Landscape Systems Management

Subject Code: 010615

Course & Unit Descriptions

Course Description:

Students will learn methods for establishing and maintaining landscapes to promote growth and balance. The classification and care of woody and herbaceous landscape plants will be covered in-depth. Students will learn to optimize growing conditions, balance nutrients, and manage pests and disease. Horticultural skills including proper planting, fertilizing, and pruning techniques will be practiced. The implications of landscape installation on the environment will be analyzed and eco-friendly practices applied. Students will also employ communication, business, and management strategies appropriate for the industry.

Unit: Safety

Students will demonstrate and model the proper rules and regulations for onsite safety and take the measures to avoid/correct potential hazards. Students will demonstrate first aid and how to properly handle an emergency response.

Benchmark: 4.1 Safety Procedures

Level 1: Follow safety procedures in general situations with basic tools and equipment, evaluate work environment and seek assistance to rectify the problem

Level 2: Follow safety procedures in specific situations with specialized tools and equipment, evaluate situation and take corrective action

Indicators

4.1.01 Demonstrate knowledge of safety rules and regulations
4.1.02 Interpret safety signs and symbols
4.1.03 Model safe attitudes and behaviors (e.g., lifting, climbing)
4.1.04 Identify safety hazards and take corrective measures
4.1.05 Use safety equipment in accordance with established procedures
4.1.06 Follow established procedures for the administration of first aid and contact emergency medical personnel when necessary

Academic Standards

English: Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (Reading Process B, 8-10; Reading Process B, 11-12)

Unit: Plant Nutrition

Students will be able to collect data, interpret results and analyze a soil/tissue sample to determine the proper plant nutritional needs and apply appropriate application methods.

Benchmark: 7.1 Plant Nutrition

Level 1: Select and apply macronutrients, using basic application methods, and recognize the effect on plants and environment

Level 2: Diagnose macronutrient and common micronutrient deficiencies in specific plants and select and apply macronutrients and micronutrients, using specialized application methods

Indicators

7.1.01 Compare and contrast organic and inorganic sources of macronutrients and micronutrients

7.1.02 Describe the functions of macronutrients and micronutrients
7.1.03 Determine nutrient requirements for food-grade, non-food-grade and organic plants
7.1.04 Identify symptoms and causes of plant nutrient deficiencies
7.1.05 Collect and test soil and/or plant tissue
7.1.06 Analyze test data from soil and plant tissue, make inferences and draw conclusions for optimum management
7.1.07 Determine the biotic and abiotic factors that influence and optimize availability of nutrients to plants (e.g., pH, microorganisms, growth media)
7.1.08 Calculate nutrient requirements and select nutrient sources and additives for optimum economic return
7.1.09 Select application methods, determine time of application, and apply nutrients
7.1.10 Interpret fertilizer labels

Academic Standards

English: Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary. (Vocabulary D, 11-12)

Math: Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions. (Number G, 8-10)

Science: Explain the structure and function of ecosystems and relate how ecosystems change over time. (Life Sciences F, 9-10)

Unit: Plant Health Management

Students will be able to classify, differentiate, and apply the principles of taxonomy, physiological factors/functions (lighting, temperature, drainage /photosynthesis, Krebs cycle), and anatomical structures to influence and optimize plant reproduction and growth. Students will assess plant care based upon soil composition/limitations and develop maintenance schedules based upon environmental factors. Students will determine crop maturity and identify safe harvesting, handling and storage practices along with preparing products for sale and transportation.

Benchmark: 5.1 Soils

Level 1: Determine and analyze the physical, biological and chemical properties of soils and other plant growing media

Level 2: Utilize knowledge of soil characteristics and soil information resources to overcome any existing soil use limitations

Indicators

5.1.01 Classify soil types based on composition (e.g., aggregate size, organic matter, texture)
5.1.05 Evaluate soil limitations (e.g., wildlife/wetlands habitats, septic systems, drainage, agriculture and socioeconomic considerations, preservation easements)

Academic Standards

English: Use multiple resources to enhance comprehension of vocabulary. (Vocabulary F, 8-10; Vocabulary E, 11-12)

Math: Describe and interpret rates of change from graphical and numerical data. (Algebra J, 8-10)

Science: Describe the finite nature of Earth's resources and those human activities that can conserve or deplete Earth's resources. (Earth and Space Sciences D, 9-10)

Social Studies: Use appropriate data sources and geographic tools to analyze and evaluate public policies. (Geography C, 11-12)

Benchmark: 5.3 Ecosystems

Level 1: Identify ecosystems and compare components of ecosystems

Level 2: Inventory and evaluate habitats of specific ecosystems

Indicators

5.3.02 Explain biotic (plant and animal) interactions with the abiotic (non-living) environment
5.3.05 Inventory and evaluate characteristics of different ecosystems (e.g., pond, stream, crop lands, open land, brush lands, grasslands, woodlands, wetlands)
5.3.06 Discuss restoration ecology and its role in repairing damaged landscapes
5.3.09 Determine the impact that native and non-native invasive species have on ecosystems

Academic Standards

Math: Construct convincing arguments based on analysis of data and interpretation of graphs. (DataAnalysis F, 8-10)
Science: Explain that many processes occur in patterns within the Earth's systems. (Earth and Space Sciences B, 9-10)
Social Studies: Evaluate the consequences of geographic and environmental changes resulting from governmental policies and human modifications to the physical environment. (Geography B, 11-12)

Benchmark: 5.4 Contaminants

Level 1: Determine the presence of contaminants and follow reporting procedures
Level 2: Assess affected area, determine the source and type of contaminant, and respond appropriately

Indicators

5.4.01 Determine types, sources and impact of natural and man-made contaminants (e.g., manure; wastewater; soil; agricultural, residential and industrial chemicals)
5.4.02 Explain and implement programs and policies related to contaminants
5.4.03 Identify, comply with and implement contaminant control, remediation and prevention practices (e.g., biological, radiological, sanitation, buffer strips for run-off)
5.4.04 Monitor, analyze and evaluate levels of contaminants from point source and non-point source

Academic Standards

English: Use multiple resources to enhance comprehension of vocabulary. (Vocabulary F, 8-10; Vocabulary E, 11-12)
Math: Estimate and compute various attributes, including length, angle measure, area, surface area and volume, to a specified level of precision. (Measurement E, 8-10)
Science: Describe how human activities can impact the status of natural systems. (Life Sciences G, 9 -10)
Social Studies: Evaluate the consequences of geographic and environmental changes resulting from governmental policies and human modifications to the physical environment. (Geography B, 11-12)

Benchmark: 7.2 Plant Reproduction

Level 1: Select and apply basic methods for propagating common types of plants
Level 2: Select and apply specialized methods for propagating plants

Indicators

7.2.02 Determine the biotic and abiotic factors that influence and optimize plant reproduction (e.g., insects, light, temperature, microorganisms, moisture, location)

Academic Standards

English: Use multiple resources to enhance comprehension of vocabulary. (Vocabulary F, 8-10; Vocabulary E, 11-12)
Science: Explain the structure and function of ecosystems and relate how ecosystems change over time. (Life Sciences F, 9-10)

Benchmark: 7.4 Plant Production and Management
Level 1: Manage growth of common types of plants
Level 2: Manage growth of specific types of plants using specialized equipment

Indicators
7.4.01 Identify and classify seeds and plants at all stages of growth
7.4.03 Describe physiological functions of plants (e.g., photosynthesis, respiration, transpiration, absorption)
7.4.05 Select seeds and plants (e.g., production, ornamental, erosion control, genetically modified organism [GMO], moisture control, bioremediation)
7.4.06 Manipulate abiotic and biotic factors (e.g., irrigation, mulch, lighting, temperature, drainage) to alter plant germination, growth and development
7.4.07 Evaluate and demonstrate planting practices (e.g., population rate, germination/seed vigor, inoculation, seed and plant treatments, cuttings and pot in pot, type of planter)
7.4.08 Evaluate and implement transplanting practices
7.4.09 Evaluate/select and prepare soil/media for planting
7.4.10 Control plant growth (e.g., pruning, pinching, chemical, disbudding)
7.4.11 Determine maintenance schedule for plant management plan
7.4.12 Analyze and satisfy plant water requirements

Academic Standards
English: Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary. (Vocabulary D, 11-12)
Math: Construct convincing arguments based on analysis of data and interpretation of graphs. (Data Analysis F, 8-10)
Science: Explain the flow of energy and the cycling of matter through biological and ecological systems (cellular, organismal and ecological). (Life Sciences D, 9-10)

Benchmark: 7.5 Harvesting, Handling and Storage
Level 1: Harvest, handle and store plants and plant products
Level 2: Identify and minimize harvest loss and select preferred harvesting, handling and storage method

Indicators
7.5.01 Determine crop maturity
7.5.02 Identify safe harvesting, handling and storage practices
7.5.03 Determine and control environmental conditions relative to harvesting, handling and storage
7.5.04 Demonstrate harvesting, handling and storage techniques to minimize loss and maximize economic return
7.5.05 Calculate yield and loss of harvesting, processing and storage
7.5.6 Maintain and/or enhance quality of plant products in harvesting, handling and storage (e.g., temperature, humidity, retardants, light, chemicals, contamination)
7.5.7 Prepare products for sale, transportation and storage

Academic Standards
Math: Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions. (Number G, 8-10)

Unit: Pest Control
Students will use entomology/pathology classifications. Student will apply an integrated pest management program to control native and non-native invasive species. Students will evaluate eco systems to create positive environmental practices for sustainability of resources.

Benchmark: 5.3 Ecosystems
Level 1: Identify ecosystems and compare components of ecosystems
Level 2: Inventory and evaluate habitats of specific ecosystems

Indicators
5.3.02 Explain biotic (plant and animal) interactions with the abiotic (non-living) environment
5.3.04 Model positive environmental practices for sustainability of resources
5.3.09 Determine the impact that native and non-native invasive species have on ecosystems

Academic Standards
Math: Construct convincing arguments based on analysis of data and interpretation of graphs. (Data Analysis F, 8-10)
Science: Explain that many processes occur in patterns within the Earth's systems. (Earth and Space Sciences B, 9-10)
Social Studies: Evaluate the consequences of geographic and environmental changes resulting from governmental policies and human modifications to the physical environment. (Geography B, 11-12)

Benchmark: 7.3 Pest Management
Level 1: Identify common types of plant pests and apply basic pest management control methods
Level 2: Scout and identify specific plant pests and plant damage and apply specialized pest management control methods

Indicators
7.3.01 Identify and classify plant pests (i.e., insects, pathogens, weeds, diseases, animals)
7.3.02 Examine interrelationships between plants, pests, humans and environment (e.g., non-native species, climate change)
7.3.03 Analyze and calculate economic threshold of pest damage
7.3.04 Determine and implement pest management safety practices (e.g., MSDS, EPA, OSHA, PPE)
7.3.05 Develop an integrated pest management plans based on pest life cycles, available treatments and application methods
7.3.06 Select application methods, implement pest control plan (i.e. organic and non-organic) and evaluate effectiveness and impact on environment

Academic Standards
English: Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary. (Vocabulary D, 11-12)
Math: Find, use and interpret measures of center and spread, such as mean and quartiles, and use those measures to compare and draw conclusions about sets of data. (Data Analysis D, 8-10)
Science: Explain the structure and function of ecosystems and relate how ecosystems change over time. (Life Sciences F, 9-10)
Social Studies: Evaluate the consequences of geographic and environmental changes resulting from governmental policies and human modifications to the physical environment. (Geography B, 11-12)

Benchmark: 7.4 Plant Production and Management
Level 1: Manage growth of common types of plants
Level 2: Manage growth of specific types of plants using specialized equipment

Indicators
7.4.01 Identify and classify seeds and plants at all stages of growth
7.4.02 Identify plant anatomical structures and tissues (e.g., roots, stems, flowers, leaves, fruits, seeds)
7.4.03 Describe physiological functions of plants (e.g., photosynthesis, respiration, transpiration, absorption)
7.4.04 Identify and classify plants using taxonomy

Academic Standards

English: Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary. (Vocabulary D, 11-12)

Math: Construct convincing arguments based on analysis of data and interpretation of graphs. (Data Analysis F, 8-10)

Science: Explain the flow of energy and the cycling of matter through biological and ecological systems (cellular, organismal and ecological). (Life Sciences D, 9-10)

Unit: Equipment Maintenance & Operation

Students will perform inspections on stationary and mobile equipment. Students will follow the manufacturer's recommended operating procedures and adjustment specifications. Students will identify and service fuel, air, ignition, charging, cooling, and lubrication systems.

Benchmark: 4.1 Safety Procedures

Level 1: Follow safety procedures in general situations with basic tools and equipment, evaluate work environment and seek assistance to rectify the problem

Level 2: Follow safety procedures in specific situations with specialized tools and equipment, evaluate situation and take corrective action

Indicators

4.1.01 Demonstrate knowledge of safety rules and regulations
4.1.02 Interpret safety signs and symbols
4.1.03 Model safe attitudes and behaviors (e.g., lifting, climbing)
4.1.04 Identify safety hazards and take corrective measures
4.1.05 Use safety equipment in accordance with established procedures
4.1.06 Follow established procedures for the administration of first aid and contact emergency medical personnel when necessary

Academic Standards

English: Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (Reading Process B, 8-10; Reading Process B, 11-12)

Benchmark: 4.2 Stationary and Mobile Equipment Maintenance

Level 1: Inspect and provide basic maintenance to basic machinery, instruments, stationary and mobile equipment and facility

Level 2: Inspect and maintain specialized machinery and equipment according to schedule

Indicators

4.2.01 Perform a machine condition inspection
4.2.02 Lubricate machinery and equipment
4.2.03 Ensure presence and function of safety systems and hardware
4.2.04 Service basic electrical systems (e.g., fuses and bulbs)
4.2.05 Perform machine adjustments (e.g., belts, clippers, drive chains)
4.2.06 Service filtration systems
4.2.07 Identify, select and maintain fluid levels
4.2.08 Maintain machinery, equipment, instruments and facility cleanliness, appearance, and safety
4.2.09 Inspect and maintain fluid conveyance and storage components (e.g., hoses and lines, valves, nozzles)
4.2.10 Conduct preventative maintenance and identify causes of malfunctions and failures
4.2.11 Calibrate metering, monitoring, and sensing equipment
4.2.12 Inspect and maintain tooling
4.2.13 Maintain lifting equipment (e.g., cranes, chains, slings)

Academic Standards

English: Use appropriate self-monitoring strategies for comprehension. (Reading Process C, 8-10; Reading Process C, 11-12)

Math: Apply mathematical knowledge and skills routinely in other content areas and practical situations. (Mathematical Processes B, 8-10)

Benchmark: 4.3 Equipment Operation

Level 1: Inspect and safely operate pre-calibrated equipment

Level 2: Inspect and safely operate specialized equipment with some limitations to adjustments and functions

Indicators

4.3.01 Follow manufacturer's recommended operating procedures and adjustment specifications

4.3.02 Describe function, limitations, and proper use of equipment, equipment controls and instrumentation

4.3.03 Perform pre-operation inspection and adjustments

4.3.04 Perform appropriate start-up, operating and shut-down procedures

4.3.05 Identify, select and exhibit the desired application of hand and power tools

4.3.06 Perform post-operating inspection and adjustments

Academic Standards

English: Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (Reading Process B, 8-10; Reading Process B, 11-12)

Math: Apply mathematical knowledge and skills routinely in other content areas and practical situations. (Mathematical Processes B, 8-10)

Benchmark: 4.4 Engines

Level 1: Inspect and evaluate components of internal combustion engines

Level 2: Diagnose and repair components of both small and large internal combustion engines

Indicators

4.4.01 Locate name plate and determine engine specifications

4.4.02 Analyze and troubleshoot engine

4.4.03 Evaluate engine performance

4.4.04 Describe features, benefits and applications of engine types

4.4.05 Describe physical and mechanical principles of engine operation (i.e., motion, friction, thermodynamics)

4.4.06 Classify and select engine lubricants, cooling agents and fuels

4.4.07 Identify and service/repair fuel/air system components

4.4.08 Identify and service/repair ignition, starting and charging system components

4.4.09 Identify and service/repair cooling system components

4.4.10 Identify and service/repair lubrication system components

4.4.11 Identify and service/repair electronic control system

4.4.12 Evaluate engine components to determine serviceability according to manufacturer's specifications

4.4.13 Repair/replace basic internal engine components

4.4.14 Repair/replace external engine components

4.4.15 Identify requirements for engine servicing to maintain emission requirements

Academic Standards

English: Use appropriate self-monitoring strategies for comprehension. (Reading Process C, 8-10; Reading Process C, 11-12)

Math: Estimate and compute various attributes, including length, angle measure, area, surface area and volume, to a specified level of precision. (Measurement E, 8-10)

Science: Explain the movement of objects by applying Newton's three laws of motion. (Physical Sciences D, 9-10)

Unit: Business Operations

Students will develop business goals and objectives using real-world examples of various organizational and business structures. Students will budget resources, evaluate outcomes, and forecast future budgetary needs according to standard business principles.

Benchmark: 3.2 Sales and Customer Service

Level 1: Use customer service and sales techniques to foster positive relationships with customers and conduct sales

Level 2: Use sales techniques to close the sale of a product/service and handle complex customer issues

Indicators

3.2.08 Build and develop customer relationships
3.2.09 Apply appropriate questioning techniques to determine client needs and wants
3.2.10 Provide product, warranty and maintenance education to the customer
3.2.11 Complete sales transactions and close-out procedures (e.g., handle money, operate cash register, scan bar codes, record sales, write invoices/orders)
3.2.12 Utilize follow-up activities/strategies and provide post-sale service
3.2.13 Handle customer complaints

Academic Standards

English: Use a variety of strategies to enhance listening comprehension. (Communication A, 8-10; Communication A, 11-12)
Math: Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions. (Number G, 8-10)

Benchmark: 3.3 Management

Level 1: Select and organize resources to develop a product or a service to be rendered

Level 2: Analyze performance of an enterprise and reallocate resources to achieve goals

Indicators

3.3.01 Evaluate management styles
3.3.02 Explain the characteristics of business plans
3.3.03 Develop business goals/objectives and mission statement
3.3.04 Identify organizational structures of businesses
3.3.07 Establish business relationships
3.3.09 Track performance of business plan

Academic Standards

English: Analyze the features and structures of documents and critique them for their effectiveness. (Reading: Informational Text A, 11-12)
Math: Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions. (Number G, 8-10)
Social Studies: Identify factors which inhibit or spur economic growth and cause expansions or recessions. (Economics B, 11-12)

Benchmark: 3.5 Purchasing and Inventory

Level 1: Maintain accurate inventory of assets

Level 2: Manage inventory based on budgeting and sales forecasting

Indicators
3.5.01 Explain the nature and scope of purchasing
3.5.04 Discuss types of inventory and evaluate inventory control systems (e.g., Last In, First Out [LIFO]; First In, First Out [FIFO]; Just-In-Time [JIT])
3.5.05 Record inventory usage

Academic Standards
English: Use multiple resources to enhance comprehension of vocabulary. (Vocabulary F, 8-10; Vocabulary E, 11-12)
Math: Write and solve real-world, multi-step problems involving money, elapsed time and temperature, and verify reasonableness of solutions. (Measurement F, 8-10)

Unit: Communication & Information Management

Students will research and conduct presentations using a variety of computer applications including Internet. Students will utilize personal information management to develop recordkeeping and communication skills. Students will organize information accurately and practice workplace communication techniques.

Benchmark: 3.6 Information Management
Level 1: Select and use a computer and computer application for a specific purpose
Level 2: Integrate software applications and use multiple software options to create a product, document or presentation

Indicators
3.6.01 Utilize technology to maintain and monitor business records
3.6.02 Conduct research using the Internet
3.6.03 Create and utilize documents using word processors, spreadsheets, databases and electronic mail
3.6.04 Conduct oral/visual presentation using presentation software
3.6.05 Create and post a basic web page
3.6.06 Utilize personal information management/productivity applications
3.6.07 Operate geospatial technological systems (e.g., Global Positioning System [GPS], Geographical Information System [GIS])
3.6.08 Adhere to common security guidelines for technology

Academic Standards
English: Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product. (Writing Process F, 11-12)
Math: Use algebraic representations, such as tables, graphs, expressions, functions and inequalities, to model and solve problem situations. (Algebra D, 8-10)

Benchmark: 3.7 Communication Skills
Level 1: Integrate a variety of communication techniques to gather and convey information to an individual or small group
Level 2: Conduct a business meeting using decision-making techniques

Indicators
3.7.01 Apply techniques to participate in/facilitate a group discussion
3.7.02 Apply active listening strategies
3.7.03 Develop and deliver formal and informal presentations
3.7.04 Articulate ideas and impact audience through verbal and nonverbal communication
3.7.05 Communicate directions in an organized manner appropriate to the audience
3.7.06 Use consensus-building techniques, including parliamentary procedure, to make decisions and compile summary of meeting minutes, conclusions, and next steps

3.7.07 Extract relevant, valid information from materials and cite sources of information
3.7.08 Develop reports and documents that organize information accurately and use formatting techniques for user friendliness
3.7.09 Select and use appropriate channel for workplace communication
3.7.10 Practice etiquette when using communication techniques

Academic Standards

English: Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly. (Writing Applications C, 11-12)

Math: Use algebraic representations, such as tables, graphs, expressions, functions and inequalities, to model and solve problem situations. (Algebra D, 8-10)

Social Studies: Evaluate the reliability and credibility of sources. (Social Studies Skills and Methods A, 9 -10)

Unit: Business Leadership & Interpersonal Skills

Students will develop critical thinking and problem solving skills through the use of a variety of practical scenarios. Students will demonstrate leadership skills through participation with peer groups, support services, and professional organizations.

Benchmark: 3.8 Business Leadership

Level 1: Determine appropriate leadership style for a specific situation and apply to the situation
Level 2: Use multiple leadership concepts to change situations and enhance effectiveness in the change process

Indicators

3.8.01 Identify the purpose of leadership, the ethical dimensions of leadership and the relationship between leaders and team members
3.8.02 Identify leadership styles and traits of leaders
3.8.03 Identify the impact of individual differences and different situations on the practice of leadership
3.8.04 Assess strengths and weaknesses of leaders and team members and employ team-building techniques
3.8.05 Participate in and lead a small group with an interdependent task
3.8.06 Think critically and use problem-solving skills to analyze complex and diverse concepts
3.8.07 Use reasoning, judgment and imagination to create new possibilities in situations
3.8.08 Manage time with organizational tools and prioritize objectives, responsibilities and tasks
3.8.09 Apply conflict-resolution skills
3.8.10 Recognize/reward others for their efforts and contributions
3.8.11 Develop relationships with peer groups, support services, and professional organizations

Academic Standards

English: Use a variety of strategies to enhance listening comprehension. (Communication A, 8-10; Communication A, 11-12)

Math: Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner. (Mathematical Processes H, 8-10)

Social Studies: Critique data and information to determine the adequacy of support for conclusions. (Social Studies Skills and Methods B, 11-12)

Benchmark: 3.9 Emotional Intelligence

Level 1: Exhibit desirable personal and professional appearance, attitudes, behaviors, and work habits
Level 2: Exhibit techniques to control emotional reactions to people and situations

Indicators

3.9.01 Conduct an interpersonal and intrapersonal inventory
3.9.02 Identify how individual actions impact others
3.9.03 Manage personal emotions, behavior and appearance to maintain professionalism
3.9.04 Describe and exhibit appropriate ethical behavior
3.9.05 Accept and use constructive feedback to improve work habits
3.9.06 Employ appropriate coping skills to prevent/handle workplace conflicts
3.9.07 Recognize, respect and utilize the diversity among people and cultures
3.9.08 Foster positive working relationships

Academic Standards

English: Use a variety of strategies to enhance listening comprehension. (Communication A, 8-10; Communication A, 11-12)

Social Studies: Analyze how issues may be viewed differently by various cultural groups. (People in Societies A, 11-12)