



AgExplorer Implementation Guide

Created: 08/2016 by the National FFA Organization

This guide is designed to help teachers and advisors incorporate agricultural career exploration into their courses. It can be used as a complete career exploration unit, as an outline to integrate career exploration throughout an entire course or it can be used à la carte to match any curriculum.

STANDARDS ALIGNMENT

All the AgExplorer lesson plans and activities contained in this guide are aligned to the following standards:

AFNR Performance Element

- CS.05. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources career pathways.

FFA Precept

- FFA.PL-A.Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- FFA.PL-C.Vision: Visualize the future and how to get there.
- FFA.PL-E.Awareness: Understand personal vision, mission and goals.
- FFA.PL-F.Continuous Improvement: Accept responsibility for learning and personal growth.
- FFA.PG-I.Professional Growth: Assume responsibility for attaining and improving upon the skills needed for career success.
- FFA.PG-J.Mental Growth: Embrace cognitive and intellectual development relative to reasoning, thinking and coping.
- FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.
- FFA.CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.

Common Career Technical Core

- AG5 Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources Career Pathways.

NASDCTEc

- AGC09.02 Select, research and examine critical aspects of career opportunities in one or more AFNR career pathways in order to gain an understanding of the breadth of occupations within this cluster. "

Common Core- Reading: Informational Text

- CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper)."

Common Core- Writing

- CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content."

Common Core- Speaking and Listening

- CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Common Core- Literacy in Science & Technical Subjects: Writing

- CCSS.ELA-Literacy.WHST.9.10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- information flexibly and dynamically."

AFNR Career Ready Practices

- CRP.02. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive.
- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.
- CRP.07. Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using

- new information to make decisions, change practices or inform strategies.
- CRP.08. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.
- CRP.10. Plan education and career path aligned to personal goals. Career-ready individuals take personal ownership of their own educational and career goals, and the regularly act on a plan to attain these goals.
- CRP.11. Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems.

Partnership for 21st Century Skills

- Communication
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Information Literacy
- Initiative and Self-direction
- Leadership and Responsibility

GUIDE TO LESSON PLAN USE:

Career Exploration Unit

If this will be used as an entire unit then the following progression of lesson plans is suggested. Each lesson plan and worksheet is hyperlinked within this document to make it easy to find.

1. [Agricultural Careers Introduction](#)
 - a. The lesson introduces the concept of agricultural careers and the eight agricultural pathways plus agricultural education. Students will view at least one of the career focus area videos and complete a "[Video Analysis](#)" worksheet.
 - i. *Tip 1:* The lesson only asks students to view one video. However, depending on the subject of the course, they could watch multiple career focus area videos.
2. [Career Exploration](#)
 - a. The lesson walks students through the process of finding careers that match their interests by taking the Career Finder interactive assessment and completing the "[Career Finder: Matching My Interests](#)" worksheet. Students will also dig deep into their exploration of careers by completing at least one "[Career Profile](#)" worksheet.
 - i. *Tip 1:* The lesson only asks students to complete one career profile. However, depending on the length of the career exploration unit, students could be assigned three to five career profiles to complete. These could all be careers in the same focus area if that suits the subject of the course, or they could be careers from multiple career focus areas.
 - ii. *Tip 2:* The lesson offers a "leveling up" activity to increase the rigor of the lesson. For a career exploration unit, it is highly recommended to use the leveling up activity. In this activity students complete a "[College Profile](#)" worksheet.

Integration of Career Exploration Throughout Course

Full integration will work best when students have regular access to technology (at least weekly). This could be during class time or at home if you want to assign career exploration activities as homework. Some suggestions for integration are to:

1. Introduce the topic of agricultural careers at the beginning of the course with the [Agricultural Careers Introduction](#) lesson.
 - a. This lesson plan introduces the concept of agricultural careers and the eight agricultural pathways plus agricultural education. Students will view at least one of the career focus area videos and complete a [Video Analysis](#) worksheet.
 - i. *Tip 1:* The lesson only asks students to view one video. However, depending on the subject of the course they could watch multiple career focus area videos. If it is a general agricultural course, or they need to be exposed to all careers in agriculture, it is suggested that one video be showed biweekly or monthly.
2. Dig deep into careers with the [Career Exploration](#) lesson.
 - a. This lesson walks students through the process of finding careers that match their interest by taking the Career Finder interactive assessment and completing the "[Career Finder: Matching My Interests](#)" worksheet. Students will also dig deep into their exploration of careers by completing at least one "[Career Profile](#)" worksheet.
 - i. *Tip 1:* The lesson only asks students to complete one career profile. Since career exploration will be

integrated throughout the length of the course it is suggested that students have to complete one career profiles a week. These could all be careers in the same focus area if that suits the subject of the course, or they could be careers from multiple career focus areas.

- ii. *Tip 2:* The lesson offers a “leveling up” activity to increase the rigor of the lesson. For a career exploration unit it is highly recommended to use the leveling up activity. In this activity students complete a “[College Profile](#)” worksheet. Students could be required to complete a college profile once a month or once a quarter.
- iii. *Tip 3:* A “[Career Choice Board](#)” has been provided to make the integration of career exploration easy. Students can be given this choice board at the beginning of the semester/year. There are 16 activities on the choice board including completing career profile, college profile and video analysis worksheets. There are also activities that help students stretch beyond career exploration and begin to think about how to get a job. These activities use the FFA Resume Generator. A “[Rubric](#)” for all the activities in the choice board is included.
 1. *Suggestion:* Count the entire choice board grade (worth 150 points) as a test or project grade or have it count twice.

Career Exploration “À La Carte”

The lesson plans and worksheets are created in such a way that a student does not need to do one activity to complete the other activities. This makes it easy to blend the lesson and activities into an established curriculum. For details about the lesson plans and worksheets provided in this guide read the descriptions in the above two sections or keep browsing through the guide.



Lesson Plan

Agricultural Careers Introduction

Created: 08/2016 by the National FFA Organization

STUDENT LEARNING OBJECTIVES

After completing these activities students will...

1. Define the eight agricultural pathways and agricultural education.
2. Discover the breadth and depth of careers in agriculture.

TIME REQUIRED: 15 to 30 minutes depending on length of discussion

RESOURCES:

1. FFA.org
2. FFA.org/AgExplorer

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "[Video Analysis](#)" worksheet for each student.
2. Internet access to play the video.

THIS LESSON PLAN WOULD WORK WELL AS AN:

1. Introduction to agricultural careers.
2. Introduction to a career exploration unit.

LESSON PLAN:

1. **Introduction:** Have students name all the careers they know in the agriculture industry. Record these on the board or on flip chart paper. After students have named all they can, ask students to name careers they do not think are connected to agriculture. Record these careers as well. Based on students' responses tweak the lead up to the activity, but in general, explain that students are going to learn about the various areas of agriculture and explore the wide variety of careers available. This is a good opportunity to introduce students to the eight agricultural pathways as well as agricultural education.
2. **Activity:**
 - a. Show one of the career focus area videos available on career focus pages in AgExplorer. If the course is subject specific (i.e., agricultural mechanics, animal science, biotechnology) show the video from the focus area that most closely relates to the course. If this is a general agriculture class begin with just one video or the video that most closely relates to the topic currently being covered.
 - b. After students have watched the video, give each student a copy of the "[Video Analysis](#)" worksheet to complete.
 - i. *Tip: If careers are taught as a single unit of instruction divide students into nine groups and assign each group a video to watch. Have each person in the group complete the worksheet.*
3. **Follow-up:** Have students share what they learned from the video. Determine if anyone was surprised by some of the careers mentioned in the video. From here, move on to other lessons and activities available within AgExplorer or move on into curriculum specific career lessons.
4. **Leveling Up:** Have students watch a video in a career focus area that holds no appeal for them. Then they should write a paragraph or short essay responding to the video. This response should include a comparison of how their "favorite" career focus area and their least "favorite," and discuss how both areas help solve the problem of feeding the world.



Lesson Plan

Career Exploration

Created: 08/2016 by the National FFA Organization

STUDENT LEARNING OBJECTIVES

After completing these activities students will...

1. Investigate agricultural careers.
2. Analyze career information and put it into their own words.
3. Identify agricultural careers that best match their interests by completing an assessment.

TIME REQUIRED: 60 minutes

RESOURCES: FFA.org

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "[Career Finder: Matching My Interests](#)" worksheet for each student.
2. A copy of the "[Career Profile](#)" worksheet for each student.
3. *Optional:* A copy of the "[College Profile](#)" worksheet for each student.
4. Internet access for students.

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. A portion of a career unit.
2. An activity to be interspersed throughout the length of a course.

LESSON PLAN:

1. *Interest Approach (Optional):* Each student needs an index card. On one side of the index card have students write down one career that they would absolutely HATE to have. Underneath the career they should explain why in 5 words or less. On the other side of the index card they should write down one career that they would absolutely LOVE to have. Underneath the career they should explain why in 5 words or less.
 - a. Have students share what they wrote.
 - b. Discuss how understanding our preferences can help us choose a career that we will enjoy.
1. *Activity:*
 - a. Direct the students to AgExplorer at FFA.org/AgExplorer. Highlight the different career focus areas. Show students the robust search feature as well as the career spotlight section on each career focus area page. Point out the filter options available to help narrow down the list of careers. Finally show them the Career Finder assessment. Help students get logged into FFA.org so they can complete the Career Finder assessment to be matched with careers.
 - b. Give each student a copy of the "[Career Finder: Matching My Interests](#)" worksheet. They will use this to complete the interactive assessment and reflect on their career matches.
 - c. After students have finished the Career Finder assessment and saved their results, give each student a copy of the "[Career Profile](#)" worksheet. Students will use this to create a "Facebook type" profile for a specific career. It could be a career they were matched with or another career they found while navigating through AgExplorer.
 - i. *Tip: An [example career profile](#) is included. Use this to help students understand what they need to do.*
2. *Follow-up:* Allow students the opportunity to share their career profiles with the class.
3. *Leveling Up:* Have students find a college in their state that offers agricultural degree programs and complete the "[College Profile](#)" worksheet.

NAME: _____

Aligned to the following standards:
CS.05; FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PL-F; FFA.PG-I; FFA.PG-J;
FFA.CS-M; FFA.CS-N; AG5; AGC09.02; CCSS.EI.9-10.4; CCSS.W.9-10.2;
CCSS.SL.9-10.1; CCSS.WHST.9.10.4; CRP.02; CRP.04; CRP.07; CRP.08;
CRP.10; CRP.11

Video Analysis

DIRECTIONS:

Watch one of the career focus area videos available on AgExplorer to complete this worksheet.

<p>How did you describe this career focus area before watching the video?</p>	<p>Have you expanded or otherwise changed your description since watching the video? Why or why not?</p>
--	---

Think about the video footage and the audio portions of the video. What careers were shown and/or described?

If you were creating this video what would you have done differently? What else would you have included?

What career focus area was this video about?

What questions do you have after watching the video?

What connections did you make from the video to:

Yourself?

Your Community/Friends/Family?

Your State or The World?

What questions were answered by the video?

What new information did you learn from this video?

Did anything surprise you in this video? Why or why not?

NAME: _____

Aligned to the following standards:
 CS.05; FFA.PL-A; FFA.PL-C; FFA.PL-E;
 FFA.PL-F; FFA.PG-I; FFA.PG-J; FFA.CS-M;
 FFA.CS-N; AG5; AGC09.02; CCSS.EI.9-10.4;
 CCSS.W.9-10.2; CCSS.SL.9-10.1;
 CCSS.WHST.9.10.4; CRP.02; CRP.04;
 CRP.07; CRP.08; CRP.10; CRP.11

Career Finder: Matching My Interests

DIRECTIONS:

Follow the instructions to be matched with careers suited to your interests.

1. Access AgExplorer to complete the Career Finder Assessment.
2. Select "Career Finder" to get started with the assessment. You will see a red "Sign In/Register" button; select it. If you are already logged into FFA.org a "Launch Career Finder" button will appear. If you are not already logged in it was ask you to log-in to FFA.org. Ask your teacher for help if you do not know your username or password.
3. Select the "Start Now" button. You will see 3 different categories to choose from. You can complete these in any order. Select a category.
4. From here you will see a varying number of icons to choose from. Each icon represents one question. Select an icon, answer the question and press save.
5. When all the icons are green you have finished the questions in that category. Select "Return to Menu."
6. Choose another category and repeat steps 4 and 5 until you have completed the assessment. You will see your progress at the top of the screen.
7. Once you have completed all the categories s "Submit."
8. You will receive 4 career results. Use them to answer the following questions.
- 9.

Career Name:	Career Name:	Career Name:	Career Name:
In your own words, briefly describe this career.	In your own words, briefly describe this career.	In your own words, briefly describe this career.	In your own words, briefly describe this career.

10. Click on "Learn More" to view the profile for each career. Review each profile carefully and complete the table below.

Career Name:			Career Name:			Career Name:			Career Name:		
<i>Is this a career that sounds interesting?</i>			<i>Is this a career that sounds interesting?</i>			<i>Is this a career that sounds interesting?</i>			<i>Is this a career that sounds interesting?</i>		
Yes	No	Unsure	Yes	No	Unsure	Yes	No	Unsure	Yes	No	Unsure
Why or why not?			Why or why not?			Why or why not?			Why or why not?		
<i>*Remember to save the career if you answer "yes" or "unsure!"</i>											

NAME: _____

Career Profile

DIRECTIONS:

Utilize AgExplorer to research your chosen career. You will use the information to complete a social media profile for your career of choice.

Cover Photo: (Setting/Location of Career)

Profile Picture

Name of Career:

Career Focus Area:

Friends: (Who would I work with? What careers are related?)

Interests/Groups: (What professional organizations are useful for me?)

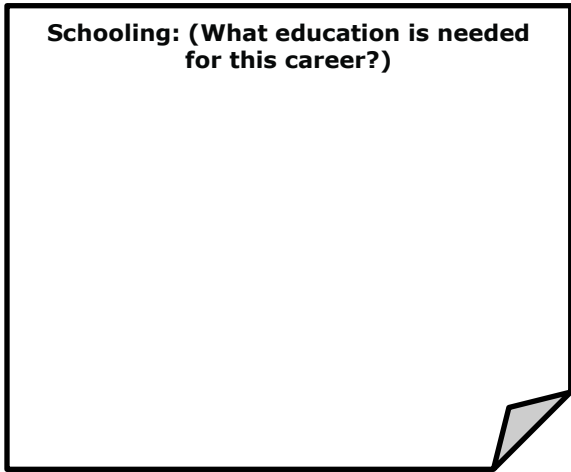
Basic Information: (Where do I work? What companies could I work for/with?)

- ★
- ★
- ★
- ★

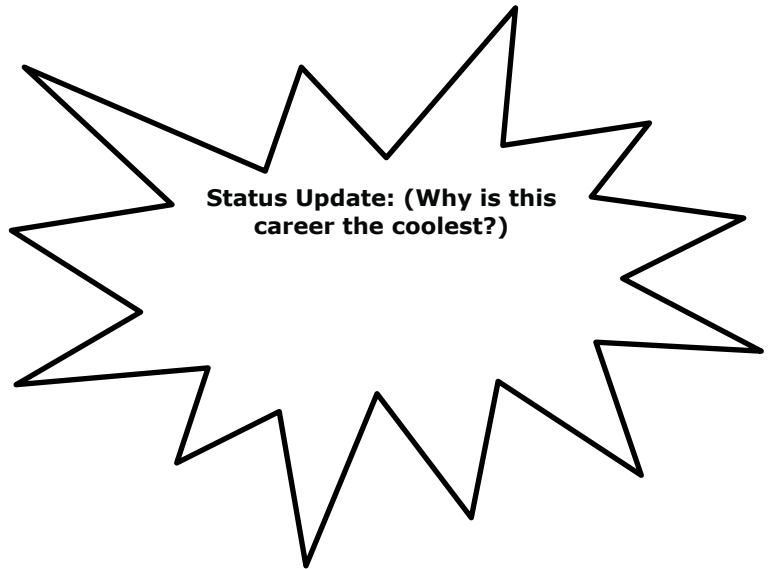
NAME: _____

Career Profile, Continued

Schooling: (What education is needed for this career?)

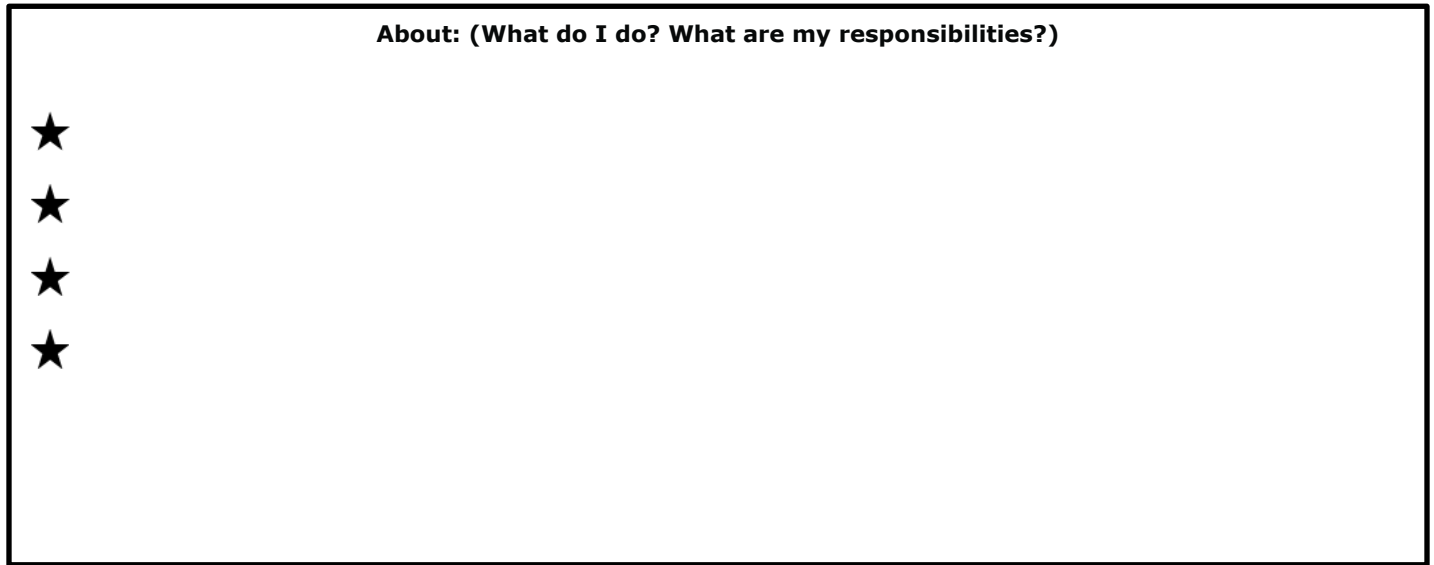


Status Update: (Why is this career the coolest?)



About: (What do I do? What are my responsibilities?)

★
★
★
★



Aligned to the following standards:
CS.05; FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PL-F; FFA.PG-I; FFA.PG-J;
FFA.CS-M; FFA.CS-N; AG5; AGC09.02; CCSS.EI.9-10.4; CCSS.W.9-10.2;
CCSS.SL.9-10.1; CCSS.WHST.9.10.4; CRP.02; CRP.04; CRP.07; CRP.08;
CRP.10; CRP.11

NAME: _____

EXAMPLE: Career Profile

Cover Photo: (Setting)



Profile Picture



Name of Career: *Agriculture Science Teacher - Secondary*

Career Focus Area: *Agricultural Education*

Friends: (Who would I work with? What careers are related to me?)

*Middle school and high school students
School administration
Extension agents
Guidance counselors
Parents
Postsecondary Educator: College/University
Professor
Extension Faculty
College Recruiter
Agricultural Literacy and Advocacy Specialist
Advisor: Government/Stakeholder Relations
Agricultural Lobbyist*

Interests/Groups: (What professional organizations are useful for me?)

- *National Association of Agricultural Educators*
- *American Association for Agriculture Education*
- *National FFA Alumni Association*

Basic Information: (Where do I work? What companies could I work with?)

- ★ *Schools- rural, suburban or urban setting*
- ★ *Agriculture communications-journalist, advocacy*
- ★ *Agricultural education-younger students*
- ★ *Farm Bureau, Extension, National FFA Organization*

NAME: _____

EXAMPLE: Career Profile, Continued

Schooling: (What education is needed for this career?)

Bachelor's degree (4-year-degree) in agricultural education or other agriculturally related field plus the appropriate state teaching licensure.

Status Update: (Why is your career the coolest?)

I get to work with the future agriculturalists every day!

About: (What do I do? What are my responsibilities?)

- ★ *I teach students about all aspects of agriculture (Animals, plants, mechanics, etc.).*
- ★ *I am an advisor for the FFA which is the largest youth organization in the world.*
- ★ *I get to inspire and develop future leaders every day.*
- ★ *I create lesson plans and supervise the school lab and student SAEs. I stay informed about agriculture and agricultural literacy.*

Aligned to the following standards:
CS.05; FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PL-F; FFA.PG-I; FFA.PG-J;
FFA.CS-M; FFA.CS-N; AG5; AGC09.02; CCSS.EI.9-10.4; CCSS.W.9-10.2;
CCSS.SL.9-10.1; CCSS.WHST.9.10.4; CRP.02; CRP.04; CRP.07; CRP.08;
CRP.10; CRP.11

Aligned to the following standards:
 CS.05; FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PL-F; FFA.PG-I; FFA.PG-J;
 FFA.CS-M; FFA.CS-N; AG5; AGC09.02; CCSS.EI.9-10.4; CCSS.W.9-10.2;
 CCSS.SL.9-10.1; CCSS.WHST.9.10.4; CRP.02; CRP.04; CRP.07; CRP.08;
 CRP.10; CRP.11

NAME: _____

College Profile

Adapted from "College of the Quarter" activity created by Michelle Burrows, Washoe County School District, Nevada

Once you have considered a school you must then discover what it will take to obtain a degree or certification in that area. All colleges, universities and training programs are different, and it is important that you know the expectations of each place.

DIRECTIONS:

For this assignment you will need to select a college or university that you are interested in and do a bit of research. Utilize the college and university database available on any career profile page of AgExplorer to find a college or university to research. Use the information you find on the college or university's website to complete this worksheet.

Name of College/University	
Website address	
Location	
Name of Degree	
Name of Department	

Mascot Name:

(include picture)

Are you interested in attending this school? Why or why not?

• **How much is tuition per year?**

• **How much is the cost of housing per year? Are there any special rules about housing, such as all freshmen must live on campus?**



List the minimum requirements to apply here. This may include GPA, specific classes like foreign language and math, SAT/ACT scores, extracurricular activities, etc.

-
-
-
-
-

What do you need to do, change or continue in regards to your education, in order to apply to this school? Be specific.

How do your scores, classes and activities compare right now? Do you meet the minimum requirements?



List any scholarships that are available through the college or the department that you might qualify for.

NAME: _____

Career Choice Board

DIRECTIONS:

Over the course of the semester you will complete one of the following tasks each week. Some of the tasks will take longer than others, but you can complete them in *any order you choose*. There are a total of 16 activities that must be completed by the time the semester is over. Your due date for completion of this board is _____. Shade or color in each block below as you complete it. The board is worth a total of 150 points. The maximum point value for each activity is at the bottom of each block.

SEMESTER-LONG PLAN			
<p>Complete the AgExplorer Career Finder interactive assessment.</p> <p style="text-align: right;">10 points</p>	<p>Complete a career profile for a career of your choice in the Agribusiness Systems career focus area featured on AgExplorer.</p> <p style="text-align: right;">10 points</p>	<p>Watch one of the career focus area videos and complete a "Video Analysis" worksheet about it. (If you've done this task once already don't repeat the same video!)</p> <p style="text-align: center;"><i>(Ask your teacher for the worksheet.)</i></p> <p style="text-align: right;">5 points</p>	<p>Complete a career profile for a career of your choice in the Plant Systems career focus area featured on AgExplorer.</p> <p style="text-align: right;">10 points</p>
<p>Complete a career profile for a career of your choice in the Animal Systems career focus area featured on AgExplorer.</p> <p style="text-align: right;">10 points</p>	<p>Complete a career profile for a career of your choice in the Biotechnology Systems career focus area featured on AgExplorer:</p> <p style="text-align: right;">10 points</p>	<p>Make a list of do's and don'ts for a job interview.</p> <p style="text-align: right;">5 points</p>	<p>Complete a career profile for a career of your choice in the Environmental Service Systems career focus area featured on AgExplorer.</p> <p style="text-align: right;">10 points</p>
<p>Complete a career profile for a career of your choice in the Food Products & Processing Systems career focus area featured on AgExplorer.</p> <p style="text-align: right;">10 points</p>	<p>Choose a spotlighted SAE from the Explore page and list all the careers on AgExplorer that the SAE could lead to.</p> <p style="text-align: right;">5 points</p>	<p>Complete a career profile for a career of your choice in the Power, Structural & Technical Systems career focus area featured on AgExplorer.</p> <p style="text-align: right;">10 points</p>	<p>Create a resume using the FFA Resume Generator.</p> <p style="text-align: right;">20 points</p>
<p>Watch one of the career focus area videos and complete a Video Analysis worksheet about it. (If you've done this task once already don't repeat the same video!)</p> <p style="text-align: center;"><i>(Ask your teacher for the worksheet.)</i></p> <p style="text-align: right;">5 points</p>	<p>Complete a career profile for a career of your choice in the Agricultural Education career focus area featured on AgExplorer.</p> <p style="text-align: right;">10 points</p>	<p>Complete a career profile for a career of your choice in the Natural Resources Systems career focus area featured on AgExplorer.</p> <p style="text-align: right;">10 points</p>	<p>Identify a current job opportunity for a career of your choice and create a cover letter for it.</p> <p style="text-align: right;">10 points</p>

Aligned to the following standards:
 CS.05; FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PL-F; FFA.PG-I; FFA.PG-J; FFA.CS-M;
 FFA.CS-N; AG5; AGC09.02; CCSS.EI.9-10.4; CCSS.W.9-10.2; CCSS.SL.9-10.1;
 CCSS.WHST.9.10.4; CRP.02; CRP.04; CRP.07; CRP.08; CRP.10; CRP.11

NAME: _____

Rubric: Career Choice Board

5 POINT TASKS		
Criteria	Points Available	Points Received
Work shows understanding and knowledge of the topic.	2	
Work shows good effort and is of high quality.	1	
Student followed all instructions for the task.	1	
Work was turned in on time.	1	
Total		

10 POINT TASKS		
Criteria	Points Available	Points Received
Work shows understanding and knowledge of the topic.	4	
Work shows good effort and is of high quality.	2	
Student followed all instructions for the task.	2	
Work was turned in on time.	2	
Total		

20 POINT TASKS			
Criteria	Below Average (0-1 points)	Average (2-3 points)	Above Average (4-5 points)
Knowledge	Work shows little to no understanding of the topic.	Work shows some understanding of the topic.	Work shows excellent understanding of the topic.
Quality	Work is very low quality with little evidence of effort.	Work shows some effort and is mostly neat.	Work shows excellent effort and is of high quality.
Instructions	Student did not follow instructions for the task.	Student followed some of the instructions.	Student followed all instructions for the task.
Timeliness	Work was submitted more than 1 day late.	Work was 1 day late.	Work was submitted on time.