

**AGENDA
SCHOOL DISTRICT OF MANAWA
CURRICULUM COMMITTEE MEETING**

Date: November 7, 2018

Time: 4:00 p.m.

Place: Board Room, MES,
800 Beech Street, Manawa

Board Committee Members: Scheller (C), Pohl, Hollman

In Attendance:

Timer: _____

Recorder: _____

1. SDM Student Technology Guide (Information / Action)
 - a. View the Guide at this link:
<https://sites.google.com/manawaschools.org/technology/home>
2. Course Revisions for SY1920 (Information / Action)
 - a. AP Chemistry
 - b. Programming
 - c. Engineering
3. ACT Day Testing Plan SY1819 (Information / Action)
4. Curriculum Maps (Information / Action)
 - a. Horticulture
 - b. Employability Skills
5. Curriculum Committee Planning Guide (Information)
6. Set Next Meeting Date _____
7. Next Meeting Items:
 - a.
 - b.
8. Adjourn

New Course/Course Revision Proposal

School District of Manawa

Date: 10/4/2018

Title of Course: AP Chemistry

Teacher: Erik Duhn

Department or Grade Level: Science

Please check: Revision New

If New, does this replace a current class? No Yes

If Yes, what class does this replace? **Chemistry II**

Course description as it will appear in the Course of Study Guide.

AP Chemistry is a laboratory science class designed to simulate the first semester, introductory chemistry class at any college or university. For most students, this the course enables them to take the second semester of chemistry for any science related major, or fulfill the science requirement for a non-science major. This course is approved by College Board. As such it is based on the 6 Big Ideas and seven science practices outlined in the curriculum framework. AP Chemistry is open to all students that have completed chemistry with a C or better and who wish to take part in a rigorous and academically challenging course.

Number of credits: 1.0

Required course Elective course

Target student population: 8-16

Prerequisites: C or better in Chemistry

Describe how this new or revised course aligns with the curriculum scope and sequence and/or career pathways. Why should this course be offered?

As an AP course, Chemistry is one of the most acknowledged for credit. Local colleges may grant up to 10 college credits for completing this course and scoring a 3 or better on the AP exam. Colleges look for AP courses from their applicants to see that they are bettering themselves. By simply taking AP Chemistry, students have the opportunity to be better equipped for university by being better prepared for a required college science credit.

Include any data that supports the need for this course (i.e. student survey, ACT Aspire, ACT plus Writing, STAR, Wisconsin Forward Exam, PALS, labor market information, etc.).

New Course/Course Revision Proposal

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List costs associated with offering this course. Include staffing, textbooks and materials, equipment, and staff training.

APSI in Madison ~\$750

Textbooks ~\$100 per student

***Attach a list and sequence of Units. For each unit, appropriate standards should be linked and learning targets established. (Stage I of the curriculum mapping process.)**

Review Chemistry 1

Gases

Thermochemistry

Atomic Structure and Periodicity

Liquids and Solids

Properties of Solutions

Chemical Kinetics

Chemical Equilibrium

Acids and Bases

Solubility and Complex Ion Equilibria

Spontaneity, Entropy, and Free Energy

Electrochemistry

Bonding

New Course/Course Revision Proposal

School District of Manawa

Date: 9/30/18

Title of Course: Programming I

Teacher: Rita Gipp

Department or Grade Level: Tech Ed

Please check: Revision New

If New, does this replace a current class? No Yes

If Yes, what class does this replace? **This full-year course replaces the current semester course:**

Coding/Programming

Course description as it will appear in the Course of Study Guide.

(No Change in course description)

Little Wolf High School Programming Curriculum is divided up into six primary units under the umbrella of two major categories: 1) Programming Fundamentals; and 2) Web Basics. In a flexible web-based format, students learn essential developer tools: the Unix command line, text editors, and version control with Git. Participants then advance to Web Basics, including: HTML, CSS & Layout, and JavaScript.

Number of credits: 1

Required course Elective course

Target student population: 10-12th Graders

Prerequisites: Algebra

Describe how this new or revised course aligns with the curriculum scope and sequence and/or career pathways. Why should this course be offered?

The current course meets for one semester. When the course was developed, it was anticipated that students would be able to move through the course at a faster pace than has since deemed necessary. This request proposes that the same course be offered for a full-year, allowing students the time to advance beyond the first half of the course: Fundamentals. The second half of the course, I believe, will promote higher interest in coding as the students' work comes to life with web design using HTML, CSS, and Javascript.

Include any data that supports the need for this course (i.e. student survey, ACT Aspire, ACT plus Writing, STAR, Wisconsin Forward Exam, PALS, labor market information, etc.).

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The current year brought a decrease in enrollment in the Coding/Programming class, and I attribute this largely to the fact that time did not allow for students to advance beyond programming fundamentals to experience the rich rewards of programmed design.

With time to get through the more dynamic “web basics” half of the course, students will be sure to experience the more gratifying results of their programming skills in action.

Additionally, with online communication a prevalent form of communication today, it seems reasonable to provide these skills to students as part of the first year course.

Finally, since a proposal has also been sent to move the Intro to Engineering and Electronics courses into one full-year course, changing this course also to a full year course will likely complement the scheduling process.

List costs associated with offering this course. Include staffing, textbooks and materials, equipment, and staff training.

No costs are associated with this course change.

***Attach a list and sequence of Units. For each unit, appropriate standards should be linked and learning targets established. (Stage I of the curriculum mapping process.)**

DEVELOPER FUNDAMENTALS

Command Line - Fundamentals 01

An introduction to the command line for complete beginners, designed to teach the common foundations of “computer magic”. Proficiency at the command line is useful for anyone who needs to work with developers, such as product managers, project managers, and designers.

Text Editor - Fundamentals 02

Designed to help you learn to use what is arguably the most important item in the aspiring computer magician’s bag of tricks: a text editor. This tutorial is designed to introduce the entire category of application—a category many people don’t even know exists.

Git - Fundamentals 03

This tutorial covers a third essential skill: version control, an automatic way to track changes in software projects, giving creators the power to view previous versions with ease.

WEB BASICS

HTML - Web 01

This unit serves as an introduction to HyperText Markup Language, the language of the World Wide Web. You'll learn the most important HTML tags by building a simple but real website, which you'll deploy to the live Web in the very first section!

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CSS & Layout - Web 02

This tutorial teaches the basics of how to use Cascading Style Sheets, the way that website appearances are defined, and then continues deeper to show how to create usable site layouts using a templating system called Jekyll.

Javascript - Web 03

As the only programming language that can be executed inside browsers, JavaScript is an essential part of every programmer's toolkit. Learn Enough JavaScript to Be Dangerous is designed to get you started writing practical and modern JavaScript programs using the latest technologies (including Node.js and ES6).

***APPLICATION DEVELOPMENT** *(Bonus Lessons for Accelerated Learners!)*

With the foundations laid, you're now ready to learn industrial-strength web development with the full "Ruby on Rails" Tutorial. With 12 chapters and nearly 20 hours of video, the Rails Tutorial teaches you much more. By the time you finish this course, you'll be able to build your own professional-grade web applications.

New Course/Course Revision Proposal

School District of Manawa

Date: 9/30/18

Title of Course: Engineering

Teacher: Rita Gipp

Department or Grade Level: CTE

Please check: Revision New

If New, does this replace a current class? No Yes

If Yes, what class does this replace? **This one full-year course replaces the current two semester classes: *Intro to Engineering and Electronics*.**

Course description as it will appear in the Course of Study Guide.

Little Wolf High School's Engineering course provides instruction in the process of engineering solutions, from ideation to creation. Students apply the Engineer's Design Process to the creation of 3D printed models, laser cut products, and automated solutions using Arduino and Raspberri Pi microcontrollers. Emphasis is on higher level problem-solving skills in the areas of STEM as students devise solutions to real-world problems.

Number of credits: 1

Required course Elective course

Target student population: 9-12th Graders

Prerequisites: None

Describe how this new or revised course aligns with the curriculum scope and sequence and/or career pathways. Why should this course be offered?

This course combines content from the current course offerings of *Intro to Engineering and Electronics* into one full year class. By combining the courses, students will gain skill and knowledge to combine the aspects of designed solutions with automation, opening the door to a more comprehensive program.

Rationale:

The current middle school students, with which enrollment is high, will come to future high school Engineering classes with a broader skill set than previous students. They will already have learned how to apply the engineer's design process to computer-aided design - skills gained in the *7th grade Innovation & Design* class. They will also be equipped with the knowledge of the basics of automation - skills gained in the *8th grade Engineering & Automation* class. This new set of high school students will be ready to apply what they learned in those two classes to a more comprehensive Engineering program at LWHS that combines basic principles of engineering, electronics, and automation.

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The next step for these students will be Robotics. Last year, Advanced Robotics was proposed and approved. The vision for this program is to keep the bubble moving from the high enrollment we currently see in the middle school to an eventual popularity in Robotics.

Include any data that supports the need for this course (i.e. student survey, ACT Aspire, ACT plus Writing, STAR, Wisconsin Forward Exam, PALS, labor market information, etc.).

Currently, some units in the high school *Intro to Engineering* class replicate units within the middle school curriculum in order to develop necessary skills for CAD development. An subsequent change in the high school curriculum is necessary as the middle school students advance in grades. The consideration of combining the Electronics class seems the most viable option because of the rigorous and inspiring hands-on plan that results .

By combining the courses into one, it allows for a more comprehensive program where engineering solutions have broader content beyond the limits of inanimate objects currently produced by students in the *Intro to Engineering* class.

Additionally, as the middle school enrollment has nearly doubled from the first year to the second, the desire is to create a scope and sequence that allows for more students to become eligible for enrollment in the Robotics and Advanced Robotics courses. This adaptation of the current schedule of offerings would achieve that goal.

List costs associated with offering this course. Include staffing, textbooks and materials, equipment, and staff training.

Supplies needed for the new Engineering course would be identical to the supplies currently used in the two separate classes; however, an increase in enrollment is anticipated if the current middle school students enrolled in the program continue in Engineering through high school.

The resulting cost increase would include the purchase of additional Aduino and Raspberri Pi kits. Likewise, more Robotics equipment will be needed as the students progress from Engineering to Robotics, but that cost should be anticipated for the 2020-21 school year.

For the 2019-20 school year, the following purchase needs are anticipated:

EQUIPMENT/SUPPLIES	Vendor	PRICE	QTY	COST
Arduino Sparkfun Inventor's Kit	Amazon	\$ 84.45	8	\$ 675.60
Raspberri Pi Complete Starter Kit	Amazon	\$ 69.99	8	\$ 559.92
Raspberri Pi Touch Screen Monitors	Amazon	\$ 41.98	8	\$ 335.84
			Total	\$ 1,571.36

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***Attach a list and sequence of Units. For each unit, appropriate standards should be linked and learning targets established. (Stage I of the curriculum mapping process.)**

The units of study in this course include:

The Growth Mindset

WCCTS

CD1.a: Identify personal strengths, aptitudes, and passions.

CD1.b: Demonstrate effective decision-making, problem-solving and goal setting.

The Engineering Design Process

WSTE

ENG1.a: Analyze engineering design theory.

ENG2.a: Analyze the attributes of engineering design.

ENG2.b: Describe and apply engineering design.

ENG3.b: Analyze the procedures for innovation and invention

2D Design & Modeling (AutoCAD)

WSTE

ENG4.b: Design solutions based on gathered information

ENG5.a: Use information to describe and design systems.

3D Design & Modeling (Autodesk Inventor)

WSTE

ENG4.b: Design solutions based on gathered information

ENG5.a: Use information to describe and design systems.

BB1.b: Analyze and use tools and materials

3D Printing & Laser Cut Fabrication

WSTE

BB1.b: Analyze and use tools and materials

BB1.c: Analyze and use mechanisms

Arduino Automated Circuits

WSTE

BB1.d: Analyze and use electricity and electronic systems

BB1.e: Analyze, explain, and use control systems

EL1.a: Apply electronic theory to practice

EL3.a: Analyze, develop, use, and apply digital electronics.

Raspberri Pi Microcontrollers

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WSTE

EL5.a: Design and build a sequential logic circuit that satisfies a need to design constraints.

EL6.a: Program and construct a microcontroller that satisfies a need to design constraints.

Engineering Real-World Solutions

4C1.a Develop original solutions, products and services to meet a given need.

4C1.b Work creatively with others to develop solutions, products, and services.



Students choosing to excel; realizing their strengths.

To: Dr. Melanie J. Oppor, BOE
From: Dan Wolfgram and Danni Brauer
Date: November 5, 2018
Re: ACT Testing Plan

The purpose of this memo is to inform School District of Manawa Board of Education of the change in ACT testing plan for 2019.

For the past 2 years, freshmen, sophomores and seniors participated in Academic and Career Planning field trips while the junior class took the ACT plus Writing exam. This process ensured that high school students were not in the building on testing day, so that a pristine testing environment could be achieved. Fox Valley Technical College is unable to provide tours to Little Wolf Jr./Sr. High School this year, due to their high demand for this day. In contacting other colleges for February 20, 2019, NWTC in Green Bay stated that they are not an option for touring schools, not in their region. UW-Oshkosh and UW-Stevens Point are not giving tours in the winter months to large groups due to weather concerns.

To continue to provide a pristine testing environment, the Building Leadership Team (BLT) met to discuss options. Three options were considered: testing at the Masonic Lodge, offering a lyceum for grades 9, 10 and 12, or keeping freshmen, sophomores, and seniors home for the day. After much discussion, the last option proved to be the most practical solution.

Advantages to the plan include the availability to have ten to fifteen students per room with two proctors or five to eight students per room with one proctor. With this option, there would be enough staff members to proctor these rooms along with four to six rooms for students' with different timing codes (Individual Education Plans, 504 plans and English Learner plans).

Students in 7th and 8th-grade will attend school on February 20th and will remain cloistered to preserve the testing environment. They will have limited access to their lockers and will be able to go to lunch. Current DPI hours allocated for required school hours is 1,137. Little Wolf Jr./Sr. High School has allocated 1,180 leaving 43 hours available to give.

Parents will be informed after the November board of Education meeting via letter and Skylert.

Course Name:	Horticulture		
Credits:	0.5		
Prerequisites:	None		
Description:	This class is an overview incorporating basic plant science, floral design, gardening, and landscaping. Students will learn about all aspects of the reproduction, growth, design and marketing of plants. Students will create horticulture projects, make floral arrangements, and be involved in many other projects involving flowers, vegetables, and landscaping and outdoor projects. FFA projects will be incorporated.		
Academic Standards:	Wisconsin Standards for Agriculture, Food and Natural Resources		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Plant Taxonomy	4 days	PS1	Classify agricultural plants according to taxonomy systems. Apply knowledge of plant anatomy and the functions of plant structures to activities associated with plant systems.
Anatomy & Structures	24 days	PS1	Apply knowledge of plant anatomy and the functions of plant structures to activities associated with plant systems.
Plant Requirements	14 days	PS2	Determine the influence of environmental factors on plant growth. Develop and implement a fertilization plan for specific plants, field crops and/or greenhouse crops.
Propagation	11 days	PS3 FPP1	Demonstrate plant propagation techniques. Develop and implement a plant management plan for crop production. Identify the issues of safety and environmental concerns about foods and food processing (e.g., Genetically Modified Organisms, microorganisms, contamination, irradiation).
Integrated Pest Management	10 days	PS3 NR2	Develop and implement a plant management plan for crop production.
Floral Design	10 days	PS4	Create designs using plants.
Landscaping	4 days	PS4 4C1	Create designs using plants. Develop original solutions, products and services to meet a given need.
Careers	2 days	CD1	Identify person strengths, aptitudes and passions. Become familiar with career and hobby opportunities in horticulture.

Unit Name: Plant Taxonomy	Length: 4 days
Standards: PS1: Students will apply knowledge of plant classification, anatomy and physiology to the production and management of plants.	Outcomes: Classify agricultural plants according to taxonomy systems. Apply knowledge of plant anatomy and the functions of plant structures to activities associated with plant systems.
Essential Questions: Why do humans sort topics into groups?	Learning Targets: Identify how people use plants and match plant products to the appropriate plant class. Explain systems used to classify plants and compare and contrast the hierarchical agricultural plants. Identify agriculturally important plants by common names. Classify agricultural plants according to the hierarchical classification system, life cycles, plant use and as monocotyledons or dicotyledons. Describe the morphological characteristics used to identify agricultural plants.
Topic 1: Plant Taxonomy	Length: 3 days
Standard(s): PS1	Academic Vocabulary: common name, scientific name, kingdom, phylum, class, order, family, genus, species, nomenclature, taxonomist
Lesson Frame: Binomial System of Naming Plants	We will: explain why scientific names are used. I will: name 3 common plants by scientific name.
Lesson Frame: Genus, Species & Varieties	We will: explain the difference between binomial naming systems. I will: cite an example of each with my favorite flower.
Lesson Frame: Taxonomy Chart	We will: create a flower chart of plant taxonomy. I will: understand the relation of each taxonomic step.
Performance Tasks: sorting reviews, matching activities, word wall steps, plant identification	Notes:
Topic 2: History of Taxonomy	Length: 1 day
Standard(s): PS1	Academic Vocabulary: Linneus, botanist, generic, horticulturist, adjective
Lesson Frame: Greek and Latin Systems	We will: research the history of plant naming systems I will: write an exit ticket summary of the history of naming systems
Lesson Frame: Swedish Botanist Linnaeus	We will: learn the system of generic (group) and specific names I will: write an exit ticket explaining group and family names

Performance Tasks: Fake Facebook Family review, word walls, critical writing activities, online review games	Notes:

Unit Name: Anatomy and Structures	Length: 24 days
Standards: PS1: Students will apply knowledge of plant classification, anatomy and physiology to the production and management of plants.	Outcomes: Apply knowledge of plant anatomy and the functions of plant structures to activities associated with plant systems.
Essential Questions: What is essential in plant structures for survival? What special traits does a plant cell have in comparison to animals? How are plants important in society and how do they affect daily life?	Learning Targets: Draw the life cycle of a plant. Diagram a typical plant cell and identify plant cell organelles and their functions. Identify the components, the types and the functions of plant roots and stems. Discuss leaf morphology and the functions of leaves. Identify the components of a flower, the functions of a flower and the functions of flower components. Explain the basic process of photosynthesis and its importance to life on Earth.
Topic 1: Life Cycle of a Plant	Length: 5 days
Standard(s): PS1	Academic Vocabulary: life cycle, primary source, plant purposes
Lesson Frame: Plant Life Cycles	We will: discuss life cycles of plants. I will: note two contributions of plants to life cycles.
Lesson Frame: Life Cycle Variations	We will: sketch life cycles of plants. I will: compare and contrast the differences in cycles.
Lesson Frame: Internal Stem Processes	We will: differentiate between monocots and dicots. I will: explain the structural differences.
Performance Tasks: monocot vs. dicot cross-section, life cycle usage activity, class presentation	Notes:
Topic 2: Parts of a Plant	Length: 10 days
Standard(s): PS1	Academic Vocabulary: petiole, whorled, midrib, guard cells, stoma, transpire, chloroplasts, photosynthesis, oxidation, respiration, cambium, phylem, xylem, margins, shapes, arrangements, epidermis
Lesson Frame: Basic Plant Parts	We will: identify the 4 major parts and purposes of a plant. I will: create a poster illustrating plant parts.
Lesson Frame: Leaf Morphology	We will: identify plant margins, arrangements and shapes. I will: complete matching activity of margins, arrangements and shapes.
Lesson Frame: Internal Leaf Structure	We will: investigate plant processes.

	I will: summarize each of the processes.
Performance Tasks: edible botany lab, shapes and margins presentation, plant processes investigations, crossword puzzle creation, vocabulary enrichment	Notes:
Topic 3: Internal and External Complete Flower Parts	Length: 6 days
Standard(s): PS1	Academic Vocabulary: stamen, pistil, anther, filament, petal, ovary, style, receptacle, sepal, pollination
Lesson Frame: Reproduction of Plants	We will: research the name and reproductive function of each part of a complete flower. I will: sketch the complete flower into my notes.
Lesson Frame: Cellular Level of Plants	We will: diagram a plant cell . I will: compare and contrast animal and plant cells.
Performance Tasks: complete flower model, reproduction bingo, edible plant cells, online quiz activities	Notes:
Topic 4: Root Systems	Length: 3 days
Standard(s): PS1	Academic Vocabulary: propagate, absorption, phloem, xylem, cambium, fibrous, tap root
Lesson Frame: Structure	We will: create a systems analysis of root structures. I will: understand the roles and functions in roots.
Lesson Frame: Type of Root System	We will: contrast the external and internal structures of tap and fibrous roots. I will: sketch a summary into notes.
Performance Tasks: root systems investigation, fibrous and taproot lab, vocabulary enrichment	Notes:

Unit Name: Plant Requirements	Length: 14 days
Standards: PS2: Students will prepare and implement a plant management plan that addresses the influence of environmental factors, nutrients and soil on plant growth.	Outcomes: Determine the influence of environmental factors on plant growth. Develop and implement a fertilization plan for specific plants, field crops and/or greenhouse crops.
Essential Questions: What do plants need to survive and thrive? How can we manipulate plant needs? What do humans need from plants? What affect do nutritional deficiencies and excesses have on plants as well as animals?	Learning Targets: Distinguish between media that is too dry or too wet for seeds or plants to grow efficiently. Compare and contrast different plant medias. Describe what elements plants use for food. Identify the essential nutrients for plant growth and development and their major functions and monitor plants for signs of nutrient deficiencies. Identify fertilizer sources of essential plant nutrients, explain fertilizer formulations and describe different methods of fertilizer application. Describe nutrient deficiency symptoms, recognize environmental causes of nutrient deficiencies and prepare a scouting report.
Topic 1: Environmental Factors	Length: 3 days
Standard(s): PS2	Academic Vocabulary: optimal, environmental systems, photoperiodism, short-day plants vs long-day vs indifferent, humidity, girdle, enzymes
Lesson Frame: Aboveground Environment	We will: explore the 6 factors affecting the above ground environment. I will: briefly summarize each .
Lesson Frame: Enzymes	We will: identify how enzymes can change plant sugars and starches into other foods. I will: identify results of enzymatic products.
Performance Tasks: poster, iMovie or WeVideo trailer, light experiment	Notes:
Topic 2: Soil & Plant Medias	Length: 4 days
Standard(s): PS2	Academic Vocabulary: texture triangle, earation, sand, silt, loam, clay, organiz matter, profile, subsoil, bedrock
Lesson Frame: Soil Types	We will: review the soil textural triangle. I will: make predictions of soil types in our area.
Lesson Frame: Alternative Growing Media	We will: identify components of soil media. I will: list advantages and disadvantages for each.
Lesson Frame: Media Selection	We will: distinguish proper texture, temperature and moisture for seed germination. I will: create an interactive notebook entry.

<p>Performance Tasks: soil and media preparation lab, soil texture triangle activity, soil testing, seed germination comparison lab</p>	<p>Notes:</p>
<p>Topic 3: Nutrients</p>	<p>Length: 7 days</p>
<p>Standard(s): PS2</p>	<p>Academic Vocabulary: macro and micronutrients, potash, alkaline, acidity, pH, leaching</p>
<p>Lesson Frame: Essential Nutrients</p>	<p>We will: determine if a nutrient is a macro or micronutrient for a plant. I will: create a mnemonic device for memorization (e.g. CHOPKINS CaFE, mg).</p>
<p>Lesson Frame: Nutrient Function</p>	<p>We will: explore the major plant food elements. I will: list two functions of each.</p>
<p>Lesson Frame: Fertilizer</p>	<p>We will: compute fertilizer ratios and application rates. I will: demonstrate knowledge of NPK formulations.</p>
<p>Performance Tasks: presentation, deficiency coloring books, fertilizer math computations, reading a label</p>	<p>Notes:</p>

Unit Name: Propagation/Harvest	Length: 11 days
Standards: PS3: Students will propagate, culture and harvest plants. FPP1: Students will examine components of the food industry and historical development of food products and processing.	Outcomes: Demonstrate plant propagation techniques. Develop and implement a plant management plan for crop production. Identify the issues of safety and environmental concerns about foods and food processing (e.g., Genetically Modified Organisms, microorganisms, contamination, irradiation).
Essential Questions: How are plants reproduced? How can alternative propagation methods be superior to growing from seeds?	Learning Targets: Conduct tests associated with seed germination rates, viability and vigor. Handle seed to overcome seed dormancy mechanisms and to maintain seed viability and vigor. Describe optimal conditions for asexual propagation and demonstrate techniques used to propagate plants by cuttings, division, separation and layering. Give examples of the risks and advantages associated with genetically modified plants.
Topic 1: Seed Propagation	Length: 3 days
Standard(s): PS3	Academic Vocabulary: propagating, self pollination, cross-pollination, hybrids, cultivars, viability, scarification
Lesson Frame: Seed Selection	We will: learn the important steps in selection of seeds. I will: determine Waupaca County's Plant Hardiness Zone.
Lesson Frame: Seed Composition	We will: identify the basic parts and functions within a seed. I will: sketch and label the parts of a seed.
Lesson Frame: Seed Treatment	We will: research methods of seed preparation. I will: properly scarify a seed.
Performance Tasks: rag doll experiment for germination trials, seed scarification and treatment labs, Hardiness Zone map project, seed selection activity	Notes:
Topic 2: Vegetative Propagation	Length: 4 days
Standard: PS3	Academic Vocabulary: cuttings, layering, grafting, layering, division, scion
Lesson Frame: Methods of Propagating Plants	We will: research techniques for propagating plants. I will: identify vegetative propagation by pictures.
Lesson Frame: Purposes of Propagation	We will: determine which method is best for common plants. I will: sort advantages and disadvantages of propagation.
Lesson Frame: Demonstration	We will: demonstrate a propagation or grafting technique.

	I will: take notes on peer demonstrations.
Performance Tasks: demonstration, video, research, chart creation	Notes:
Topic 3: Genetically Modified Organisms (GMO)	Length: 4 days
Standard: FPP1	Academic Vocabulary: genetic engineering, selective breeding, hybrid, modification, GRAS, biotechnology, gene transfer
Lesson Frame: Environmental and Safety Concerns	We will: give examples of risks and advantages of GMOs. I will: brainstorm questions about GMOs.
Lesson Frame: Economic Impact	We will: research the economic impact of GMOs. I will: use technology to create a chart of the findings.
Lesson Frame: GMO Performance	We will: evaluate the performance of genetically modified crops. I will: summarize the risks and rewards of GMOs.
Performance Tasks: classroom debate, polling, online research organization	Notes:

Unit Name: Integrated Pest Management	Length: 10 days
Standards: PS3: Students will propagate, culture and harvest plants. NR2: Students will apply scientific principles to natural resource management activities.	Outcomes: Develop and implement a plant management plan for crop production.
Essential Questions: How can weed and insect pests be managed? What environmental, economic, and social impacts of pests exist?	Learning Targets: Inspect propagation material for evidence of pests or disease. Develop and implement a plan for integrated pest management. Identify helpful insects as an alternative to chemicals. Identify major local weeds, insect pests and infectious and noninfectious plant diseases. Evaluate environmental and consumer concerns regarding pest management strategies. Discuss factors that influence the establishment and spread of invasive species.
Topic 1: Types of Pesticides	Length: 3 days
Standard(s): PS3	Academic Vocabulary: insecticide, miticide, fungicide, herbicide, rodenticide, nematocides, molluscicides, signal words, inconsistent, inhalation, dermal, dilution, toxicity
Lesson Frame: Types of Pesticides	We will: categorize the seven types of pesticides. I will: contrast each of the seven areas.
Lesson Frame: Reading a Label	We will: read pesticide labels for the 11 standard points of information. I will: identify signal words on the label.
Lesson Frame: Safety Precautions	We will: determine necessary safety precautions when using pesticides. I will: create a flow-chart of safety procedures.
Performance Tasks: pesticide label test-out, poster, quizlet, flow chart	Notes:
Topic 2: IPM (Integrated Pest Management)	Length: 3 days
Standard(s): PS3	Academic Vocabulary: IPM, biological control, predators, resistance
Lesson Frame: Biological Control	We will: identify biological control agents and how they work. I will: list examples of 6 specific methods of control.
Lesson Frame: Insect and Disease Resistant Plants	We will: discuss varieties of disease and insect resistant plants. I will: share advantages in a group setting.
Lesson Frame: Pest Control Plans	We will: outline a pest control program. I will: explain when biological control or chemicals are recommended.

<p>Performance Tasks: biological control plans, poster of control methods, plant inspection protocol test</p>	<p>Notes:</p>
<p>Topic 3: Weeds, Pests & Diseases</p>	<p>Length: 4 days</p>
<p>Standard(s): PS3, NR2</p>	<p>Academic Vocabulary: pest, weed, vermin, dormancy, invasive species,</p>
<p>Lesson Frame: Weeds</p>	<p>We will: identify 15 major weeds found in Wisconsin. I will: be able to identify by sight.</p>
<p>Lesson Frame: Pests</p>	<p>We will: identify 8 common pests in Wisconsin. I will: be able to identify by sight.</p>
<p>Lesson Frame: Diseases</p>	<p>We will: identify 5 common plant diseases. I will: create a treatment plan for common diseases in plants.</p>
<p>Performance Tasks: biological control plans, "most wanted outlaws" presentation, identification tasks</p>	<p>Notes:</p>

Unit Name: Floral Design	Length: 10 days
Standards: PS4: Students will employ elements of design to enhance an environment.	Outcomes: Create designs using plants. Learn about uses of floral design in society.
Essential Questions: What role does floral design play in society? What transferable skills are developed in learning floral design?	Learning Targets: Draw a picture using the elements of design. Define, design and identify design elements. Discuss the applications of art in agriculture/horticulture. Explain design elements of line, form, texture and color and express the visual effect each has on the viewer. Select plants, hard goods, supplies and other materials for use in a design based on a range of criteria.
Topic 1: Basic Floral Design	Length: 10 days
Standard(s): PS4	Academic Vocabulary: balance, focal point, proportion, scale, accent, repetition, rhythm, harmony, unity, round, triangle, horizontal, crescent, hogarth, and right angle.
Lesson Frame: Principles of Design	We will: create collages illustrating the principles of design. I will: be able to identify each of the 9 major principles.
Lesson Frame: Floral Design Shapes	We will: identify the six basic floral design shapes. I will: create an arrangement using one of the basic shapes.
Lesson Frame: Common Flower Identification	We will: research which flowers are commonly used in arrangements. I will: be able to identify 12 commons flowers by sight.
Performance Tasks: presentation, collages, design challenges, flower calendar, tools of the trade ID	Notes:

Unit Name: Landscaping	Length: 4 days
Standards: PS4: Students will employ elements of design to enhance an environment. 4C1: Students will think and work creatively to develop innovative solutions to problems and opportunities.	Outcomes: Create designs using plants. Develop original solutions, products and services to meet a given need.
Essential Questions: What are the main objectives of landscaping?	Learning Targets: Draw a picture using the elements of design. Define, design and identify design elements. Explain design elements of line, form, texture and color and express the visual effect each has on the viewer. Select plants, hard goods, supplies and other materials for use in a design based on a range of criteria.
Topic 1: Principles of Landscape Design	Length: 4 days
Standard(s): PS4, 4C1	Academic Vocabulary: simplicity, balance, focalization of interest, rhythm/line, scale/proportion, unity, hardscape, xeriscape, mulch
Lesson Frame: Design Principles	We will: study the five principles of landscape design. I will: sketch an example of each principle.
Lesson Frame: Objectives of Residential Landscaping	We will: brainstorm needs and desires of people in developing outdoor environments. I will: interview a homeowner as a practice client.
Lesson Frame: Landscape Maintenance	We will: study technical procedures for landscape maintenance. I will: identify landscape accessories.
Performance Tasks: landscape maintenance proposal plan, interview for design, structure building for principles, electronic review games	Notes:

Unit Name: Careers	Length: 2 days
Standards: CD1: Students will consider, analyze and apply an awareness of self, identity and culture to identify skills and talents. Students will identify the connection between educational achievement and work opportunities in order to reach personal and career goals.	Outcomes: Identify person strengths, aptitudes and passions. Become familiar with career and hobby opportunities in horticulture.
Essential Questions: How does my schooling relate to my future? What SMART goals will help me find the path to my future?	Learning Targets: Evaluate various occupations and career pathways to identify personal, academic and career goals based on personal strengths, aptitudes and passions. Assess education and training opportunities to acquire new skills necessary for career advancement.
Topic 2: Careers	Length: 2 days
Standard(s): CD1	Academic Vocabulary: pomology, horticulture, olericulture, floriculture, landscaping, nursery, working conditions, qualifications
Lesson Frame: Career Exploration	We will: evaluate careers in horticulture (including landscaping) for needed skills, training and opportunity. I will: research a related career in Career Cruising and write a brief summary.
Lesson Frame: Horticultural Overview	We will: discuss the scope, size, and economic importance of the horticulture industry. I will: learn about selected career pathways related to horticulture.
Lesson Frame:	We will: summarize pathway of choice. I will: create an exit ticket of plus delta for pathways.
Performance Tasks: career essay, personal career research, Career Cruising survey, vocabulary word wall	Notes:

Course:	Employability Skills		
Credits:	0.5		
Prerequisites:	none		
Description:	This class provides an opportunity to develop positive attitudes, knowledge, skills and linkages that will empower the successful transition from high school to postsecondary options. Curriculum study units will include: assessment, transition, Covey's 7 Habits of Highly Effective People, core abilities, job writing, college survival, etc. Students may earn a State Employability Skills certificate through this course.		
Academic Standards:	Wisconsin Standards for Agriculture, Food and Natural Resources		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Career Readiness Checklist	10 Days	CD1 CD2 CD3	Students will review the top 20 career readiness skills and establish a plan to incorporate these lessons in their school and work plans.
7 Habits of Highly Effective Students	15 days	CD1 CD4 IMT1 LE1	Implement leadership skills to accomplish team goals and objectives. Identify strengths and weaknesses and develop a plan for success. Creation of a personal plan for employability skills.
Personal Career Prep	20 days	CD4.b	Identify the qualities employers may seek in a candidate. Use technology to assist in career exploration and job-seeking activities. Compare and contrast personal attributes with employment needs and trends. Complete required employment forms and documentation.
Communication Skills	8 days	4C3 CD4	Communicate thoughts and feelings with others using verbal and non-verbal language. Demonstrate skills related to seeking and applying for employment to find and obtain a desired job. Identify and exhibit traits for retaining employment.
Interview Skills	15 days	CD2 CD4 LE1	Evaluate how performance and connections within the learning community enhance future opportunities. Apply academic information from a variety of sources to enhance career preparedness and lifelong learning. Participate in civic and community leadership and teamwork opportunities to enhance skills to develop leadership potential.
Workplace Ethics & Security	4 days	4C2 4C3 IMT1	Develop effective resolutions for a given problem, decision or opportunity using available information. Predict how an action could result in unintended consequences, both positive and negative. Choose appropriate sources of data and information for a given purpose.

Goal Setting & Goal Burning	10 days	CD1 CD3	Identify person strengths, aptitudes and passions. Demonstrate effective decision-making, problem solving and goal setting. Investigate the world of work in order to gain knowledge of self in order to make informed career decisions. Examine and evaluate opportunities that could enhance life and career plans and articulate plan to guide decisions and actions.
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Unit Name: Career Readiness	Length: 10 days
Standards: CD1: Students will consider, analyze and apply an awareness of self, identity and culture to identify skills and talents. CD2: Students will identify the connection between educational achievement and work opportunities in order to reach personal and career goals. CD3: Students will create and manage a flexible and responsive individualized learning plan to meet their career goals.	Outcomes: Students will review the top 20 career readiness skills and establish a plan to incorporate these lessons in their school and work plans.
Essential Questions: What are essential 21st century (and beyond!) skills? How can we prepare you, as seniors, for the world of work? What are transferable skills for the world of work?	Learning Targets: Identify individual likes and dislikes related to utilizing skills and abilities. Assess personal strengths, aptitudes and passions related to potential future careers. Use a decision-making and problem-solving model. Apply academic experiences to the world of work, inter-relationships and the community. Assess attitudes and skills that contribute to successful learning in school and across the life span.
Topic 1: Career Clusters & Perceptions	Length: 5 days
Standard(s): CD1, CD2, CD3	Academic Vocabulary: skills gap, career clusters, readiness, entrepreneurship, punctuality, ethics, active listening, non verbal communication, analytical skills, quantitative skills
Lesson Frame: Personal Traits Inventory	We will: discuss 21st century skills and identify strengths, passions & aptitude. I will: assess current standing in each of the discussed skill areas.
Lesson Frame: Connection of educational achievement and work opportunities.	We will: brainstorm transferable skills from education to work. I will: determine individual skills.
Lesson Frame: Attitudes and Perceptions of Career Clusters	We will: review each of the career clusters. I will: denote individual pros and cons for each of the cluster areas.
Performance Tasks: perceptions survey, self-assessment of strengths/aptitudes/passions, career cluster wheel	Notes:
Topic 2: Career Readiness	Length: 5 days
Lesson Frame: Personal Path/Where am I headed?	We will: explore options for continuing education and the world of work. I will: identify educational and work options beyond high school.
Lesson Frame: What is career readiness?	We will: examine the top of career readiness. I will: complete exit ticket on 20 top traits.

Performance Tasks: survey on career readiness, video of personal traits, and group work on 21st century skills	Notes:

Unit Name: 7 Habits of Highly Effective Students	Length: 15 days
Standards: CD1: Students will consider, analyze and apply an awareness of self, identity and culture to identify skills and talents. CD4: Students will identify and apply employability skills. IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives. LE1: Students will apply leadership skills in real-world, family, community and business and industry applications.	Outcomes: Implement leadership skills to accomplish team goals and objectives. Identify strengths and weaknesses and develop a plan for success. Creation of a personal plan for employability skills.
Essential Questions: How can Steven Covey's 7 principles be incorporated into your life as a student and employee? How does Maslow's hierarchy of needs change at different points in life?	Learning Targets: Identify behaviors that demonstrate self-discipline, self-worth, positive attitude and integrity. Describe positive work-qualities typically desired in each of the career cluster's pathway. Select relevant information necessary for making decisions and solving problems. Demonstrate skills such as enthusiasm, creativity, conviction, mission, courage, concept, focus, principle-centered living and change when interacting with others in general. Assess personal strengths, aptitudes and passions related to potential future careers.
Topic 1: Seven Habits	Length: 13 Days
Standard(s): CD7, IMT1, LE1	Academic Vocabulary: habit, personal bank account, self-paradigm, principle centered
Lesson Frame: Overview of habits	We will: take notes on each habit. I will: use evidence from the text to determine the important traits of each habit.
Lesson Frame: 7 Habits Self-Awareness	We will: review each of the seven habits. I will: complete a self-awareness survey.
Lesson Frame: Personal Bank Account	We will: learn about Covey's personal bank accounts for employability. I will: log daily deposits and withdrawals during this unit.
Performance Tasks: personal bank account log, multimedia presentation of habits, habits tree, Kohn partner review activity	Notes:
Topic 2: Maslow's Hierarchy of Needs	Length: 2 days
Standards: CD1, LE1	Academic Vocabulary: hierarchy, self-actualization, esteem, physiological needs, safety needs, concrete, abstract
Lesson Frame: Maslow's	We will: learn Maslow's Hierarchy of Needs. I will: sketch the pyramid into notes.
Lesson Frame: Self-Actualization	We will: determine steps necessary to achieve self-actualization. I will: determine self care steps.
Performance Tasks: Maslow pyramid creation, self analysis survey, word wall, jigsaw activity	Notes:

Unit Name: Personal Career Prep	Length: 20 days
Standards: CD4.b: Demonstrate skills related to seeking and applying for employment to find and obtain a desired job.	Outcomes: Identify the qualities employers may seek in a candidate. Use technology to assist in career exploration and job-seeking activities. Compare and contrast personal attributes with employment needs and trends. Complete required employment forms and documentation.
Essential Questions: How do you best portray yourself in employment documents (resume, cover letter, job applications, etc)? How has social media and technology changed the world of work?	Learning Targets: Prepare a resume, cover letter, employment application.
Topic 1: Resumes	Length: 6 days
Standard(s): CD4.b	Academic Vocabulary: action words, active vs passive voices, infographic, chronological, functional, combination and targeted
Lesson Frame: Types of Resumes	We will: distinguish between all the different types of resumes. I will: compare and contrast the purposes of each type.
Lesson Frame: Action Words	We will: review top 100 action verbs in resumes. I will: highlight 10 that I can quantify examples for.
Lesson Frame: Resume Formats	We will: learn about formats of paper and electronic resumes. I will: select the format that best meets my experience.
Performance Tasks: create a resume, peer evaluation, explore online portals, Career Cruising project	Notes:
Topic 2: Professional Communications	Length: 5 days
Standard(s): CD4.b	Academic Vocabulary: resignation, cover letter, inquiries, correspondence, cultural expectations
Lesson Frame: Cover Letter	We will: review components of a professional cover letter. I will: save examples of cover letter formats in portfolio.
Lesson Frame: Professional Communications	We will: learn techniques for communicating with prospective employers. I will: develop skills in completing applications.
Performance Tasks: accurately complete paper and online applications, review online and paper sources of employment, create an information sheet with positive references, compare and contrast job applications	Notes:
Topic 3: Business Communications	Length: 5 days

<p>Standard(s): CD4.b</p>	<p>Academic Vocabulary: references, desired wage, social security number, privacy, equal opportunity employer, scholastic, qualifications, termination, disability, course of study</p>
<p>Lesson Frame: Paper Applications</p>	<p>We will: learn the components of a job application I will: obtain information on 5 positive references</p>
<p>Lesson Frame: Online Applications</p>	<p>We will: discuss etiquette and tips of completing an online application I will: develop skills in completing applications</p>
<p>Lesson Frame: Job Postings/Seeking</p>	<p>We will: explore how to find job postings and what descriptions mean I will: understand parts of a job description</p>
<p>Performance Tasks: accurately complete paper and online applications, review online and paper sources of employment, create an information sheet with positive references, compare and contrast job applications</p>	<p>Notes:</p>
<p>Topic 4: Employment Documents</p>	<p>Length: 4 days</p>
<p>Standard(s): CD4.b:</p>	<p>Academic Vocabulary: at-will agreement, benefits enrollment, non compete agreement, withholding</p>
<p>Lesson Frame: Review of essential documents and forms for a newly hired employee</p>	<p>We will: review definitions of essential forms and documents I will: correctly match the definition to term.</p>
<p>Lesson Frame: Withholding information</p>	<p>We will: review tax implications for new hires We will: complete a withholding form</p>
<p>Performance Tasks: comparison of employment agreements, word wall, document completions</p>	<p>Notes:</p>

Unit Name: Communication Skills	Length: 8 days
Standards: 4C3: Students will communicate and collaborate with others to accomplish tasks and develop solutions to problems and opportunities. CD4: Students will identify and apply employability skills.	Outcomes: Communicate thoughts and feelings with others using verbal and non-verbal language. Demonstrate skills related to seeking and applying for employment to find and obtain a desired job. Identify and exhibit traits for retaining employment.
Essential Questions: What non-verbal and verbal cues happen in the world of work? What messages are you conveying with non-verbal skills? What would your "elevator speech" be?	Learning Targets: Describe various ways people communicate with each other without using words. Demonstrate effective listening skills. Explore non-verbal and non-written means of communication. Recognize the appropriate behavior and communication skills necessary in adult interactions.
Topic 1: Non-verbal and verbal communication	Length: 4 days
Standard(s): 4C3, CD4	Academic Vocabulary: communication, tone, non-verbal, body language, cues
Lesson Frame: Importance of verbal and nonverbal communication	We will: compare and contrast verbal and non-verbal communication. I will: sort positive and negative examples of each.
Lesson Frame: Delivery of Messages	We will: discuss communication delivery methods. I will: select appropriate communication method.
Performance Tasks: listening activity, non-verbal communication tasks, nonverbal vs verbal	Notes:
Topic 2: Elevator Speech	Length: 4 days
Lesson Frame: 30 second "Tell me about yourself" speech	We will: discuss what to include in 30 second elevator speech. I will: craft a 30 second personal speech.
Lesson Frame: Positive Personal Critiques	We will: create a rubric to evaluate 30 second speeches. I will: practice listening skills and positive non-verbal skills.
Performance Tasks: elevator speech partner introductions, Flipgrid video creation, Top 5 About Me	Notes:

Unit Name: Interview Skills	Length: 15 days
Standards: CD2: Students will identify the connection between educational achievement and work opportunities in order to reach personal and career goals. CD4: Demonstrate skills related to seeking and applying for employment to find and obtain a desired job. LE1: Students will apply leadership skills in real-world, family, community and business and industry applications	Outcomes: Evaluate how performance and connections within the learning community enhance future opportunities. Apply academic information from a variety of sources to enhance career preparedness and lifelong learning. Participate in civic and community leadership and teamwork opportunities to enhance skills to develop leadership potential.
Essential Questions: How do you best prepare for a job interview? What questions should you ask and be ready to be asked in an interview? How can career opportunities match personal skills, interests and aptitudes?	Learning Targets: Give examples of positive personal characteristics (e.g., honesty, dependability, responsibility, integrity and loyalty). Identify career opportunities of interest; match personal interests and aptitudes. Build an ongoing awareness of personal abilities, skills, interests and motivation and determine how these fit with chosen career pathway. Identify the qualities employers may seek in a candidate.
Topic 1: Character Education	Length: 8 days
Standard(s): CD2, CD4	Academic Vocabulary: reputation, integrity, aptitude, values, service learning, intrinsic value, resume enhancement
Lesson Frame: Strengths and Weaknesses for Success	We will: identify individual personal characteristics and methods. I will: create a descriptive self bio of action words.
Lesson Frame: Service Learning Project	We will: discuss the 6 steps of service learning. I will: self-reflect on the 6 steps after completing a project.
Lesson Frame: FFA Motto & Genius Hours	We will: learn the 4 lines of the FFA Motto. I will: complete an exit ticket assessing self on the motto.
Performance Tasks: self biography creation, FFA motto evaluation, 6 steps of service learning reflection, personal surveys of strengths and weaknesses, Genius Hour Lessons	Notes:
Topic 2: Interviewing	Length: 7 days
Standard(s): CD4	Academic Vocabulary: business casual, scheduler, active dialogue, concise, timeline, interpersonal skills, hygiene
Lesson Frame: Pre-Interview	We will: review tips to prepare prior to the interview. I will: be aware of dos/don'ts.
Lesson Frame: Interview	We will: practice successful interviews. I will: participate in a mock interview.

Lesson Frame: Post-Interview	We will: learn what to do after an interview.
Performance Tasks: mock interviews, interview interactive notebook, dos/don'ts checklists, follow-up thank you notes, feedback activity	I will: practice responses when offered/not offered employment. Notes:

Unit Name: Workplace Ethics & Security	Length: 4 days
Standards: 4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills. 4C3: Students will communicate and collaborate with others to accomplish tasks and develop solutions to problems and opportunities. IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives.	Outcomes: Develop effective resolutions for a given problem, decision or opportunity using available information. Predict how an action could result in unintended consequences, both positive and negative. Choose appropriate sources of data and information for a given purpose.
Essential Questions: What are ethics and how does it affect your life? What are workplace violations in ethics and how can you navigate the situation? How do you you utilize information from a variety of sources to make an informed decision?	Learning Targets: Differentiate between problems and symptoms. Analyze the impact of a decision using a systems thinking model. Explain how information can be portrayed differently by groups with varying purposes and perspectives. Show organizational skills necessary to be a successful leader and citizen and practice those skills in real-life situations.
Topic 1: Ethics Violations	Length: 2 days
Standard(s): 4C2, 4C3, IMIT1	Academic Vocabulary: discrimination, conflict of interest, harassment, breach, policy, conduct, code
Lesson Frame: Ethical Scenarios of the World of Work	We will: discuss workplace ethics scenarios. I will: defend my position on scenarios.
Lesson Frame: Illegal Questions/Workplace	We will: learn about illegal interview and hiring questions. I will: formulate a response when asked a question that is not allowed.
Performance Tasks: ethics scenarios, ethics puzzles, teamwork challenge	Notes:
Topic 2: Workplace Cybersecurity	Length: 2 days
Standard(s): 4C3, IMT1	Academic Vocabulary: cyber security, passwords, data, insecure data, malware, PINs
Lesson Frame: Cybersecurity	We will: utilize a systems thinking model to learn about cybersecurity in the workplace. I will: create a systems thinking model.
Lesson Frame: Electronic Expectations	We will: review policies and expectations of electronic usage in the workplace. I will: complete a sorting exit ticket.
Performance Tasks: security rebus puzzle, word wall, categorization	Notes:

Unit Name: Goal Setting & Goal Burning	Length: 10 days
Standards: CD1: Students will consider, analyze and apply an awareness of self, identity and culture to identify skills and talents. CD3: Students will create and manage a flexible and responsive individualized learning plan to meet their career goals.	Outcomes: Identify personal strengths, aptitudes and passions. Demonstrate effective decision-making, problem solving and goal setting. Investigate the world of work in order to gain knowledge of self in order to make informed career decisions. Examine and evaluate opportunities that could enhance life and career plans and articulate plan to guide decisions and actions.
Essential Questions: What does it mean to burn your goals and trust the process? What education and steps are needed to reach personal and career goals?	Learning Targets: Evaluate various occupations and career pathways to identify personal, academic and career goals based on personal strengths, aptitudes and passions. Define a goal and describe why it is important to have goals. Identify long and short-term goals. Locate, evaluate and interpret career information. Describe educational levels (e.g., work-based learning, certificate, two-year, four-year and professional degrees) and performance skills needed to attain personal and career goals.
Topic 1: Chop Wood, Carry Water	Length: 4 days
Standard(s): CD1, CD3	Academic Vocabulary: adversity, sensei, warrior, goals
Lesson Frame: What does it mean to burn your goals?	We will: discuss the concept of "burn your goals". I will: reflect on the process of goals.
Lesson Frame: Persistence and Grit	We will: view TED TALK on grit and perseverance. I will: complete a self assessment.
Performance Tasks: reading from Chop Wood/Carry Water, personal beliefs essay, grit meter	Notes:
Topic 2: Goal Setting	Length: 6 days
Lesson Frame: Goal setting process.	We will: identify components of SMART goals. I will: write a goal in SMART format.
Lesson Frame: Understand the difference between a goal and a SMART goal.	We will: evaluate goals to see if they are in SMART format. I will: develop a personal SMART goal.
Lesson Frame: Growth Mindset	We will: review the concept of fixed vs. growth mindset. I will: reflect on personal goals.
Performance Tasks: FFA journey SMART goals, Smarties competition, Carol Dweck reading	Notes: