

## Colorado Agriculture Course Scope and Sequence

Course Name	Agricultural Leadership		Course Details Course = 0.50 Carne Unit Credit	gie	middle school students. The framework of the Middle States through National FFA with	dership development course for his scope and sequence outlines the <u>School LifeKnowledge Curriculum</u> AFNR standards. This is a and not a required curriculum.
Course Description	This introductory leadership cours individual students, collective tear middle school students with a wel	nworks, actio	on, service, and the thre	e circle r	ing of the National FFA Life nodel inclusion of SAE's an	d FFA. The program provides
Note:	This is a suggested scope and se adapted, make sure all essential l	quence for th	ne course content. The			
SCED Identification # All courses taught in a	speakers, student in approved CTE program must inc	presentation ude Essentia	s, field trips, remediatio al Skills embedded into	n, or othe the cours	er content topics.	allows for additional time for guest Skills Framework for this course can
Unit Number, Title and Brief Description	CTE or Academic Standard Alignment		competency / rmance Indicator	Out	come / Measurement	Resources/Activity Ideas
Unit 1: Introduction to Leadership, Personal Growth, and Career Success	<b>CRP.09.</b> Model integrity, ethical leadership and effective management.	effective le workplace community awareness <b>CRP.09.02</b> manageme effectively workplace	tics of ethical and aders in the and (e.g. integrity, self- s, self-regulation, etc.) . Implement personal ent skills to function and efficiently in the (e.g., time ent, planning,	summa characti effective in work settings <b>CRP.09</b> summa manage func- tion effe (e.g., tir manage prioritizi <b>CRP.09</b> leaders	eristics of ethical and e leaders place and community <b>0.02.01.a</b> . Identify and rize personal ement skills necessary to ectively in the workplace me ement, planning, ing, etc.) <b>0.02.01.b.</b> Analyze ' use of e personal management	

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.	determine how they apply them in workplace and community situation <b>CRP.09.03.01.a.</b> 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.) <b>CRP.09.03.01.b.</b> Analyze the relationship between demonstrating respectful and pur- poseful behaviors (e.g., collaborative, clear expectations, etc.) and increased influence in the workplace and community <b>CRP.09.03.02.a.</b> Examine personal levels of respectful and purposeful behaviors and sum- marize how they are demonstrated (e.g., treat others with respect, model professionalism, etc.) <b>CRP.09.03.02.b.</b> Devise,	
	<b>CRP.09.03.02.a.</b> Examine personal levels of respectful and purposeful behaviors and sum- marize how they are demonstrated (e.g., treat others with respect, model professionalism,	
	professionalism,	
	(e.g., recognize	

	<b>CRP.06</b> Demonstrate creativity and innovation	<b>CRP.06.02</b> Assess a variety of workplace and community situations to identify ways to add value and improve the efficiency of processes and procedures.	others' skills, promote collaboration, etc.) <b>CRP.06.02.01.a</b> Identify and categorize the types of processes and procedures used in workplaces and the community (e.g. health and safety, emails, compliance, etc) <b>CRP.06.02.01.c</b> Evaluate past workplace and community situation and determine how processes and procedures impacted outcomes.	
Unit 2: ME	<b>CRP.01</b> Act as a responsible and contributing citizen and employee	<b>CRP.01.01</b> Model personal responsibility in the workplace and community.	<ul> <li>CRP.01.01.02.a Distinguish personal levels of responsibility which can be applied in the workplace and community.</li> <li>CRP.01.01.02.b Assess personal levels of responsibility and examine opportunities for improvement.</li> </ul>	Apply for: Discovery FFA Degree - To be eligible to receive the Discovery FFA Degree from a chapter, the member must meet the following minimum requirements: 1. Be enrolled in agricultural education class for at least a portion of the school
		<b>CRP.01.02</b> Evaluate and consider the near-term and long- term impacts of personal and professional decisions on employers and community before taking action.	<ul> <li>CRP.01.02.01.a Classify the near and long term impacts of personal decisions on self and others (e.g., decisions involving heath, relationships, money, perceptions, education, etc)</li> <li>CRP.01.02.01.b Assess the pros and cons of personal decisions based on their anticipated impact on self and others.</li> </ul>	year while in grades 7-8. 2. Have become a dues paying member or included in the program affiliation fee of the FFA at local, state and national levels. 3. Participate in at least one local FFA chapter activity outside of scheduled
	<b>CRP.03.</b> Attend to personal health and financial well-being.	<b>CRP.03.01</b> . Design and implement a personal wellness plan	<b>CRP.03.01.01.a</b> Examine and summarize components in a personal wellness plan (healthy diet, exercise, mental health activities, etc)	class time. 4. Have knowledge of agriculturally related career, ownership and entrepreneurial opportunities. 5. Be familiar with the local FFA chapter

	<b>CRP.03.02</b> . Design and implement a personal financial management plan	<ul> <li>CRP.03.01.01.b Assess the risks and benefits of implementing a personal wellness plan.</li> <li>CRP.03.01.01.c. Create, implement and continually evaluate a personal wellness plan</li> <li>CRP.03.01.02.a Research the impact of personal wellness plans in workplaces and/or communities.</li> <li>CRP.03.01.02.b Analyze the relationship between personal wellness and workplace performance.</li> <li>CRP.03.01.02.c Evaluate personal wellness plans in workplace and community organizations and the effectiveness of the plans.</li> <li>CRP.03.02.02.a Examine and categorize personal financial practices (e.g. earning, spending, use of management tools, credit, etc)</li> <li>CRP.03.02.02.b Analyze the effectiveness of a personal financial financial management plan and</li> </ul>	program of activities. 6. Submit written application for the degree
		<b>CRP.03.02.02.b</b> Analyze the effectiveness of a personal	
<b>CRP.09</b> Model integrity, ethical	CRP.09.03 Demonstrate	CRP.03.02.02.c. Design, implement and eval- uate a personal financial management plan	
leadership, and effective management.	behaviors that contribute to positive morale and culture in	<b>CRP.09.03.01.a</b> Identify and summarize respectful and	

		the workplace and community (e.g. positivity influencing others, effectively communicating, etc)	<ul> <li>purposeful behaviors that contribute to positive morale and culture in workplace and community settings (e.g., positively influencing others, effectively communicating)</li> <li><b>CRP.09.03.01.b</b> Analyze the relationship between demonstrating respectful and purposeful behaviors (e.g. collaborative, clear expectations, etc) and increased influence in the workplace and community.</li> </ul>	
Unit 3: WE	CRP.04. Communicate clearly, effectively and with reason.	CRP.04.01. Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.	<ul> <li>CRP.04.01.01.a Identify and categorize strategies for ensuring clarity, logic, purpose, and professionalism in verbal and non-verbal communication (e.g., vocal tone, organization of thoughts, eye contact, preparation, etc)</li> <li>CRP.04.01.01.b Analyze use of verbal and non-verbal communication strategies in workplace situations.</li> <li>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.).</li> <li>CRP.04.01.02.b Apply strategies for speaking with clarify, logic, purpose, and professionalism in a variety of situations in formal and informal settings.</li> <li>CRP.04.02.01.a. Research and summarize</li> </ul>	Informative speeches, making a podcast for the school

<b>CRP.04.02</b> . Produce clear, reasoned and coherent written and visual communication in	the purpose of different forms of written and visual communication in formal and informal settings (e.g., letters, emails, reports, social media, graphics, diagrams, etc.) <b>CRP.04.02.01.b</b> Compare and contrast the structure of different forms of written and visual communication.	
formal and informal settings	<b>CRP.04.02.02.a</b> Identify and examine methods for producing clear, reasoned, and coherent written and visual communication that are appropriate to the task, purpose, and audience (e.g., audience analysis, objective development etc.)	
	<b>CRP.04.02.02.b</b> Apply techniques for ensuring clarity, logic, coherence to edit written and visual communication (e.g., emails, reports, presentation, technical documents, diagrams, etc)	
<b>CRP.04.03.</b> Model active listening strategies when interacting with others in formal and informal settings	<ul> <li>CRP.04.03.01.a Research and summarize components of active listening (e.g., eye contact, have an open mind, restate,etc)</li> <li>CRP.04.03.01.b. Apply active listening strategies (e.g., be attentive, observe non-verbal cues, ask clarifying questions, etc.)</li> </ul>	

Unit 4: DO	<b>CRP.01.</b> Act as a responsible and contributing citizen and employee	<ul> <li>CRP.01.01. Model personal responsibility in the workplace and community</li> <li>CRP.01.02 Evaluate and consider the near-term and long-term impacts of personal and professional decisions on employers and community before taking action.</li> <li>CRP.01.03. Identify and act upon opportunities for professional and civic service at work and in the community</li> </ul>	CRP.01.01.01.a. Define personal responsibility and distinguish how it applies in workplace and community (e.g., make educated choices, listen and follow directions, ask for help when needed, meet expected standards, etc.) CRP.01.01.02.c. Model personal responsibility in workplace and community situations.	
			CRP.01.02.01.a. Classify the near- and long- term impacts of personal decisions on self and others (e.g., decisions involving health, relationships, money, perceptions, education, etc.).	
	<b>CRP.06</b> Demonstrate creativity and innovation.	<b>CRP.06.02</b> Assess a variety of workplace and community situations to identify ways to add value and improve the efficiency of processes and procedures.	CRP.01.03.01.a. Define and categorize oppor- tunities for professional service at work and in the community (e.g., serve on committees, attend meetings, etc. <b>CRP.06.02.02.a</b> Identify and summary methods used to increase efficiency and add value to workplace and community processes and procedures (e.g., individual input, scheduled reviews,e tc) <b>CRP.06.02.02.b</b> Predict and communicate potential gains in efficiency and value-added from	

			implementing an improved process or procedure.	
		<b>CRP.06.03</b> Create and execute a plan of action to act upon new ideas and introduce innovations to workplace and community organizations.	<b>CRP.06.03.01.a</b> Examine workplace and community situations to identify opportunities for improvement through the introduction of new ideas and innovations.	
			<b>CRP.06.03.01.b</b> Assess and communicate the risks and benefits of applying new ideas and innovations to the workplace and community.	
Unit 5: SERVE	<b>CRP.05.</b> Consider the environmental, social and economic impacts of decisions	<b>CRP.05.01.</b> Assess, identify and synthesize the information and resources needed to make decisions that positively impact the workplace and community	CRP.05.01.01.a. Examine and describe the steps in the decision-making process used in the workplace and community. CRP.05.01.01.b. Analyze how the process of decision making is used in workplace and community situations. CRP.05.01.01.c. Evaluate workplace and com-	Book study through the class - Habitudes - https://ffa.app.box.com/s/u6lk1ssu2 mcwj809xvtuehw89sddkeru Growing Leaders Curriculum - https://growingleaders.com/habitud es/habitudes-for-middle-and-high- school/
		<b>CRP.05.02.</b> Make, defend and evaluate decisions at work and in the community using information about the potential environmental, social and economic impact	<ul> <li>munity decision-making processes and devise strategies for improvement</li> <li>CRP.05.02.01.a. Examine areas in the work- place and community where decisions will make a positive impact.</li> <li>CRP.05.02.01.b. Apply a structured deci- sion-making process to improve workplace and community situations.</li> </ul>	

	<b>CRP.08.</b> Utilize critical thinking to make sense of problems and persevere in solving them	<ul> <li>CRP.08.01. Apply reason and logic to evaluate workplace and community situations from multiple perspectives</li> <li>CRP.08.03. Establish plans to solve workplace and community problems and execute them with resiliency</li> </ul>	<ul> <li>CRP.05.02.01.c. Evaluate and defend decisions applied in the workplace and community situations</li> <li>CRP.08.01.02.a. Examine and identify opportunities to apply reason, logic and multiple perspectives to solve problems in workplace and community situations</li> <li>CRP.08.03.01.b. Analyze and determine the best problem-solving model to apply to workplace and community problems</li> </ul>	
Unit 6: FFA	<b>CRP.09.</b> Model integrity, ethical leadership and effective management.	<b>CRP.09.01.</b> Model characteristics of ethical and effective leaders in the workplace and community (e.g. integrity, self- awareness, self-regulation, etc.)	<b>CRP.09.01.01.a.</b> Identify and summarize the characteristics of ethical and effective leaders in workplace and community settings	Develop Service Activity for students to volunteer for a local non-profit/community service
	<b>CRP.12</b> Work Productively in teams while using cultural/global competence.	<b>CRP.12.02</b> Create and implement strategies to engage team members to work towards team and organizational goals in a variety of workplace and community situations. (e.g. meetings, presentations, etc)	<ul> <li>CRP.09.01.02.c. Model characteristics and actions of ethical and effective leaders in workplace and community situations (e.g., integrity, self-awareness, etc.)</li> <li>CRP.12.02.01.a Identify and summarize effective strategies used to engage team members to accomplish goals.</li> <li>CRP.12.02.01.b Assess team dynamics and match strategies to increase team member engagement.</li> </ul>	

Unit 7: SAE	<b>CRP.10.</b> Plan education and career path aligned to personal goals.	<b>CRP.10.01.</b> Identify career opportunities within a career cluster that match personal interests, talents, goals and preferences	<ul> <li>CRP.10.01.01.a. Determine personal interests, talents, goals and preferences for potential careers.</li> <li>CRP.10.01.01.b. Assess and select areas for growth and improvement based upon analysis of personal interests for potential careers.</li> <li>CRP.10.01.01.c. Plan a career path based on personal interests, goals, talents and preferences</li> <li>CRP.10.01.02.a Examine Career Clusters and identify potential career opportunities based on personal interests, talents, goals, and preferences.</li> <li>CRP.10.01.02.b Analyze skills needed for potential careers and contrast skills needed with personal interests, talents, goals, and preferences.</li> </ul>	
			needed for potential careers and compare and contrast skills needed with personal interests,	
			<b>CRP.10.01.02.c</b> Match potential career opportunities in career clusters with personal interests, talents, goals, and preferences.	