

**Course Title: Agricultural Communications**

<b>Unit: 1</b>	<b>Career Opportunities</b>
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Identify occupational opportunities in agricultural communications.</li> <li>2. Explain the importance of a college education to the agricultural industry.</li> </ol>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Identify available jobs in agribusiness communications.</li> <li>2. Describe the duties associated with available jobs.</li> <li>3. Discuss educational requirements for available jobs in agribusiness communications.</li> <li>4. Compare benefits of available jobs in agribusiness communications.</li> </ol>
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<b>Essential Question(s):</b>	<p>What criteria should a student use in selecting a career path?          What resources are available to students conducting a job search?</p>
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
<p>I. Career</p> <ol style="list-style-type: none"> <li>A. Define work</li> <li>B. Employee benefits                             <ol style="list-style-type: none"> <li>1. Insurance                                     <ol style="list-style-type: none"> <li>a. Major Medical</li> <li>b. Dental</li> <li>c. Vision</li> </ol> </li> <li>2. Retirement plans                                     <ol style="list-style-type: none"> <li>a. 401K</li> <li>b. Stock options</li> </ol> </li> </ol> </li> </ol>	<p>Research paper                      Job applications                      Cover letter                      Résumé                      Mock job interview                      PowerPoint Presentation</p>	<p>PowerPoint Presentation                      Computer                      Multimedia projector                      Internet access                      Sample job application</p>

<b>Unit Assessment:</b>	Tests, performance tasks, demonstrations, teacher observations
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**Unit/Course  
CTSO Activity:**

The content enforces leadership skills through career exploration.

**Unit/Course  
Culminating  
Product:**

The students will become hireable citizens after gaining the knowledge of careers.

**Course/Program Credential(s):**  Credential  Certificate  Postsecondary Degree  University Degree  
 Other:

**Course Title: Agricultural Communications**

<b>Unit: 2</b>	<b>Effective Communication</b>
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>3. Demonstrate effective oral and written communication skills.             <ul style="list-style-type: none"> <li>• Identifying types of speeches, including persuasive, informative, demonstrative, and commemorative</li> </ul> </li> </ol>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Communicate effectively using oral and written means.</li> </ol>
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<b>Essential Question(s):</b>	How do I effectively communicate orally and written?
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
<ol style="list-style-type: none"> <li>I. Effective communication               <ol style="list-style-type: none"> <li>A. Effective communication                   <ol style="list-style-type: none"> <li>1. Oral</li> <li>2. Written</li> </ol> </li> <li>B. Types of speeches                   <ol style="list-style-type: none"> <li>1. Persuasive</li> <li>2. Informative</li> <li>3. Demonstrative</li> <li>4. Commemorative</li> </ol> </li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>Position paper</li> <li>Oral presentation</li> </ol>	<ol style="list-style-type: none"> <li>Computer</li> <li>Internet</li> <li>Sample speeches</li> </ol>

<b>Unit Assessment:</b>	Performance tasks, teacher observations
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**Unit/Course  
CTSO Activity:**

The content helps prepare students for the parliamentary procedure and public speaking CDE's.

**Unit/Course  
Culminating  
Product:**

Students will be able to communicate effectively.

**Course/Program Credential(s):**  Credential  Certificate  Postsecondary Degree  University Degree  
 Other:

**Course Title: Agricultural Communications**

<b>Unit: 3</b>	<b>Conflict Resolution</b>
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>4. Explain the importance of conflict resolution in an agribusiness.             <ul style="list-style-type: none"> <li>• Describing techniques used in resolving conflicts</li> </ul> </li> </ol>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Resolve conflicts in an agribusiness.</li> </ol>
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<b>Essential Question(s):</b>	How do I resolve conflicts?
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
I. Conflict Resolution <ol style="list-style-type: none"> <li>A. Importance of conflict resolution</li> <li>B. Techniques of resolving conflicts</li> </ol>	PowerPoint Presentations Problem-based learning	Computer Projector Whiteboard

<b>Unit Assessment:</b>	Performance tasks, teacher observations
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<b>Unit/Course CTSO Activity:</b>	
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<b>Unit/Course Culminating Product:</b>	
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**Course/Program Credential(s):**  Credential  Certificate  Postsecondary Degree  University Degree

Other:

**Course Title: Agricultural Communications**

<b>Unit: 4</b>	<b>Group Dynamics</b>
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>5. Explain the importance of group dynamics in the agricultural industry.             <ul style="list-style-type: none"> <li>• Identifying roles of individual team members in reaching group goals</li> </ul> </li> </ol>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Describe how to properly work as a team.</li> </ol>
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<b>Essential Question(s):</b>	What is productive teamwork?
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
I. Group Dynamics <ol style="list-style-type: none"> <li>A. Importance of group dynamics</li> <li>B. Identifying roles of individuals</li> </ol>	PowerPoint Presentation Problem-based learning	Computer Projector Whiteboard

<b>Unit Assessment:</b>	Performance tasks, teacher observations
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<b>Unit/Course CTSO Activity:</b>	
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<b>Unit/Course Culminating Product:</b>	
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**Course/Program Credential(s):**  Credential  Certificate  Postsecondary Degree  University Degree  
 Other:

**Course Title: Agricultural Communications**

<b>Unit: 5</b>	<b>Goal Setting</b>
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	Students will: 6. Describe the importance of long- and short-term goal setting in an agribusiness.
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	Students will: 1. Explain the importance of setting goals.
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<b>Essential Question(s):</b>	Why is goal setting important?
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
I. Goal setting A. Importance of goal setting 1. Long term goals 2. Short term goals	PowerPoint Presentation 10 + 2	Computer Projector Whiteboard

<b>Unit Assessment:</b>	Performance tasks, teacher observations
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<b>Unit/Course CTSO Activity:</b>	
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<b>Unit/Course Culminating</b>	
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**Product:**

**Course/Program Credential(s):**  Credential  Certificate  Postsecondary Degree  University Degree  
 Other:

**Course Title: Agricultural Communications**

<b>Unit: 6</b>	<b>Time Management</b>
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	Students will: 7. Explain time management techniques in the agricultural industry, including setting priorities and scheduling.
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	Students will: 1. Describe techniques of saving time.
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<b>Essential Question(s):</b>	What are some techniques to save time?
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
I. Time management A. Time management techniques 1. Setting priorities 2. Scheduling	PowerPoint Presentation Guided practice Brainstorming	Computer Projector Whiteboard Sample schedules

<b>Unit Assessment:</b>	Performance tasks, teacher observations
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<b>Unit/Course CTSO Activity:</b>	
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<b>Unit/Course Culminating</b>	
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**Product:**

**Course/Program Credential(s):**  Credential  Certificate  Postsecondary Degree  University Degree  
 Other:

**Course Title: Agricultural Communications**

<b>Unit: 7</b>	<b>Effective Leadership</b>
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<p><b>Content Standard(s) and Depth of Knowledge Level(s):</b></p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>8. Describe the importance of leadership in agribusiness.               <ul style="list-style-type: none"> <li>• Explaining leadership traits needed for operating an agribusiness</li> <li>• Describing personal leadership skills necessary for success in agribusiness</li> <li>• Explaining the importance of ethics in agribusiness</li> </ul> </li> <li>9. Differentiate among types of leaders in the agribusiness setting, including authoritarian, democratic, autocratic, and participative.</li> <li>10. Describe qualities of a strong work ethic in an agribusiness.               <ul style="list-style-type: none"> <li>• Explaining reasons for following rules and regulations in the agribusiness setting</li> </ul> </li> <li>11. Evaluate personal attributes, including interpersonal relationship skills and value systems, as they relate to leadership in agribusiness management.               <ul style="list-style-type: none"> <li>• Describing behaviors necessary for success in interpersonal relationships in agribusiness</li> </ul> </li> <li>12. Describe ways FFA activities enhance personal leadership skills.</li> </ol>
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<p><b>Learning Objective(s) and Depth of Knowledge Level(s):</b></p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Explain leadership skills and their importance in the agribusiness.</li> <li>2. Describe the different types of leaders.</li> <li>3. Explain a good work ethic and its importance in agribusiness.</li> <li>4. Describe how FFA activities enhance personal leadership activities.</li> </ol>
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<p><b>Essential Question(s):</b></p>	<p>What are some leadership skills that are important to agriculture businesses?          What are the different types of leaders?          Why is work ethic so important?          How does FFA enhance leadership skills?</p>
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
<p>I. Effective leadership</p> <p style="padding-left: 20px;">A. Leadership skills of an FFA officer</p> <ol style="list-style-type: none"> <li>1. Fosters active participation</li> <li>2. Promotes group cooperation</li> <li>3. Obtains information for group use</li> </ol>	<p>PowerPoint Presentation</p> <p>5 + 1</p> <p>KWHL</p> <p>Guest speaker</p>	<p>Computer</p> <p>Projector</p> <p>Whiteboard</p>

<ul style="list-style-type: none"> <li>4. Encourages opinion and solution giving</li> <li>5. Stimulates critical thinking and evaluation</li> <li>6. Welcomes all suggestions</li> <li>7. Encourages differences as well as agreement in opinions</li> <li>8. Neutral in issues and sees both sides</li> <li>9. Attempts to change behavior of “troublesome participants”</li> <li>10. Constantly charts group progress</li> </ul> <ul style="list-style-type: none"> <li>B. Types of leaders</li> <li>C. Good work ethic</li> <li>D. FFA enhances leadership</li> </ul>		
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<b>Unit Assessment:</b>	Performance tasks, teacher observations
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<b>Unit/Course CTSO Activity:</b>	
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<b>Unit/Course Culminating Product:</b>	
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<b>Course/Program Credential(s):</b> <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input type="checkbox"/> Other:
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**Course Title: Agricultural Communications**

<b>Unit: 8</b>	<b>Parliamentary Procedure</b>
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <p>13. Demonstrate parliamentary procedure in agribusiness meetings.</p> <p>Examples: types of motions, voting methods, steps in presenting a main motion, duties of the chairperson</p>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Explain the parliamentary procedure used in an FFA meeting.</li> <li>2. Explain how to plan a meeting and develop the order of business.</li> </ol>
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<b>Essential Question(s):</b>	<p>Why do FFA members use parliamentary procedure to conduct their meetings?</p> <p>How is a meeting planned and the order of business designed?</p>
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
<p>I. Parliamentary Procedure</p> <p>A. Purpose</p> <ol style="list-style-type: none"> <li>1. Focus on one item at a time</li> <li>2. Extend courtesy to everyone</li> <li>3. Observe rule of majority</li> <li>4. Ensure the rights of the minority</li> </ol> <p>B. Common voting methods</p> <ol style="list-style-type: none"> <li>1. Voice vote</li> <li>2. Rising vote</li> <li>3. Secret ballot</li> <li>4. Roll call</li> </ol> <p>C. Types of motions</p> <ol style="list-style-type: none"> <li>1. Main motion</li> <li>2. Lay on the table</li> <li>3. Adjourn</li> </ol>	<p>Lecture and discussion</p> <p>Research</p> <p>Worksheets</p> <p>Guest speakers</p> <p>Demonstrations</p> <p>Virtual field trip using video</p> <p>Flash cards</p> <p>10 + 2</p> <p>Oral presentations/exhibitions</p>	<p>Whiteboard</p> <p>Textbook</p> <p>Computer</p> <p>PowerPoint Presentation</p> <p>LCD projector</p> <p>Internet</p> <p>VCR/DVD player</p>

<ul style="list-style-type: none"> <li>4. Point of order</li> <li>5. Other</li> <li>D. Reasons meetings are held <ul style="list-style-type: none"> <li>1. Provide an educational program</li> <li>2. Carry out the affairs of an organization</li> <li>3. Recognize members</li> <li>4. Announce future events</li> <li>5. Organize work groups</li> <li>6. Give members a place to develop leadership skills</li> </ul> </li> <li>E. Steps to planning a meeting <ul style="list-style-type: none"> <li>1. Determine the overall purpose of the meeting</li> <li>2. Identify business to be acted on</li> <li>3. Organize educational program</li> <li>4. Set a date and time for meeting</li> <li>5. Select a convenient location</li> <li>6. Assign responsibilities</li> <li>7. Develop an order of business</li> </ul> </li> </ul>		
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<b>Unit Assessment:</b>	Participation in discussion, tests, quizzes, teacher observations, pop tests, open-ended questions, essays, research projects
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<b>Unit/Course CTSO Activity:</b>	
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<b>Unit/Course Culminating Product:</b>	
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<b>Course/Program Credential(s):</b> <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input type="checkbox"/> Other:
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**Course Title: Agricultural Communications**

<b>Unit: 9</b>	<b>Supervised Agricultural Experience</b>
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	Students will: 14. Describe the importance of maintaining records for a SAE program.
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	Students will: 1. Discuss the importance of keeping records on SAE programs. 2. Explain the types of financial records needed to support a chosen SAE program. 3. Identify standards to follow on keeping SAE records.
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<b>Essential Question(s):</b>	Why should records be kept on SAE programs? What types of records should be kept on a SAE program? What guidelines should be followed in keeping records on a SAE program?
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
I. Supervised Agricultural Experience A. Reasons for keeping records 1. Analyze cash flow 2. Money management skills 3. Determine profit or loss 4. Observe financial progress 5. Develop management decisions 6. Develop investment and purchasing skills 7. FFA awards and degrees 8. Furnish information for income tax returns B. Types of records 1. Training plan 2. Budget	Lecture and discussion 10 + 2 Turn and share Research Guided practice Brainstorming/discussion Case studies/scenarios Cooperative learning Homework Inquiry Worksheets Work-based learning Guest speakers 5 + 1	Whiteboard Textbook Computer PowerPoint Presentation Internet VCR/DVD player LCD projector

<ul style="list-style-type: none"> <li>3. Record of receipts and expenses</li> <li>4. Monthly cash flow statement</li> <li>5. Inventory</li> <li>6. Financial statement</li> </ul> <p>C. Guidelines for keeping records</p> <ul style="list-style-type: none"> <li>1. Standards <ul style="list-style-type: none"> <li>a. Use appropriate records</li> <li>b. Use only a pencil</li> <li>c. Calendar year basis</li> <li>d. Be neat and complete</li> <li>e. Enter expenses and income as they occur</li> <li>f. Review weekly</li> <li>g. Keep records accessible</li> <li>h. Complete all relevant pages</li> <li>i. Ask for assistance when needed</li> </ul> </li> </ul>		
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<b>Unit Assessment:</b>	Participation in discussion, tests, quizzes, teacher observations, pop tests, open-ended questions, essays, research projects
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<b>Unit/Course CTSO Activity:</b>	
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<b>Unit/Course Culminating Product:</b>	Students will be able to successfully run an agribusiness meeting using parliamentary procedure.
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<b>Course/Program Credential(s):</b> <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input type="checkbox"/> Other:
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