

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT
OFFICE OF CURRICULUM AND INSTRUCTION
ANIMAL AND BOTANICAL SCIENCES ACADEMY

**HONORS AGRICULTURAL
LEADERSHIP**

COURSE DESCRIPTION

Grade Level: 11

Department: Animal and
Botanical Sciences Academy

Course Title: Honors Agricultural Leadership

Credits: 5

Course Code: 283150

Board of Education adoption date: August 22, 2011

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

Board of Education

Mr. Heshy Moses, President
Mrs. Jennifer Sutera, Vice President

Mr. Carl Accettola
Mr. William Bruno
Mrs. Elizabeth Canario
Mrs. Kathie Lavin
Mr. Ronald G. Lawson
Mr. Michael Messinger
Ms. Maryanne Tomazic

Mr. Charles Sampson, Superintendent
Ms. Donna M. Evangelista, Assistant Superintendent for Curriculum
and Instruction

Curriculum Writing Committee

Ms. Kristina Guttadora

Supervisors

Melissa Brusotti

Honors Agricultural Leadership - Introduction

Introduction

Course Philosophy

Agriculture is the nation's largest employer, with over 22 million people working in over 300 occupations. Honors Agricultural Leadership allows students to explore career opportunities in plant, animal, food, and environmental sciences while building personal and career skills for future success. Supervised Agriculture Experience (SAE) is continued and expanded upon, providing students an opportunity to develop a real-world project through job shadowing, community service, exploration, entrepreneurship, or research. Students are challenged to participate in the New Jersey State FFA Career Development Events which provide individual and team opportunities to develop industry-specific skills, as well as competency in language arts, math, and science. Students also learn business skills as they plan and manage plant and floral sales and other fundraisers throughout the year. The overall goal of the course aligns with the National FFA mission of: premier leadership, personal growth and career success.

Course Description

The Honors Agricultural Leadership I course introduces students to leadership through topics such as: personal and team development, parliamentary procedure, event planning, job interviewing, public speaking and community service. Students have the opportunity to serve leadership roles such as FFA Chapter Officers, Greenhouse/Floral Sale Managers, and chairperson of a community service event. Students also participate individually and as part of a team in the New Jersey FFA Career Development Events (CDE). Students are assessed through group discussions/participation, committee reports, news articles, readings, projects, tests and state CDE exams.

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 skills and positive work behaviors can be learned through observation and practice	What career skills can be learned through direct observation and practice? How can one demonstrate positive work behaviors needed for career success?	Pre-test What you already know/what you want to know exercise	SAE blog SAE checkpoints SAE photos	National FFA Proficiency Award Summary questions/essay/blog
9.1.12.C.2 9.1.12.C.3 9.1.12.C.5	Leadership qualities are needed for career success	What are the qualities of great leaders? What can one do to become a stronger leader?	Pre-test What you already know/what you want to know exercise	Text and worksheet questions Projects Leadership surveys	Test or project on leadership styles
9.1.12.C.5	Teamwork and conflict resolution are important skills for managers and employees	How does one develop skills in managing teams? What methods can be used to resolve conflict?	Pre-test What you already know/what you want to know exercise	Self-assessments Committee reports Team projects	Problem solving scenarios FFA State Career Development events

9.1.12.C.5	Meetings are most effective when run using proper planning, structure and Parliamentary Procedure	What strategies can be used to run effective meetings? How are agendas, minutes and financial records kept? How is Parliamentary Procedure used to run a meeting?	Pre-test What you already know/what you want to know exercise	Parliamentary procedure workbook questions Demonstration of use of parliamentary procedure at chapter meeting	Assessment of parliamentary procedure vocabulary and actions
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?	Pre-test What you already know/what you want to know exercise	FFA program of activities planning sheet draft SMART goals worksheet	Final draft of program of activities event (including smart goals, steps, budget, chairperson, committee members)
9.2.12.A.5 9.3.12.C.3 9.3.12.C.4	There are over 300 careers related to agriculture	What skills are needed for careers in agriculture? What careers are available in the agricultural industry?	Pre-test What you already know/what you want to know exercise	Projects: Web quests Career Surveys Quizzes	SAE proposal plan
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	Quality product and service is essential in the agricultural industry	What quality control measures can be used to ensure quality products and services in the agricultural industry?	Pre-test What you already know/what you want to know exercise	Participation/work grades during floral production Sales flyers Budget analysis	Evaluations of floral production, work skills FFA Agricultural sales CDE test

9.2.12.A.2	Job interviewing is an important skill which involves planning and proper etiquette	What are important features of resumes, cover letters and interview thank you letters? What is the proper etiquette for a job interview?	Pre-test What you already know/what you want to know Exercise	Resume Cover letter Thank you letter Video question worksheet	Job interview practicum (could be used as the mid-term)
9.3.12.C.2 9.3.12.C.5	The National FFA Organization helps promote personal development, premier leadership and career success	What personal, leadership, and career development skills can be developed through participation in FFA? How can mentoring make a positive impact on others?	Pre-test What you already know/what you want to know exercise	Write news articles on FFA events State FFA Career Development event practice tests and practicums	Final State FFA Career Development event tests and practicums FFA Participation - 20 Points for Academy re-approval
9.1.12.C.1	Community service builds leadership skills	What skills are learned through community service projects? What design elements are used to enhance gardens?	Pre-test What you already know/what you want to know exercise	Proposed plan of action for community service project Group discussions	Implementation of community service project News article to summarize project Committee report to analyze project
9.4.12.A.(5).2 9.4.12.A.(5).3	There are pros and cons to agricultural and environmental issues	Why is it important to learn the pros and cons of agricultural and environmental issues? What are current agricultural and environmental issues?	Pre-test What you already know/what you want to know exercise	Oral reports on issues Mock debates	FFA Agricultural essay contest

<p>9.1.12.E.1 9.4.12.A.(5).1</p>	<p>Public speaking presentations can be enhanced through use of various techniques and technologies to promote agricultural awareness</p>	<p>Why is important to speak to diverse audiences about agriculture? What skills, technologies and tools can be used to enhance public presentations?</p>	<p>Pre-test What you already know/what you want to know exercise</p>	<p>Practice stages of public speaking</p>	<p>Final oral presentation (6-8 minute speech, lesson, or demonstration)</p>
--------------------------------------	---	---	---	---	--

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. 	1/2 week
Unit 2: Career Exploration	<p>Career skills and positive work behaviors can be learned through observation and practice.</p> <p>There are over 300 careers related to agriculture.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Identify 40 career clusters associated with agriculture. 2. Perform 20 hours of service in a Supervised Agricultural Experience (SAE). 	4 weeks
Unit 3: Leadership	<p>Leadership qualities are needed for career success.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Analyze the four styles of leadership and determine traits common to all leaders. 2. Create at least three personal, academic and career goals. 	4 weeks
Unit 4: Managing Groups	<p>Teamwork and conflict resolution are important skills for managers and employees.</p> <p>Meetings are most effective when run using proper planning, structure and parliamentary procedure.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Perform team tasks using designated roles such as team manager, recorder, safety inspector, etc. Analyze team obstacles and successes and provide solutions and strategies for improvement. 2. Explain the use of at least ten parliamentary procedures. 	4 weeks

Unit 5: Event Planning	<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 goal statements using the SMART format. 2. Utilize a monthly planning calendar to set deadlines and outline steps for planning events. 	4 weeks
Unit 6: Agribusiness Skills	<p>Quality product and service is essential in the agricultural industry.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Create, market and sell agricultural products. 2. Explain the steps in handling a customer complaint. 	4 weeks
Unit 7: Job Interviewing	<p>Job interviewing is an important skill which involves planning and proper etiquette.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Write a cover letter, resume, and thank you letter. 2. Perform a job interview utilizing at least five strategies for success. 	4 weeks
Unit 8: FFA Opportunities	<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. 	4 week
Unit 9: Community Service	<p>Community service builds leadership skills in all career areas.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Plan and participate in at least one community service event. 2. Identify at least ten benefits of community service. 	4 weeks
Unit 10: Public Speaking	<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. 	4 weeks

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	Direct instruction lecture, multimedia presentations, interactive white board, class discussion using guided questioning	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	Student engage in role play activities of incorrect and correct safety Cooperative group activities 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 fact sheets	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

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 - Unit 02

Unit 2: Career Exploration

Enduring Understandings:

Career skills and positive work behaviors can be learned through observation and practice.
There are over 300 careers related to agriculture.

Essential Questions:

What career skills can be learned through direct observation and practice?
How can one demonstrate positive work behaviors needed for career success?
What skills are needed for careers in agriculture?
What careers are available in the agricultural industry?

Unit Goals:

1. Identify 40 career clusters associated with agriculture.
2. Perform 20 hours of service in a Supervised Agricultural Experience (SAE).

NJ CCCS: 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

Recommended Duration: 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
What are the agricultural career clusters?	Career clusters FFA Agricultural proficiency areas	FFA student handbook National FFA website	Student personality assessment and goals outline, research career clusters online or using FFA student handbook	Careers cluster research report
How can a supervised agricultural experience (SAE) build career skills?	SAE Proficiency Areas, SMART goals, SAE timeline and contract, skills and activities, photos, final review	FFA Proficiency Awards FFA student handbook Georgia AgEd Website	Show students sample supervised agricultural experience projects. Students are to expand on previous SAE project or may devise another SAE that fits changing career goals. Write SMART goals and create a timeline of activities.	SAE records, Skills and Activities formative assessments, teacher devised summative unit test

Differentiation

Instead of a career research report, provide a research "outline" format. Pair students with others who have mastered writing "SMART" goals and allow for peer editing.

Technology

Internet resources

College and Workplace Readiness

Students will have the opportunity to complete the National FFA Proficiency Award Application that provides practice in record keeping and analysis of career skills and interests. Students will learn how to properly complete an application, and will prepare essays for scholarship review.

Honors Agricultural Leadership - Unit 03

Unit 3: Leadership

Enduring Understandings:

Leadership qualities are needed for career success.

Essential Questions:

What are the qualities of great leaders?

What can one do to become a stronger leader?

Unit Goals:

1. Analyze the four styles of leadership and determine traits common to all leaders.
2. Create at least three personal, academic and career goals.

NJ CCCS: 9.1.12.C.2, 9.1.12.C.3, 9.1.12.C.5

Recommended Duration: 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
What are the leadership styles and associated traits?	Leadership Styles Traits of leaders	Delmar Text	Take the Leadership Personality Survey. Determine leadership styles and then students will act them out and determine which style their teammates demonstrate.	Textbook unit questions
What are the seven pillars of leadership and how can they be developed?	7 Pillars of Leadership	<i>7 Habits of Highly Effective Teens</i> Book and Workbook	Units of 7 Habits books are used as touch points to precipitate classroom dialogue for SAE reflections and chapter reflections	Formative questioning during discussions Workbook activities
How can students analyze and create personal, academic and career goals?	Setting leadership goals	Personality and career surveys	Take surveys, analyze, discuss and create goal personal, and chapter goals	Goals worksheet

Differentiation

Peer to peer collaborations and critiques may assist students in goal development and leadership reflections.

Students may receive a choice of how they will report goals to the instructor and the class. Potential choices include multimedia presentations, posters, speeches or written reports.

Students are given a choice of leadership speeches to watch and must compare each of their selections.

Technology

Watch streaming video of speeches from famous leaders - discuss traits of leadership. Compare styles of leadership based on videos.

Interactive white board

College and Workplace Readiness

Students are provided the opportunity to attend FFA Chapter Officer Leadership Training, FFA Leadership Experience and Development Conference, FFA Advocacy and Legislative Leadership Conference, FFA State Convention.

Each of these events provides contact with local and state leaders and provides them with post secondary education and industry networking opportunities.

Honors Agricultural Leadership - Unit 04

Unit 4: Managing Groups

Enduring Understandings:

Teamwork and conflict resolution are important skills for managers and employees.

Meetings are most effective when run using proper planning, structure and parliamentary procedure.

Essential Questions:

How does one develop skills in managing teams?

What methods can be used to resolve conflict?

What strategies can be used to run effective meetings?

How are agendas, minutes and financial records kept?

How is Parliamentary Procedure used to run a meeting?

Unit Goals:

1. Perform team tasks using designated roles such as team manager, recorder, safety inspector, etc.
2. Analyze team obstacles and successes and provide solutions and strategies for improvement.
3. Explain the use of at least ten parliamentary procedures.

NJ CCCS: 9.1.12.C.5, 9.1.12.C.5

Recommended Duration: 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
How can managers lead groups?	FFA officer roles, managerial/teamwork strategies	FFA Handbook Teambuilding books	Teambuilding activities/projects Field Trip: FFA Chapter Officer Leadership Training, FFA Advocacy and Legislative Leadership Day, State Convention	Formative assessment of FFA Officer Role descriptions Teamwork self-analysis reflection

How are meetings effectively planned and run?	Agendas, minutes, committee reports, budget reports, parliamentary procedure	Delmar Leadership Text FFA Handbook Shane Dunbar - Parliamentary procedure guides	Officer and chapter meetings Class manager and committee activities	Rubric based formative assessment of agendas, minutes, committee reports Parliamentary procedure demonstrations
---	--	---	--	--

Differentiation

Provide students with study resources for formative assessment of Parliamentary Procedure –students choose two of three crossword puzzles, practice worksheets.

Students are given a choice of how to display their knowledge of parliamentary procedure. For example they may create a multimedia presentation, a role play demonstration or a comic illustration.

Technology

Watch streaming videos of a city council meeting or other meeting which utilizes parliamentary procedure. All FFA agendas and minutes are shared using collaborative cloud computing. Students view online and may set alerts to their personal networking devices (email, cell phones, and social networks).

College and Workplace Readiness

New Jersey FFA Parliamentary Procedure Career Development Event, New Jersey FFA Official Ceremonies Career Development Event offer industry and post secondary defined guidelines as to the effective running of a meeting. These guides use Robert's Rules of Order as do many work places and community organizations.

Honors Agricultural Leadership - Unit 05

Unit 5: 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 goal statements using the SMART format.
2. Utilize a monthly planning calendar to set deadlines and outline steps for planning events.

NJ CCCS: 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 (POA), SMART Goals, Event Planning	FFA Chapter Innovation Guide Previous Year P.O.A.	Hold an FFA chapter meeting in class using Parliamentary Procedure to create an FFA P.O.A. Look at last year's activities and evaluate successes and areas for improvement	Plans for one section of the FFA Program of Activities can be graded based on a provided rubric.
What events need to be added to our calendars to outline our yearly schedule?	Short/Long Term Planning	Annual Calendar The AET Chapter calendar. NJ FFA Website	Student's record events into a collaborative web based calendar. Students set deadlines for FFA program of activities events.	Personal yearly calendar checkpoints. Formative evaluation and feedback for program of activities calendar progress.

How are SMART goals and steps used to plan events?	SMART goals Event Planning Steps	SMART Goals worksheet POA Planning Sheet SMART Goals multimedia presentation	Use collaborative cloud computing to edit the chapter program of activities	Final draft of POA Students create goals and outcomes for their POA goals.
--	---	--	---	---

Differentiation

Pair up or group students based on heterogeneous skill levels in evaluating SMART goals to facilitate peer to peer learning and editing.

Students allowed to determine organizational and performance roles within their groups (reporter, scribe, artist).

Technology

Use collaborative cloud computing software and web portals so that the entire chapter can enter their POA activities into the document at the same time.

Also, host a web based conversation with another FFA chapter to share innovative ideas for the FFA Program of Activities, including chapter collaborating fundraisers, community service, etc.

College and Workplace Readiness

Working collaboratively in committees to manage and implement activities is a valuable career skill.

Also, using a daily planner and calendar system for management of activities is invaluable for college and workplace success.

Web 2.0 collaboration is more and more common in workplaces and in collegiate and community leadership organizations.

Honors Agricultural Leadership - Unit 06

Unit 6: Agribusiness Skills

Enduring Understandings:

Quality product and service is essential in the agricultural industry.

Essential Questions:

What quality control measures can be used to ensure quality products and services in the agricultural industry?

Unit Goals:

1. Create, market and sell agricultural products.
2. Explain the steps in handling a customer complaint.

NJ CCCS: 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 skills are needed to produce and market plants and floral designs for sale and work as part of a sales team?	Floral Design, Plant Production, Media Selling	Floral design text and supplies FFA Media Selling Rubric	Students will design and create floral arrangements sales book and marketing plan. Students are to create marketing flyers and order forms using digital and traditional means.	Guided formative questioning Design of Sale media Practicum Performance Assessment Rubric
What skills are needed to improve customer relations?	Handling customer questions and complaints, taking phone orders, prospecting for new customers.	FFA Ag Sales CDE/Floriculture handbook	Student team role plays with customer relations examples. Teacher models effective and ineffective behaviors	Demonstrate customer relations skills - grade using FFA rubrics.

Differentiation

Students are presented a choice of media to advertise in. The same sale information may be presented in a poster, multi-media, or video formats.

Students may collaborate and choose roles (sales person, manager, designer, customer with sale problem) in a mock marketing team event with in the classroom.

Technology

Students may collaborate to create a sales web site using web 2.0/cloud computing platforms.

Multimedia presentations on an interactive white board can be enlisted as exemplars or to model effective critiques.

Productivity software may be utilized to keep sales records.

College and Workplace Readiness

FFA Career Development Events provide opportunities for college and workplace readiness skills through practice with problem solving, public speaking, analytical thinking, and industry practices.

Sales and marketing data may be applied to individual supervised agricultural experiences based on placement or entrepreneurial applicability.

Honors Agricultural Leadership - Unit 07

Unit 7: Job Interviewing

Enduring Understandings:

Job interviewing is an important skill which involves planning and proper etiquette.

Essential Questions:

What are important features of resumes, cover letters and interview thank you letters?

What is the proper etiquette for a job interview?

Unit Goals:

1. Write a cover letter, resume, and thank you letter.
2. Perform a job interview utilizing at least 5 strategies for success.

NJ CCCS: 9.2.12.A.2

Recommended Duration: 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
How do you find job openings and analyze your qualifications?	How to find a job that fits career goals and personal interests.	Interactive white board FFA Job Interview CDE Handbook	Instructor presents resources and models how to locate employment postings. Students complete a web quest for current job postings	Career and employment report. Formative questioning about requirements/qualifications and work place standards.
What is needed to apply for a job?	Resume, cover letter, application, thank you letter	Delmar Leadership Text	Exemplars of poor resumes and cover letters are shown by instructor Students write a resume, cover letter, and thank you letter using cloud computing modalities.	Formative assessment of progress at rough draft stage. Feedback and suggestions given through collaborative document sharing. Resume, cover letter, and thank you letter graded using FFA Job Interview rubric

What skills are needed on an interview?	Preparing for an interview, Question Techniques	Multimedia presentation	<p>Students perform in a mock Job Interview –</p> <p>Students are assigned a written reflection and analyze based on their video and peer review feedback.</p> <p>Field Trip: FFA Spring CDE and State Convention</p>	Job interview performance assessment
---	---	-------------------------	---	--------------------------------------

Differentiation

Allow students to perform job interviews in small groups, rather than in front of the entire class.

Students may be given a choice of how they may apply to a particular job posting. For instance an online form or a traditional paper application.

Students may be allowed to choose an employment opportunity on one of the job posting web sites.

Technology

Students may find it useful to view themselves during the interview process. Interviews could be videotaped in a mock interview to help self analyze their strengths and areas for improvement.

Multimedia presentations on an interactive white board.

Streaming videos may be used as exemplars of effective and ineffective interviewing.

College and Workplace Readiness

New Jersey/National FFA Job Interview Career Development Event participation.

Honors Agricultural Leadership - Unit 08

Unit 8: FFA Opportunities

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?

How can mentoring make a positive impact on others?

Unit Goals:

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.

NJ CCCS: 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
How can Career Development Events help build leadership and career skills?	Career Development Events, Proficiency Awards, FFA Degrees	National FFA Handbook Delmar Text	Students identify a career they wish to pursue and then research and list requisite skills. Students are then asked to match their career with an appropriate career development event.	Formative and summative assessments based upon National FFA Practice Exams and Practicum - each "contest" has guidelines, rubrics, tests, etc.
What leadership skills can be developed through the National FFA Organization?	Public Speaking, Legislative Advocacy, Parliamentary Procedure, Networking	FFA student handbook Delmar Leadership Textbook Power Officer Workbook	Field Trips: Advocacy and Legislative Leadership Training, Chapter Officer Leadership Training, State Greenhand Conference, FFA State Convention Guest Speakers: State FFA Officers	Students who attend FFA Leadership Conferences will perform turn-key presentations to classmates

Differentiation

Provide study guides and rubrics for all tests on teacher maintained web portal so student may self asses and self pace reinforcement activities.

Notify the New Jersey Officer of Agricultural Education to allow for special needs accommodations during state level Career Development Events.

Technology

The Georgia Agricultural Education website has online sample tests, multimedia presentations and identification exercises. In addition, teachers may use MyCAERT (provided by the NJ Office of Agricultural Education) which provides the opportunity for online tests of CDEs to be set up for students.

College and Workplace Readiness

FFA Career Development Events provide opportunities for college and workplace readiness skills through practice with problem solving, public speaking, analytical thinking, and industry practicums.

Honors Agricultural Leadership - Unit 09

Unit 9: 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. Plan and participate in at least one community service event.
2. Identify at least ten benefits of community service.

NJ CCCS: 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, articulating elementary schools, Clean Ocean Action Beach clean ups, Shade Tree Commission	Instructor leads a brainstorming discussion and students create SMART goals and plans for potential projects. Students complete logistical assessment and planning projects. Use parliamentary procedure for discussions. Students are asked to write a goal attainment reflection assignment about the success of the event. Possible field trip to complete community service.	Pre-test questioning. Formative goal setting plans and progress reports Summative reflection assignments

How can green spaces and gardens help improve and add value to the communities?	Community gardening, planting, maintenance, garden design.	Colts Neck Library Garden Local gardens, parks. Streaming videos about community gardening and their impact in community health.	Teacher lead discussion session about indicators of community health. Students collaborate to create or maintain a community gardening project. Ag Classroom Courtyard Plan list of tasks and form committees.	Write a news article to summarize event.
---	--	--	---	--

Differentiation

Students are given a choice in which roles they will fulfill throughout the project.

Students are provided with multiple modalities to communicate their goals and progress. FFA Chapter news letter articles, multimedia presentations, social networking sites.

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 based productivity suites will be used to facilitate two way communication and record keeping.

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 often seek out and encourage citizenship in students and employees.

Honors Agricultural Leadership - Unit 10

Unit 10: 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.

NJ CCCS: 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 should be used for a team or individual demonstration or speech?	Introduction, Reasons for Demonstration, Steps, Closing	FFA Demonstration Speech Guidelines Lists of potential topics.	Teacher lead anticipatory discussion about the importance of demonstrations and speeches. Students create an outline for a demonstration or speech after teacher modeling.	Pre-assessment discussion Formative written outline showing all components of the sample format. Summative demonstration or speech.
What techniques and tools can be used to improve public speaking or speech?	Demonstration techniques Visual aids	Streaming videos of example demonstrations	Watch and critique video demonstrations. Students video tape speeches or demonstrations and self assess. Compare effective and non-effective visual aids.	Team or individual demonstration - use FFA rubric for evaluation.

Differentiation

Students are allowed to choose from a menu of speech topics and demonstration topics.

Students can set up presentation learning stations and are allowed to select which stations they will critique.

Technology

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

Students will use collaborative cloud computing productivity suites to submit and peer review manuscripts.

Interactive white board used to replay video.

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.

These communication skills are invaluable in many careers. These communication skills also help students stand out amongst their peers in the post-secondary classrooms and in post secondary student organizations.