



## Approved Innovative Course

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*Course: Agricultural Leadership, Research, and Communications*

*PEIMS Code: N1300266*

*Abbreviation: AGLRC*

*Grade Level(s): 10-12*

*Number of Credits: 1.0*

### *Course description:*

Agricultural Leadership, Research and Communications will focus on challenging Agriculture, Food, and Natural Resources (AFNR) students to use higher level thinking skills, develop leadership abilities, employ standard research principles, and communicate agricultural positions effectively with all stakeholders.

### *Essential knowledge and skills:*

- (a) General requirements. This course is recommended for students in Grades 10-12. Prerequisite: one credit from courses in the Agriculture, Food, and Natural Resources Career Cluster. Students shall be awarded one credit for successful completion of this course.
- (b) Introduction.
  - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
  - (2) The Agriculture, Food, and Natural Resources Career Cluster focuses on the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources, including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.
  - (3) Agricultural Leadership, Research and Communications will focus on challenging Agriculture, Food, and Natural Resources AFNR students to use higher level thinking skills, develop leadership abilities, employ standard research principles, and develop and communicate agricultural positions effectively with all stakeholders.



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- (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
  - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and Skills
- (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
    - (A) identify career development and entrepreneurship opportunities in the field of agriculture;
    - (B) apply competencies related to resources, information, interpersonal skills, and systems associated with leadership in agriculture;
    - (C) research licensing, certification, and credentialing requirement;
    - (D) identify employers' expectations, including appropriate work habits, ethical conduct, and legal responsibilities;
    - (E) demonstrate characteristics of good citizenship such as stewardship, advocacy, and community leadership; and
    - (F) research career topics using technology such as the Internet.
  - (2) The student develops a supervised agriculture experience program. The student is expected to:
    - (A) plan, propose, conduct, document, and evaluate a supervised agriculture experience program as an experiential learning activity;
    - (B) apply proper record-keeping skills as they relate to the supervised agriculture experience;
    - (C) participate in youth leadership opportunities to create a well-rounded experience program; and
    - (D) produce and participate in a local program of activities using a strategic planning process.



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- (3) The student researches the qualities and characteristics of effective leaders within the agricultural industry. The student is expected to:
- (A) identify past agricultural leaders, explain their contributions, and define how their contributions affected the industry;
  - (B) compare characteristics of effective leaders and explain how these traits enabled them to enact meaningful change; and
  - (C) analyze the leadership skills of a present-day leader in the field of agriculture and present findings.
- (4) The student describes organizational leadership structures at the local, state, and national levels. The student is expected to:
- (A) identify agricultural and governmental leadership positions in the local community, explain their roles, and determine how their decisions affect production agriculture;
  - (B) identify agricultural leadership positions at the state and national levels, explain their roles, and evaluate their impact;
  - (C) define and analyze the process in which laws, regulations, and policies are developed at the local, state, and national levels;
  - (D) evaluate a recent law affecting Agriculture, Food, and Natural Resources (AFNR) and analyze its impact on local agriculture; and
  - (E) identify the format used by local, state, or national government in developing legislation.
- (5) The student develops skills needed to participate effectively in an organizational meeting. The student is expected to:
- (A) investigate parliamentary laws, motions, and other procedures.
  - (B) apply parliamentary procedures to conduct organizational business meetings;
  - (C) debate and discuss issues in a clear, concise, and professional manner;
  - (D) serve as presiding officer over an actual or mock organizational meeting; and
  - (E) analyze an organizational meeting, such as a local school board, and make recommendations to increase its overall efficiency and effectiveness.



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- (6) The student demonstrates a technical skill needed for agriculture to fellow students, adult learners, producers, and other agricultural clients. The student is expected to:
- (A) examine the components of an effective skills demonstration and create a list of essential characteristics;
  - (B) identify an agricultural skill, develop detailed instructions for performing that skill, and then demonstrate with proficiency;
  - (C) analyze the performance of a pre-identified skill and make recommendations to increase its overall efficiency and effectiveness; and
  - (D) determine real-world applications for the demonstration process.
- (7) The student understands and explains the scientific method. The student is expected to:
- (A) identifies the importance of using the scientific process;
  - (B) explain the scientific method;
  - (C) provide historical examples of how the scientific method has been used;
  - (D) apply the scientific method to independent research; and
  - (E) present findings and conclusions based on researched performed using the scientific method.
- (8) The student examines the use of logic in debate, analysis, and dissemination of information impacting the agricultural community. The student is expected to:
- (A) identify common fallacies and incorrect argument methods;
  - (B) analyze popular debate and discussions and then point out fallacies; and
  - (C) present an argument free of logical fallacies.
- (9) The student identifies a controversial topic related to agriculture, then develops an advocacy plan and presentation. The student is expected to:
- (A) research controversial areas of agriculture such as property rights, water rights, high fencing, cloning, growth supplements;
  - (B) explain and analyze all sides of a controversial agricultural issue;



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- (C) develop an advocacy plan for each point of view and present the plan to diverse constituents.
- (10) The student presents and disseminates agricultural information using various media. The student is expected to:
- (A) examine historical and traditional media outlets;
  - (B) research and write agricultural articles for publication in print media outlets;
  - (C) develop scripts for radio broadcasts and then effectively use a radio broadcast to communicate agricultural information;
  - (D) develop scripts for video broadcasts and then effectively use a video broadcast to communicate agricultural information; and
  - (E) examine and critique various social media platforms
  - (F) disseminate agricultural information in a responsible, professional manner via social media.
- (11) The student disseminates agricultural information via presentations to groups of various sizes. The student is expected to:
- (A) examine historical and present day agricultural education;
  - (B) analyze various group dynamics;
  - (C) plan, develop, and deliver effective presentations;
  - (D) analyze, evaluate, and critique group presentations; and
  - (E) identify persons such as the County agent, agencies such as the Natural Resources Conservation Service (NRCS), and groups such as Texas Agri-Life Extension service that are responsible for information dissemination and public education.
- (12) The student evaluates and critiques diverse agriculture resources. The student is expected to:
- (A) Identify processes used in the evaluation of diverse agricultural resources;
  - (B) identify industry positions which require professional judgments on agricultural resources;



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- (C) compare, contrast, and evaluate agricultural resources and then make professional decisions using reliable methods of approach; and
- (D) explain and defend decisions made on the evaluation of agricultural resources.

### Description of specific student needs this course is designed to meet:

*Agricultural Leadership, Research and Communications* is designed to meet critical student needs, as they become professionals in their communities and in the agricultural industry. The skills needed include: learning to conduct meetings, designing presentations, delivering public speeches, utilizing effective advocacy methods, applying scientific research methods, developing an evaluation approach, performing analysis and synthesizing meaningful agricultural materials. Generally, students will gain essential skills needed to be effective leaders and professionals.

### Major resources and materials:

This course should use a cross section of resources developed for AFNR and CTE, including but not limited to;

1. Gray, J. D. (1964). *Parliamentary guide for FFA (4th ed.)*. Wolfe City, TX: Henington Pub. Co.,
2. 9, 2. M., & 3, 2. M. (2017, May 09). *The Texas A&M AgriLife Extension Service*. Retrieved May 11, 2017, from <https://agrilifeextension.tamu.edu/>,
3. (n.d.). Retrieved May 11, 2017, from <https://www.ffa.org/home>
4. (n.d.). Retrieved May 11, 2017, from <https://www.ffa.org/home>
5. Bradford, A. (2015, March 30). *Science & the Scientific Method: A Definition*. Retrieved May 11, 2017, from <http://www.livescience.com/20896-science-scientific-method.html>
6. UTEP, O. M. (n.d.). Retrieved May 11, 2017, from <http://utminers.utep.edu/omwilliamson/engl1311/fallacies.htm>

### Recommended course activities:

Course activities should include rigorous, performance based exercises. Activities including: identifying and applying employability skills, developing a supervised agriculture experience program, researching the qualities and characteristics of effective leaders, analyzing leadership structure, participating effectively in an organizational meeting, demonstrating an agricultural skill, explaining and applying the scientific method, developing and executing an advocacy plan, utilizing diverse media for presentations and performing evaluations for diverse agriculture resources.



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Students should participate in activities that simulate the duties performed every day by leaders and professionals in the agricultural community.

### *Suggested methods for evaluating student outcomes:*

Evaluation should include work-product, student performance, and work ethic. Students should learn to self-evaluate and make adjustments. Evaluation should encourage risk taking and reward student progress.

### *Teacher qualifications:*

- (1) Agriculture, Food, and Natural Resources: Grades 6-12.
- (2) Agricultural Science and Technology: Grades 6-12.
- (3) *Any vocational agriculture certificate*

### *Additional information:*

Waxahachie ISD anticipates this innovative course will not only challenge students, but also serve to reinforce learning from other courses within AFNR, CTE and other educational disciplines. "Agricultural Leadership, Research and Communications" will provide students with opportunities to develop skills and abilities used by leaders from all sects of agriculture.