

SUMMER 2016 Teaching Guide



In this guide, you will find several activities to use after final tests have been taken, grades inputted and the excitement of summer is beginning. Use this guide both in and out of the classroom along with the **Summer 2016 issue of FFA New Horizons**. Activities are outlined in the following sections: Discover, Recognize, Experience and Apply. Additionally, activities are aligned to the following: Common Core-English standards, Agriculture, Food and Natural Resources National Content standards, LifeKnowledge Connections and the Career Pathways. The purpose of the first page is to help teachers gear up for summer while helping students maintain educational focus.

SUMMER 2016 FFA NEW HORIZONS AT A GLANCE

In this issue, FFA members share how FFA provided them with opportunities to grow outside of their comfort zone, from developing a unique product to visiting a variety of states as a state FFA officer. Students will be able to explore different ways that they, too, can step outside of their comfort zone.

CONTENT WITHIN THIS GUIDE IS ALIGNED WITH THE FOLLOWING:

- Agriculture Food and Natural Resources (AFNR)
- National Association of State Directors of Career Technical Education Consortium (NASDCTEc)
- Common Core - Reading: Informational Text
- Common Core - Speaking and Listening
- Common Core - Science & Technical Subjects
- Common Core - Literacy in Science & Technical Subjects: Writing
- Common Core - Math
- Common Career Technical Core
- Next Generation Science Standards (NextGen)
- Partnership for 21st Century Skills (P21 Skills)
- Career Pathways

DISCOVER

Activities are focused around individualized lessons where students discover more about agriculture and learn how it relates to their own lives as an agriculture student and consumer. The [Frayer Model Vocab. Review](#) (Appendix 1) will help students identify words unfamiliar to them throughout *FFA New Horizons* magazine. They will define those words using context clues.

RECOGNIZE

Using the worksheet Career Corner (Appendix 2), students will review the two articles that focus on careers and learn in more detail about each of those careers. *Internet access is not required to complete this activity.*

EXPERIENCE

After students read the article, "*Leaving Her Comfort Zone*," have students use the College Cruising (Appendix 3) worksheet to research potential colleges/universities and what types of agricultural programs each of them offer. *Internet access is required to complete this activity.*

APPLY

After students read the article, "*As Seen On TV*," have students design and develop their own product that is related to agriculture. This can be done in groups of two or three. To help the students in the planning process, have them answer the questions on the handout, "Ag. Designs" (Appendix 4).

FFA TIPS

This issue of the magazine discusses ways that FFA members have gone outside of their comfort zones, from visiting different states to developing a product that has turned into a successful business. Challenge your students to step outside of their comfort zones by competing in a contest they may not have thought about. Members can compete in the agricultural sales career development event, or they can grow and learn by competing in FFA Creed speaking. During the summer, this information can be applied to summer chapter meetings, FFA camp and officer retreats.

SAE TIPS

The Summer 2016 issue of *FFA New Horizons* shows that students can be involved in a variety of events and activities that can get them to step outside of their comfort zones. As they begin their summer, discuss with students the ways they can start a new project or expand on their current supervised agricultural experiences.

APPENDICES:

- 1 Frayer Model Vocabulary
- 2 Career Corner

- 3 College Cruising
- 4 Ag. Designs



Name: _____

Appendix # 2: Career Corner

Directions: Read the “Ag Career Profile” section in the Summer 2016 issue of *FFA New Horizons* and answer the following questions based on the two agriculture careers highlighted in the “Ag Career Profile” section.

Career: Product Manager, John Deere

1. In what area was Laura’s supervised agricultural experience?

2. What is Laura’s college degree in?

3. How did Laura get involved with FFA?

4. How did Laura become interested in agribusiness?

5. Why is John Deere a great place to work?

6. How has Laura stayed involved with FFA after high school?

7. What excites Laura about her new job?

Career: Manager of Service Start-Up and Integration, CSX Transportation

1. In what area was Matthew’s supervised agricultural experience?

2. Describe CSX Transportation:

3. Describe Matthew's career path: (how he began and how that helped him reach his current position today):

5. Explain the position of trainmaster:

6. How did FFA prepare Matthew for his career?

7. What is one thing you have learned from these two careers that you can apply to your FFA career and your future?



Appendix #2

Aligned to the following standards:

CCSS.SL.9-10.2; CCSS.SL.9-10.4;

CCSS.WHST.9.10.6; MP6;MP1;CRP.07;

CRP.08;CRP.10;CRP.11;CRP.02; CRP.04;CRP.05

Name: _____

Appendix #3: College Cruising

Directions: In the Summer 2016 issue of *FFA New Horizons*, one article focuses on how FFA led to a college choice for an FFA member. Research five colleges/universities that have agricultural programs and complete the answer boxes below.

1. College/University Name: _____

Agricultural Program Areas Offered: _____

Specific Courses Offered: _____

Scholarships Available (List Those Offered): _____

2. College/University Name: _____

Agricultural Program Areas Offered: _____

Specific Courses Offered: _____

Scholarships Available (List Those Offered): _____

3. College/University Name: _____

Agricultural Program Areas Offered: _____

Specific Courses Offered: _____

Scholarships Available (List Those Offered): _____

Name: _____

4. College/University Name: _____

Agricultural Program Areas Offered: _____

Specific Courses Offered: _____

Scholarships Available (List Those Offered: _____

5. College/University Name: _____

Agricultural Program Areas Offered: _____

Specific Courses Offered: _____

Scholarships Available (List Those Offered: _____

6.

Which college/university sounds right for you?

Why? _____

What specific courses sound interesting to you? _____

Appendix 3

Aligned to the following standards:

CCSS.-SL.9-10.2; MP6; MP1; CRP.02;

CRP.04;CRP.07;CRP.11;CRP.06

Name: _____

Appendix #4: Ag. Designs

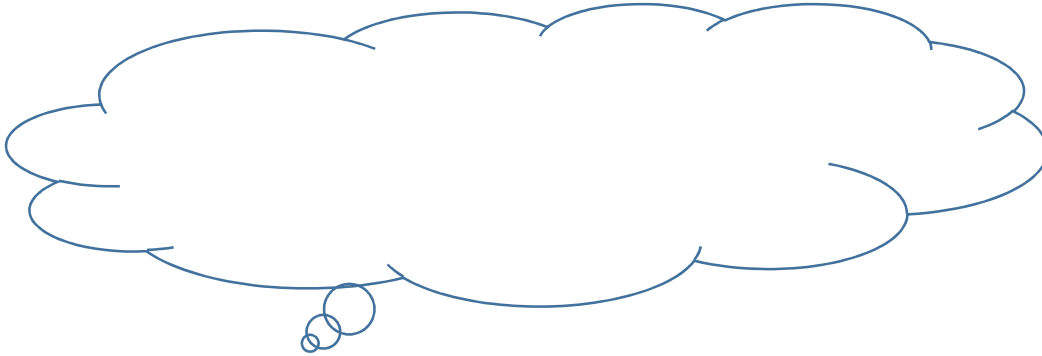
Directions: In the Summer 2016 issue of *FFA New Horizons* one article focuses on how an FFA member developed a product that has turned into a successful business.

Work in pairs to design and develop an agriculturally related product that would be beneficial to consumers.

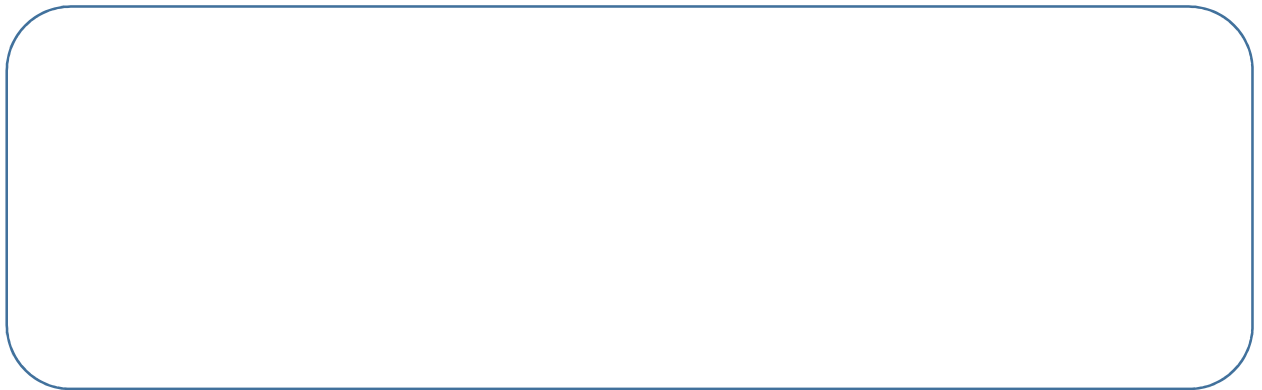
Use the spaces below to write down information as your group works through this project.



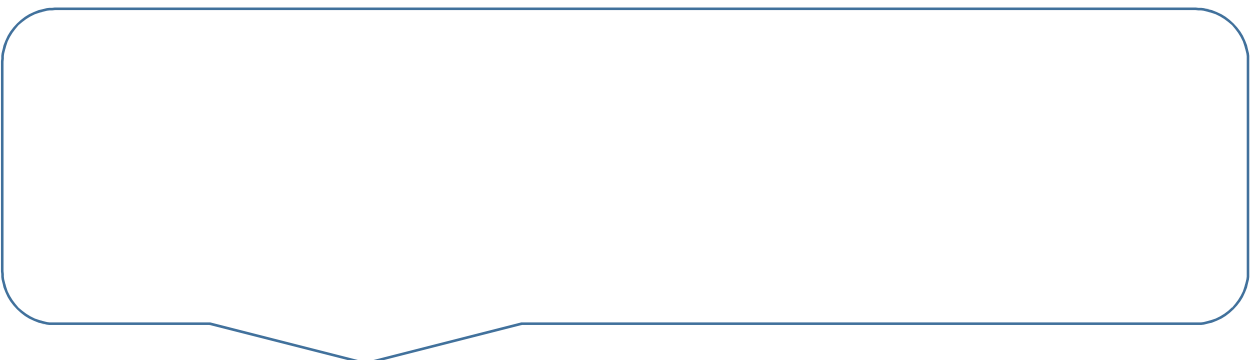
1. Ideas for agricultural products:



2. Use the space below to draw a rough sketch of the potential product:

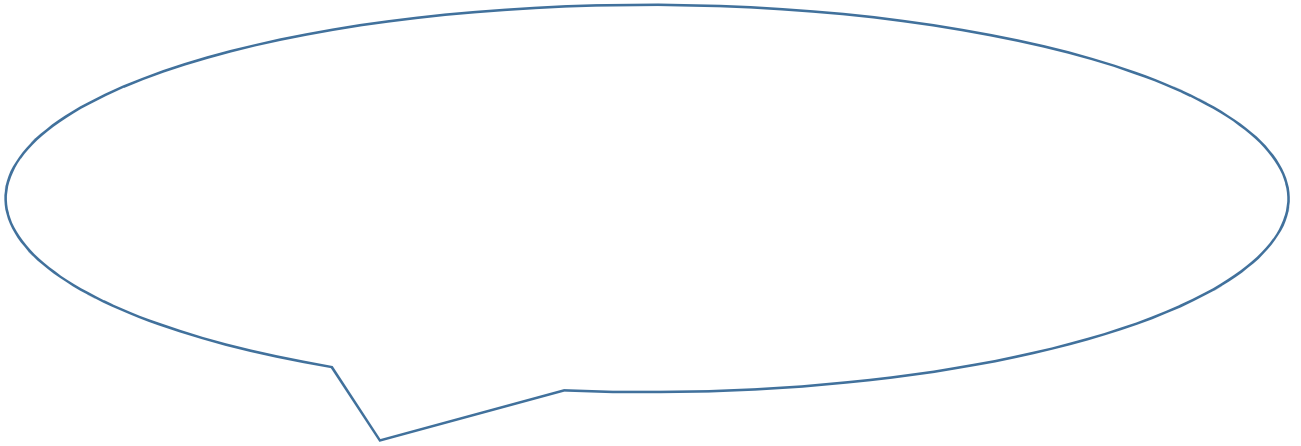


3. How can this product benefit consumers?

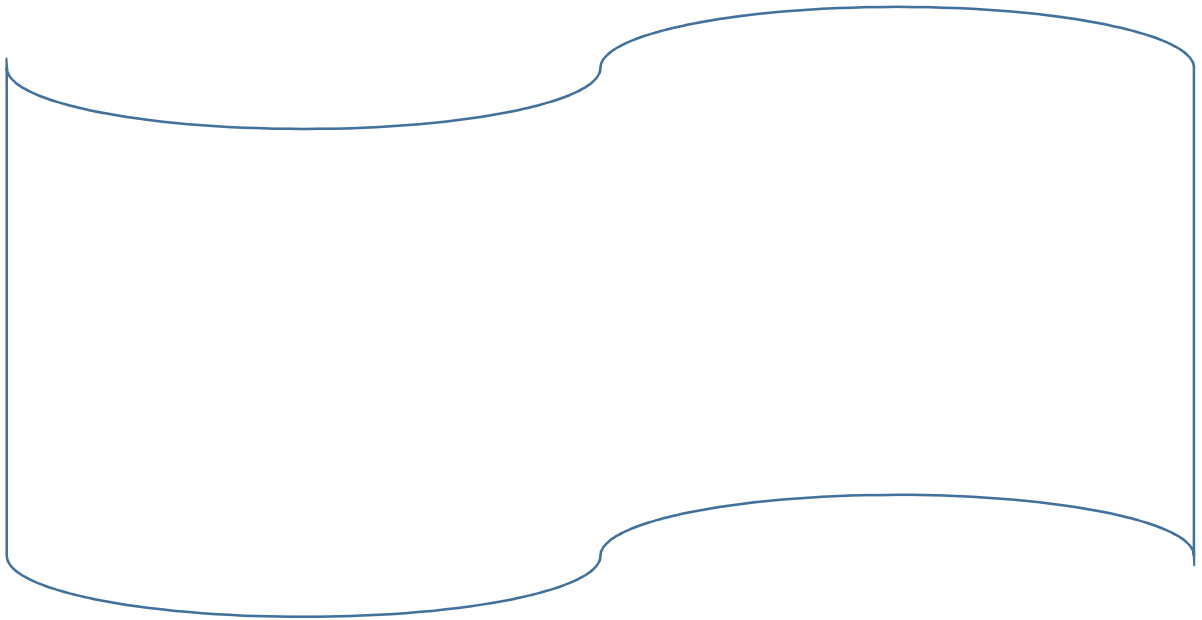


Name: _____

4. How will your group go about marketing your product?



5. How can your product benefit the agricultural community as a whole?



Appendix #4

Aligned to the following standards:

CCSS.SL.9-10.4;CCSS.SL.9-10-1;
CCSS.

WHST.9.10.4;CCSS.WHST.9.10.6;MP
6;MP2;MP1; HS-ETS1-
3;CRP.02;CRP.04; CRP.05;CRP.06