



NEW HORIZONS

SPRING 2018 TEACHING GUIDE



IN THIS GUIDE, YOU WILL FIND SEVERAL ACTIVITIES THAT ACCOMPANY ARTICLES FROM THE SPRING 2018 ISSUE OF FFA NEW HORIZONS. WORKSHEET ANSWER KEYS CAN BE FOUND AT THE END OF THE GUIDE. THE ACTIVITIES ARE ALIGNED TO EDUCATIONAL STANDARDS (SEE EACH ACTIVITY FOR THE SPECIFIC STANDARDS).

SCHOLARS SAY...

A compiled list of discipline-specific or academic vocabulary found throughout this issue of *FFA New Horizons*:

Advocacy	Confectionery	Memorandum
Aerial Applicators	Consumer	Mentor
Aficionados	Curriculum	Papaya
Aquaculture	Daunting	Phenomenal
Aviation	Entrepreneurship	Proficiency
Bachelor's Degree	Essential	
Biotechnology	Gene	
Citrus	Genetically Modified	
Collaborate	Organisms	
Collaboration	Insecticide	
Commonality	Literacy	

VOCABULARY ACTIVITY

Activity 1: 15 Important Words: Have students read the articles within the spring 2018 issue of *FFA New Horizons* and write down 15 important vocabulary words (discipline-specific or academic). Have students write their definition of each word and explain why they identified each word as important.

Source: <https://www.scholastic.com/teachers/articles/teaching-content/vocabulary-activities/>

Activity 2: Pictionary: Have students divide into groups and diagram word definitions (as best they can) as their peers attempt to guess them. Have students take turns diagramming different word definitions so each student has a turn drawing.

Source: <https://education.cu-portland.edu/blog/classroom-resources/five-ways-to-make-teaching-high-school-vocabulary-fun-and-interesting/>

BELL RINGER ACTIVITIES

Bell Ringer 1:

Play [Rebeka Newburn – SAE – Forage Production SAE video](#). The direct URL is [FFA.org/ffa-video-center#235408155](https://www.ffa.org/ffa-video-center#235408155). After the video, have students reflect by answering the following questions:

1. What does Rebeka do in her supervised agricultural experience (SAE)?
2. What did Rebeka learn the most from her SAE?
3. How does this SAE impact her future?
4. What skills did Rebeka gain through her SAE?
5. What learned skills from an SAE could you apply in your job or at school?

Bell Ringer 2:

Write the following quote on the board and have students answer the questions below:

"A leader is one who knows the way, goes the way, and shows the way." – John C. Maxwell

1. Explain what this quote means to you.
2. Who in your life models this quote? How do they model the quote?
3. How can you model this quote at this point in your life? How can you model it in the future?

SPRING 2018 FFA NEW HORIZONS TEACHING GUIDE AT A GLANCE:

You will find a variety of activities in this guide, which includes students learning about and creating their own MOUs, organizing and participating in a debate, and learning about various universities/colleges across the country and the agricultural majors they offer.

LITERACY QUOTES

"The reading of all good books is like a conversation with the finest minds of past centuries." – Rene Descartes

"The whole world opened to me when I learned to read." – Mary McLeod Bethune

REFERENCES

MOU Template
<https://www.cdc.gov/cancer/ncccp/doc/samplemoatemplate.doc>

Fast Facts About Agriculture
<https://www.fb.org/newsroom/fast-facts>

Fun Facts About U.S. Agriculture
<https://www.farmflavor.com/us-agriculture/fun-facts-about-united-states-agriculture/>

Agriculture Facts
<https://www.agweb.com/agriculture-facts/>

Five Ways to Make Teaching High School Vocabulary Fun and Interesting
<https://education.cu-portland.edu/blog/classroom-resources/five-ways-to-make-teaching-high-school-vocabulary-fun-and-interesting/>

Vocabulary Activities
<https://www.scholastic.com/teachers/articles/teaching-content/vocabulary-activities/>

FFA Ag Literacy and Advocacy
<https://www.ffa.org/literacy-and-advocacy>

Format of a Webpage
<http://ht2html.sourceforge.net/components.html>

APPENDICES:

- 1 Careers and Skills
- 2 Thank a Teacher!
- 3 The ABCs of Agricultural Education
- 4 Debate It!
- 5 Study Up...Learn About College!
- 6 Productive Partnerships



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ARTICLE SUMMARY

First Class

Agriculture teachers are some of the busiest teachers in the school. They spend more time with students than other teachers, practicing for FFA career and leadership development events, planning community service events, and engaging in fundraising efforts for the agriculture program and FFA chapter. Many students may not be aware of all that goes on during the "typical" day of an agriculture teacher. Read this article to learn more!

DISCUSSION QUESTIONS

1. Describe what you think a typical day is for your agriculture teacher.
2. Why is it important for agriculture teachers to have support from the community?
3. What do you think is your agriculture teacher's favorite part of the job? Why?

ACTIVITY

Activity 1: After reading the article, students should complete the worksheet "Careers and Skills" (Appendix 1). This worksheet is composed of two parts: reviewing the article and application section in which students will compare and contrast careers. *Internet access is required.*

Activity 2: Students should complete the second worksheet, "Thank a Teacher!" (Appendix 2). Students will use this worksheet to write a thank you letter to a teacher who has made a positive difference in their lives. *Internet access is not required.*

FFA TIP

Host a teacher appreciation breakfast/lunch during school one day. This would be a great activity during National FFA Week or the school's homecoming week. Students could also prepare small goody bags to leave in the teachers' mailboxes to show additional support and appreciation.

SAE TIP

Have students develop their writing, researching, speaking, and artistic talents by starting a supervised agricultural experience (SAE) that develops and presents agricultural curriculum to students of all ages and the public. Students can also develop an agricultural education SAE and see if this rewarding career is right for them.

VOCABULARY

Bachelor's Degree
Daunting
Essential
Mentor

CAREER FOCUS AREA

Agricultural Education

RESOURCE HIGHLIGHTS

Which career is right for you?

Check out AgExplorer.FFA.org and take the Career Finder assessment to see which careers match your interests. Visit AgExplorer at www.AgExplorer.FFA.org.

What area or topic should I choose for my SAE?

Need help choosing an SAE area or topic? Look through the SAE videos in the FFA Video Center at FFA.org/ffa-video-center and click on Supervised Agricultural Experiences.

APPENDICIES

Appendix 1 - Careers and Skills

Appendix 2 - Thank a Teacher!

STANDARDS ALIGNMENT

FFA PRECEPT

FFA.PLA.Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
FFA.PLE.Awareness: Understand personal vision, mission and goals.

FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.
FFA.CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.

COMMON CORE - READING: INFORMATIONAL TEXT

CCSS.ELA-LITERACY.RI.9-10.4 Determine the meaning of words and phrases as they are used

in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

COMMON CORE - WRITING

CCSS.ELA-LITERACY.W.9-10.2 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.

CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing the development, organization, and style are appropriate to task, purpose, and audience.

AFNR CAREER READY PRACTICES

CRP04: Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.

P21 SKILLS

Communication
Initiative and Self-direction
Leadership and Responsibility
Think Creatively

first CLASS

While this second-year agricultural education teacher faces the same pressures as many other new teachers, he has risen to the challenge.

Story by Bev Flatt • Photography by Lindsay Galatro



In a small town in central Virginia, an alarm clock blares through the silence early on a pitch-black morning. The screen shows it is 3 a.m. on a Thursday, and Cole Ramsey is getting his day started. After taking care of the beef cattle on his farm, Ramsey makes the hour-long trip to open up the doors to his classroom at Nelson County High School in Lovington, Va. Students arrive hours before the first bell rings for class to make apple butter for the chapter's annual fundraiser. Another bell blares and classes start promptly at 8 a.m. A few sections of agricultural science, mechanics, horticulture and animal science get him through the first four hours of the day. The afternoon is filled with career development event (CDE) practice before an evening meeting at the local Farm Bureau.

It's a long day filled with intense responsibility, but it is not atypical for an agricultural education teacher in today's world. A recent report from Scholastic and the Bill and Melinda Gates Foundation noted that the average teacher works nearly 11 hours per day, or more than 53 hours per week.

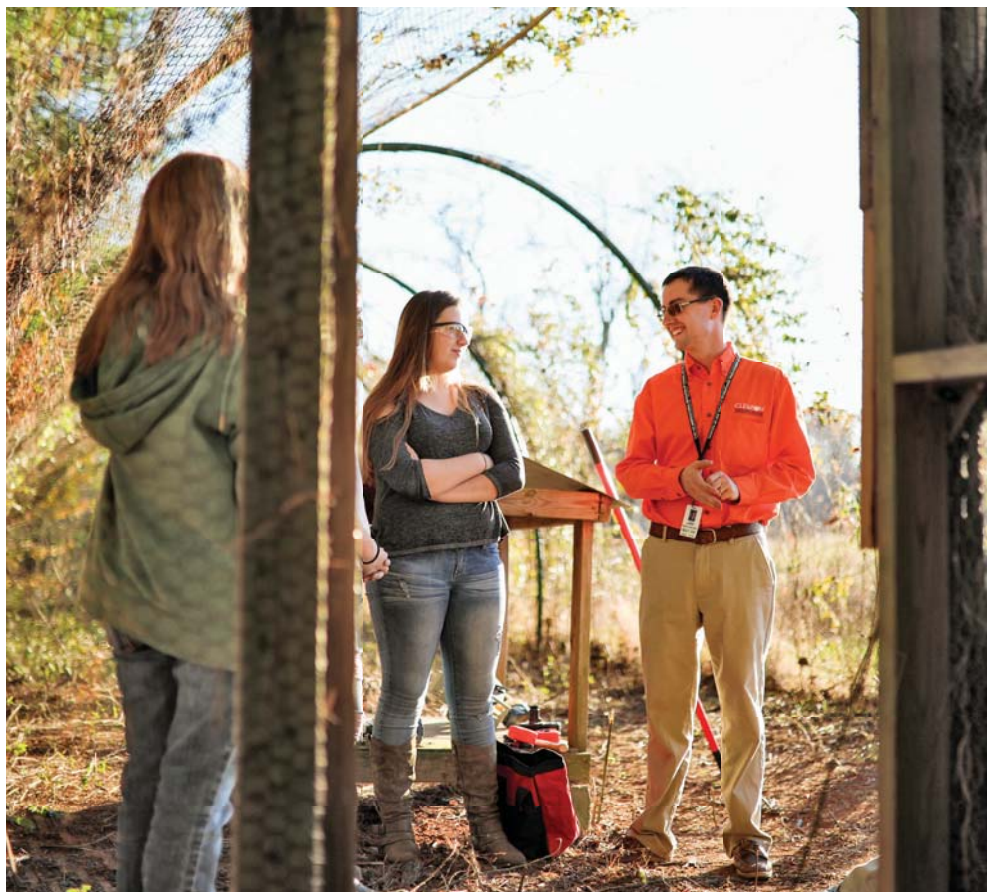
For many first-year teachers, the first year commanding a classroom is daunting. They are responsible for providing the best education to their students, and there are many variables that contribute to – or impede – success. During his first year as an agricultural education teacher, Ramsey has faced many of the same pressures as other first-year teachers, but he has found five keys to making his years of teaching a success.

Make Connections With Students

Ramsey was able to connect with his students through a shared love and passion for agriculture. Ramsey grew up as the son of an FFA advisor.

Cole Ramsey attributes some of his classroom success to having student-taught in the school where he now works. "We were able to connect over our similar FFA experiences and time spent on the farm since I work in a rural area," he says.





Left: Ramsey meets with students Stormy Sutherland-Wallace and Brittany Hall at the school's laying hen facility. Opposite, top: Will Fitzgerald and Jackson Bell build nesting boxes for the laying flock. Opposite, bottom: Josh Woodson reviews his hay wagon frame.

Even before he became an FFA member, he had been to countless banquets and spent his summers at FFA camp. After graduating from Clemson University with a bachelor's degree in agricultural education, Ramsey came back to Virginia to teach full time.

"My first day of school was really nerve-racking," Ramsey says. "I was fortunate to student-teach where I now work, but there was a whole new group of kids I didn't know. We were able to connect over our similar FFA experiences and time spent on the farm since I work in a rural area."

Making these connections with stu-

dents has been essential to the success of his first year of teaching and instrumental to engaging students in class.

Build a Community

According to an African proverb, "it takes a village to raise a child." This time-honored message is never truer than during the first year of an agricultural education teacher's career. Oftentimes, FFA chapters look at community building from the lens of how members can impact the community. However, it can also be viewed in the ways the community can lift up an FFA chapter and its teachers.

Strong relationships with colleagues, administrators, community members, FFA Alumni, students and parents can be the key support you need to persist through adversity.

"Our community goes out of its way to make sure students get what they need to succeed," Ramsey boasts. "Everyone is as invested in the success of our program as I am. This has led to us having a great and supportive group of students the entire community trusts to turn activities over to."

Take Care of Your Body

With CDEs that end at 10 p.m., supervised agricultural experience (SAE) project visits every weekend and county fairs and sheep shows during the summer, FFA advisors and agricultural education teachers are some of the busiest education professionals in the school system. The stresses of time management and the pressures of an endless schedule can quickly deplete an immune system. Sleep. Eat well. Exercise. Don't wait until you need a substitute teacher to commit to taking care of yourself. Start now.

"Being able to balance your time between teaching, your FFA program, and your life is challenging. Throw in owning a small business such as a farm, like many agricultural education teachers have, and time management is especially difficult," Ramsey says. "Set limits on when you'll head home for the day. Figure out a plan that will allow you to spend those hours with your friends and family and will keep you from worrying about what's happening at school."

Take Note of Your Successes

It's easy to get caught up in the competition- and numbers-driven atmosphere of education. Be sure to catalog every moment that feels like a success during your first year of teaching. This can range from students succeeding in a proficiency area to remembering all of your students' names during the first week of school to seeing the spark of knowledge in a

AGRICULTURAL EDUCATION: DO THE MATH

Education can be measured by all sorts of numbers. From test scores to attendance rates, numbers in education are countless. The same can be said for agricultural education. There are more than 13,000 FFA advisors in all 50

states, Puerto Rico, and the U.S. Virgin Islands who teach more than 653,000 FFA members about agriscience, biotechnology, mechanics, horticulture, animal science, environmental science and more. Nearly 23 percent of these teachers have five or fewer years of experience in the

classroom. More than 3,000 students are currently enrolled in college agricultural education degree programs across the country, and many of these programs boast a 100 percent job placement rate for their graduates. The numbers don't lie. A future in agricultural education certainly adds up.



Being able to balance your time between teaching, your FFA program, and your life is challenging.



new FFA member's eye. When the year gets overwhelming, this list can be an excellent reminder of what is important to you as a teacher.

"During that first year, I found myself getting in my own way by worrying too much or stressing over small details," Ramsey says. "Ultimately, we need to be concerned with the direction of our program, serving our students and serving our school. By focusing on our little victories, we can avoid impeding our own success."

Be a Mentor

Finding a great mentor is essential to first-year success. But being a great mentor can impact others to pursue a career in agricultural education. There will be new skills and innovations you can share with your colleagues. There will be tips and tricks you can trade with other first-year teachers. There will be students who will someday become your coworkers.

"I decided I wanted to be an agricultural education teacher while I was a senior in high school. I had a great mentor who took me under his wing and encouraged me along the way," Ramsey says. "If you care for students, want to see them succeed and like working with youth, then being an agricultural education teacher may be the right path for you." •

Visit AgExplorer.FFA.org to learn about the responsibilities of an agriculture educator and potential careers in the agricultural education field.



NAME: _____

Aligned to the following standards:
FFA.PL-A.; FFA.PL-E.; FFA.CS-M.; FFA.CS-N.;
CCSS.RI.9-10.4; CCSS.W.9-10.2; CCSS.W.9-10.4;
CRP.04

Appendix 1 - Careers and Skills

Created: Spring 2018 by the National FFA Organization

DIRECTIONS:

Read the article "First Class" in the spring 2018 issue of *FFA New Horizons* issue and complete the worksheet.

Part 1

1. After reading the article, what is one fact about the agriculture teacher's schedule that surprised you? Explain.

2. Identify and describe skills in the article that can be applied to your future career.

3. Describe in detail how your agriculture classes differ from your other classes. *The answer could include the type of activities, community service events, etc.*

4. What do you think are some struggles that agriculture teachers (or teachers) in general face?

NAME: _____

Part 2

Aligned to the following standards:
FFA.PL-A.; FFA.PL-E.; FFA.CS-M.; FFA.CS-N.;
CCSS.RI.9-10.4; CCSS.W.9-10.2; CCSS.W.9-10.4;
CRP.04

1 What is your future career?

-Log on to AgExplorer.FFA.org and complete the Career Finder.

-From the four careers you are matched with, choose one career and write it on the line below:



Using the skills identified below (bulleted format) in the chart, pinpoint at least six skills needed for this career and list the skills in the box below:

Bank of Skills (from the FFA Resume Generator on the Build webpage of My Journey)

Action	Relationships	Character	Vision	Awareness	Continuous Improvement	Physical Growth
Project planning	Collaboration	Meeting deadlines	Persuasion	Open-minded	Goal-oriented	Ability to lift over 50 lb.
Identifying resources	Conflict management	Responsibility	Innovation	Safety-conscious	Coachable	Ability to stand for extended periods
Detail-oriented	Active listening	Trustworthiness	Strategic thinking	Customer Service	Learner	Goal-oriented
Social Growth	Professional Growth	Emotional Growth	Spiritual Growth	Communications	Decision Making	Flexibility & Adaptability
Social media networking	Microsoft Office Suite	Positive attitude	Courteous in conversation	Public Speaking	Budgeting	Adapting to new technology
Fluent in foreign language	Adobe Creative Suite	Self-reliant	Values-oriented	Telephone Service	Data Research	Implementing new procedures
Etiquette awareness	Record Keeping	Stress management	Respectful of others' opinions	Business and technical writing	Problem Solving	Taking appropriate risks.
Technical & Functional Skills in Agriculture						
Machinery operations						
Crop/livestock management						
Laboratory operations						

NAME: _____

Aligned to the following standards:
FFA.PL-A.; FFA.PL-E.; FFA.CS-M.; FFA.CS-N.;
CCSS.RI.9-10.4; CCSS.W.9-10.2; CCSS.W.9-10.4;
CRP.04

Part 3

Watch the "Day in the Life" video; it is located on the Connect webpage of My Journey. The direct URL is <https://vimeo.com/176321588>. As you watch the video, answer the questions below.

4. Differentiate between the career in the video and the career you chose from the Career Finder on AgExplorer.

5. What are some skills (based on the bank of skills chart on the previous page) that would be needed to be successful in both careers?

6. Of those skills you identified in question 5, which ones do you feel you need to be more proficient in OR which skills do you believe you are proficient in and why?

5. How can the information you learned about careers and skills affect you and your future?



Aligned to the following standards:
FFA.PL-A.; FFA.PL-E.; FFA.CS-M.; FFA.CS-N.;
CCSS.RI.9-10.4; CCSS.W.9-10.2; CCSS.W.9-10.4;
CRP.04

Created: Spring 2018 by the National FFA Organization

Read the article "First Class" in the spring 2018 issue of *FFA New Horizons*. Identify a teacher (current or past) who has had a positive influence on you. Use the space below to write a letter of thanks, giving specific examples of how they helped you and why you appreciate them.

[illegible]

Sincerely,



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ARTICLE SUMMARY

The ABCs of Agricultural Education

In this article, read about the Wallowa FFA Chapter in Oregon and a community service project their members look forward to each year. The statewide Oregon Agriculture in the Classroom Literacy Project is so popular, students campaign within their chapter to take on the role of the project's committee chair. Read this article to learn more.

DISCUSSION QUESTIONS

1. In what community service activities has your FFA chapter (or school) participated?
2. What is the importance of participating in community service?
3. How can participating in community service affect you in school and your future career?

ACTIVITY

After reading the article, students should complete the worksheet "The ABCs of Agricultural Education" (Appendix 3). This worksheet has two parts for students to complete: Part 1 is a review of the article, and Part 2 walks students through the creation of a webpage promoting agricultural facts. *Internet access is required.*

FFA TIP

Check out the Living to Serve Grants! These grants provide funding for FFA chapters to support service projects through a competitive application process. Visit [FFA.org/LivingToServe/grants](https://www.ffa.org/LivingToServe/grants) for more information.

SAE TIP

Have students write curriculum for an elementary class presentation. Students can report stories about agriculture in their blog or podcast. They can get a part-time job or job shadow at a local radio, TV station, or newspaper where they can produce agriculture reports or stories. Are your students interested in marketing? Have them develop an ad campaign for the local farmer's market. Students can learn skills and possibly earn money by teaching the public about agriculture.

WE ARE FFA TIP

Have students research agricultural products in their local areas and compare the products to the state and nation to show the diversity of agricultural products.

VOCABULARY

Advocacy
Curriculum
Literacy
Proficiency

CAREER FOCUS AREA

Agricultural Education

RELATABLE ARTICLES

Check out these success stories on how other FFA chapters have made an impact in their communities!

[FFA.org/livingtoserve/success-stories](https://www.ffa.org/livingtoserve/success-stories)

RELATABLE WEBSITE

National Agriculture in the Classroom
<https://www.agclassroom.org/>

RESOURCE HIGHLIGHT

Read more about Living to Serve Grants. Which grant should you apply? Follow this link to find the answers,
[FFA.org/SiteCollectionDocuments/living-to-serve_english_applyforwhichgrant.pdf](https://www.ffa.org/SiteCollectionDocuments/living-to-serve_english_applyforwhichgrant.pdf).

Follow this link for answers to frequently asked questions about Living to Serve Grants,
[FFA.org/SiteCollectionDocuments/living-to-serve_english_applyforwhichgrant.pdf](https://www.ffa.org/SiteCollectionDocuments/living-to-serve_english_applyforwhichgrant.pdf).

APPENDICIES

Appendix 3: The ABCs of Agricultural Education

STANDARDS ALIGNMENT

FFA PRECEPT

FFA.PL-A.Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
FFA.PL-F.Continuous Improvement: Accept responsibility for learning and personal growth.
FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.
FFA.CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.

COMMON CORE - READING: INFORMATIONAL TEXT

CCSS.ELA-LITERACY.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and

technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

COMMON CORE - WRITING

CCSS.ELA-LITERACY.W.9-10.2 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.

CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing the development, organization, and style are appropriate to task, purpose, and audience.

COMMON CORE - SPEAKING AND LISTENING

CCSS.ELA-LITERACY.SL.9-10.4 Present infor-

mation, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

AFNR CAREER READY PRACTICES

CRP04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.
CRP06. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization.

P21 SKILLS

Communication
Critical Thinking and Problem Solving
Think Creatively
Initiative and Self-direction
Leadership and Responsibility

The S OF AGRICULTURAL EDUCATION

Oregon's Wallowa FFA Chapter earns accolades for its hands-on approach to teaching children where food comes from.

Does chocolate milk come from brown cows? The Wallowa FFA Chapter in Wallowa, Ore., helped school children discover the answer to that question – and taught them a lot more about where their food comes from – as part of the Oregon Agriculture in the Classroom (AITC) Literacy Project.

The statewide program selects a book (the 2017 book was *Allison Investigates: Does Chocolate Milk Come from Brown Cows?* and the next selection is *Apples to Oregon*) and asks volunteers to read it with students and complete a hands-on lesson. Oregon AITC provides free curriculum and resources for teachers. In 2016, the program engaged 757 volunteers and 21,354 students in 902 classes across Oregon. The FFA chapter at Wallowa High School has been participating since 2011.

“It’s something our FFA kids take a lot of pride in,” says Jeremy McCulloch, agricultural science teacher and FFA advisor.

The goal, he explains, is to provide engaging opportunities to help schoolkids learn about agriculture. In addition to the Oregon AITC-provided curriculum, the FFA chapter plans its own lessons, such as hosting petting zoos and planting hanging baskets. McCulloch also encourages FFA members to plan activities around their agricultural interests, which

has led to lessons in roping cattle and incubating chicks. To complement the Apples to Oregon curriculum, students operated a caramel apple booth at the school harvest festival.

“We want to make real-world connections to agriculture and do activities that the kids get excited about,” McCulloch says.

In 2016, the Wallowa FFA Chapter was a finalist for a statewide Agriculture Advocacy Award from Oregon Agriculture in the Classroom, and one member, Ashley Starner, won an FFA individual proficiency award for the literacy project.

McCulloch believes the benefits extend beyond awards, noting, “For our FFA kids who want to become teachers, this gives them an opportunity to test out a potential future career path.”

Several students who participated in Oregon AITC in their younger years are now older FFA members with fond memories of the hands-on classroom lessons, and they want to carry on the tradition. The program is so popular that students campaign within their FFA chapter to take on the role of AITC chair.

“It’s a great way to get involved in community service and one of the most popular projects we do as a chapter,” McCulloch says. “Everyone benefits when we promote agricultural education.”

– By Jodi Helmer

“

It’s a great way to get involved in community service and one of the most popular projects we do as a chapter,” Jeremy McCulloch says. “Everyone benefits when we promote agricultural education.

”

Visit FFA.org/LivingToServe for information about the Living to Serve platform, including ways to educate your community about agriculture and the grants to help you get started.

NAME: _____

Aligned to the following standards:
FFA.PL-A.; FFA.PL-F.; FFA.CS-M.; FFA.CS-N.; CCSS.RI.9-10.4;
CCSS.W.9-10.2; CCSS.W.9-10.4; CCSS.SL.9-10.4; CRP.04; CRP.06

Appendix 3 - The ABCs of Agricultural Education

Created: Spring 2018 by the National FFA Organization

DIRECTIONS:

Read the article "The ABCs of Agricultural Education" in the spring 2018 issue of *FFA New Horizons* and complete the worksheet below.



Part 1 – Article Review

1. What statewide program did the Wallowa FFA Chapter in Oregon participate? Circle your answer.

- a. Farm to Table Community Program
- b. Hay Read Literacy
- c. Agriculture in the Classroom Literacy Project
- d. None of the above

2. Explain the goal of this program. _____

3. Which of the following statements **IS NOT** true about the participation of the FFA members in the program:

- a. Members enjoyed the program when they participated in it as a younger student.
- b. They want to carry on the tradition.
- c. Students campaign within their chapter to take on the role of Agriculture in the Classroom chair.
- d. In 2015, the chapter was a finalist for a statewide Agriculture Advocacy Award.

4. Think of an activity/community service event your FFA chapter, school club, sports team or church does. How is the activity mentioned in the article similar to what takes place in your community?

NAME: _____

Aligned to the following standards:
FFA.PL-A.; FFA.PL-F.; FFA.CS-M.; FFA.CS-N.; CCSS.RI.9-10.4;
CCSS.W.9-10.2; CCSS.W.9-10.4; CCSS.SL.9-10.4; CRP.04; CRP.06

Part 2 - Create it!

Create a webpage that promotes agricultural facts. Imagine that you will use this webpage to help teach elementary students about agriculture. Choose six agriculture facts to feature on your webpage. Use the spaces below and on the next pages to help in your creative process. (Example websites to use to research agriculture facts include <https://www.fb.org/newsroom/fast-facts>, <https://www.farmflavor.com/us-agriculture/fun-facts-about-united-states-agriculture/>, <https://www.agweb.com/agriculture-facts/>, etc.)



Webpage Design:

Example:

Format of a Webpage: (Information from <http://ht2html.sourceforge.net/components.html>)

Corner – This area typically contains a logo.

Banner – This area typically contains top-level topic areas that you want to be featured and accessible from any page.

Sidebar – Table of contents.

Body – Introduction to the webpage.

Continuation – This area could also include other links or information not included in the sidebar.



Let's Learn About Agriculture!

Click on a link below to learn more.
Top 6 Agriculture Facts

Agriculture
Facts

History of
Agriculture

Agricultural
Companies

In this section, include a paragraph that is a catchy, creative introduction to what your webpage is about.

About Us

Contact Us

NAME: _____

Aligned to the following standards:
FFA.PL-A.; FFA.PL-F.; FFA.CS-M.; FFA.CS-N.; CCSS.RI.9-10.4;
CCSS.W.9-10.2; CCSS.W.9-10.4; CCSS.SL.9-10.4; CRP.04; CRP.06

What will your webpage look like? (Use this space to design your homepage of your website.)

Corner	Banner
Sidebar	Body
	Continuation

NAME: _____

Aligned to the following standards:
FFA.PL-A.; FFA.PL-F.; FFA.CS-M.; FFA.CS-N.; CCSS.RI.9-10.4;
CCSS.W.9-10.2; CCSS.W.9-10.4; CCSS.SL.9-10.4; CRP.04; CRP.06

For the next sections, use a box (to be more detailed) for each fact that would be included on your webpage. Each box should include the following:

- The agriculture fact.
- The website where you found the fact.
- A rough drawing of an image to represent the fact **OR** a brief description of what type of image you would have to represent the agriculture fact.

Example:

Fact 1:

2.1 million farms comprise America's rural landscape. Of those, 99 percent are operated by families (individuals, family partnerships or family corporations).

Website: American Farm Bureau, <https://www.fb.org/newsroom/fast-facts>

Picture: Photo or drawing of a tractor



Fact 1:

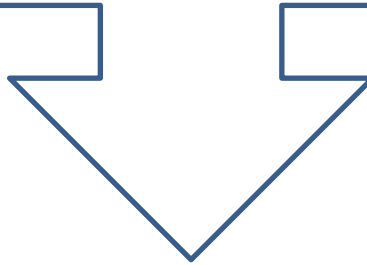


NAME: _____

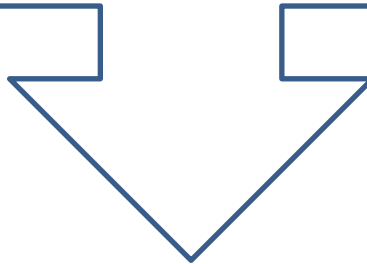
Aligned to the following standards:

FFA.PL-A.; FFA.PL-F.; FFA.CS-M.; FFA.CS-N.; CCSS.RI.9-10.4;
CCSS.W.9-10.2; CCSS.W.9-10.4; CCSS.SL.9-10.4; CRP.04; CRP.06

Fact 2:



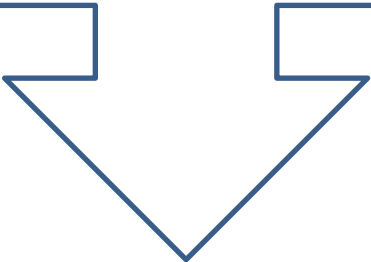
Fact 3:



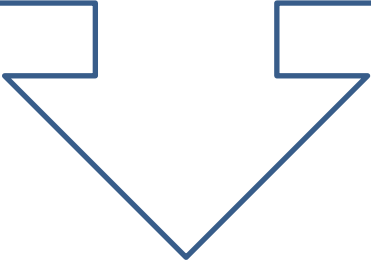
NAME: _____

Aligned to the following standards:
FFA.PL-A.; FFA.PL-F.; FFA.CS-M.; FFA.CS-N.; CCSS.RI.9-10.4;
CCSS.W.9-10.2; CCSS.W.9-10.4; CCSS.SL.9-10.4; CRP.04; CRP.06

Fact 4:



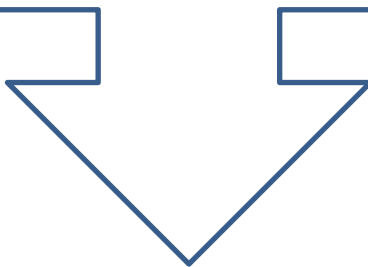
Fact 5:



NAME: _____

Aligned to the following standards:
FFA.PL-A.; FFA.PL-F.; FFA.CS-M.; FFA.CS-N.; CCSS.RI.9-10.4;
CCSS.W.9-10.2; CCSS.W.9-10.4; CCSS.SL.9-10.4; CRP.04; CRP.06

Fact 6:



Why is it important for elementary students to know agriculture facts?

Explain how you will share these facts with others. Additionally, why is it important to advocate (or tell the story) of agriculture?

NAME: _____

Aligned to the following standards:
FFA.PL-A.; FFA.PL-F.; FFA.CS-M.; FFA.CS-N.; CCSS.RI.9-10.4;
CCSS.W.9-10.2; CCSS.W.9-10.4; CCSS.SL.9-10.4; CRP.04; CRP.06

Appendix 3 - The ABCs of Agricultural Education

Answer Key

Created: Spring 2018 by the National FFA Organization

DIRECTIONS:

Read the article "The ABCs of Agricultural Education" in the spring 2018 issue of *FFA New Horizons* and complete the worksheet below.



Part 1 – Article Review

1. In what statewide program does the Wallowa FFA Chapter in Oregon participate?

- a. Farm to Table Community Program b. Hay Read Literacy c. Agriculture in the Classroom Literacy Project
d. None of the above

2. What is the goal of this program? To provide engaging opportunities to help schoolkids learn about agriculture.

3. Which of the following statements **IS NOT true** about the participation of the FFA members in the program:

- a. Members enjoyed the program when they participated in it as a younger student.
b. They want to carry on the tradition.
c. Students campaign within their chapter to take on the role of Agriculture in the Classroom chair.
d. In 2015, the chapter was a finalist for a statewide Agriculture Advocacy Award.

4. In what similar activity/community service event does your chapter (or school club, school sports team, church, etc.) participate? _____

Part 2 - Create It!

Create a webpage that promotes agriculture facts. Imagine that you will use this webpage to help teach elementary students about agriculture. Choose six agriculture facts to feature on your webpage. Use the spaces below and on the next pages to help in your creative process. (Example websites to use to research agriculture facts include <https://www.fb.org/newsroom/fast-facts>, <https://www.farmflavor.com/us-agriculture/fun-facts-about-united-states-agriculture/>, <https://www.agweb.com/agriculture-facts/>, etc.)

When grading the webpage, keep in mind the following:

- Did the student include all components of a webpage?
 - o Is the introduction to the webpage a paragraph in length?
 - o Is the introduction creative and catchy?
 - o Does the introduction give a clear explanation of the purpose of the webpage?
- Did the student include six agriculture facts?
- Did the student include the website where the facts came from?
- Did the student include a picture to represent each fact?
- Is the webpage creative?



NEW HORIZONS

SPRING 2018 TEACHING GUIDE

TALKING POINTS: **GMOs**

TALKING POINTS: **GMOs**
 1. What are the misconceptions about GMOs?
 2. Why do you think some people have concerns about GMOs?
 3. What is the best place to find information on GMOs?
 4. Are GMOs important to the future of agriculture? Why or why not? Explain your answer.

ARTICLE SUMMARY

Talking Points: GMOs

Within today's agriculture, debatable, hot-button topics abound—and genetically modified organisms or GMOs is one of them. This article will help you learn more about GMOs and answer general questions on the topic.

DISCUSSION QUESTIONS

- 1) What are the misconceptions about GMOs?
- 2) Why do you think some people have concerns about GMOs?
- 3) What is the best place to find information on GMOs?
- 4) Are GMOs important to the future of agriculture? Why or why not? Explain your answer.

ACTIVITY

After reading the article, students should complete the worksheet "Debate It!" (Appendix 4). This worksheet has three parts. Part 1 details the steps to advocacy. Part 2 asks students to apply the knowledge they have learned about advocacy and to prepare for a debate. Part 3 provides questions students can answer as they listen to the opposition in the debate. *Internet access is required.*

FFA TIP

Have FFA members take the knowledge they have learned from this activity one step further and form an agricultural issues leadership development event team. Members can apply the information from the advocacy portion during the event.

SAE TIP

Do you have students who like to communicate? Students can develop a curriculum to educate the public about agricultural issues, like GMOs, that can be an SAE. Are some students interested in research? Have them start an SAE by joining a research team at a business or university or conduct their research alone or with partners. Students can look for internship and employment opportunities at local agricultural experiment stations, the agricultural extension service, biotechnology firms, research farms, or research universities and colleges.

VOCABULARY

Biotechnology
 Gene
 Insecticide
 Papaya

CAREER FOCUS AREA

Biotechnology Systems
 Plant Systems

RELATABLE WEBSITE

FFA Ag Literacy and Advocacy
FFA.org/literacy-and-advocacy

RESOURCE HIGHLIGHT

Check out My Journey for a current event article and worksheets. Search past months' content for more current event articles and worksheets in our Archive section (FFA.org/my-journey/advisor-archive).

APPENDICIES

Appendix 4: Debate It!

STANDARDS ALIGNMENT

FFA PRECEPT

FFA.PLA.Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
 FFA.PL-B.Relationship: Build relationships, work as a team player and appreciate the talents of others.
 FFA.PLC.Vision: Visualize the future and how to get there.
 FFA.PL-D.Character: Conduct oneself appropriately in relation to others regardless of the situation.
 FFA.PL-E.Continuous Improvement: Accept responsibility for learning and personal growth.
 FFA.PG-H.Social Growth: Successfully interact with others and adapt to various social situations.
 FFA.PG-J.Mental Growth: Embrace cognitive and intellectual development relative to reasoning, thinking and coping.

FFA.PG-I.Professional Growth: Assume responsibility for attaining and improving upon the skills needed for career success.
 FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.
 FFA.CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.
 FFA.CS-O.Flexibility/Adaptability: Be flexible in various situations and adapt to change.

COMMON CORE - READING: INFORMATIONAL TEXT

CCSS.ELA-LITERACY.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

COMMON CORE - WRITING

CCSS.ELA-LITERACY.W.9-10.2 Write informa-

tive/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing the development, organization, and style are appropriate to task, purpose, and audience.

COMMON CORE - SPEAKING AND LISTENING

CCSS.ELA-LITERACY.SL.9-10.1 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.
 CCSS.ELA-LITERACY.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization,

development, substance, and style are appropriate to purpose, audience, and task.

AFNR CAREER READY PRACTICES

CRP04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.

P21 SKILLS

Communication
 Critical Thinking and Problem Solving
 Initiative and Self-direction
 Leadership and Responsibility

TALKING POINTS: **GMOs**

The topic of genetically modified organisms, or GMOs, gets many questions from interested consumers. Holly Butka, the global consumer engagement lead for Monsanto, helps you offer an intelligent and productive response.

Q: WHAT EXACTLY IS A GMO?

A: Scientists produce GMOs when they take a desired trait or gene from one plant and insert it into another plant.

Q: WHICH CROPS HAVE BEEN GENETICALLY MODIFIED?

A: There are 10 GMO crops commercially available in the U.S.: potato, apple, corn (field corn and sweet corn), canola, rainbow papaya, soybean, alfalfa, cotton, sugar beet and summer squash.

Q: HOW CAN GMO CROPS HELP THE ENVIRONMENT?

A: Farmers who use GMO seeds are often able to practice no-till farming, which improves soil health and water retention, and requires fewer field passes. GMO crops that protect against insects have eliminated the need for 600

million pounds of insecticide. They may also utilize water and nitrogen more efficiently, which can help reduce agriculture's environmental footprint.

Q: ARE THERE HARMFUL EFFECTS FROM CONSUMING FOODS THAT CONTAIN GMOs?

A: GMO foods have a long and safe track record. Since they were introduced over 20 years ago, extensive testing shows that eating foods from GMO crops does not cause any effect that is different than non-GMO foods, and they don't differ nutritionally.

Q: DO GMOs BENEFIT CONSUMERS?

A: Without GMOs, some crops such as papaya might have been completely wiped out by disease. GMOs also help keep food available and affordable for consumers.

Q: WHAT IS THE FUTURE OF GMOs?

A: Biotechnology, the process used to develop GMOs, promises to continue to deliver new ways to produce nutritious food for our growing world population while also preserving our natural resources. The future of scientific solutions is very exciting!

For additional information on GMOs and tools that help farmers, visit **ModernAg.org** or **GMOAnswers.com**.

NAME: _____

Aligned to the following standards:
FFA.PL-A.; FFA.PL-B.; FFA.PL-C.; FFA.PL-D.; FFA.PL-F.; FFA.PG-H.; FFA.PG-J.;
FFA.PG-I.; FFA.CS-M.; FFA.CS-N.; FFA.CS-O.; CCSS.RI.9-10.4;
CCSS.W.9-10.2; CCSS.W.9-10.4; CCSS.SL-9-10.1; CCSS.SL-9-10.4; CRP.04

Appendix 4 - Debate It!

Created: Spring 2018 by the National FFA Organization

DIRECTIONS:

Read the article "Talking Points: GMOs" in the spring 2018 issue of *FFA New Horizons* then work in your group to plan a debate about the pros and cons of GMOs. Choose someone to do the "pro" side of GMOs and someone for the "con" side. Follow the steps below to aid in the design of your debate.

Part 1

Use the Ag Literacy and Advocacy webpage to identify the steps to effective advocacy and use the steps to help plan your debate. The direct link is FFA.org/literacy-and-advocacy.

1. What are the four steps to advocacy?

2. Describe each step:

Step 1:	
Step 2:	
Step 3:	
Step 4:	



NAME: _____

Aligned to the following standards:

FFA.PL-A.; FFA.PL-B.; FFA.PL-C.; FFA.PL-D.; FFA.PL-F.; FFA.PG-H.; FFA.PG-J.;
FFA.PG-I.; FFA.CS-M.; FFA.CS-N.; FFA.CS-O.; CCSS.RI.9-10.4;
CCSS.W.9-10.2; CCSS.W.9-10.4; CCSS.SL-9-10.1; CCSS.SL.9-10.4; CRP.04

Part 2

1. Use the information you learned in Part 1 and start to develop your debate using the spaces below to help keep your information organized.

Step 1:

Example: Below is an example of what to include. For detailed information of what to include, reference the debate rubric.

The challenge that we will be discussing is GMOs. The vital information we need to know about this topic is _____. This topic greatly affects _____.

Step 2: (Include three key points in this step.)

Step 3:

NAME: _____

Aligned to the following standards:
FFA.PL-A.; FFA.PL-B.; FFA.PL-C.; FFA.PL-D.; FFA.PL-F.; FFA.PG-H.; FFA.PG-J.;
FFA.PG-I.; FFA.CS-M.; FFA.CS-N.; FFA.CS-O.; CCSS.RI.9-10.4;
CCSS.W.9-10.2; CCSS.W.9-10.4; CCSS.SL-9-10.1; CCSS.SL.9-10.4; CRP.04

Step 4:

NAME: _____

Aligned to the following standards:

FFA.PL-A.; FFA.PL-B.; FFA.PL-C.; FFA.PL-D.; FFA.PL-F.; FFA.PG-H.; FFA.PG-J.;
FFA.PG-I.; FFA.CS-M.; FFA.CS-N.; FFA.CS-O.; CCSS.RI.9-10.4;
CCSS.W.9-10.2; CCSS.W.9-10.4; CCSS.SL.9-10.1; CCSS.SL.9-10.4; CRP.04

Part 3

Follow Along – While the opposing side is presenting their part in the debate, answer the following questions:

4. What topic are they discussing? _____

4a. What side are they representing? (pro or con) _____

5. What are three points they present/discuss?

6. Did the speaker persuade you to change your mind on the topic? _____

6a. Explain why or why not.

7. How do misconceptions have an impact on the future of agriculture?

NAME: _____

Aligned to the following standards:
 FFA.PL-A.; FFA.PL-B.; FFA.PL-C.; FFA.PL-D.; FFA.PL-F.; FFA.PG-H.; FFA.PG-J.;
 FFA.PG-I.; FFA.CS-M.; FFA.CS-N.; FFA.CS-O.; CCSS.RI.9-10.4;
 CCSS.W.9-10.2; CCSS.W.9-10.4; CCSS.SL.9-10.1; CCSS.SL.9-10.4; CRP.04

Rubric: Debate

The rubric criteria are based on the steps to advocacy as found on the Ag Literacy and Advocacy webpage on FFA.org. The direct link is [FFA.org/literacy-and-advocacy](https://www.ffa.org/literacy-and-advocacy).

Criteria	Points Available	Points Received
Step 1: Plan – Work shows understanding of step 1 to advocacy. Student's work should answer: What is the challenge we are facing? What is the vital information we need to know? Who are we trying to influence?	5	
Step 2: Develop – Student's work should identify and describe three key points. The work should also address: What do we want to accomplish? What steps do we need to take to achieve our objectives?	5	
Step 3: Do – Work shows understanding of step 3 to advocacy. Student's work should answer: How can we collaborate with others to strengthen advocacy efforts? How are we using what we know?	5	
Step 4: Reflect – Work shows that the student reviewed the important key messages at the conclusion of the debate.	5	
	Total	

Criteria	Below Average (0-1 points)	Average (2-3 points)	Above Average (4-5 points)
Knowledge	Work shows little to no understanding of the topic.	Work shows some understanding of the topic.	Work shows excellent understanding of the topic.
Quality	Work is very low quality with little evidence of effort.	Work shows some effort and is mostly neat.	Work shows excellent effort and is of high quality.
Instructions	Student did not follow instructions for the task.	Student followed some of the instructions.	Student followed all instructions for the task.
Timeliness	Work submitted more than one day late.	Work was one day late.	Work submitted on time.

NAME: _____

Aligned to the following standards:

FFA.PL-A.; FFA.PL-B.; FFA.PL-C.; FFA.PL-D.; FFA.PL-F.; FFA.PG-H.; FFA.PG-J.;
FFA.PG-I.; FFA.CS-M.; FFA.CS-N.; FFA.CS-O.; CCSS.RI.9-10.4;
CCSS.W.9-10.2; CCSS.W.9-10.4; CCSS.SL.9-10.1; CCSS.SL.9-10.4; CRP.04

Appendix 4-Debate It!

Answer Key

Created: Spring 2018 by the National FFA Organization

DIRECTIONS:

Read the article "Talking Points: GMOs" in the spring 2018 issue of *FFA New Horizons* then work in your group to plan a debate about the pros and cons of GMOs. Choose someone to do the "pro" side of GMOs and someone for the "con" side. Follow the steps below to aid in the design of your debate.

Part 1

Use the Ag Literacy and Advocacy webpage to identify the steps to effective advocacy and use the steps to help plan your debate. The direct link is FFA.org/literacy-and-advocacy.

1. What are the four steps to advocacy?

Plan
Develop
Reflect
Do

2. Describe each step:

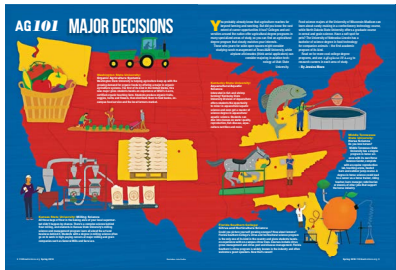
Step 1:	Plan – planning what our conversations will look like, knowing the audience and understanding the issue.
Step 2:	Develop – solidify what we want to accomplish and develop our key message.
Step 3:	Do – delivering our message.
Step 4:	Reflect – reflecting on our outcomes to improve for future opportunities.





NEW HORIZONS

SPRING 2018 TEACHING GUIDE



ARTICLE SUMMARY

Ag 101 - Study Guide

With spring comes thoughts about college for many high school juniors and seniors. Many universities and colleges have unique agriculture programs available. Read this article to learn about some of those unique programs.

DISCUSSION QUESTIONS

- 1) What are your plans after you graduate from high school?
- 2) How did you decide on those plans?
- 3) What is your future career (or what are you considering)?

ACTIVITY

After reading the article, students should complete the worksheet "Study Up...Learn About College!" (Appendix 5). Internet access is required for this activity. This worksheet has three parts. Part 1 helps students compare and contrast colleges/universities. Part 2 matches students' interests with college majors and Part 3 researches the majors available at the colleges/universities identified in the article. *Internet access is required.*

FFA TIP

Invite an area college/university college (or technical school) recruiter (or someone from the agriculture department) to speak during an FFA chapter meeting or to each of your classes. This would be a great way to help further your students' knowledge about local colleges/universities.

SAE TIP

Students can use their SAE to explore what agricultural major they might pursue as a future career.

VOCABULARY

Aerial Applicators
Aficionados
Aquaculture
Aviation
Citrus
Confectionery

CAREER FOCUS AREA

Agricultural Education

RELATABLE ARTICLES

Best Global Universities for Agricultural Sciences
<https://www.usnews.com/education/best-global-universities/agricultural-sciences>

RESOURCE HIGHLIGHTS

Check out My Journey for information about employability skills. Follow this link for advisors, [FFA.org/my-journey/advisor-build](https://www.ffa.org/my-journey/advisor-build) and students, [FFA.org/my-journey/student-build](https://www.ffa.org/my-journey/student-build).

APPENDICIES

Appendix 5 – Study Up...Learn About College!

STANDARDS ALIGNMENT

FFA PRECEPT

FFA.PL-C.Vision: Visualize the future and how to get there.
FFA.PLE.Awareness: Understand personal vision, mission and goals.
FFA.PL-F.Continuous Improvement: Accept responsibility for learning and personal growth.
FFA.PG-I.Professional Growth: Assume responsibility for attaining and improving upon the skills needed for career success.
FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.
FFA.CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.
FFA.CS-O.Flexibility/Adaptability: Be flexible in

various situations and adapt to change.

AFNR

CS.05. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources career pathways.

COMMON CORE - READING: INFORMATIONAL TEXT

CCSS.ELA-LITERACY.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

COMMON CORE - WRITING

CCSS.ELA-LITERACY.W.9-10.2 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.
CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing the development, organization, and style are appropriate to task, purpose, and audience.

COMMON CORE - SPEAKING AND LISTENING

CCSS.ELA-LITERACY.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization,

development, substance, and style are appropriate to purpose, audience, and task.

AFNR CAREER READY PRACTICES

CRP04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.

P21 SKILLS

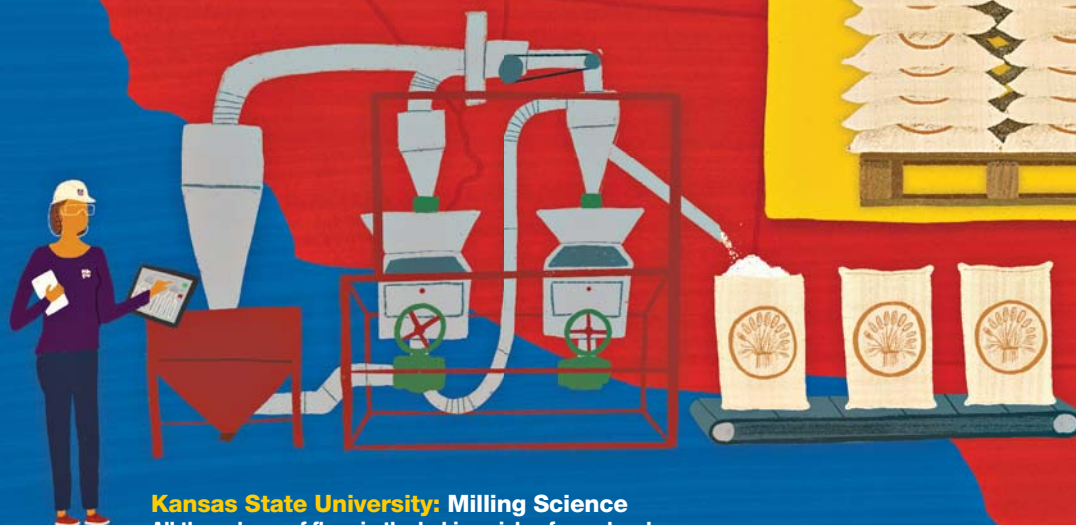
Communication
Critical Thinking and Problem Solving
Initiative and Self-direction
Leadership and Responsibility

AG 101 MAJOR DECISIONS



Washington State University: Organic Agriculture Systems

Washington State University is helping agriculture keep up with the growing demand for organic foods by offering a major in organic agriculture systems. The first of its kind in the United States, this new major gives students hands-on experience at WSU's 4-acre, certified organic teaching farm. Students produce organic fruits, veggies, herbs and flowers, then distribute them to food banks, on-campus food service and the local farmers market.



Kansas State University: Milling Science

All those bags of flour in the baking aisle of your local supermarket didn't happen by chance. There's a complex science behind flour milling, and students in Kansas State University's milling science and management program learn all about the art and business behind it. Students with a degree in milling science often go on to work in high-paying careers at major milling and grain companies such as General Mills and Sara Lee.

You probably already know that agriculture reaches far beyond farming and ranching. But did you know the vast extent of career opportunities it has? Colleges and universities around the nation offer agricultural degree programs in many specialized areas of study, so you can find an agricultural degree program that closely matches your interests.

Those who yearn for wide-open spaces might consider studying ranch management at Texas A&M University, while airplane aficionados (think aerial applicators) can consider majoring in aviation technology at Utah State University.

Food science majors at the University of Wisconsin-Madison can learn about candy-making in a confectionery technology course, while North Dakota State University offers a graduate course in cereal and grain science. Have a soft spot for pets? The University of Nebraska-Lincoln has a bachelor of science degree in food technology for companion animals – the first academic program of its kind.

Read on for more cool college degree programs, and use AgExplorer.FFA.org to research careers in each area of study. – **By Jessica Mozo**

Kentucky State University: Aquaculture/Aquatic Science

Interested in fish and shrimp farming? Kentucky State University Division of Aquaculture offers students the opportunity to minor in aquaculture/aquatic science and even get a master of science degree in aquaculture/aquatic science. Students can dive into classes on water quality, reproduction, fish disease, aquaculture nutrition and more.



Middle Tennessee State University: Horse Science

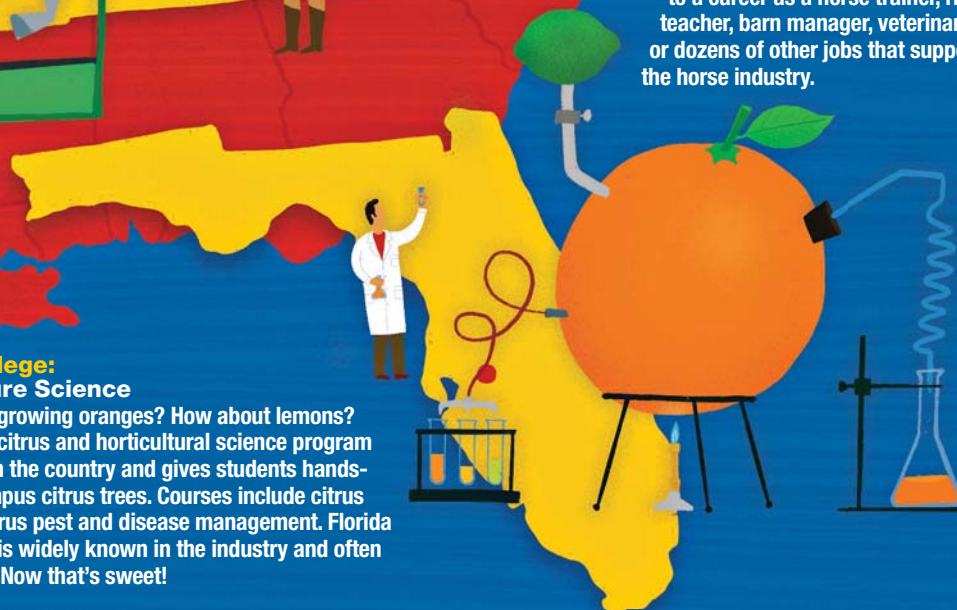
Do you love horses?

Middle Tennessee State University has a degree program in horse science with its own Horse Science Center, complete with an equine reproduction lab, teaching arena, heated barn and outdoor jump course. A degree in horse science could lead to a career as a horse trainer, riding teacher, barn manager, veterinarian or dozens of other jobs that support the horse industry.



Florida Southern College: Citrus and Horticulture Science

Could you picture yourself growing oranges? How about lemons? Florida Southern College's citrus and horticultural science program is the only one of its kind in the country and gives students hands-on experience with on-campus citrus trees. Courses include citrus grove management and citrus pest and disease management. Florida Southern's citrus program is widely known in the industry and often welcomes guest speakers. Now that's sweet!



NAME: _____

Aligned to the following standards:
FFA.PL-C.; FFA.PL-E.; FFA.PL-F.; FFA.PG-I.; FFA.CS-M.; FFA.CS-N.; FFA.CS-O.; CS.05.; CCSS.RI.9-10.4; CCSS.W.9-10.2; CCSS.W.9-10.4; CCSS.SL.9-10.4; CRP.04

Appendix 5 - Study Up...Learn About College!

Created: Spring 2018 by the National FFA Organization

DIRECTIONS:

Read the article "Study Guide" in the spring 2018 issue of *FFA New Horizons* and answer the questions below.

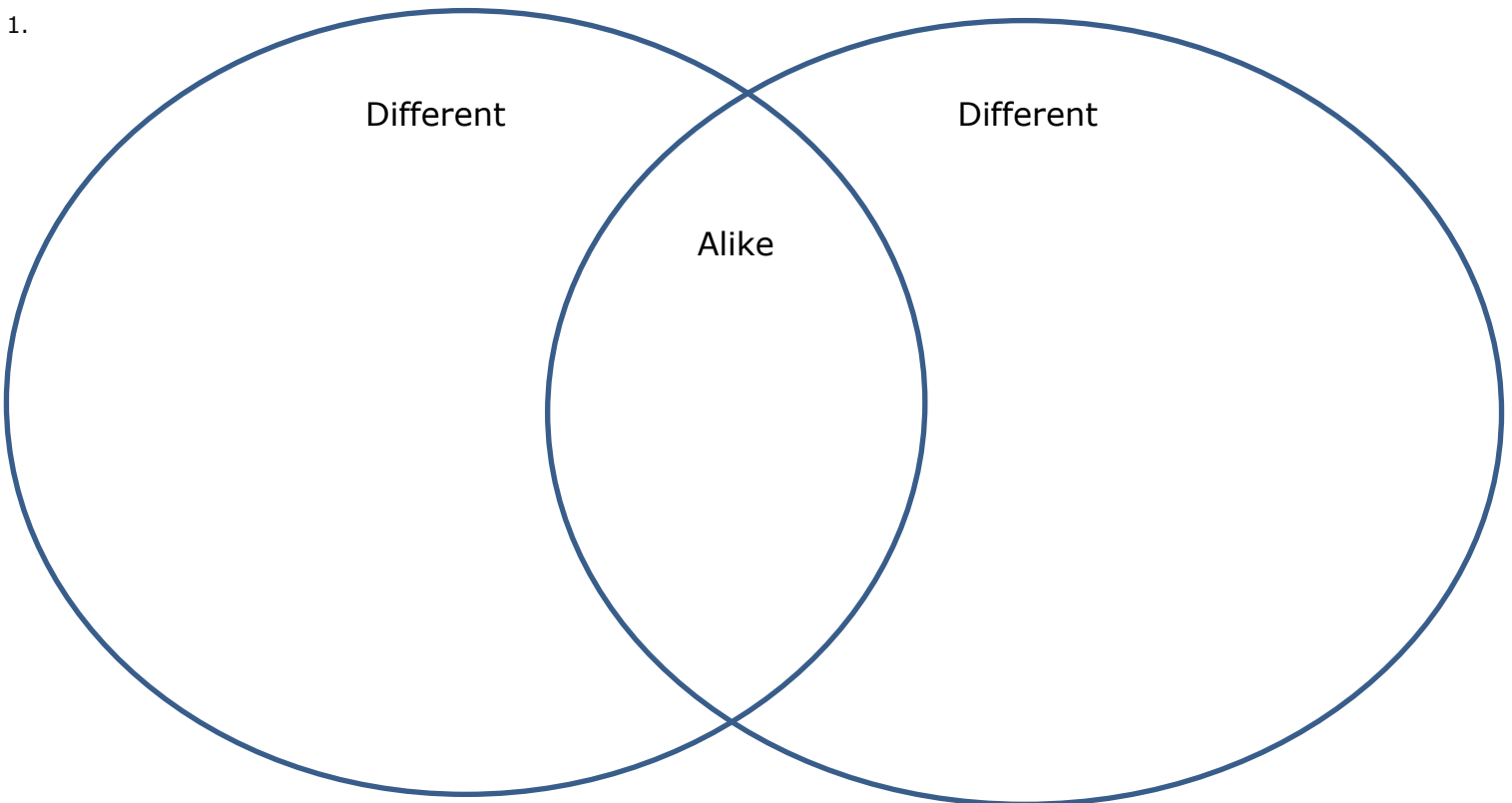
Part 1

Choose two schools (two-year, four-year college/university or technical school) in your area. Compare and contrast what their agricultural programs offer (for example types of classes offered, clubs/organizations, etc.) Each area below should have three facts identified.

What two schools will you be comparing?

_____ and _____

1.



2. What did you learn about the two schools?

NAME: _____

Aligned to the following standards:
FFA.PL-C.; FFA.PL-E.; FFA.PL-F.; FFA.PG-I.; FFA.CS-M.; FFA.CS-N.; FFA.CS-O.; CS.05.; CCSS.RI.9-10.4; CCSS.W.9-10.2; CCSS.W.9-10.4; CCSS.SL.9-10.4; CRP.04

3. Based on the information you found, which school would you choose to attend? Explain.

Part 2

Sometimes college/university majors might be called something different from what you would think. In this part, choose a college/university/technical school (different schools than you chose in Part 1) in your area (or state or region of the U.S.) and pick a major that matches your interests. (The major does not have to be agriculturally related).



Example: My interests include researching food and thinking of new products to make. An example major might be "Food Science."

1. What are your interests?

2. What school did you choose from your area?

3. Choose a major from that school that matches your interests. _____

a. Explain how the major (if agriculturally related) will have an impact on agriculture:

If the major is not agriculturally related, how will it impact the U.S. economy?

4. What are the classes/requirements for this major? Identify six classes.

5. Choose another major offered by this school and differentiate between it and the major you chose that matches your interests.

NAME: _____

Aligned to the following standards:
FFA.PL-C.; FFA.PL-E.; FFA.PL-F.; FFA.PG-I.; FFA.CS-M.; FFA.CS-N.; FFA.CS-O.; CS.05.; CCSS.RI.9-10.4; CCSS.W.9-10.2; CCSS.W.9-10.4; CCSS.SL.9-10.4; CRP.04

Part 3

Visit the websites for the colleges/universities listed below and identify **five majors** for each. (The majors do not have to be agriculturally related.)

Florida Southern College

<https://www.flsouthern.edu/undergraduate/majors/citrus-and-horticultural-science.aspx>
<https://www.flsouthern.edu/home.aspx>



Kentucky State University

<http://kysu.edu/academics/cafsss/aquaculture/>
<http://kysu.edu/>



NAME: _____

Aligned to the following standards:
FFA.PL-C.; FFA.PL-E.; FFA.PL-F.; FFA.PG-I.; FFA.PG-M.; FFA.CS-N.; FFA.CS-O.; CS.05.; CCSS.RI.9-10.4; CCSS.W.9-10.2; CCSS.W.9-10.4; CCSS.SL.9-10.4; CRP.04

Washington State University

<http://afs.wsu.edu/majors/organic-ag-systems/>
<https://wsu.edu/>



Middle Tennessee State University

<https://www.mtsu.edu/programs/horse-science/>
<https://www.mtsu.edu/>





NEW HORIZONS

SPRING 2017 TEACHING GUIDE



ARTICLE SUMMARY

Productive Partnerships

What is an MOU? Read this article to learn about the agreement between National FFA and the American Farm Bureau Federation and what it means for both organizations.

DISCUSSION QUESTIONS

1. What is an MOU?
2. What do you think the benefits are of an MOU between organizations?
3. Why are MOUs important within and outside of agriculture?
4. If you could create an MOU with any organization or person, what or who would it be?

ACTIVITY

After reading the article, students should complete the worksheet "What Is an MOU?" (Appendix 6). This worksheet has two parts: Part 1 asks students to answer review questions from the article, and Part 2 helps students create their MOU between their FFA chapter (or sports team or school club) and another group in the school (such as a sports team or school club). *Internet access is not required.*

FFA TIP

Invite a member of the business community, who has an MOU with an organization, to speak during an FFA chapter meeting or to your classes about their MOU and how it benefits their organizations. This will give students a local example of an MOU.

SAE TIP

Do you have students interested in politics? Have them consider a career working for an agricultural policy, advocacy or membership improvement organization. Working for organizations like Farm Bureau or FFA offer many rewarding careers. Working as an intern, paid or unpaid, for an agricultural organization makes a great SAE! Students can contact their local, state, or national organizations about employment or volunteer opportunities.

VOCABULARY

Memorandum
Collaborate
Entrepreneurship
Commonality

CAREER FOCUS AREA

Agribusiness Systems

RELATABLE ARTICLES

Memorandum of Understanding between the U.S. Department of Agriculture and the National FFA Organization
<https://www.usda.gov/sites/default/files/documents/mou-usda-national-ffa.pdf>

"Secretary Perdue Partners With FFA to Support Next Generation of Leaders in Agriculture"
<https://www.usda.gov/media/press-releases/2017/07/26/secretary-perdue-partners-ffa-support-next-generation-leaders>

RESOURCE HIGHLIGHTS

Looking for information on how to teach about agriculture careers? Check out the "Discover Ag Careers" resource from the American Farm Bureau Foundation. Use the link below and scroll to the third resource posted, "Discover Ag Careers." It features a full curriculum set.
<http://www.agfoundation.org/free-resources/>

APPENDICIES

Appendix 6 – What Is an MOU?

STANDARDS ALIGNMENT

FFA PRECEPT

FFA.PLA.Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
FFA.PL-F.Continuous Improvement: Accept responsibility for learning and personal growth.
FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.
FFA.CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.

COMMON CORE - READING: INFORMATIONAL TEXT

CCSS.ELA-LITERACY.RI.9-10.2 Determine a central idea of a text and analyze its develop-

ment over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CCSS.ELA-LITERACY.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

COMMON CORE - WRITING

CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing the development, organization, and style are appropriate to task, purpose, and audience.

COMMON CORE - SPEAKING AND LISTENING

CCSS.ELA-LITERACY.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

AFNR CAREER READY PRACTICES

CRP04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.

P21 SKILLS

Communication
Critical Thinking and Problem Solving
Information, Communications, and Technology Literacy
Initiative and Self-direction
Leadership and Responsibility
Think Creatively

PRODUCTIVE *Partnership*

FFA and the American Farm Bureau Federation work together to better serve members of both organizations.

Formalizing a long-held relationship between FFA and the American Farm Bureau Federation (AFBF), the two organizations recently signed a memorandum of understanding (MOU) that outlines new ways in which they will collaborate to grow leaders, build communities and strengthen agriculture.

“FFA and AFBF have always gone hand in hand,” says Riley Pagett, director of advocacy and government relations for the National FFA Organization. “When we started a conversation about formalizing our relationship, we realized it made sense. The overlap of membership is pretty significant in both organizations; for example, many FFA members go on to become Farm Bureau Young Farmers & Ranchers members and Farm Bureau members.”

Pagett says the next step was to “put something on paper describing how, together, we could inspire the next generation of agriculture.” Leaders from the two organizations joined forces to identify ways they could serve and support one another, resulting in a detailed plan that ultimately received input from a wide variety of FFA and AFBF staff members.

“This MOU also outlines how our organizations can work together better on policy issues and initiatives, as well as how FFA can use the AFBF advocacy resources to help our students better tell the story of agriculture,” Pagett says. “In addition, both FFA and AFBF have great career kits for those wanting to pursue careers in agriculture, and this MOU helps ensure that members of both organizations have access to those.” (Find the AFBF career kit at agfoundation.org/free-resources.)

After the MOU was finalized, Mark Poeschl, CEO of the National FFA Organization, and Zippy Duvall, president of the AFBF, signed the document in Washington, D.C., during a national meeting of state Farm Bureau presidents from across the U.S. in July 2017. The MOU is valid through July 12, 2018, at which time the two organiza-

tions will reevaluate the agreement.

“There is a commonality in all of our goals, and both FFA and AFBF value raising young people to know food and agriculture, and to be involved in the industry,” Pagett says. “Formalizing the agreement by creating an MOU was a way to discuss with one another how our partnership could fully benefit our organizations now and in the future.”

Duvall agrees. “Farm Bureau is a long-time supporter of agricultural education’s critical role in creating opportunities for the next generation of agriculture professionals,” he says. “Through the Farm Bureau-FFA collaboration, we will build on that legacy and inspire young people to explore the many ways they can be part of agriculture’s bright future, whether in farming and ranching, agribusiness or a food-related career.”

— By Jessica Walker Boehm

“THERE IS A COMMONALITY IN ALL OF OUR GOALS, AND BOTH FFA AND AFBF VALUE RAISING YOUNG PEOPLE TO KNOW FOOD AND AGRICULTURE, AND TO BE INVOLVED IN THE INDUSTRY.” — RILEY PAGETT

Aligned to the following standards:
FFA.PL-A.;FFA.PL-F.;FFA.CS-M.; FFA.CS-N.;CCSS.RI.9-10.2;
CCSS.RI.9-10.4; CCSS.W.9-10.4; CCSS.SL.9-10.4; CRP.04;

NAME: _____

Appendix 6 – What Is an MOU?

Created: Spring 2018 by the National FFA Organization

DIRECTIONS:

Read the article “Productive Partnership” in the spring 2018 issue of *FFA New Horizons* and complete the worksheet.

Part 1

1. What do the letters “MOU” represent? _____

2. What does the MOU between the American Farm Bureau Federation and FFA outline?

3. Why did an MOU between the two organizations make sense? _____

4. What do the American Farm Bureau Federation and FFA both offer to those who want to pursue a career in agriculture and what does this MOU ensure in regard to that?

5. Which organizations/groups could your FFA chapter create an MOU with? Identify four.

a.

b.

c.

d.



NAME: _____

Sample Memorandum of Understanding Template

Memorandum of Understanding

Between
(Partner)
and
(Partner)

This Memorandum of Understanding (MOU) sets the terms and understanding between the (partner) and the (partner) to (insert activity).

Background

(Why partnership important)

Purpose

This MOU will (purpose/goals of partnership)

The above goals will be accomplished by undertaking the following activities:

(List and describe the activities that are planned for the partnership and who will do what)

Reporting

(Record who will evaluate effectiveness and adherence to the agreement and when evaluation will happen)

Funding

(Specify that this MOU is not a commitment of funds)

Duration

This MOU is at-will and may be modified by mutual consent of authorized officials from (list partners). This MOU shall become effective upon signature by the authorized officials from the (list partners) and will remain in effect until modified or terminated by any one of the partners by mutual consent. In the absence of mutual agreement by the authorized officials from (list partners), this MOU shall end on (end date of partnership).

Contact Information

Partner name

Partner representative

Position

Address

Telephone

Fax

E-mail

Partner name

Partner representative

Position

Address

Telephone

Fax

E-mail

_____ Date:

(Partner signature)

(Partner name, organization, position)

_____ Date:

(Partner signature)

(Partner name, organization, position)

Aligned to the following standards:
FFA.PL-A.;FFA.PL-F.;FFA.CS-M.; FFA.CS-N.;CCSS.RI.9-10.2;
CCSS.RI.9-10.4; CCSS.W.9-10.4; CCSS.SL.9-10.4; CRP.04;

NAME: _____

Part 2

Identify the components of an MOU. Utilize the link or the sample on the previous page to complete. (Example is from <https://www.cdc.gov/cancer/ncccp/doc/samplemoatemplate.doc>.)

1. What are the components of an MOU?

2. In the spaces provided on the next two pages, draft an MOU between your FFA chapter (or sports team or school club) and another group in the school (such as a sports team or school club). Ensure you include all of the components identified above.



NATIONAL
FFA ORGANIZATION

6060 FFA DRIVE
P.O. BOX 68960
INDIANAPOLIS, IN 46268-0960

P 317-802-6060
F 317-802-6090
FFA.ORG

NAME: _____

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FFA.PL-A.;FFA.PL-F.;FFA.CS-M.; FFA.CS-N.;CCSS.RI.9-10.2;
CCSS.RI.9-10.4; CCSS.W.9-10.4; CCSS.SL.9-10.4; CRP.04;



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NAME: _____

Aligned to the following standards:
FFA.PL-A.; FFA.PL-F.; FFA.CS-M.; FFA.CS-N.; CCSS.RI.9-10.2;
CCSS.RI.9-10.4; CCSS.W.9-10.4; CCSS.SL.9-10.4; CRP.04;

Appendix 6 - What Is an MOU?

Answer Key

Created: Spring 2018 by the National FFA Organization

DIRECTIONS:

Read the article "Productive Partnership" in the spring 2018 issue of *FFA New Horizons* and complete the worksheet.

Part 1 – Article Review

1. What do the letters "MOU" represent? **Memorandum of Understanding**

2. What does the MOU between the American Farm Bureau Federation and FFA outline? It outlines new ways in which the two organizations will collaborate to grow leaders, build communities and strengthen agriculture.

3. Why did the MOU between the two organizations make sense? The overlap of membership is significant in both organizations. Many FFA members go on to become Farm Bureau Young Farmers and Ranchers members and Farm Bureau members.

4. What do American Farm Bureau Federation and FFA both offer to those who want to pursue a career in agriculture and what does this MOU ensure in regards to that? The American Farm Bureau Federation and FFA offer career kits for those wanting to pursue careers in agriculture. The MOU between the two organizations helps ensure that members of both organizations have access to those.

5. With what organizations/groups could your FFA chapter create an MOU? Identify four.

a. **Answers will vary.**

b.

c.

d.



Part 2

Research an MOU template. (Example: <https://www.cdc.gov/cancer/ncccp/doc/samplemoatemplate.doc>; also see below for the template.)

1. What are the components of an MOU?

Background, Purpose, Reporting, Funding, Duration, Contact Information for Both organizations, Signatures