

Perris Union High School District

Course of Study

A. COURSE INFORMATION														
Course Title: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Agricultural Communication, Leadership, and Technology</div> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised	Subject Area: <input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input checked="" type="checkbox"/> College Prep Elective <input type="checkbox"/> Other	Grade Level <input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12												
If revised previous course name if changed <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	Is this classified as a Career Technical Education course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No													
Transcript Course Code/Number: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">207231</div> (To be assigned by Educational Services)	Credential Required to teach this course: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Designated Subjects Career Technical (Agriculture or <i>To be completed by Human Resources only:</i> Single Subject (Agriculture))</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> <div style="display: flex; justify-content: space-between;"> <i>Spide Dillon</i> 11/1/17 </div> <div style="display: flex; justify-content: space-between; font-size: small;"> Signature Date </div> </div>													
Required for Graduation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No													
Meets UC/CSU Requirements? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Unit Value/Length of Course: <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:													
Was this course <u>previously approved by UC</u> for PUHSD? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Will be verified by Ed Services)	Submitted by: Maggie Maratsos Site: Heritage High School Date: 9/3/17													
Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;">Approvals</th> <th style="width: 40%;">Name/Signature</th> <th style="width: 20%;">Date</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Director of Curriculum & Instruction</td> <td style="padding: 5px;"></td> <td style="padding: 5px; text-align: center;">10/24/17</td> </tr> <tr> <td style="padding: 5px;">Asst. Superintendent of Educational Services</td> <td style="padding: 5px;"></td> <td style="padding: 5px; text-align: center;">10/30/17</td> </tr> <tr> <td style="padding: 5px;">Governing Board</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> </tbody> </table>		Approvals	Name/Signature	Date	Director of Curriculum & Instruction		10/24/17	Asst. Superintendent of Educational Services		10/30/17	Governing Board		
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Prerequisite(s) (REQUIRED):
Plant and Animal Science or Freshman Ag. Biology
Corequisite(s) (REQUIRED):
None
Brief Course Description (REQUIRED):
<p>This project-based-learning-style course is designed to give students in our agriculture program the opportunity to learn how to improve their communication skills. It is also used to show them how to be a more effective leader; leadership development is one of the key components of agricultural education. The use of technology in this revised course will be an integral part of this project-based class. Students will receive training in the areas of communication skills, public speaking, event coordination, group processes, managerial skills, self-awareness, human relations, and the responsible use of technology. Students will be expected to participate in either one of the team Career Development Events or in one of the individual Career Development Events sponsored by the California FFA Organization (or both). Students will also be expected to maintain a supervised agricultural experience project and to keep an up-to-date online agricultural record book. Through the planning and execution of numerous events for the school's FFA chapter, students will discover how to best effect change in their communities. Students will read frequently about the nature of leadership and its different styles. Additionally, students will write and reflect--critically, reflectively, and persuasively--and speak about real-world issues in agriculture. Topics will include current issues in agriculture legislation, development of personal leadership skills, FFA operations, FFA judging teams, and exploration of past and present needs in the agriculture industry and its leaders.</p>

B. COURSE CONTENT

Course Purpose (REQUIRED):
<i>What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.</i>
<p>This class will build on basic leadership skills developed in other agricultural courses and activities. This is a project-based class, in which students will be learning how to public speak, plan large-scale events, collaborate appropriately using technology, and effectively communicate their ideas in group settings. Major topics and student objectives consist of the following:</p> <ol style="list-style-type: none"> 1. Students will understand the importance of effective communication. 2. Students will become proficient at writing and delivering a prepared speech.

3. Students will become proficient at job interviews.
4. Students will become proficient in the use of Parliamentary Procedure.
5. Students will demonstrate effective group/committee skills.
6. Students will learn the benefit of a portfolio.
7. Students will recognize the value of a supervised agriculture experience project.
8. Students will learn the benefit of the career and leadership development events offered through the FFA.
9. Students will learn the importance of positive work ethics and habits.
10. Students will learn basic business structures and employability skills.

This course has been revised to add more critical reading and writing, as well as more opportunities to apply real-world knowledge of the agriculture industry through the medium of public speaking; this is to enable students to gain a better understanding of what it means to be an effective communicator and leader in any setting. This class will also build their verbal and nonverbal vocabulary and proficiency, and will enable them to think through real challenges and problems as they plan and execute real, large-scale events for the school's FFA chapter.

At the end of the school year, students enrolled in this class will be able to:

1. Communicate a message clearly and concisely to promote an FFA event or while delivering a speech, according to a rubric developed by the instructor.
2. Identify at least three barriers to effective communication, as proven by a written assessment.
3. Identify various communication styles and explain the rationale behind their uses, through an essay-style assessment.
4. Write and implement a plan to improve communication skills in a small group that they are working in, graded by a rubric developed by the instructor.
5. Identify non-verbal communication patterns that affect group work, as proven by a written assessment.
6. Will write a promotional post, using social media, for at least one chapter FFA event, graded by a rubric developed by the instructor.
7. Write and deliver at least one speech, graded by a rubric developed by the instructor.
8. Plan and deliver at least one informational group discussion or tour, graded by a rubric developed by the instructor.
9. Participate in a mock job interview, and create items like a resume and cover letter; this will be graded by a rubric developed by the instructor and through peer evaluations.
10. Implement parliamentary procedure correctly during at least one official FFA business meeting, as verified by the instructor.
11. Actively participate in at least one FFA committee each semester, as verified by the instructor.
12. Create a portfolio of job-applicable work and employment-related resources, graded by a rubric developed by the instructor.
13. Establish and maintain an supervised agricultural experience project, as verified by the instructor.
14. Compete in, or understand the concepts behind, at least one FFA career or leadership development event, as verified by the instructor.
15. Plan and coordinate of at least one FFA chapter event, as verified by the instructor.

Course Outline (REQUIRED):

Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.

Personality and Leadership

Description: Students will define leadership and create goals for themselves for the year. Students will examine different leadership styles and case studies. Students will research different real world leaders. Students will evaluate

the strengths and weaknesses of different leadership styles and real world leaders.

This unit is an introduction to the topic of leadership. To achieve this goal, students will look at numerous real world leadership case studies and they will evaluate the issues within the situation, as well as evaluate how the person handled the situation. They will take personality assessments, evaluate 4 sets of preferences and how to work well with different group personalities. Students will have group and class discussions about these case studies and will write frequently about how they would handle the situation. Additionally, students will research a real world leader and present on the strengths and weaknesses of their leadership style. Students will read Chapter 1 (*Leadership Categories and Styles*) and Chapter 2 (*Personality Types and Their Relationship to Leadership and Human Behavior*) from the text, Leadership: Personal Development and Career Success, to aid them with their research and understanding of the topic.

Assignment: Students will write an essay explaining their personal leadership style (based on the definitions they found in the text) and creating goals for the year. This assessment relates to the goals of the class because students will begin to think about themselves as leaders and how they would handle different situations as a leader. Additionally, the assessment connects to the writing goal of the class since students will need to clearly explain how they plan on being a leader.

Emotional Intelligence

Description: In this unit, students will evaluate their emotional intelligence (EQ). Emotional Intelligence is the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically. The purpose of this unit is to have students to effectively analyze their own personal emotional intelligence. They will evaluate various situations in an agricultural work environment and how people utilized emotional intelligence in these situations. Students will read excerpts from Chapters 16, 17, 18, and 19 from the text, Leadership: Personal Development and Career Success, to aid them with their research and understanding of the topic.

Assignment: Students will evaluate their own emotional intelligence through an emotional intelligence quiz online (from a credible source). They will then be grouped with other students with similar emotional intelligence. The group will have to create a visual presentation that describes their EQ and how they tend to work with people of other emotional intelligence styles.

Conflict Resolution/ Problem Solving

Description: In this unit, students are introduced to basic techniques to handle conflict resolution. In any leadership situation, students will be presented with some type of conflict and need to be able to resolve this conflict in a positive way. This unit will also be focused on learning how to be assertive but an effective leader while making decisions and solving problems as a leader. Students will learn how to handle emotions effectively in a group situation. They will work to identify the core issues of any situation and look at problems from other perspectives. Students will learn how to build off of other's ideas in order to find a more creative and effective solution to the problem. This will be done through real work and hypothetical situational analysis of issues. Students will work in groups to develop and implement proposed solutions and will meet with appropriate personnel to present their solutions and persuade others of the viability of their ideas. Students will analyze examples of novel approaches to issues and will learn about effective brainstorming. Students will read Chapters 17 (*Conflict Resolution*) and Chapter 4 (*Building Teams and Groups*) from the text, Leadership: Personal Development and Career Success, to aid them with their research and understanding of the topic.

Assignment: Students will be presented with mock conflicts in agricultural work environments. They will have to

present possible methods to reduce the conflict within the work environment. The students will work in groups to clearly determine the core issues within the situation and provide a clear plan on how to handle emotions effectively and create a resolution for the conflict.

In addition, students will practice their ability to solve problems in a group environment. Students will engage in a community-based project related to agriculture or the FFA chapter where they identify a problem they want to fix, organize a way to fix it, and then go about executing that solution. This assessment relates to the goals of the class because it connects the learning in class to the real world. Students will need to think creatively to find solutions to real problems and then plan their solution.

Leading a Team

Description: In this unit, students will be investigating the proper way to leading a team. The Menifee-Heritage FFA chapter is officially led by seven officers who are always enrolled in this course. However, our goal is to have a whole class of leaders who are enrolled in this course. Hence, this unit is essential because it helps provide more guidance on how to properly lead a team or in this case, an FFA chapter. The students will investigate their interpersonal skills to evaluate themselves to see if they are a trusting individual to others. Students will read excerpts from Chapter 5 (*Building Teams and Groups*), Chapter 15 (*Time Management*), and Chapter 16 (*Motivating Others*) from the text, Leadership: Personal Development and Career Success, to aid them with their research and understanding of the topic.

Assignment: Leading a team is something often done by a coach. Hence, for an assignment, the students will be introduced to 10 key coaching skills (found in an article in Forbes Magazine). The students will have to take these ten key coaching skills and write about how they will apply them to being a leader in the FFA chapter. They will have to come up with a plan on how to better be leaders in their FFA chapter using these 10 key coaching skills. Furthermore, throughout the year while students participate on FFA committees or in career development teams, students will have the opportunity to put these skills to practice in a real-world setting.

Career Readiness

Description: In this unit, students will begin preparing themselves for a career. The purpose of this course is to prepare students for the future as a leader in a career in agriculture. Through this unit, students will learn the basic skills of creating a cover letter, resume, job application and preparing for an interview. They will focus on building their individual interview skills by practicing their basic interview questions with their peers. In addition, they will practice giving positive feedback to their fellow students as they peer review cover letters and resumes. To help them with the preparation of the documents they will create in this unit, the students will read from Chapter 21 (*Selecting a Career and Finding a Job*) and Chapter 22 (*Getting the Job: Resumes, Applications, and Interviews*) from the text.

Assignment: Students will participate in a local FFA Job Interview contest. They will each complete all the steps to participating in this contest which includes creating their resume, cover letter and completing a job interview. California FFA provides four mock job positions each year that the students will be applying to for the contest. The most difficult part of the contest is that the students will have to meet with an interview panel and interview for this mock position. Those students who score the highest in the local contest will continue on to the Sectional FFA Public Speaking competition for the Job Interview contest.

Communication

Description: Students will learn the skills necessary to being a good public speaker. These will include: projection, articulation, eye contact, body language, and confidence. Students will practice each of the public speaking skills necessary in increasingly difficult situations beginning with peer-to-peer and culminating in a large group speech.

Students will investigate various communication styles including non verbal communications and verbal communications. In addition, the students will become familiar with the ten tools for effective listening. To help prepare them for the performance task assessment of this unit, students will read from Chapter 6 (*Communication Skills*), Chapter 7 (*Reciting*), Chapter 8 (*Prepared Speaking*), and Chapter 9 (*FFA Extemporaneous Public Speaking*).

Assignment: Students will have to practice their public speaking skills through the participation in a local chapter competition of the FFA Opening and Closing Ceremonies contest. These students will need to memorize specific parts of the ceremonies and have to present the entire ceremony in a group contest. They will be graded based upon their presentation of the ceremony and their projection, articulation, eye contact, body language and confidence. The group that does the best in the local competition will move on to the Sectional FFA Opening and Closing Ceremonies contest. Students may also compete in one of the other FFA public speaking contests and apply the knowledge they gained in this unit.

Parliamentary Procedure

Description: Parliamentary procedure is the body of rules, ethics, and customs governing meetings and other operations of clubs, organizations, legislative bodies, and other deliberative assemblies. In agriculture and the FFA, parliamentary procedure is the basic rules to make decisions and votes in a professional manner. As students are preparing for further involvement in the FFA and careers, parliamentary procedures are important to know. Almost anyone with a career in agriculture will have to be aware of legislation in the state and by being familiar of parliamentary procedure will give anyone a head start in their career. In this unit, students will be familiar with the main motions and procedures for a vote to be passed and decisions to be made properly. They will read from Chapter 10 (*Basic Parliamentary Procedure*) and Chapter 12 (*Conducting Successful Meetings*) in the text, and view multiple parliamentary demonstrations in videos found on YouTube.

Assignment: The students will be grouped in a group of approximately 6 students and they will demonstrate their knowledge of main motions using parliamentary procedure. They will have to participate in a Parliamentary Procedure demonstration (during a mock meeting scenario) that is similar to the FFA Parliamentary Procedure contest.

Team Building

Description: In this unit, students will learn about the skills needed to work as a team. They will investigate the characteristics of an effective team. This will allow them to evaluate how they are working as a leadership team within the Menifee-Heritage FFA chapter. They will complete a team dynamics or group self assessment (based on a rubric created by the teacher) to see if they believe they have the proper dynamics as a team. To gain insight, they will read from Chapter 3 (*Learning Styles and Leadership*), Chapter 4 (*Developing Leaders*), Chapter 13 (*Problem Solving and Decision Making*), and Chapter 14 (*Goal Setting*).

Assignment: The students will be presented with mock issues within a team environment, in a scenario-based assessment. The students must evaluate these mock issues and develop plans on how to create or change the current team to build the proper team dynamics or develop an effective team.

Event Planning

Description: Students will look at different ways to plan various types of school and community projects. They will learn and implement a project planning process to ensure that they are thinking about all the different aspects of organizing an event. Students will work to delegate tasks appropriately, as well as anticipate potential problems and plan solutions to those potential setbacks before they occur. Students will learn how to plan for the myriad aspects of an event, to communicate with necessary individuals and how to organize all the details of an event in a timely fashion. Students will learn to evaluate an event and identify improvements for future planning. Students will

implement technology by collaborating using the Google platform, as well as various social media sites. Students will learn how to effectively and responsibly use social media to convey a message and promote an event.

Assignments: In group committees, students will plan and implement various FFA events on campus using a project-planning format. They will be responsible for every aspect of the event including budgeting, personnel, marketing, communication and implementation. After their event, they will also evaluate the planning process and identify changes that they think are necessary to improve both the process and the results for future events.

In addition, later in the year, students will plan a large-scale FFA event, the Menifee-Heritage FFA chapter banquet. They will invite all the FFA members at Heritage High School and prepare and present a polished awards program that both recaps the entire year and recognizes individuals in the chapter. The students in this class are responsible for planning, organizing and developing this event.

Agricultural Issues and Advocacy

Description: In this unit, students will research various agricultural issues in the industry such as water rights, land use, and any other issue relating to agriculture. They will choose an agricultural issue that interests them and complete digital research on this issue. They will be introduced to the proper procedures to making a convincing presentation and the basic presentation skills. In this unit, they are learning more about common issues within the industry as well further developing their public speaking skills. Students will also learn about how to advocate for a certain position on an agricultural issue; how to create a positive message for a cause, how to create a press release, how to respond to media outlets, and how to appropriately use social media to advocate for a cause.

Assignments: Students will take their chosen agricultural issue and create a digital presentation to present to local agriculturalists. This assignment allows students to demonstrate their writing skills to write their presentation as well as demonstrate their use of technology to make a persuasive presentation. The panel of agricultural industry professionals will listen to these presentations and ask the student presenters questions at the end of each presentation.

Agriculture Literacy

Description: In this unit, students will research various agricultural topics in the industry such as California commodities, ag careers, livestock practices and any other topics relating to agriculture. They will choose an agricultural topic that interests them, complete digital research, and develop a lesson plan for a targeted elementary school age group. They will be introduced to the proper procedures to making a lesson plan and basic teaching skills. In this unit, they are learning more about common practices and the importance of the industry as well further developing their public speaking and communication skills.

Assignments: Students will take their chosen agricultural topic and create a lesson plan to present to local elementary students. This assignment allows students to demonstrate their public speaking and communication skills to a targeted audience. Students will need to include an activity that is part of the lesson plan which will demonstrate that the elementary students met the objective of the lesson.

Record Keeping

Description: Students will initiate and maintain a supervised agricultural experience (SAE) project of their choosing. Based on their research in the previous unit on agriculture literacy, students will decide on a few sectors of the industry that they find appealing or interesting, and will develop a realistic project for themselves based on that sector. This could vary from raising livestock, to growing plants, to working for an agricultural business, or even conducting scientific agricultural research, among many other things. While their project is underway, they will be responsible for keeping accurate records of their hours worked, as well as any income or expenses they have accrued during the

course of the project. Students will learn how to properly balance a budget, how to record income and expenses in a checkbook like scenario, and several other basic financial and time management skills necessary for owning an enterprise or working for a business.

Assignment: Students will record their hours worked, income earned, and money invested on their SAE in an online “record book,” found on the website www.theaet.com. Students’ entries in this online record book are monitored and evaluated by the instructor as their projects are taking place. Keeping sound records is a key part in award recognition and advancement in the FFA program, as many awards require that students have records of SAEs. Each student will be responsible for filling out at least one award application, which will be scored by the instructor using a rubric, that utilizes their records of their SAE.

Writing Assignments (REQUIRED):

Give examples of the writing assignments and the use of critical analysis within the writing assignments.

Leadership Styles Essay: Students will write an essay explaining their personal leadership style (based on the definitions they found in the text) and creating goals for the year. Students will also analyze the different leadership styles and make connections with this knowledge to current or historical leaders. This assessment relates to the goals of the class because students will begin to think about themselves as leaders and how they would handle different situations as a leader. Additionally, the assessment connects to the writing goal of the class since students will need to clearly explain how they plan on being a leader.

Leading a Team Self-Reflection: Leading a team is something often done by a coach. Hence, for an assignment, the students will be introduced to 10 key coaching skills (found in an article in Forbes Magazine). The students will have to take these ten key coaching skills and write about how they will apply them to being a leader in the FFA chapter. They will have to come up with a plan on how to better be leaders in their FFA chapter using these 10 key coaching skills. Furthermore, throughout the year while students participate on FFA committees or in career development teams, students will have the opportunity to put these skills to practice in a real-world setting.

Emotional Intelligence Group Presentation: Students will evaluate their own emotional intelligence through an emotional intelligence quiz online (from a credible source). They will then be grouped with other students with similar emotional intelligence. The group will have to create a visual presentation that describes their EQ and how they tend to work with people of other emotional intelligence styles.

Ag. Issues Industry Presentation: Students will take their chosen agricultural issue and create a digital presentation to present to local agriculturalists. This assignment allows students to demonstrate their writing skills to write their presentation as well as demonstrate their use of technology to make a persuasive presentation. The panel of agricultural industry professionals will listen to these presentations and ask the student presenters questions at the end of each presentation.

Online Project Student Record Book: Students will record their hours worked, income earned, and money invested on their supervised agricultural experience project in an online “record book,” found on the website www.theaet.com. Students’ entries in this online record book are monitored and evaluated by the instructor as their projects are taking place. Keeping sound records is a key part in award recognition and advancement in the FFA program, as many awards require that students have records of SAEs. Each student will be responsible for filling out at least one award application, which will be scored by the instructor using a rubric, that utilizes their records of their SAE.

INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1	
Title: <u>Leadership: Personal Development and Career Success</u>	Edition: 4th
Author: Cliff Ricketts & John C. Ricketts	ISBN: 1435492889
Publisher: Delmar Cengage Learning	Publication Date: 2011
Usage: <input checked="" type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	
Textbook #2	
Title: <u>Habitudes: Images That Form Leadership Habits and Attitudes</u>	Edition: 1st
Author: Tim Elmore	ISBN: 1931132089
Publisher: National FFA Organization	Publication Date: 2004
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	
Supplemental Instructional Materials <i>Please include online, and open source resources if any.</i>	
<p>-<u>Official FFA Manual</u> -<u>Robert's Rules of Order, Newly Revised</u> (11th Edition) (Available online for free at http://www.rulesonline.com/) -California Agriculture Teachers' Association Curricular Code -www.FFA.org -www.theaet.com</p>	
Estimated costs for classroom materials and supplies (REQUIRED). <i>Please describe in detail.</i> If more space is needed than what is provided, please attach backup as applicable.	
Cost for class set of textbooks: \$7306.20 Tax (7.75%): \$566.23	Description of Additional Costs: (Instructor's Manual with resources and test questions)
Additional costs: \$24.95	

Total cost per class set of instructional materials:	\$7897.38
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<p>Key Assignments (REQUIRED):</p> <p>Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete.</p> <p>In addition to multiple quizzes on the text and informal assessments to check for student understanding of concepts throughout the course of the school year, the students in this class will have their knowledge assessed through multiple collaborative projects. This class is largely project-based in its underlying philosophy, so students will be evaluated oftentimes by their peers, by the teacher through the use of a rubric, or a combination of both.</p> <p>Mock Job Interview: This will prepare students for the FFA Job Interview contest, as well as a real job interview. They will each complete all the steps to participating in this contest which includes creating their resume and cover letter, and also completing a job interview. California FFA provides four mock job positions each year that the students will be applying to for this mock interview. The most difficult part of the contest is that the students will have to meet with an interview panel and interview for this mock position. Those students who score the highest in the local contest will continue on to the Sectional FFA Public Speaking competition for the Job Interview contest.</p> <p>FFA Leadership Development Event Participation: Students will have to practice their public speaking skills through the participation in a local chapter competition of the FFA Opening and Closing Ceremonies contest. These students will need to memorize specific parts of the ceremonies and have to present the entire ceremony in a group contest. They will be graded based upon their presentation of the ceremony and their projection, articulation, eye contact, body language and confidence. The group that does the best in the local competition will move on to the Sectional FFA Opening and Closing Ceremonies contest.</p> <p>Parliamentary Procedure Demonstration and Mock Business Meeting: The students will be grouped in a group of approximately 6 students and they will demonstrate their knowledge of main motions using parliamentary procedure. They will have to participate in a Parliamentary Procedure demonstration that is similar to the FFA Parliamentary Procedure contest. Students are evaluated using a rubric, and are evaluated by their peers, as well.</p> <p>Team Management/Workplace Scenario: The students will be presented with mock issues within a team environment. The students must evaluate these mock issues and develop plans on how to create or change the current team to build the proper team dynamics or develop an effective team. Students are evaluated using a rubric, and are evaluated by their peers, as well. In a separate installment of this assignment later in the school year, students will be presented with mock conflicts in agricultural work environments. They will have to present possible methods to reduce the conflict within the work environment. The students will work in groups to clearly determine the core issues within the situation and provide a clear plan on how to handle emotions effectively and create a resolution for the conflict.</p> <p>FFA Event Planning, Coordination, and Evaluation: In group committees, students will plan and implement various FFA events on campus using a project-planning format. They will be responsible for every aspect of the event including budgeting, personnel, marketing, communication and implementation. After their event, they will also evaluate the planning process and identify changes that they think are necessary to improve both the process and</p>

the results for future events. Students are evaluated by their peers on the success of their events, as well.

In addition, later in the year, students will plan a large-scale FFA event, the Menifee-Heritage FFA chapter banquet. They will invite all the FFA members at Heritage High School and prepare and present a polished awards program that both recaps the entire year and recognizes individuals in the chapter. The students in this class are responsible for planning, organizing and developing this event.

Ag. Issues Industry Presentation: Students will take their chosen agricultural issue and create a digital presentation to present to local agriculturalists. This assignment allows students to demonstrate their writing skills to write their presentation as well as demonstrate their use of technology to make a persuasive presentation. The panel of agricultural industry professionals will listen to these presentations and ask the student presenters questions at the end of each presentation. Students are evaluated using a rubric, as well.

Elementary School Lessons and Farm Tours: Students will take a chosen agricultural topic and create a lesson plan to present to local elementary students. This assignment allows students to demonstrate their public speaking and communication skills to a targeted audience. Students will need to include an activity that is part of the lesson plan which will demonstrate that the elementary students met the objective of the lesson. Students are evaluated using a rubric.

Instructional Methods and/or Strategies (REQUIRED):

Please list specific instructional methods that will be used.

- Direct instruction
- Small group projects
- Think-pair-share
- Self-reflection
- Peer evaluations
- Gallery walks
- Collaboration using Google platform
- Quick writes

Assessment Methods and/or Tools (REQUIRED):

Please list different methods of assessments that will be used.

- Essays
- Small group projects
- Written quizzes and tests
- Informal assessments / pre-tests
- Group presentations
- Speeches
- Mock job applications, FFA award applications

COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)

Day(s)	Objective	Standard(s)	Chapter(s)	Reference
4 weeks	Leadership: Historical leaders, leadership styles, individual strengths and weaknesses, overcoming obstacles, personal goal setting	CTE Agriculture Anchor Standards: 2.4 (2.2, 1.8), 7.0 (7.2, 7.3, 7.4, 7.5), 9.0 (9.1, 9.2, 9.3)	1, 2	
3 weeks	Emotional Intelligence: Handling interpersonal relationships, understanding personal biases, analyzing emotional intelligence, evaluating common workplace and team scenarios	CTE Agriculture Anchor Standards: 7.0 (7.2, 7.3, 7.4, 7.5), 9.0 (9.1, 9.2, 9.3)	16, 17, 18, 19	
3 weeks	Conflict Resolution/Problem Solving: Positive decision making, handling emotions in a group setting, team troubleshooting, compromising, persuasion, effective brainstorming	CTE Agriculture Anchor Standards: 5.1, 5.2, 5.4, 7.0 (7.2, 7.3, 7.4, 7.5), 9.0 (9.1, 9.2, 9.3)	4, 17	
3 weeks	Leading a Team: Effective coaching skills, interpersonal skills, team guidance, motivating others, time management, FFA Career Development Events	CTE Agriculture Anchor Standards: 2.4 (2.2, 1.8), 4.0 (4.2, 4.3), 5.0 (5.1, 5.2, 5.3), 9.0 (9.2)	5, 15, 16	
3 weeks	Career Readiness: Employment skills, job applications, job interviews, resumes, cover letters; professionalism, business etiquette, personal grooming, phone/email/social media etiquette, use of effective and appropriate communication in a business setting, FFA Career Development Events	CTE Academic Frame Standards: Writing (2.5), L&S (2.3) CTE Agriculture Standards: 1.8, 2.1, 2.3, 2.4, 2.2, 2.5, 2.6, 2.7, 3.0 (3.6), 4.0, 4.2, 4.3, 5.0, 5.1, 5.2,	21, 22	

		9.0, 9.2, 9.4, 9.6		
4 weeks	Communication: Facilitation training, small group, persuasive, intrapersonal, informal and formal expressions; public speaking, including impromptu, prepared, extemporaneous, as well as FFA Creed recitation, FFA Career and Leadership Development Events	CTE Academic Frame Standards: Reading (2.1, 2.2, 2.3, 2.8), Writing (1.1, 1.3, 1.5, 2.3) CTE Agriculture Standards: 1.1, 1.2, 1.3, 1.8 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8, 4.0, 4.2, 4.3, 4.5, 5.0, 5.1, 5.2, 5.3, 9.0, 9.2 C2.0, (C2.1-C2.5), C3.0 (C3.3), C4.0 (C4.4)	6, 7, 8, 9	
2 weeks	Parliamentary Procedure: Conducting a business meeting, formal decision making, law making	CTE Agriculture Anchor Standards: 9.10, 9.11, 9.12, 9.13	10, 12	
3 weeks	Team Building: Characteristics of effective teams, team dynamics, group problem solving, resolving workplace issues, FFA Career Development Events	CTE Agriculture Anchor Standards: 1.8, 2.2, 2.3, 2.4, 4.0, 4.2, 4.3, 5.0, 5.1, 5.2, 5.3, 9.0, 9.2, 9.10, 9.11, 9.12, 9.13	3, 4, 13, 14	
3 weeks	Event Planning: Theme, banquet/meeting scripts, due dates, invitations, technology use, food safety, decorations, promotion	CTE Agriculture Standards: F2.4 (1.7), F6.0 (6.2), F7.0 (7.5)		
4 weeks	Agricultural Issues and Advocacy: FFA, sound bytes, response to media, appropriate use of social media, positive messages, press releases, current agricultural issues, researching valid sources	CTE Academic Frame Standards: Writing (2.6), L&S (1.1) CTE Agriculture Standards:		

		F2.2(2.6), F2.4(1.14, 2.4), F4.0(4.1, 4.6)		
2 weeks	Agriculture Literacy: Potential for guest speakers and industry tours; agriculture career planning, individual research on agriculture industry, educating the public on agricultural topics	CTE Agriculture Standards: F8.0 (8.1, 8.2, 8.3), C1.0 (C1.2, C1.4)		
2 weeks	Record Keeping: Supervised agricultural experiences, business agreements, budgets, business plan analysis, financial statements, time management	CTE Academic Frame Standards: Alg. (10.0, 12.0, 13.0) CTE Agriculture Standards: F1.1 (15.0, 8.0), F10.0 (10.3)		

C. HONORS COURSES ONLY

Indicate how much this honors course is different from the standard course.

D. BACKGROUND INFORMATION
Context for course (optional)
History of Course Development (optional)