

Course Title: Forestry

Unit: 1	Career Opportunities
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> List employment opportunities in forestry.
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> Identify available jobs in forestry. Describe the duties associated with available jobs. Discuss educational requirements for available jobs in forestry. Compare benefits of available jobs in forestry.
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Essential Question(s):	<p>What criteria should a student use in selecting a career path? What resources are available to students conducting a job search?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>I. Career</p> <ol style="list-style-type: none"> A. Define work B. Employee Benefits <ol style="list-style-type: none"> 1. Insurance <ol style="list-style-type: none"> a. Major Medical b. Dental c. Vision 2. Retirement Plans <ol style="list-style-type: none"> a. 401K b. Stock Options 	<p>Research paper Job applications Cover letter Résumé Mock job interview</p>	<p>PowerPoint Presentation Computer Multimedia projector Internet access Sample job application</p>

Unit Assessment:	Tests, performance tasks, demonstrations, teacher observations
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Unit/Course CTSO Activity:	The content enforces leadership skills through career exploration.
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Unit/Course Culminating Product:	Students will become hireable citizens after gaining the knowledge of careers.
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Course/Program Credential(s): <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input type="checkbox"/> Other:
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Course Title: Forestry

Unit: 2	Safety
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> Identify potential hazards in Alabama forests, including topographical hazards, stinging insects, venomous spiders and snakes, and poisonous plants.
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> Identify potential hazards in forest management. Identify safety equipment used in forest management.
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Essential Question(s):	<p>What are some of the hazards faced by individuals working in forestry? What is some of the safety equipment used by foresters?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>I. Safety</p> <p>A. Potential Hazards</p> <ol style="list-style-type: none"> Topographical Falling branches Stinging insects Venomous spiders Venomous snakes Poisonous plants <p>B. Safety Equipment</p> <ol style="list-style-type: none"> Hardhat Safety Glasses Long-sleeved shirts Heavy trousers or chaps High-top Boots First Aid Kits 	<p>PowerPoint Presentation</p> <p>Virtual field trip using safety videos</p>	<p>LCD Projector</p> <p>Computer</p> <p>Whiteboards</p> <p>DVD/VCR player</p> <p>Safety videos</p> <p>Textbook</p>

Unit Assessment:	Participation in class discussion, participation in shop hazard identification, and safety test (100% mastery)
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Unit/Course CTSO Activity:	Incorporate safety practices into student's SAE project.
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Unit/Course Culminating Product:	Students will master shop safety by identifying mock safety hazards in the shop and by passing the safety portion of the lesson with a 100 on the shop safety test.
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Course/Program Credential(s): <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input type="checkbox"/> Other:

Course Title: Forestry

Unit: 3	History
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 3. Describe historical events that have influenced forestry in Alabama and the United States. <ul style="list-style-type: none"> • Comparing roles of Alabama forestry agencies
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Define forestry and explain the impact of the forest industry. 2. Identify important forestry developments that occurred in early American history. 3. Explain the major technological developments that have occurred in forestry. 4. Describe the importance of the Alabama Forestry Commission and the United States Department of Agriculture (USDA) Forest Service.
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Essential Question(s):	<p>How does the forestry industry influence the lives of citizens in Alabama and the world? What early developments influenced the forest industry of today?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>I. History</p> <p>A. Historical events</p> <ol style="list-style-type: none"> 1. Invention of the chainsaw 2. Utilization of power machinery 3. Use of Hydraulics in equipment <p>B. Roles of forest agencies</p> <ol style="list-style-type: none"> 1. Alabama Forestry Commission 2. US Forestry Service 	<p>Lecture and discussion Demonstrate use of an axe and chainsaw. Students compare cutting techniques. PowerPoint Presentation</p>	<p>Writing surface LCD projector Chainsaw Axe Personal Protective Equipment (PPE)</p>

Unit Assessment:	Tests, participation in discussion, teacher observations
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Unit/Course CTSO Activity:	Participate in the Forestry Career Development Event (CDE) and Supervised Agricultural Experiences in Forestry.
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Unit/Course Culminating Product:	Design a timeline charting the historical advancements of the forest industry.
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Course/Program Credential(s): <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input type="checkbox"/> Other:
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Course Title: Forestry

Unit: 4	Dendrology
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 4. Describe major parts of a tree and their functions. 5. Identify common forest trees of Alabama. <ul style="list-style-type: none"> • Comparing hardwood and softwood trees • Comparing gymnosperms and angiosperms
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Explain the functions of the various parts of a tree. 2. Explain tree taxonomy. 3. Identify major species of trees and their characteristics.
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Essential Question(s):	<p>What are the major parts of a tree and their functions? How are trees classified? What are the major species of trees and their characteristics?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>I. Dendrology</p> <p style="padding-left: 20px;">A. Tree parts and functions</p> <ol style="list-style-type: none"> 1. Crown <ol style="list-style-type: none"> a. Leaves for photosynthesis b. Produce nuts, fruits and berries 2. Trunk <ol style="list-style-type: none"> a. Useful wood of the tree b. Transport water and nutrients 3. Roots <ol style="list-style-type: none"> a. Anchor Tree b. Absorb water and nutrients c. Store excess food <p style="padding-left: 20px;">B. Common forest trees of Alabama</p>	<p>Lecture and Discussion PowerPoint presentation of tree species Tour campus identifying various tree species by characteristics Collect and assemble a leaf collection portfolio</p>	<p>Writing surface LCD projector 100 Forest Trees of Alabama Sample leaf collection portfolios Leaf press</p>

<ol style="list-style-type: none"> 1. Identifying features 2. Anatomy of leaf arrangements, composition, forms, margins, and fruits 3. Career development event species 		
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Unit Assessment:	Identification tests, participation in discussion, teacher observations, portfolios
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Unit/Course CTSO Activity:	All units in Forestry prepare students for the Forestry Career Development Event (CDE) and Supervised Agricultural Experiences in Forestry.
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Unit/Course Culminating Product:	Students will develop a collage of leaf samples from the available trees on the CDE.
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Course/Program Credential(s): <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input type="checkbox"/> Other:
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Course Title: Forestry

Unit: 5	Tree Measuring
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<p>Content Standard(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <p>6. Demonstrate the use of tree measurement tools. Examples: Biltmore stick, hypsometer, clinometer, tree calipers, tree diameter tape</p> <ul style="list-style-type: none"> • Describing techniques for measuring diameter at breast height (DBH) • Describing techniques for measuring total tree height • Describing techniques for measuring pulpwood at marketable height • Describing techniques for measuring sawlogs <p>7. Determine the volume of standing timber. Examples: using Doyle Log Rule, Scribner Log Rule, and International Log Rule</p> <ul style="list-style-type: none"> • Calculating forest product value using cords, board feet, and cubic feet <p>8. Describe various methods for cruising timber. Examples: line plot, strip, total</p> <ul style="list-style-type: none"> • Grading a tree for defects, size, and type to determine possible products • Determining techniques for timber stand improvement (TSI)
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<p>Learning Objective(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Describe common tools used for measuring trees. 2. Describe the common units of measure used in forestry. 3. Explain how to determine the diameter of a standing tree. 4. Explain how to measure the height of standing tree, pulpwood, and sawlogs. 5. Explain how to determine tree volume. 6. Identify methods for cruising timber. 7. Describe how to grade a tree. 8. Explain how to judge trees based on timber management objectives.
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<p>Essential Question(s):</p>	<p>What are the common units of measure used in forestry? How do I determine the diameter of a standing tree? How do I determine pulpwood and sawlog height? How do I determine tree volume? What are the methods for cruising timber? How do I determine what products may be obtained from a tree? How do I decide which trees should be left, harvested, or deadened?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
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<p>I. Tree measuring</p> <p>A. Tree measurement tools</p> <ol style="list-style-type: none"> 1. Biltmore stick 2. Hypsometer 3. Clinometer 4. Calipers 5. Diameter tape <p>B. Measuring</p> <ol style="list-style-type: none"> 1. Diameter 2. Total Height 3. Sawlogs 4. Pulpwood <p>C. Determining Volume</p> <ol style="list-style-type: none"> 1. Doyle Log Rule 2. Scribner Log Rule 3. International Log Rule <p>D. Tree grading</p> <p>E. TSI</p> <ol style="list-style-type: none"> 1. Harvest 2. Leave 3. Deaden 	<p>Lecture using the tools</p> <p>Memorization</p> <p>Lecture using PowerPoint Presentation</p> <p>Guided practice</p> <p>Collaborative learning</p> <p>General lecture</p>	<p>Biltmore stick</p> <p>Hypsometer</p> <p>Clinometer</p> <p>Calipers</p> <p>Diameter tape</p> <p>Whiteboard</p> <p>LCD Projector</p> <p>Computer</p> <p>Sample score card from CDE</p> <p>Doyle log rule</p> <p>Scribner log rule</p> <p>International log rule</p> <p>Sample completed Score card from CDE</p>
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Unit Assessment:	Tests, participation in discussion, teacher observations, performance examinations
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Unit/Course CTSO Activity:	Participate in the Forestry Career Development Event (CDE) and Supervised Agricultural Experiences in Forestry.
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Unit/Course Culminating Product:	Measure trees and do various calculations necessary in the forest industry.
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<p>Course/Program Credential(s): <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree</p> <p><input type="checkbox"/> Other:</p>

Course Title: Forestry

Unit: 6	Mapping
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <p>9. Interpret map characteristics and features.</p> <ul style="list-style-type: none"> • Locating various positions on a map • Using a scale to determine distance on maps • Identifying markings on a map <p style="padding-left: 40px;">Examples: colors, symbols, contour lines</p> <p>10. Demonstrate the use of mapping tools, including direction, elevation, and distance reading tools.</p> <ul style="list-style-type: none"> • Locating land corners and boundaries • Determining acreage using a legal land description, topographic map, and a hand compass • Describing how topographical maps combined with aerial photographs are used to identify the location of specific property • Describing uses of a Global Positional System (GPS) in forestry • Describing a legal land description, including townships, ranges, and sections • Comparing systems of land surveying <p style="padding-left: 40px;">Examples: rectangular, metes and bounds</p>
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify colors, symbols, elevation, distance, and other characteristics on a topographical map. 2. Utilize tools such as a compass to locate corners, boundaries, and direction on a map. 3. Demonstrate how combining a topographical map and aerial photograph can be used to identify location. 4. Demonstrate the uses of GPS in forestry. 5. Explain legal land description. 6. Compare various land surveying systems.
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Essential Question(s):	<p>What do the symbols and markings on a map mean?</p> <p>How do I locate my position on a map?</p> <p>How can I determine distance on a map?</p> <p>What are ways to determine acreage?</p> <p>How can a GPS be used in forestry?</p> <p>What is legal land description?</p> <p>What are the different systems of surveying land?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
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<p>I. Mapping</p> <p>A. Map characteristics and features</p> <ol style="list-style-type: none"> 1. Colors 2. Symbols 3. Contour lines 4. Distance scales <p>B. Determine acreage using:</p> <ol style="list-style-type: none"> 1. Legal Land description 2. Topographical maps 3. Hand compasses <p>C. Land surveying</p> <ol style="list-style-type: none"> 1. Rectangular 2. Metes and Bounds <p>D. GPS uses</p> <ol style="list-style-type: none"> 1. Parallel switching 2. Variable rate application 	<p>Collaborative learning for colors and symbols</p> <p>PowerPoint Presentation</p> <p>Demonstration using PowerPoint Presentation</p> <p>Experiment using compass by giving directions using distance and direction to small price</p> <p>Guided practice to demonstrate use of GPS</p>	<p>Topographical maps</p> <p>Symbol Key</p> <p>Guide to orienteering</p> <p>Whiteboard</p> <p>Computer</p> <p>LCD Projector</p> <p>Compass for each small group</p> <p>Small prize</p> <p>GPS equipment</p>
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Unit Assessment:	Tests, participation in discussion, teacher observations, performance examinations
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Unit/Course CTSO Activity:	Participate in the Forestry Career Development Event (CDE) and Supervised Agricultural Experiences in Forestry.
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Unit/Course Culminating Product:	Interpret a topographical map, measure distances in various ways, and be familiar with the uses of a GPS in forestry.
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<p>Course/Program Credential(s): <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree</p> <p><input type="checkbox"/> Other:</p>

Course Title: Forestry

Unit: 7	Silviculture
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<p>Content Standard(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 11. Compare methods of harvesting timber, including seed tree cutting, clear cutting, selection cutting, and shelter wood cutting. Identifying common harvesting techniques in forestry Examples: felling, bucking, skidding, loading 12. Compare artificial and natural reforestation methods. Identifying sources of tree seedlings Selecting methods for the handling and care of seedlings Evaluating tree planting methods 13. Explain the importance of prescribed burning.
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<p>Learning Objective(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Compare and contrast the various types of harvest cuttings. 2. Identify the major activities involved in harvesting forest trees. 3. Identify methods of reforestation. 4. Explain tree-planting guidelines. 5. Explain how to care for and plant a seedling. 6. Explain various factors that effect fire behavior.
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<p>Essential Question(s):</p>	<p>What are the methods of harvesting trees? How are trees harvested? What is the difference in natural and artificial reforestation? How should I plant and care for seedlings? Why is prescribed burning important? What effects fire behavior?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>I. Silviculture</p> <p style="padding-left: 20px;">A. Methods of harvesting timber</p> <ol style="list-style-type: none"> 1. Seed tree 2. Selective 3. Shelterwood 4. Clear cutting <p style="padding-left: 20px;">B. Important harvesting activities</p>	<p>PowerPoint Presentation Virtual field trip through videos Field trip to logging site Guest speaker from Forestry commission</p>	<p>Whiteboard LCD projector Computer Logging videos DVD/VCR player Transportation Participating logging company</p>

<ul style="list-style-type: none"> 1. Felling 2. Bucking 3. Delimiting 4. Skidding 5. Loading C. Reforestation methods <ul style="list-style-type: none"> 1. Artificial 2. Natural D. Prescribed burning <ul style="list-style-type: none"> 1. Importance 2. Fire behavior 		<p>Guest speaker Videos</p>
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Unit Assessment:	Tests, participation in discussion, teacher observations
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Unit/Course CTSO Activity:	Participate in the Forestry Career Development Event (CDE) and Supervised Agricultural Experiences in Forestry.
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Unit/Course Culminating Product:	
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Course/Program Credential(s): <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input type="checkbox"/> Other:
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Course Title: Forestry

Unit: 8	Forest Products
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <p>14. Describe chemical and physical properties of wood.</p> <p>15. Identify lumber, timber, and paper products produced from wood.</p> <ul style="list-style-type: none"> • Describing the process by which various forest products are made <p>16. Analyze characteristics of lumber to determine grade.</p> <p style="padding-left: 20px;">Examples: decay, splits, milling defects, knots, stains</p> <p>17. Describe wood treatment processes.</p> <p style="padding-left: 20px;">Examples: preservative oils, water-borne salts, pressure treatment techniques</p>
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Explain the chemical and physical characteristics of wood. 2. Discuss the various types of forest products and their uses. 3. Discuss the grading and selection of lumber. 4. Describe preservatives used for wood.
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Essential Question(s):	<p>What are the chemical characteristics of wood?</p> <p>What are the physical characteristics of wood?</p> <p>What are forest products?</p> <p>How are lumber and other wood products produced and processed?</p> <p>How is lumber graded and selected for use?</p> <p>What preservatives are used for wood?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>I. Forest Products</p> <p style="padding-left: 20px;">A. Chemical properties of wood</p> <ol style="list-style-type: none"> 1. Cellulose 2. Lignin <p style="padding-left: 20px;">B. Physical properties of wood</p> <ol style="list-style-type: none"> 1. Moisture Content 2. Non-porous 3. Porous 4. Resin Ducts or Canals 	<p>Lecture and discussion</p> <p>Demonstrations</p> <p>Experiments</p> <p>Laboratory</p> <p>Research</p> <p>Virtual field trip using video</p> <p>Brainstorming</p> <p>Demonstrations</p> <p>Games</p>	<p>Whiteboard</p> <p>Textbook</p> <p>Computer</p> <p>PowerPoint Presentation</p> <p>LCD projector</p> <p>Various species of wood</p> <p>Internet</p> <p>VCR/DVD player</p> <p>Forest products</p>

5. Resin
 6. Weight
 7. Bending
 8. Other
- C. Lumber, timber and paper products (More than 10,000 products)
1. Sawtimber
 - a. Lumber (1x4's, 2x6's, etc.)
 - b. Veneer and Plywood
 - c. Poles and Pilings
 - d. Crossties
 - e. Fuelwood
 - f. Other
 2. Pulpwood
 - a. Paper
 - b. Paperboard Products
 - c. Other
 3. Miscellaneous forest products
 - a. Wood Pallets
 - b. Furniture and Fixtures
 - c. Wood Charcoal
 - d. Handle Stock
 - e. Bark – mulch and fuel
 - f. Other
 4. Forest products processing
 - a. Forest Product Mills
 - b. Debarked
 - c. Sawed
 - d. Shaped
 - e. Peeled
 - f. Cooked
 - g. Glued
 - e. Dried
- D. Grading lumber
1. Classification and Grading
 - a. Common
 - b. 1
 - c. 2
 - d. 3
 - e. 4

<ul style="list-style-type: none"> 2. Characteristics or defects <ul style="list-style-type: none"> a. Appearance b. Strength c. Knots d. Checks e. Decay f. Stains g. Insect Damage h. Other E. Wood treatment processes <ul style="list-style-type: none"> 1. Preservative oils <ul style="list-style-type: none"> a. Coal-tar creosote b. Chlorinated Phenols c. Copper Naphthenate d. Other 2. Water-borne salts <ul style="list-style-type: none"> a. Zinc chloride b. Chromated zinc chloride c. Copperezed chromated zinc chloride d. Other 3. Non-pressure preservative treatments <ul style="list-style-type: none"> a. Superficial application (brushing, spraying, dipping or soaking) b. Cold-soaking c. Double-diffusion d. Hot-cold bath 		
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Unit Assessment:	Participation in discussion, tests, quizzes, teacher observations, experiments, projects, research
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Unit/Course CTSO Activity:	Participate in the Forestry Career Development Event (CDE) and Supervised Agricultural Experience Programs.
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**Unit/Course
Culminating
Product:**

Understanding of the chemical and physical properties, products, grading and wood treatment processes that are associated with the forest products industry.

Course/Program Credential(s): Credential Certificate Postsecondary Degree University Degree
 Other:

Course Title: Forestry

Unit: 9	Forest Protection
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <p>18. Identify causes of forest fires.</p> <ul style="list-style-type: none"> • Identifying fire fighting tools and methods
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Explain the fire triangle. 2. Describe the different types of forest fires. 3. Identify sources of forest fires. 4. Describe methods for controlling forest fires.
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Essential Question(s):	<p>What is the fire triangle?</p> <p>What are the most common sources of forest fires?</p> <p>Are there different types of forest fires?</p> <p>What effect have forest fires had on the types of forests in the United States?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>I. Forest Protection</p> <p>A. Components of fire triangle</p> <ol style="list-style-type: none"> 1. Fire 2. Oxygen 3. Heat <p>B. Types of forest fires</p> <ol style="list-style-type: none"> 1. Ground 2. Surface 3. Crown <p>C. Sources of forest fires</p> <ol style="list-style-type: none"> 1. Incendiary 2. Debris Burning 3. Smokers 4. Railroads 	<p>Lecture and discussion</p> <p>Demonstrate the effect of removing a component of the fire triangle with a candle.</p> <p>Virtual field trip using video</p>	<p>Whiteboard</p> <p>Textbook</p> <p>Computer</p> <p>PowerPoint Presentation</p> <p>LCD projector</p> <p>Candle and clear glass</p> <p>VCR/DVD player</p> <p>Internet</p>

<p>5. Lightning</p> <p>D. Methods of controlling forest fires</p> <ol style="list-style-type: none"> 1. Backfires 2. Firebreaks 3. Mechanical 4. Chemical 		
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<p>Unit Assessment:</p>	<p>Participation in discussion, tests, quizzes, teacher observations</p>
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<p>Unit/Course CTSO Activity:</p>	<p>Participate in the Forestry Career Development Event (CDE) and Supervised Agricultural Experience Programs.</p>
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<p>Unit/Course Culminating Product:</p>	<p>Understanding the importance and methods of fire protection.</p>
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<p>Course/Program Credential(s): <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree</p> <p><input type="checkbox"/> Other:</p>
