

Topic: A-1-FFA

Days: 15

Subject(s): Vocations

Grade(s): 9th

Know:

Understand:

Do:

<p>3.4.12.A2. – Essential CORE CONCEPTS OF TECHNOLOGY - Describe how management is the process of planning, organizing, and controlling work.</p> <p>3.4.12.E4. – Compact INFORMATION AND COMMUNICATION TECHNOLOGIES - Synthesize the effects of information and communication systems and subsystems as an integral part of the development of the Information Age.</p> <p>History of the FFA</p> <ul style="list-style-type: none"> • People • Dates and Events • Places • Official Dress • Code of Ethics • Degrees 	<p>Students should understand the structure and involvement of the FFA.</p>	<p>3.4.12.A2. – Essential CORE CONCEPTS OF TECHNOLOGY - Describe how management is the process of planning, organizing, and controlling work.</p> <p>13.1.A – Essential Relate careers to individual interests, abilities, and aptitudes.</p> <p>13.1.F – Essential Analyze the relationship of school subjects, extracurricular activities, and community experiences to career preparation.</p> <p>13.1.H – Essential Choose personal electives and extra curricular activities based upon personal career interests, abilities and academic strengths.</p> <p>Participate in Career Development Events</p> <p>Participate in Chapter/Program Activities</p> <p>Apply for FFA Achievements</p>
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Common Assessments on what students should know and do in this unit:

- Written Test
- Group Activities
- Worksheets

Topic: A-1-FFA
Subject(s): Vocations
2. Assessments 1

Days: 15
Grade(s): 9th

Short Description:

Written Test

Long Description:

Students will complete a written test on the FFA Unit

Differentiation:

Modification will be made when necessary for different levels of learning

Time (in days):

1

Topic: A-1-FFA
Subject(s): Vocations
2. Assessments 2

Days: 15
Grade(s): 9th

Short Description:

Group Activities

Long Description:

Students will conduct a group activity in which they will create a list of FFA activities

Differentiation:

Modification will be made when necessary for different levels of learning

Time (in days):

1

Topic: A-1-FFA

Days: 15

Subject(s): Vocations

Grade(s): 9th

2. Assessments 3

Short Description:

Worksheets

Long Description:

Students will complete worksheets that relate to the FFA Organization

Differentiation:

Modification will be made when necessary for different levels of learning

Time (in days):

0

Topic: A-1-FFA

Days: 15

Subject(s): Vocations

Grade(s): 9th

2. Culminating Activity 1

Short Description:

Time (in days):

1

Topic: A-1-FFA

Days: 15

Subject(s): Vocations

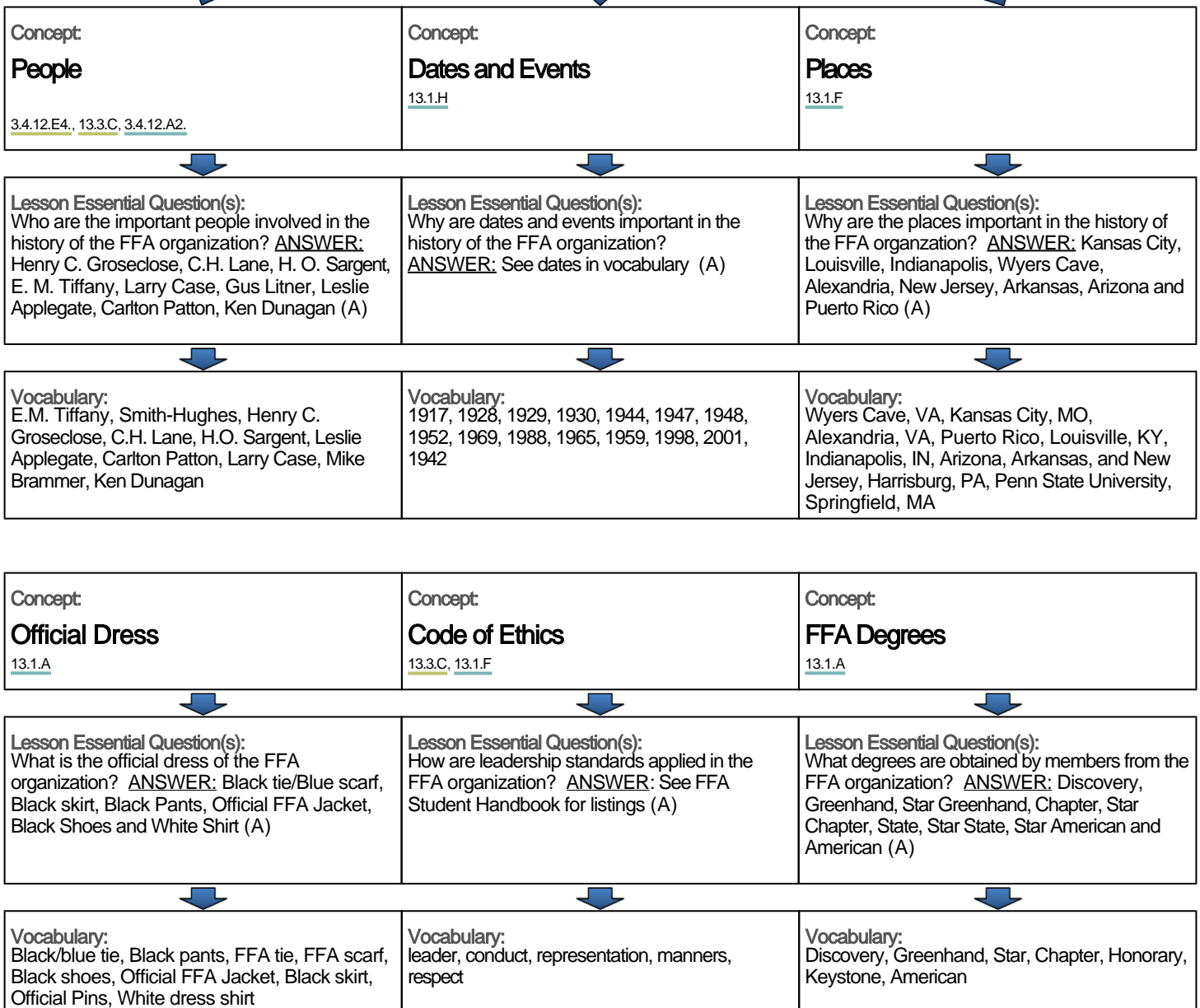
Grade(s): 9th

Key Learning: Students should understand the structure and involvement of the FFA.



Unit Essential Question(s):

How does the structure of the FFA create opportunities for student involvement?



Topic: A-1-FFA

Days: 15

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Additional Information:

Attached Document(s):

Vocab Report for Topic: A-1-FFA

Days: 15

Subject(s): Vocations

Grade(s): 9th

Concept:

People

E.M. Tiffany - author of the FFA Creed
Smith-Hughes - creators of the land grant act and forerunners for establishing agricultural education in public schools
Henry C. Groseclose - father of the FFA
C.H. Lane - author of the FFA Motto
H.O. Sargent - Founding father of the FFA
Leslie Applegate - First National FFA President
Carlton Patton - First National Star Farmer
Larry Case - Former National Executive Director
Mike Brammer - Executive Director of PA FFA
Ken Dunagan - first National Star in agribusiness

Concept: Dates and Events

1917 - Smith-Hughes Act passed
1928 - FFA organization was created; first national convention held in Kansas City, MO
1929 - official FFA colors adopted; first national star farmer
1930 - FFA creed adopted
1944 - National FFA Foundation established
1947 - National FFA band established
1948 - FFA supply service established; first National FFA chorus
1952 - FFA Code of Ethics was established
1969 - Women permitted as members; first National Star in agribusiness
1988 - Future Farmers of America now recognized as the National FFA Organization
1965 - The New Farmers of America merged with the FFA organization
1959 - National FFA Center established in Alexandria, VA
1998 - National FFA Center moved to Indianapolis, IN
2001 - Discovery Degree established
1942 - Central Columbia FFA Chapter was established

Concept: Places

Wyers Cave, VA - first FFA chapter established; Henry C. Groseclose advisor
Kansas City, MO - American Royal Livestock Show and first national FFA convention
Alexandria, VA - site of first National FFA Center
Puerto Rico - first FFA chapter chartered outside of the U.S.
Louisville, KY - second site of National FFA Convention
Indianapolis, IN - third site of National FFA Convention
Arizona, Arkansas, and New Jersey - home states of the first national star farmer, star in agribusiness, and first national president
Harrisburg, PA - PA Farm Show and FFA Mid-Winter Convention
Penn State University - Land Grant University in PA and home of PA State FFA Activities Week and Summer Convention
Springfield, MA - Home of the Eastern States Exposition

Vocab Report for Topic: A-1-FFA

Days: 15

Subject(s): Vocations

Grade(s): 9th

Concept: Official Dress

Black/blue tie - worn by male FFA members
Black pants - worn by male FFA members
FFA tie - worn by male FFA members
FFA scarf - worn by female FFA members
Black shoes - worn by both male and female FFA members
Official FFA Jacket - worn by both male and female FFA members
Black skirt - worn by female FFA members
Official Pins - worn by all FFA members
White dress shirt - worn by all FFA members

Concept: Code of Ethics

leader - in charge of an organization or group
conduct - to act in a proper manner
representation - belonging to a specific group or organization
manners - conducting oneself appropriately
respect - to be courteous, honest, and fair with others

Concept: FFA Degrees

Discovery - awarded to 7th-8th grade FFA members; the first degree awarded
Greenhand - first degree awarded to high school members
Star - awarded in each degree category to the member that displays the most potential (Greenhand, Chapter, State, National)
Chapter - awarded to members that have received the Greenhand Degree and have an SAE program
Honorary - awarded in different areas to people who have contributed time and/or money to an FFA program (Chapter, State, and National)
Keystone - highest degree awarded to a PA FFA member (state degree)
American - highest degree awarded to an FFA member (national degree)

Topic: A-1-FFA
Subject(s): Vocations
5. Launch Activity 1

Days: 15
Grade(s): 9th

How are you going to get students engaged?

Develop student interest and link their prior knowledge.
Start the Student Learning Map of the unit with students.
Preview key vocabulary with students.:

Short Description:

Why is the National FFA Organization important to Agricultural Education?

Long Description:

Students will explain in written form why the FFA Organization exists and its importance

Differentiation:

Modification will be made when necessary for different levels of learning

Time (in days):

1

Topic: A-1-FFA

Days: 15

Subject(s): Vocations

Grade(s): 9th

Concept: People

5. Acquisition Lesson

Plan for the Concept, Topic, or Skill -- Not for the Day

Lesson Essential Question:

Who are the important people involved in the history of the FFA organization?

ANSWER: Henry C. Groseclose, C.H. Lane, H. O. Sargent, E. M. Tiffany, Larry Case, Gus Litner, Leslie Applegate, Carlton Patton, Ken Dunagan

What do students need to learn to be able to answer the Essential Question?

Assessment Prompt 1: Explain the history of USA agriculture

Activating Strategy:

Anticipation Guide

Key vocabulary to preview:

E.M. Tiffany, Smith-Hughes, Henry C. Groseclose, C.H. Lane, H.O. Sargent, Leslie Applegate, Carlton Patton, Larry Case, Mike Brammer, Ken Dunagan

Teaching Strategies:

Graphic Organizer:

Classifying / Categorizing

Instruction:

AP: Explain the history of USA agriculture

Question Prompts

Assignment and/or Assessment:

Worksheets, Unit Test, FFA Creed, Unit Review Packet, Student notebook

Extending Thinking Activity:

Abstracting

Summarizing Strategy:

3-2-1

Topic: A-1-FFA

Days: 15

Subject(s): Vocations

Grade(s): 9th

Concept: People

5. Acquisition Lesson

Differentiation:

Modification will be made when necessary for different levels of learning

Review / Revise:

Unit review packet; FFA Knowledge CDE

Resources and Materials:

FFA Student Handbook; State and National websites

Time (in days):

3

Topic: A-1-FFA

Days: 15

Subject(s): Vocations

Grade(s): 9th

Concept: Dates and Events

5. Acquisition Lesson

Plan for the Concept, Topic, or Skill -- Not for the Day

Lesson Essential Question:

Why are dates and events important in the history of the FFA organization?

ANSWER: See dates in vocabulary

What do students need to learn to be able to answer the Essential Question?

Assessment Prompt 1: Explain the history of USA agriculture

Activating Strategy:

KWL

Key vocabulary to preview:

1917, 1928, 1929, 1930, 1944, 1947, 1948, 1952, 1969, 1988, 1965, 1959, 1998, 2001, 1942

Teaching Strategies:

Graphic Organizer:

Flow Chart

Instruction:

AP: Explain the history of USA agriculture

Teacher Set Discussion

Assignment and/or Assessment:

Worksheets, Unit Test, FFA Creed, Unit Review Packet, Timeline, Student notebook

Extending Thinking Activity:

Abstracting

Summarizing Strategy:

Reflection Questions

Differentiation:

Topic: A-1-FFA

Days: 15

Subject(s): Vocations

Grade(s): 9th

Concept: Dates and Events

5. Acquisition Lesson

Modification will be made when necessary for different levels of learning

Review / Revise:

Teacher Prompts

Resources and Materials:

FFA Student Handbook; State and National websites

Time (in days):

4

Topic: A-1-FFA

Days: 15

Subject(s): Vocations

Grade(s): 9th

Concept: Places

5. Acquisition Lesson

Plan for the Concept, Topic, or Skill -- Not for the Day

Lesson Essential Question:

Why are the places important in the history of the FFA organization?

ANSWER: Kansas City, Louisville, Indianapolis, Wyers Cave, Alexandria, New Jersey, Arkansas, Arizona and Puerto Rico

What do students need to learn to be able to answer the Essential Question?

Assessment Prompt 1: Describe cities of agricultural importance

Activating Strategy:

Brainstorm Web

Key vocabulary to preview:

Wyers Cave, VA, Kansas City, MO, Alexandria, VA, Puerto Rico, Louisville, KY, Indianapolis, IN, Arizona, Arkansas, and New Jersey, Harrisburg, PA, Penn State University, Springfield, MA

Teaching Strategies:

Graphic Organizer:

Describing an Event

Instruction:

Collaborative Pairs

AP: Describe cities of agricultural importance

Assignment and/or Assessment:

Worksheets, Unit Test, FFA Creed, Unit Review Packet, Student notebook

Extending Thinking Activity:

Comparing and Contrasting

Summarizing Strategy:

Study Cards

Topic: A-1-FFA

Days: 15

Subject(s): Vocations

Grade(s): 9th

Concept: Places

5. Acquisition Lesson

Differentiation:

Modification will be made when necessary for different levels of learning

Review / Revise:

Teacher Prompts

Resources and Materials:

FFA Student Handbook; State and National websites

Time (in days):

3

Topic: A-1-FFA

Days: 15

Subject(s): Vocations

Grade(s): 9th

Concept: Official Dress

5. Acquisition Lesson

Plan for the Concept, Topic, or Skill -- Not for the Day

Lesson Essential Question:

What is the official dress of the FFA organization?

ANSWER: Black tie/Blue scarf, Black skirt, Black Pants, Official FFA Jacket, Black Shoes and White Shirt

What do students need to learn to be able to answer the Essential Question?

Assessment Prompt 1: Why are uniforms important in a workplace?

Activating Strategy:

Hook and Link

Key vocabulary to preview:

Black/blue tie, Black pants, FFA tie, FFA scarf, Black shoes, Official FFA Jacket, Black skirt, Official Pins, White dress shirt

Teaching Strategies:

Graphic Organizer:

Compare and Contrast

Instruction:

Modeling

AP: Why are uniforms important in a workplace?

Assignment and/or Assessment:

Worksheets, Unit Test, FFA Creed, Unit Review Packet, Student notebook

Summarizing Strategy:

The Important Thing

Differentiation:

Modification will be made when necessary for different levels of learning

Topic: A-1-FFA

Days: 15

Subject(s): Vocations

Grade(s): 9th

Concept: Official Dress

5. Acquisition Lesson

Review / Revise:

Question Prompts

Resources and Materials:

FFA Student Handbook; State and National websites

Time (in days):

1

Topic: A-1-FFA

Days: 15

Subject(s): Vocations

Grade(s): 9th

Concept: Code of Ethics

5. Acquisition Lesson

Plan for the Concept, Topic, or Skill -- Not for the Day

Lesson Essential Question:

How are leadership standards applied in the FFA organization?

ANSWER: See FFA Student Handbook for listings

What do students need to learn to be able to answer the Essential Question?

Assessment Prompt 1: Understand the role of an officer team

Activating Strategy:

Brainstorm Web

Key vocabulary to preview:

leader, conduct, representation, manners, respect

Teaching Strategies:

Graphic Organizer:

Fish Bone

Instruction:

Brainstorm Web

AP: Understand the role of an officer team

Assignment and/or Assessment:

Worksheets, Unit Test, FFA Creed, Unit Review Packet, Student notebook

Summarizing Strategy:

Ticket Out the Door

Differentiation:

Modification will be made when necessary for different levels of learning

Review / Revise:

Topic: A-1-FFA

Days: 15

Subject(s): Vocations

Grade(s): 9th

Concept: Code of Ethics

5. Acquisition Lesson

FFA Code of Conduct Form

Resources and Materials:

FFA Student Handbook; State and National websites

Time (in days):

2

Topic: A-1-FFA

Days: 15

Subject(s): Vocations

Grade(s): 9th

Concept: FFA Degrees

5. Acquisition Lesson

Plan for the Concept, Topic, or Skill -- Not for the Day

Lesson Essential Question:

What degrees are obtained by members from the FFA organization?

ANSWER: Discovery, Greenhand, Star Greenhand, Chapter, Star Chapter, State, Star State, Star American and American

What do students need to learn to be able to answer the Essential Question?

Assessment Prompt 1: Explain student achievements and awards

Activating Strategy:

DVD

Key vocabulary to preview:

Discovery, Greenhand, Star, Chapter, Honorary, Keystone, American

Teaching Strategies:

Graphic Organizer:

Classifying / Categorizing

Instruction:

Venn Diagram

AP: Explain student achievements and awards

Assignment and/or Assessment:

Worksheets, Unit Test, FFA Creed, Unit Review Packet, Student notebook

Summarizing Strategy:

Ticket Out the Door

Differentiation:

Modification will be made when necessary for different levels of learning

Topic: A-1-FFA

Days: 15

Subject(s): Vocations

Grade(s): 9th

Concept: FFA Degrees

5. Acquisition Lesson

Review / Revise:

Teacher Prompt

Resources and Materials:

FFA Student Handbook; State and National websites

Time (in days):

3

Topic: A-1-FFA

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Grade(s): 9th

8. Differentiating the Unit

What accommodations will you make in order to meet the varied interest, learning styles, and ability levels of all students?

Differentiation Associated with the Unit:

Differentiation Associated with Lessons and Activities:

Student Assessment 1: Written Test :

Modification will be made when necessary for different levels of learning

Student Assessment 2: Group Activities :

Modification will be made when necessary for different levels of learning

Student Assessment 3: Worksheets :

Modification will be made when necessary for different levels of learning

Launch Activity 1: Why is the National FFA Organization important to Agricultural Education? :

Modification will be made when necessary for different levels of learning

Acquisition Lesson 1::

Who are the important people involved in the history of the FFA organization?

ANSWER: Henry C. Groseclose, C.H. Lane, H. O. Sargent, E. M. Tiffany, Larry Case, Gus Litner, Leslie Applegate, Carlton Patton, Ken Dunagan

Modification will be made when necessary for different levels of learning

Acquisition Lesson 2::

Why are dates and events important in the history of the FFA organization?

ANSWER: See dates in vocabulary

Modification will be made when necessary for different levels of learning

Acquisition Lesson 3::

Why are the places important in the history of the FFA organization?

ANSWER: Kansas City, Louisville, Indianapolis, Wyers Cave, Alexandria, New Jersey, Arkansas, Arizona and Puerto Rico

Modification will be made when necessary for different levels of learning

Acquisition Lesson 4::

Topic: A-1-FFA

Days: 15

Subject(s): Vocations

Grade(s): 9th

What is the official dress of the FFA organization?

ANSWER: Black tie/Blue scarf, Black skirt, Black Pants, Official FFA Jacket, Black Shoes and White Shirt

Modification will be made when necessary for different levels of learning

Acquisition Lesson 5::

How are leadership standards applied in the FFA organization?

ANSWER: See FFA Student Handbook for listings

Modification will be made when necessary for different levels of learning

Acquisition Lesson 6::

What degrees are obtained by members from the FFA organization?

ANSWER: Discovery, Greenhand, Star Greenhand, Chapter, Star Chapter, State, Star State, Star American and American

Modification will be made when necessary for different levels of learning

Curriculum: CCSD CURRICULUM

Course: Agricultural Science I (11/18/13)

Teacher/Team Name: Brown/Turner

PENNSYLVANIA

Date: April 13, 2014 ET

Topic: A-1-FFA

Subject(s): Vocations

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Topic: A-1-FFA

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What resources and materials do you need for this unit, the lessons, and the activities?

Resources Associated with the Unit:

Resources Associated with Lessons and Activities:
