This course is designed to promote and develop leadership in the agriculture industry. Agriculture leadership is a project-based course aimed at increasing students’ leadership capabilities. Through the planning and execution of numerous events for the school’s FFA chapter, students will discover how to best affect change in their communities. Students will read extensively about the nature of leadership and its different styles. Additionally, students write frequently, critically, reflectively, persuasively, and speak about the 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. A Supervised Agricultural Experience (SAE) project is required and will be developed with the aid of the instructor. Students will help plan, organize, and put on events in FFA. Students are required to complete 20 hours per semester of FFA Leadership. FFA and SAE participation will be part of the grade for the course.

**GENERAL GOALS/ESSENTIAL QUESTIONS:**

**Goals:**
Agriculture Leadership has two goals:
1) Increase the school’s FFA chapter’s culture positively through academic and social events.

2) Help students enrolled in the class become more effective leaders.
Students will master the following core leadership skills
- Communication
- Planning/Organization/Forward Thinking
- Problem Solving
- Constructive Feedback/Evaluation
- Writing: Critically, reflectively, and persuasively
- Creativity
- Professionalism
- Confidence/Public Speaking
- Persistence
- Empathy
COMMON CORE STATE ANCHOR STANDARDS FOR READING (K-12):

Key Ideas and Details
1.0 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Reading Range / Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

COMMON CORE STATE ANCHOR STANDARDS FOR WRITING (K-12):

Text Types and Purposes
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build Knowledge
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

COMMON CORE STATE ANCHOR STANDARDS FOR SPEAKING AND LISTENING (K-12):

Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and ensure that the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CTE STANDARDS FOR CAREER READY PRACTICE:

1. Apply appropriate technical skills and academic knowledge.
   Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and other work-related practices.
2. Communicate clearly, effectively, and with reason.
   Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others, are active listeners who speak clearly and with purpose, and are comfortable with the terminology common to the workplace environment. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.
3. Develop an education and career plan aligned with personal goals.
   Career-ready individuals take personal ownership of their own educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process and understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.
4. Apply technology to enhance productivity.
   Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications and they take actions to prevent or mitigate these risks.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
   Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve the problem and, once agreed upon, follow through to ensure the problem is resolved.
6. **Practice personal health and understand financial literacy.**
Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. **Act as a responsible citizen in the workplace and the community.**
Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them and think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. **Model integrity, ethical leadership, and effective management.**
Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management’s actions and attitudes can have on productivity, morale, and organizational culture.

9. **Work productively in teams while integrating cultural and global competence.**
Career-ready individuals positively contribute to every team as both team leaders and team members. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. **Demonstrate creativity and innovation.**
Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. **Employ valid and reliable research strategies.**
Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. **Understand the environmental, social, and economic impacts of decisions.**
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

**CTE KNOWLEDGE AND PERFORMANCE ANCHOR STANDARDS:**

1.0 **Academics**: Students will analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment.

2.0 **Communications**: Students will acquire and accurately use Agriculture and Natural Resources sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
3.0 Career Planning and Management: Students will integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology: Students will use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the Agriculture and Natural Resources sector workplace environment.

5.0 Problem Solving and Critical Thinking: Students will conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Agriculture and Natural Resources sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety: Students demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Agriculture and Natural Resources sector workplace environment.

7.0 Responsibility and Flexibility: Students will initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Agriculture and Natural Resources sector workplace environment and community settings.

8.0 Ethics and Legal responsibilities: Students will practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork: Students will work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the FFA career technical student organizations.

10.0 Technical Knowledge and Skills: Students will apply essential technical knowledge and skills common to all pathways in the Agriculture and Natural Resources sector, following procedures when carrying out experiments or performing technical tasks.

11.0 Demonstration and Application: Students demonstrate and apply the knowledge and skills contained in the Agriculture and Natural Resources anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings.

DETAILED UNITS OF INSTRUCTION:

**Unit 1 - Personality and Leadership**

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 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 four 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 frequently write about how they would handle the situation(s). Additionally, students will research a real world leader and present on the strength and weaknesses of their leadership style.

**Assignment:** Students will write an essay explaining their personal leadership style 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 leaders. 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.

In addition students will plan an FFA leadership conference on the Cordova High School campus known as the local Greenhand Conference. They will invite all the freshmen within the Agriculture department and present
five to six different sessions about building leadership skills to these freshmen. The students in this class are responsible for planning, organizing, and developing these leadership sessions for this leadership conference.

**Unit 2 - Emotional Intelligence**
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 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.

**Assignment:** Students will evaluate their own emotional intelligence through EQ quizzes. They will then be grouped together with other students with similar emotional intelligence. The group will have to create visual presentations that describe their EQ and how they tend to work with people of other emotional intelligence styles.

**Unit 3 - Conflict Resolution and Problem Solving**
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 an assertive and 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 situations 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.

**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 to 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 the 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 about real problems and then plan their solution.

**Unit 4 - Leading a Team**
In this unit, students will be investigating the proper way to lead a team. Cordova 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 within this course. Hence, this unit is essential because it helps provide more guidance on how to properly lead.

**Assignment:** Leading a team is something often done by a coach. Hence, for an assignment, the students will be introduced to ten key coaching skills. 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 be better leaders in their FFA chapter using these ten key coaching skills.
Unit 5 - Career Readiness
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.

Assignment: Students will participate in a 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 interview 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 in their local contest will continue on to the Sectional FFA Public Speaking competition for the job interview contest.

Unit 6 - Communication
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 nonverbal communication and verbal communications. In addition, the students will become familiar with the ten tools of effective listening.

Assignment: Students will have to practice their public speaking skills through the participation in a sectional competition of the Opening and Closing Ceremonies contest. These students will need to memorize specific parts of the ceremonies and have to present the entire ceremony's speech 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.

Unit 7 - Parliamentary Procedure
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 rule to making decisions and taking votes in a professional manner. As students are preparing for further involvement in FFA and careers, parliamentary procedures are important to know. Almost anyone with a career in Agriculture will have to be aware of State Legislation and be familiar with parliamentary procedures. In this unit, students will be familiar with the main motions and procedures for a vote to be passed and for decisions to be made properly.

Assignment: The students will be in a group of approximately six students and will demonstrate their knowledge of main motions using parliamentary procedure. They will have to participate in a local Parliamentary Procedure contest that is similar to the FFA Parliamentary Procedure contest.

Unit 8 - Team Development
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 Cordova FFA Chapter. They will complete a team dynamics or group self-assessment to see if they believe they have the proper dynamics of a team.

Assignment: 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.
Unit 9 - Event Planning
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.

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.

Unit 10 - Agricultural Issues
In this unit, students will research various agricultural issues in the industry such as water rights, land uses and other issues relating to agriculture. They will choose an agricultural issue that interests them and complete digital research on the issue. They will be introduced to the proper procedures for making a convincing presentation and the basic presentation skills. In this unit, they are learning about common issues within the industry as well as developing their public speaking skills.

Assignment
Students will take their agricultural issue and create a digital presentation to present to local agriculturalists. This assignment allows students to demonstrate their writing skills as well as demonstrate their use of technology to make a persuasive presentation. The panel of agricultural industry professionals will listen to the presentations and ask the student presenters questions at the end of each presentation. Students will discuss agriculture issues in class through Socratic seminars.

Unit 10 - SAE
Students will identify various types of Supervised Agriculture Experiences and describe the characteristics of a successful SAE project. After researching SAE projects, students will then choose a project and plan how they will perform their project to ensure they are successful.

Assignments: Students will be required to have an active SAE project and maintain an official online record book thru AET online program. Students will also complete an SAE Proficiency Application and apply for at least the Sectional Proficiency Competition. Students will also be required to enter their SAE project into an FFA/District/State/Regional Competition (i.e. field days, agriscience fairs, county fairs, district science fairs, local science fairs, etc.)

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks
National FFA Organization. *Official FFA Handbook*

Resource Materials
Teacher selected industry specific resource materials.
CTE PATHWAY STANDARDS TO BE ADDRESSED:

C1.0 Evaluate the role of agriculture in the California economy.
   C1.1 Understand the history of the agricultural industry in California.
   C1.2 Describe how California agriculture affects the quality of life.
   C1.4 Research the economic impact of leading California agricultural commodities.

C2.0 Examine the interrelationship between agriculture and the environment.
   C2.1 Identify important agricultural environmental impacts on soil, water, and air.
   C2.2 Explain current environmental challenges related to agriculture.

C3.0 Analyze the effects of technology on agriculture.
   C3.1 Describe how technology affects the logistics of moving an agricultural commodity from producer to consumer.
   C3.2 Understand how technology influences factors such as labor, efficiency, diversity, availability, mechanization, and communication.
   C3.3 Communicate public concern for technological advancements in agriculture, such as genetically modified organisms.
   C3.4 Research the laws and regulations concerning biotechnology.
   C3.5 Integrate the use of technology when collecting and analyzing data.

C4.0 Determine the importance of animals, the domestication of animals, and the role of animals in modern society.
   C4.1 Understand the evolution and roles of domesticated animals in society.
   C4.2 Differentiate between domestication and natural selection.
   C4.3 Compile the modern-day uses of animals and animal by-products.
   C4.4 Defend various points of view regarding the use of animals.
   C4.5 Research unique and alternative uses of animals (e.g., therapeutic riding programs and companion animals).

C8.0 Understand fundamental animal nutrition and feeding.
   C8.1 Identify types of nutrients required by farm animals (e.g., proteins, minerals, vitamins, carbohydrates, fats/oils, water).
   C8.2 Analyze suitable common feed ingredients, including forages, roughages, concentrates, and supplements for ruminant, monogastric, equine, and avian digestive systems.
   C8.3 Understand basic animal feeding guidelines and evaluate sample feeding programs for various species, including space requirements and economic considerations.

C9.0 Evaluate basic animal health.
   C9.1 Assess the appearance and behavior of a normal, healthy animal.
   C9.2 Explain the ways in which housing, sanitation, and nutrition influence animal health and behavior.
   C9.3 Analyze the causes and controls of common animal diseases.
   C9.4 Summarize effective techniques for controlling parasites and explain why controlling parasites is important.
   C9.5 Research the legal requirements for the procurement, storage, methods of application, and withdrawal times of animal medications, and know proper equipment handling and disposal techniques.

C10.0 Explain soil science principles.
   C10.3 Assess water delivery and irrigation system options.
   C10.4 Differentiate among the types, uses, and applications of amendments and fertilizers.

C12.0 Understand fundamental pest management.
   C12.2 Compare chemical, mechanical, cultural, and biological methods of plant pest control.
   C12.3 Analyze the major principles, advantages, and disadvantages of integrated pest management.

C13.0 Design agricultural experiments using the scientific method.
   C13.1 State the steps of the scientific method.
   C13.2 Analyze an agricultural problem and devise a solution based on the scientific method.
DISTRICT ESLRS TO BE ADDRESSED:

- **Self-Directed Learners:** Students will utilize their knowledge of design and manufacturing to effectively complete learning goals and objectives. This will require students to apply multiple attempts to test and verify concepts through application.

- **Constructive Thinkers:** Design and product development will need to be accomplished with a group setting where communication and group accountability will be critical for success. Students will also learn how to effectively apply learned curriculum to real world applications; how best to research and request information, interpret, and display information correctly.

- **Effective Communicators:** Students will be expected to design original products, and students will provide information on designing and developing creative and efficient ways to develop products.

- **Collaborative Workers:** Using curriculum fundamentals of designing and manufacturing, students will collaboratively work in groups to design and develop original products; as a team they will need to develop their own unique product. They will establish group responsibilities and processes to function effectively and develop within a timely manner.

- **Quality Producers/Performers:** Students will use knowledge from the course to safely and appropriately design and develop original products.

- **Responsible Citizens:** Students will develop and practice processes to develop products within their groups.