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Cover Letter

AURORA URWILER

aurwiler@huskers.unl.edu

Date

Paul Hans
Superintendent
Wynot Public School
Street Address
City, ST ZIP Code

Dear Paul Hans:

As a highly dedicated teacher, I am writing you to express my interest in the agriculture education/ industrial technology teacher at Wynot Public School. I am scheduled to finish my education at the University of Nebraska- Lincoln in December 2023, following my student teaching experience at Wayne Public School.

I am very excited and eager to be in the classroom to promote agricultural education and help guide those in industrial technology. I believe that my passion and dedication to teaching could exert an influence on the students. I have earned my degrees through the Nebraska College of Technical Agriculture and currently working on my bachelor's degree at the University of Nebraska – Lincoln. While at both institutions, I learned a great deal about the educator I would like to become.

Please feel free to contact me at your convenience to schedule a meeting to discuss in greater detail how I could contribute to the learning environment at Wynot Public School. My contact information is as follows; Email: aurwiler@huskers.unl.edu. Thank you for your time and consideration. I look forward to hearing from you.

Sincerely,

Aurora Urwiler

Resume

AURORA URWILER

aurwiler@huskers.unl.edu

Objective

To obtain a teaching position as an Agricultural Educator in a program with a balanced approach to classroom instruction, experiential learning, and leadership development.

Education

Laurel-Concord-Coleridge High School/ May 2018

GPA: 3.333

Nebraska College of Technical Agriculture/ Associates of Science/ May 2020

GPA: 3.561

Cum Laude Honors

University of Nebraska- Lincoln/ Bachelor of Science/ Projected December 2023

Agriculture Education

Experience

Nebraska College of Technical Agriculture

Student Ambassador & Recruiter/ September 2019- March 2020

- Gave tours of NCTA's campus for prospective students and families
- Planned and executed recruitment projects to represent NCTA
- Created presentations to promote NCTA and presented them to high schools across the state
- Led groups of middle school students in discovery exercises

Convenient Stores

TJ's Mini Mart/ May 2019- August 2019

Deano's Mini Mart/ June 2020- September 2020

- Cooked food for the warmer
- Cleaned the store
- Assisted customers with finding what they were looking for and checking them out

Laurel-Concord-Coleridge Public School

Substitute Teacher/ February 2022- Present

- Substitute teacher in the elementary, middle school, and high school

University Nebraska Extension in Cedar County

4-H Youth Development Summer Program Leader/Summer of 2022

- Put on workshops for the youth/ helped with workshops happening in the office
- Taught the Summer Reading Program
- Helped get things ready for the fair and helped at the fair

Awards, Activities, & Acknowledgments

- Phi Theta Kappa National Honor Society- Student Senate Rep.
- NCTA Dean's Honor Roll- Fall 2018- Spring 2020
- FFA American Degree- 2019
- NCTA Women in Agriculture- 2018-2020/ President 2019-2020
- NCTA Collegiate 4-H & FFA – 2018-2020/ Vice President 2019-2020
- Cornhusker Girls State Delegate- 2017

References

Mrs. Jackie Steffen – Extension Educator

- (402) 841-4396
- jsteffen2@unl.edu

Mrs. Megan Hanefeldt – Extension Educator

- (402) 750-0097
- megan.hanefeldt@unl.edu

Dr. Doug Smith – NCTA Assistant Professor

- (281) 415-5271
- doug.smith@unl.edu

Mr. Jeremy Christiansen – LCC Superintendent

- (402) 256-3133; option 4
- Jeremy.christiansen@lccschool.org

Mr. Mark Leonard – LCC Middle School Principal

- (402) 256-3133; option 3
- mark.leonard@lccschool.org

Letters of Recommendation



101 E Centre, PO Box 368 | Hartington, NE 68739 | 402-254-6821 | Cedar-County@unl.edu

Mr. Hans,

It is with great pride that I write this letter of recommendation on behalf of Aurora Urwiler for the Agriculture/Industrial Technology position at Wynot Public Schools. I am an Early Childhood Nebraska Extension Educator in Cedar County. Aurora was a Cedar County 4-H member under my leadership for 9 years. Along with currently being an active 4-H alum and volunteer, she worked as a 4-H Youth Development Summer Assistant in our office in 2022.

A deep appreciation for agriculture runs in Aurora's blood. By growing up on a farm, she learned responsibility and the value of hard work at a very young age. Her family instilled in her a sense of pride for agriculture and the importance of being actively involved in all aspects of 4-H. It was no surprise to me when Aurora told me she was pursuing a degree in agricultural education.

As a teen, Aurora shared her passion for livestock and the 4-H program by volunteering to assist with workshops, serving as a camp counselor, and by being a clinician for livestock clinics. Aurora was not afraid to step up and take leadership roles. She was elected and served as a youth member on the Cedar County 4-H Council for 2 years. During her time on the council, she grew in confidence. The council knew that they could count on her to attend meetings regularly, offer input, and put the needs of the 4-H program before her own.

As a 4-H alum, Aurora has continued to be actively involved in the Cedar County Fair serving as assistant superintendent in Home Environment, Fashion Revue, Foods, and Clover Kids and assisting with all facets of livestock shows. Her skills are very diversified and her upbeat personality and eagerness to learn make her a joy to be around.

As the 4-H Youth Development Summer Assistant she developed and executed summer workshops independently for youth ages 5-18. It was during this time that I was able to see her teaching skills in action in a variety of settings. She was knowledgeable and a relationship builder. She was able to easily connect with youth of various ages. Aurora exhibited a "can do" attitude and truly learned by doing. Her desire to create the best learning experiences for the youth she worked with was evident. She was receptive to constructive criticism and suggestions and always carried a smile.

Aurora is passionate about being the best teacher she can be. She is sincere, compassionate, and not afraid to take chances. She is so excited to lead an FFA Chapter. There is no doubt in my mind that Aurora would give 110% as the Agriculture/Industrial Technology teacher at Wynot Public Schools. If you have any further questions, please don't hesitate to contact me.

Sincerely,

A handwritten signature in blue ink that reads "Jackie Steffen".

Jackie Steffen—Nebraska Extension Educator—jsteffen2@unl.edu

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INSTITUTE OF AGRICULTURE AND NATURAL RESOURCES
DEPARTMENT OF AGRICULTURAL LEADERSHIP,
EDUCATION AND COMMUNICATION

January 24, 2023

Administrator
Nebraska High School

Dear School Administrator,

I am happy to write a note of support for Ms. Aurora Urwiler as she pursues a teaching position at your school. Aurora is a full-time student in our Agricultural Education teacher preparation program, currently taking the "block" courses with her cohort that consists of the pedagogy/methods and program planning course. She will student teach this fall (2023) at Wayne High School alongside one of Nebraska's most dynamic agriculture teachers, Ms. Toni Rasmussen.

While Ms. Urwiler has not taken the most direct route to the classroom, I am consistently impressed with her passion for teaching and tenacity to complete the teacher preparation program. She has been an advocate for herself and for the teaching profession, and I admire that about her. While she is still learning and practicing this semester and next, I have a high level of confidence in Ms. Urwiler to become an excellent teacher. If she works as hard in her teaching profession as she has in college, I can only imagine what she will be able to accomplish in your school.

Please do not hesitate to call me if you'd like to talk more. My cell is 402.617.1419.

Sincerely,

A handwritten signature in black ink that reads "Matt Kreifels".

Matt Kreifels
Associate Professor of Practice
UNL Agricultural Education Program Coordinator

Introduction

I am Aurora Urwiler from Laurel, NE. I graduated from Laurel-Concord-Coleridge High School in 2018. I grew up on a farm in Laurel and that is where my passion for agriculture started at a young age. I was an active member of the 4-H program in Cedar County for 10 years. While in 4-H I showed cattle, hogs, chickens, and goats, and on top of showing livestock I also did a lot of static projects like sewing, baking, and crafts. I then attended Nebraska College of Technical Agriculture (NCTA) for my first two years of education, then transferred to the University of Nebraska-Lincoln where I will get my bachelor's degree in agriculture education in December 2023. I was very active during my time at NCTA; I was a member of the 4-H/FFA club and served as the vice president in my second year, and I was an active member of the Women in Ag club; I then served as the President during my second year. I was also an active member of the National Honor Society and serves as a student senate representative. I was a member of the Ag Ed club during my time at Lincoln. I will complete my student teaching at Wayne Public School under the guidance of Mrs. Toni Rasmussen



If there are any questions, feel free to contact me at

aurwiler@huskers.unl.edu.

Program Philosophy

Though these doors walk the future of agriculture. I strive to build this new program to the best of my ability and prepare the students for real-world experiences. The Wynot FFA Chapter will work hard to build a strong and successful chapter for the future.

I have always wanted to pursue a career in education, but I wasn't sure what. While everyone in kindergarten was wanting to be princesses and ballerinas, I was very confident in being a teacher. For the longest time, I thought I would be an elementary teacher until I stepped foot in my first ag class. It was that day that I knew I wanted to use my passion for agriculture and teaching together.

As a teacher, I want to be able to support my students' learning and have open communication with the students, parents, and community, and I want to be able to provide opportunities for the students to succeed. By focusing on those 3 points, I hope to grow a strong program and teach to the best of my ability.

When I look at how I can support my students' learning I am going to try different teaching methods to help ensure that my students are engaged and actively learning. Not every student learns the same so that is why I believe it is important to switch up my teaching style every day. Another way that I can support the learning of my students is by making sure I provide accommodations to students that need them. That will come from a student's IEP or 504 plan. I want the students that take my class to enjoy my class and having accommodations ready will help enhance that student's learning.

The next point that I find to be the most important is communication. I believe that having an open-door policy is beneficial to the students and myself. This will allow students to come to me and talk about concerns they might have or any questions they might have on an

assignment or upcoming event. I also want to have great communication with the parents and the community. I plan on doing newsletters that I will share with the students, parents, administration, and the community. The newsletters will either be sent out monthly or weekly. By providing these newsletters it is a way for parents to know what events their child will be participating in. Including the community in the newsletters, it will allow them to see what the FFA program is doing since they are our main supporters.

My final point that I believe strongly in is individualized opportunities. One thing about FFA is there are a lot of opportunities for students to perform individually. I want to be able to not only give them the opportunity to compete in something they are strong in I also want them to take that risk of competing in it to support their learning. Taking that risk could lead to a failure here or there but that is how you learn, and I want my students to know that it is okay to fail, you just need to get back up and try again.

Through these doors walk the student that I have dreamed of teaching for many years. It is now my turn to get them ready for the demands the world will have after they graduate.

Personal Goals

Ag Ed Program Vision: I am a passionate, ambitious teacher and push each student to grow their knowledge of agriculture. I try my best to be a mentor for my students and want them to know that they can come to me and feel comfortable with me. My desire is for my students to look back and be grateful that I did not give up on them. It is a reward when a student looks at me and says I didn't give up because of you.

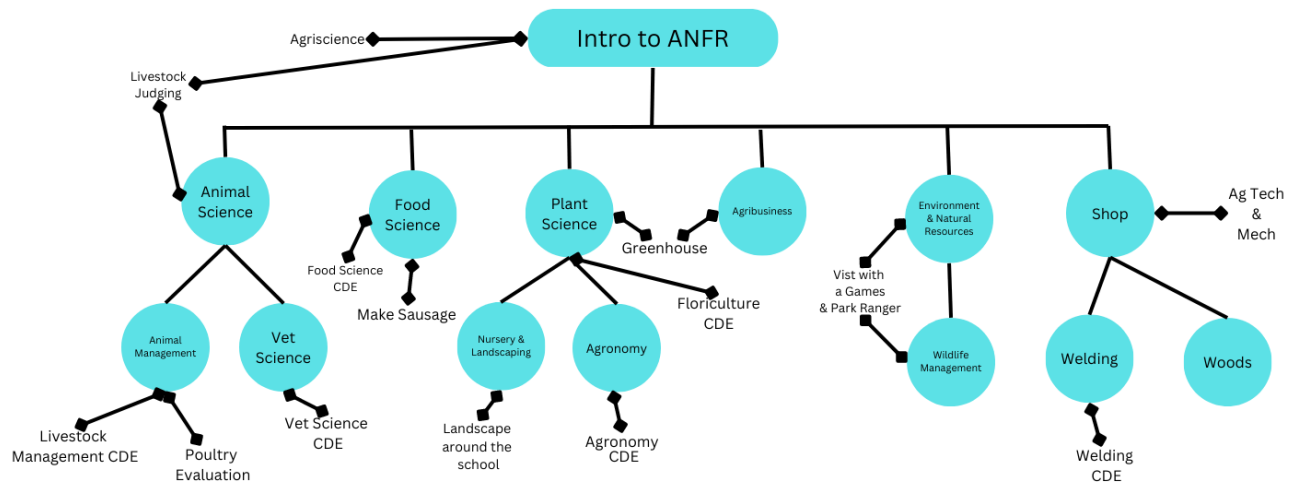
Personal Development Goal	Key Steps	Reflection
Skill: Confidence Goal: Speak up in class 3 times a week.	<ol style="list-style-type: none"> 1. Show up to class 2. Step out of my comfort zone and speak up. 3. Volunteer first 4. Talk with confidence 	During my time in 405 and 413 I achieved these goals. I always showed up to class and even took the risk to step out of my comfort zone and speak first during our role call activity. I found myself feeling more and more comfortable around my peers and during my 405L I could feel great confidence when I talked.

Professional Development Goal	Key Steps	Reflection
Skill: Boundaries Goal: Being able to say no.	<ol style="list-style-type: none"> 1. Know my load limit 2. Not feel bad about saying no 3. Say no to tasks that are not a pressing factor 	This semester I didn't fully accomplish this goal instead I added more to my plate. There were a few times that I did have to say no to doing things to work on assignments and other school work I was doing. Small steps but I will get better as I grow in my teaching style.

Community Development Goal	Key Steps	Reflection
Skill: Networking Goal: Getting involved in the community.	<ol style="list-style-type: none"> 1. Go to local workshops 2. Don't be afraid to reach out to new people 3. Find ways to make them work in with the classroom 	On a personal level, I did a good job at networking and I do see this to continue as I attend NCE this summer.

Program Model

Wynot Ag Program



Scope & Sequence

Course Title/Food Science	Program, Year and Public School	Scope & Sequence	Description of the course content, including the importance of safe, sanitary and reliable food supply for human consumption. Topics explored include food safety regulations and required standards in production facilities and food service establishments, along with home handling of food.
<p>Course Goal: Develop and implement procedures to ensure safety, sanitation, and quality in food products and processing facilities.</p> <p>Learning Objectives: - Identify and describe the role of food safety and quality control in food production and processing facilities. - Analyze procedures to manage outdoor work. - Describe career opportunities and means to achieve those opportunities in each of the AFNR career pathways. - Demonstrate employability skills for college and career readiness.</p>	<p>AFNR154.1.1 Explain the role of food safety and quality control in food production and processing facilities. - AFNR154.1.2 Explain the role of food safety and quality control in food production and processing facilities. - AFNR154.1.3 Explain the role of food safety and quality control in food production and processing facilities.</p>	<p>Student Activities - The student will identify the importance of food safety and quality control in food production and processing facilities. - The student will identify the importance of food safety and quality control in food production and processing facilities. - The student will identify the importance of food safety and quality control in food production and processing facilities.</p>	<p>AFNR154.1.1 Explain the role of food safety and quality control in food production and processing facilities. - AFNR154.1.2 Explain the role of food safety and quality control in food production and processing facilities. - AFNR154.1.3 Explain the role of food safety and quality control in food production and processing facilities.</p>
<p>Unit 2: Are you sure that hamburger is safe to eat? - AFNR154.2.1 Identify the major foodborne illnesses and the ways of adequate prevention and/or control. - AFNR154.2.2 Explain the role of food safety and quality control in food production and processing facilities. - AFNR154.2.3 Explain the role of food safety and quality control in food production and processing facilities.</p>	<p>AFNR154.2.1 Identify the major foodborne illnesses and the ways of adequate prevention and/or control. - AFNR154.2.2 Explain the role of food safety and quality control in food production and processing facilities. - AFNR154.2.3 Explain the role of food safety and quality control in food production and processing facilities.</p>	<p>Student Activities - The student will identify the major foodborne illnesses and the ways of adequate prevention and/or control. - The student will identify the major foodborne illnesses and the ways of adequate prevention and/or control. - The student will identify the major foodborne illnesses and the ways of adequate prevention and/or control.</p>	<p>AFNR154.2.1 Identify the major foodborne illnesses and the ways of adequate prevention and/or control. - AFNR154.2.2 Explain the role of food safety and quality control in food production and processing facilities. - AFNR154.2.3 Explain the role of food safety and quality control in food production and processing facilities.</p>
<p>Unit 3: Careers in Food - AFNR154.3.1 Identify the career opportunities in the AFNR career pathways. - AFNR154.3.2 Explain the role of food safety and quality control in food production and processing facilities. - AFNR154.3.3 Explain the role of food safety and quality control in food production and processing facilities.</p>	<p>AFNR154.3.1 Identify the career opportunities in the AFNR career pathways. - AFNR154.3.2 Explain the role of food safety and quality control in food production and processing facilities. - AFNR154.3.3 Explain the role of food safety and quality control in food production and processing facilities.</p>	<p>Student Activities - The student will identify the career opportunities in the AFNR career pathways. - The student will identify the career opportunities in the AFNR career pathways. - The student will identify the career opportunities in the AFNR career pathways.</p>	<p>AFNR154.3.1 Identify the career opportunities in the AFNR career pathways. - AFNR154.3.2 Explain the role of food safety and quality control in food production and processing facilities. - AFNR154.3.3 Explain the role of food safety and quality control in food production and processing facilities.</p>
<p>Unit 4: Getting ready for food science careers - AFNR154.4.1 Identify the career opportunities in the AFNR career pathways. - AFNR154.4.2 Explain the role of food safety and quality control in food production and processing facilities. - AFNR154.4.3 Explain the role of food safety and quality control in food production and processing facilities.</p>	<p>AFNR154.4.1 Identify the career opportunities in the AFNR career pathways. - AFNR154.4.2 Explain the role of food safety and quality control in food production and processing facilities. - AFNR154.4.3 Explain the role of food safety and quality control in food production and processing facilities.</p>	<p>Student Activities - The student will identify the career opportunities in the AFNR career pathways. - The student will identify the career opportunities in the AFNR career pathways. - The student will identify the career opportunities in the AFNR career pathways.</p>	<p>AFNR154.4.1 Identify the career opportunities in the AFNR career pathways. - AFNR154.4.2 Explain the role of food safety and quality control in food production and processing facilities. - AFNR154.4.3 Explain the role of food safety and quality control in food production and processing facilities.</p>

Other helpful resources:
- [AFNR154.1.1](#)
- [AFNR154.1.2](#)
- [AFNR154.1.3](#)
- [AFNR154.2.1](#)
- [AFNR154.2.2](#)
- [AFNR154.2.3](#)
- [AFNR154.3.1](#)
- [AFNR154.3.2](#)
- [AFNR154.3.3](#)
- [AFNR154.4.1](#)
- [AFNR154.4.2](#)
- [AFNR154.4.3](#)

Narrative Rational

As I look at my Food Science Scope & Sequence, I think to myself how will this support my students that take the class, how will this help them understand CTE opportunities in the food industry, and how does this class align with my goals for my program? These questions that I am focusing on are not only used in my Food Science Scope & Sequence but all the scope & sequences I will create.

When building this scope & sequence I had to think about how I was going to be able to support all my students that take this class. There are a variety of ways that I can make sure that my students are able to learn the best they can. That can be in ways of modifying the assignments/test for students that require this. For example, some accommodations would be providing larger print for students that are hard of seeing, I can provide pre-recordings of the lesson for students that struggle to hear. As a teacher, I know I am going to have students in my class that are going to need some accommodations/modifications. Some of those I can factor in now as I put a scope & sequence together and other accommodations I will have to do once I know who is in my class. I plan on working with the resource teacher on this to see what he/she recommends for the student. I can also look over that student's IEP to give me an idea of what I need to do to support that student's learning. Another way I can support my students is in the way I teach. As I teach a lesson, I will strive to touch all learning styles to ensure that all students are learning in the best way that fits them, and it is also a way to keep students engaged because it isn't the same thing the whole class period.

My next thing to think about while teaching this lesson is to help the students understand CTE opportunities in this course. I want the students to do some exploring and find careers that interest them and don't know a lot about. This allows them to discover things independently instead of listening to me lecture them all the time. This also aligns with how I want to teach; I don't want to stand in front of the class and talk the whole class period every day I want to get out and have the students do things and bring in guest speakers. Switching up how I teach will benefit the students learning in so many ways, and it is a good way to keep them engaged. When I look at bringing in guest speakers or even when we go on a field trip, I

need to make sure that it is clear to the students that they need to show respect to the people who took time out of their day to come and talk to them. I would hope it is a given, but if they don't want to show respect to those people, they will have to lose those privileges.

Finally, how does this course align with my goals for my program? I have a lot of goals for my program especially as I look at where I will be teaching. A goal that I have for my program is to work with the community. This also goes back to the previous paragraph and brings in guest speakers. If there is a business in town that falls under the unit I am teaching, it would be a perfect way to get them involved and come speak to the class about what it takes to do what they do. Another goal that I have for my program is a personal goal but can also work for the program. That goal would be to take risks; as the teacher, I want to take risks in finding ways to push the students that will benefit their learning, but I want the students to take risks while learning a new topic. Taking risks aligns with failure and failure is completely okay, it is a way to learn. For me, as a teacher, I am going to take risks by trying new ways to teach. I might fail when trying a new teaching style but that is how I know if it is something to make changes to and try again or if it is a style that just won't work for this class. Failure is a way to learn, and we are all learning.

As I work on my scope & sequence for not only the food science course but all the courses I will teach, I will keep in mind how can I support my students, showcase CTE opportunities, and align my goals and vision throughout the course.

Extended Contract Table

School day: Tue-Thurs 7:30-4:00 Fri 7:30-2:30
2024/25 School Year

The monthly meetings will also be a potluck that the grade levels will bring different food items.

Event	Date	Time	Hours	Location	Notes
Kick-off Meeting	August 26th	6:30 - 8:00PM	1.5 hr	School	The kick-off meeting will be open to students, parents, admin, and supporters to discuss what the year will look like. This is more of an informational meeting for students that are interested, and it is a time for parents and supporters to ask questions
Monthly Meeting	September 9th	6:30- 8:00 PM	1.5 hr	Ag room	Talk about upcoming events like tractor driving, and dairy judging, and talk a little bit about National Convention. This is a time for students to sign-up if they haven't already.
Tractor Driving Practice	Sept. 1-13th	6:45- 7:30 AM	~45 min per day	Ag room	Might add after-school practices. During practice, we will study parts of tractors, look at the courses, the students participating will have to drive. This practice is going to be offered in the morning only unless the student asks otherwise.
Tractor Driving	September 14th	9:00 AM- 1:00 PM	4 hr + travel time	Pierce, NE	This takes place on a Saturday morning. The students will have to take a test over tractors and identify parts. The second part is driving the course.
Dairy Judging Practice	Sept. 1- 24th	6:45-7:30 AM & 4:00- 6:30 PM	~45 min AM or 2.5 hr PM	Ag room	Time might differ because of students in sports. This practice will be over how to judge a dairy cow and go over possible questions that could be on the test. The competition will take place in Hartington at the fairgrounds.
Monthly Meeting	Oct. 14th	6:30 - 8:00PM	1.5 hr	Ag room	At this meeting, we will talk about National Convention and who is going, and what is expected from them. We will also start talking about LDEs and what competitions there are and start signing up. During the meeting, we will also talk about Pathways to Careers and who is interested in attending.
National FFA Convention	Oct. 23-26th			Indianapolis, IN	
LDE Practices	Oct. 30th-Dec. 3	6:45-7:30 AM & 4:00- 6:30 PM	~45 min AM or 2.5 hr PM	Ag room	Days and times will vary. I will provide sign up sheet in the room so students can sign up for times that work for them. These practices will go with the competition the student is doing at districts.
Monthly Meeting	Nov. 11	6:30 - 8:00PM	1.5 hr	Ag room	This meeting will be a recap of what the students who attended P2C learned. We will also talk about the upcoming LDE contest.
Pathways to Careers Conference	Nov. 8-9			Karney, NE	Students will attend this while I attend the ag symposium. They will bring in different careers that the students can explore.
Ag Ed Symposium	Nov. 8-9			Karney, NE	Professional Development
Monthly Meeting	Dec 9	6:30 - 8:00PM	1.5 hr	Ag room	Christmas party so time might change. This meeting we will cover events happening when they get back from break and what to be prepared for. Then it will be a lot of games and activities.
Livestock Judging Practices	January 7th- 22	6:45-7:30 AM & 4:00- 6:30 PM	~45 min AM or 2.5 hr PM	Ag room	Days and times will vary. Location may change. The students will come in to learn how to judge cattle, hogs, sheep, and goats. I have a local farmer who has said he will pull some cattle together for the students to practice judging and I will find a sheep farmer to let us practice judging them, I will locate some hogs, and I can bring my goats up for practice.
CDE Practices	Jan. 28- Feb. 21	6:45- 7:30 AM & 4:00- 6:30 PM	~45 min AM or 2.5 hr PM	Ag room	Days and times will vary. The location may change. These practices will help the team be the best that they can be. I will have sign up sheets so the students can sign up for times that work for them.
Monthly Meeting	Jan. 13	6:30- 8:00 PM	1.5 hr	Ag room	Discuss the plan for livestock judging and talk about the plans for CDEs
Monthly Meeting	Feb. 10	6:30- 8:00 PM	1.5 hr	Ag room	Discuss the plans for CDE. Also, talk about what we want to do for FFA week
Monthly Meeting	March 10	6:30- 8:00 PM	1.5 hr	Ag room	Talk about state and who all is going. Also, talk about other events. Talk about officer interviews
State Qualifier's Practice	March 3rd- April 1	6:45- 7:30 AM & 4:00- 6:30 PM	~45 min AM or 2.5 hr PM	Ag room	Days and times will vary. The location may change. This practice will be for whatever teams qualified.
State FFA	April 2-4			Lincoln, NE	
Monthly Meeting	April 14	6:30- 8:00 PM	1.5 hr	Ag room	Recap of state convention and start planning for the banquet
Officer Interviews	April 17			School	I am going to have a teacher or admin, a community member, and one other person sit in and conduct the interview process.
FFA Banquet	April 24	6:30- 8:30 PM	2 hr	Perish Hall	Event to celebrate the accomplishments of the members and everything that they did this year. This will also be the time that students will get degrees they applied for and we will introduce the new officer team. We will also take time to thank our sponsors and supporters.
COLT	May or June			Aurora, NE	Chapter Officer Leadership Training is a 3-day event for officers to meet other officers from the state and learn the responsibilities of their office.
County Fairs	July			Hartington, NE	Help during shows and possible help with hamburger feed and ice cream social
SAE Visits	May-July			Student's Choice	

Lesson Plan Example

Daily Plan	Instructor: Ms. Urwiler
Course: Plant Science	
Unit Title: Plant cells	
Lesson Plan Title: Osmosis	

Contextual/Set	Where have you been?	Where are you going?
	Learning about photosynthesis	Dig a little deeper into how osmosis works
Essential Question: (Law 2)	Why is osmosis an important thing for plants?	
Objective: (Law 1, 4)	<ul style="list-style-type: none"> Students will be able to define osmosis. 	

Learning Activity 1 (Laws 3,4,5)	Estimated Time:	
Instructor Directions	What will the teacher do?	What will the student do?
Vocabulary and background knowledge	Help review what osmosis means Teach the importance of osmosis in plant cells Go over background information/steps	Review what osmosis means. Learn why it is important in plants.

Summary (Law 6,7)	Transition
Essential points to summarize	Essential connections to the next Objective. (Scaffold)
- Why osmosis is important	-

Contextual/Set	Where have you been?	Where are you going?
Essential Question: (Law 2)	Which liquid allowed the most osmosis to happen?	
Objective: (Law 1, 4)	<ul style="list-style-type: none"> Students will investigate the movement of liquids in and out of the gummy bears. 	

Learning Activity 2 (Laws 3, 4, 5)	Estimated Time:	Multiple days
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Instructor Directions	What will the teacher do?	What will the student do?
Gummy Bear Experiment	Guide the students through the experiment.	<ul style="list-style-type: none"> • Conduct the experiment. • Be able to follow the scientific method during the experiment.

Summary (Reflection) (Law 6, 7) (End of the class)
<ul style="list-style-type: none"> • How did this experiment show us osmosis? • Why is osmosis important?

Materials, Supplies, Equipment, References, and Other Resources: (Law 1)
PowerPoint (Gummy Bear Osmosis) Worksheets Gummy bears Cup/containers Measuring cup cup Water Salt Sugar Lemon juice Soda Juice

Steps in the experiment

1. Label the cup/container for a different kind of liquid
2. Add a half cup of the liquid to the coordinated container
 - a. For the salt water and sugar water heat the water and add salt/sugar until the water is saturated
3. Measure a gummy bear
4. Add one gummy bear to each liquid
5. Let it set till the next day
6. Remove each gummy bear and observe the new gummy bear
7. Discuss the results that were discovered

Gummy Bear Osmosis

Osmosis: _____

Why is osmosis important?

Hypothesis:

Conclusion:

Water

Sugar Water

Salt Water

Lemon Juice

Apple Juice

Sunkist Orange

Evaluation Example

Inquiry

Aurora

Evaluation of Classroom Instruction

3-7-23

Student Teacher Observed: _____

Cooperating School: _____

UNL Evaluator: _____

Date: _____

Lesson(s): _____

Competency	YES/No	Comments
Connecting with Students		
Was the teacher ready for instruction? Did the teacher: <ul style="list-style-type: none"> know their content? use familiar analogies? practice what they asked students to do? prepare varied instruction at an appropriate level? 	y	- seemed very well prepared and confident.
Were students ready for instruction? Did the teacher: <ul style="list-style-type: none"> gain student interest and attention before beginning? pause when attention was interrupted? exhaust students' attention? 	y	
Processing Content		
Essential Question Did the teacher use an essential question or bell ringer to establish the focus of the lesson? Did they: <ul style="list-style-type: none"> know the language of the learners? USE the question through the lesson to gain feedback from students? use clear and concise language? 	y	- used the EQ directly in the lesson.
Objectives presented Did the teacher state/present the lesson objectives? Did they: <ul style="list-style-type: none"> communicate a clear objective, using verbs, for what students should be able to do at the end of the lesson? assess/summarize with students based on the objective? 	y	Make sure to verbally go over objectives and EQ.
Student Engagement in Learning Did the teacher clearly define the activity and excite the learner to engage in the learning process? <ul style="list-style-type: none"> could students connect to the learning? did the teacher activate students' thinking and encourage students to do the work of learning? 	y	- had students write a hypothesis. - That got use thinking about what happened in our experiment.
Summary/Closure Did the teacher summarize all key elements of the lesson? Did they: <ul style="list-style-type: none"> assess/summarize with students based on the objective? 	y	- stop before the bell to summarize & come back to objectives

- let the student examine the data (graphs, bar) before you tell them, it might be slings.

Formative Assessment

Word Bank

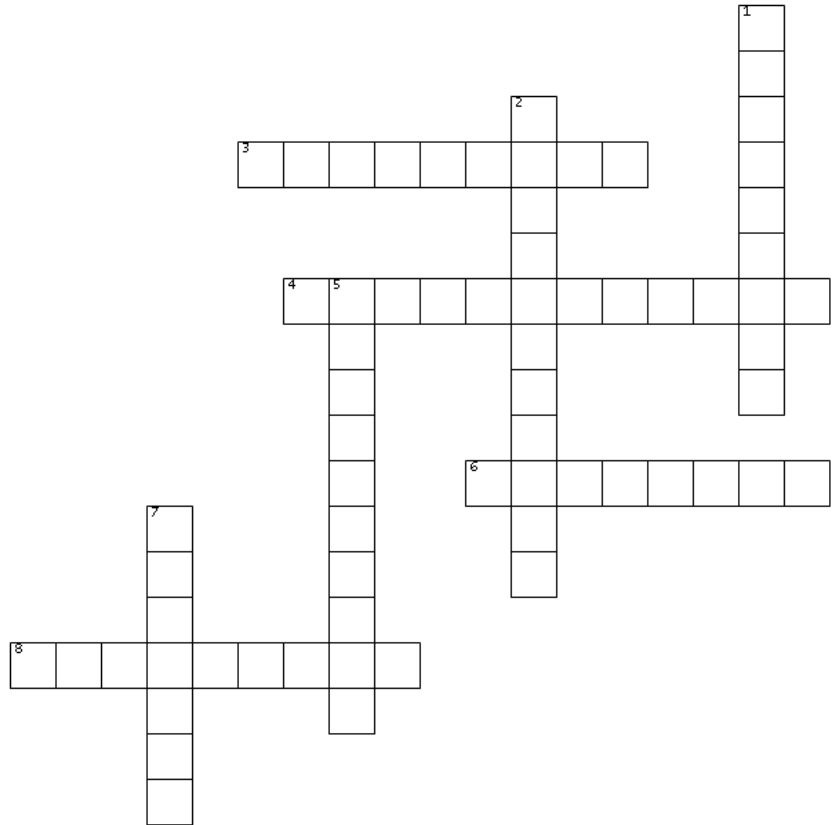
Osmosis
Diffusion
Hypotonic
Hypertonic
Isotonic
Cytolysis
Endocytosis
Phagocytosis

ACROSS

3. Describes a solution whose solute concentration inside a cell is lower
4. A cell engulfs large particles, either as defense or to obtain food
6. Describes a solution whose solute concentration is equal to the solute concentration inside a cell
8. Bursting of cells

DOWN

1. The movement of particles from regions of higher density to regions of lower density
2. - Cell membrane surrounds a particle and encloses the particle in a vesicle to bring the particle
5. Describes a solution whose solute concentration is higher
7. The movement of water through a permeable membrane from an area of high concentration to an area of low concentration



Summative Assessment

Career Poster

	Below Average (0-4)	Average (5-7)	Excellent (8-10)	Comments
Career Title & Description	Career title with no description or a vague job description.	Career title with a non-detailed job description	Career title with a very detailed job description	
Education	No education listed	List High School and College Education	List High School classes to take and College courses in detail	
Average Salary	No salary or just an amount	List salary range	List the salary range and describe how one can advance their pay.	
Pictures	0-1 picture with no caption	2 Pictures with a vague description	2-3 Pictures with detailed descriptions	

Additional Comments: