

**EL DORADO UNION HIGH SCHOOL DISTRICT
Educational Services**

Course of Study Information Page

Course Title: Agriculture Leadership #0708	
<p>Rationale: Agriculture is a viable and growing industry which will need strong leadership and advocacy in the future. We need to insure the future of this industry by instilling leadership skills in those students who are most likely to become involved in agriculturally related occupations. Through classroom instruction, FFA, and Supervised Occupational Experience Programs, students will gain skills and qualities which will enable them to work efficiently alone and with others in leadership roles. Working well in a team situation is one of the most desired traits employers are looking for in potential new employees. It is important to equip our students with these skills so they can be an asset in their future workplace.</p>	
<p>Course Description: Agriculture Leadership is an upper division agriculture course which focuses on personal development and enhancement of leadership skills for students who have an interest in agriculture. The course offers instruction in goal setting, time management, study skills, communication, public speaking, conflict resolution, efficiency, careers, FFA, and supervised occupational experience.</p>	
Length of Course:	1 year
Grade Level:	10 - 12
<p>Credit: 5 units each semester <input type="checkbox"/> Meets graduation requirements <input type="checkbox"/> Request for UC "a-f" requirements <input type="checkbox"/> College Prep <input checked="" type="checkbox"/> Elective <input type="checkbox"/> Vocational</p>	
Prerequisites:	Completion of Agriculture Science
Department(s):	Agriculture
District Sites:	PHS
Board of Trustees Adoption Date:	January 15, 2008
Textbook(s)/Instructional Materials:	
Date Adopted by the Board of Trustees:	

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UNIT 1: Defining Leadership

GOAL: Students will be able to identify the characteristics of good leadership.

OBJECTIVES	ACTIVITIES
The student will:	
1. Explore definitions of leadership.	<ul style="list-style-type: none"> • Research the definition of leadership throughout time and across cultures. • Report findings in a PowerPoint presentation • Discussion: Compare and contrast leaders in our personal lives to leaders in the community.
2. Determine whether leadership is a skill or a personality trait.	<ul style="list-style-type: none"> • Introduction of the Virtues project. • Discussion: qualities all leaders share. Chart learned and inherent behaviors
3. Categorize various leaders by style.	<ul style="list-style-type: none"> • Research leaders throughout history and group by style. • Student reflection on which historical figure best represents their leadership style • Have students list and expand on each leadership quality strength and weakness they possess.
4. Create an individual definition of leadership.	<ul style="list-style-type: none"> • Create a “tip sheet” of how to be an effective leader
5. Research the teachings of famous leaders.	<ul style="list-style-type: none"> • Computer Research • Classroom reports on findings

Content Area Standards (California Agriculture Content Standards)
The students will achieve the following content standards:
9.1-1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.

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UNIT 2: Great Leaders - Past and Present

GOAL: Students will research historical styles of leadership and will recognize how agricultural leaders have influenced the current political process.

OBJECTIVES	ACTIVITIES
The student will:	
1. Locate examples of great leaders.	<ul style="list-style-type: none"> • Computer Research Project on assigned historical leader • Locate Biographies on this individual using campus library as a resource • Movie/Newspaper Search to compare leaders of the past to our current political leaders
2. Write a biography of a great agricultural leader.	<ul style="list-style-type: none"> • Computer Research and Biographies to explain how this leader has effected the agricultural industry • Class reports on findings and biography assignment
3. Compare the personality traits and skills of leaders.	<ul style="list-style-type: none"> • At the conclusion of class reports have the students chart the differences of the leaders presented.
4. Identify current leaders in the agriculture industry.	<ul style="list-style-type: none"> • Research to determine motives and skill set needed of each leader. • Government Structure Map • Updated information on current legislation relating to agriculture
5. Explain the structure of agriculture in local, state, and federal government.	<ul style="list-style-type: none"> • Government Structure Map • Review the voting process in a democracy • Complete voter registration forms

Content Area Standards (California Agriculture Content Standards)
The students will achieve the following content standards:
9.1-1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.

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UNIT 3: Personality Profiles

GOAL: Students will be able to identify their own strengths and weaknesses and be able to compare their personality styles with other profiles.

OBJECTIVES	ACTIVITIES
The student will:	
1. Recognize different personality styles.	<ul style="list-style-type: none"> • Cigar Box Activity – Student find small items to represent their values and identity and share the meaning of these items in small groups. • Personality collages to analyze the use of colors and pictures in personal expression • Personality Tests and Classifications
2. Determine his/her own personality style.	<ul style="list-style-type: none"> • Explore the outcome of the personality collages and compare findings with personality test results • Match activity findings with a preset personality style. • Analyze which aspects of this personality style fit the student and which do not.
3. Recognize his/her strengths and weaknesses.	<ul style="list-style-type: none"> • Analyze where improvements need to be made • Have the students reflect on: “Is this the type of leader I want to be?”
4. Demonstrate techniques involved in active listening.	<ul style="list-style-type: none"> • Introduction Game • Active Listening Interviews and activities
5. Interview another person successfully and give a proper introduction.	<ul style="list-style-type: none"> • Introduction Game – discuss the essentials of a proper introduction

Content Area Standards (California Agriculture Content Standards)

The students will achieve the following content standards:

9.1-5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

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UNIT 4: Goal Setting

GOAL: Students will be able to establish realistic, personal goals.

OBJECTIVES	ACTIVITIES
The student will:	
1. Define goals and actions.	<ul style="list-style-type: none">• Prioritize important factors in their lives.• Write goals in the areas of school, FFA, SOEP, family, work, etc...• Someday Isle Exercise
2. Compose a mission statement for at least one facet of their lives.	<ul style="list-style-type: none">• Explore motivation and what motivates people.• Complete the Student Data Sheet (a forecast of a student's career plan, academic schedule, FFA activities, and SOEP activities for the four years of high school).• Complete the Planning Calendar in the FFA record book.

Content Area Standards (California Agriculture Content Standards)
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The students will achieve the following content standards:
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9.1-5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

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UNIT 5: Beliefs and Values

GOAL: Students will be able to recognize diversity as a positive influence in society and identify a leader's role in promoting tolerance.

OBJECTIVES	ACTIVITIES
The student will:	
1. Contrast beliefs and values.	<ul style="list-style-type: none"> • Discussion and internal reflection
2. Develop personal belief system.	<ul style="list-style-type: none"> • "I Believe" Exercise
3. Research the beliefs of some famous leaders in history.	<ul style="list-style-type: none"> • Quote Collection • Movie and History Search
4. Identify effective strategies for working with diversity.	<ul style="list-style-type: none"> • "I Believe" Exercise • Surveys and Interviews
5. Interview another person successfully.	<ul style="list-style-type: none"> • Surveys and Interviews
6. Report some of his/her beliefs to other students in the class.	<ul style="list-style-type: none"> • "I Believe" Exercise
7. Identify current and historical beliefs of society about the agriculture industry.	<ul style="list-style-type: none"> • Surveys and Interviews • Current event reports

Content Area Standards (California Agriculture and Natural Resources Standards for Agricultural Leadership and Teamwork Pathway)
The students will achieve the following content standards:
9.1-5 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.

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UNIT 6: Organization

GOAL: Students will make practical use of organization and leadership skills in the FFA setting.

OBJECTIVES	ACTIVITIES
The student will:	
1. Develop plans and delegate jobs for various FFA activities.	<ul style="list-style-type: none">• FFA Event Planning• FFA Entrepreneurship Contest• FFA Retreat Activity

Content Area Standards (California Agriculture Content Standards)
The students will achieve the following content standards:
9.1-3 Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.

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UNIT 7: Communication

GOAL: Students will improve their communication skills in a variety of leadership situations.

OBJECTIVES	ACTIVITIES
The student will:	
1. Explain the communication model.	
2. Demonstrate active listening skills as a part of communication.	<ul style="list-style-type: none"> • Telephone Game • Workers and Bosses Exercise • Responding to the Press Taping • Role Play • Blindfold Numbers Exercise • Log Switch Exercise • Organization of FFA Activity • Tabooictionary or Pictoo
3. Compare verbal and non-verbal forms of communication.	<ul style="list-style-type: none"> • Responding to the Press Taping • Role Play • Blindfold Numbers Exercise • Participate in a mock interview regarding a controversial agricultural topic • Critique forms of communication and offer solutions to communication problems
4. Analyze the best communication style to use in a given situation.	<ul style="list-style-type: none"> • Telephone Game • Workers and Bosses Exercise • Responding to the Press Taping • Role Play • Blindfold Numbers Exercise • Log Switch Exercise • Organization of FFA Activities • Tabooictionary or Pictoo
5. Follow verbal and written directions in order to solve various problems.	<ul style="list-style-type: none"> • Organization of FFA Activities • Role Play • Log Switch Exercise
6. Develop his/her communication through the organization of activities.	<ul style="list-style-type: none"> • Organization of FFA Activities • Workers and Bosses Exercise • Log Switch Exercise

OBJECTIVES	ACTIVITIES
The student will: 7. Create and implement a plan to overcome language and cultural barriers.	<ul style="list-style-type: none"> • Discussion and planning • Class presentations

Content Area Standards (California Agriculture Content Standards)
The students will achieve the following content standards:
9.1-5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

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UNIT 8: Public Speaking

GOAL: Students will be able to develop and improve their public speaking skills.

OBJECTIVES	ACTIVITIES
The student will:	
1. Differentiate between entertaining, informative, and persuasive speeches.	<ul style="list-style-type: none"> • Research and find examples of each type of speech delivery
2. Discuss etiquette in speaking engagements.	<ul style="list-style-type: none"> • Discuss items in "You are Speaking Now"
3. Plan, edit, deliver, and critique a prepared speech on an agricultural topic.	<ul style="list-style-type: none"> • FFA Prepared Public Speaking Contest • Research
4. Plan, edit, and deliver an extemporaneous speech on an agricultural topic.	<ul style="list-style-type: none"> • FFA Extemporaneous Speaking Contest • Research
5. Answer impromptu questions related to a speech topic.	<ul style="list-style-type: none"> • Mock extemporaneous public speaking contest
6. Give oral reasons for placing a specific class in an FFA judging contest.	<ul style="list-style-type: none"> • Practice in class setting at the school farm with livestock and plants • Participate in local contest
7. Review the proper use of visual aids in speaking engagements.	<ul style="list-style-type: none"> • Visual aid exercise
8. Memorize and deliver a poem or other piece of work in order to practice delivery.	<ul style="list-style-type: none"> • Research material to present • Experiment with classmates to find optimal speaking methods
9. Critique speaking styles of famous leaders.	<ul style="list-style-type: none"> • Movie and or computer search
10. Complete professional biographies to be used for introductions at speaking engagements.	<ul style="list-style-type: none"> • Biographies and Introductions
11. Correctly introduce a speaker according to the rules of etiquette.	<ul style="list-style-type: none"> • Biographies and Introductions

Content Area Standards (California Agriculture Content Standards)
The students will achieve the following content standards:
9.1-5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

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UNIT 9: Public Relations and Conflict Management

GOAL: Students will understand the importance of public relations and conflict management

OBJECTIVES	ACTIVITIES
The student will:	
1. Identify the importance of public relations to any organization or business.	<ul style="list-style-type: none"> • Write a press release for a local FFA activity • Correctly write a memo, thank-you letter, invitation, and business style letter
2. Design promotional items for a local FFA chapter.	<ul style="list-style-type: none"> • Design an advertisement for a local FFA activity • Contribute to a FFA newsletter to be sent to community members, students, parents, faculty, and administration • Power Point Presentations
3. Assist the FFA Reporter with the scrapbook (a collection of programs, pictures, articles, and other items to be saved for review).	<ul style="list-style-type: none"> • FFA Scrapbook Competition and related planning activities • Discussion of how to maximize PR potential with regards to scrapbook creation.
4. Identify the steps of resolving a conflict.	<ul style="list-style-type: none"> • Role Play • Toxic Spill Exercise • Plane Crash Exercise • Lava Lake • Critique conflict resolution exercises and actions taken by the class

Content Area Standards (California Agriculture Content Standards)

The students will achieve the following content standards:

9.1-5 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.

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UNIT 10: Meeting Etiquette

GOAL: Students will be able to effectively plan and conduct a meeting.

OBJECTIVES	ACTIVITIES
The student will:	
1. Identify the necessary elements of successful, efficient meetings.	<ul style="list-style-type: none"> • Create a promotional theme and business items for a specific meeting • Design and prepare a meeting agenda • Correctly record minutes of a meeting • Review the duties of FFA officers and the purpose of official FFA ceremonies
2. Conduct an efficient, well-planned meeting.	<ul style="list-style-type: none"> • Review and practice parliamentary procedure according to Roberts Rules of Order • Practice using debate using the FFA Discussion Meet Contest • FFA Parliamentary Procedure Contest • Critique a meeting

Content Area Standards (California Agriculture Content Standards)
The students will achieve the following content standards:
9.1-5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

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UNIT 11: Teambuilding and Group Dynamics

GOAL: Students will be able to make effective use of their knowledge of leadership skills and styles in group or team activities.

OBJECTIVES	ACTIVITIES
The student will:	
1. Utilize their knowledge of different personalities and leadership styles to work with other students toward a common goal.	<ul style="list-style-type: none"> • Trust Circle • Trust Walk • Magic Carpet • Ladder Fall • Discussion
2. Identify the role that trust plays in personal judgment and in relating to other members of the class or team.	<ul style="list-style-type: none"> • Discussion of the importance of trust • Explore how each student can improve trustworthiness in a business setting
3. Critique teambuilding exercises and actions taken by the class.	<ul style="list-style-type: none"> • Discussion
4. Brainstorm, plan, delegate, and implement a FFA community service project with other members of the class.	<ul style="list-style-type: none"> • Community Service Project and related planning activities
5. Plan, conduct, and evaluate a leadership, teambuilding, or agricultural education workshop for the FFA or another youth organization.	<ul style="list-style-type: none"> • Leadership or Teambuilding Workshop • Workshop reflection

Content Area Standards (California Agriculture Content Standards)
The students will achieve the following content standards:
9.1-6 Understand leadership, cooperation, collaboration, and effective decision-making skills applied in group or team activities, including the student organization.

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UNIT 12: Time and Resource Management

GOAL: Students will develop organizational planning and skills related to time management and budgeting.

OBJECTIVES	ACTIVITIES
The student will:	
1. Explain the importance of time management.	<ul style="list-style-type: none"> • Time and Money Exercise as the concept applies to each student's SAE project.
2. Explore time management tools and resources.	<ul style="list-style-type: none"> • Development of Time Management System
3. Design a time management system to use in his/her daily life.	<ul style="list-style-type: none"> • Development of Time Management System • Binder and Calendar Checks
4. Review study skill techniques.	<ul style="list-style-type: none"> • Study Skill Presentation • Practice memorization and comprehension techniques • Review recommendations on methods of reading text books
5. Demonstrate study skills in an everyday setting.	<ul style="list-style-type: none"> • Binder and Calendar Checks
6. Update personal FFA Record Book.	<ul style="list-style-type: none"> • Record Book Update
7. Create a budget for the local FFA and a personal budget.	<ul style="list-style-type: none"> • Explore the use of an Excel spreadsheet in the creation of budgets

Content Area Standards (California Agriculture Content Standards)
The students will achieve the following content standards:
9.1-3 Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.

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UNIT 13: Career Exploration and Portfolio Development

GOAL: Students will be able to research careers in agriculture and will create a working portfolio.

OBJECTIVES	ACTIVITIES
The student will:	
1. Complete an interest and talent based survey regarding agriculture careers.	<ul style="list-style-type: none"> • Explore Job listings on various agriculture websites. • Complete survey
2. Investigate a specific agriculture career of interest.	<ul style="list-style-type: none"> • Research • Job Shadowing • Career Center Surveys • Reports and Presentations
3. Organize their career portfolio.	<ul style="list-style-type: none"> • Update resumes, applications, and cover letters, work samples and awards • Update record books
4. Develop interviewing skills.	<ul style="list-style-type: none"> • Participate in a mock interview for the FFA Job Interview Contest • Interview another student for a specific occupation

Content Area Standards (California Agriculture Content Standards)
The students will achieve the following content standards:
9.1-2 Understand the ways in which pre-professional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.

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UNIT 14: Applications

GOAL: Students will be able to complete various applications completely and accurately.

OBJECTIVES	ACTIVITIES
The student will:	
1. Recognize qualities of successful applications and develop their own applications.	<ul style="list-style-type: none"> • Record Book Update • Review different application forms • Develop a plan for completing an application • Time line exercise • Complete a rough draft of an application • Complete a final draft of an application • Suggested applications: <ul style="list-style-type: none"> - Financial Aid - College Entrance - Scholarship - State FFA Degree - SOEP Proficiency - Star Administrator - State Superior Chapter - National Chapter - FFA Officer - National FFA Convention Trip - Agriscience Student - Sacramento Leadership Experience - State or National Nominating Committee - Individual Awards

Content Area Standards (California Agriculture Content Standards)
The students will achieve the following content standards:
9.1-2 Understand the ways in which pre-professional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.

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UNIT 15: Current Events in Agriculture

GOAL: Students will be able to research current agricultural events and recognize the importance of being an informed leader.

OBJECTIVES	ACTIVITIES
The student will:	
1. Review sources of current events in agriculture in order to be a more informed citizen.	<ul style="list-style-type: none"> • Maintain a binder of current events in agriculture throughout the school year • Research current events including their effect on politics, finances, and society • Debate • Newspaper Search
2. Develop oral and written debates on a specific current event in agriculture.	<ul style="list-style-type: none"> • Debate • Create computer presentation to aid in oral presentation

Content Area Standards (California Agriculture Content Standards)
The students will achieve the following content standards:
9.1-1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.

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UNIT 16: Supervised Agricultural Experience Programs

GOAL: Students will apply concepts learned in class to agriculturally related projects conducted outside of the classroom.

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
Explain the importance of sound business and management decisions.	<ul style="list-style-type: none">• Discussion
Review record keeping, data collection, and basic accounting methods.	<ul style="list-style-type: none">• California FFA Record Books
Maintain accurate records	<ul style="list-style-type: none">• California FFA Record Books

Content Area Standards (California Agriculture Content Standards)
The students will achieve the following content standards:
Basic Core 1.7. Students will understand the relationship between a supervised agricultural experience (SAE) and their preparation for a career in agriculture. Students will actively engage in and manage a SAE which enables them to develop occupational skills.
Basic Core 1.4. Students understand the importance of keeping accurate records and explain the consequences of inaccurate records. Students will maintain and complete the California Agricultural Record Book which pertains to their SAE.