



Agricultural Leadership Development Grades 9-12

Unit #1

Course/Subject:
Agricultural Leadership
Development/ Agriculture

Grade:
9-12

Understanding Leadership

Suggested Timeline:
2 weeks

Grade Level Summary	The purpose of this course is to provide students with opportunities to develop knowledge, skills, and abilities to realize their fullest potential to be premier leaders, grow personally, and ultimately be successful in their chosen career. Students in the course will be responsible for successfully organizing and conducting FFA, school, and community-based activities. Public speaking, teamwork, communication, and parliamentary procedure will be emphasized.
Grade Level Units	Unit 1: Understanding Leadership Unit 2: Communication and Speaking before a Group Unit 3: Leading Individuals and Groups Unit 4: Conceptual Skills Unit 5: Personal Development Unit 6: Transition to Work Skills

Unit Title	Understanding Leadership
Unit Summary	This unit focuses on leadership categories and styles and how a person's personality influences the way they lead. Students will discuss development of leaders through human relation skills, leadership traits, abilities, and skills. Students will utilize and demonstrate these skills with FFA activities.

Unit Essential Questions: 1. What is the difference between a leader and a boss? 2. What is the continuum of leadership behavior? 3. How does one become a good leader? 4. What are ways to improve leadership skills?	Key Understandings: 1. Leadership Categories 2. Leadership Styles 3. Leadership Traits 4. Technical Skills 5. Conceptual Skills
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Focus Standards Addressed in the Unit:

Standard Number	Standard Description
CRP.09.01.01.a.	Identify and summarize the characteristics of ethical and effective leaders in workplace and community settings.
CRP.09.03.01.a.	Identify and summarize respectful and purposeful behaviors that contribute to positive morale and culture in workplace and community settings (e.g., positively influencing others, effectively communicating, etc.).
CRP.09.03.02.a.	Examine personal levels of respectful and purposeful behaviors and summarize how they are demonstrated (e.g., treat others with respect, model professionalism, etc.).

Important Standards Addressed in the Unit:**CRP.09.03.01.c.**

Evaluate workplace and community cultures and determine specific behaviors and actions that contribute to building the morale and culture.

Misconceptions:

1. A boss is a leader.
2. Leaders are born.

Proper Conceptions:

1. A successful/well liked boss has good leadership style
 2. You can learn to be a leader.
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Knowledge & Concepts

- Describe Leadership Styles
- Personality Types and Leadership Styles

Skills & Competencies

- Perform leadership tasks associated with citizenship

Dispositions & Practices

- Responsibility
 - Leadership
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Academic Vocabulary:

- Leadership
- Democratic
- Gleaned
- Trait Leadership
- Power Leadership
- Influence Leadership
- Behavioral Leadership
- Initiative
- Traits
- Abilities
- Attributes

- Authoritarian
- Situational Leadership
- Traditional Leadership
- Popularity Leadership
- Combination Leadership
- Structural Frame
- Human Resource Frame
- Political Frame
- Conceptual Leadership Skills
- Technical Leadership Skills
- Human Relation Skills

- Sanguine
 - Choleric
 - Laissez-faire
 - Laissez-faire Leadership
 - Continuum
 - Melancholy
 - Phlegmatic
 - Innate
 - Value System
 - Portfolio
 - Opportunities
-

Assessments:

- Quizzes
 - Test
 - Projects
 - Class participation and practices
-

Differentiation:

- Book work
 - Lecture
 - Demonstrations
 - Video clips
 - Hands on learning
 - IEP accommodations
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Interdisciplinary Connections:

- English
- Business

Additional Resources:

- *Leadership Personal Development & Career Success* by Cliff Ricketts

Created By: Meagan Smyers



Agricultural Leadership Development Grades 9-12

Unit #2

Course/Subject:
Agricultural Leadership
Development/ Agriculture

Grade:
9-12

**Communication and
Speaking before a Group**

Suggested Timeline:
4 weeks

Grade Level Summary	The purpose of this course is to provide students with opportunities to develop knowledge, skills, and abilities to realize their fullest potential to be premier leaders, grow personally, and ultimately be successful in their chosen career. Students in the course will be responsible for successfully organizing and conducting FFA, school, and community-based activities. Public speaking, teamwork, communication, and parliamentary procedure will be emphasized.
Grade Level Units	Unit 1: Understanding Leadership Unit 2: Communication and Speaking before a Group Unit 3: Leading Individuals and Groups Unit 4: Conceptual Skills Unit 5: Personal Development Unit 6: Transition to Work Skills

Unit Title	Communication and Speaking before a Group
Unit Summary	Students will learn the purposes of communication, forms of communication, and barriers to effective communication. Students will learn about the three types of public speaking within the FFA; The FFA Creed, Prepared Public Speaking, and Extemporaneous Public Speaking.

Unit Essential Questions: <ol style="list-style-type: none"> 1. Why is communication important? 2. How do we live by the FFA Creed? 3. How is public speaking related to leadership? 	Key Understandings: <ol style="list-style-type: none"> 1. Communication Skills, styles, and barriers 2. FFA Creed 3. Speech Fright 4. Prepared Public Speaking 5. Speech Delivery 6. Extemporaneous Public Speaking
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
CRP.04.01.02.b.	Apply strategies for speaking with clarity, logic, purpose and professionalism in a variety of situations in formal and informal settings.
CRP.04.01.02.a.	Examine and assess personal ability to speak with clarity, logic, purpose and professionalism in formal and informal settings (e.g., speeches, interviews, presentations, oral reports, etc.).

CRP.04.01.01.a.	Identify and categorize strategies for ensuring clarity, logic, purpose and professionalism in verbal and nonverbal communication (e.g., vocal tone, organization of thoughts, eye contact, preparation, etc.).
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Important Standards Addressed in the Unit:

CRP.04.01.01.c.	Evaluate other's verbal and nonverbal communications (e.g., speeches, presentations, oral reports, etc.) and propose recommendations for improvement in clarity, logic, purpose and professionalism.
CRP.04.03.01.b.	Apply active listening strategies (e.g., be attentive, observe nonverbal cues, ask clarifying questions, etc.).

Misconceptions:	Proper Conceptions:
1. All people hate public speaking.	1. Training for public speaking will help you overcome the fear of speaking and you may enjoy it.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Communication Types Speech outlines Speech Delivery 	<ul style="list-style-type: none"> Prepared Public Speaking Reciting Extemporaneous Public Speaking 	<ul style="list-style-type: none"> Leadership Resilience/perseverance

Academic Vocabulary:

<ul style="list-style-type: none"> Out-put based Communication In-put based Communication Nonverbal Communication Delivery Convey Monotone Rapport Empathize Similes Metaphors Extemporaneous Impromptu Scantly Ambiguous Simultaneous Acronym Captivate 	<ul style="list-style-type: none"> Encoded Channel Receiver Decoding Socializers Kinesics Lectern Spontaneity Personification Hyperbole Irony Ethical Defamation of Character Earnestness Rudiments Animate Discreet 	<ul style="list-style-type: none"> Proxemics Doodling Self communication Interpersonal Communication Barriers Inflections Articulation Intangible Pangs Ardently Salutation Deliberate Slovenliness Verbose Credence Empathy
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Assessments:

<ul style="list-style-type: none"> Quizzes Test Projects Class participation and practices
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Differentiation:

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- Book work
 - Lecture
 - Demonstrations
 - Video clips
 - Hands on learning
 - IEP accommodations
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Interdisciplinary Connections:

- English
 - Business
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Additional Resources:

- *Leadership Personal Development & Career Success* by Cliff Ricketts
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Created By: Meagan Smyers



Agricultural Leadership Development Grades 9-12

Unit #3

Course/Subject: Agricultural Leadership Development	Grade: 9-12	Leading Individuals and Groups	Suggested Timeline: 4 weeks
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Grade Level Summary	The purpose of this course is to provide students with opportunities to develop knowledge, skills, and abilities to realize their fullest potential to be premier leaders, grow personally, and ultimately be successful in their chosen career. Students in the course will be responsible for successfully organizing and conducting FFA, school, and community-based activities. Public speaking, teamwork, communication, and parliamentary procedure will be emphasized.
Grade Level Units	Unit 1: Understanding Leadership Unit 2: Communication and Speaking before a Group Unit 3: Leading Individuals and Groups Unit 4: Conceptual Skills Unit 5: Personal Development Unit 6: Transition to Work Skills

Unit Title	Leading Individuals and Groups
Unit Summary	Leading Individuals and Groups will focus on conducting successful meetings using basic and advanced parliamentary procedure. It will also focus on group dynamics and team building skills.

Unit Essential Questions: 1. What is the purpose of parliamentary procedure? 2. How do you impact a group's success? 3. How do you run a effective meeting?	Key Understandings: 1. Basic and Advanced Parliamentary Procedure 2. Group Dynamics 3. Team Building 4. Conducting a Successful Meeting
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Focus Standards Addressed in the Unit:

Standard Number	Standard Description
CRP.12.02.01.a.	Identify and summarize effective strategies used to engage team members to accomplish goals
CRP.12.02.01.b.	Assess team dynamics and match strategies to increase team member engagement.
CRP.12.02.02.a.	Examine and summarize workplace and community situations where it is important to engage team members to meet team and organizational goals (e.g., meetings, presentations, etc.)

Important Standards Addressed in the Unit:

CRP.12.02.02.c.	Evaluate the effectiveness of strategies to engage team members in a variety of workplace and community situations.
CRP.12.02.01.c.	Create and implement novel strategies to engage team members based on the situation.

Misconceptions:

1. Leadership is about power, prestige, and status.

Proper Conceptions:

1. Leadership is about facilitating a group or organization to function effectively for their purpose.
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Knowledge & Concepts

- Roberts Rules of Order
- Parliamentary Procedure

Skills & Competencies

- Run a meeting with a proper order of business.
- Team Building Skills
- Leadership Skills

Dispositions & Practices

- Leadership
 - Learning to Learn
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Academic Vocabulary:

<ul style="list-style-type: none">● Policy● Executive Committee● Program of Activities● Affinity● Group Dynamics● Cohesiveness● Participant Management● Task Groups● Floor● Previous Question● Parliamentary Procedure● Presiding Officer● Chairperson● Out of Order● Poise● Recognition from the Chair● Decorum● Precedence	<ul style="list-style-type: none">● Bylaws● Agenda● Paraphernalia● Committees● Energy Cycles● Rigorous● Facilitator● Functional Groups● Parliamentary Inquiry● Withdraw● General Consent● Minutes● Main Motion● Amendable● Subsidiary Motions● Germane● Primary Amendment● Secondary Amendment● Immediately Pending Motion	<ul style="list-style-type: none">● Buzz Group● Group Think● Intragroup● Intergroup● Task Roles● Maintenance Roles● Synergy● Confronting● Question of Privilege● Unstated Subsidiary Motion● Standing Committees● Special Committees● Adjourned Meeting● Order of the day● Incidental motion● Violation● Parliamentarian● Privileged motion
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Assessments:

- Quizzes
 - Test
 - Projects
 - Class participation and practices
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Differentiation:

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- Book work
 - Lecture
 - Demonstrations
 - Video clips
 - Hands on learning
 - IEP accommodations
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Interdisciplinary Connections:

- English
 - Business
 - Government
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Additional Resources:

- *Leadership Personal Development & Career Success* by Cliff Ricketts
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Agricultural Leadership Development Grades 9-12

Unit #4

Course/Subject:
Agricultural Leadership
Development/ Agriculture

Grade:
9-12

Conceptual Skills

Suggested Timeline:
2 Weeks

Grade Level Summary	The purpose of this course is to provide students with opportunities to develop knowledge, skills, and abilities to realize their fullest potential to be premier leaders, grow personally, and ultimately be successful in their chosen career. Students in the course will be responsible for successfully organizing and conducting FFA, school, and community-based activities. Public speaking, teamwork, communication, and parliamentary procedure will be emphasized.
Grade Level Units	Unit 1: Understanding Leadership Unit 2: Communication and Speaking before a Group Unit 3: Leading Individuals and Groups Unit 4: Conceptual Skills Unit 5: Personal Development Unit 6: Transition to Work Skills

Unit Title	Conceptual Skills
Unit Summary	This unit focuses on setting short term and long term goals. Students will learn effective measures to decision making and problem solving skills.

Unit Essential Questions: <ol style="list-style-type: none"> 1. Why is being an effective problem solver/decision maker important? 2. Why should you set goals? 3. What are your 1, 5, 10 year goals? 	Key Understandings: <ol style="list-style-type: none"> 1. Importance of decision making. 2. Importance of setting goals.
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Focus Standards Addressed in the Unit:

Standard Number	Standard Description
CRP.10.02.01.a.	Categorize career advancement requirements for potential careers (e.g., degrees, certification, training, etc.).
CRP.10.02.01.b.	Analyze the steps to meet career advancement requirements for potential careers.
CRP.10.02.02.a.	Identify methods for setting goals for personal improvement and continuous growth in a career area (e.g., SMART goals, training, professional development, etc.).
CRP.10.02.02.b.	Create goals for personal improvement and continuous growth in a career area.

Important Standards Addressed in the Unit:

CRP.10.02.01.c.	Devise and implement plans to complete the requirements for career advancement.
CRP.10.02.02.c.	Evaluate actions taken and make appropriate modifications to continuous growth goals in career areas.

Misconceptions:

1. Goals are the same as wishes and desires.

Proper Conceptions:

1. Goals are specific and measurable.
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none">● Purpose of Goals● Problem Solving Techniques	<ul style="list-style-type: none">● Thinking Skills● Goal Setting● Decision Making● Create short and long term SMART (Specific, Measurable, Attainable, Realistic/Results-based, and Timely) goals.	<ul style="list-style-type: none">● Leadership● Problem Solving

Academic Vocabulary:

<ul style="list-style-type: none">● Problem● Decision Making● Alternatives● Reflexive Style● Reflective Style● Consistent Style● Minimizing Approach● Optimizing Approach● Exact Reasoning Problems/decisions● Creative Problems/decisions● Judgment Problems/decisions● Conventional method● Inertia● Momentum	<ul style="list-style-type: none">● Brainstorming Method● Devil's advocate method● Delphi method● Consensus method● Nominal group method● Synetics● Left-brained people● Right-brained people● Holistic● Autocratic leadership style● Consultative leadership style● Participative leadership style● Psychic Income	<ul style="list-style-type: none">● Laissez-faire leadership style● Goals● Resources● Values● Short-term Goals● Long-term Goals● Criteria● SMART● Ways and Means● Talent Area● Tangible● Immediate Goal● Worst Case Scenario
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Assessments:

- Quizzes
 - Test
 - Projects
 - Class participation and practices
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Differentiation:

- Book work
 - Lecture
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- Demonstrations
 - Video clips
 - Hands on learning
 - IEP accommodations
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Interdisciplinary Connections:

- English
 - Business
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Additional Resources:

- *Leadership Personal Development & Career Success* by Cliff Ricketts
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Agricultural Leadership Development Grades 9-12

Unit #5

Course/Subject:
Agricultural Leadership Development/ Agriculture

Grade:
9-12

Personal Development

Suggested Timeline:
2 weeks

Grade Level Summary	The purpose of this course is to provide students with opportunities to develop knowledge, skills, and abilities to realize their fullest potential to be premier leaders, grow personally, and ultimately be successful in their chosen career. Students in the course will be responsible for successfully organizing and conducting FFA, school, and community-based activities. Public speaking, teamwork, communication, and parliamentary procedure will be emphasized.
Grade Level Units	Unit 1: Understanding Leadership Unit 2: Communication and Speaking before a Group Unit 3: Leading Individuals and Groups Unit 4: Conceptual Skills Unit 5: Personal Development Unit 6: Transition to Work Skills

Unit Title	Personal Development
Unit Summary	Students will learn how to develop a positive self concept within themselves and others. Students will learn misconceptions of intelligence as well as the different learning styles.

Unit Essential Questions: 1. How can self concept affect your leadership abilities? 2. What does your learning style say about your leadership style?	Key Understandings: 1. Importance of self-concept. 2. The 4 Learning styles
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
CRP.08.01.01.a.	Identify and summarize steps to think critically (e.g., identify problem, gather information, brainstorm solutions, etc.).
CRP.08.01.01.b.	Apply steps for critical thinking to a variety of workplace and community situations.
CRP.08.01.02.a.	Examine and identify opportunities to apply reason, logic and multiple perspectives to solve problems in workplace and community situations.

Important Standards Addressed in the Unit:

CRP.08.03.01.b.	Analyze and determine the best problem-solving model to apply to workplace and community problems.
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Misconceptions:	Proper Conceptions:
<ol style="list-style-type: none"> 1. People are born with poor self concepts of themselves. 2. You can only have one learning style. 	<ol style="list-style-type: none"> 1. You can affect others' self concept and enhance your own. 2. Individuals can have multiple learning styles.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • Learning Styles and how it affects individuals • How we learn • Importance of self concept 	<ul style="list-style-type: none"> • Identify poor self concept • Enhance self concept of others 	<ul style="list-style-type: none"> • Humility • Empathy • Leadership

Academic Vocabulary:		
<ul style="list-style-type: none"> • Self Concept • Conceit • Self Esteem • Self Image • Self Confidence • Self Determination • Motivation • Self Responsibility • Resilient • Fear • Doubt 	<ul style="list-style-type: none"> • Anxiety • Surface Analysis • Desire • Action • Self-fulfilling prophecy • Pygmalion • Intelligence • Cognitive learning • Linguistic intelligence • Logical-mathematical intelligence • Spatial intelligence 	<ul style="list-style-type: none"> • Affective learning • Interpersonal intelligence • Intrapersonal intelligence • Psychomotor learning • Bodily kinesthetic • Musical intelligence • Diverger • Assimilator • Converger • Accommodator •

Assessments:
<ul style="list-style-type: none"> • Quizzes • Test • Projects • Class participation and practices

Differentiation:
<ul style="list-style-type: none"> • Book work • Lecture • Demonstrations • Video clips • Hands on learning • IEP accommodations

Interdisciplinary Connections:
<ul style="list-style-type: none"> • English • Business

Additional Resources:
<ul style="list-style-type: none"> • <i>Leadership Personal Development & Career Success</i> by Cliff Ricketts



Agricultural Leadership Development Grades 9-12

Unit #6

Course/Subject:
Agricultural Leadership
Development/ Agriculture

Grade:
9-12

Transition to Work Skills

Suggested Timeline:
4 Weeks

Grade Level Summary	The purpose of this course is to provide students with opportunities to develop knowledge, skills, and abilities to realize their fullest potential to be premier leaders, grow personally, and ultimately be successful in their chosen career. Students in the course will be responsible for successfully organizing and conducting FFA, school, and community-based activities. Public speaking, teamwork, communication, and parliamentary procedure will be emphasized.
Grade Level Units	Unit 1: Understanding Leadership Unit 2: Communication and Speaking before a Group Unit 3: Leading Individuals and Groups Unit 4: Conceptual Skills Unit 5: Personal Development Unit 6: Transition to Work Skills

Unit Title	Transitioning to Work Skills
Unit Summary	Skills learned during the course will now be applied to how to use them in a work setting. Students will develop resume writing skills, interview skills, and employability skills. Students will learn budgeting, financial security, and checking accounts.

Unit Essential Questions: <ol style="list-style-type: none"> 1. Why do you career plan? 2. What is the purpose of a job application process? 3. What are the personal management skills needed to be a good employee? 4. What are the benefits budgeting? 	Key Understandings: <ol style="list-style-type: none"> 1. Why People Work 2. Match Jobs with personal characteristics 3. How to get a job 4. Employment Skills 5. Managing money
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
CRP.10.01.	Identify career opportunities within a career cluster that match personal interests, talents, goals and preferences.
CRP.10.04.	Identify, prepare, update and improve the tools and skills necessary to pursue a chosen career path.
CRP.12.01.	Contribute to team-oriented projects and builds consensus to accomplish results using cultural global competence in the workplace and community.

CRP.09.02.	Implement personal management skills to function effectively and efficiently in the workplace (e.g., time management, planning, prioritizing, etc.).
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Important Standards Addressed in the Unit:

CRP.09.03.	Demonstrate behaviors that contribute to a positive morale and culture in the workplace and community (e.g., positively influencing others, effectively communicating, etc.).
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Misconceptions:	Proper Conceptions:
<ol style="list-style-type: none"> Once you have a job, you no longer need to work on resumes and interview skills. The bank will keep track of your money. 	<ol style="list-style-type: none"> Building a resume is a lifelong skill. You need to monitor your funds to be sure to not overdraw your account and to check for mistakes.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Identifying Employability skills Resume writing Interview techniques Types of Jobs Financial Responsibility 	<ul style="list-style-type: none"> Maintain accurate program plans and records Analyze records to determine areas of improvement Participate in a selected youth community or civic organization Demonstrate oral, written, and verbal skills necessary for employment Research career opportunities in agriculture. Create a plan to achieve career goals and priorities. Identify functions, role and purpose of management in a business. 	<ul style="list-style-type: none"> Ethical Judgment Responsibility

Academic Vocabulary:

<ul style="list-style-type: none"> Career Planning Work Occupation Job Career Job-Related Skills Self-Management Skills Transferable Skills Gross national product Value-added Immediate job placement Postponed job placement Avocational job placement Job Lead Network Pride 	<ul style="list-style-type: none"> Classified Ads Resume Interview Personal management Skills Teamwork Skills References Letter of application Applicants Application Form Personnel office Not applicable Interviewee Interviewer Hypothetical Follow Up letter Resignation 	<ul style="list-style-type: none"> Academic Skills Technical Skills Employability Skills Occupation-related skills Dependability Insubordination Memorandum Competence Technical knowledge Cooperative skills Gossip Compromise Trustworthiness Ambitious Capability Commitment
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Assessments:

- Quizzes
 - Test
 - Projects
 - Class participation and practices
-

Differentiation:

- Book work
 - Lecture
 - Demonstrations
 - Video clips
 - Hands on learning
 - IEP accommodations
-

Interdisciplinary Connections:

- English
 - Personal Finance
 - Business Courses
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Additional Resources:

- *Leadership Personal Development & Career Success* by Cliff Ricketts
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Created By: Meagan Smyers
