

# Chino Valley Unified School District

## High School Course Description

A. CONTACTS	
<b>1. School/District Information:</b>	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Dr., Chino, CA 91710 Phone: (909) 628-1201 Website: chino.k12.ca.us
<b>2. Course Contact:</b>	Teacher Contact: Office of Secondary Curriculum and Instruction Position/Title: Director of Secondary Curriculum and Instruction Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
<b>1. Course Title:</b>	Agriculture Leadership and Communications
<b>2. Transcript Title/Abbreviation:</b>	Ag Leadership
<b>3. Transcript Course Code/Number:</b>	5E08
<b>4. Seeking Honors Distinction:</b>	No
<b>5. Subject Area/Category:</b>	Meets UC/CSU "g" general elective requirement
<b>6. Grade Level(s):</b>	10-12
<b>7. Unit Value:</b>	5 units per semester/10 credits
<b>8. Course Previously Approved by UC:</b>	Yes
<b>9. Classified as a Career Technical Education Course:</b>	Yes
<b>10. Modeled after an UC-approved course:</b>	Yes
<b>11. Repeatable for Credit:</b>	No
<b>12. Date of Board Approval:</b>	February 18, 2021
<b>13. Brief Course Description:</b>	The Agriculture Leadership and Communications course is designed to engage students in experiential activities which further their personal development and premier leadership skills. The curriculum consists of integrated performance activities that will assist in the development of critical thinking, extemporaneous speaking, conflict resolution, consensus-building, and group communication abilities. Written and oral skill development will be emphasized through individual and collaborative projects as well as character development through service-learning exercises.
<b>14. Prerequisites:</b>	Introduction to Agriculture
<b>15. Context for Course:</b>	This yearlong course is designed to provide students with basic leadership skills. Students will acquire a broad understanding of leadership styles, goal setting, time management, public speaking, job skills, and interpersonal relationships. Teachers will provide each student with real world learning opportunities and instruction related to section, development, and maintenance of individual Supervised Agriculture Experience programs. Students will be active members of the Future Farmers of America (FFA), a national youth organization for those enrolled in agriculture education.
<b>16. History of Course Development:</b>	Through the planning and execution of numerous events for the school's FFA chapter, students will discover how to best effect change in their communities. Goals for student learning include increasing the positive school's FFA chapter's culture through academic and social events and help students enrolled in the class become more effective leaders. Students will master the following core leadership skills: communication, planning/organization/forward thinking, problem solving, constructive feedback/evaluation, writing (critically, reflectively, and persuasively), creativity, professionalism, confidence/public speaking, persistence, empathy which aligns with the California Agriculture and Natural Resources standards.

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<b>17. Textbooks:</b>	“Leadership Personal Development and Career Success” by Cliff Ricketts and John C. Ricketts
<b>18. Supplemental Instructional Materials:</b>	<ul style="list-style-type: none"> <li>• Instructional handouts</li> <li>• Notebooks</li> <li>• Instructional presentations</li> <li>• AET record book</li> <li>• Agriculture farm facility</li> </ul>

### C. COURSE CONTENT

**1. Course Purpose:**

The purpose of this course is to accent agricultural education and the Future Farmers of America (FFA) organization in developing young people to be premier leaders with a vision. This course will prepare students for postsecondary education and employment in the agricultural field and beyond.

- Use agricultural applications as a relevant vehicle to apply employability skills.
- Integrate and reinforce academic standards within the agricultural content.
- Improve agriculture literacy.
- Meet the elective “g” requirement for admission to the University of California and the California State University systems.
- Increase interest/motivation for students to study and pursue careers in agriculture.
- Students will understand and apply a variety of agricultural leadership topics including:
  - Thinking and evaluation skills
  - Written and verbal articulation skills
  - Leadership skills through self-enhancement, goal setting, cooperative learning, speech proficiency, parliamentary procedures, book reviews, and presentations
  - Current events in agriculture

This course is designed for the California Career and Technical Education Agriculture and Natural Resources sector and is aligned to the California Career and Technical Education Standard Agriculture and Natural Resources Pathway. This course is designed to be a Concentrator level CTE course.

**2. Course Outline:**

**Unit 1: Personality and Leadership**

AGNR: 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9, 9.10, 9.11, 9.12

- Students will define leadership and create goals for themselves for the year.
- Students will examine different leadership styles and case studies.
- Students will research real world leaders.
- Students will evaluate strengths and weaknesses of different leadership styles and real-world leaders.
- Students will look at numerous real-world leadership case studies and they will evaluate the issues within the situation, as well as evaluate how the person handled the situation.
- Students will take personality assessments, evaluate 4 sets of preferences and how to work well with different group personalities.
- Students will have group and class discussions about these case studies and will write frequently about how they would handle the situation.
- Students will research a real-world leader and present on the strengths and weaknesses of their leadership style.

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### **Unit 2: Emotional Intelligence**

AGNR: 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9, 9.10, 9.11, 9.12

- Students will evaluate their emotional intelligence (EQ).
- Students will effectively analyze their own personal emotional intelligence.
- Students will evaluate various situations in an agriculture work environment and how people utilized emotional intelligence in these situations.

### **Unit 3: Conflict Resolution/Problem Solving**

AGNR: 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9, 9.10, 9.11, 9.12

- Students will be introduced to basic techniques to handle conflict resolution.
- Students will be presented with some type of conflict and need to be able to resolve this conflict in a positive way.
- Students will learn how to handle emotions effectively in a group situation.
- Students will work to identify the core issues of any situation and look at problems from other perspectives.
- Students will learn how to build off other's ideas to find a more creative and effective solution to the problem.
- Students will work in groups to develop and implement proposed solutions and persuade others of the viability of their ideas.
- Students will analyze examples of novel approaches to issues and will learn about effective brainstorming.

### **Unit 4: Leading a Team**

AGNR: 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9, 9.10, 9.11, 9.12

- Students will be investigating the proper way to leading a team. Don Lugo FFA Chapter is officially led by six officers who are always in this course. However, our goal is to have a whole class of leaders who are within this course.
- Students will be provided more guidance on how to properly lead a team or in this case, an FFA chapter.
- The students will investigate their interpersonal skills to evaluate themselves to see if they are a trusting individual to others.

### **Unit 5: Career Readiness**

AGNR: 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9, 9.10, 9.11, 9.12, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9

- Students will begin preparing themselves for a career.
- Students will prepare for the future as a leader in a career in Agriculture.
- Students will learn the basic skills of creating a cover letter, resume, job application, and preparing for an interview.
- Students will focus on building their individual interview skills by practicing their basic interview questions with their peers.
- Students will practice giving positive feedback to their fellow students as they peer review cover letters and resumes.

### **Unit 6: Communication**

AGNR: 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9, 9.10, 9.11, 9.12, 9.13, 5.1, 5.2, 5.3, 5.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6

- Students will learn the skills necessary to being a good public speaker. These will include projection, articulation, eye contact, body language, and confidence.
- Students will practice each of the public speaking skills necessary in increasingly difficult situations beginning with peer-to-peer and culminating in a large group speech.

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- Students will investigate various communication styles including nonverbal communications and verbal communications.
- Students will become familiar with the ten tools for effective listening.

### **Unit 7: Parliamentary Procedure**

AGNR: 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9, 9.10, 9.11, 9.12, 9.13

- Students will prepare for further involvement in FFA and careers.
- Students will understand the basic rules to make decisions and votes in a professional manner.
- Students will be familiar with the main motions and procedures for a vote to be passed and decisions to be made properly.

### **Unit 8: Team Development**

AGNR: 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9, 9.10, 9.11, 9.12, 5.1, 5.2, 5.3, 5.4

- Students will learn about the skills needed to work as a team.
- Students will investigate the characteristics of an effective team.
- Students will evaluate how they are working as a leadership team within the Don Lugo FFA Chapter
- Students will complete a team dynamics or group self-assessment to see if they believe they have the proper dynamics as a team.

### **Unit 9: Event Planning**

AGNR: 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9, 9.10, 9.11, 9.12, 9.13

- Students will look at different ways to plan various types of school and community projects.
- Students will learn and implement a project planning process to ensure that they are thinking about all the different aspects of organizing an event.
- Students will work to delegate tasks appropriately, as well as anticipate potential problems and plan solutions to those potential setbacks before they occur.
- Students will learn how to plan for the myriad aspects of an event, to communicate with necessary individuals and how to organize all the details of an event in a timely fashion.
- Students will learn to evaluate an event and identify improvements for future planning.

### **Unit 10: Agricultural Issues**

AGNR: 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9, 9.10, 9.11, 9.12, 5.1, 5.3, 5.4

- Students will research various agriculture issues in the industry such as water rights, land uses and any other issue relating to agriculture.
- Students will choose an agriculture issue that interests them and complete digital research on this issue.
- Students will be introduced to the proper procedures to making a convincing presentation and the basic presentation skills.
- Students are learning more about common issues within the industry as well further developing their public speaking skills.

### **3. Key Assignments:**

#### **Daily Review Warm Up**

- Students will be required to complete a daily warm-up at the beginning of each class period to review the previous material.

#### **Supervised Agriculture Experience Project**

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- A Supervised Agriculture Experience project is required and will be developed with the aid of the instructor. Students will be required to complete 30 hours per semester.
  - Aligns with standards AGNR 10.1, 10.2, 10.3, 10.4, 10.6, 10.7, 11.1, 11.3, 11.5

### FFA Activities

- The FFA is an integral part of every agriculture class. Every student's grade will be enhanced by participation in this organization. Meetings, events, field days, fundraisers, conferences, community service, and competitions are just a few of the ways students can become involved in the FFA. There is a requirement of three FFA activities per semester for each student.
  - Aligns with standards AGNR 7.3, 7.4, 7.7, 9.2, 9.9, 9.10, 9.12, 9.13

### Personal Leadership Styles

- **Unit 1: Personality and Leadership**

Students will write an essay explaining their personal leadership style and creating goals for the year. This assessment relates to the goals of the class because students will begin to think about themselves as leaders and how they would handle different situations as a leader. Additionally, the assessment connects to the writing goal of the class since students will need to clearly explain how they plan on being a leader.

  - Aligns with standards AGNR 3.2, 9.1, 9.2, 9.3
- **Unit 2: Emotional Intelligence**

Students will evaluate their own emotional intelligence through EQ quizzes. They will be grouped with other students with similar emotional intelligence. The group will have to create a visual presentation that describes their EQ and how they tend to work with people of other emotional intelligence styles.

  - Align with standards: AGNR 3.2, 9.1, 9.2, 9.3

### Mock issues

- **Unit 3: Conflict Resolution/ Problem Solving**

Students will be presented with mock conflicts in agriculture work environments. They will have to present possible methods to reduce the conflict within the work environment. The students will work in groups to clearly determine the core issues within the situation and provide a clear plan on how to handle emotions effectively and create a resolution for the conflict.

  - Align with standards: AGNR 5.1, 5.2, 5.3, 5.4, 8.1, 9.3, 9.4, 9.6
- **Unit 3: Conflict Resolution/ Problem Solving**

Students will engage in a community-based project related to agriculture or the FFA chapter where they identify a problem they want to fix, organize a way to fix it, and then go about executing that solution. This assessment relates to the goals of the class because it connects the learning in class to the real work. Students will need to think creatively to find solutions to real problems and plan their solution.

  - Align with standards: AGNR 5.1, 5.2, 5.3, 5.4, 8.1, 9.3, 9.4, 9.6
- **Unit 4: Leading a Team/Unit 8: Team Development**

The students will be presented with mock issues within a team environment. The students must evaluate these mock issues and develop plans on how to create or change the current team to build the proper team dynamics or develop an effective team.

  - Align with standards: AGNR 9.1, 9.2, 9.3, 9.6, 9.7, 9.10, 9.12

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### Career Presentations

- **Unit 5: Career Readiness**

Students will choose an agriculture career they are interested in and create a digital presentation to present. This assignment allows students to demonstrate their writing skills to write their presentation as well as demonstrate their use of technology to make a persuasive presentation. Their peers will listen to these presentations and ask the student presenters questions at the end of each presentation.

- Align with standards: AGNR 3.1, 3.3, 3.4, 3.5, 3.9, 4.1, 4.3, 4.7

### Sectional FFA Public Speaking Competitions

- **Unit 5: Career Readiness**

Students will participate in a local FFA Job Interview contest which includes creating a resume, cover letter and completing a job interview. California FFA provides four mock job positions each year that the students will be applying to for the contest. The most difficult part of the contest is that the students will have to meet with an interview panel and interview for this mock position. Those students who score the highest in the local contest will continue to the Sectional FFA Public Speaking competition for the Job Interview contest.

- Align with standards: AGNR 2.4, 2.5, 3.1, 3.2, 3.4, 3.6

- **Unit 6: Communication**

Students will practice their public speaking skills through participation in a local chapter competition of the FFA opening/closing contest. These students will need to memorize specific parts of the ceremonies and must present the entire ceremony's speech in a group contest. They will be graded based upon their presentation of the ceremony and their projection, articulation, eye contact, body language and confidence. The group that does the best in the local competition will move on to the sectional FFA Opening and Closing Ceremonies contest.

- Align with standards: AGNR 2.4, 2.5, 3.1, 3.2, 3.4, 3.6

### Planning and Implementation of FFA Events

- **Unit 9: Event Planning**

In group committees, students will plan and implement various FFA events on campus using a project-planning format. They will be responsible for every aspect of the event including budgeting, personnel, marketing, communication, and implementation. After their event, they will also evaluate the planning process and identify changes that they think are necessary to improve both the process and the results for future events.

- Align with standards: AGNR 2.5, 5.1, 5.4, 7.1, 7.3, 7.4, 7.7, 9.3, 9.6, 9.7, 9.8, 9.9, 9.13

### Agriculture issues persuasive presentation

- **Unit 10: Agriculture Issues**

Students will take their chosen agriculture issue and create a digital presentation to present to local agriculturists. This assignment allows students to demonstrate their writing skills to write their presentation as well as demonstrate their use of technology to make a persuasive presentation. Their peers and a panel of agriculture industry professionals will listen to these presentations and ask the student presenters questions at the end of each presentation.

- Align with standards: AGNR 2.4, 2.5, 4.1, 5.1, 5.4, 10.1, 10.3

### 4. Instructional Methods and/or Strategies:

Active Participation: Teacher will incorporate the principles of active participation and specific strategies to ensure consistent, simultaneous involvement of the minds of all learners in the classroom. Teachers should include both covert

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and overt active participation strategies, incorporating cooperative learning structures. Some of the possible active participation strategies include:

- Strategy for personal, social, and physical development
- Team building activities
- Collaboration
- Small group activities
- Personal reflections on individual progression

### **5. Assessment Including Methods and/or Tools:**

The evaluation of student progress and evaluation will be based on the following criteria outlined in board policy:

- Assessments: 60-75% of the final grade
- Assignments and class discussions: 25-40% of the final grade

**Student achievement in this course will be measured using multiple assessment tools including but not limited to:**

- Tests
- Participation, cooperation, sincere effort (daily points)
- Evaluation of written assignments
- Attendance and promptness
- Small group projects (rubric assessed)
- Public speaking events
- Supervised Agriculture Experience Project