|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Framework Title: Agribusiness Systems (ABS)** | | | | | | | | |
| **CIP Code: 010101, 010102, 010103, 010104, 010105, 010106** | | | | | **Total Framework Hours up to: 180 up to 540** | | | |
| **Course: Ag Business & Management Level 1, 2, 3** | | | | | **Exploratory Preparatory** | | | |
| **Career Cluster: AFNR Cluster Pathway: Agribusiness Systems (ABS) Date Last Modified: 11/12/10** | | | | | | | | |
| **National Standards: Mathematics – M; Science – S; Language Arts – LA; Social Studies – SS;** | | | | | | | | |
| **Pathway Content Standard:**  The student will demonstrate competence in the application of principles and techniques for the development and management of agribusiness systems. | | | | | | | | |
| |  |  |  | | --- | --- | --- | | **Performance Element Assessed:** | | | | *SAE.01. This course will include instruction in and Student involvement in Supervised Agriculture Experience Projects (SAE).* | | | | ***STANDARDS AND PERFORMANCE INDICATORS*** | | | | **Performance Indicator: SAE.01.01. The Students will establish and conduct Supervised Agriculture Experience Projects (SAE) as an integral part of an Agriculture Education program. This information is taught at the beginning of the course. Total Learning Hours: 5 to 10 hours** | | | | **Level I=Basic Level II=Core Level III=Advanced** | | Standards | | **Level I, II, III** | **Performance Indicators** |  | | SAE.01.01.a. | Explain the history of SAE. |  | | SAE.01.01.b. | Explain the benefits of SAE projects to skill development, leadership and career success. |  | | SAE.01.01.c. | Explain the connection between SAE and FFA. |  | | **SAE.01.01.d.** | Explain the five types of SAE. (Entrepreneurship, Placement, Research, Exploratory, Improvement) |  | | SAE.01.01.e. | Explore ideas for SAE projects. |  | | SAE.01.01.f. | Explain how SAE projects support academic achievement. |  | | SAE.01.01.g. | Select and establish an SAE project. | | | SAE.01.01.h. | Explain and keep records on established SAE projects. | | | SAE.01.01.i. | Explain SAE project Supervision, visitation and assessment. | | | SAE.01.01.j. | Explain how SAE projects benefit the community. | | | SAE.01.01.k. | Seek recognition for SAE project accomplishments. | | | SAE.01.01.l. | Explain the three circle concept for SAE, FFA Leadership, Classroom/Laboratory in an Agriculture Education program. | | | | | | | | | | |
| **Performance Element Assessed:** | | | | | | | | |
| . **ABS.01. Performance Element: Utilize economic principles to establish and manage an AFNR enterprise.** | | | | | | | | |
| ***PERFORMANCE INDICATOR(S)*** | | | | | | | | |
| **Performance Indicator(s):**  **CS.01.01. Performance Indicator:** Action: Exhibit the skills and competencies needed to achieve a desired result. SS 4D, 4H  **ABS.01.01. Performance Indicator:** Apply principles of capitalism in the business environment. SS 7B, 7G  **ABS.01.02. Performance Indicator:** Apply principles of entrepreneurship in businesses. SS 7D | | | | | | | | |
| **Number Performance: Level I=Basic Level II=Core Level III=Advanced** | | | | | | | | Standard # |
| **ABS.01.01.01.a.** | | Recognize principles of capitalism as related to AFNR businesses. **Level I** | | | | | |  |
| **ABS.01.01.01.b.** | | Differentiate types of ownership and outline the structure of AFNR businesses in a capitalistic economic system. Level II | | | | | |  |
| **ABS.01.01.01.c.** | | Execute supply-and-demand principles in AFNR businesses. Level III | | | | | |  |
| **ABS.01.02.01.a.** | | Describe the meaning, importance and economic impact of entrepreneurship. Level I | | | | | |  |
| **ABS.01.02.01.b.** | | Classify the characteristics of successful entrepreneurs in AFNR businesses. Level II | | | | | |  |
| **ABS.01.02.01 c.** | | Demonstrate entrepreneurship, including idea generation, opportunity analysis and risk assessment. Level III | | | | | |  |
|  |  | | | | | | | |
| **Social Studies – Civics** | | | | | | | | |
|  |  | | | | | | | |
| **Writing** | | | | | | | | |
|  |  | | | | | | | |
| **Art** | | | | | | | | |
|  |  | | | | | | | |
| **Science Standards** | | | | | | | | |
|  |  | | | | | | | |
| **Mathematics Standards** | | | | | | | | |
|  |  | | | | | | | |
| ***SKILLS*** | | | | | | | | |
| **Leadership:** | | | | | | | | |
| **Employability:** | | | | | | | | |
| **Analytical, Logical & Creative Thinking (check those that students will demonstrate in this lesson):** | | | | | | | | |
| Observe  Patterns  Sequence  Classify  Compare/Contrast  Predict | | | Cause/Effect  Fact/Opinion  Main Idea  Summary  Point of View  Analysis | Finding Evidence  Evaluation  Detect Bias  Inference  Conclusion  Metacognition | | Reasoning  Problem Solving  Goal Setting  Fluency  Elaboration  Flexibility | Originality  Risking  Inquisitiveness  Attending  Persistence  Precision | |
| **Relevance to Work:** | | | | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Performance Assessments** | | | |
| **ABS.02. Performance Element: Utilize appropriate management planning principles in AFNR**  **business enterprises.** | | | |
| ***STANDARDS AND PERFORMANCE INDICATORS*** | | | |
| **Performance Indicator:**  **CS.01.03. Performance Indicator:** Vision: Establish a clear image of what the future should look like.SS 4A, 4D, 4H  **ABS.02.01. Performance Indicator:** Compose and analyze a business plan for an enterprise. LA 3, 4, 5, 7, 8 SS 7H  **ABS.02.02. Performance Indicator:** Read, interpret, evaluate and write a mission statement to guide business goals, objectives and resource allocation. LA 3, 4, 5, 8  **ABS.02.03. Performance Indicator:** Apply appropriate management skills to organize a business. LA 12, SS 7F  **ABS.02.04. Performance Indicator:** Recruit, train and retain appropriate and productive human resources for businesses. LA 4, 9 | | | |
| **Number Performance: Level I=Basic Level II=Core Level III=Advanced** | | | **Standard #** |
|  | | |  |
| **ABS.02.01.01.a.** | Recognize quality AFNR business plan components that have been developed using the SMART (specific, measurable, attainable, realistic and timely) format. Level 1 |  | |
| **ABS.02.01.01.b.** | Identify components of business plans and demonstrate how to write such components using the SMART format. Level II |  | |
| **ABS.02.01.01.c.** | Prepare and critique AFNR business plans. Level III |  | |
| **ABS.02.01.02.a.** | Identify and observe ethical standards in planning and operating AFNR businesses. Level 1 |  | |
| **ABS.02.01.02.b.** | Observe appropriate laws and regulations in planning and operating AFNR businesses. Level II |  | |
| **ABS.02.01.02.c.** | Utilize methods of AFNR business enterprise analysis, such as SWOT (strengths, weaknesses, opportunities and threats). Level III |  | |
| **ABS.02.03.01.a.** | Identify organizational structures and chains of command in AFNR businesses. Level 1 |  | |
| **ABS.02.03.01.b.** | Identify management types in AFNR businesses. Level II |  | |
| **ABS.02.03.01.c.** | Implement management approaches to assure efficiency and profitability. Level III |  | |
| **ABS.02.03.02.a** | Identify appropriate local, state, federal, international and industry regulations for AFNR businesses. Level 1 |  | |
| **ABS.02.03.02.b.** | Prepare and deliver AFNR business presentations that include customers served, sources of inputs and how a business produces goods and services. Level II |  | |
| **ABS.02.03.02.c.** | Create an organizational chart for an AFNR business. Level III |  | |
| **ABS.02.04.01.a.** | Identify the meaning and functions of human resources in AFNR businesses. Level 1 |  | |
| **ABS.02.04.01.b.** | Determine appropriate human resources for AFNR businesses. Level II |  | |
| **ABS.02.04.01.c.** | Write job descriptions for specific positions in an AFNR business. Level III |  | |
| **ABS.02.04.02.a.** | Identify usual employee benefits in AFNR businesses. Level 1 |  | |
| **ABS.02.04.02.b.** | Design a career development and training plan for employees of an AFNR business. Level II |  | |
| **ABS.02.04.02.c.** | Create a recruitment and evaluation program for employees in an AFNR business. Level III |  | |
| **ABS.02.04.03.a.** | Explain the meaning and importance of employee relations, including communication. Level 1 |  | |
| **ABS.02.04.03.b.** | Establish and maintain appropriate records and reports on human resources. Level II |  | |
| **ABS.02.04.03.c.** | Determine and follow appropriate regulations in recruiting, hiring and promoting personnel. Level III |  | |
| **ABS.02.04.04.a.** | Identify the meaning and nature of employee compensation. Level 1 |  | |
| **ABS.02.04.04.b.** | Design a legally compliant and competitive compensation plan for AFNR business employees. Level II |  | |
| **ABS.02.04.04.c.** | Devise a compensation plan to equitably compensate, motivate and recognize productivity of human resources. Level III |  | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***EALRs, GLEs, Math and Science Standards (Taught & Assessed in Standards)***  ***(Samples included below of GLEs, EALRS, Math and Science Standards must be modified for district frameworks)*** | | | | | |
| **Reading** | | | | | |
|  |  | | | | |
| **Communications** | | | | | |
|  |  | | | | |
| **Social Studies – Civics** | | | | | |
|  |  | | | | |
| **Writing** | | | | | |
|  |  | | | | |
| **Art** | | | | | |
|  |  | | | | |
| **Science Standards** | | | | | |
|  |  | | | | |
| **Mathematics Standards** | | | | | |
|  |  | | | | |
| ***SKILLS*** | | | | | |
| **Leadership:** | | | | | |
| **Employability:** | | | | | |
| **Analytical, Logical & Creative Thinking (check those that students will demonstrate in this lesson):** | | | | | |
| Observe  Patterns  Sequence  Classify  Compare/Contrast  Predict | | Cause/Effect  Fact/Opinion  Main Idea  Summary  Point of View  Analysis | Finding Evidence  Evaluation  Detect Bias  Inference  Conclusion  Metacognition | Reasoning  Problem Solving  Goal Setting  Fluency  Elaboration  Flexibility | Originality  Risking  Inquisitiveness  Attending  Persistence  Precision |
| **Relevance to Work:**. | | | | | |

|  |  |  |
| --- | --- | --- |
| **Performance Assessments** | | |
| **ABS.03. Performance Element: Utilize record keeping to accomplish AFNR business objectives**  **while complying with laws and regulations.** | | |
| ***STANDARDS AND PERFORMANCE INDICATORS*** | | |
| **Performance Indicator: Total Learning Hours:**  **CS.01.04. Performance Indicator:** Character: Conduct professional and personal activities based on virtues. SS 4C, 4F  **ABS.03.01. Performance Indicator:** Prepare and maintain all files needed to accomplish effective record keeping. M 5A, 6B, LA 8  **ABS.03.02. Performance Indicator:** Implement appropriate inventory management practices. LA 8 | | |
| **Number Performance: Level I=Basic Level II=Core Level III=Advanced** | | **Standard #** |
| **ABS.03.01.01.a.** | Maintain production and agribusiness records. Level 1 |  |
| **ABS.03.01.01.b.** | Analyze records to improve efficiency and profitability of an AFNR business. Level II |  |
| **ABS.03.01.01.c.** | Apply management information systems in AFNR business financial analysis. Level III |  |
| **ABS.03.02.01.a.** | Monitor inventory to maintain optimal levels and calculate costs of carrying input and output inventory. Level 1 |  |
| **ABS.03.02.01.b.** | Use computer technology in inventory management and reporting, including spreadsheets, databases, word processing, networked systems and the Internet. Level II |  |
| **ABS.03.02.01.c.** | Apply logistics management strategies. Level III |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***EALRs, GLEs, Math and Science Standards (Taught & Assessed in Standards)***  ***(Samples included below of GLEs, EALRS, Math and Science Standards must be modified for district frameworks)*** | | | | | |
| **Reading** | | | | | |
|  |  | | | | |
| **Communications** | | | | | |
|  |  | | | | |
| **Social Studies – Civics** | | | | | |
|  |  | | | | |
| **Writing** | | | | | |
|  |  | | | | |
| **Art** | | | | | |
|  |  | | | | |
| **Science Standards** | | | | | |
|  |  | | | | |
| **Mathematics Standards** | | | | | |
|  |  | | | | |
| ***SKILLS*** | | | | | |
| **Leadership:** | | | | | |
| **Employability:** | | | | | |
| **Analytical, Logical & Creative Thinking (check those that students will demonstrate in this lesson):** | | | | | |
| Observe  Patterns  Sequence  Classify  Compare/Contrast  Predict | | Cause/Effect  Fact/Opinion  Main Idea  Summary  Point of View  Analysis | Finding Evidence  Evaluation  Detect Bias  Inference  Conclusion  Metacognition | Reasoning  Problem Solving  Goal Setting  Fluency  Elaboration  Flexibility | Originality  Risking  Inquisitiveness  Attending  Persistence  Precision |
| **Relevance to Work:**. | | | | | |

|  |  |  |
| --- | --- | --- |
| **Performance Assessments** | | |
| **ABS.04. Performance Element: Apply generally accepted accounting principles and skills to manage cash budgets, credit budgets and credit for AFNR businesses.** | | |
| ***STANDARDS AND PERFORMANCE INDICATORS*** | | |
| **Performance Indicator: Total Learning Hours:**  **ABS.04.01. Performance Indicator:** Use accounting fundamentals to accomplish dependable bookkeeping and fiscal management. M 1C, 5A, 5C, SS 7H  **CS.01.06. Performance Indicator:** Continuous Improvement: Pursue learning and growth opportunities related to professional and personal aspirations. S A4, LA 8, SS 4H | | |
| **Number Performance: Level I=Basic Level II=Core Level III=Advanced** | | **Standard #** |
| **ABS.04.01.01.a.** | Budget resources, as applied to the AFNR business, including capital, human, financial and time. Level 1 |  |
| **ABS.04.01.01.b.** | Manage assets, including credit, for agribusiness goal achievement. Level II |  |
| **ABS.04.01.01.c.** | Manage resources to minimize liabilities and maximize profit. Level III |  |
| **ABS.04.01.02.a.** | Identify financial concepts associated with production and profit. Level 1 |  |
| **ABS.04.01.02.b.** | Use accounting information to estimate the cost of goods sold and margins on the goods. Level II |  |
| **ABS.04.01.02.c.** | Evaluate characteristics of lines of credit, loan terms and alternatives in sources of capital. Level III |  |
| **ABS.04.01.03.a.** | Explain the importance of return on investment for an agribusiness enterprise. Level 1 |  |
| **ABS.04.01.03.b.** | Analyze reporting requirements for income, property and employment taxes associated with small AFNR businesses. Level II |  |
| **ABS.04.01.03.c.** | Utilize accountants in AFNR business management. Level III |  |
|  |  |  |
|  |  |  |
|  | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***EALRs, GLEs, Math and Science Standards (Taught & Assessed in Standards)***  ***(Samples included below of GLEs, EALRS, Math and Science Standards must be modified for district frameworks)*** | | | | | |
| **Reading** | | | | | |
|  |  | | | | |
| **Communications** | | | | | |
|  |  | | | | |
| **Social Studies – Civics** | | | | | |
|  |  | | | | |
| **Writing** | | | | | |
|  |  | | | | |
| **Art** | | | | | |
|  |  | | | | |
| **Science Standards** | | | | | |
|  |  | | | | |
| **Mathematics Standards** | | | | | |
|  |  | | | | |
| ***SKILLS*** | | | | | |
| **Leadership:** | | | | | |
| **Employability:** | | | | | |
| **Analytical, Logical & Creative Thinking (check those that students will demonstrate in this lesson):** | | | | | |
| Observe  Patterns  Sequence  Classify  Compare/Contrast  Predict | | Cause/Effect  Fact/Opinion  Main Idea  Summary  Point of View  Analysis | Finding Evidence  Evaluation  Detect Bias  Inference  Conclusion  Metacognition | Reasoning  Problem Solving  Goal Setting  Fluency  Elaboration  Flexibility | Originality  Risking  Inquisitiveness  Attending  Persistence  Precision |
| **Relevance to Work:** | | | | | |

|  |  |  |
| --- | --- | --- |
| **Performance Assessments** | | |
| **ABS.05. Performance Element: Assess accomplishment of goals and objectives by an AFNR**  **business.** | | |
| ***STANDARDS AND PERFORMANCE INDICATORS*** | | |
| **Performance Indicator:**  **Total Learning Hours:**  **ABS.05.01. Performance Indicator:** Maintain and interpret financial information (income statements, balance sheets, inventory, purchase orders, accounts receivable and cash-flow analyses) for businesses. M 1C, 5A, 5C, LA 8  **CS.03.01. Performance Indicator:** Communication: Demonstrate oral, written and verbal skills. LA 4, 5, 12 | | |
| **Number Performance: Level I=Basic Level II=Core Level III=Advanced** | | **Standard #** |
| **ABS.05.01.01.a.** | Identify accounting information in AFNR business reporting and management. Level 1 |  |
| **ABS.05.01.01.b.** | Maintain accounting information needed to prepare an income statement, balance sheet and cash-flow analysis for an AFNR business. Level II |  |
| **ABS.05.01.01.c.** | Interpret financial information for an AFNR business to determine profitability, net worth position, financial ratios, performance measures and ability to meet cash-flow requirements. Level III |  |
| **ABS.05.01.02.a.** | Name and explain the impact of external economic factors on an AFNR business. Level 1 |  |
| **ABS.05.01.02.b.** | Recognize how changes in prices of inputs and/or outputs influence the financial statements of an AFNR business. Level II |  |
| **ABS.05.01.02.c.** | Predict the consequences of delayed payment of expenses, prepayment of expenses and delayed receipts on a financial statement. Level III |  |
| **ABS.05.01.03.a.** | Identify information needed for an AFNR business manager to monitor performance on a daily, weekly, monthly, quarterly and annual basis. Level 1 |  |
| **ABS.05.01.03.b.** | Interpret business performance data. Level II |  |
| **ABS.05.01.03.c.** | Conduct a breakeven analysis for an AFNR business. Level III |  |
| **ABS.05.01.04.a.** | Calculate percentages, ratios and related business applications. Level 1 |  |
| **ABS.05.01.04.b.** | Summarize financial data for use in preparing various business financial statements. Level II |  |
| **ABS.05.01.04.c.** | Interpret and evaluate financial statements, including income statements, balance sheets and cash-flow analyses. Level III |  |
|  | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***EALRs, GLEs, Math and Science Standards (Taught & Assessed in Standards)***  ***(Samples included below of GLEs, EALRS, Math and Science Standards must be modified for district frameworks)*** | | | | | |
| **Reading** | | | | | |
|  |  | | | | |
| **Communications** | | | | | |
|  |  | | | | |
| **Social Studies – Civics** | | | | | |
|  |  | | | | |
| **Writing** | | | | | |
|  |  | | | | |
| **Art** | | | | | |
|  |  | | | | |
| **Science Standards** | | | | | |
|  |  | | | | |
| **Mathematics Standards** | | | | | |
|  |  | | | | |
| ***SKILLS*** | | | | | |
| **Leadership:** | | | | | |
| **Employability:** | | | | | |
| **Analytical, Logical & Creative Thinking (check those that students will demonstrate in this lesson):** | | | | | |
| Observe  Patterns  Sequence  Classify  Compare/Contrast  Predict | | Cause/Effect  Fact/Opinion  Main Idea  Summary  Point of View  Analysis | Finding Evidence  Evaluation  Detect Bias  Inference  Conclusion  Metacognition | Reasoning  Problem Solving  Goal Setting  Fluency  Elaboration  Flexibility | Originality  Risking  Inquisitiveness  Attending  Persistence  Precision |
| **Relevance to Work:** | | | | | |

|  |  |  |
| --- | --- | --- |
| **Performance Assessments** | | |
| **ABS.06. Performance Element: Use industry-accepted marketing principles to accomplish**  **AFNR business objectives.** | | |
| ***STANDARDS AND PERFORMANCE INDICATORS*** | | |
| **Performance Indicator: Total Learning Hours:**  **CS.05.01. Performance Indicator:** Manage organizational structures and processes to better serve customers. SS 7A  **ABS.06.01. Performance Indicator:** Conduct appropriate market and marketing research. SS 7B, 7H  **ABS.06.02. Performance Indicator:** Develop a marketing plan. LA 3, 5, 7, 8, SS 7B, 7H  **ABS.06.03. Performance Indicator:** Develop strategies for marketing plan implementation. SS 7B, 7H  **ABS.06.04. Performance Indicator:** Develop specific tactics to market AFNR products and services. SS 7B, 7G, 7H  **ABS.06.05. Performance Indicator:** Merchandise products and services to achieve specific marketing goals. LA 4, SS 7B, 7D | | |
| **Number Performance: Level I=Basic Level II=Core Level III=Advanced** | | **Standard #** |
| **ABS.06.01.01.a.** | Investigate the meaning and methods of marketing in AFNR as related to agricultural commodities, products and services and to agricultural goods in domestic and international markets. Level 1 |  |
| **ABS.06.01.01.b.** | Apply benefit/cost analysis to marketing in AFNR businesses. Level II |  |
| **ABS.06.01.01.c.** | Implement and evaluate marketing strategies with agricultural commodities, products and services. Level III |  |
| **ABS.06.01.02.a.** | Describe functions in agricultural marketing. Level 1 |  |
| **ABS.06.01.02.b.** | Assess the presence of marketing infrastructure for agricultural commodities. Level II |  |
| **ABS.06.01.02.c.** | Evaluate alternative marketing strategies, such as valueadding, branding and niche marketing, and propose and implement appropriate modifications to achieve AFNR business goals. Level III |  |
| **ABS.06.02.01.a.** | Identify the purpose, components and developmental processes of marketing plans. Level 1 |  |
| **ABS.06.02.01.b.** | Perform a marketing analysis, including evaluation of the competitors, customers, international and domestic policy environment, regulations and rules, standards and AFNR business resources. Level II |  |
| **ABS.06.02.01.c.** | Establish marketing plan goals/objectives, including monitoring, measuring and analyzing goal achievement. Level III |  |
| **ABS.06.03.01.a.** | Identify and use strategies frequently employed in marketing programs, including those used in niche markets. Level 1 |  |
| **ABS.06.03.01.b.** | Determine marketing strategies that are most likely to be effective in an AFNR business. Level II |  |
| **ABS.06.03.01.c.** | Revise marketing strategies based on monitoring and measurement information for target customer base. Level III |  |
| **ABS.06.04.01.a.** | Explain the meaning and use of the four Ps (product, place, price and promotion) in marketing. Level 1 |  |
| **ABS.06.04.01.b.** | Develop advertising campaigns that promote products and services. Level II |  |
| **ABS.06.04.01.c.** | Implement sales goals and incentive programs, and identify pricing strategies used by competitors. Level III |  |
| **ABS.06.05.01.a.** | Identify, explain and organize components of the sales process. Level 1 |  |
| **ABS.06.05.01.b.** | Develop effective customer relationships using approaches that are consistent and comprehensive. Level II |  |
| **ABS.06.05.01.c.** | Monitor marketing approaches to determine effectiveness in goal achievement, and make needed changes in such approaches. Level III |  |
| **ABS.06.05.02.a.** | Develop strategies to gain new customers. Level 1 |  |
| **ABS.06.05.02.b.** | Devise sales practices to achieve goals effectively and efficiently. Level II |  |
| **ABS.06.05.02.c.** | Prepare and make sales presentations. Level III |  |
| **ABS.06.05.03.a.** | Identify and maintain needed sales records. Level 1 |  |
| **ABS.06.05.03.b.** | Use strategies to follow up sales to provide post-sales service. Level II |  |
| **ABS.06.05.03.c.** | Intercept, interpret and process customer complaints, needs and problems with products and services. Level III |  |
|  | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| ***EALRs, GLEs, Math and Science Standards (Taught & Assessed in Standards)***  ***(Samples included below of GLEs, EALRS, Math and Science Standards must be modified for district frameworks)*** | | | | | | | |
| **Reading** | | | | | | | |
|  |  | | | | | | |
| **Communications** | | | | | | | |
|  |  | | | | | | |
| **Social Studies – Civics** | | | | | | | |
|  |  | | | | | | |
| **Writing** | | | | | | | |
|  |  | | | | | | |
| **Art** | | | | | | | |
|  |  | | | | | | |
| **Science Standards** | | | | | | | |
|  |  | | | | | | |
| **Mathematics Standards** | | | | | | | |
|  |  | | | | | | |
| ***SKILLS*** | | | | | | | |
| **Leadership:** | | | | | | | |
| **Employability:** | | | | | | | |
| **Analytical, Logical & Creative Thinking (check those that students will demonstrate in this lesson):** | | | | | | | |
| Observe  Patterns  Sequence  Classify  Compare/Contrast  Predict | | | Cause/Effect  Fact/Opinion  Main Idea  Summary  Point of View  Analysis | Finding Evidence  Evaluation  Detect Bias  Inference  Conclusion  Metacognition | Reasoning  Problem Solving  Goal Setting  Fluency  Elaboration  Flexibility | Originality  Risking  Inquisitiveness  Attending  Persistence  Precision | |
| **Relevance to Work:** | | | | | | | |
| **Performance Assessments** | | | | | | | |
| **ABS.07. Performance Element: Create a production system plan.** | | | | | | | |
| ***STANDARDS AND PERFORMANCE INDICATORS*** | | | | | | | |
| **Performance Indicator: Total Learning Hours for Standard:**  **CS.05.02. Performance Indicator:** Examine the components of the AFNR systems and address their maintenance requirements.  **ABS.07.01. Performance Indicator:** Prepare a step-by-step production plan that identifies needed resources. LA 4, 5, 8  **ABS.07.02. Performance Indicator:** Develop a production and operational plan. LA 4,5,6, 12  **ABS.07.03. Performance Indicator:** Utilize appropriate techniques to determine the most likely strengths, weaknesses and inconsistencies in a business plan and relate these to risk management strategies. LA 12  **ABS.07.04. Performance Indicator:** Manage risk and uncertainty. LA 12 | | | | | | | |
| **Number Performance: Level I=Basic Level II=Core Level III=Advanced** | | | | | | | **Standard #** |
| **ABS.07.01.01.a.** | | Prepare a flowchart that shows production processes, including the resources needed for each step. Level 1 | | | | |  |
| **ABS.07.01.01.b.** | | Identify and assess alternative production systems and ways products can be produced. Level II | | | | |  |
| **ABS.07.01.01.c.** | | Adapt production processes based on changing product characteristics. Level III | | | | |  |
| **ABS.07.02.01.a.** | | Identify the components of a production and operational plan. Level 1 | | | | |  |
| **ABS.07.02.01.b.** | | Evaluate the components of a production and operational plan and then revise an existing plan. Level II | | | | |  |
| **ABS.07.02.01.c.** | | Develop and implement a product supply and distribution plan that meets the goals and objectives of an AFNR business. Level III | | | | |  |
| **ABS.07.02.02.a.** | | Identify common resources needed to operate a production facility. Level 1 | | | | |  |
| **ABS.07.02.02.b.** | | Examine legal and industry requirements for a production facility. Level II | | | | |  |
| **ABS.07.02.02.c.** | | Develop a production facility plan that includes building, equipment, personnel, utilities and logistics components. Level III | | | | |  |
| **ABS.07.03.01.a.** | | Examine a business plan to identify inconsistencies and actions to correct inconsistencies. Level 1 | | | | |  |
| **ABS.07.03.01.b.** | | Describe approaches to use in revising a business plan for improved consistency and realism. Level II | | | | |  |
| **ABS.07.03.01.c.** | | Revise business plans as needed to assure internal consistency. Level III | | | | |  |
| **ABS.07.04.01.a.** | | Determine the meaning and importance of risk and uncertainty with AFNR enterprises. Level 1 | | | | |  |
| **ABS.07.04.01.b.** | | Describe alternative approaches to reducing risk, including the use of insurance for product liability, property, production or income loss and for personnel life and health. Level II | | | | |  |
| **ABS.07.04.01.c.** | | Prepare a comprehensive risk management and contingency plan for an AFNR business. Level III | | | | |  |
|  | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| ***EALRs, GLEs, Math and Science Standards (Taught & Assessed in Standards)***  ***(Samples included below of GLEs, EALRS, Math and Science Standards must be modified for district frameworks)*** | | | | | | | |
| **Reading** | | | | | | | |
|  |  | | | | | | |
| **Communications** | | | | | | | |
|  |  | | | | | | |
| **Social Studies – Civics** | | | | | | | |
|  |  | | | | | | |
| **Writing** | | | | | | | |
|  |  | | | | | | |
| **Art** | | | | | | | |
|  |  | | | | | | |
| **Science Standards** | | | | | | | |
|  |  | | | | | | |
| **Mathematics Standards** | | | | | | | |
|  |  | | | | | | |
| ***SKILLS*** | | | | | | | |
| **Leadership:** | | | | | | | |
| **Employability:** | | | | | | | |
| **Analytical, Logical & Creative Thinking (check those that students will demonstrate in this lesson):** | | | | | | | |
| Observe  Patterns  Sequence  Classify  Compare/Contrast  Predict | | | Cause/Effect  Fact/Opinion  Main Idea  Summary  Point of View  Analysis | Finding Evidence  Evaluation  Detect Bias  Inference  Conclusion  Metacognition | Reasoning  Problem Solving  Goal Setting  Fluency  Elaboration  Flexibility | Originality  Risking  Inquisitiveness  Attending  Persistence  Precision | |
| **Relevance to Work:** | | | | | | | |
| **Performance Assessments** | | | | | | | |
| *To be completed by district* | | | | | | | |
| ***STANDARDS AND PERFORMANCE INDICATORS*** | | | | | | | |
| **Performance Indicator: Total Learning Hours for Standard:** | | | | | | | |
| **Number Performance: Level I=Basic Level II=Core Level III=Advanced** | | | | | | | **Standard #** |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| ***EALRs, GLEs, Math and Science Standards (Taught & Assessed in Standards)***  ***(Samples included below of GLEs, EALRS, Math and Science Standards must be modified for district frameworks)*** | | | | | | | |
| **Reading** | | | | | | | |
|  |  | | | | | | |
| **Communications** | | | | | | | |
|  |  | | | | | | |
| **Social Studies - Civics** | | | | | | | |
|  |  | | | | | | |
| **Writing** | | | | | | | |
|  |  | | | | | | |
| **Art** | | | | | | | |
|  |  | | | | | | |
| **Science Standards** | | | | | | | |
|  |  | | | | | | |
| **Mathematics Standards** | | | | | | | |
|  |  | | | | | | |
| ***SKILLS*** | | | | | | | |
| **Leadership:** | | | | | | | |
| **Employability:** | | | | | | | |
| **Analytical, Logical & Creative Thinking (check those that students will demonstrate in this lesson):** | | | | | | | |
| Observe  Patterns  Sequence  Classify  Compare/Contrast  Predict | | | Cause/Effect  Fact/Opinion  Main Idea  Summary  Point of View  Analysis | Finding Evidence  Evaluation  Detect Bias  Inference  Conclusion  Metacognition | Reasoning  Problem Solving  Goal Setting  Fluency  Elaboration  Flexibility | Originality  Risking  Inquisitiveness  Attending  Persistence  Precision | |
| **Relevance to Work:** | | | | | | | |
| **Performance Assessments** | | | | | | | |
| *To be completed by district* | | | | | | | |
| ***STANDARDS AND PERFORMANCE INDICATORS*** | | | | | | | |
| **Performance Indicator: Total Learning Hours for Standard:** | | | | | | | |
| **Number Performance: Level I=Basic Level II=Core Level III=Advanced** | | | | | | | **Standard #** |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | | | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***EALRs, GLEs, Math and Science Standards (Taught & Assessed in Standards)***  ***(Samples included below of GLEs, EALRS, Math and Science Standards must be modified for district frameworks)*** | | | | | |
| **Reading** | | | | | |
|  |  | | | | |
| **Communications** | | | | | |
|  |  | | | | |
| **Social Studies - Civics** | | | | | |
|  |  | | | | |
| **Writing** | | | | | |
|  |  | | | | |
| **Art** | | | | | |
|  |  | | | | |
| **Science Standards** | | | | | |
|  |  | | | | |
| **Mathematics Standards** | | | | | |
|  |  | | | | |
| ***SKILLS*** | | | | | |
| **Leadership:** | | | | | |
| **Employability:** | | | | | |
| **Analytical, Logical & Creative Thinking (check those that students will demonstrate in this lesson):** | | | | | |
| Observe  Patterns  Sequence  Classify  Compare/Contrast  Predict | | Cause/Effect  Fact/Opinion  Main Idea  Summary  Point of View  Analysis | Finding Evidence  Evaluation  Detect Bias  Inference  Conclusion  Metacognition | Reasoning  Problem Solving  Goal Setting  Fluency  Elaboration  Flexibility | Originality  Risking  Inquisitiveness  Attending  Persistence  Precision |
| **Relevance to Work:** | | | | | |

|  |  |  |
| --- | --- | --- |
| **Performance Assessments** | | |
| *To be completed by district* | | |
| ***STANDARDS AND PERFORMANCE INDICATORS*** | | |
| **Performance Indicator: Total Learning Hours for Standard:** | | |
| **Number Performance: Level I=Basic Level II=Core Level III=Advanced** | | **Standard #** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***EALRs, GLEs, Math and Science Standards (Taught & Assessed in Standards)***  ***(Samples included below of GLEs, EALRS, Math and Science Standards must be modified for district frameworks)*** | | | | | |
| **Reading** | | | | | |
|  |  | | | | |
| **Communications** | | | | | |
|  |  | | | | |
| **Social Studies - Civics** | | | | | |
|  |  | | | | |
| **Writing** | | | | | |
|  |  | | | | |
| **Art** | | | | | |
|  |  | | | | |
| **Science Standards** | | | | | |
|  |  | | | | |
| **Mathematics Standards** | | | | | |
|  |  | | | | |
| ***SKILLS*** | | | | | |
| **Leadership:** | | | | | |
| **Employability:** | | | | | |
| **Analytical, Logical & Creative Thinking (check those that students will demonstrate in this lesson):** | | | | | |
| Observe  Patterns  Sequence  Classify  Compare/Contrast  Predict | | Cause/Effect  Fact/Opinion  Main Idea  Summary  Point of View  Analysis | Finding Evidence  Evaluation  Detect Bias  Inference  Conclusion  Metacognition | Reasoning  Problem Solving  Goal Setting  Fluency  Elaboration  Flexibility | Originality  Risking  Inquisitiveness  Attending  Persistence  Precision |
| **Relevance to Work:** | | | | | |

|  |  |  |
| --- | --- | --- |
| **Performance Assessments** | | |
| *To be completed by district* | | |
| ***STANDARDS AND PERFORMANCE INDICATORS*** | | |
| **Performance Indicator: Total Learning Hours for Standard:** | | |
| **Number Performance: Level I=Basic Level II=Core Level III=Advanced** | | **Standard #** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***EALRs, GLEs, Math and Science Standards (Taught & Assessed in Standards)***  ***(Samples included below of GLEs, EALRS, Math and Science Standards must be modified for district frameworks)*** | | | | | |
| **Reading** | | | | | |
|  |  | | | | |
| **Communications** | | | | | |
|  |  | | | | |
| **Social Studies - Civics** | | | | | |
|  |  | | | | |
| **Writing** | | | | | |
|  |  | | | | |
| **Art** | | | | | |
|  |  | | | | |
| **Science Standards** | | | | | |
|  |  | | | | |
| **Mathematics Standards** | | | | | |
|  |  | | | | |
| ***SKILLS*** | | | | | |
| **Leadership:** | | | | | |
| **Employability:** | | | | | |
| **Analytical, Logical & Creative Thinking (check those that students will demonstrate in this lesson):** | | | | | |
| Observe  Patterns  Sequence  Classify  Compare/Contrast  Predict | | Cause/Effect  Fact/Opinion  Main Idea  Summary  Point of View  Analysis | Finding Evidence  Evaluation  Detect Bias  Inference  Conclusion  Metacognition | Reasoning  Problem Solving  Goal Setting  Fluency  Elaboration  Flexibility | Originality  Risking  Inquisitiveness  Attending  Persistence  Precision |
| **Relevance to Work:** | | | | | |

|  |  |  |
| --- | --- | --- |
| **Performance Assessments** | | |
| *To be completed by district* | | |
| ***STANDARDS AND PERFORMANCE INDICATORS*** | | |
| **Performance Indicator: Total Learning Hours for Standard:** | | |
| **Number Performance: Level I=Basic Level II=Core Level III=Advanced** | | **Standard #** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***EALRs, GLEs, Math and Science Standards (Taught & Assessed in Standards)***  ***(Samples included below of GLEs, EALRS, Math and Science Standards must be modified for district frameworks)*** | | | | | |
| **Reading** | | | | | |
|  |  | | | | |
| **Communications** | | | | | |
|  |  | | | | |
| **Social Studies - Civics** | | | | | |
|  |  | | | | |
| **Writing** | | | | | |
|  |  | | | | |
| **Art** | | | | | |
|  |  | | | | |
| **Science Standards** | | | | | |
|  |  | | | | |
| **Mathematics Standards** | | | | | |
|  |  | | | | |
| ***SKILLS*** | | | | | |
| **Leadership:** | | | | | |
| **Employability:** | | | | | |
| **Analytical, Logical & Creative Thinking (check those that students will demonstrate in this lesson):** | | | | | |
| Observe  Patterns  Sequence  Classify  Compare/Contrast  Predict | | Cause/Effect  Fact/Opinion  Main Idea  Summary  Point of View  Analysis | Finding Evidence  Evaluation  Detect Bias  Inference  Conclusion  Metacognition | Reasoning  Problem Solving  Goal Setting  Fluency  Elaboration  Flexibility | Originality  Risking  Inquisitiveness  Attending  Persistence  Precision |
| **Relevance to Work:** | | | | | |

|  |  |  |
| --- | --- | --- |
| **Performance Assessments** | | |
| *To be completed by district* | | |
| ***STANDARDS AND PERFORMANCE INDICATORS*** | | |
| **Performance Indicator: Total Learning Hours for Standard:** | | |
| **Number Performance: Level I=Basic Level II=Core Level III=Advanced** | | **Standard #** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***EALRs, GLEs, Math and Science Standards (Taught & Assessed in Standards)***  ***(Samples included below of GLEs, EALRS, Math and Science Standards must be modified for district frameworks)*** | | | | | |
| **Reading** | | | | | |
|  |  | | | | |
| **Communications** | | | | | |
|  |  | | | | |
| **Social Studies - Civics** | | | | | |
|  |  | | | | |
| **Writing** | | | | | |
|  |  | | | | |
| **Art** | | | | | |
|  |  | | | | |
| **Science Standards** | | | | | |
|  |  | | | | |
| **Mathematics Standards** | | | | | |
|  |  | | | | |
| ***SKILLS*** | | | | | |
| **Leadership:** | | | | | |
| **Employability:** | | | | | |
| **Analytical, Logical & Creative Thinking (check those that students will demonstrate in this lesson):** | | | | | |
| Observe  Patterns  Sequence  Classify  Compare/Contrast  Predict | | Cause/Effect  Fact/Opinion  Main Idea  Summary  Point of View  Analysis | Finding Evidence  Evaluation  Detect Bias  Inference  Conclusion  Metacognition | Reasoning  Problem Solving  Goal Setting  Fluency  Elaboration  Flexibility | Originality  Risking  Inquisitiveness  Attending  Persistence  Precision |
| **Relevance to Work:** | | | | | |

|  |  |  |
| --- | --- | --- |
| **Performance Assessments** | | |
| *To be completed by district* | | |
| ***STANDARDS AND PERFORMANCE INDICATORS*** | | |
| **Performance Indicator: Total Learning Hours for Standard:** | | |
| **Number Performance: Level I=Basic Level II=Core Level III=Advanced** | | **Standard #** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***EALRs, GLEs, Math and Science Standards (Taught & Assessed in Standards)***  ***(Samples included below of GLEs, EALRS, Math and Science Standards must be modified for district frameworks)*** | | | | | |
| **Reading** | | | | | |
|  |  | | | | |
| **Communications** | | | | | |
|  |  | | | | |
| **Social Studies - Civics** | | | | | |
|  |  | | | | |
| **Writing** | | | | | |
|  |  | | | | |
| **Art** | | | | | |
|  |  | | | | |
| **Science Standards** | | | | | |
|  |  | | | | |
| **Mathematics Standards** | | | | | |
|  |  | | | | |
| ***SKILLS*** | | | | | |
| **Leadership:** | | | | | |
| **Employability:** | | | | | |
| **Analytical, Logical & Creative Thinking (check those that students will demonstrate in this lesson):** | | | | | |
| Observe  Patterns  Sequence  Classify  Compare/Contrast  Predict | | Cause/Effect  Fact/Opinion  Main Idea  Summary  Point of View  Analysis | Finding Evidence  Evaluation  Detect Bias  Inference  Conclusion  Metacognition | Reasoning  Problem Solving  Goal Setting  Fluency  Elaboration  Flexibility | Originality  Risking  Inquisitiveness  Attending  Persistence  Precision |
| **Relevance to Work:** | | | | | |

|  |  |  |
| --- | --- | --- |
| **Performance Assessments** | | |
| *To be completed by district* | | |
| ***STANDARDS AND PERFORMANCE INDICATORS*** | | |
| **Performance Indicator: Total Learning Hours for Standard:** | | |
| **Number Performance: Level I=Basic Level II=Core Level III=Advanced** | | **Standard #** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***EALRs, GLEs, Math and Science Standards (Taught & Assessed in Standards)***  ***(Samples included below of GLEs, EALRS, Math and Science Standards must be modified for district frameworks)*** | | | | | |
| **Reading** | | | | | |
|  |  | | | | |
| **Communications** | | | | | |
|  |  | | | | |
| **Social Studies - Civics** | | | | | |
|  |  | | | | |
| **Writing** | | | | | |
|  |  | | | | |
| **Art** | | | | | |
|  |  | | | | |
| **Science Standards** | | | | | |
|  |  | | | | |
| **Mathematics Standards** | | | | | |
|  |  | | | | |
| ***SKILLS*** | | | | | |
| **Leadership:** | | | | | |
| **Employability:** | | | | | |
| **Analytical, Logical & Creative Thinking (check those that students will demonstrate in this lesson):** | | | | | |
| Observe  Patterns  Sequence  Classify  Compare/Contrast  Predict | | Cause/Effect  Fact/Opinion  Main Idea  Summary  Point of View  Analysis | Finding Evidence  Evaluation  Detect Bias  Inference  Conclusion  Metacognition | Reasoning  Problem Solving  Goal Setting  Fluency  Elaboration  Flexibility | Originality  Risking  Inquisitiveness  Attending  Persistence  Precision |
| **Relevance to Work:** | | | | | |

|  |  |  |
| --- | --- | --- |
| **Performance Assessments** | | |
| *To be completed by district* | | |
| ***STANDARDS AND PERFORMANCE INDICATORS*** | | |
| **Performance Indicator: Total Learning Hours for Standard:** | | |
| **Number Performance: Level I=Basic Level II=Core Level III=Advanced** | | **Standard #** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***EALRs, GLEs, Math and Science Standards (Taught & Assessed in Standards)***  ***(Samples included below of GLEs, EALRS, Math and Science Standards must be modified for district frameworks)*** | | | | | |
| **Reading** | | | | | |
|  |  | | | | |
| **Communications** | | | | | |
|  |  | | | | |
| **Social Studies - Civics** | | | | | |
|  |  | | | | |
| **Writing** | | | | | |
|  |  | | | | |
| **Art** | | | | | |
|  |  | | | | |
| **Science Standards** | | | | | |
|  |  | | | | |
| **Mathematics Standards** | | | | | |
|  |  | | | | |
| ***SKILLS*** | | | | | |
| **Leadership:** | | | | | |
| **Employability:** | | | | | |
| **Analytical, Logical & Creative Thinking (check those that students will demonstrate in this lesson):** | | | | | |
| Observe  Patterns  Sequence  Classify  Compare/Contrast  Predict | | Cause/Effect  Fact/Opinion  Main Idea  Summary  Point of View  Analysis | Finding Evidence  Evaluation  Detect Bias  Inference  Conclusion  Metacognition | Reasoning  Problem Solving  Goal Setting  Fluency  Elaboration  Flexibility | Originality  Risking  Inquisitiveness  Attending  Persistence  Precision |
| **Relevance to Work:** | | | | | |

|  |  |  |
| --- | --- | --- |
| **Performance Assessments** | | |
| *To be completed by district* | | |
| ***STANDARDS AND PERFORMANCE INDICATORS*** | | |
| **Performance Indicator: Total Learning Hours:** | | |
| **Number Performance: Level I=Basic Level II=Core Level III=Advanced** | | **Standard #** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***EALRs, GLEs, Math and Science Standards (Taught & Assessed in Standards)***  ***(Samples included below of GLEs, EALRS, Math and Science Standards must be modified for district frameworks)*** | | | | | |
| **Reading** | | | | | |
|  |  | | | | |
| **Communications** | | | | | |
|  |  | | | | |
| **Social Studies - Civics** | | | | | |
|  |  | | | | |
| **Writing** | | | | | |
|  |  | | | | |
| **Art** | | | | | |
|  |  | | | | |
| **Science Standards** | | | | | |
|  |  | | | | |
| **Mathematics Standards** | | | | | |
|  |  | | | | |
| ***SKILLS*** | | | | | |
| **Leadership:** | | | | | |
| **Employability:** | | | | | |
| **Analytical, Logical & Creative Thinking (check those that students will demonstrate in this lesson):** | | | | | |
| Observe  Patterns  Sequence  Classify  Compare/Contrast  Predict | | Cause/Effect  Fact/Opinion  Main Idea  Summary  Point of View  Analysis | Finding Evidence  Evaluation  Detect Bias  Inference  Conclusion  Metacognition | Reasoning  Problem Solving  Goal Setting  Fluency  Elaboration  Flexibility | Originality  Risking  Inquisitiveness  Attending  Persistence  Precision |
| **Relevance to Work:** | | | | | |

|  |  |  |
| --- | --- | --- |
| **Performance Assessments** | | |
| *To be completed by district* | | |
| ***STANDARDS AND PERFORMANCE INDICATORS*** | | |
| **Performance Indicator: Total Learning Hours for Standard:** | | |
| **Number Performance: Level I=Basic Level II=Core Level III=Advanced** | | **Standard #** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***EALRs, GLEs, Math and Science Standards (Taught & Assessed in Standards)***  ***(Samples included below of GLEs, EALRS, Math and Science Standards must be modified for district frameworks)*** | | | | | |
| **Reading** | | | | | |
|  |  | | | | |
| **Communications** | | | | | |
|  |  | | | | |
| **Social Studies - Civics** | | | | | |
|  |  | | | | |
| **Writing** | | | | | |
|  |  | | | | |
| **Art** | | | | | |
|  |  | | | | |
| **Science Standards** | | | | | |
|  |  | | | | |
| **Mathematics Standards** | | | | | |
|  |  | | | | |
| ***SKILLS*** | | | | | |
| **Leadership:** | | | | | |
| **Employability:** | | | | | |
| **Analytical, Logical & Creative Thinking (check those that students will demonstrate in this lesson):** | | | | | |
| Observe  Patterns  Sequence  Classify  Compare/Contrast  Predict | | Cause/Effect  Fact/Opinion  Main Idea  Summary  Point of View  Analysis | Finding Evidence  Evaluation  Detect Bias  Inference  Conclusion  Metacognition | Reasoning  Problem Solving  Goal Setting  Fluency  Elaboration  Flexibility | Originality  Risking  Inquisitiveness  Attending  Persistence  Precision |
| **Relevance to Work:** | | | | | |

|  |  |  |
| --- | --- | --- |
| **Performance Assessments** | | |
| *To be completed by district* | | |
| ***STANDARDS AND PERFORMANCE INDICATORS*** | | |
| **Performance Indicator: Total Learning Hours for Standard:** | | |
| **Number Performance: Level I=Basic Level II=Core Level III=Advanced** | | **Standard #** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***EALRs, GLEs, Math and Science Standards (Taught & Assessed in Standards)***  ***(Samples included below of GLEs, EALRS, Math and Science Standards must be modified for district frameworks)*** | | | | | |
| **Reading** | | | | | |
|  |  | | | | |
| **Communications** | | | | | |
|  |  | | | | |
| **Social Studies - Civics** | | | | | |
|  |  | | | | |
| **Writing** | | | | | |
|  |  | | | | |
| **Art** | | | | | |
|  |  | | | | |
| **Science Standards** | | | | | |
|  |  | | | | |
| **Mathematics Standards** | | | | | |
|  |  | | | | |
| ***SKILLS*** | | | | | |
| **Leadership:** | | | | | |
| **Employability:** | | | | | |
| **Analytical, Logical & Creative Thinking (check those that students will demonstrate in this lesson):** | | | | | |
| Observe  Patterns  Sequence  Classify  Compare/Contrast  Predict | | Cause/Effect  Fact/Opinion  Main Idea  Summary  Point of View  Analysis | Finding Evidence  Evaluation  Detect Bias  Inference  Conclusion  Metacognition | Reasoning  Problem Solving  Goal Setting  Fluency  Elaboration  Flexibility | Originality  Risking  Inquisitiveness  Attending  Persistence  Precision |
| **Relevance to Work:** | | | | | |

|  |  |  |
| --- | --- | --- |
| **Performance Assessments** | | |
| *To be completed by district* | | |
| ***STANDARDS AND PERFORMANCE INDICATORS*** | | |
| **Performance Indicator: Total Learning Hours for Standard:** | | |
| **Number Performance: Level I=Basic Level II=Core Level III=Advanced** | | **Standard #** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***EALRs, GLEs, Math and Science Standards (Taught & Assessed in Standards)***  ***(Samples included below of GLEs, EALRS, Math and Science Standards must be modified for district frameworks)*** | | | | | |
| **Reading** | | | | | |
|  |  | | | | |
| **Communications** | | | | | |
|  |  | | | | |
| **Social Studies - Civics** | | | | | |
|  |  | | | | |
| **Writing** | | | | | |
|  |  | | | | |
| **Art** | | | | | |
|  |  | | | | |
| **Science Standards** | | | | | |
|  |  | | | | |
| **Mathematics Standards** | | | | | |
|  |  | | | | |
| ***SKILLS*** | | | | | |
| **Leadership:** | | | | | |
| **Employability:** | | | | | |
| **Analytical, Logical & Creative Thinking (check those that students will demonstrate in this lesson):** | | | | | |
| Observe  Patterns  Sequence  Classify  Compare/Contrast  Predict | | Cause/Effect  Fact/Opinion  Main Idea  Summary  Point of View  Analysis | Finding Evidence  Evaluation  Detect Bias  Inference  Conclusion  Metacognition | Reasoning  Problem Solving  Goal Setting  Fluency  Elaboration  Flexibility | Originality  Risking  Inquisitiveness  Attending  Persistence  Precision |
| **Relevance to Work:**. | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Performance Assessments** | | | | | | | |
| *To be completed by district* | | | | | | | |
| ***STANDARDS AND PERFORMANCE INDICATORS*** | | | | | | | |
| **Performance Indicator: Total Learning Hours for Standard:** | | | | | | | |
| **Number Performance: Level I=Basic Level II=Core Level III=Advanced** | | | | | | | **Standard #** |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | | | | | | | |
| ***EALRs, GLEs, Math and Science Standards (Taught & Assessed in Standards)***  ***(Samples included below of GLEs, EALRS, Math and Science Standards must be modified for district frameworks)*** | | | | | | | |
| **Reading** | | | | | | | |
|  |  | | | | | | |
| **Communications** | | | | | | | |
|  |  | | | | | | |
| **Social Studies - Civics** | | | | | | | |
|  |  | | | | | | |
| **Writing** | | | | | | | |
|  |  | | | | | | |
| **Art** | | | | | | | |
|  |  | | | | | | |
| **Science Standards** | | | | | | | |
|  |  | | | | | | |
| **Mathematics Standards** | | | | | | | |
|  |  | | | | | | |
| ***SKILLS*** | | | | | | | |
| **Leadership:** | | | | | | | |
| **Employability:** | | | | | | | |
| **Analytical, Logical & Creative Thinking (check those that students will demonstrate in this lesson):** | | | | | | | |
| Observe  Patterns  Sequence  Classify  Compare/Contrast  Predict | | | Cause/Effect  Fact/Opinion  Main Idea  Summary  Point of View  Analysis | Finding Evidence  Evaluation  Detect Bias  Inference  Conclusion  Metacognition | Reasoning  Problem Solving  Goal Setting  Fluency  Elaboration  Flexibility | Originality  Risking  Inquisitiveness  Attending  Persistence  Precision | |
| **Relevance to Work:** | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Performance Assessments** | | | | | | | |
| *To be completed by district* | | | | | | | |
| ***STANDARDS AND PERFORMANCE INDICATORS*** | | | | | | | |
| **Performance Indicator: Total Learning Hours for Standard:** | | | | | | | |
| **Number Performance: Level I=Basic Level II=Core Level III=Advanced** | | | | | | | **Standard #** |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | | | | | | | |
| ***EALRs, GLEs, Math and Science Standards (Taught & Assessed in Standards)***  ***(Samples included below of GLEs, EALRS, Math and Science Standards must be modified for district frameworks)*** | | | | | | | |
| **Reading** | | | | | | | |
|  |  | | | | | | |
| **Communications** | | | | | | | |
|  |  | | | | | | |
| **Social Studies - Civics** | | | | | | | |
|  |  | | | | | | |
| **Writing** | | | | | | | |
|  |  | | | | | | |
| **Art** | | | | | | | |
|  |  | | | | | | |
| **Science Standards** | | | | | | | |
|  |  | | | | | | |
| **Mathematics Standards** | | | | | | | |
|  |  | | | | | | |
| ***SKILLS*** | | | | | | | |
| **Leadership:** | | | | | | | |
| **Employability:** | | | | | | | |
| **Analytical, Logical & Creative Thinking (check those that students will demonstrate in this lesson):** | | | | | | | |
| Observe  Patterns  Sequence  Classify  Compare/Contrast  Predict | | | Cause/Effect  Fact/Opinion  Main Idea  Summary  Point of View  Analysis | Finding Evidence  Evaluation  Detect Bias  Inference  Conclusion  Metacognition | Reasoning  Problem Solving  Goal Setting  Fluency  Elaboration  Flexibility | Originality  Risking  Inquisitiveness  Attending  Persistence  Precision | |
| **Relevance to Work:**. | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Performance Assessments** | | | | | | | |
| *To be completed by district* | | | | | | | |
| ***STANDARDS AND PERFORMANCE INDICATORS*** | | | | | | | |
| **Performance Indicator: Total Learning Hours for Standard:** | | | | | | | |
| **Number Performance: Level I=Basic Level II=Core Level III=Advanced** | | | | | | | **Standard #** |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | |  | | | | |  |
|  | | | | | | | |
| ***EALRs, GLEs, Math and Science Standards (Taught & Assessed in Standards)***  ***(Samples included below of GLEs, EALRS, Math and Science Standards must be modified for district frameworks)*** | | | | | | | |
| **Reading** | | | | | | | |
|  |  | | | | | | |
| **Communications** | | | | | | | |
|  |  | | | | | | |
| **Social Studies - Civics** | | | | | | | |
|  |  | | | | | | |
| **Writing** | | | | | | | |
|  |  | | | | | | |
| **Art** | | | | | | | |
|  |  | | | | | | |
| **Science Standards** | | | | | | | |
|  |  | | | | | | |
| **Mathematics Standards** | | | | | | | |
|  |  | | | | | | |
| ***SKILLS*** | | | | | | | |
| **Leadership:** | | | | | | | |
| **Employability:** | | | | | | | |
| **Analytical, Logical & Creative Thinking (check those that students will demonstrate in this lesson):** | | | | | | | |
| Observe  Patterns  Sequence  Classify  Compare/Contrast  Predict | | | Cause/Effect  Fact/Opinion  Main Idea  Summary  Point of View  Analysis | Finding Evidence  Evaluation  Detect Bias  Inference  Conclusion  Metacognition | Reasoning  Problem Solving  Goal Setting  Fluency  Elaboration  Flexibility | Originality  Risking  Inquisitiveness  Attending  Persistence  Precision | |
| **Relevance to Work:** | | | | | | | |