

Unit 1: FFA- Future Farmers of America

Content Area: **CTE**
Course(s): **Horticulture I**
Time Period: **September**
Length: **1**
Status: **Published**

Unit Overview

Developing Leadership and Communication Skills.

To introduce students to the basic principles of horticulture, including plant science, plant propagation, plant care, and basic landscaping techniques.

Enduring Understanding

Explain the mission and strategies, color, motto, parts of the emblem, and organizational structure of the National FFA Organization.

Becoming familiar with the National FFA Organization's history and the purposes for which it was founded will help you understand the benefits the organization has to offer.

Supervised agricultural experience (SAE) programs involve practical agricultural activities performed by students outside of scheduled classroom and laboratory time.

The FFA Creed is a basic statement of beliefs that serves as a common bond between new members of the organization.

The National FFA Organization has four degree areas for active members.

The Programs of Activities serves as a road map to guide an FFA chapter toward its annual goals.

Career Education Connection

AGRI.9-12.1	Food Products and Processing Systems Pathway
AGRI.9-12.4	Power, Structural, and Technical Systems
AGRI.9-12.9.4.12.A.(1).1	Examine and conduct food product development and research activities that demonstrate application of food science principles to enhance product quality and appeal.
AGRI.9-12.9.4.12.A.(2).1	Examine and apply knowledge of basic plant anatomy and physiology, using taxonomic and other classifications to build a working understanding of functional differences among plant structures.
AGRI.9-12.9.4.12.A.(2).2	Describe and implement the principles of plant production and management in both domesticated and natural environments, applying principles of anatomy and physiology to enhance plant production.
AGRI.9-12.9.4.12.A.(2).3	Evaluate and implement the fundamentals of production and harvesting when producing plants to demonstrate plant management and production techniques.
AGRI.9-12.9.4.12.A.(2).4	Exercise elements of design commonly used by professionals in plant systems careers by enhancing an environment (e.g., floral, forest, landscape, or farm) for a variety of purposes.
AGRI.9-12.9.4.12.A.(4).1	Examine structural requirements and estimate project costs in order to facilitate effective planning for projects within this pathway.
AGRI.9-12.9.4.12.A.(4).2	Plan design and construction support services to facilitate the development of agricultural machinery, equipment, buildings, structures, and technical systems.
AGRI.9-12.9.4.12.A.(4).4	Explain physical science principles and apply them to engineering applications involving mechanical equipment, structures, biological systems, land treatment, power utilization, and technology to facilitate work within this pathway.
AGRI.9-12.9.4.12.A.(5).1	Communicate about natural resources using effective public venues to heighten awareness regarding conservation and resource preservation.

Data and Analysis

Student completion of Labs in class

SAE evaluation

CDE Results

Assesement of FFA Manual

Essential Questions

How, when, and why was the National FFA Organization founded?

What are the mission and strategies, colors, motto, parts of the emblem, and organizational structure of the National FFA Organization?

What is the meaning behind the five paragraphs of the FFA Creed?

Standards/Indicators/Student Learning Objectives (SLOs):

- 9.4.12. Career and Technical Education. All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions
- 9.4.12.A. Agriculture, Food, & Natural Resources Career Cluster
- 9.4.12.A.34. Examine and summarize roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment to understand the nature and scope of this cluster and related organizations.

Lesson Titles:

- Determining FFA Degrees, Awards, and CDEs
- Determining the Benefits of an SAE
- Understanding FFA Officer Duties and Responsibilities
- Ag Explorer
- Career- resumes, soft skills
- Exploring the History and Organization of FFA
- Foundational SAE

Career Readiness, Life Literacies, & Key Skills:

	Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
TECH.K-12.1.1.a	articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
TECH.K-12.1.1.b	build networks and customize their learning environments in ways that support the learning process.
TECH.K-12.1.1.c	use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
	Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
TECH.K-12.1.2.a	cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
TECH.K-12.1.2.d	manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.
	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

	Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
TECH.K-12.1.5.a	formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.
TECH.K-12.1.6	Creative Communicator
TECH.K-12.1.7.d	explore local and global issues and use collaborative technologies to work with others to investigate solutions.

Assessments

Summative Assessment:

- CDE Results
- POA Results
- Presentation

Benchmark Assessments

Writing Prompt

Skills Based Assessment

Reading Response

Practical Lab

Alternative Assessment

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Formative Assessment:

- Class discussion
- Edpuzzle
- Group work
- Oral response to questions
- peer evaluation
- Quizlet
- self evaluation and discussion with teacher

Inter-Disciplinary Connections:

	Language: System and structure, effective use, and vocabulary
	Reading: Text complexity and the growth of comprehension
	Writing: Text types, responding to reading, and research
SCI.K-2.K-2-ETS1-1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
SCI.K-2.K-2-ETS1-3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.
SCI.K-2.K-2-ETS1-3.4.1	Analyze data from tests of an object or tool to determine if it works as intended.
FCSE.9-12.1.1.1	Summarize local and global policies, issues, and trends in workplace, community, and family dynamics that affect individuals and families.
FCSE.9-12.1.1.3	Analyze ways that individual career goals can affect the family's capacity to meet goals for all family members.

Diversity, Equity, and Inclusion

Amistad Mandate

Topic:

George Washington Carver: A renowned agricultural scientist and inventor, Carver is best known for his

research on peanuts, sweet potatoes, and other crops. He developed crop rotation techniques to improve soil fertility and reduce dependence on cotton.

Materials Used: Internet, videos

Addresses the Following Component of the Mandate:

- Contributions of African Americans to our Society

Holocaust Mandate

Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses):

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Climate Change

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses):

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Materials:

Core Instructional Materials

Mycaert: A Web-Based System Allowing Teachers to plan, document, deliver, and assess standards-based instruction.

National FFA Organization Teacher Resources toolbox.

FFA.org. Agricultural education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resource systems.

Supplemental Materials

Periodicals about FFA, horticulture.

FFA Videos and resources.

Texts at Various Levels

New Horizons FFA Periodical

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

- Conduct Official FFA meeting
- Cooperative Learning
- Delsea One Tutoring
- Drill and Practice
- Field Trips
- Guided Practice
- Individual Projects
- Internet Research
- Partner projects
- Presentations
- Problem Solving
- Recruitment
- Reflective Discussion
- Research Projects
- SAE Supervised Agricultural Experience

Modifications

MLL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)

- Vary test formats

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions

- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

Technology Materials and Standards

TECH.K-12.1.1.a	articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
TECH.K-12.1.1.b	build networks and customize their learning environments in ways that support the learning process.
TECH.K-12.1.2.a	cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
TECH.K-12.1.3.b	evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

TECH.K-12.1.3.c	<p>curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.</p> <p>Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.</p>
TECH.K-12.1.4.a	<p>know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.</p>
TECH.K-12.1.4.b	<p>select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.</p>
TECH.K-12.1.4.c	<p>develop, test and refine prototypes as part of a cyclical design process.</p>
TECH.K-12.1.4.d	<p>exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.</p> <p>Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.</p>
TECH.K-12.1.5.a	<p>formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.</p>
TECH.K-12.1.5.d	<p>understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.</p>
TECH.K-12.1.7	<p>Global Collaborator</p>
TECH.K-12.1.7.a	<p>use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.</p>
TECH.K-12.1.7.b	<p>use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.</p>
TECH.K-12.1.7.c	<p>contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.</p>
TECH.K-12.1.7.d	<p>explore local and global issues and use collaborative technologies to work with others to investigate solutions.</p>