

Course Title: Introduction to Agriscience

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"> 1. Identify career opportunities within the agricultural industry.
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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 work and the benefits that people get from work. 2. Explain the meaning of career ladder and the relationship of occupations in agriculture to career success. 3. Explain entrepreneurship as related to occupations. 4. Name and describe the major areas of agriculture occupations based on the nature of the work. 5. Name and describe the major areas of agriculture occupations based on level of employment. 6. Identify the factors to consider in selecting an occupation in agriculture.
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Essential Question(s):	What is the importance of work?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>I. Career Opportunities</p> <p>A. Defining Work</p> <ol style="list-style-type: none"> 1. Attitudes 2. Employment 3. Benefits <ol style="list-style-type: none"> a. Wages (hourly, piece rate, salary) b. Fringe Benefits (vacations, insurance, retirement)Career Ladders 4. Careers 5. Jobs 6. Occupations <p>B. Entrepreneurship</p>	<p>5 + 1 Discussion Lecture with PowerPoint Internet Research</p>	<p>Lead Questions Computer Projector Interest Survey Web site</p>

<ul style="list-style-type: none"> 1. Risks/Benefits C. Nature of Agricultural work <ul style="list-style-type: none"> 1. Production Agriculture 2. Supplies and services 3. Product marketing 4. Forestry 5. Natural resources 6. Agricultural mechanics and technology D. Levels of agricultural employment <ul style="list-style-type: none"> 1. Professional 2. Managerial 3. Technical 4. Skilled 5. Semi-skilled 6. Unskilled E. Factors considered in choosing a career <ul style="list-style-type: none"> 1. Interests 2. Abilities 3. Education and training requirements 4. Nature of the work 5. Earnings 6. Location of occupation 7. Future 8. Family ties 		
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Unit Assessment:	Participation in discussion, research project, results from interview, oral presentation
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Unit/Course CTSO Activity:	Supervised Agricultural Experience
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Unit/Course Culminating Product:	Students will utilize the information gained from discussion and research to choose an agricultural related career that interests them.
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Course/Program Credential(s): Credential Certificate Postsecondary Degree University Degree
 Other:

Course Title: Introduction to Agriscience

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 safety rules and procedures required for working with hand and power tools in agricultural operations.
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> Explain the meaning of safety. List hazards found in agriscience laboratories. Identify and properly use personal protection equipment. Describe safety practices with hand tools and power tools.
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Essential Question(s):	Why is the study and practice of safety important in the agricultural laboratory?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Safety Technology Resources
<p>I. Safety</p> <p>A. Definition of safety</p> <p>B. Laboratory Safety Precautions</p> <ol style="list-style-type: none"> physical safety clothing safety tool safety material safety <p>C. Use of personal protection equipment</p> <ol style="list-style-type: none"> eyes hearing skin and body respiratory <p>D. Safe use of hand and power tools</p> <ol style="list-style-type: none"> hand tools portable power tools 	<p>10 + 2 Discussion</p> <p>5 + 1 Discussion</p> <p>Safety Video</p> <p>Demonstration</p> <p>Lead Questions</p>	<p>Lab Safety Book</p> <p>Television</p> <p>VCR/DVD</p> <p>Examples of tools</p>

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| 3. stationary power tools
4. electricity | | |
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Unit Assessment:	Tests, performance tasks, demonstrations, project
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Unit/Course CTSO Activity:	Supervised Agricultural Experience
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Unit/Course Culminating Product:	Students will demonstrate safe use of hand and power tools in the agricultural laboratory by completing a woodworking project.
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Course/Program Credential(s): <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input type="checkbox"/> Other:

Course Title: Introduction to Agriscience

Unit 3:	Impact of Agriculture
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 3. Determine the impact of the agricultural industry on the economies of Alabama, the United States, and the world. <ul style="list-style-type: none"> • Describing major factors in world consumer preferences 4. Describe basic human needs, including food, clothing, and shelter. <ul style="list-style-type: none"> • Describing benefits of an abundant, inexpensive, and safe food supply produced by United States farmers for the American population <p>Examples: abundance—independence from foreign food imports inexpensive—less income spent on food safe food supply—better overall health of populations</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. Summarize the reasons why agriculture contributes to the wealth of the nation. 2. Contrast agricultural imports and exports. 2. List agricultural products used to provide food. 3. Identify agricultural products used to provide clothing. 4. Identify agricultural products used to provide human shelter.
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Essential Question(s):	What impacts does the agricultural industry have on the lives of humans?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
I. Impact of agriculture <ol style="list-style-type: none"> A. Economic Impact <ol style="list-style-type: none"> 1. production 2. processing 3. distribution 4. retailing B. Imports/Exports <ol style="list-style-type: none"> 1. economic impact 2. effects of growing seasons 3. examples 4. distribution C. Basic Human Needs 	Alabama Ag Facts http://www.alfafarmers.org/pdfs/ag_facts_brochure.pdf 5 + 1 Discussion Brainstorming/Discussion Farming Feeds Alabama Video http://www.alfafarmers.org/media/videos/farming_feeds_alabama.wm v	Computer Projector Internet Textbook Lead Questions (How does agriculture provide all the basic human needs?) Computer Projector Internet

<ul style="list-style-type: none"> 1. food 2. clothing 3. shelter <p>D. Food Supply</p> <ul style="list-style-type: none"> 1. safety 2. price 3. availability 		
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Unit Assessment:	Tests, participation in discussion, research results
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Unit/Course CTSO Activity:	Public speaking
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Unit/Course Culminating Product:	Students will gain an understanding of the impact of agriculture on every aspect of their daily lives.
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Course/Program Credential(s): <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input type="checkbox"/> Other:

Course Title: Introduction to Agriscience

Unit 4:	Supervised Agricultural Experience
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 5. Describe criteria for selecting a SAE. <ul style="list-style-type: none"> • Identifying requirements of a SAE, including manageability, availability of facilities, financing, and record keeping <p>Examples: years in program, career interest, career advantages</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. List the criteria for selecting a SAE. 2. List the requirements of a SAE.
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Essential Question(s):	What are the characteristics of a good SAE program and what is necessary for accomplishment?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<ol style="list-style-type: none"> I. Supervised Agricultural Experience <ol style="list-style-type: none"> A. Criteria for selecting SAE <ol style="list-style-type: none"> 1. Available time 2. Interests 3. Possible career choice B. Requirements of a SAE <ol style="list-style-type: none"> 1. Manageability 2. Availability of facilities 3. Financing 4. Record keeping 	<p>PowerPoint Presentation/Discussion Discussion of successful SAE projects (Have older students present their SAEs)</p>	<p>Computer Projector Examples of SAEs</p>

Unit Assessment:	Participate in discussion, complete steps to create a SAE
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**Unit/Course
CTSO Activity:**

Students participate in a SAE.

**Unit/Course
Culminating
Product:**

Students will develop a plan for a SAE based on criteria and requirements.

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

Course Title: Introduction to Agriscience

Unit 5:	Leadership Development
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <p>6. Demonstrate qualities of leadership, including cooperation, citizenship, and communication.</p> <p>Examples: cooperation—teamwork citizenship—community service communication—written and verbal skills</p>
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <p>1. Define a leader and leadership. 2. State some major traits of a good leader.</p>
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Essential Question(s):	What are the characteristics of a good leader?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>I. Leadership Development</p> <p>A. Leader/Leadership</p> <ol style="list-style-type: none"> 1. definition 2. examples <p>B. Traits of a good leader</p> <ol style="list-style-type: none"> 1. cooperation 2. citizenship 3. communication 4. integrity 5. knowledge 6. courage 7. tact 8. enthusiasm 9. loyalty 	<p>Internet Research (Have students find examples of famous leaders and present a short description of their lives)</p> <p>10 + 1 Discussion Lecture with PowerPoint</p>	<p>Computer Internet Textbook Computer Projector FFA Student handbook FFA Manual</p>

Unit Assessment:	Participation in discussion, quizzes, research results and presentation
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Unit/Course CTSO Activity:	FFA Opening Ceremony, FFA Officer training, FFA Creed Speaking
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Unit/Course Culminating Product:	Students will understand and develop leadership skills needed to become a productive FFA member.
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Course/Program Credential(s): <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input type="checkbox"/> <input type="checkbox"/> Other:
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Course Title: Introduction to Agriscience

Unit: 6	Environmental Science
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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"> 7. Contrast sources of agricultural and nonagricultural pollution in water supplies. Examples: agricultural pollution—fertilizers, pesticides nonagricultural pollution—trash, industrial wastes 8. Differentiate renewable from nonrenewable natural resources. Examples: renewable—water, trees nonrenewable—fossil fuels 9. Compare methods of soil, water, and wildlife conservation. Examples: soil—cover cropping, wind breaks, no-till farming, terracing water—creating water reservoirs wildlife—restocking, following governmental regulations 10. Explain benefits of forests and woodlands. Examples: aesthetics, recreation, building materials, wildlife, water, air purification
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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. Define water quality and differentiate between agricultural pollution and nonagricultural pollution. 2. Explain natural resources and list differences between renewable and nonrenewable. 3. Define conservation; give examples of soil, water and wildlife conservation. 4. Discuss the importance of forests and woodlands.
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<p>Essential Question(s):</p>	<p>What are the effects of agriculture on the environment?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>I. Environmental Science</p> <ol style="list-style-type: none"> A. Water quality <ol style="list-style-type: none"> 1. agricultural pollution 2. nonagricultural pollution B. Natural Resources <ol style="list-style-type: none"> 1. renewable 2. nonrenewable C. Conservation <ol style="list-style-type: none"> 1. soil 2. water 	<p>5 + 1 Discussion Discussion Brainstorming (Have students make list of benefits of forests.)</p>	<p>Lead Questions Textbook Lead Questions</p>

<p>3. wildlife</p> <p>D. Benefits of Forests</p> <ol style="list-style-type: none"> 1. economic impact 2. aesthetics 3. recreation 4. building materials 5. wildlife 6. water purification 7. oxygen 8. paper 		
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<p>Unit Assessment:</p>	<p>Tests, research projects, essays, oral presentation</p>
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<p>Unit/Course CTSO Activity:</p>	<p>Setting goals for Proficiency award applications, Forestry CDE</p>
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<p>Unit/Course Culminating Product:</p>	<p>Students will have an understanding of the impact of agriculture on the environment and have an appreciation of natural resources.</p>
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<p>Course/Program Credential(s): <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree</p> <p><input type="checkbox"/> <input type="checkbox"/> Other:</p>

Course Title: Introduction to Agriscience

Unit 7:	Animal Science
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 11. Compare structure, size, and scale of various breeds of domesticated animals. <ul style="list-style-type: none"> • Describing the importance of domesticated animals • Describing the benefits of various breeds of domesticated animals
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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 importance of the domestication of animals. 2. Name and describe the various breeds of beef cattle, giving their origin and breed characteristics. 3. Name and describe the various breeds of swine, giving their origin and breed characteristics. 4. Name and describe the various breeds of sheep, giving their origin and breed characteristics. 5. Name and describe the various breeds of horses, giving their origin and breed characteristics. 6. Name and describe the various breeds of goats, giving their origin and breed characteristics. 7. Name and describe the various breeds of poultry, giving their origin and breed characteristics.
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Essential Question(s):	<p>How has the domestication of animals affected the agricultural industry? What characteristics are important in determining superior animals within a breed?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>I. Animal Science</p> <p>A. Domesticated animals</p> <ol style="list-style-type: none"> 1. definition 2. benefits <p>B. Breeds of beef cattle, swine, sheep, horses, goats, poultry</p> <ol style="list-style-type: none"> 1. origin 2. characteristics 	<p>10 + 1 Discussion Presentation Project (letter to breed associations) Video http://www.ansi.okstate.edu/breeds/</p>	<p>Lead Questions Breed Associations Addresses Television VCR/DVD Player Computer Internet Projector</p>

Unit Assessment:	Tests, oral presentation, research results
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**Unit/Course
CTSO Activity:**

Livestock CDE, proficiency award application

**Unit/Course
Culminating
Product:**

Students will understand the importance of the different breeds of domesticated animals and be able to discuss their characteristics.

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

Course Title: Introduction to Agriscience

Unit 8:	Plant Science
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 12. Explain the role of plants in the transfer of energy through food chains. 13. Describe the structure and function of seeds. <ul style="list-style-type: none"> • Describing proper handling, storage, and care of seeds 14. Distinguish fruits from vegetables. <ul style="list-style-type: none"> • Identifying locally grown fruits and vegetables 15. Explain the impact of fertilizers and pesticides on plant growth.
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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 way plants obtain energy from the soil and sun and pass it on to living creatures. 2. Discuss the structure and function of seeds. 3. List the differences between fruits and vegetables. 4. Explain the importance of fertilizing and applying pesticides to plants.
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Essential Question(s):	Why are seeds one of the most important links in the agricultural industry?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
I. Plant Science <ul style="list-style-type: none"> A. Food Chain <ol style="list-style-type: none"> 1. soil 2. plants 3. insects 4. animals B. Plant Seeds <ol style="list-style-type: none"> 1. structure 2. function 3. handling and care C. Fruits and Vegetables <ol style="list-style-type: none"> 1. characteristics of fruit 2. characteristics of vegetables 3. identify local varieties of each 	5 + 1 Discussion 5 + 1 Discussion Seed germination project Collaborative Learning (Bring in various locally grown fruits and vegetables and allow small groups of students to determine if it is a fruit or a vegetable) Note-Taking Worksheet 5 + 1 Discussion	Lead Questions Textbook Lead Question Textbook Seeds and growing materials Local fruits and vegetables Textbook Lead Questions

<p>D. Fertilizer</p> <ol style="list-style-type: none"> 1. essential plant nutrients and functions 2. methods of application <p>E. Pesticides</p> <ol style="list-style-type: none"> 1. advantages/disadvantages 2. methods of applications 3. types of pesticides <ol style="list-style-type: none"> a. herbicides b. insecticides c. fungicides d. other 		
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Unit Assessment:	Tests, participation in discussion, report on experiment
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Unit/Course CTSO Activity:	Fruit and Vegetable Production Proficiency, Nursery Operations Proficiency Awards
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Unit/Course Culminating Product:	Students will create a poster demonstrating their knowledge of seed germination.
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Course/Program Credential(s): <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input type="checkbox"/> Other:

Course Title: Introduction to Agriscience

Unit 9:	Technology and Biotechnology
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <p>16. Analyze biotechnology to determine benefits to the agriculture industry. Examples: improved productivity, medical advancements, environmental benefits</p> <p>17. Describe technology used in the agricultural industry. Examples: remote sensing, robotics, global positioning systems (GPS), geographical information systems (GIS), electronic reference sources, data management software</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. Define biotechnology. 2. Describe applications of biotechnology in agriscience. 3. Explain the benefits of biotechnology to agriscience. 4. Describe applications of technology in agriscience.
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Essential Question(s):	How does biotechnology directly affect the lives of humans?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
I. Technology and Biotechnology <ul style="list-style-type: none"> A. Biotechnology <ol style="list-style-type: none"> 1. definition 2. examples <ul style="list-style-type: none"> a. reproductive technology b. genetic engineering 3. benefits <ul style="list-style-type: none"> a. improved productivity b. medical advancements c. environmental benefits B. Technology <ol style="list-style-type: none"> 1. definition 2. examples <ul style="list-style-type: none"> a. remote sensing b. Global Positioning System (GPS) 	10 + 1 Discussion PowerPoint Video Group investigation and report	Textbook Computer Projector Television VCR/DVD Internet Ag related magazines

- c. Geographical Information Systems(GIS)
- d. electronic reference sources
- e. data management software

Unit Assessment:

Test, participation in discussion, report on research

Unit/Course CTSO Activity:

Public Speaking CDE

Unit/Course Culminating Product:

Students will report on technology and biotechnology in agriculture from their Internet and magazine research.

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

Course Title: Introduction to Agriscience

Unit 10:	Agribusiness
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <p>18. Explain the importance of agribusiness marketing skills, including salesmanship, customer service, and advertising.</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 concept of product marketing. 2. Discuss how selling is a part of marketing. 3. Discuss the importance of customer service. 4. Explain the benefits of advertising. 5. Examine examples of quality advertising.
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Essential Question(s):	How is the development of marketing skills essential to the success of an agribusiness?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>I. Marketing Skills</p> <p>A. Define marketing</p> <ol style="list-style-type: none"> 1. steps in the marketing process <ol style="list-style-type: none"> a. planning b. assembling c. grading d. transporting e. storing f. processing g. packaging h. promoting i. distributing j. selling <p>B. Salesmanship/Customer Service</p> <ol style="list-style-type: none"> 1. Characteristics of a good salesman <ol style="list-style-type: none"> a. preparation 	<p>10 + 2 discussion</p> <p>Simulation of good and bad salesmanship/customer service</p> <p>Group presentation project (create a poster board showing examples of agricultural related advertising)</p>	<p>Lead Questions</p> <p>Scenarios</p> <p>Examples of advertising (magazines, newspaper, etc.)</p>

<ul style="list-style-type: none"> b. understanding the customer c. product knowledge d. sales presentation e. handling customer objections f. closing the sale g. follow up <p>C. Advertising</p> <ul style="list-style-type: none"> 1. Functions <ul style="list-style-type: none"> a. create awareness b. provide information 2. Methods <ul style="list-style-type: none"> a. TV b. radio c. newspaper d. direct mail e. word of mouth 		
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Unit Assessment:	Test, oral presentation, group project
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Unit/Course CTSO Activity:	Keeping an SAE record book
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Unit/Course Culminating Product:	Students will create a poster board showing quality agricultural marketing and advertising.
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Course/Program Credential(s): <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input type="checkbox"/> Other:

Course Title: Introduction to Agriscience

Unit 11:	Woodworking
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <p>19. Interpret a woodworking project plan.</p> <ul style="list-style-type: none"> • Identifying whole number and fractional designations on a standard ruler • Recognizing uses of basic woodworking tools and materials • Demonstrating techniques for sanding and finishing wood
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Read a ruler to 1/16th of an inch. 2. Identify basic woodworking tools. 3. Identify basic woodworking materials. 4. Demonstrate proper sanding and finishing of wood.
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Essential Question(s):	What skills are necessary for a student to successfully complete a woodworking project?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>I. Woodworking</p> <p>A. Measurement</p> <ol style="list-style-type: none"> 1. tape measure 2. ruler <p>B. Woodworking Tools</p> <ol style="list-style-type: none"> 1. hand tools 2. portable power tools 3. stationary power tools <p>C. Finishing</p> <ol style="list-style-type: none"> 1. sanding 2. staining 3. finishing 	<p>Game: The Ruler Game Website http://www.globalclassroom.org/rulergame200/index.html</p> <p>Measurement worksheets</p> <p>Demonstration</p> <p>Demonstration</p>	<p>Computer</p> <p>Internet</p> <p>Projector</p> <p>Tools</p> <p>Wood, sandpaper, stain, finish</p>

Unit Assessment:	Measurement tests, woodworking project
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**Unit/Course
CTSO Activity:**

Agricultural Mechanics SAE

**Unit/Course
Culminating
Product:**

Students will demonstrate woodworking skills in the successful completion of a woodworking project.

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