

LEADERSHIP DEVELOPMENT CURRICULUM



LEADERSHIP
DEVELOPMENT



Grade Level(s): 11-12

Curriculum Author(s): Kathleen Gorman

Course Description:

This course is designed to equip students with the leadership, communication, and organizational skills necessary for success in agriculture-related careers and participation in the National FFA Organization. Through hands-on activities, students will develop teamwork, public speaking, problem-solving, and decision-making abilities while exploring key leadership principles in the context of agriscience. Topics covered will include goal setting, time management, parliamentary procedure, advocacy, and event planning. Students will also engage in leadership projects, career exploration, and service-learning opportunities to enhance their personal growth and professional readiness. Whether aspiring to be agricultural entrepreneurs, educators, or industry leaders, this course provides the foundation for students to become effective advocates for agriculture and their communities. Every student must maintain and document an approved supervised agriculture experience (SAE) project and actively participate in the Woodbury FFA Chapter to develop premier leadership, personal growth, and career success through attending FFA meetings and participating in chapter events and planning.

Year At A Glance

Unit Title	Overarching Essential Question	Overarching Enduring Understanding	<u>Vision of A Learner “I Can” Statements</u>
Leadership Foundations	What does it mean to be an effective leader, and how can self-awareness improve leadership potential?	Effective leadership is rooted in self-awareness, understanding leadership principles, and identifying personal strengths and areas for growth.	CCE3(9-12), CCE4(9-12), TI1(9-12), P1(9-12)
Communication Mastery	How can effective communication build trust and influence in leadership roles?	Communication is a critical skill that involves listening, delivering clear messages, and adapting to different audiences and contexts.	CCE1(9-12), CCE3(9-12), CCE4(9-12), DE1(9-12), P2(9-12), P3(9-12)
Teamwork and Collaboration	What makes a team successful, and how can leaders foster collaboration and resolve conflict?	Successful teamwork relies on trust, clear communication, and a leader’s ability to guide diverse individuals toward a shared goal.	TCC3(9-12), TCC4(9-12), CCE1(9-12), CCE3(9-12), DE1(9-12)
Leadership Application in Agriculture	How do leadership roles within FFA and other agricultural organizations prepare students for real-world challenges?	Leadership opportunities in agri-science organizations provide practical experiences that build confidence, decision-making skills, and the ability to lead others effectively.	TI1(9-12), CCE1(9-12), CCE2(9-12), CCE4(9-12), DE2(9-12), AA1(9-12)
Ethics and Advocacy	How can leaders balance ethical decision-making with advocating for change in agriculture?	Ethical leadership requires integrity and thoughtful decision-making, while advocacy involves using one’s voice to influence policies and support the agricultural industry.	CCE2(9-12), CCE3(9-12), CCE4(9-12), DE1(9-12), DE4(9-12)
Capstone Leadership Project	How can leaders create meaningful change by applying their	Leadership is about action and impact; applying skills to meaningful projects demonstrates the ability to inspire and influence change.	TI1(9-12), CCE4(9-12), DE1(9-12), AA1(9-12)



UNIT 1 - LEADERSHIP FOUNDATIONS

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

National Agriculture, Food, and Natural Resources

ECL.05.01 Identify characteristics and behaviors that constitute ethical, efficient, and effective leadership.

ECL.05.02 Demonstrate leadership through advocacy for AFNR-related issues.

Common Core State Standards

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Vision of A Learner Attributes: Students will be able to independently use their learning to...

COLLABORATE AND COMMUNICATE EFFECTIVELY

CCE3: I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products.

CCE4: I can express my thoughts and ideas, both verbally and in writing, in order to defend my perspective. I can do this via essays, performance-based projects, whole group, and/or small group discussions.

TAKE INITIATIVE

TI1: I can implement a realistic plan and adapt when necessary to achieve my goals.

PERSEVERE

P1: I can self-reflect and seek feedback to build upon my strengths, apply those strengths to overcome obstacles, and share my strategies with others.

Understandings: Students will understand that...

- Effective leadership is rooted in self-awareness, understanding leadership principles, and identifying personal strengths and areas of growth.

Essential Questions:

- What does it mean to be a leader in agriscience and beyond?
- How can understanding personal leadership traits and styles improve effectiveness as a leader?

<ul style="list-style-type: none"> Leadership involves the ability to inspire, guide, and influence others toward achieving common goals. 	<ul style="list-style-type: none"> Why is self-awareness important for personal and professional growth?
Students will know... <ul style="list-style-type: none"> The definition and importance of leadership in agriculture and related fields. Traits and characteristics of effective leaders. Different leadership styles (e.g., autocratic, democratic, transformational) and their applications. The value of self-awareness in identifying leadership strengths and areas for development. 	Students will be able to... <ul style="list-style-type: none"> Define leadership and describe its importance in personal, professional, and agriculture. Identify and analyze personal leadership style through self-assessment tools. Reflect on leadership traits and set specific goals for growth as a leader.
Key Vocabulary: accountability, autocratic leadership, charisma, collaboration, decision-making, democratic leadership, empathy, goal-setting, influence, integrity, leadership, leadership styles, leadership traits, motivation, resilience, responsibility, self-awareness, servant leadership, transformational leadership, vision	
Assessment Evidence	
Performance Tasks: <i>Classwork:</i> Students will explore their personal leadership traits and styles to better understand how they influence others. P1 <i>Classwork:</i> Students will demonstrate their understanding of leadership traits through creative teamwork. AA3 <i>Classwork:</i> Students will practice leadership skills in a hands-on, collaborative activity. CCE3 <i>Interim:</i> Students will analyze the traits and leadership styles for an influential leader in agriculture or other fields.	Other Evidence: <i>Interim:</i> Students will reflect on their leadership development and set actionable goals. TI1 <i>Summative:</i> Students will create a portfolio showcasing their understanding of leadership foundations. CCE4
Learning Plan	
<ul style="list-style-type: none"> Students will self-evaluate to identify their personal leadership traits and styles. Students will showcase their understanding of the concepts of individual leadership. 	
Teacher Resources: Habitudes, FFA Edition Teacher Created Resources	

UNIT 2 - COMMUNICATION MASTERY

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

National Agriculture, Food, and Natural Resources

CRP.12.01 Contribute to team-oriented projects and build consensus to accomplish results using cultural global competence in the workplace and community.

CRP.12.02 Create and implement strategies to engage team members to work toward team and organizational goals in a variety of workplace and community situations (e.g., meetings, presentations, etc.).

Common Core State Standards

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively

SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Vision of A Learner Attributes: Students will be able to independently use their learning to...

Collaborate and Communicate Effectively

CCE1 I can initiate discussion with my peers and teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully with peer-reviewed evidence that is free of bias.

CCE3 I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products.

CCE4 I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.

Demonstrate Empathy

DE1 I can acknowledge, process, and respond appropriately to others' comments and perspectives.

Persevere

P2 I can strengthen my weaknesses by identifying, initiating, and practicing appropriate strategies to become confident in my ability to overcome my challenges.

P3 I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals.

<p>Understandings: Students will understand that...</p> <ul style="list-style-type: none"> • Effective communication is critical for building trust, inspiring others, and leading teams successfully. • Active listening and nonverbal communication are as important as verbal skills in leadership. • Adapting communication styles to suit different audiences enhances clarity and impact. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How does effective communication influence leadership success? • Why is active listening essential for building relationships and trust as a leader? • How can nonverbal communication impact the way a message is received? • What strategies can leaders use to tailor their communication to diverse audiences?
<p>Students will know...</p> <ul style="list-style-type: none"> • The components of effective communication include verbal, nonverbal, and written skills. • Techniques for active listening and providing constructive feedback. • The role of nonverbal communication, such as body language, facial expressions, and tone of voice • Strategies for adapting communication styles to meet the needs of various audiences. • Common barriers to effective communication and how to overcome them. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Demonstrate active listening by summarizing and responding to others' points during discussions. • Identify and use appropriate nonverbal cues to reinforce verbal messages. • Deliver a clear, engaging, and well-organized speech on a leadership-related topic. • Tailor written and verbal communication to suit different audiences, such as peers, professionals, or community members. • Evaluate the effectiveness of their own communication and identify areas of improvement.
<p>Key Vocabulary: active listening, audience, barrier to communication, body language, clarity, constructive feedback, empathy, feedback, message, nonverbal communication, paralanguage, perception, professional communication, public speaking, receiver, sender, tone, verbal communication, visual aids, written communication</p>	
<p style="text-align: center;">Assessment Evidence</p>	
<p>Performance Tasks: <i>Classwork:</i> Students will practice active listening and providing constructive feedback. CCE1</p> <p><i>Classwork:</i> Students will identify and practice effective nonverbal communication strategies.</p> <p><i>Classwork:</i> Students will adapt their communication style to different audiences. CCE4</p>	<p>Other Evidence: <i>Summative:</i> Students will reflect on their growth in communication skills during the unit. DE1</p>

<p><i>Classwork:</i> Students will identify and solve common communication barriers in leadership.</p> <p><i>Interim:</i> Students will demonstrate professional written communication skills. CCE3</p> <p><i>Summative:</i> Students will deliver a clear and engaging speech on a leadership topic. P2</p>	
Learning Plan	
<ul style="list-style-type: none"> • Students will write a reflection piece on their personal communication skills and identify areas for improvement in their communication style. P3 • Students will deliver a clear and engaging speech on a topic. P2 	
<p>Teacher Resources: Habitudes, FFA Edition Teacher Created Resources</p>	

UNIT 3 - TEAMWORK AND COLLABORATION

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

National Agriculture, Food, and Natural Resources

CRP.12.01 Contribute to team-oriented projects and build consensus to accomplish results using cultural global competence in the workplace and community.

CRP.12.02 Create and implement strategies to engage team members to work toward team and organizational goals in a variety of workplace and community situations (e.g., meetings, presentations, etc.).

Common Core State Standards

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively

SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

Think Critically and Creatively

TCC3 I can integrate relevant information to produce multiple valid solutions.

TCC4 I can integrate my learning to adapt to experiences in the classroom, career, and life.

Collaborate and Communicate Effectively

CCE1 I can initiate discussion with my peers and teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully with peer-reviewed evidence that is free of bias.

CCE3 I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products.

Demonstrate Empathy

DE1 I can acknowledge, process, and respond appropriately to others' comments and perspectives.

Understandings: Students will understand that...

- Effective teamwork requires trust, communication, and shared goals.

Essential Questions:

- What are the qualities of an effective team, and how can leaders contribute to team success?

<ul style="list-style-type: none"> • Leaders play a key role in fostering collaboration and resolving conflicts within a team. • Diverse perspectives within a team can lead to better decision-making and innovation. • Collaboration involves balancing individual contributions with the needs of the group. 	<ul style="list-style-type: none"> • How can communication and trust be built within a team? • What strategies can leaders use to resolve conflicts and encourage collaboration? • How does diversity within a team enhance its performance? • Why is accountability important in a collaborative setting?
<p>Students will know...</p> <ul style="list-style-type: none"> • The characteristics of effective teams (e.g., trust, communication, shared goals, accountability). • Common team roles (e.g., leader, facilitator, recorder) and their importance. • Strategies for resolving conflicts in a team setting. • The importance of trust and mutual respect in fostering collaboration. • How diversity of perspectives and skills contributes to team success. • Barriers to teamwork and how to overcome them. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Identify and describe the key elements of an effective team. • Demonstrate the ability to take on various roles within a team, including leadership and support roles. • Resolve team conflicts using effective communication and problem-solving strategies. • Foster collaboration by building trust, setting shared goals, and encouraging participation. • Evaluate their own performance and the performance of their team in collaborative settings. • Reflect on how diversity and individual strengths contribute to the success of a team.
<p>Key Vocabulary: accountability, active listening, collaboration, conflict resolution, consensus, diversity, facilitator, feedback, goal setting, group dynamics, mutual respect, problem-solving, roles, shared goals, supportive environment, team accountability, team building, team leader, trust, workload distribution</p>	
<p style="text-align: center;">Assessment Evidence</p>	
<p>Performance Tasks: <i>Classwork:</i> Students will demonstrate their understanding of team roles and practice working collaboratively. CCE3</p> <p><i>Classwork:</i> Students will practice resolving conflicts and fostering collaboration within a team. CCE3</p> <p><i>Classwork:</i> Students will engage in activities that build trust and improve team dynamics.</p> <p><i>Classwork:</i> Students will create a shared vision and mission statement for their team.</p>	<p>Other Evidence: <i>Summative:</i> Students will evaluate their team's collaboration and their personal contributions. DE1</p>

Interim: Students will explore the value of diversity in teamwork and demonstrate how diverse perspectives enhance outcomes. **DE1**

Summative: Students will work as a team to solve a real-world agricultural problem. **CCE1**

Learning Plan

- Students will participate in activities that simulate team conflict and apply strategies to resolve issues and foster collaboration. **CCE1**
- Students will complete exercises designed to build trust, strengthen communication, and improve overall team dynamics.
- Students will apply collaboration and critical thinking to solve a real-world agricultural problem. **TCC3, TCC4**
- Students will evaluate their team's collaboration process and reflect on their personal contributions and growth throughout the unit. **DE1**

Teacher Resources:

Habitudes, FFA Edition

Teacher Created Resources



UNIT 4 - LEADERSHIP APPLICATION IN AGRICULTURE

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

National Agriculture, Food, and Natural Resources

ECL.05.02 Demonstrate leadership through advocacy for AFNR-related issues.

CRP.02.01 Use strategic thinking to connect and apply academic learning, technical knowledge, and skills to solve problems in the workplace and community.

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 impacts.

CPR.06.01 Synthesize information, knowledge, and experience to generate original ideas and challenge assumptions in the workplace and community.

CRP.06.03 Create and execute a plan of action for new ideas and introduce innovations to workplace and community organizations.

Common Core State Standards

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively

SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

Take Initiative

TI1 I can implement a realistic plan and adapt when necessary to achieve my goals.

Collaborate and Communicate Effectively

CCE1 I can initiate discussion with my peers and teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully with peer-reviewed evidence that is free of bias.

CCE2 I can give and receive actionable and relevant feedback with openness to be able to determine meaningful revisions for success.

CCE4 I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.

Demonstrate Empathy

DE2 I can honor my own feelings and show empathy toward others through my actions.

Adapt and Adjust

AA1 I can evaluate different approaches and justify the best pathway to success.

Understandings: Students will understand that...

- Leadership opportunities in FFA and other agricultural organizations provide practical experiences that enhance leadership skills and prepare students for real-world challenges.
- Parliamentary procedure and meeting facilitation are essential tools for organized and effective leadership.
- Leadership roles require responsibility, collaboration, and the ability to inspire and guide others toward shared goals.

Essential Questions:

- How can leadership roles in FFA and other agricultural organizations prepare students for future success?
- Why is parliamentary procedure important for effective leadership and meeting facilitation?
- What qualities and skills make a leader successful in agriculture-related organizations?
- How can taking on leadership roles positively impact personal growth and the success of a group?
- What opportunities exist for students to practice and apply leadership in agriculture?

Students will know...

- The structure, purpose, and opportunities within FFA and other agricultural organizations.
- The fundamentals of parliamentary procedure, including motions, amendments, and voting processes.
- The responsibilities and expectations of various leadership roles (e.g., president, vice president, secretary).
- Strategies for effectively facilitating meetings and leading group discussions.
- The importance of setting goals and inspiring others in leadership roles.

Students will be able to...

- Identify and describe leadership opportunities available in FFA and other agriculture organizations.
- Demonstrate basic parliamentary procedure skills, including making and seconding motions, debating, and voting.
- Take on and fulfill specific leadership roles in a mock or real FFA meeting.
- Plan, organize, and lead a small group activity or event related to agriculture.
- Reflect on their performance as a leader and identify areas for improvement.
- Set goals for their involvement in agricultural leadership and plan steps to achieve them.

Key Vocabulary:

amendment, chairperson, debate, delegation, FFA, facilitation, goal setting, leadership role, main motion, meeting agenda, minutes, parliamentary procedure, point of order, presiding officer, quorum, second (a motion), service leadership, teamwork, voting, youth leadership development

Assessment Evidence

Performance Tasks:

Classwork: Students will research and understand various leadership roles in FFA and other agricultural organizations.

Classwork: Students will practice basic parliamentary procedure skills. **T12**

Interim: Students will demonstrate their ability to plan and facilitate a small meeting. **CCE1**

Interim: Students will create a detailed leadership plan for an agricultural event or initiative. **CCE4**

Summative: Students will demonstrate mastery of parliamentary procedure and leadership skills in a realistic setting. **AA1**

Other Evidence:

Interim: Students will reflect on their experience in a leadership role. **DE2**

Summative: Students will compile a portfolio showcasing their understanding and application of leadership skills during the unit. **CCE2**

Learning Plan

- Participate in a series of in-class activities to practice motions, amendments, voting, and other basic parliamentary procedure skills. **T11**
- Plan an agenda and facilitate a short meeting using parliamentary procedure. **CCE1**
- Create a written leadership plan for an agricultural event or initiative. **CCE4**

Teacher Resources:

Habitudes, FFA Edition
Teacher Created Resources

UNIT 5 - ETHICS AND ADVOCACY

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

National Agriculture, Food, and Natural Resources

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 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.).

Common Core State Standards

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches, effectively; assess the strengths and limitations of each source in terms of task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and reliance on any one source and following a standard format of citation.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)
Collaborate and Communicate Effectively

CCE2 I can give and receive actionable and relevant feedback with openness to be able to determine meaningful revisions for success.

CCE3 I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products.

CCE4 I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.

Demonstrate Empathy

DE1 I can acknowledge, process, and respond appropriately to others' comments and perspectives.

DE4 I can work respectfully with all members of my community and support the needs of others.

Understandings: Students will understand that...

- Ethical leadership involves making decisions guided by integrity, fairness, and respect for others.
- Advocacy is a powerful tool for leaders to influence change and promote important causes in agriculture and beyond.
- Ethical dilemmas often arise in leadership roles, requiring thoughtful decision-making and consideration of diverse perspectives.
- Leaders have a responsibility to use their influence to support their communities and industries.

Essential Questions:

- What does it mean to be an ethical leader, and why is ethical decision-making important?
- How can leaders use advocacy to influence change in agriculture and their communities?
- What are common ethical challenges leaders face in agriculture, and how can they address them?
- How can a leader balance personal values with the needs of their organization or community?
- What strategies can leaders use to advocate effectively for issues they care about?

Students will know...

- The definition and importance of ethical leadership and advocacy.
- Common ethical dilemmas in agriculture and strategies for resolving them.
- The steps involved in advocating for a cause include research, communication, and influencing decision-makers.
- The role of personal and organizational values in ethical leadership.
- Tools and strategies for effectively communicating and promoting advocacy messages.

Students will be able to...

- Identify and analyze ethical dilemmas and propose fair and just solutions.
- Reflect on personal values and how these influence their decision-making as leaders.
- Develop and deliver an advocacy message or campaign for an agricultural or community issue.
- Demonstrate strategies for influencing decision-makers and engaging audiences in advocacy efforts.
- Collaborate with peers to create and present solutions to ethical challenges.
- Evaluate the ethical dimensions of leadership decisions and their impact on individuals, organizations, and communities.

Key Vocabulary: advocacy, bias, code of ethics, conflict of interest, credibility, decision-making, dilemma, empathy, ethical leadership, ethics, fairness, integrity, moral compass, objectivity, persuasion, responsibility, stakeholder, transparency, values, voice, whistleblower

Assessment Evidence

Performance Tasks:

Classwork: Students will analyze and discuss ethical dilemmas to practice ethical decision-making. **DE1**

Classwork: Students will develop an advocacy message for an agricultural or community issue. **CCE4**

Interim: Students will write a professional advocacy letter to influence a decision-maker. **CCE3**

Interim: Students will analyze a case study to apply ethical leadership principles. **DE4**

Interim: Students will debate an ethical issue in agriculture, demonstrating their understanding of diverse perspectives and viewpoints.

Summative: Students will design and present an advocacy campaign on an agricultural or community issue. **CCE4**

Other Evidence:

Classwork: Students will reflect on their personal values and how they influence leadership decisions.

Summative: Students will compile a portfolio showcasing their understanding of ethics and advocacy. **DE4**

Learning Plan

- Develop a clear and persuasive advocacy message (e.g., slogan, social media post, or infographic) addressing an agricultural or community issue of your choice. **CCE3**
- Compose a formal letter advocating for change or awareness on a selected issue. **CCE3**
- Participate in a classroom debate on a controversial agricultural issue. **CCE4**
- Write a one-page reflection on personal values and how they influence your decision-making as a leader. **CCE2**
- Work individually or in teams to create a comprehensive advocacy campaign that includes a mission, key messages, target audience materials, and an implementation plan. **CCE4**

Teacher Resources:

Habitudes, FFA Edition
Teacher Created Resources

Unit 6 - CAPSTONE LEADERSHIP PROJECT

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

National Agriculture, Food, and Natural Resources

ECL.03.03 Analyze similarities and differences between verbal, nonverbal, written, and visual communication methods.

ECL.04.01 Develop a communication plan that includes purpose, target audience, message, medium, and outcome evaluation.

ECL.04.02 Identify, apply, and demonstrate communication skills and methods per the communications plan.

ECL.05.01 Identify characteristics and behaviors that constitute ethical, efficient, and effective leadership.

ECL.05.02 Demonstrate leadership through advocacy for AFNR-related issues.

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 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.).

Common Core State Standards

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Vision of A Learner Attributes: Students will be able to independently use their learning to...

Take Initiative

<p>TI1 I can implement a realistic plan and adapt when necessary to achieve my goals.</p> <p>Collaborate and Communicate Evaluate</p> <p>CCE4 I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.</p> <p>Demonstrate Empathy</p> <p>DE1 I can acknowledge, process, and respond appropriately to others' comments and perspectives.</p> <p>Adapt and Adjust</p> <p>AA1 I can evaluate different approaches and justify the best pathway to success.</p>	
<p>Understandings: Students will understand that...</p> <ul style="list-style-type: none"> • Applying leadership skills in a real-world project demonstrates the ability to inspire change and lead effectively. • Successful leadership projects require careful planning, teamwork, and adaptability. • Leaders must evaluate the impact of their initiatives and reflect on lessons learned for future growth. • Presenting and communicating a leadership project effectively is essential for inspiring others and creating meaningful change. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can leaders apply their skills to develop and execute a successful leadership project? • What challenges might arise during a leadership project, and how can they be overcome? • How does teamwork contribute to the success of a leadership initiative? • Why is reflection important in leadership development? • What strategies can leaders use to effectively present and communicate their projects to stakeholders?
<p>Students will know...</p> <ul style="list-style-type: none"> • The steps involved in planning and executing a leadership project. • Methods for evaluating the success and impact of a leadership initiative. • The importance of teamwork, delegation, and collaboration in leadership. • Effective presentation and communication techniques for sharing project outcomes. • Strategies for reflecting on leadership experiences and setting future goals. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Design and implement a leadership project that addresses a specific need or challenge. • Work collaboratively with peers to organize and execute their initiative. • Adapt to obstacles and challenges that arise during the project. • Assess the effectiveness and impact of their leadership efforts. • Present their project findings and leadership experience to an audience. • Reflect on their growth as a leader and identify areas for continued development.
<p>Key Vocabulary: accountability, adaptability, collaboration, delegation, evaluation, feedback, implementation, impact assessment, innovation, leadership initiative, milestones, obstacles, outcomes, peer review, planning phase, presentation skills, reflection, stakeholders, sustainability, team dynamics</p>	

Assessment Evidence

Performance Tasks:

Classwork: Students will collaborate with their project teams to finalize details and prepare for implementation. **TI1**

Interim: Students will evaluate their progress and troubleshoot any challenges in their leadership project. **AA1**

Summative: Students will implement and document their leadership project. **P4**

Other Evidence:

Classwork: Students will develop a structured proposal outlining their capstone leadership project. **CCE4**

Summative: Students will present their leadership project, sharing key insights and results. **CCE4**

Summative: Students will compile a portfolio showcasing their leadership journey throughout the capstone project. **DE1**

Learning Plan

- Develop a structured written proposal for a leadership project, including the project's purpose, goals, timeline, resources needed, team roles, and evaluation plan. **CCE4**
- Complete a progress report that assesses a project's current status, identifies any challenges faced, and outlines action steps for overcoming obstacles. **AA1**
- Prepare and deliver a formal presentation summarizing a project's purpose, implementation process, challenges, results, and personal/team growth. **CCE4**

Teacher Resources:

Habitudes, FFA Edition
Teacher Created Resources