

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

ANIMAL AND BOTANICAL SCIENCES

HONORS AGRICULTURAL LEADERSHIP 2

Grade Level: 12

Credits: 5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 22, 2011

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

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Honors Agricultural Leadership II - Introduction

Introduction

Course Philosophy

Honors Agricultural Leadership II prepares students to meet the global agricultural challenges of tomorrow. The agricultural industry is in need of future leaders who have strong backgrounds in the science, business, and technology of agriculture. With the world facing the challenge of feeding nine billion people by 2050, equipping the future leaders of the agriculture industry is more important than ever. Students will be introduced to career paths such as agribusiness, plant science, floriculture, landscape design, greenhouse management, and veterinary science. As they explore their personal career goals and work cooperatively to manage school and community fundraisers, students will build leadership skills which can be used in any future career.

Course Description

Honors Agricultural II is the culminating class of the four year Animal and Botanical Science Academy program. Students have worked on developing their leadership skills throughout the four year program, and are now ready to plan for their future career paths. The three components of Agricultural Education, including: Classroom Instruction, FFA and Supervised Agricultural Experience are addressed throughout this course. Students continue to expand upon their SAE project in one or more SAE categories: Placement, Entrepreneurship, Exploratory or Research, and have the opportunity to apply for the National FFA Proficiency Award program. FFA is an integral part of the curriculum, offering all students opportunities to hold officer positions, become active chapter members, plan events, attend state leadership conferences, compete in state and national Career Development Events and apply for degrees and scholarships. Classroom instruction will include: event planning, agricultural marketing and sales, customer service, community service. Guest speakers will be invited to enhance the curriculum. Units on local, national and global agriculture will help provide a solid foundation of knowledge of agriculture and environmental issues. Students will take an industry approved Completer Exam upon completion of the course.

Course Map and Proficiencies/Pacing

Course Map

Relevant Standards	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic	Formative	Summative
5.1.12.D.3	Following safety procedures and using personal protective equipment will reduce the risk of injury Specific response techniques must be used in emergencies	What jobsite regulations can help maintain a safe working environment? What response techniques will be used in emergencies?	Pre-test What you already know/what you want to know exercise	Remote responder questions Exit quiz	Animal and Botanical Lab safety test
9.1.12.A.1 9.1.12.B.3 9.1.12.C.4 9.1.12.F.2 9.3.12.C.6 9.3.12.C.7	Career preparation can be enhanced through special hands-on experiences	How can scholarships, internships and study abroad experiences enhance the collegiate experience? What skills are needed in agricultural occupations?	Discussions about career interests and college College interest survey	SAE Blog SAE Checkpoints SAE Photos	National FFA Proficiency Award Final summarize questions Skills/activities
9.1.12.C.5 9.2.12.A.1 9.3.12.C.3	Short and long term planning helps individuals and teams achieve goals	How can a calendar be used to manage goals? How are performance goals written and monitored to guide progress?	Do now questions Pre-test	FFA Program of Activities Planning Sheet Draft SMARTS goals worksheet	Final draft of program of activities (including SMART goals, steps, budget, chairperson, committee members)
9.4.12.A.(7).3 9.4.12.A.(7).6	Jersey Fresh is a marketing program in the Garden State to support local farmers and growers	Why is important to support local agriculture? What are some of the current agricultural issues in New Jersey?	Pre-test What you already know/what you want to know	Projects Video questions Readings/questions and discussion	Oral report on Agricultural Industry in New Jersey Test questions on industries

<p>9.4.12.A.(7).3 9.4.12.A.(7).6</p>	<p>American agriculture has been shaped by historical events often involving issues which are controversial</p>	<p>What are some of the important historical events affecting American agriculture?</p> <p>How are agricultural products grown, processed and marketed?</p> <p>What are the top agricultural commodities in the United States and where are they produced?</p> <p>What are some controversial agricultural issues?</p>	<p>Pre-test</p> <p>What you already know/what you want to know</p>	<p>American Harvest Video questions</p> <p>History of American Agriculture Round-Robin discussion/drawings/timeline</p> <p>News articles - summaries</p>	<p>American Agriculture Test</p>
<p>9.4.12.A.(7).3 9.4.12.A.(7).6</p>	<p>Globalization has a major impact on agriculture</p>	<p>Where and how are crops grown around the world?</p> <p>What are the effects of globalization on agriculture?</p> <p>How are scientists and organizations working to solve the global hunger issue?</p>	<p>Pre-test</p>	<p>Mapping activity/passport discussions</p> <p>Oral presentation research</p> <p>Video worksheets</p>	<p>Oral presentation and questions</p>
<p>9.1.12.F.2 9.4.12.A.(7).3 9.4.12.A.(7).6 9.4.12.A.(2).2 9.4.12.A.(2).2 9.4.12.A.(2).3 9.4.12.A.(2).4</p>	<p>Agribusiness skills prepare students for a variety of occupations</p>	<p>What production, sales and marketing techniques are used in agribusiness?</p> <p>What public relations skills are needed to increase customer satisfaction?</p>	<p>Pre-test</p> <p>Do-now</p>	<p>Participation/work and safety grades during floral and greenhouse production</p> <p>Sales flyers</p> <p>Budget analysis</p> <p>FFA Agricultural Sales practice tests and practicum areas</p>	<p>Evaluations of floral production, work skills</p> <p>FFA Agricultural sales test</p>

<p>9.4.12.A.(5).2 9.4.12.A.(5).3</p>	<p>Consumers have the ability to make environmentally sustainable choices</p>	<p>How do humans impact the environment and what choices can we make to decrease our negative impact on the environment?</p> <p>How does agriculture impact the environment and what methods can increase sustainable agriculture?</p>	<p>Brainstorm various environmental issues and topics</p>	<p>Research topic outline</p> <p>Environmental and agricultural awareness project planning</p>	<p>Agricultural essay/speech</p> <p>Project implementation and analysis</p>
<p>9.3.12.C.2 9.3.12.C.5</p>	<p>The National FFA Organization helps promote personal development, premier leadership and career success</p>	<p>What personal, leadership, and career development skills can be developed through participation in FFA?</p> <p>How can mentoring make a positive impact on others?</p>	<p>Pre-tests</p>	<p>Greenhand Leadership Conference Activity</p> <p>FFA CDE practice tests</p>	<p>Oral presentation at Greenhand Leadership Conference</p> <p>News articles on FFA events</p> <p>FFA CDE tests and practicum</p>
<p>9.1.12.C.1</p>	<p>Community service builds leadership skills</p>	<p>What skills are learned through community service projects?</p> <p>What design elements are used to enhance gardens?</p>	<p>Brainstorm ideas for community service</p>	<p>Proposed Plan of Action for Community Service</p>	<p>Implementation of community service project</p> <p>News article to summarize project</p>

9.1.12.E.1 9.4.12.A.(5).1	Public speaking presentations can be enhanced through use of various techniques and technologies to promote agricultural awareness	Why it is important to speak to diverse audiences about agriculture? What skills, technologies and tools can be used to enhance public presentations?	Quick Fire Practice Speeches	Practice Stages of Public Speaking Public Speaking Tips "reminder" posters - to hang in the back of the room - for people presenting	Final oral presentations (6-8 minute speech, lesson or demonstration)
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Proficiencies and Pacing

Unit Title	Unit Understanding(s) and Goal(s)	Recommended Duration
Unit 1: Safety	<p>Following safety procedures and using personal protective equipment will reduce the risk of injury.</p> <p>Specific response techniques must be used in emergencies.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Identify all safety precautions that should be taken while working in the agricultural classroom, greenhouse and grounds. 2. Explain how to properly handle at least ten types of accidents. 	3 Days
Unit 2: Career Planning	<p>Career preparation can be enhanced through special hands-on experiences.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Identify scholarship, internship and study abroad experiences for college majors. 2. Perform at least 20 hours of service in a Supervised Agricultural Experience program. 	3 weeks

<p>Unit 3: Event Planning</p>	<p>Short and long term planning helps individuals and teams achieve goals.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Write and evaluate performance goals using the SMART method. 2. Utilize a monthly planning calendar to set deadlines and outline steps for planning events. 	<p>3 weeks</p>
<p>Unit 4: Agribusiness Skills</p>	<p>Agribusiness skills prepare students for a variety of occupations.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Create a marketing plan and perform a sales pitch. 2. Analyze a budget and make financial decisions. 	<p>4 weeks</p>
<p>Unit 5: Local Agriculture</p>	<p>Jersey Fresh is a marketing program in the Garden State to support local farmers and growers.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Identify twenty agricultural industries important in New Jersey. 2. Explain the importance of supporting local agriculture and farmland preservation. 	<p>4 weeks</p>
<p>Unit 6: National Agriculture</p>	<p>American agriculture has been shaped by historical events often involving controversial issues.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Explain ten significant events in the history of agriculture in the United States. 2. Using a map locate the major crop production areas in the United States and explain how the products are produced and marketed. 3. Discuss at least five national agricultural issues. 	<p>4 weeks</p>
<p>Unit 7: Global Agriculture</p>	<p>Globalization has a major impact on agriculture.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Compare crop production, technology, and environmental resources of at least twenty countries. 2. Describe overpopulation and its effect on world hunger. 3. Explain how foreign trade policy has affected agriculture. 	<p>4 weeks</p>

<p>Unit 8: Environmental Issues</p>	<p>Consumers have the ability to make environmentally sustainable choices.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Analyze consumer choices and agricultural practices and determine which are sustainable. 2. Prepare a community service project focused on environmental/agricultural sustainability. 	<p>4 weeks</p>
<p>Unit 9: National FFA Organization</p>	<p>The National FFA Organization helps promote personal development, premier leadership and career success.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Prepare for at least one state FFA Career Development Event. 2. Participate in at least one chapter FFA meeting or state FFA leadership conference. 	<p>1 week</p>
<p>Unit 10: Community Service</p>	<p>Community service builds leadership skills.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Participate in at least one community service project. 2. Identify at least 10 benefits of community gardens. 	<p>4 weeks</p>
<p>Unit 11: Public Speaking</p>	<p>Public speaking presentations can be enhanced through use of various techniques and technologies to promote agricultural awareness.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Use at least 3 strategies to enhance public speaking. 2. Perform at least one formal 6-8 minute oral presentation on an agricultural topic. 	<p>4 weeks</p>

Honors Agricultural Leadership - Unit 01

Unit 1: Safety

Enduring Understandings:

Following safety procedures and using personal protective equipment will reduce the risk of injury.

Specific response techniques must be used in emergencies.

Essential Questions:

What jobsite regulations can help maintain a safe working environment?

What response techniques will be used in emergencies?

Unit Goals:

At the conclusion of this unit, students will be able to:

1. Identify all safety precautions that should be taken while working in the agricultural classroom, greenhouse and grounds.
2. Explain how to properly handle at least ten types of accidents.

NJ CCCS: 5.1.12.D.3

Recommended Duration: 1 week

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
What are the general safety rules to follow in the laboratory?	Fire safety, emergency evacuation, greenhouse safety, chemical safety, animal safety	Lab safety pre-test Video, multimedia resources	Class notes via lecture, multimedia presentation, interactive white board, overhead projector and class discussion	Science Lab safety exam Animal and Botanical Academy safety quiz
How is equipment safely used?	Personal protective equipment (gloves, goggles, face masks, aprons), wet floor cones, chemical closets, spray paints, pruners/floral knives, landscape equipment, antibacterial soaps	Multimedia presentation interactive white board	Hands-on activities and cooperative group work such as Safety Equipment Scavenger Hunt. Model the use of all safety equipment in the laboratory.	Science Lab safety exam Animal and Botanical Academy safety quiz

What steps should be taken in the event of an emergency?	MSDS binder, location and use of eye wash, fire blanket and extinguisher, nurse phone number in office	MSDS Factsheets	Provide each team of students an MSDS and have them fill in the questions about their chemical.	Performance Assessment: Read a sample accident report and use an MSDS sheet to handle the situation
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Differentiation

Utilize a combination of multiple choice questioning and open-ended questions. Students must take the safety test until able to pass with 100%.

Technology

Safety videos - students could create videos on the topic of lab safety, workplace safety, animal safety, and greenhouse safety, which could be posted to a teacher- run web portal for sharing.

College and Workplace Readiness

Read articles/scenarios about real-world lab and workplace accidents. Analyze how these accidents could have been prevented. Students will conduct a safety training workshop.

Honors Agricultural Leadership II - Unit 02

Unit 2: Career Planning

Enduring Understandings:

Career preparation can be enhanced through special hands-on experiences.

Essential Questions:

How can scholarships, internships and study abroad experiences enhance the collegiate experience?

What skills are needed in agricultural occupations?

Unit Goals:

1. Identify scholarship, internship and study abroad experiences for college majors.
2. Perform at least 20 hours of service in a Supervised Agricultural Experience program.

NJCCCS: 9.1.12.C.5, 9.2.12.A.1, 9.3.12.C.3

Recommended Duration: 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
What questions can the teacher use to organize this unit?	What content/themes/skills must the students master as they work within this guiding/topical question?	What resources and materials will the students work with?	What kinds of activities might the teacher facilitate with the students, using the resources, to explore the content/themes/skills?	How will the teacher uncover evidence of student learning? Remember, the assessments should, in total, allow the students to answer all of the essential questions of the unit.
What are the expectations of the Supervised Agricultural Experience project?	SAE Proficiency Areas, SMART goals, SAE timeline and contract, Skills and Activities, Photos, Final Review	SAEcentral.com FFA Proficiency Awards FFA Student Handbook Georgia AgEd Website	Show students sample SAE projects (blogs and paperwork for proficiency awards) to expand on project from previous year. Students write SMART goals and create a timeline of activities	Formative assessment of expectations based upon SAE plan and the parent, teacher, and student contract SAE checkpoints: progress reports and teacher/student conferences about student progress Journal entries.

How can students locate and apply for scholarships?	Scholarship sources, writing a scholarship essay, writing a resume	FFA State and National Scholarships, Proficiency Awards, State Degrees University websites	Teacher presents the FFA Scholarship and students record relevant information Teacher models how to complete Proficiency Awards and State Degree Applications with theaet.com	Students complete the scholarship application. Parent and student workshop completing the scholarship
What internships and study abroad experiences are available in college?	Benefits of these experiences, how to research internship and study abroad opportunities, comparing pros and cons	American Public Gardens Internship Guide Student Conservation Association internship guide University websites Monster.com	Direct instruction presentation of study abroad. Internship/Study Abroad web quest	Formative scavenger hunts for study abroad experiences Students create a comparison of three internship and study abroad experiences

Differentiation

Students are provided a choice of different college program research activities and scholarship research activities.

Students are given a choice of how they present their internship or study abroad project.

Technology

Internet resources

Use websites to locate college information and fill out applications for FFA scholarships.

College and Workplace Readiness

National FFA Scholarship and Proficiency Applications.

College, internship, study abroad web quests.

Honors Agricultural Leadership II - Unit 03

Unit 3: Event Planning

Enduring Understandings:

Short and long term planning helps individuals and teams achieve goals.

Essential Questions:

How can a calendar be used to manage goals?

How are performance goals written and monitored to guide progress?

Unit Goals:

1. Write and evaluate performance goals using the SMART method.
2. Utilize a monthly planning calendar to set deadlines and outline steps for planning events.

NJCCCS: 9.1.12.C.5, 9.2.12.A.1, 9.3.12.C.3

Recommended Duration: 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
How can we use the FFA Program of Activities to plan our student, chapter and community service events for the year?	Program of activities, Use of Parliamentary procedure	FFA Program of Activities	Hold an FFA chapter meeting in class using Parliamentary Procedure to create an FFA program of activities. Look at last year's activities and evaluate successes and areas for improvement.	Each team will be responsible to create the plan for one section of the FFA program of activities.
What events need to be added to our calendars to outline our yearly schedule?	Short/long term planning	AET online calendar NJ FFA calendar of events FTHS calendar of events	Direct instruction. Teacher uses multimedia presentation to present events to students. Students record into theaet.com planning calendar. Under each event particular goals and timelines for FFA Program of Activities are recorded by students in calendars.	Personal yearly calendar checkpoints Formative monitoring of calendar assignments Event reflection assignments

How do we write SMART goals for each FFA Program of Activities event?	SMART goals Event planning steps	SMART goals worksheet Program of activities planning sheet SMART goals multimedia presentation	Give each student a star. On each point, write what S.M.A.R.T stands for. Fold a piece of paper to create "steps" write a smart goal at the top and the steps to complete it below.	Pre-assessment questioning Formative goal writing reviews Completed SMART goal and steps.
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Differentiation

Allow students to choose how to submit SMART goals.

Collaborative activities may be opportunities to incorporate peer to peer learning. Groups can be assembled heterogeneously by skill levels to facilitate this.

Technology

Students will be able to use cloud computing software to create one document at the same time.

Internet resources

College and Workplace Readiness

Using a daily planner is a tool to manage time and stay organized. Committees will also be responsible for completing registrations for events they plan and submitting them to the New Jersey State Office of Agricultural Education. Regular use of calendars and event boards for FFA Officers teaches students valuable managerial skills which are applicable in college or in the workplace.

Honors Agricultural Leadership II - Unit 04

Unit 4: Agribusiness Skills

Enduring Understandings:

Agribusiness skills prepare students for a variety of occupations.
Career preparation can be enhanced through special hands-on experiences.

Essential Questions:

What production, sales and marketing techniques are used in agribusiness?
What public relations skills are needed to increase customer satisfaction?

Unit Goals:

1. Create a marketing plan and perform a sales pitch.
2. Analyze a budget and make financial decisions.

NJCCCS: 9.1.12.F.2, 9.4.12.A.(7).3, 9.4.12.A.(7).6, 9.4.12.A.(2).2, 9.4.12.A.(2).2,9.4.12.A.(2).3, 9.4.12.A.(2).4

Recommended Duration: 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
What are the basic principles of agribusiness?	Agribusiness Sales, Marketing, Customer Service, Financial Management, Personnel Management	Delmar Text National FFA Agricultural Sales Contest NJ Department of Agriculture	Students are assigned text readings and supporting questions Online practice tests for sales and marketing CDE Guest Speaker may be invited to encourage students: ex. Bill Walker from the NJ Department of Agriculture	Pretest with online Ag sales CDE questions Formative and summative assessment with Ag Sales Tests and Practicums - ex. Handling a customer complaint, taking a phone order
How can we increase our floral and plant sales?	Floral Design, Greenhouse Management Media selling	Flowers, foam, containers, shears, greenhouse plugs, seeds, etc.	Students reflect on their floral sales and expand upon floral design experience by creating new designs to market Students are to create a media selling - flyer to sell products	Pre-assessment with reflection assignment Designs and sale media used as a formative and summative assessments

What are the steps of performing a sales call?	Sales calls, product development, business cards	Ag Sales call training book - Baseball example FFA Agricultural Sales CDE handbook	Direct instruction with multimedia presentations Relate selling a product to a baseball game - students will play a game to determine steps in selling a product Go over FFA Ag Sales call rubric and requirements	Project: choose a product, create a product summary sheet, and demonstrate a sales call using the FFA Ag Sales rubric
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Differentiation

Students are given a menu of products and formats of sales products to submit. Each student has a range of product based on their SAE's.

Technology

FFA chapters and state associations across the country post study resources for the Agricultural Sales CDE - students can access these and use them to prepare for competition.

Internet resources

College and Workplace Readiness

Agricultural business skills are useful in any field of study. Customer service, marketing, financial management, and other aspects of this unit will help students professionally and personally for years to come. This unit also introduces students to a wide variety of career opportunities as business managers and entrepreneurs.

Honors Agricultural Leadership II - Unit 05

Unit 5: Local Agriculture

Enduring Understandings:

Jersey Fresh is a marketing program in the Garden State to support local farmers and growers.

Essential Questions:

Why is important to support local agriculture?

What are some of the current agricultural issues in New Jersey?

Unit Goals:

1. Identify twenty agricultural industries important in New Jersey.
2. Explain the importance of supporting local agriculture and farmland preservation.

NJCCCS: 9.4.12.A.(7).3, 9.4.12.A.(7).6

Recommended Duration: 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
What questions can the teacher use to organize this unit?	What content/themes/skills must the students master as they work within this guiding/topical question?	What resources and materials will the students work with?	What kinds of activities might the teacher facilitate with the students, using the resources, to explore the content/themes/skills?	How will the teacher uncover evidence of student learning? Remember, the assessments should, in total, allow the students to answer all of the essential questions of the unit.
What agricultural and natural resource industries are important in New Jersey?	Industries: Nursery/Landscape, Equine, Dairy, Aquaculture, Vegetable, Greenhouse, Cranberry, Blueberry, Tree Fruits, etc.	NJ Dept. of Agriculture Rutgers Cooperative Extension America's Heartland NJ videos	Direct instruction with multimedia presentations Teacher models and assigns student presentations on industries Students can create and peer review oral presentations Students are asked to write a reflection assignment on the importance of New Jersey Agriculture	Pre- assessment with <i>Jersey Fresh</i> discussion Formative assessment of student oral presentation Formative assessment of agricultural reflections assignments

Why is it important to support state programs such as Jersey Fresh and Farmland Preservation?	Benefits of buying local Jersey Fresh products Farmland Preservation pros and cons	NJ Department of Agriculture Website Rutgers Cooperative Extension NJ Soil Conservation District website NJ Farm Bureau	Students read articles and watch video clips on Jersey Fresh and Farmland Preservation and then create reflection assignments. Students are assigned a web quest scavenger hunt using NJ Department of Agriculture Website. Guest speakers - local farmers, representatives from the Department of Agriculture, Rutgers Cooperative Extension	Formative writing assignment: students are asked to review farmland preservation rules and write a defense of polices or critiques. Essay questions and/or oral presentation on benefits of local agriculture and farmland preservation program
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Differentiation

Provide different choices for projects such as oral presentations, video, or demonstrations.

Technology

America's Heartland television series provides episodes of interviews with farmers, covering a variety of crops and agricultural products. Using the DVD set, show videos related to New Jersey (aquaculture, farmers' markets, jersey fresh campaign, etc.) with guided worksheets and follow-up discussion.

Multimedia presentations on interactive white board.

College and Workplace Readiness

FFA Agricultural Essay/Art/Talent/Portable Display- students can submit an entry to the state competition - use knowledge of New Jersey Agriculture to support the project. These contests help motivate students and prepare them for college by setting short and long term goals and meeting expected requirements.

Honors Agricultural Leadership II - Unit 06

Unit 6: National Agriculture

Enduring Understandings:

American agriculture has been shaped by historical events often involving issues which are controversial.

Essential Questions:

What are some of the important historical events affecting American agriculture?

How are agricultural products grown, processed and marketed?

What are the top agricultural commodities in the United States and where are they produced?

What are some controversial agricultural issues?

Unit Goals:

1. Explain ten significant events in the history of agriculture in the United States.
2. Using a map locate the major crop production areas in the United States and explain how crops are produced and marketed.
3. Discuss at least five national agricultural issues.

NJCCCS: 9.4.12.A.(7).3, 9.4.12.A.(7).6

Recommended Duration: 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
What significant events impacted American agriculture?	History of Agriculture and Events that Impacted Agriculture (ex. inventions, Dust Bowl, Industrial Revolution, legislation)	USDA website	Have students sit in a round circle - Pictionary to guess the event Have students make a multimedia presentation or timeline covering different time periods Wendell Berry essays are assigned to students and students create reflection essays	Pre-assessment conversations Formative teacher created test based on timeline Summative assessment based on multimedia presentation

<p>What are the leading states for agricultural production and how are the crops grown?</p>	<p>Crop production areas in the united states</p>	<p>Multimedia presentation with crop region maps</p> <p>America's Heartland Videos</p>	<p>Direct instruction with multimedia presentation of Map and have students color different regions</p> <p>Watch America's Heartland Video Clips</p> <p>Student draw states and create "fact sheet" reports about the state</p> <p>Students create state product advertisements or agri-tourism flyers</p>	<p>Formative Map and crop matching quiz</p> <p>Summative State product advertisement</p> <p>Summative Project state production fact sheet</p>
<p>What current agricultural and environmental issues affect our nation?</p>	<p>Current events</p>	<p>Newspaper articles</p> <p>Farm Bureau</p> <p>Newsletters</p> <p>USDA</p> <p>NJDA</p> <p>NJDEP</p>	<p>Teacher uses a multimedia presentation or news article to present issue and begin class discussion.</p> <p>Students paired in teams and role play a newscaster and witness and perform a skit to the class</p>	<p>Pre-assessment with questioning and discussion</p> <p>Formative essay</p> <p>Summative open ended question unit test</p>

Differentiation

Students may be assigned cooperative groups or may be given a choice of projects and roles within groups.

Technology

Create a video about historical events in agriculture using the United States Department of Agriculture website. Students are encouraged to use the interactive white board as part of their skits or presentations.

College and Workplace Readiness

NJ FFA Agricultural Essay or Public Speaking on environmental and agricultural issues.

Honors Ag Leadership II - Unit 07

Unit 7: Global Agriculture

Enduring Understandings:

Globalization has a major impact on agriculture.

Essential Questions:

Where and how are crops grown around the world?

What are the effects of globalization on agriculture?

How are scientists and organizations working to solve the global hunger issue?

Unit Goals:

1. Compare crop production, technology, and environmental resources of at least twenty countries.
2. Describe overpopulation and its affect on world hunger.
3. Explain how foreign trade policy has affected agriculture.

NJCCCS : 9.4.12.A.(7).3, 9.4.12.A.(7).6

Recommended Duration: 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
What are some exotic crops and where do they originate?	World crops	Sample of exotic fruits - use Freehold Farmers Market for ethnic crops	Students are giving a taste test and an ID quiz Direct instruction using a multimedia presentation Students use greenhouse lab and land lab to plant global crops - ex. bok choy, daikon radish, etc. in raised beds Students create a food genealogy presentation researching new world or old world crops and where they originate	ID quiz Planting practicum Food genealogy project used as summative assessment

<p>How do countries compare in agricultural production, natural resources, population growth, and technology?</p>	<p>Population Growth Natural Resources Environmental Issues Agricultural Industries Exports/Imports Culture Agricultural Technology</p>	<p>Food and Agriculture Organization of the United Nations USDA website</p>	<p>Direct instruction and multimedia presentation on population growth, cultural foods and environmental concerns Invite guest speakers from the Rutgers Agricultural Leadership course to speak about their international experiences</p>	<p>Formative assessment Classmates will fill in worksheet for each country. Summative assessment oral report, video, or lesson on a specific country.</p>
<p>How are scientists working to solve world hunger issues?</p>	<p>Population Demographics, Green Revolution, Genetic engineering,</p>	<p>News Articles on World Hunger Norman Borlaug video</p>	<p>Students are assigned articles and reflection essays. Streaming videos and guided discussions Students are assigned a multimedia project communicating agricultural issues Students can be assigned a side of a debate and create a "Oxford style debate"</p>	<p>Formative Socratic questioning Formative essay Summative multimedia project</p>
<p>How does globalization affect agriculture?</p>	<p>Global food prices, crops as biofuels, ethnic vegetables, trade</p>	<p>PBS - America's Heartland lesson plans</p>	<p>"Breads Around the World" and "Loco for Cocoa" lessons</p>	<p>Formative question sheet accompanying the film Summative unit test</p>

Differentiation

Students are presented an option of formats to complete their projects and convey their understanding and mastery.

Collaborative groups may facilitate peer-to-peer learning.

Projects may be set up as learning stations that other students may choose to write a peer review or create a reflection.

Technology

Students are encouraged to Skype with FFA chapters in other parts of the world: Japan, Puerto Rico, etc.

Students and teachers may utilize streaming video and multimedia presentations.

Collaborative cloud computing productivity suites can be use to create assignments.

College and Workplace Readiness

New Jersey FFA activities - Ag Issues, Ag Essay, Public Speaking Contest

Honors Agricultural Leadership II - Unit 08

Unit 8: Environmental Issues

Enduring Understandings:

Consumers have the ability to make environmentally sustainable choices.

Essential Questions:

How do humans impact the environment and what choices can we make to decrease our negative impact on the environment?

How does agriculture impact the environment and what methods can increase sustainable agriculture?

Unit Goals:

1. Analyze consumer choices and agricultural practices and determine which are sustainable.
2. Prepare a community service project focused on environmental/agricultural sustainability.
3. Identify 10 technologies being used to support environmental and agricultural sustainability.

NJCCCS: 9.4.12.A.(5).2, 9.4.12.A.(5).3

Recommended Duration: 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
What are important controversial environmental and agricultural topics?	Genetically modified crops, hunger, obesity/nutrition, food patents	USDA NJ Department of Agriculture, Fish and Wildlife, Conservation groups	Read a weekly news article on a related topic Students present symposium on pre researched topic	Formative pros and cons summary Summative in-class debate or symposium

What are sustainable methods of agriculture?	Integrated pest management, watershed buffers, crop rotation	Online Web searches Library Books Videos	Choose a sustainable method and play the role of the expert in the field	Pre-assessment questionnaire before the expert for a day Summative Expert for a Day Presentation
What environmental strategies and technologies are being used to solve problems?	Wind power, global positioning systems, solar energy, biofuels	Online Web searches Library Books Videos	Assign each group a topic and have them prepare a model to represent the technology	Formative questioning during model design and creation Summative assessment of model design and explanation

Differentiation

Pair-up students with various abilities to work in teams (ex. artist, public speaker, etc.) for group projects.

Students are given many traditional and multimedia formats to present their symposiums or debates.

Technology

Within today's meeting, have a conversation about various controversial topics. Use the interactive white board to match topics to photos. There are also many streaming videos online to support this unit. Students could also create "news" reports using video cameras.

College and Workplace Readiness

FFA Environmental and Natural Resource or Ag Essay, 6-8 Minute Speech are designed to allow students the opportunity to evaluate career skills.

Issues in this unit work towards our mission of creating lifelong learners and global citizens that will be useful training in college and the workplace.

Honors Agricultural Leadership II - Unit 09

Unit 9: The National FFA Organization

Enduring Understandings:

The National FFA Organization helps promote personal development, premier leadership and career success.

Essential Questions:

What personal, leadership, and career development skills can be developed through participation in FFA?

Unit Goals:

Prepare for at least one state FFA Career Development Event.

Participate in at least one chapter FFA meeting or state FFA leadership conference.

NJCCCS: 9.3.12.C.2, 9.3.12.C.5

Recommended Duration: 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
What Career Development Events are available through the National FFA Organization?	Career Development Events	FFA student handbook Career development event handbook National FFA website Georgia AgEd website	Students will select FFA Career Development Events to prepare for at the chapter level and may advance to the state level - teams will work throughout the year on the event preparation Possible Field Trips: Fall and Spring CDEs and State Convention	Formative and Summative practice tests Summative Plant/equipment/pest identification practicum
What leadership skills can be developed through the National FFA Organization?	Public speaking, legislative advocacy, parliamentary procedure, networking	FFA student handbook Delmar Leadership textbook MPower Officer workbook	Possible Field Trips: Advocacy and Legislative Leadership Training, Chapter Officer Leadership Training, State Greenhand Conference Guest Speakers: State FFA Officers	Students who attend FFA Leadership Conferences will perform turn-key presentations to classmates. Summative tests based on peer presentations

Differentiation

Students are allowed to present in different modalities.

Students are allowed to study in ways that are suited for their learning styles. The instructor will approve the study strategy.

Students may select from a menu different career development study activities to complete.

Technology

Internet resources

MyCAERT Subscription from the NJ Dept of Agriculture

College and Workplace Readiness

Students participating as FFA chapter officers and members have a unique opportunity to participate in a wide variety of leadership and career development events. Students involved in FFA learn public speaking skills, team leadership skills; short and long term planning and industry career skills that help guide them in making decisions about their future careers and college. An articulation agreement with Mercer County College provides the opportunity for students in the career academy to pass a competency test to earn college credit.

Honors Agricultural Leadership II - Unit 10

Unit 10: Community Service

Enduring Understandings:

Community service builds leadership skills.

Essential Questions:

What skills are learned through community service projects?

What design elements are used to enhance gardens?

Unit Goals:

1. Participate in at least one community service project.
2. Identify at least 10 benefits of community gardens.

NJCCCS: 9.1.12.C.1

Recommended Duration: 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
What types of community service projects could we complete?	Community service planning, seeking volunteers, fundraising, advertising, writing thank you letters	FFA Innovation Guide Monmouth County board of agriculture, NJ Farmers Against Hunger, elementary schools, Clean Ocean Action Beach clean ups, Shade Tree Commission	Teacher leads a brainstorming classroom activity Students research and compare charities in student created learning stations Students are divided into committees to create SMART goals for their service activity. Direct instruction multimedia presentation on classroom discussions and will refresh student parliamentary procedure rules to facilitate discussions Student take a field trip to complete community service	Formative assessment of committee tasks/reports Summative NJ FFA 8000 hour challenge application is collaboratively completed Formative non-profit research project Formative SMART goal creation Summative reflection assignments

How can gardens help improve communities?	Community gardening, planting, maintenance, garden design	Colts Neck Library Garden Local gardens, parks, or places in need of help	Possible field trip: Community Gardening Ag Classroom Courtyard Plan list of tasks -form committees	Formative planning reports and communications Students write a news article to summarize event as a summative assessment
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Differentiation

Pair up students who have experience with community service with beginners for peer mentoring opportunities.

Students are allowed to present progress in different modalities.

Students may select from a menu different community service roles to fulfill.

Technology

Make a video of our community service projects for the year to share with the Monmouth County Board of Agriculture, Board of Education and other groups.

Collaborative cloud computing productivity suites may be used to facilitate communication.

College and Workplace Readiness

Students can participate in the NJ FFA 8000 Hour Challenge which encourages record- keeping and analysis of community service projects.

Colleges and employers seek out responsible citizens that are able to demonstrate citizenship and organizational skill. These community service projects are aimed at encouraging socially conscious global citizens with outstanding organizational skills.

Honors Agricultural Leadership II - Unit 11

Unit 11: Public Speaking

Enduring Understandings:

Public speaking presentations can be enhanced through use of various techniques and technologies to promote agricultural awareness.

Essential Questions:

Why is important to speak to diverse audiences about agriculture?

What skills, technologies and tools can be used to enhance public presentations?

Unit Goals:

1. Use at least 3 strategies to enhance public speaking.
2. Perform at least one formal 6-8 minute oral presentation on an agricultural topic.

NJCCCS 9.1.12.E.1, 9.4.12.A.(5).1

Recommended Duration: 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
What format can be used to write a speech?	Speech format (attention grabber, introduction, main points, support, closure)	Speech format worksheet and samples	Students are presented example speeches and teacher models and highlights speech components Student may use classroom symposium or debate formats to develop manuscripts and outlines	Formative written manuscript of speech showing all components of the sample format Formative symposium or debates Summative speeches
What techniques can be used to improve public speaking?	Public speaking techniques	Videos of example speeches	Students watch example speeches on video and record speech components	Formative video worksheets Summative speech techniques unit test

What agricultural topics can be developed into speeches?	Agricultural Issues Research	USDA NJ Department of Agriculture NJ Agricultural Experiment Station	Direct instruction using a multimedia presentation Students are assigned a research a topic on the internet to develop into a speech	Formative manuscripts Summative 6-8 minute speech using National FFA guidelines
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Differentiation

Allow students to perform speeches to smaller groups or via video. Students are allowed to present in different modalities.

Students are allowed to memorize in ways that are suited for their learning styles. The instructor will approve the study strategy.

Students may select, from a menu, different topics to write their manuscript.

Technology

Video tape students as they perform their speeches. Watch videos back and allow the students to take note of strengths and areas for improvement.

Interactive white board can be used during speech reviews.

College and Workplace Readiness

Students can participate in New Jersey State FFA Public Speaking Career Development Events as well as events such as the Monmouth County Board of Agriculture Dinner or Agricultural Elementary School visit to gain practice presenting to diverse audiences.