

**NEW MEXICO FFA AG ED CDE LESSON PLAN EXAMPLE**

<b>Topic:</b> Introduction to FFA		<b>Subject/Class:</b> Intro to Agriculture		<b>Date:</b> January 17, 2022	
<b>AFNR Standards:</b> <ul style="list-style-type: none"> <li>• <b>ACADEMIC FOUNDATIONS.II-B:</b> Be proficient in using a variety of resources for both research and development.</li> <li>• <b>COMMUNICATIONS.II.II-A:</b> Develop good reading skills to enable reading of technical materials with understanding and fluency.</li> <li>• <b>LEADERSHIP AND TEAMWORK.XI.XI-D:</b> Include self, community, diversity, environment, global awareness and knowledge to develop premier leadership.</li> </ul>			<b>Common Core Standards:</b> <ul style="list-style-type: none"> <li>• <b>CCSS.ELA-LITERACY.RST.9-10.4:</b> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.</li> <li>• <b>CCSS.ELA-LITERACY.SL.9-10.1:</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> <li>• <b>CCSS.ELA-LITERACY.WHST.9-10.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> </ul>		
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Students will be able to understand the importance of the FFA</li> <li>• Students will be able to recognize the opportunities the FFA offers to students</li> <li>• Students will be able to analyze and comprehend different symbols and traditions of the FFA</li> </ul>					
<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>• Active</li> <li>• Agriculture Education/FFA</li> <li>• Alumni</li> <li>• Eagle</li> <li>• Ear of Corn</li> <li>• FFA Motto</li> <li>• Honorary</li> <li>• Owl</li> <li>• Plow</li> <li>• Rising Sun</li> <li>• Smith-Hughes Act</li> </ul>			<b>Materials:</b> <ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• iCEV Video</li> </ul>		
<b>Time:</b>  <b>5 minutes</b>		<b>Lesson Sequence:</b>  <b>Interest Approach:</b> iCEV Video- Students will watch a video from iCEV that serves as an introduction to the FFA program.			

<b>20 minutes</b>	<b>Strategy #1:</b> Lecture- Teacher will use a PowerPoint presentation to lecture on the FFA and the different opportunities available.
<b>20 minutes</b>	<b>Strategy #2:</b> Class Discussion- Students and teacher will discuss the content and be quizzed on the material presented.
<b>5 minutes</b>	<b>Review &amp; Close:</b> Exit Ticket- Students must write on a notecard 3 important facts they learned from the day’s lesson and turn it in prior to exiting class.
<b>Student Activities Checklist (Check all that Apply):</b>	
<b>Grouping:</b>	<input checked="" type="checkbox"/> Whole Class <input type="checkbox"/> Small Group <input type="checkbox"/> Partners <input type="checkbox"/> Independent
<b>Process:</b>	<input type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking
<b>Strategies:</b>	<input type="checkbox"/> Hands-on <input type="checkbox"/> Meaningful <input checked="" type="checkbox"/> Links to Objectives
<b>Pre-Planned Questions:</b>	
<ul style="list-style-type: none"> <li>• Why is it important to know about the FFA?</li> <li>• What important events took place that shaped the history of the FFA?</li> <li>• How does this relate to agriculture?</li> </ul>	
<b>Review &amp; Assessment:</b>	
<p><b>Timeline Project-</b> Students must develop a timeline of FFA events and activities utilizing an online program. Students can be as creative as possible in the development of the timeline, but must include all important dates, events, and/or photos from online sources.</p>	
<p><b>What grades will go in the book? How will the criteria be communicated to students?:</b></p>	
<p>The Exit Ticket activity will be worth 5 points and will be entered as a Daily Assignment grade and entered on PowerSchool. Students will be informed of this as the activity commences.</p>	
<p>The Timeline Project will be announced at the end of class, and students have until the end of the unit to complete the project. The project will be worth 100 points and will be entered as an Exam/Quiz grade.</p>	