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 and  Brief 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 and  community (e.g. integrity, self-awareness, self-regulation, etc.)  **CRP.09.02.** Implement personal management skills to function effectively and efficiently in the  workplace (e.g., time management, planning, prioritizing, etc.)  **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.  **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 the  characteristics of ethical and effective leaders  in 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., time  management, planning, prioritizing, etc.)  **CRP.09.02.01.b.** Analyze leaders’ use of  effective personal management skills and  determine how they apply them in workplace  and community situation  **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.09.03.01.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  **CRP.09.03.02.a.** Examine personal levels of  respectful and purposeful behaviors and sum-  marize how they are demonstrated (e.g., treat  others 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 behaviors  that contribute to positive morale and culture  in workplace and community (e.g., recognize  others’ 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 the  following minimum requirements:  1. Be enrolled in agricultural education  class for at least a portion of the school  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  class time.  4. Have knowledge of agriculturally related  career, ownership and entrepreneurial  opportunities.  5. Be familiar with the local FFA chapter  program of activities.  6. Submit written application for the  degree |
| 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.  **CRP.04.02**. Produce clear, reasoned and coherent written and visual communication in formal  and informal settings  **CRP.04.03.** Model active listening strategies when interacting with others in formal and  informal 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 personal  ability to speak with clarity, logic, purpose  and professionalism in formal and informal  settings (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 summarize  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.)  **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-verbal  cues, 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 and  professional decisions on employers and community before taking action.  **CRP.01.03.** Identify and act upon opportunities for professional and civic service at work and in  the 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 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.).  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.  **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 in  solving them | | **CRP.05.01.** Assess, identify and synthesize the information and resources needed to make  decisions that positively impact the workplace and community  **CRP.05.02.** Make, defend and evaluate decisions at work and in the community using  information about the potential environmental, social and economic impact  **CRP.08.01.** Apply reason and logic to evaluate workplace and community situations from  multiple perspectives  **CRP.08.03.** Establish plans to solve workplace and community problems and execute them with  resiliency | | **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-  munity decision-making processes and devise  strategies for improvement  **CRP.05.02.01.a**. Examine areas in the work-  place and community where decisions will  make a positive impact.  **CRP.05.02.01.b**. Apply a structured deci-  sion-making process to improve workplace  and 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 multiple  perspectives to solve problems in workplace  and community situations  **CRP.08.03.01.b**. Analyze and determine the  best problem-solving model to apply to  workplace 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 and  community (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 the  characteristics of ethical and effective leaders  in workplace and community settings  **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.)  **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 potential  careers.  **CRP.10.01.01.b.** Assess and select areas for  growth and improvement based upon analysis of personal interests for potential careers.  **CRP.10.01.01.c**. Plan a career path based on  personal 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. | |  |