Unit 2: Developing Leadership Skills In Horticulture

Content Area: **CTE**
Course(s): **Horticulture IV**
Time Period: **September**
Length: **Full Year**
Status: **Published**

Unit Overview

The purpose of FFA is to help students develop to their full potential through activities in the agriculture program

A. Leadership is one of the major areas stressed in FFA.
1. Leadership is the ability to influence other people to meet individual or group goals.
2. A leader is a person who helps other people reach their goals.
3. Four desirable traits of a good leader are:
a. Personal skills—traits that make it easier for other people to follow a leader, such as being hardworking, responsible, and honest
b. "How to" skills—traits that help a leader share responsibilities, such as organizing meetings, speaking to groups, and writing messages
c. "Thinking" skills—traits that enable a leader to think and assess problems
d. "People" skills—traits that help a leader relate well with other people, such as being trustworthy, respecting others, and having a positive attitude

Enduring Understandings

As an FFA member, you can participate in a wide range of activities at the local, state, and national levels.

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

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Career Education Connection

9.3.12.AG.1	Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster.
9.3.12.AG.2	Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster and the role of agriculture, food and natural resources (AFNR) in society and the economy.
9.3.12.AG.3	Examine and summarize the importance of health, safety and environmental management systems in AFNR businesses.
9.3.12.AG.4	Demonstrate stewardship of natural resources in AFNR activities.
9.3.12.AG.5	Describe career opportunities and means to achieve those opportunities in each of the

	Agriculture, Food & Natural Resources Career Pathways.
9.3.12.AG.6	Analyze the interaction among AFNR systems in the production, processing and management of food, fiber and fuel and the sustainable use of natural resources.
9.3.12.AG-BIZ.1	Apply management planning principles in AFNR businesses.
9.3.12.AG-BIZ.4	Develop a business plan for an AFNR business.
9.3.12.AG-BIZ.5	Use sales and marketing principles to accomplish AFNR business objectives.
9.3.12.AG-PL.1	Develop and implement a crop management plan for a given production goal that accounts for environmental factors.
9.3.12.AG-PL.2	Apply the principles of classification, plant anatomy and plant physiology to plant production and management.
9.3.12.AG-PL.3	Propagate, culture and harvest plants and plant products based on current industry standards.
9.3.12.AG-PL.4	Apply principles of design in plant systems to enhance an environment (e.g., floral, forest, landscape and farm).
9.3.12.AG-BIZ.2	Use record keeping to accomplish AFNR business objectives, manage budgets and comply with laws and regulations.

Essential Questions

- Explain how, when, and why the National FFA Organization was founded.
- Explain the purpose of FFA's Program of Activities and describe its committee structure.
- How does the FFA Organization develop the skills and characteristics for future career sucess?
- How is FFA funded?
- What do the letters FFA stand for?

Standards/indicators/Student Learning Objectives (SLO'S):

- 9.4.12.A.32, 10.3.12.IT 12.10a
- 9.4.12.A.68, 10.7.12.SS12.3

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9.3.12.AG-ANI.3	Design and provide proper animal nutrition to achieve desired outcomes for performance, development, reproduction and/or economic production.
9.3.12.AG-ANI.7	Apply principles of effective animal health care.
12.9.3.MN.2	Analyze and summarize how manufacturing businesses improve performance.
12.9.3.MN.6	Demonstrate workplace knowledge and skills common to manufacturing.
12.9.3.MN-LOG.1	Demonstrate positive customer service skills in regard to logistics and inventory control issues.
12.9.3.MN-LOG.4	Manage inventory using logistics and control processes and procedures.

12.9.3.MN-PPD.1	Produce quality products that meet manufacturing standards and exceed customer satisfaction.
12.9.3.MN-PRO.2	Manage safe and healthy production working conditions and environmental risks.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

Lesson Titles

- Opportunities in FFA
- Planning and Conducting Effective Meetings
- School and Community Awareness
- Self Understanding and Assessment

Career Readiness, Life Literacies, & Key Skills

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.
9.3.12.AG-FD	Food Products & Processing Systems
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Formative Assessment

- CDE's
- FFA Meeting Evaluations
- SAE/SLE Record

Alternative Assessment

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Benchmark Assessments

Skills-based assessment

Reading response

Writing prompt

Lab practical

Summative Assessment

- MPA'S
- Portfolio Completion
- SAE Projects
- Tests

Inter-Disciplinary Connections

- 10.   English Language Arts
- 10.7.12.   History/Social Studies: 9-12
- 10.7.12.SS12.   History/SS: Grades 11-12
- 10.7.12.SS12.3.   Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

PFL.9.1.12.A.3	Analyze the relationship between various careers and personal earning goals.
PFL.9.1.12.A.4	Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.
PFL.9.1.12.A.6	Summarize the financial risks and benefits of entrepreneurship as a career choice.
PFL.9.1.12.A.7	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.

PFL.9.1.12.B.7	Explain the meaning of income tax, describe how it is calculated, and analyze its impact on one's personal budget.
PFL.9.1.12.C	Credit and Debt Management
PFL.9.1.12.E.6	Evaluate written and verbal contracts for essential components and for obligations of the lender and borrower.

Diversity, Equity, and Inclusion

Asian American Pacific Islander Mandate

- Various tropical plants that grow through out Asian Countries. How they grow in the tropics vs. how they grow in different climates

LGBTQ and Disabilities Mandate

Holocaust Mandate

Amistad Mandate

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

Materials

Supplemental Materials

- Business Management Softwear
- Internet

Texts at Various Levels

- Introductory Horticulture Text book I & II
- Various plant, vegetable, gardening texts

Core Instructional Materials

- 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 resources systems

- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.

- Mycaert: Web-Based System Allowing Teachers to Plan, Document, Deliver and Assess students work.

- Onsite Lab station

- The Agricultural Experience Tracker is the premiere personalized online system for tracking experiences in agricultural education.http://www.theaet.com/

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

- cooperative learning
- Inquiry based learning
- peer teaching
- student self assessmen
- Students will work independantly on SAE projects choosen at beginning of school year
- Students will work off campus at a SLE site to be determined

Modifications

- Create Planned oppurtunties for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal ecperience
- Group Students
- intentional scheduling/grouping with student/teacher who speaks the same language if possible

- Offer alternate/or modify assessments

At Risk modifications

- 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   .

IEP & 504 Modifications

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ELL 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

Technology

- Google Classroom
- Google Slides
- Pro-landscape Software
- Quizlet.com

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.12.D.CS3	Exhibit leadership for digital citizenship.
TECH.8.1.12.E.CS4	Process data and report results.
TECH.8.1.12.F.CS2	Plan and manage activities to develop a solution or complete a project.
TECH.8.2.12.B.CS2	The effects of technology on the environment.
TECH.8.2.12.C.5	Create scaled engineering drawings of products both manually and digitally with materials and measurements labeled.
TECH.8.2.12.D.CS1	Apply the design process.