Colorado Agriculture Course Scope and Sequence

| Course Name | Agricultural Leadership | Course Details | This is an introductory leadership development course for middle school students. This scope and sequence outlines the framework of the [Middle School LifeKnowledge Curriculum](https://ffa.app.box.com/v/lifeknowledge/folder/51106472280) through National FFA with AFNR standards. This is a recommended curriculum and not a required curriculum. Semester course  |
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| **Course = 0.50 Carnegie Unit Credit** |
| Course Description | This introductory leadership course for Middle School follows the unit sequencing of the National FFA Life Knowledge curriculum outlining, individual students, collective teamworks, action, service, and the three circle model inclusion of SAE’s and FFA. The program provides middle school students with a well rounded start to their agriculture education career. [Life Knowledge Curriculum](https://ffa.app.box.com/v/lifeknowledge/folder/51106472280) |
| Note: | This is a suggested scope and sequence for the course content. The content will work with any textbook or instructional resource. If locally adapted, make sure all essential knowledge and skills are covered. |
| SCED Identification # |  | Schedule calculation based on 60% of a semester instructional time. Scope and sequence allows for additional time for guest speakers, student presentations, field trips, remediation, or other content topics. |
| All courses taught in an approved CTE program must include Essential Skills embedded into the course content. The Essential Skills Framework for this course can be found at <https://www.cde.state.co.us/standardsandinstruction/essentialskills> |
| Unit Number,Title andBrief Description | CTE or Academic Standard Alignment | Competency /Performance Indicator | Outcome / Measurement | Resources/Activity Ideas |
| Unit 1: Introduction to Leadership, Personal Growth, and Career Success | **CRP.09.** Model integrity, ethical leadership and effective management.**CRP.06** Demonstrate creativity and innovation | **CRP.09.01**. Model characteristics of ethical and effective leaders in the workplace andcommunity (e.g. integrity, self-awareness, self-regulation, etc.)**CRP.09.02.** Implement personal management skills to function effectively and efficiently in theworkplace (e.g., time management, planning, prioritizing, etc.)**CRP.09.03.** Demonstrate behaviors that contribute to a positive morale and culture in theworkplace and community (e.g., positively influencing others, effectively communicating, etc.**CRP.06.02** Assess a variety of workplace and community situations to identify ways to add value and improve the efficiency of processes and procedures. | **CRP.09.01.01.a**. Identify and summarize thecharacteristics of ethical and effective leadersin workplace and community settings**CRP.09.02.01.a**. Identify and summarize personal management skills necessary to func-tion effectively in the workplace (e.g., timemanagement, planning, prioritizing, etc.)**CRP.09.02.01.b.** Analyze leaders’ use ofeffective personal management skills anddetermine how they apply them in workplaceand community situation**CRP.09.03.01.a**. Identify and summarizerespectful and purposeful behaviors thatcontribute to positive morale and culture inworkplace and community settings (e.g., positively influencing others, effectively communicating, etc.)**CRP.09.03.01.b.** Analyze the relationshipbetween demonstrating respectful and pur-poseful behaviors (e.g., collaborative, clearexpectations, etc.) and increased influence inthe workplace and community**CRP.09.03.02.a.** Examine personal levels ofrespectful and purposeful behaviors and sum-marize how they are demonstrated (e.g., treatothers with respect, model professionalism,etc.)**CRP.09.03.02.b.** Devise, implement and eval-uate strategies for continuation and improve-ment of respectful and purposeful behaviorsthat contribute to positive morale and culturein workplace and community (e.g., recognizeothers’ skills, promote collaboration, etc.)**CRP.06.02.01.a** Identify and categorize the types of processes and procedures used in workplaces and the community (e.g. health and safety, emails, compliance, etc)**CRP.06.02.01.c** Evaluate past workplace and community situation and determine how processes and procedures impacted outcomes.  |  |
| Unit 2: ME | **CRP.01** Act as a responsible and contributing citizen and employee**CRP.03.** Attend to personal health and financial well-being.**CRP.09** Model integrity, ethical leadership, and effective management.  | **CRP.01.01** Model personal responsibility in the workplace and community. **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. **CRP.03.01.** Design and implement a personal wellness plan**CRP.03.02.** Design and implement a personal financial management plan**CRP.09.03** Demonstrate behaviors that contribute to positive morale and culture in the workplace and community (e.g. positivity influencing others, effectively communicating, etc) | **CRP.01.01.02.a** Distinguish personal levels of responsibility which can be applied in the workplace and community. **CRP.01.01.02.b**  Assess personal levels of responsibility and examine opportunities for improvement. **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)**CRP.01.02.01.b** Assess the pros and cons of personal decisions based on their anticipated impact on self and others. **CRP.03.01.01.a** Examine and summarize components in a personal wellness plan (healthy diet, exercise, mental health activities, etc)**CRP.03.01.01.b** Assess the risks and benefits of implementing a personal wellness plan. **CRP.03.01.01.c.** Create, implement and continual-ly evaluate a personal wellness plan**CRP.03.01.02.a** Research the impact of personal wellness plans in workplaces and/or communities. **CRP.03.01.02.b** Analyze the relationship between personal wellness and workplace performance. **CRP.03.01.02.c** Evaluate personal wellness plans in workplace and community organizations and the effectiveness of the plans.**CRP.03.02.02.a** Examine and categorize personal financial practices (e.g. earning, spending, use of management tools, credit, etc)**CRP.03.02.02.b** Analyze the effectiveness of a personal financial management plan and explain how this practice may contribute to future financial independence.CRP.03.02.02.c. Design, implement and eval-uate a personal financial management plan**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)**CRP.09.03.01.b** Analyze the relationship between demonstrating respectful and purposeful behaviors (e.g. collaborative, clear expectations, etc) and increased influence in the workplace and community.  | Apply for: Discovery FFA Degree - To be eligible to receive the Discovery FFA Degree from a chapter, the member must meet thefollowing minimum requirements:1. Be enrolled in agricultural educationclass for at least a portion of the schoolyear while in grades 7-8.2. Have become a dues paying member orincluded in the program affiliation fee ofthe FFA at local, state and national levels.3. Participate in at least one local FFAchapter activity outside of scheduledclass time.4. Have knowledge of agriculturally relatedcareer, ownership and entrepreneurialopportunities.5. Be familiar with the local FFA chapterprogram of activities.6. Submit written application for thedegree |
| Unit 3: WE | **CRP.04.** Communicate clearly, effectively and with reason. | **CRP.04.01.** Speak using strategies that ensure clarity, logic, purpose and professionalism informal and informal settings.**CRP.04.02**. Produce clear, reasoned and coherent written and visual communication in formaland informal settings**CRP.04.03.** Model active listening strategies when interacting with others in formal andinformal settings | **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)**CRP.04.01.01.b** Analyze use of verbal and non-verbal communication strategies in workplace situations. **CRP.04.01.02.**a. Examine and assess personalability to speak with clarity, logic, purposeand professionalism in formal and informalsettings (e.g., speeches, interviews, presenta-tions, oral reports, etc.).**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. **CRP.04.02.01.a.** Research and summarizethe purpose of different forms of written andvisual communication in formal and informalsettings (e.g., letters, emails, reports, socialmedia, graphics, diagrams, etc.)**CRP.04.02.01.b** Compare and contrast the structure of different forms of written and visual communication.**CRP.04.02.02.a** 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.)**CRP.04.02.02.b** Apply techniques for ensuring clarity, logic, coherence to edit written and visual communication (e.g., emails, reports, presentation, technical documents, diagrams, etc)**CRP.04.03.01.a**  Research and summarize components of active listening (e.g., eye contact, have an open mind, restate,etc)**CRP.04.03.01.b.** Apply active listening strat-egies (e.g., be attentive, observe non-verbalcues, ask clarifying questions, etc.) | Informative speeches, making a podcast for the school  |
| Unit 4: DO | **CRP.01.** Act as a responsible and contributing citizen and employee**CRP.06** Demonstrate creativity and innovation.  | **CRP.01.01**. Model personal responsibility in the workplace and community**CRP.01.02** Evaluate and consider the near-term and long-term impacts of personal andprofessional decisions on employers and community before taking action.**CRP.01.03.** Identify and act upon opportunities for professional and civic service at work and inthe community**CRP.06.02** Assess a variety of workplace and community situations to identify ways to add value and improve the efficiency of processes and procedures. **CRP.06.03** Create and execute a plan of action to act upon new ideas and introduce innovations to workplace and community organizations.  | CRP.01.01.01.a. Define personal responsibilityand distinguish how it applies in workplaceand community (e.g., make educated choices,listen and follow directions, ask for help whenneeded, meet expected standards, etc.)CRP.01.01.02.c. Model personal responsibilityin workplace and community situations.CRP.01.02.01.a. Classify the near- and long-term impacts of personal decisions on selfand others (e.g., decisions involving health,relationships, money, perceptions, education,etc.).CRP.01.03.01.a. Define and categorize oppor-tunities for professional service at work andin the community (e.g., serve on committees,attend meetings, etc.**CRP.06.02.02.a** 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)**CRP.06.02.02.b** Predict and communicate potential gains in efficiency and value-added from implementing an improved process or procedure. **CRP.06.03.01.a** Examine workplace and community situations to identify opportunities for improvement through the introduction of new ideas and innovations. **CRP.06.03.01.b** Assess and communicate the risks and benefits of applying new ideas and innovations to the workplace and community.  |  |
| Unit 5: SERVE | **CRP.05.** Consider the environmental, social and economic impacts of decisions**CRP.08.** Utilize critical thinking to make sense of problems and persevere insolving them | **CRP.05.01.** Assess, identify and synthesize the information and resources needed to makedecisions that positively impact the workplace and community**CRP.05.02.** Make, defend and evaluate decisions at work and in the community usinginformation about the potential environmental, social and economic impact**CRP.08.01.** Apply reason and logic to evaluate workplace and community situations frommultiple perspectives**CRP.08.03.** Establish plans to solve workplace and community problems and execute them withresiliency | **CRP.05.01.01.a**. Examine and describe thesteps in the decision-making process used inthe workplace and community.**CRP.05.01.01.b.** Analyze how the process ofdecision making is used in workplace andcommunity situations.**CRP.05.01.01.c**. Evaluate workplace and com-munity decision-making processes and devisestrategies for improvement**CRP.05.02.01.a**. Examine areas in the work-place and community where decisions willmake a positive impact.**CRP.05.02.01.b**. Apply a structured deci-sion-making process to improve workplaceand community situations.**CRP.05.02.01.c**. Evaluate and defend deci-sions applied in the workplace and communi-ty situations**CRP.08.01.02.a.** Examine and identify oppor-tunities to apply reason, logic and multipleperspectives to solve problems in workplaceand community situations**CRP.08.03.01.b**. Analyze and determine thebest problem-solving model to apply toworkplace and community problems | Book study through the class - Habitudes - <https://ffa.app.box.com/s/u6lk1ssu2mcwj809xvtuehw89sddkeru>Growing Leaders Curriculum - <https://growingleaders.com/habitudes/habitudes-for-middle-and-high-school/>  |
| Unit 6: FFA | **CRP.09.** Model integrity, ethical leadership and effective management.**CRP.12** Work Productively in teams while using cultural/global competence. | **CRP.09.01.** Model characteristics of ethical and effective leaders in the workplace andcommunity (e.g. integrity, self-awareness, self-regulation, etc.)**CRP.12.02** 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) | **CRP.09.01.01.a.** Identify and summarize thecharacteristics of ethical and effective leadersin workplace and community settings**CRP.09.01.02.c**. Model characteristics andactions of ethical and effective leaders inworkplace and community situations (e.g.,integrity, self-awareness, etc.)**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.  | Develop Service Activity for students to volunteer for a local non-profit/community service  |
| Unit 7: SAE | **CRP.10.** Plan education and career path aligned to personal goals. | **CRP.10.01.** Identify career opportunities within a career cluster that match personal interests,talents, goals and preferences | **CRP.10.01.01.a**. Determine personal interests,talents, goals and preferences for potentialcareers.**CRP.10.01.01.b.** Assess and select areas forgrowth and improvement based upon analysis of personal interests for potential careers.**CRP.10.01.01.c**. Plan a career path based onpersonal interests, goals, talents and preferences**CRP.10.01.02.a** Examine Career Clusters and identify potential career opportunities based on personal interests, talents, goals, and preferences. **CRP.10.01.02.b** Analyze skills needed for potential careers and compare and contrast skills needed with personal interests, talents, goals, and preferences. **CRP.10.01.02.c** Match potential career opportunities in career clusters with personal interests, talents, goals, and preferences.  |  |