

Agriculture Communications 18205

Rationale Statement:

This course allows students to investigate a variety of topics essential to communicating about the industry of agriculture. Areas of study include interviewing, writing with or without using opinion, researching techniques, equipment and technology and presentation of the news and agricultural markets. Application of clinical and leadership skills are provided by participating in FFA activities, conferences, and skills competitions such as career development events (CDEs) and agricultural proficiency awards. Each student will complete a Supervised Agricultural Experience (SAE) Program/Internship.

Suggested grade levels: 9-12

Topics covered:

- Asking questions
- Researching news
- Interpreting the intent of communications
- Writing news stories
- Editing news stories
- Computer technology in the news
- Photographic media
- Graphic layouts
- Public speaking
- Ag communications careers

Indicator #1: Distinguish major changes in the agriculture industry.

Bloom's Taxonomy Level	Standard and Examples
Analyzing	<p>AC1.1 Ask appropriate, focused, and subject related questions to interpret the intent of the communication.</p> <p>Examples:</p> <ul style="list-style-type: none">• Contrast the agriculture literacy level of a defined population.• Inquire about the need for competent agriculture communicators.• Examine historic events in agriculture communications.• Probe the future of agriculture communications.
Applying	<p>AC1.2 Demonstrate basic news research.</p> <p>Examples:</p> <ul style="list-style-type: none">• Categorize basic news research techniques.• Examine effective interviewing techniques.• Apply fact checking techniques for accuracy.• Compare attribute information for consistency.

Indicator #2: Write in various styles of journalism.

Bloom's Taxonomy Level	Standard and Examples
Understanding	<p>AC2.1 Describe the elements of a good agricultural news story.</p> <p>Examples:</p> <ul style="list-style-type: none">• Recall the 4 primary news determinants: timeliness, proximity, importance and policy.• List the news components which govern the subject of an article: conflict, unusualness, progress and human interest.• Relate the six questions when developing a news story: who, what, when, where, why and how.

<p>Creating</p>	<p>AC2.2 Compose an agricultural news story.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Exhibit the basics of journalism. • Demonstrate a lead paragraph which holds the readers attention. • Apply knowledge to write a news story using the inverted pyramid format. • Assemble a written article for publication, free of opinion, grammatical errors and punctuation mistakes. • Predict published works for opinion, gender and racial biases. • Compose a publishable work using opinion, free of grammatical errors and punctuation mistakes. • Systematize and analyze current radio broadcasts for use of voice, language, information presented and style. • Systematize and construct an agricultural news radio broadcast. • Prepare and present a 20 minute long agricultural radio broadcast, creating original radio personalities and using music, news, markets and weather. • Produce an agricultural radio show for content, voice, use of time, creativity and structure.
<p>Evaluating</p>	<p>AC2.3 Edit an agricultural news story.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Contribute redundant phrases. • Avoid the use of “clichés.” • Avoid the use of colloquialisms. • Eliminate unnecessary phrases. • Arrange and recheck story for inaccurate facts.

Indicator #3: Implement major technologies used the agriculture communications industry.

Bloom's Taxonomy Level	Standard and Examples
Applying	<p>AC3.1 Utilize computer technology and associated software as it relates to the agriculture communications industry.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Critique the importance of the Internet for business use. • Classify credibility effectively for internet resources. • Distinguish multimedia presentations that combine text, images and sound. • Examine an appropriate document for a specific purpose.
Creating	<p>AC3.2 Utilize basic photographic media to enhance agriculture communications.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Relate the importance of photography to agricultural communications. • Employ the basics of digital film. • Simulate an electronic file system. • Employ technology skills to create a new product. • Illustrate a story.
Applying	<p>AC3.3 Demonstrate basic layout procedures.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Arrange the basic layout considerations. • Test effective layouts. • Scrutinize layout pages using accepted design techniques. • Examine photo manipulation techniques with a computer.

Indicator #4: Assume the role of the public speaker and/or a public spokesperson.

Bloom's Taxonomy Level	Standard and Examples
Applying	<p>AC4.1 Perform the basic skills in public speaking.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Incorporate the role of a spokesperson. • Respond to impromptu questioning. • Prepare a public speech. • Present an extemporaneous speech. • Plan illustrated talks.

Indicator #5: Identify common agriculture communications careers.

Bloom's Taxonomy Level	Standard and Examples
Understanding	<p>AC5.1 Recognize common agricultural communication jobs in the public and private sectors.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Appraise jobs in the agricultural communication field. • Compare the education requirements of various jobs in the agricultural communication field. • Evaluate the pay scales of various jobs in the agricultural communications field. • Recommend universities that offer an agricultural communications degree.