

# Unit 2:DEVELOPING LEADERSHIP SKILLS IN HORTICULTURE

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

## Unit Overview

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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

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

## Essential Questions

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- 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 success?
- How is FFA funded?
- What do the letters FFA stand for?

## Standards/Indicators/Student Learning Objectives (SLOs)

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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.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-BIZ.2	Use record keeping to accomplish AFNR business objectives, manage budgets and comply with laws and regulations.
9.3.12.AG-BIZ.3	Manage cash budgets, credit budgets and credit for an AFNR business using generally accepted accounting principles.

## Lesson Titles

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

## Career Readiness, Life Literacies, & Key Skills

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TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
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).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

## Inter-Disciplinary Connections

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- Career Education
- Consumer Family and Life Skills
- Science

HPE.2.1.12.A	Personal Growth and Development
HPE.2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
HPE.2.1.12.B.CS1	Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness.

HPE.2.1.12.C.1	Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.
HPE.2.1.12.C.2	Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.
HPE.2.2.12.A.1	Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
HPE.2.2.12.A.CS1	Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.
HPE.2.2.12.C.1	Analyze the impact of competition on personal character development.
HPE.2.2.12.C.CS1	Individual and/or group pressure to be successful in competitive activities can result in a positive or negative impact.
HPE.2.2.12.C.CS2	Core ethical values impact behaviors that influence the health and safety of people everywhere.
HPE.2.3.12.A.1	Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements.
HPE.2.3.12.A.CS1	Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.
SOC.6.1.12	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

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

- cooperative learning
- Inquiry based learning
- peer teaching
- student self assessment
- 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

CAEP.9.2.12.C	Career Preparation
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.3	Identify transferable career skills and design alternate career plans.

### **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

### **IEP & 504 Modification**

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- 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

### **G&T Modifications:**

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- 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

### **Modifications**

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## **At Risk Modifications**

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- 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

## **Benchmark Assessments**

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- Skill based assessments
- Reading Response
- Writing Prompt
- Lab Practical

## **Alternative Assessments**

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Performance tasks

Project-based assignments  
Problem-based assignments  
Presentations  
Reflective pieces  
Concept maps  
Case-based scenarios  
Portfolios

## **Formative Assessment**

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- CDE's
- FFA Meetings
- SAE Records

## **Summative Assessment**

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- CDE Result
- FFA Program of Activities
- SAE Portfolio

## **Resources & Materials**

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- Business Management Software
- Internet
- Introductory Horticulture Text book I & II
- 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 resources systems.
- Onstie Lab
- The Agricultural Experience Tracker is the premiere personalized online system for tracking experiences in agricultural education.<http://www.theaet.com/>

## **Technology**

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- Google Classroom
- Google Slides
- Pro-landscape Software

- Quizlet.com

12.9.3.ST.2	Use technology to acquire, manipulate, analyze and report data.
12.9.3.ST-ET.4	Apply the elements of the design process.
12.9.3.ST-SM.2	Apply science and mathematics concepts to the development of plans, processes and projects that address real world problems.
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	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
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.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.
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	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
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.4	Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.
TECH.8.2.12.B.CS2	The effects of technology on the environment.
TECH.8.2.12.C	Design: The design process is a systematic approach to solving problems.
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.C.CS1	The attributes of design.