



GEORGIA MIDDLE SCHOOL

Instructional Resources

CAREER, TECHNICAL, & AGRICULTURAL EDUCATION

AGRICULTURE

COURSE: Agriculture Education

UNIT 1: Symbols of Leadership

INTRODUCTION

Annotation:

This unit gives students an overview of the agricultural education system and describes its three equal components--leadership, classroom instruction, and hands-on learning experiences. Students will learn what leadership skills and career development opportunities FFA membership and agriculture education courses provide.

Special Note: Lesson 9 requires the use of the Life on the Farm board game, available for \$21.50 from www.enasco.com.

Grade(s):

<input type="checkbox"/>	6 th
<input type="checkbox"/>	7 th
<input checked="" type="checkbox"/>	8 th

Time:

Ten 50 minute class periods

Author:

Nita McLeod

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided appropriately. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation. Many students (both with and without disabilities) who struggle with reading may benefit from the use of text reading software or other technological aids to provide access to printed materials. Many of these are available at little or no cost on the internet.

FOCUS STANDARDS

GPS Focus Standards:

- MSAGED8-1** **Identify the 3 main parts of the agricultural education program.**
a) Define Supervised Agricultural Experience Programs.
b) Define FFA Leadership.
c) Define agricultural education.
- MSAGED8-2** **Develop an understanding of the FFA organization.**
a) Explain the purpose of the FFA.
b) Discuss the history and important dates of the FFA.
c) Explain the FFA Creed.
- MSAGED8-3** **Develop leadership skills, characteristics, and responsibilities.**
a) Demonstrate knowledge of parliamentary procedure.
b) Prepare for effective citizenship and participation on our democratic society.
- MSAGED8-4** **Develop and use verbal and nonverbal communication skills.**
a) Compare and contrast verbal and nonverbal communication.
b) Develop effective people skills.
- MSAGED8-5** **Develop work ethic and employable skills through agricultural education and leadership programs.**
a) Maintain accurate records on Supervised Agricultural Experience project.
b) Demonstrate proper workplace etiquette.
c) Understand the job application process.

GPS Academic Standards:

- S6CS2** **Students will use standard safety practices for all classroom laboratory and field investigations.**
- S6CS8** **Students will investigate the characteristics of scientific knowledge and how it is achieved.**
- M6D1** **Students will pose questions, collect data, represent and analyze the data, and interpret results.**

UNDERSTANDING & GOALS

Enduring Understandings:

Students will learn that the agricultural education program is not confined to the classroom/laboratory but that FFA is an integral part of the program incorporated with a supervised agricultural experience project. Through agricultural education and FFA they will develop a work ethic that will ensure hard work and diligence.

Essential Questions:

- What are the three components of the agriculture education program?
- How do the three components work together to make a quality agriscience program?
- What event in FFA history most affected you?
- What impact does FFA or could FFA have on your life?
- Does the FFA Creed still apply today?
- When or where would parliamentary procedure be useful?
- Is parliamentary procedure used in informal meetings?
- Do you prefer verbal or nonverbal communication?
- Does my behavior affect the job I do?
- Is it important to do your best at any job?

Knowledge from this Unit:

Students will be able to:

- Describe the three components of the agricultural education program
- Sequence the history of the agricultural education program and the National FFA Organization
- Demonstrate basic parliamentary procedure
- Research and identify the characteristics of a leader
- Differentiate between verbal and nonverbal communication
- Choose work ethic and employable skills

Skills from this Unit:

Students will be able to:

- Draw the three circle model of the ag ed program and explain how they work together
- Construct an FFA timeline showing important events in FFA history
- Perform public speaking
- Recite the FFA Creed
- Acquire knowledge of basic parliamentary procedure
- Critique a person's ability to be a leader
- Perform basic record keeping
- Translate verbally and nonverbally
- Complete a job application
- Conduct research on the work place

ASSESSMENTS

Assessment Method Type:

- ☐ Pre-test
- ☒ Objective assessment - multiple-choice, true- false, etc.
 - ☒ Quizzes/Tests
 - ☐ Unit test
- ☒ Group project
- ☒ Individual project
- ☒ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - ☐ Self-check rubrics
 - ☐ Self-check during writing/planning process
 - ☐ Journal reflections on concepts, personal experiences and impact on one's life
 - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
 - ☐ Academic prompts
 - ☐ Practice quizzes/tests
- ☒ Subjective assessment/Informal observations
 - ☐ Essay tests
 - ☒ Observe students working with partners
 - ☒ Observe students role playing
- ☒ Peer-assessment
 - ☐ Peer editing and commentary of products/projects/presentations using rubrics
 - ☒ Peer editing and/or critiquing
- ☒ Dialogue and Discussion
 - ☐ Student/teacher conferences
 - ☒ Partner and small group discussions
 - ☒ Whole group discussions
 - ☐ Interaction with/feedback from community members/speakers and business partners
- ☒ Constructed Responses
 - ☐ Chart good reading/writing/listening/speaking habits
 - ☒ Application of skills to real-life situations/scenarios
- ☐ Post-test

Attachments for Assessment(s):

3 parts to the program collage.
FFA time line
Recite the FFA Creed
FFA Creed Quiz
Conduct a mock parliamentary procedure contest
Communicate verbally or nonverbally
Record Keeping Worksheet
Job Application
Research workplace

LESSON PLANS

INTRODUCTION

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

<u>MSAGED8-1</u>	Identify the 3 main parts of the agricultural education program. a) Define Supervised Agricultural Experience Programs. b) Define FFA Leadership. c) Define agricultural education.
<u>MSAGED8-2</u>	Develop an understanding of the FFA organization. a) Explain the purpose of the FFA. b) Discuss the history and important dates of the FFA. c) Explain the FFA Creed.
<u>MSAGED8-3</u>	Develop leadership skills, characteristics, and responsibilities. a) Demonstrate knowledge of parliamentary procedure. b) Prepare for effective citizenship and participation on our democratic society.
<u>MSAGED8-4</u>	Develop and use verbal and nonverbal communication skills. a) Compare and contrast verbal and nonverbal communication. b) Develop effective people skills.
<u>MSAGED8-5</u>	Develop work ethic and employable skills through agricultural education and leadership programs. a) Maintain accurate records on Supervised Agricultural Experience project. b) Demonstrate proper workplace etiquette. c) Understand the job application process.
<u>S6CS2</u>	Students will use standard safety practices for all classroom laboratory and field investigations.
<u>S6CS8</u>	Students will investigate the characteristics of scientific knowledge and how it is achieved.
<u>M6D1</u>	Students will pose questions, collect data, represent and analyze the data, and interpret results.

2. Review Essential Questions. Post Essential Questions in the classroom.

- What are the three components of the agriculture education program?
- How do the three components work together to make a quality agriscience program?
- What event in FFA history most affected you?
- What impact does FFA or could FFA have on your life?
- Does the FFA Creed still apply today?
- When or where would parliamentary procedure be useful for you?
- Is parliamentary procedure used in informal meetings?
- Do you prefer verbal or nonverbal communication?
- Does my behavior affect the job I do?
- Is it important to do your best at any job?

3. Identify and review the unit vocabulary.

Agriculturalist	Exploratory	New Farmers of America	Star Farmer
Assembly	Fondness	Nonverbal	Subsidiary
Body Language	Future Farmers of America	Official Dress	Supervised Agricultural Experience
Career Development	Handshake	Oral Communication	Teamwork
Events			
Chairman	Honest Wealth	Parliamentary Procedure	Toil
Charisma	Incidental	Placement	Traditions
Classroom/Laboratory	Interview	Privilege	Verbal
Committee	Job Application	Proficiency	Work Etiquette
Communication	Job Shadow	Pursuits	Work Habits
Creed	Leadership	Quorum	Writing Skills
Deeds	Listening Skills	Record Keeping	
Engaged	Main Motion	Research	
Entrepreneurship	Majority	Resume	
Ethics	Management	Smith-Hughes Act	

• **LESSON 1: WHAT DO YOU KNOW ABOUT THE AGRICULTURE EDUCATION PROGRAM?**

1. Review Essential Questions. Post Essential Questions in the classroom.

- What are the three components of the agriculture education program?
- How do the three components work together to make a quality agriscience program?

2. The Three Components

- Have a model of the three circle components visible in the classroom.
 - Explain the three components to the class:
 - **FFA Leadership:** FFA is an organization that provides hands-on opportunities to apply what is learned in the classroom and develop leadership skills for students studying one of the many agricultural areas
 - **Classroom/Laboratory:** Provides instruction which is similar to many of the other classes
 - **Supervised Agricultural Experience:** SAE gives students a chance to explore areas of agriculture in-depth
 - SAE can be anything from completing an agriscience research project, to working at a local business, to starting your own business

3. Three Components Activity

- Have students, either individually or in groups, draw the circles of three components on posters or large sheets of paper.
- Instruct students to label each circle with one of the components.
- Inside each circle, students should either draw pictures or cut out pictures from magazines that represent each component.
 - **Examples:** Cows for SAE, books for the classroom, medal for leadership

4. Incorporate Math Activity

- Ask students the following questions:
 - Do we use math in our everyday life?
 - **Answer:** Yes
 - What is the fraction of the circles that make a complete program?
 - **Answer:** 1/3
 - What is the name of the type of diagram the three components are modeled in?
 - **Answer:** A Venn diagram
 - What is a Venn diagram used to show?
 - **Answer:** The circles are used to show relationships between sets.
 - What does the overlapped region in a Venn diagram represent?
 - **Answer:** Elements that are common between the sets

• LESSON 2: FFA PAST AND PRESENT

1. Review Essential Questions. Post Essential Questions in the classroom.

- What event in FFA history most affected you?
- What impact does FFA have, or could FFA have, on your life?

2. Purpose of the FFA

- Give each student a large index card and instruct them to write down one thing they remember from their 6th or 7th grade year in the FFA.
 - Let students share this information with the whole class or in small groups.
- Explain the purpose of the FFA to students.
 - The FFA is designed to provide students with leadership and skill development opportunities to prepare them for careers of today and tomorrow
- Show students the **FFA History PowerPoint**.
 - See attached supplementary files

3. FFA Timeline

- Divide the class into nine groups, one for each decade from the 1920s to the 2000s.
- Have each group choose five important events that happened in FFA during the decade they have been assigned, and construct a timeline of the events.
 - Students can use the internet, *The Official FFA handbook*, and *The FFA Manual* as resources for the project
- Encourage students to draw pictures, use graphics, or use magazine pictures on their timelines.
- Post the timelines in chronological order in the classroom or the hallway.

4. Incorporate Math Activity

- Ask students the following questions:
 - What is the mathematical term for an ordered list of numbers?
 - **Answer:** Sequence
 - How many years are in a decade?
 - **Answer:** 10
 - How many decades are in a century?
 - **Answer:** 100

• LESSON 3: THE FFA CREED

1. Review Essential Questions. Post Essential Questions in the classroom.
 - What impact does FFA have, or could it have, on your life?
 - Does the FFA Creed still apply today?
2. Lead a discussion about the FFA Creed.
 - Ask students, "What is a creed?"
 - **Answer:** A statement of the beliefs an organization promotes
 - The FFA Creed was adopted in 1930, and with only a few revisions, it is still used today. Why is it still in use if it has been around for so long?
 - What is significant about the FFA Creed?
 - Memorizing the Creed helps you earn what FFA degree?
3. Group Learning Activity
 - Read the FFA Creed aloud to the class while they follow along in either the *FFA Student Handbook* or *FFA Official Manual*.
 - Have students complete each of the five **Paragraph FFA Creed Code** worksheets to help memorize the Creed.
 - See attached supplementary files
 - Instruct students to complete the **FFA Creed Quiz**.
 - See attached supplementary files
4. Count, Add, or Subtract?
 - Ask students the following questions:
 - The FFA Creed was adopted in 1930. How many years later was it revised?
 - How many years until it was revised for the second time?
 - How many words are in the Creed?
 - How many paragraphs are in the Creed?

• LESSON 4: ORDER IN THE COURT!

1. Review the Essential Questions. Post Essential Questions in the classroom.
 - When or where would parliamentary procedures be useful?
 - Is parliamentary procedure used in informal meetings?
2. Class Starter
 - Access **www.youtube.com** and show students the Three Stooges clip "Order in the Court."
 - Divide students into small groups.
 - Have each group make a list of requirements for a good meeting and present them from the class.
 - Ask each group, "Why do you think these are important?"

3. Parliamentary Procedure

- Explain to students that Parliamentary Procedure is a method of conducting meetings in an orderly manner.
- Ask students, "What are examples of meetings where Parliamentary Procedure can be used?"
- Show students the **Intro to Parliamentary Procedure** PowerPoint presentation.
 - See attached supplementary files
 - Practice handling a main motion using the last slide of the PowerPoint, once with the teacher as the chair, and once with the class in smaller groups, each with an elected chair.

4. Incorporate Math Activity

- Discuss the importance of order by relating to the math standard *order of operations*.
- Review the *order of operations* used in math with the class.
 - Parentheses
 - Exponents
 - Multiplication and division, from left to right
 - Addition and subtraction, from left to right

• LESSON 5: THE GREAT DEBATE

1. Review Essential Questions. Post Essential Questions in the classroom.

- When or where would parliamentary procedures be useful?
- Is parliamentary procedure used in informal meetings?

2. The Gavel

- Allow students some down time to begin talking.
- Rap the gavel loudly a number of times to get the class' attention.
- Explain to students that a gavel is a symbol of authority used to maintain order and give direction for a meeting.
- Display **The Gavel** transparency, and review it with the students.
 - See attached supplementary files

3. Mock Parliamentary Procedure Debate

- Review how to handle a main motion.
 - Ask students, "What is a main motion?"
 - How is a main motion introduced?
 - Who is a chairperson?
 - Once a motion has been made, what is the next step?
 - **Answer:** Discussion of the motion
- Explain to students that during discussion, members may speak in favor or against the motion.
- Tell students a discussion is like a debate, and has three parts--a beginning, middle, and ending.
 - Use the **Beginning and Ending Statements for Debate** to give examples.
 - See attached supplementary files
- Have students return to the same groups they had during the Lesson 4 and practice a mock debate.
 - Each student should complete the **Parliamentary Procedure Debate Worksheet** while in their groups.
 - See attached supplementary files

4. Order is Important in Math, too!
- Using the *order of operations* discussed in Lesson 4, have students solve the following problems:
 - $2 + (10 - 3)$
 - **Answer:** 9
 - $12 \times 3 + (5 - 4)$
 - **Answer:** 37
 - $(2 + 3 \times 5) + 10 \times 3$
 - **Answer:** 47
 - $4 + 4 \times 5$
 - **Answer:** 24
 - $20 - 5 \times 3 + 6$
 - **Answer:** 11

• LESSON 6: MAKE IT FAIR, VOTE!

1. Review Essential Questions. Post Essential Questions in the classroom.
 - When or where would parliamentary procedure be useful?
 - Is parliamentary procedure used in informal meetings?
2. Voting's Role in Parliamentary Procedure
 - Tell students, "All students who would like to have pizza during class tomorrow, say aye. All class members that would not like to have pizza during class tomorrow, say no."
 - Share the **Parliamentary Procedure Voting** transparency with the class.
 - See attached supplementary files
 - Explain to students that voting is an important part of parliamentary procedure, and it has rules too.
 - Tell students some motions require a majority vote, some a two-thirds vote, and some don't require a vote at all.
3. Lead a brief discussion about quorums
 - Ask students, "What is a quorum?"
 - **Answer:** A quorum is the minimum number of members that must be present to legally conduct business.
 - What documents decide if a quorum is needed or not?
 - **Answer:** The organization's constitution or bylaws
4. Types of Motions
 - Give students a copy of the **Parliamentary Procedure Chart of Permissible Motions** worksheet.
 - See attached supplementary files
 - Display the **Classification of Motions** transparency and have students follow along on their worksheet.
 - See attached supplementary files
 - Discuss with the class what the purpose for each motion is.
 - Have students return to their debate groups from Lesson 5.
 - Call out a type of motion, and have the groups decide what vote it would take to pass.
 - Have the chair of each group call out motions for the their group to determine what vote, if any, would be required for the motion to pass.

5. Voting Incorporates Math

- Ask students the following questions:
 - The motion to recess requires a majority vote to pass. If 22 people were voting, how many would have to vote in the affirmative for the motion to pass?
 - **Answer:** 12
 - The motion to refer to a committee requires a majority vote to pass. If 25 people were voting, how many would have to vote in the affirmative for the motion to pass?
 - **Answer:** 13
 - If 40 people were present at a meeting and 20 people voted to send the president on an all-expenses paid vacation to Disney World, would the motion pass or fail?
 - **Answer:** Fail

• LESSON 7: PRACTICING PARLIAMENTARY PROCEDURE

1. Review Essential Questions. Post Essential Questions in the classroom.

- When or where would Parliamentary Procedure be useful?
- Is Parliamentary Procedure used in informal meetings?

2. Debate Practice

- Have students return to their groups from Lesson 6.
- Give each group a different main motion to make, debate, and vote for or against.
- Tell students that every group member except the chair must take part in the debate.
- Allow the groups some practice time, and then have them demonstrate to the class the making of the motion, debate, and voting on it.

3. Incorporate Math Activity

- Ask students the following questions:
 - Motions that limit the rights of the members require a two-thirds vote. If 60 members at a meeting cast a vote on the subsidiary motion to *Limit or Extend Limits of Debate*, what would be the minimum number that would have to vote in the affirmative to adopt it?
 - **Answer:** 40
 - If 27 members at a meeting cast a vote on the subsidiary motion in the previous question, what would be the minimum number that would have to cast a vote in the affirmative to adopt it?
 - **Answer:** 18
 - If 30 members at a meeting cast an affirmative vote to limit debate to one debate per person, would it pass if there were 48 members present that were casting a vote?
 - **Answer:** No, 2/3 of 48 is 32

• LESSON 8: COMMUNICATION IS KEY

1. Review Essential Questions. Post Essential Questions in the classroom.
 - Do you prefer verbal or nonverbal communication?
2. The Gossip Game
 - Have one student whisper a phrase relating to agriculture in another's ear.
 - This student should then whisper the phrase into the next person's ear, exactly as they hear it, and so on and so forth, until the phrase has been passed all the way around the room.
 - Instruct the last student to say the phrase aloud, and then the first student to say it as well.
 - Ask students, "Why did the phrase change as it passed from student to student?"
3. Following Directions
 - Instruct students to each write a set of directions for others to follow.
 - **Examples:** Sharpening a pencil, putting on a coat, organizing a locker, replacing a light bulb
 - Have students attempt each task, following the directions exactly as written.
 - Ask students, "Why is it important to say or write exactly what is meant?"
 - Why is this sometimes difficult to do?
4. Lead a discussion on the importance of communication.
 - Ask students, "What is communication?"
 - **Answer:** The sharing of ideas or information with others
 - Who do you communicate with each day?
 - How do we communicate?
 - Is all communication oral?
 - What are some basic skills needed for communication?
 - **Examples:** Listening skills, oral expression skills, writing skills, effective body language
5. Communication is Key
 - Read students the **Cherokee Talking Leaves: The Power of the Written Word** story.
 - See attached supplementary files
 - Ask students, "Why is it important to have a written language?"
 - Have each student select a method of communication and use it to present a topic to the class.
 - **Examples of Topics:** Favorite subject, hobby, dislikes
6. Math Language Activity
 - Show students the following expression, and instruct them to write it in as many ways as they can think of: $7 + (3 - 2)$
 - **Answers:**
 - Seven plus parentheses three minus two
 - Seven add three minus two in parentheses
 - The sum of seven and the difference of three and two
 - Seven increased by the difference of three and two
 - Instruct students to write an algebraic expression for each of the following word phrases:
 - Eight more than the product of seven and X
 - **Answer:** $8 + 7X$
 - Ten less than the quotient of eight and number M
 - **Answer:** $8/M - 10$
 - Five times the difference of 6 and a number Z
 - **Answer:** $5 \times (6 - Z)$

• LESSON 9: RECORD KEEPING

1. Review Essential Questions. Post Essential Questions in the classroom.
 - Does my behavior affect the job I do?
 - Is it important to do your best at any job?
2. Lead a brief discussion on record keeping.
 - Ask students, "Do you think record keeping is important?"
 - Has there been a time when you ran short on money because of poor record keeping and poor planning?
 - What are some examples of good business decisions?
 - What are some examples of bad business decisions?
 - Is record keeping important to SAE projects?
3. Life on the Farm Game
 - Divide the class into groups of six.
 - Allow the groups to play the Life on the Farm board game for a set amount of time.
 - Students should use the **Life on the Farm Record Keeping** worksheet to keep track of expenses and income.
 - See attached supplementary files
 - At the end of the set time, the person with the most money is the winner and may be awarded a prize.
4. Integers Activity
 - Instruct students to express the following using positive and negative integers:
 - A gain of \$15.00
 - **Answer:** + \$15.00
 - A loss of \$12.00
 - **Answer:** - \$12.00
 - A withdrawal of \$100.00
 - **Answer:** - \$100.00
 - A deposit of \$100.00
 - **Answer:** + \$100.00

• LESSON 10: WORKPLACE ETIQUETTE

1. Review Essential Questions. Post Essential Questions in the classroom.
 - Does my behavior affect the job I do?
 - Is it important to do your best at any job?
2. Class Starter Activity
 - Split the class into small groups.
 - Encourage students in each group to introduce themselves to each other by shaking hands and looking in each others' eyes.
 - Ask students, "What did you like and dislike about this activity?"
 - Have students evaluate themselves and their group members based on their ability to introduce themselves effectively.
 - Ask students, "Did you feel comfortable shaking hands?"
 - Did you feel comfortable looking each other in the eye?
 - If you were an employer and your fellow group members were employees, what would your first impressions have been?
3. Job Applications
 - Give each student a copy of the **Job Application Form**. Put a copy on the overhead as well, so students can follow along.
 - See attached supplementary files
 - Explain each area of the application to students.
 - Have students fill out the job application, using a career position they are interested in.
4. Proper Behavior on the Job
 - Show students the **Work Etiquette and Work Habits** transparency and review it as a class.
 - See attached supplementary files
 - Put students into pairs and have each pair select an agribusiness or agency to research.
 - Instruct students to research expected salaries and employee expectations for their agribusiness.
 - Students should report their findings to the class.
5. Job Shadow Activity
 - **Note:** This activity requires students to spend an entire day in the workplace.
 - Give students copies of the **JDMS Shadow Participation** and **JDMS Shadow Participation Letter** to take home to their parents.
 - See attached supplementary files
 - Have students ask the **Job Shadow Questions** to the person they job shadow.
 - See attached supplementary files
6. Counting Principles Activity
 - Ask students to count the total number of handshakes that occurred in their group, assuming everyone shook each other's hand one time.
 - **Example:** If there are 5 people in a group, it will be $4 + 3 + 2 = 9$
 - Ask students to count the total number of handshakes if everyone in the class shook each other's hand one time.

Attachments for Learning Experiences:

1st Paragraph FFA Creed Code
2nd Paragraph FFA Creed Code
3rd Paragraph FFA Creed Code
4th Paragraph FFA Creed Code
5th Paragraph FFA Creed Code
The Three Parts of the Aq Ed Program
Beginning and Ending Statements for Debate
Cherokee Talking Leaves The Power of the Written Word
Classification of Motions
FFA Creed Quiz
FFA History PowerPoint
Intro to Parliamentary Procedure
JDMS Shadow Participation
JDMS Shadow Participation Letter
Job Application Form
Job Shadow Questions
Life on the Farm Record Keeping
Parliamentary Procedure Debate Worksheet
Parliamentary Procedure Voting
Parliamentary Procedure Chart of Permissible Motions
Classification of Motions
The Gavel
Work Etiquette and Work Habits

Notes & Reflections:



CULMINATING PERFORMANCE TASK

Culminating Unit Performance Task Title:

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Attachments for Culminating Performance Task:



UNIT RESOURCES

Web Resources:

www.ffa.org

Attachment(s):

Materials & Equipment:

- Poster/large paper
- Magazines
- Markers

What 21st Century Technology was used in this unit:

<input checked="" type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		