00			
GEN820	AHS STUDENT	YR	1	30	8	8	2	6	2	0	2
01	<None>	Max:5	YR	01		1	1	0	0	0	0
02	<None>	Max:5	YR	02		0	0	0	0	0	0
03	<None>	Max:5	YR	03		0	0	0	0	0	0
04	<None>	Max:5	YR	04		0	0	0	0	0	0
05	<None>	Max:5	YR	05		4	1	3	1	0	1
06	<None>	Max:5	YR	06		3	0	3	1	0	1
Number of Sections: 6		Average Students			Per Section:			1.33			
GEN821	AMHS STUDENT	YR	1	35	0	0	0	0	0	0	0
01	LEONARD E. HOLLOMAN	Max:5	YR	01		0	0	0	0	0	0
02	LEONARD E. HOLLOMAN	Max:5	YR	02		0	0	0	0	0	0
03	LEONARD E. HOLLOMAN	Max:5	YR	03		0	0	0	0	0	0
04	LEONARD E. HOLLOMAN	Max:5	YR	04		0	0	0	0	0	0
05	LEONARD E. HOLLOMAN	Max:5	YR	05		0	0	0	0	0	0
06	LEONARD E. HOLLOMAN	Max:5	YR	06		0	0	0	0	0	0
09	<None>	Max:5	YR	09		0	0	0	0	0	0
Number of Sections: 7		Average Students			Per Section:			0.00			
GEN822	ARHS STUDENT	YR	1	30	5	5	0	5	0	0	0
01	<None>	Max:5	YR	01		0	0	0	0	0	0
02	<None>	Max:5	YR	02		1	0	1	0	0	0
03	<None>	Max:5	YR	03		1	0	1	0	0	0
04	<None>	Max:5	YR	04		1	0	1	0	0	0
05	<None>	Max:5	YR	05		1	0	1	0	0	0
06	<None>	Max:5	YR	06		1	0	1	0	0	0
Number of Sections: 6		Average Students			Per Section:			0.83			
GEN823	WAHS STUDENT	YR	1	35	0	0	0	0	0	0	0
00	<None>	Max:5	YR	00		0	0	0	0	0	0
01	<None>	Max:5	YR	01		0	0	0	0	0	0
02	<None>	Max:5	YR	02		0	0	0	0	0	0
03	<None>	Max:5	YR	03		0	0	0	0	0	0
04	<None>	Max:5	YR	04		0	0	0	0	0	0
05	<None>	Max:5	YR	05		0	0	0	0	0	0
06	<None>	Max:5	YR	06		0	0	0	0	0	0
Number of Sections: 7		Average Students			Per Section:			0.00			
GEN830	EARLY GRAD	SM	1	300	0	0	0	0	0	0	0
21	LEONARD E. HOLLOMAN	Max:50	S2	01		0	0	0	0	0	0
22	LEONARD E. HOLLOMAN	Max:50	S2	02		0	0	0	0	0	0
23	LEONARD E. HOLLOMAN	Max:50	S2	03		0	0	0	0	0	0
24	LEONARD E. HOLLOMAN	Max:50	S2	04		0	0	0	0	0	0
25	LEONARD E. HOLLOMAN	Max:50	S2	05		0	0	0	0	0	0

COURSE	DESCRIPTION	LGTH	SEC	EST	NBR	NBR	----TOTALS----			--Special Ed--		
							TOT	FEM	MAL	TOT	FEM	MAL
26	LEONARD E. HOLLOMAN			Max:50	S2	06	0	0	0	0	0	0
Number of Sections: 6		Average Students Per Section: 0.00										
GEN840	AMHS JROTC	SM	1	100	0		0	0	0	0	0	0
21	LEONARD E. HOLLOMAN			Max:25	S2	06	0	0	0	0	0	0
25	LEONARD E. HOLLOMAN			Max:25	S2	05	0	0	0	0	0	0
Number of Sections: 2		Average Students Per Section: 0.00										
GEN888	SEAT COUNT	YR	1	0	0		0	0	0	0	0	0
GEN900	GEN XFER	SM	1	30	0		0	0	0	0	0	0
S2	<None>			Max:0	S2	00	0	0	0	0	0	0
V2	<None>			Max:0	S2	00	0	0	0	0	0	0
X2	<None>			Max:0	S2	00	0	0	0	0	0	0
Number of Sections: 3		Average Students Per Section: 0.00										
HLT100	HEALTH	SM	1	0	0		0	0	0	0	0	0
S2	<None>			Max:0	S2	00	0	0	0	0	0	0
Number of Sections: 1		Average Students Per Section: 0.00										
HLT902	HEALTH XFER	SM	1	30	0		0	0	0	0	0	0
S2	<None>			Max:0	S2	00	0	0	0	0	0	0
Number of Sections: 1		Average Students Per Section: 0.00										
HLT911	HEALTH RUNSTART	SM	1	0	0		0	0	0	0	0	0
S2	<None>			Max:0	S2	00	0	0	0	0	0	0
Number of Sections: 1		Average Students Per Section: 0.00										
LAN101	LA 9 INTERVEN 1	SM	1	0	0		0	0	0	0	0	0
LAN102	LA 9 INTERVEN 2	SM	1	0	0		0	0	0	0	0	0
LAN120	LA 9 1	SM	1	50	0		0	0	0	0	0	0
LAN121	LA 9 2	SM	1	75	23		23	11	12	2	1	1
21	MICHAEL H. BOSCH			Max:25	S2	01	0	0	0	0	0	0
23	ANNA A. JOHNSON			Max:25	S2	03	11	7	4	1	1	0
24	ANNA A. JOHNSON			Max:25	S2	04	12	4	8	1	0	1
Number of Sections: 3		Average Students Per Section: 7.67										
LAN210	LA 10 BASIC 1	SM	1	0	0		0	0	0	0	0	0
LAN220	LA 10 1	SM	1	105	0		0	0	0	0	0	0
S2	<None>			Max:0	S2	00	0	0	0	0	0	0
Number of Sections: 1		Average Students Per Section: 0.00										
LAN221	LA 10 2	SM	1	125	14		14	6	8	1	0	1
22	WILLIAM E. BONNELL			Max:25	S2	02	14	6	8	1	0	1
25	ANNA A. JOHNSON			Max:25	S2	05	0	0	0	0	0	0
26	ANNA A. JOHNSON			Max:25	S2	06	0	0	0	0	0	0
S2	<None>			Max:0	S2	00	0	0	0	0	0	0
Number of Sections: 4		Average Students Per Section: 3.50										
LAN301	LA INTERVEN 1	SM	1	25	0		0	0	0	0	0	0
S2	<None>			Max:0	S2	02	0	0	0	0	0	0
Number of Sections: 1		Average Students Per Section: 0.00										
LAN302	LA INTERVEN 2	SM	1	70	11		11	4	7	0	0	0
02	MICHAEL H. BOSCH			Max:15	S2	07	0	0	0	0	0	0
25	MICHAEL H. BOSCH			Max:15	S2	05	4	1	3	0	0	0
27	MICHAEL H. BOSCH			Max:15	S2	07	7	3	4	0	0	0
S2	<None>			Max:0	S2	00	0	0	0	0	0	0
Number of Sections: 4		Average Students Per Section: 2.75										
LAN320	AMER LIT 1	SM	1	75	0		0	0	0	0	0	0
S2	<None>			Max:0	S2	00	0	0	0	0	0	0
Number of Sections: 1		Average Students Per Section: 0.00										
LAN321	AMER LIT 2	SM	1	75	13		13	4	9	1	0	1
04	ANNA A. JOHNSON			Max:25	S2	04	0	0	0	0	0	0
21	WILLIAM E. BONNELL			Max:25	S2	01	13	4	9	1	0	1
S2	<None>			Max:0	S2	00	0	0	0	0	0	0



		EST	NBR	NBR	----TOTALS----			--Special Ed--			
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL
Number of Sections: 3		Average Students				Per Section:		4.33			
LAN413	INDIV LIT 1	SM	1	0	0	0	0	0	0	0	0
S2	<None>		Max:0	S2 00		0	0	0	0	0	0
Number of Sections: 1		Average Students				Per Section:		0.00			
LAN416	CREATIVE WRIT	SM	1	25	0	0	0	0	0	0	0
25	MICHAEL H. BOSCH		Max:0	S2 05		0	0	0	0	0	0
S2	<None>		Max:0	S2 00		0	0	0	0	0	0
Number of Sections: 2		Average Students				Per Section:		0.00			
LAN417	COLLEGE WRITING	SM	1	0	0	0	0	0	0	0	0
S2	<None>		Max:0	S2 00		0	0	0	0	0	0
Number of Sections: 1		Average Students				Per Section:		0.00			
LAN418	POETRY	SM	1	0	0	0	0	0	0	0	0
S2	<None>		Max:0	S2 00		0	0	0	0	0	0
Number of Sections: 1		Average Students				Per Section:		0.00			
LAN421	HUMANITIES 1	SM	1	50	0	0	0	0	0	0	0
S2	<None>		Max:0	S2 00		0	0	0	0	0	0
Number of Sections: 1		Average Students				Per Section:		0.00			
LAN422	HUMANITIES 2	SM	1	25	0	0	0	0	0	0	0
02	MICHAEL H. BOSCH		Max:25	S2 02		0	0	0	0	0	0
S2	<None>		Max:0	S2 00		0	0	0	0	0	0
Number of Sections: 2		Average Students				Per Section:		0.00			
LAN423	READING LAB 1	SM	2	30	0	0	0	0	0	0	0
S2	<None>		Max:0	S2 00		0	0	0	0	0	0
Number of Sections: 1		Average Students				Per Section:		0.00			
LAN424	READING LAB 2	SM	1	45	0	0	0	0	0	0	0
25	MICHAEL H. BOSCH		Max:15	S2 05		0	0	0	0	0	0
S2	<None>		Max:0	S2 00		0	0	0	0	0	0
Number of Sections: 2		Average Students				Per Section:		0.00			
LAN513	JOURNALISTIC WR	SM	1	0	0	0	0	0	0	0	0
LAN532	WRITING LAB	SM	1	40	0	0	0	0	0	0	0
25	MICHAEL H. BOSCH		Max:15	S2 05		0	0	0	0	0	0
S2	<None>		Max:0	S2 00		0	0	0	0	0	0
V2	<None>		Max:0	S2 00		0	0	0	0	0	0
Number of Sections: 3		Average Students				Per Section:		0.00			
LAN800	LAN IND STDY	SM	1	236	8	8	6	2	1	1	0
03	ANNA A. JOHNSON		Max:25	S2 01		0	0	0	0	0	0
04	ANNA A. JOHNSON		Max:25	S2 02		0	0	0	0	0	0
05	KENNETH G. WATSON		Max:3	S2 05		0	0	0	0	0	0
26	MICHAEL H. BOSCH		Max:20	S2 06		0	0	0	0	0	0
71	BROOKE BROUSSARD		Max:25	S2 03		8	6	2	1	1	0
S2	<None>		Max:0	S2 00		0	0	0	0	0	0
V2	<None>		Max:0	S2 00		0	0	0	0	0	0
Number of Sections: 7		Average Students				Per Section:		1.14			
LAN801	WSLP	SM	1	123	0	0	0	0	0	0	0
64	CATHERINE M. PETER		Max:20	S2 02		0	0	0	0	0	0
65	CATHERINE M. PETER		Max:20	S2 05		0	0	0	0	0	0
94	MICHAEL H. BOSCH		Max:18	S2 04		0	0	0	0	0	0
Number of Sections: 3		Average Students				Per Section:		0.00			
LAN900	LAN XFER	SM	1	0	0	0	0	0	0	0	0
S2	<None>		Max:0	S2 00		0	0	0	0	0	0
V2	<None>		Max:0	S2 00		0	0	0	0	0	0
X2	<None>		Max:0	S2 00		0	0	0	0	0	0
Number of Sections: 3		Average Students				Per Section:		0.00			
LANONL	LAN ONLINE	SM	1	490	34	34	13	21	1	1	0
25	WILLIAM E. BONNELL		Max:25	S2 05		19	8	11	0	0	0
26	WILLIAM E. BONNELL		Max:25	S2 06		15	5	10	1	1	0

		EST	NBR	NBR	----TOTALS----			--Special Ed--				
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL	
33	MICHAEL H. BOSCH	Max:15	S2	03		0	0	0		0	0	0
44	MICHAEL H. BOSCH	Max:15	S2	04		0	0	0		0	0	0
Number of Sections: 4		Average Students Per Section:					8.50					
MAT105	SEG WASL MATH 1 SM	1	0	0		0	0	0		0	0	0
MAT106	SEG WASL MATH 2 SM	1	0	0		0	0	0		0	0	0
MAT110	FOUND ALG/GEO 1 SM	1	429	0		0	0	0		0	0	0
21	LARRY D. LAUSH JR	Max:25	S2	01		0	0	0		0	0	0
24	LARRY D. LAUSH JR	Max:25	S2	04		0	0	0		0	0	0
42	DORNFORD W. STOLIKER	Max:25	S2	02		0	0	0		0	0	0
45	DORNFORD W. STOLIKER	Max:25	S2	05		0	0	0		0	0	0
46	DORNFORD W. STOLIKER	Max:25	S2	06		0	0	0		0	0	0
64	CATHERINE M. PETER	Max:13	S2	02		0	0	0		0	0	0
65	CATHERINE M. PETER	Max:13	S2	05		0	0	0		0	0	0
66	KATHLEEN L. LEE	Max:13	S2	03		0	0	0		0	0	0
67	CATHERINE M. PETER	Max:13	S2	06		0	0	0		0	0	0
71	BROOKE BROUSSARD	Max:25	S2	04		0	0	0		0	0	0
S2	<None>	Max:0	S2	00		0	0	0		0	0	0
Number of Sections: 11		Average Students Per Section:					0.00					
MAT111	FOUND ALG/GEO 2 SM	1	379	21		21	9	12		2	1	1
01	LARRY D. LAUSH JR	Max:25	S2	01		0	0	0		0	0	0
21	DEREK S. LUDWIGSON	Max:25	S2	01		12	4	8		1	0	1
22	DEREK S. LUDWIGSON	Max:25	S2	02		9	5	4		1	1	0
42	DORNFORD W. STOLIKER	Max:25	S2	02		0	0	0		0	0	0
45	DORNFORD W. STOLIKER	Max:25	S2	05		0	0	0		0	0	0
46	DORNFORD W. STOLIKER	Max:25	S2	06		0	0	0		0	0	0
64	CATHERINE M. PETER	Max:13	S2	02		0	0	0		0	0	0
65	CATHERINE M. PETER	Max:13	S2	05		0	0	0		0	0	0
66	CATHERINE M. PETER	Max:13	S2	03		0	0	0		0	0	0
67	CATHERINE M. PETER	Max:13	S2	06		0	0	0		0	0	0
71	BROOKE BROUSSARD	Max:25	S2	04		0	0	0		0	0	0
S2	<None>	Max:0	S2	00		0	0	0		0	0	0
Number of Sections: 12		Average Students Per Section:					1.75					
MAT112	FOUND ALG/GEO 3 SM	1	404	0		0	0	0		0	0	0
21	LARRY D. LAUSH JR	Max:25	S2	01		0	0	0		0	0	0
24	LARRY D. LAUSH JR	Max:25	S2	04		0	0	0		0	0	0
42	DORNFORD W. STOLIKER	Max:25	S2	02		0	0	0		0	0	0
45	DORNFORD W. STOLIKER	Max:25	S2	05		0	0	0		0	0	0
46	DORNFORD W. STOLIKER	Max:25	S2	06		0	0	0		0	0	0
64	CATHERINE M. PETER	Max:13	S2	02		0	0	0		0	0	0
65	CATHERINE M. PETER	Max:13	S2	05		0	0	0		0	0	0
66	CATHERINE M. PETER	Max:13	S2	03		0	0	0		0	0	0
67	CATHERINE M. PETER	Max:13	S2	06		0	0	0		0	0	0
71	BROOKE BROUSSARD	Max:25	S2	04		0	0	0		0	0	0
S2	<None>	Max:0	S2	00		0	0	0		0	0	0
Number of Sections: 11		Average Students Per Section:					0.00					
MAT113	FOUND ALG/GEO 4 SM	1	454	0		0	0	0		0	0	0
21	LARRY D. LAUSH JR	Max:25	S2	01		0	0	0		0	0	0
25	LARRY D. LAUSH JR	Max:25	S2	05		0	0	0		0	0	0
26	LARRY D. LAUSH JR	Max:25	S2	06		0	0	0		0	0	0
42	DORNFORD W. STOLIKER	Max:25	S2	02		0	0	0		0	0	0
45	DORNFORD W. STOLIKER	Max:25	S2	05		0	0	0		0	0	0
46	DORNFORD W. STOLIKER	Max:25	S2	06		0	0	0		0	0	0
64	CATHERINE M. PETER	Max:13	S2	02		0	0	0		0	0	0
65	CATHERINE M. PETER	Max:13	S2	05		0	0	0		0	0	0
66	CATHERINE M. PETER	Max:13	S2	03		0	0	0		0	0	0
67	CATHERINE M. PETER	Max:13	S2	06		0	0	0		0	0	0

COURSE	DESCRIPTION	LGTH	SEC	EST	NBR	NBR	----TOTALS----			--Special Ed--		
							TOT	FEM	MAL	TOT	FEM	MAL
71	BROOKE BROUSSARD			Max:25	S2	04	0	0	0	0	0	0
S2	<None>			Max:0	S2	00	0	0	0	0	0	0
Number of Sections: 12				Average Students Per Section:				0.00				
<b>MAT120</b>	<b>ALGEBRA 1</b>	<b>SM</b>	<b>1</b>	<b>479</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
21	LARRY D. LAUSH JR			Max:25	S2	01	0	0	0	0	0	0
24	LARRY D. LAUSH JR			Max:25	S2	04	0	0	0	0	0	0
41	DORNFORD W. STOLIKER			Max:25	S2	01	0	0	0	0	0	0
42	DORNFORD W. STOLIKER			Max:25	S2	02	0	0	0	0	0	0
45	DORNFORD W. STOLIKER			Max:25	S2	05	0	0	0	0	0	0
46	DORNFORD W. STOLIKER			Max:25	S2	06	0	0	0	0	0	0
64	CATHERINE M. PETER			Max:13	S2	02	0	0	0	0	0	0
65	CATHERINE M. PETER			Max:13	S2	05	0	0	0	0	0	0
66	CATHERINE M. PETER			Max:13	S2	03	0	0	0	0	0	0
67	CATHERINE M. PETER			Max:13	S2	06	0	0	0	0	0	0
71	BROOKE BROUSSARD			Max:25	S2	04	0	0	0	0	0	0
S2	<None>			Max:0	S2	00	0	0	0	0	0	0
Number of Sections: 12				Average Students Per Section:				0.00				
<b>MAT121</b>	<b>ALGEBRA 2</b>	<b>SM</b>	<b>1</b>	<b>504</b>	<b>35</b>	<b>35</b>	<b>14</b>	<b>21</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>1</b>
21	LARRY D. LAUSH JR			Max:25	S2	01	0	0	0	0	0	0
23	DEREK S. LUDWIGSON			Max:25	S2	03	12	4	8	1	0	1
24	DEREK S. LUDWIGSON			Max:25	S2	04	9	5	4	1	1	0
31	DORNFORD W. STOLIKER			Max:25	S2	01	0	0	0	0	0	0
32	DORNFORD W. STOLIKER			Max:25	S2	02	14	5	9	3	2	1
41	DORNFORD W. STOLIKER			Max:25	S2	01	0	0	0	0	0	0
42	JONATHAN G. MOREHEAD			Max:25	S2	02	0	0	0	0	0	0
45	DORNFORD W. STOLIKER			Max:25	S2	05	0	0	0	0	0	0
46	DORNFORD W. STOLIKER			Max:25	S2	06	0	0	0	0	0	0
64	CATHERINE M. PETER			Max:13	S2	02	0	0	0	0	0	0
65	CATHERINE M. PETER			Max:13	S2	05	0	0	0	0	0	0
66	CATHERINE M. PETER			Max:13	S2	03	0	0	0	0	0	0
67	CATHERINE M. PETER			Max:13	S2	06	0	0	0	0	0	0
71	BROOKE BROUSSARD			Max:25	S2	04	0	0	0	0	0	0
S2	<None>			Max:0	S2	00	0	0	0	0	0	0
Number of Sections: 15				Average Students Per Section:				2.33				
<b>MAT122</b>	<b>ADV HS MATH 1</b>	<b>SM</b>	<b>1</b>	<b>110</b>	<b>9</b>	<b>9</b>	<b>6</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>
26	LARRY D. LAUSH JR			Max:25	S2	06	9	6	3	1	1	0
Number of Sections: 1				Average Students Per Section:				9.00				
<b>MAT123</b>	<b>ADV HS MATH 2</b>	<b>SM</b>	<b>1</b>	<b>60</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
26	LARRY D. LAUSH JR			Max:30	S2	06	0	0	0	0	0	0
Number of Sections: 1				Average Students Per Section:				0.00				
<b>MAT210</b>	<b>GEOMETRY 1</b>	<b>SM</b>	<b>1</b>	<b>454</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
21	LARRY D. LAUSH JR			Max:25	S2	01	0	0	0	0	0	0
24	LARRY D. LAUSH JR			Max:25	S2	04	0	0	0	0	0	0
25	LARRY D. LAUSH JR			Max:25	S2	05	0	0	0	0	0	0
42	DORNFORD W. STOLIKER			Max:25	S2	02	0	0	0	0	0	0
45	DORNFORD W. STOLIKER			Max:25	S2	05	0	0	0	0	0	0
46	DORNFORD W. STOLIKER			Max:25	S2	06	0	0	0	0	0	0
64	CATHERINE M. PETER			Max:13	S2	02	0	0	0	0	0	0
65	CATHERINE M. PETER			Max:13	S2	05	0	0	0	0	0	0
66	CATHERINE M. PETER			Max:13	S2	03	0	0	0	0	0	0
67	CATHERINE M. PETER			Max:13	S2	06	0	0	0	0	0	0
71	BROOKE BROUSSARD			Max:25	S2	04	0	0	0	0	0	0
S2	<None>			Max:0	S2	00	0	0	0	0	0	0
Number of Sections: 12				Average Students Per Section:				0.00				
<b>MAT211</b>	<b>GEOMETRY 2</b>	<b>SM</b>	<b>1</b>	<b>454</b>	<b>7</b>	<b>7</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
21	LARRY D. LAUSH JR			Max:25	S2	01	0	0	0	0	0	0

			EST	NBR	NBR	----TOTALS----			--Special Ed--			
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL	
24	LARRY D. LAUSH JR	Max:25	S2	04		0	0	0		0	0	0
25	LARRY D. LAUSH JR	Max:25	S2	05		7	3	4		0	0	0
42	DORNFORD W. STOLIKER	Max:25	S2	02		0	0	0		0	0	0
45	DORNFORD W. STOLIKER	Max:25	S2	05		0	0	0		0	0	0
46	DORNFORD W. STOLIKER	Max:25	S2	06		0	0	0		0	0	0
64	CATHERINE M. PETER	Max:13	S2	02		0	0	0		0	0	0
65	CATHERINE M. PETER	Max:13	S2	05		0	0	0		0	0	0
66	CATHERINE M. PETER	Max:13	S2	03		0	0	0		0	0	0
67	CATHERINE M. PETER	Max:13	S2	06		0	0	0		0	0	0
71	BROOKE BROUSSARD	Max:25	S2	04		0	0	0		0	0	0
S2	<None>	Max:0	S2	00		0	0	0		0	0	0
Number of Sections: 12		Average Students Per Section:					0.58					
MAT310	ADV ALG/TRIG 1 SM	1	404	0		0	0	0		0	0	0
21	LARRY D. LAUSH JR	Max:25	S2	01		0	0	0		0	0	0
24	LARRY D. LAUSH JR	Max:25	S2	04		0	0	0		0	0	0
42	DORNFORD W. STOLIKER	Max:25	S2	02		0	0	0		0	0	0
45	DORNFORD W. STOLIKER	Max:25	S2	05		0	0	0		0	0	0
46	DORNFORD W. STOLIKER	Max:25	S2	06		0	0	0		0	0	0
64	CATHERINE M. PETER	Max:13	S2	02		0	0	0		0	0	0
65	CATHERINE M. PETER	Max:13	S2	05		0	0	0		0	0	0
66	CATHERINE M. PETER	Max:13	S2	03		0	0	0		0	0	0
67	CATHERINE M. PETER	Max:13	S2	06		0	0	0		0	0	0
71	BROOKE BROUSSARD	Max:25	S2	04		0	0	0		0	0	0
S2	<None>	Max:0	S2	00		0	0	0		0	0	0
Number of Sections: 11		Average Students Per Section:					0.00					
MAT311	ADV ALG/TRIG 2 SM	1	404	0		0	0	0		0	0	0
21	LARRY D. LAUSH JR	Max:25	S2	01		0	0	0		0	0	0
24	LARRY D. LAUSH JR	Max:25	S2	04		0	0	0		0	0	0
42	DORNFORD W. STOLIKER	Max:25	S2	02		0	0	0		0	0	0
45	DORNFORD W. STOLIKER	Max:25	S2	05		0	0	0		0	0	0
46	DORNFORD W. STOLIKER	Max:25	S2	06		0	0	0		0	0	0
64	CATHERINE M. PETER	Max:13	S2	02		0	0	0		0	0	0
65	CATHERINE M. PETER	Max:13	S2	05		0	0	0		0	0	0
66	CATHERINE M. PETER	Max:13	S2	03		0	0	0		0	0	0
67	CATHERINE M. PETER	Max:13	S2	06		0	0	0		0	0	0
71	BROOKE BROUSSARD	Max:25	S2	04		0	0	0		0	0	0
S2	<None>	Max:0	S2	00		0	0	0		0	0	0
Number of Sections: 11		Average Students Per Section:					0.00					
MAT412	PRE CALCULUS 1 SM	1	0	0		0	0	0		0	0	0
S2	<None>	Max:0	S2	00		0	0	0		0	0	0
Number of Sections: 1		Average Students Per Section:					0.00					
MAT800	MATH IND STDY SM	1	245	8		8	6	2		1	1	0
21	LARRY D. LAUSH JR	Max:25	S2	01		0	0	0		0	0	0
22	LARRY D. LAUSH JR	Max:25	S2	02		0	0	0		0	0	0
25	LARRY D. LAUSH JR	Max:25	S2	05		0	0	0		0	0	0
26	LARRY D. LAUSH JR	Max:25	S2	06		0	0	0		0	0	0
71	BROOKE BROUSSARD	Max:25	S2	04		8	6	2		1	1	0
S2	<None>	Max:0	S2	00		0	0	0		0	0	0
V2	<None>	Max:0	S2	00		0	0	0		0	0	0
Number of Sections: 7		Average Students Per Section:					1.14					
MAT801	WSLP SM	1	130	0		0	0	0		0	0	0
64	CATHERINE M. PETER	Max:20	S2	03		0	0	0		0	0	0
65	CATHERINE M. PETER	Max:20	S2	06		0	0	0		0	0	0
91	LARRY D. LAUSH JR	Max:25	S2	04		0	0	0		0	0	0
Number of Sections: 3		Average Students Per Section:					0.00					
MAT900	MATH XFER SM	1	30	0		0	0	0		0	0	0

		EST	NBR	NBR	----TOTALS----			--Special Ed--			
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL
S2	<None>		Max:0	S2	00	0	0	0	0	0	0
V2	<None>		Max:0	S2	00	0	0	0	0	0	0
Number of Sections: 2		Average Students Per Section:					0.00				
MATONL	MATH ONLINE	SM	1	600	60	60	28	32	3	2	1
13	LARRY D. LAUSH JR		Max:10	S2	01	0	0	0	0	0	0
14	LARRY D. LAUSH JR		Max:30	S2	02	0	0	0	0	0	0
21	LARRY D. LAUSH JR		Max:30	S2	01	14	7	7	1	0	1
22	LARRY D. LAUSH JR		Max:25	S2	02	17	9	8	0	0	0
24	DORNFORD W. STOLIKER		Max:25	S2	04	13	7	6	1	1	0
25	DORNFORD W. STOLIKER		Max:25	S2	05	11	4	7	1	1	0
26	LARRY D. LAUSH JR		Max:20	S2	06	0	0	0	0	0	0
27	WENDY L. OKADA		Max:30	S2	07	0	0	0	0	0	0
36	DORNFORD W. STOLIKER		Max:25	S2	06	5	1	4	0	0	0
Number of Sections: 9		Average Students Per Section:					6.67				
MUS800	MUSIC IND STUDY	SM	1	0	0	0	0	0	0	0	0
MUS900	MUSIC XFER	SM	1	0	0	0	0	0	0	0	0
S2	<None>		Max:0	S2	00	0	0	0	0	0	0
Number of Sections: 1		Average Students Per Section:					0.00				
PHY200	COED PE	SM	1	50	0	0	0	0	0	0	0
S2	<None>		Max:0	S2	00	0	0	0	0	0	0
Number of Sections: 1		Average Students Per Section:					0.00				
PHY201	COED PE	SM	1	50	32	32	12	20	4	2	2
05	DON A. WILSON		Max:25	S2	05	16	6	10	3	1	2
24	DON A. WILSON		Max:25	S2	04	16	6	10	1	1	0
S2	<None>		Max:0	S2	00	0	0	0	0	0	0
Number of Sections: 3		Average Students Per Section:					10.67				
PHY206	AEROBICS	SM	1	0	0	0	0	0	0	0	0
PHY207	BASKETBALL	SM	1	0	0	0	0	0	0	0	0
PHY211	CONDITIONING	SM	1	0	0	0	0	0	0	0	0
PHY223	VOLLEYBALL	SM	1	0	0	0	0	0	0	0	0
PHY800	PE IND STUDY	SM	1	50	8	8	6	2	1	1	0
71	BROOKE BROUSSARD		Max:25	S2	07	8	6	2	1	1	0
Number of Sections: 1		Average Students Per Section:					8.00				
PHY900	PE XFER	SM	1	30	0	0	0	0	0	0	0
S2	<None>		Max:0	S2	00	0	0	0	0	0	0
V2	<None>		Max:0	S2	00	0	0	0	0	0	0
Number of Sections: 2		Average Students Per Section:					0.00				
SCI101	SCIENCE LINKS	SM	1	50	0	0	0	0	0	0	0
S2	<None>		Max:0	S2	00	0	0	0	0	0	0
V2	<None>		Max:0	S2	00	0	0	0	0	0	0
Number of Sections: 2		Average Students Per Section:					0.00				
SCI199	COE BIOLOGY 2	SM	1	40	1	1	1	0	0	0	0
23	SANDRA L. VANNICE		Max:15	S2	03	1	1	0	0	0	0
Number of Sections: 1		Average Students Per Section:					1.00				
SCI200	BIOLOGY BASIC 1	SM	1	0	0	0	0	0	0	0	0
SCI201	BIOLOGY BASIC 2	SM	1	0	0	0	0	0	0	0	0
SCI202	BIOLOGY 1	SM	1	75	0	0	0	0	0	0	0
S2	<None>		Max:0	S2	00	0	0	0	0	0	0
Number of Sections: 1		Average Students Per Section:					0.00				
SCI203	BIOLOGY 2	SM	1	75	16	16	8	8	0	0	0
05	SANDRA L. VANNICE		Max:25	S2	05	0	0	0	0	0	0
06	SANDRA L. VANNICE		Max:25	S2	06	12	5	7	0	0	0
27	SANDRA L. VANNICE		Max:25	S2	07	4	3	1	0	0	0
Number of Sections: 3		Average Students Per Section:					5.33				
SCI510	HORTICULTURE	SM	1	0	0	0	0	0	0	0	0

COURSE	DESCRIPTION	LGTH	SEC	EST	NBR	NBR	----TOTALS----			--Special Ed--		
							TOT	FEM	MAL	TOT	FEM	MAL
SCI515	EARTH SCIENCE	SM	1	75	28		28	13	15	6	4	2
21	SANDRA L. VANNICE			Max:25	S2 05		12	7	5	4	4	0
24	SANDRA L. VANNICE			Max:25	S2 04		16	6	10	2	0	2
27	SANDRA L. VANNICE			Max:25	S2 07		0	0	0	0	0	0
S2	<None>			Max:0	S2 00		0	0	0	0	0	0
Number of Sections: 4			Average Students Per Section:			7.00						
SCI800	SCI IND STUDY	SM	1	35	0		0	0	0	0	0	0
45	DORNFORD W. STOLIKER			Max:10	S2 05		0	0	0	0	0	0
S2	<None>			Max:0	S2 00		0	0	0	0	0	0
Number of Sections: 2			Average Students Per Section:			0.00						
SCI801	WSLP	SM	1	50	0		0	0	0	0	0	0
92	DORNFORD W. STOLIKER			Max:25	S2 02		0	0	0	0	0	0
Number of Sections: 1			Average Students Per Section:			0.00						
SCI900	SCIENCE-LAB XFR	SM	1	60	0		0	0	0	0	0	0
S2	<None>			Max:0	S2 00		0	0	0	0	0	0
Number of Sections: 1			Average Students Per Section:			0.00						
SCI911	SCI-LAB RUN ST	SM	1	0	0		0	0	0	0	0	0
S2	<None>			Max:0	S2 00		0	0	0	0	0	0
Number of Sections: 1			Average Students Per Section:			0.00						
SCIONL	SCIENCE ONLINE	SM	1	300	5		5	3	2	2	1	1
23	MICHAEL H. BOSCH			Max:15	S2 03		0	0	0	0	0	0
26	DORNFORD W. STOLIKER			Max:30	S2 06		5	3	2	2	1	1
27	SANDRA L. VANNICE			Max:5	S2 07		0	0	0	0	0	0
Number of Sections: 3			Average Students Per Section:			1.67						
SOC101	WORLD STUDIES	SM	1	180	6		6	2	4	0	0	0
22	KENNETH G. WATSON			Max:25	S2 02		6	2	4	0	0	0
25	THOMAS J. PARSONS			Max:25	S2 05		0	0	0	0	0	0
S2	<None>			Max:0	S2 00		0	0	0	0	0	0
Number of Sections: 3			Average Students Per Section:			2.00						
SOC150	WORLD GEOGRAPHY	SM	1	100	38		38	17	21	5	3	2
11	ANNA A. JOHNSON			Max:25	S2 01		11	7	4	1	1	0
22	ANNA A. JOHNSON			Max:25	S2 02		12	4	8	1	0	1
24	KENNETH G. WATSON			Max:25	S2 04		15	6	9	3	2	1
Number of Sections: 3			Average Students Per Section:			12.67						
SOC202	US HISTORY 1	SM	1	150	0		0	0	0	0	0	0
25	THOMAS J. PARSONS			Max:20	S2 05		0	0	0	0	0	0
S2	<None>			Max:0	S2 00		0	0	0	0	0	0
Number of Sections: 2			Average Students Per Section:			0.00						
SOC203	US HISTORY 2	SM	1	185	24		24	10	14	6	3	3
01	THOMAS J. PARSONS			Max:25	S2 01		12	5	7	3	2	1
04	THOMAS J. PARSONS			Max:25	S2 04		12	5	7	3	1	2
25	THOMAS J. PARSONS			Max:25	S2 05		0	0	0	0	0	0
S2	<None>			Max:0	S2 00		0	0	0	0	0	0
Number of Sections: 4			Average Students Per Section:			6.00						
SOC300	CIVICS	SM	1	75	9		9	4	5	0	0	0
22	THOMAS J. PARSONS			Max:25	S2 02		9	4	5	0	0	0
25	THOMAS J. PARSONS			Max:25	S2 05		0	0	0	0	0	0
S2	<None>			Max:0	S2 00		0	0	0	0	0	0
Z2	<None>			Max:0	S2 00		0	0	0	0	0	0
Number of Sections: 4			Average Students Per Section:			2.25						
SOC400	GLOBAL ISSUES	SM	1	155	0		0	0	0	0	0	0
24	KENNETH G. WATSON			Max:25	S2 04		0	0	0	0	0	0
25	THOMAS J. PARSONS			Max:25	S2 05		0	0	0	0	0	0
26	KENNETH G. WATSON			Max:25	S2 06		0	0	0	0	0	0
S2	<None>			Max:0	S2 00		0	0	0	0	0	0
V2	<None>			Max:0	S2 00		0	0	0	0	0	0

		EST	NBR	NBR	----TOTALS----			--Special Ed--			
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL
Z2	<None>			Max:0	S2	00	0	0	0	0	0
Number of Sections: 6		Average Students Per Section: 0.00									
SOC500	PSYCHOLOGY 1	SM	1	25	0	0	0	0	0	0	0
S2	<None>			Max:0	S2	00	0	0	0	0	0
Number of Sections: 1		Average Students Per Section: 0.00									
SOC501	PSYCHOLOGY 2	SM	1	25	0	0	0	0	0	0	0
07	MICHAEL H. BOSCH			Max:25	S2	07	0	0	0	0	0
S2	<None>			Max:0	S2	00	0	0	0	0	0
Number of Sections: 2		Average Students Per Section: 0.00									
SOC508	WASH STATE HIST	SM	1	50	0	0	0	0	0	0	0
25	THOMAS J. PARSONS			Max:25	S2	05	0	0	0	0	0
S2	<None>			Max:0	S2	00	0	0	0	0	0
Number of Sections: 2		Average Students Per Section: 0.00									
SOC800	SOC IND STDY	SM	1	50	8	8	6	2	1	1	0
71	BROOKE BROUSSARD			Max:25	S2	05	8	6	2	1	0
S2	<None>			Max:0	S2	00	0	0	0	0	0
Number of Sections: 2		Average Students Per Section: 4.00									
SOC820	WSH REQ MET	SM	1	0	0	0	0	0	0	0	0
S2	<None>			Max:0	S2	00	0	0	0	0	0
Number of Sections: 1		Average Students Per Section: 0.00									
SOC900	SOC XFER	SM	1	60	0	0	0	0	0	0	0
S2	<None>			Max:0	S2	00	0	0	0	0	0
V2	<None>			Max:0	S2	00	0	0	0	0	0
Number of Sections: 2		Average Students Per Section: 0.00									
SOC0NL	SOC STU ONLINE	SM	1	540	11	11	8	3	1	1	0
02	THOMAS J. PARSONS			Max:30	S2	01	1	1	0	0	0
12	KENNETH G. WATSON			Max:10	S2	02	0	0	0	0	0
21	THOMAS J. PARSONS			Max:30	S2	01	0	0	0	0	0
22	THOMAS J. PARSONS			Max:15	S2	02	0	0	0	0	0
25	THOMAS J. PARSONS			Max:15	S2	05	8	5	3	1	0
31	THOMAS J. PARSONS			Max:15	S2	01	0	0	0	0	0
42	THOMAS J. PARSONS			Max:10	S2	04	2	2	0	0	0
Number of Sections: 7		Average Students Per Section: 1.57									
SPE200	ADVISORY	YR	1	14	9	9	4	5	9	4	5
01	LAUREN B. CRATER			Max:14	YR	10	9	4	5	9	5
Number of Sections: 1		Average Students Per Section: 9.00									
SPE201	LANG ARTS 1	SM	1	231	0	0	0	0	0	0	0
21	LAUREN B. CRATER			Max:30	S2	01	0	0	0	0	0
24	LAUREN B. CRATER			Max:30	S2	04	0	0	0	0	0
25	LAUREN B. CRATER			Max:14	S2	05	0	0	0	0	0
26	LAUREN B. CRATER			Max:14	S2	06	0	0	0	0	0
Number of Sections: 4		Average Students Per Section: 0.00									
SPE202	LANG ARTS 1	SM	1	171	0	0	0	0	0	0	0
21	LAUREN B. CRATER			Max:30	S2	01	0	0	0	0	0
24	LAUREN B. CRATER			Max:30	S2	04	0	0	0	0	0
25	LAUREN B. CRATER			Max:14	S2	05	0	0	0	0	0
26	LAUREN B. CRATER			Max:14	S2	06	0	0	0	0	0
Number of Sections: 4		Average Students Per Section: 0.00									
SPE203	LANG ARTS 2	SM	1	171	0	0	0	0	0	0	0
21	LAUREN B. CRATER			Max:30	S2	01	0	0	0	0	0
24	LAUREN B. CRATER			Max:30	S2	04	0	0	0	0	0
25	LAUREN B. CRATER			Max:14	S2	05	0	0	0	0	0
26	LAUREN B. CRATER			Max:14	S2	06	0	0	0	0	0
Number of Sections: 4		Average Students Per Section: 0.00									
SPE204	LANG ARTS 2	SM	1	171	1	1	1	0	1	1	0
21	LAUREN B. CRATER			Max:30	S2	01	0	0	0	0	0

		EST	NBR	NBR	----TOTALS----				--Special Ed--				
COURSE	DESCRIPTION	LGTH	SEC	AVL	REQ	TOT	FEM	MAL	TOT	FEM	MAL		
24	LAUREN B. CRATER	Max:30	S2	04		0	0	0		0	0	0	
25	LAUREN B. CRATER	Max:14	S2	05		1	1	0		1	1	0	
26	LAUREN B. CRATER	Max:14	S2	06		0	0	0		0	0	0	
Number of Sections: 4		Average Students Per Section:					0.25						
SPE205	LANG ARTS 3	SM	1	171	8		8	3	5		8	3	5
21	LAUREN B. CRATER	Max:30	S2	01		8	3	5		8	3	5	
24	LAUREN B. CRATER	Max:30	S2	04		0	0	0		0	0	0	
25	LAUREN B. CRATER	Max:14	S2	05		0	0	0		0	0	0	
26	LAUREN B. CRATER	Max:14	S2	06		0	0	0		0	0	0	
Number of Sections: 4		Average Students Per Section:					2.00						
SPE206	LANG ARTS 3	SM	1	171	0		0	0	0		0	0	0
21	LAUREN B. CRATER	Max:30	S2	01		0	0	0		0	0	0	
24	LAUREN B. CRATER	Max:30	S2	04		0	0	0		0	0	0	
25	LAUREN B. CRATER	Max:14	S2	05		0	0	0		0	0	0	
26	LAUREN B. CRATER	Max:14	S2	06		0	0	0		0	0	0	
Number of Sections: 4		Average Students Per Section:					0.00						
SPE207	LANG ARTS 4	SM	1	171	0		0	0	0		0	0	0
21	LAUREN B. CRATER	Max:30	S2	01		0	0	0		0	0	0	
24	LAUREN B. CRATER	Max:30	S2	04		0	0	0		0	0	0	
25	LAUREN B. CRATER	Max:14	S2	05		0	0	0		0	0	0	
26	LAUREN B. CRATER	Max:14	S2	06		0	0	0		0	0	0	
Number of Sections: 4		Average Students Per Section:					0.00						
SPE208	LANG ARTS 4	SM	1	201	0		0	0	0		0	0	0
21	LAUREN B. CRATER	Max:30	S2	01		0	0	0		0	0	0	
24	LAUREN B. CRATER	Max:30	S2	04		0	0	0		0	0	0	
25	LAUREN B. CRATER	Max:14	S2	05		0	0	0		0	0	0	
26	LAUREN B. CRATER	Max:14	S2	06		0	0	0		0	0	0	
Number of Sections: 4		Average Students Per Section:					0.00						
SPE209	LANG ARTS 5	SM	1	171	0		0	0	0		0	0	0
21	LAUREN B. CRATER	Max:30	S2	01		0	0	0		0	0	0	
24	LAUREN B. CRATER	Max:30	S2	04		0	0	0		0	0	0	
25	LAUREN B. CRATER	Max:14	S2	05		0	0	0		0	0	0	
26	LAUREN B. CRATER	Max:14	S2	06		0	0	0		0	0	0	
Number of Sections: 4		Average Students Per Section:					0.00						
SPE210	LANG ARTS 5	SM	1	171	0		0	0	0		0	0	0
21	LAUREN B. CRATER	Max:30	S2	01		0	0	0		0	0	0	
24	LAUREN B. CRATER	Max:30	S2	04		0	0	0		0	0	0	
25	LAUREN B. CRATER	Max:14	S2	05		0	0	0		0	0	0	
26	LAUREN B. CRATER	Max:14	S2	06		0	0	0		0	0	0	
Number of Sections: 4		Average Students Per Section:					0.00						
SPE301	MATH 1	SM	1	175	0		0	0	0		0	0	0
22	LAUREN B. CRATER	Max:30	S2	02		0	0	0		0	0	0	
24	LAUREN B. CRATER	Max:30	S2	04		0	0	0		0	0	0	
Number of Sections: 2		Average Students Per Section:					0.00						
SPE302	MATH 1	SM	1	145	0		0	0	0		0	0	0
22	LAUREN B. CRATER	Max:30	S2	02		0	0	0		0	0	0	
24	LAUREN B. CRATER	Max:30	S2	04		0	0	0		0	0	0	
Number of Sections: 2		Average Students Per Section:					0.00						
SPE303	MATH 2	SM	1	175	12		12	5	7		12	5	7
22	LAUREN B. CRATER	Max:30	S2	02		9	3	6		9	3	6	
24	LAUREN B. CRATER	Max:30	S2	04		3	2	1		3	2	1	
Number of Sections: 2		Average Students Per Section:					6.00						
SPE304	MATH 2	SM	1	115	0		0	0	0		0	0	0
22	LAUREN B. CRATER	Max:30	S2	02		0	0	0		0	0	0	
24	LAUREN B. CRATER	Max:30	S2	04		0	0	0		0	0	0	



COURSE	DESCRIPTION	LGTH	SEC	EST	NBR	NBR	----TOTALS----			--Special Ed--		
							TOT	FEM	MAL	TOT	FEM	MAL
Number of Sections: 2					Average Students Per Section:			0.00				
SPE305	MATH 3	SM	1	145	0	0	0	0	0	0	0	0
22	LAUREN B. CRATER	Max:30	S2	02	0	0	0	0	0	0	0	0
24	LAUREN B. CRATER	Max:30	S2	04	0	0	0	0	0	0	0	0
Number of Sections: 2					Average Students Per Section:			0.00				
SPE306	MATH 3	SM	1	115	0	0	0	0	0	0	0	0
22	LAUREN B. CRATER	Max:30	S2	02	0	0	0	0	0	0	0	0
24	LAUREN B. CRATER	Max:30	S2	04	0	0	0	0	0	0	0	0
Number of Sections: 2					Average Students Per Section:			0.00				
SPE307	MATH 4	SM	1	145	0	0	0	0	0	0	0	0
22	LAUREN B. CRATER	Max:30	S2	02	0	0	0	0	0	0	0	0
24	LAUREN B. CRATER	Max:30	S2	04	0	0	0	0	0	0	0	0
Number of Sections: 2					Average Students Per Section:			0.00				
SPE308	MATH 4	SM	1	115	0	0	0	0	0	0	0	0
22	LAUREN B. CRATER	Max:30	S2	02	0	0	0	0	0	0	0	0
24	LAUREN B. CRATER	Max:30	S2	04	0	0	0	0	0	0	0	0
Number of Sections: 2					Average Students Per Section:			0.00				
SPE400	SOCIAL SKILLS 1	SM	1	30	0	0	0	0	0	0	0	0
62	LAUREN B. CRATER	Max:15	S2	06	0	0	0	0	0	0	0	0
Number of Sections: 1					Average Students Per Section:			0.00				
SPE401	SOCIAL SKILLS 2	SM	1	30	0	0	0	0	0	0	0	0
62	LAUREN B. CRATER	Max:15	S2	06	0	0	0	0	0	0	0	0
Number of Sections: 1					Average Students Per Section:			0.00				
SPE601	COMM LAB	SM	1	30	1	1	1	0	1	1	0	0
11	KAREN SHU-MINUTOLI	Max:30	S2	01	1	1	0	1	1	0	0	0
Number of Sections: 1					Average Students Per Section:			1.00				

TITLE FOR TOTAL

TOTALS GROUP	TOTAL	FEMALE	MALE
GRAND TOTALS	1303	666	637
Special Ed	137	66	71

\*\*\*\*\* End of report \*\*\*\*\*

# West Auburn High School

## Enrollment Count--June 1, 2015

Grade	Zerred out/running start/release schedule/early grad/home-hospital	Virtual	Learning Center	Sped Other	Sped in VCEC	Sped in Learning Center	Sped (these students are in day program)	VCEC	Day Program	Graduation Alliance	Sub Total	Grand Total
9	0	5	3	1	0	0	2	1	19	9	40	40
10	0	3	11	1	0	0	0	1	17	12	45	45
11	0	9	9	1	0	0	6	3	35	8	71	71
12	8	14	24	2	1	2	9	2	31	16	109	101
	8	31	47	5	1	2	17	7	102	45	265	257

### WAHS counting students shared with another school

Shared with ARHS - Pele, Pele (1st period)

Shared with AMHS - Serda-Monje, Cristian (5th & 6th - period); Kurpius, Austin (6th)

Shared with AHS - Logan, Jodie (5th & 6th); Gillespie, Donovan (5th & 6th); Geyer, Rachel (5th); Davee, Kyla (1st & 2nd); Morgan Madding (3rd); Adams, Royal (5th & 6th)

### Running Start--Full Time

Katherine Saelee

GA - Tikere Adams shared with AHS (.60 FTE GA)

GA - Melissa Alvarez shared with AHS (1st & 2nd) (.60 FTE GA)

GA - Carson Doerpfeld shared with AHS (2 periods) (.60 FTE GA)

GA - Samuel Huniu shared with ARHS (2 periods) (.60 FTE)

GA - Emmanuel Quiroz shared SPED GA/ARHS (1.0 FTE GA)

GA - William Recinos shared SPED with ARHS (.60 FTE GA)

### Other:

.20 Gonzales, Sara

.80 Guerrero, Jared

.80 Lewis, Robert

.60 Mott-Wilson, Tyree

### Release Schedules:

Harlan, Leah

Jama, Abdullahi

Lee, Majaneik

Mounts, Dillon

Partridge, Gary

Valenzuela, Jose

Zaldivar, Edmundo

6-1-2015

WEST AUBURN HIGH SCHOOL---2014-2015 Master Schedule SEMESTER 2 Tuesday-Friday

Teacher	8:00 - 8:55 a.m.	9:00 - 9:55 a.m.	10:00 - 10:55 a.m.	11:00 - 11:55 a.m.	11:55 - 12:25 p.m.	12:25 - 1:20 p.m.	1:25 - 2:20 p.m.	2:25 - 3:20 p.m.
<b>ADVISORY</b> Bonnell 11	American Lit LAN 321 RM 403 13	Lang Arts 10 LAN 221 RM 403 14	HR/Intervention L GEN 804 RM 301 10	PLAN	301	LA Lab LANONL RM 307 19	LA Lab LANONL RM 307 15	
Bosch VIRTUAL		PLAN	Virtual GEN 801 RM 206 15	Virtual GEN 801 RM 206 22	206	Lang Standards LAN 301/302 RM 206 4	Virtual GEN 801 RM 206 9	Lang Standards LAN 301/302 RM 206 7
Bowman 9 (7) (3)	Interactive Media/ Gaming CTE150/151 RM 401 10	PLAN	Virtual/Intervention GEN 804 206 8 (8) 10	Interactive Media/ Gaming CTE150/151 RM 401 9	401	Interactive Media/ Gaming CTE150/151 RM 401 5 (2) (3)	Interactive Media/ Gaming CTE150/151 RM 401 11 (9) (2)	
Crater 9	SPED LA SPE 201-10 RM 202 8	SPED MATH SPE 301-308 RM 202 9 (4) (5) (6) (7) (8) (9) (10) (11) (12) (13) (14) (15) (16) (17) (18) (19) (20) (21) (22) (23) (24) (25) (26) (27) (28) (29) (30) (31) (32) (33) (34) (35) (36) (37) (38) (39) (40) (41) (42) (43) (44) (45) (46) (47) (48) (49) (50) (51) (52) (53) (54) (55) (56) (57) (58) (59) (60) (61) (62) (63) (64) (65) (66) (67) (68) (69) (70) (71) (72) (73) (74) (75) (76) (77) (78) (79) (80) (81) (82) (83) (84) (85) (86) (87) (88) (89) (90) (91) (92) (93) (94) (95) (96) (97) (98) (99) (100) (101) (102) (103) (104) (105) (106) (107) (108) (109) (110) (111) (112) (113) (114) (115) (116) (117) (118) (119) (120) (121) (122) (123) (124) (125) (126) (127) (128) (129) (130) (131) (132) (133) (134) (135) (136) (137) (138) (139) (140) (141) (142) (143) (144) (145) (146) (147) (148) (149) (150) (151) (152) (153) (154) (155) (156) (157) (158) (159) (160) (161) (162) (163) (164) (165) (166) (167) (168) (169) (170) (171) (172) (173) (174) (175) 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4	SPED MATH SPE 301-308 RM 202 3	202	SPED LA SPE 201-10 RM 202 1	PLAN	
Johnson Academy 11	World Geography SOC 150 RM 405 11	World Geography SOC 150 RM 405 12	Lang Arts 9 LAN 121 RM 405 11	Lang Arts 9 LAN 121 RM 405 12	405	PLAN	Academy Support Parent Outreach	
Ludwigson Academy 12	MATH Foundations MAT 111 RM 404 12	MATH Foundations MAT 111 RM 404 9	Algebra MAT 121 RM 404 12	Algebra MAT 121 RM 404 9	404	PLAN	Academy Support Parent Outreach	
Kebba 9	PLAN	Health CTE 303 RM 112 14	HR/Intervention W GEN 804 RM 112 9	Health CTE 303 RM 112 14	112	Health CTE 303 RM 112 8	Nutrition & Wellness CTE 250 RM GYM 18	
Laush N/A	Math Lab MATONL RM 307 14	Math Lab MATONL RM 307 17	HR/Intervention M GEN 804 RM 307 11	PLAN	307	Geometry MAT 211 RM 404 7	Math Standards MAT 122 MATONL RM 404 9	
Parsons 11	US History SOC 203 RM 203 12	Civics SOC 300 RM 203 9	HR/Intervention L GEN 804 RM 203 10	US History SOC 203 RM 203 12	203	WA State History SOC 508 DV World Hist - CR SOC 101 DV US History - CR SOC 202 (RM 206) 10-8) (11-20) 28	PLAN	
Payne 10	Bus. & Pers Finance CTE 117/118 Yearbook CTE 465 / 66 Acct. 2 CTE 102 RM 111 22 (3) 12	Accounting CTE 101/102 RM 111 12	HR/Intervention W GEN 804 111 3	PLAN	111	Bus. & Pers Finance CTE 117/118 RM 111 10	MOS CTE 141/142 RM 111 8	
Stoliker 10	PLAN	Algebra MAT 120/21 RM 201 14	HR/Intervention M GEN 804 RM 201 12	Math Lab MATONL RM 201 13	201	Math Lab MATONL RM 201 11 (11-11) 21	Math/Sci CR GEN 801 RM 201 21	
Vannice 9		PLAN	HR/Intervention S SCI 198/199 403 1	Earth Science SCI 515 RM 403 12	403	Earth Science SCI 515 RM 403 16	Biology SCI 203 RM 403 12	Biology SCI 203 RM 403 4
Watson 7		World History SOC 101 RM 501 6	HR/Intervention L GEN 804 RM 501 12	World Geography SOC 150 RM 307 15	501	Drawing ART 101/02 RM 501 15	Ceramics ART 110 RM 501 16	PLAN
Wilson 10	Wood Crafts ART 200 / 01 RM 502 11	PLAN	HR/Intervention CR GEN 804 401 12	Physical Education PHY 200 / 01 RM GYM 16	502	Physical Education PHY 200 / 01 RM GYM 16	Jewelry ART 351 / 52 RM 502 14	

CR = Credit retrieval for day-program students (APEX)

Learning Center Monday through Thursday Peter 1006 --- Okada and Lee, 1003

LCD1 54 Peter, 9:00 - 11:00 A.M. 54/64 GEN 801 (2nd), GEN 801 (3rd) 64/66 13  
LCD2 55 Peter, 12:30 - 2:30 P.M. 55/65 GEN 801 (5th), GEN 801 (6th) 65/67 13

Virtual Monday through Friday 84 Bosch 13 Running Start Only..... Sullivan 32 14 Early release/grads only..... Holloman 8 11 12

VCNEC..... 70 Broussard 70/71 LAN 800 (3rd), MAT 800 (4th), SOC 800 (5th), ART 800 (6th), PHY 800 (7th) 8

Seat Limit Class  
25..... General and CTE/VOC  
20..... Jewelry/Woods  
15..... Title ReadingHelpful Hints for English classes:  
LAN 120 / 121 - 9th grade  
LAN 220 / 221 - 10th grade  
LAN 320 / 321 - 11th grade  
GEN 804 Personal Growth (3rd period Day Program) Elective

Credit.....

☐ = full class ☑ = 5 or fewer seats until class is full

Effective September, 2014

Revised 1/12/15, 12:10 p.m.

TRANSFERS OUT CODE FROM AUBURN HIGH TO:											TRANSFERS IN CODE TO AUBURN HIGH FROM:											
Category	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Category	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	
"T1" Codes:											Transfer From:											
Out of District	12	6	9		14	13	7	6	4	4	Out of District	63	18	22		6	7	9	6	5	3	
Out of Country (T8)	1										Out of State	25	3	5		3	3	3	2	1		
Insight/On-line	2	1				4					Out of Country	11		1			1	1		3	1	
Job Corps (K-12)											Muckleshoot Tribal	6		1		1	1					
Juvenile Detention											On-Line Schools	4					2					
WA Youth Academy																						
Muckleshoot Tribal	1	1	2		1	3	2															
Graduation Alliance			2		1	2	2	1	2	1												
"D" Codes Dropouts:											Returning Student	23	15	4		4	6	3	5	2	2	
D20-Non-attendance			8		8	6	7	12	3	7												
D1-D7 and U Codes		2	3		2	5	2	2	2	3	Shared:											
U2 - No Show	25	2				2																
GED/HS Completion					1		1		1		AMHS	14	2									
Job Corps (non K-12)											ARHS	11	0				1					
WAHS - Unconfirmed							1				WAHS		0	1			4		1	4	3	
"TR" Codes In-District:											In District Transfer											
West Auburn	2	4	3			5	3	2	9		West Auburn		3				1					
Auburn Mountainview	2	3				4					Auburn Mt. View		4	3				3				
Auburn Riverside	2	1			2	5					Auburn Riverside		1	3			5	2	1			
IEP Online registration					1					2												
W/D as Shared Student	11	14				8	4		2		Tap Program											
"T2" and "T3" Codes:											Others:											
Private School						1					Private School	13						1				
Home School	1	1	1		2			2	1	1	Home School	3		1				1				
"G" Codes:						1			1													
Late Grads																						
Net Decrease	59	35	28	0	32	59	29	25	25	18	Net Increase	173	46	41	0	14	31	23	15	15	9	
Totals:																						
Transfer's In =	173	46	41		14	31	23	15	15	9												
Transfer's Out = -	-59	-35	-28		-32	-59	-29	-25	-25	-18												
Net Enrollment =	114	11	13		-18	-28	-6	-10	-10	-9												

AUBURN MOUNTAINVIEW HIGH SCHOOL  
2014-2015 MOBILITY REPORT

TRANSFERS OUT CODE OF AMHS TO:											TRANSFERS IN CODE TO AMHS FROM:											
Category	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Category	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	
"T1" Codes:											Transfer From:											
Out of District	5	11	4	8	12	10	7	5	2		Out of District	10	4	3	1	4	2		1	2		
Out of Country (T8)						1					Out of District-Kent Dist	7	1		1	5	3	1				
Insight/On-line		1									Out of State	1	1	3	1	3		3	1	2		
Job Corps (K-12)											Out of Country	1	1			2	1		5	1		
Juvenile Detention											Muckleshoot Tribal											
Muckleshoot Tribal						1					On-Line Schools		1									
"D" Codes Dropouts:											Returning Student	8	1	2		4	1	2	4	1		
D20-Non-attendance		2	4	3	3	3	11	1	2													
D1-D7 and U Codes	2	2	1		1	2	1	1	3		Shared:											
U2 - No Show				1							AHS	4				2						
GED/HS Completion											ARHS	2			1							
Job Corps (non K-12)											WAHS	1				1						
WAHS - Unconfirmed																						
"TR" Codes In-District:											In District Transfer											
West Auburn	1	3	3	1	2	3			1		West Auburn					1						
Auburn High School	2	6				3					Auburn High School	4				3						
Auburn Riverside		1				1					Auburn Riverside											
W/D as Shared Student	4				2	5		1			Tap Program											
"T2" and "T3" Codes:											Others:											
Private School											Private School											
Home School	3				5	1					Home School	1	1							1		
"T4" Code: foreignxchg	1																					
"G" Codes:											IEP Program Placement	1				1						
Late Grads								1														
IEP Program Placement			1			1																
Net Decrease	18	26	13	13	25	31	19	9	8	0	Net Increase	40	10	8	4	26	7	6	11	7	0	
Totals:																						
Transfer's In =	40	10	8	4	26	7	6	11	7	0												
Transfer's Out = -	18	26	13	13	25	31	19	9	8	0												
Net Enrollment =	22	-16	-5	-9	1	-24	-13	2	-1	0												



## 2014-2015 MOBILITY REPORT

[illegible]



CERTIFICATED RESUMES

a. Hilary Conville--director of special education--Administrative Annex

Ms. Conville earned her bachelor degree at Grinnel College and her master degree at the University of Washington.

Hilary previously worked for the Tacoma School District and, prior to that time, she was a school psychologist in the Auburn School District.

b. Tamesha Marquis--nurse (.6)--Administrative Annex

Ms. Marquis earned her bachelor at the University of Texas.

Tamesha previously worked for Good Samaritan Hospital.