

CTE Standards Unpacking
Ag Leadership and Communications

Course: Ag Leadership and Communications

Course Description: The world population is expected to increase to 9 billion by 2050. The agricultural industry will need strong leadership to guide us to provide food, fiber and fuel for this growing population. Agricultural education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems. Agriculture Leadership and Communications will provide students with fundamental skills for success in agricultural careers and team environments. Students will investigate a variety of topics essential to communicating about the industry of agriculture. In addition to improving personal traits and career readiness, areas of study include interviewing, writing with or without using opinion, researching techniques, equipment and technology, and presentation of news and agricultural markets.

Opportunities for application of clinical and leadership skills are provided by participation in FFA activities, conferences and skills competition such as sales related career development events and proficiency awards. Each student will be expected to maintain a Supervised Agricultural Experience Program/Internship. English, Speech, and Human Relations skills will be reinforced in the course. Work-based learning strategies appropriate for this course are school-based enterprises, field trips, and internships.

Career Cluster: Agriculture, Food and Natural Resources

Prerequisites: Recommended: Introduction to AFNR

Program of Study Application: Ag Leadership and Communications is a cluster course in the Agriculture, Food and Natural Resources cluster. Ag Leadership and Communications would be preceded by a Foundation Course, and would prepare a student to take a first-level course in any of the Agriculture, Food and Natural Resources pathways.

INDICATOR #ALC 1: Act as a responsible and contributing citizen and employee in the AFNR sector. (National AFNR CRP.01)		
SUB-INDICATOR 1.1 (Webb Level: 4 Extended Thinking): Model personal responsibility in the workplace and community.		
SUB-INDICATOR 1.2 (Webb Level: 4 Extended Thinking): Demonstrate soft skills for career success.		
SUB-INDICATOR 1.3 (Webb Level: 2 Skill/Concept): Apply appropriate academic and technical skills.		
Knowledge (Factual): -Proper personal hygiene and apparel as it applies to specific careers -Define leadership and	Understand (Conceptual): -Understand the importance of time management -Understand leadership -Understand professional	Do (Application): -Demonstrate confidence in the workplace -Analyze social media etiquette

leadership styles	communication and responsibility	
<p>Benchmarks: <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Interview a leader in a professional workplace. • Compose an e-mail to a professional. • Compete in a leadership development event. • Develop a business marketing plan. • Develop a communications strategy for a business. • Develop a presentation related to agricultural issues. • Develop an agricultural sales program. 		
Academic Connections		
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>English:</p> <p>1) 9-12.SL.1 - Participate in collaborative discussion</p> <p>2) 9-12.SL.3 - Evaluate a speaker's point of view</p> <p>3) 9-12.SL.4 - Presenting information</p>		<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>-Discuss and create a marketing plan for a business.</p> <p>-Analyze an agricultural business's social media page.</p> <p>-Present a final project to a class or a panel of judges.</p>

INDICATOR #ALC 2: Apply and model teamwork and leadership skills in work groups.		
SUB-INDICATOR 2.1 (Webb Level: 4 Extended Thinking): Employ leadership skills to accomplish a team goal.		
SUB-INDICATOR 2.2 (Webb Level: 3 Strategic Thinking): Model proper use of basic parliamentary procedure.		
SUB-INDICATOR 2.3 (Webb Level: 2 Skill/Concept): Exhibit a cooperative spirit when working in a group situation.		
SUB-INDICATOR 2.4 (Webb Level: 2 Skill/Concept): Contribute to team-oriented projects and build consensus to accomplish results using cultural global competence in the workplace and community.		
Knowledge (Factual):	Understand (Conceptual):	Do (Application):

-Organizational structures	-Understand the components SMART goals	-Complete a project with time limitations
-Components of a meeting agenda	-Rank of motions	-Implement parliamentary procedure during a mock meeting
-Components of meeting minutes	-Laws of parliamentary procedure	-Complete personality assessments
-Robert's Rules of Order	-Understand the value of different leadership styles	-Complete a task and reflect on strengths and talents of team members
-Leadership styles	-Conflict resolution	-Plan a service learning project

Benchmarks:

Students will be assessed on their ability to:

- Complete a service learning project.
- Write a meeting agenda.
- Write minutes for a meeting.

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	Sample Performance Task Aligned to the Academic Standard(s):
English: 1) 9-12 SL.1 - Participate in collaborative discussion	-Conduct and debate in a meeting while using parliamentary procedure.
2)9-12.W.2 - Presenting information	-Write a meeting agenda or minutes.

INDICATOR #ALC 3: Model integrity, ethical leadership and effective management. (National AFNR CRP.09)

SUB-INDICATOR 3.1 (Webb Level: 2 Skill/Concept): Model characteristics of ethical and effective leaders in the workplace and community.

SUB-INDICATOR 3.2 (Webb Level: 3 Strategic Thinking): Implement personal management skills to function effectively and efficiently in the workplace.

SUB-INDICATOR 3.3 (Webb Level: 2 Skill/Concept): Demonstrate behaviors that contribute to a positive morale and culture in the workplace and community.

Knowledge (Factual): -Ethics related to leadership management -Know personal management skills	Understand (Conceptual): -Understand leadership ethics	Do (Application): -Plan elementary and community related activities -Create a proposal for an agricultural activity -Complete an internship
Benchmarks: <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> • Implement an activity following an allotted time. • Hold a discussion on proper ethics and/or etiquette. • Outline the positive, moral, and cultural practices in a workplace. 		
<i>Academic Connections</i>		
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard): English: 1) 9-12 W.4 - Produce writing that is appropriate for the task or audience. 2)9-12 W.6 – Use technology, including the internet, to produce an individual writing product.	Sample Performance Task Aligned to the Academic Standard(s): -Write a management plan to use while conducting an organized elementary activity -Write an article on leadership ethics	
INDICATOR #ALC 4: Communicate information relevant to agriculture clearly, effectively, and with reason. (National AFNR CRP.04)		
SUB-INDICATOR 4.1 (Webb Level: 1 Recall): Demonstrate basic information research skills and techniques.		
SUB-INDICATOR 4.2 (Webb Level: 4 Extended Thinking): Produce clear, reasoned, and coherent written, verbal, or visual communication for formal or informal settings.		
SUB-INDICATOR 4.3 (Webb Level: 3 Strategic Thinking): Communicate using strategies that ensure clarity, logic, purpose, and professionalism in formal or informal settings.		
Knowledge (Factual): -Credible vs non-credible	Understand (Conceptual): -Public speaking skills	Do (Application): -Write a speech

sources -Speech format -Basic research skills and techniques		-Present a committee report
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Benchmarks:

Students will be assessed on their ability to:

- Present a prepared or extemporaneous speech.
- Answer questions related to a speech topic.

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard): English: 1) 9-12 SL.2 – Integrating multiple sources of information to create diverse presentations. 2) 9-12 SL.4 - Presenting information	Sample Performance Task Aligned to the Academic Standard(s): -Write a speech while using credible sources from the web and print sources -Present a speech using cited information
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INDICATOR #ALC 5: Use technology to enhance productivity. (National AFNR CRP.11)

SUB-INDICATOR 5.1 (Webb Level: 2 Skill/Concept): Research, select, and use new technologies, tools, and applications to maximize productivity in the workplace and community.

SUB-INDICATOR 5.2 (Webb Level: 3 Strategic Thinking): Utilize technology to advocate for agriculture and the FFA.

SUB-INDICATOR 5.3 (Webb Level: 4 Extended Thinking): Evaluate personal and organizational risks of technology use and take actions to prevent or minimize risks in the workplace and community.

Knowledge (Factual): -Identify social media platforms -How to navigate technology	Understand (Conceptual): -Internet safety -How to effectively advocate for a cause	Do (Application): -Create a PSA -Conduct a social media campaign -Skype with industry professionals
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		-Use document-sharing technologies
<p>Benchmarks: <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Use a blog to advocate for agriculture, FFA, and leadership. • Analyze a PSA and blog for content. • Create marketing and advertising materials for a business or organization. 		
<i>Academic Connections</i>		
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>English:</p> <p>1) 9-12 SL.2 – Integrating multiple sources of information to create diverse presentations.</p> <p>2) 9-12 SL.4 - Presenting information</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>-Write a blog using web and print sources.</p> <p>-Create an infographic about FFA.</p>	

Additional Resources

Show ffa.org livestream and archived Leadership Development Events (LDEs) from National Convention Finals Hall.

Participate in Leadership Development Events: Parliamentary Procedure, Ag Broadcasting, Ag Sales, Job Interview, Ag Issues, Creed Speaking, Prepared Public Speaking, Ag Communications, Extemporaneous Speaking, and Marketing Plan <https://charactercounts.org> Character Counts (The Six Pillars of Character)

LifeKnowledge curriculum

Habitudes

StrengthsFinder/StrengthsQuest