



NATIONAL
FFA ORGANIZATION

Agricultural Literacy and Advocacy Platform

Habitudes: The Art of Telling Our Story

Educational Standards Alignment

The *Habitudes: The Art of Telling Our Story* was developed in collaboration with Dr. Tim Elmore and the Growing Leaders organization. This resource including student workbook, teacher's guide, slide decks, classroom posters, and videos, is intentionally developed to facilitate the discussion with agriculture students and FFA members about the fundamentals of agricultural advocacy.

The educational standards listed below for *Habitudes: The Art of Telling Our Story* are suggested standards based on the central theme, objectives, and resource content.

FFA PRECEPT

- CS-M. Communication: Effectively interact with others in personal and professional settings.
- PG-H. Social Growth: Successfully interact with others and adapt to various social situations.
- PL-A. Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- PL-D. Conduct oneself appropriately in relation to others regardless of the situation.

AFNR CLUSTER SKILLS

- CS.01. Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster.
- CS.02. Evaluate the nature and scope of the Agriculture, Food, and Natural Resources Career Cluster and the role of agriculture, food, and natural resources (AFNR) in society and the economy.

COMMON CAREER TECHNICAL CORE

- AG1 Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster.
- AG2 Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster and the role of agriculture, food, and natural resources (AFNR) in society and the economy.

COMMON CORE-READING: INFORMATIONAL TEXT

- CCSS.ELA-Literacy.RI.9-10.2 Determine a central idea of a text and analyze its development 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.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- 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



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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.
- CCSS.ELA-LITERACY.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibility and dynamically.
- CCSS.ELA-LITERACY.W.9-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

COMMON CORE- MATH PRACTICES

- CCSS.MP2 Reason abstractly and quantitatively.
- CCSS.MP3 Construct viable arguments and critique the reasoning of others.

AFNR CAREER READY PRACTICES

- CRP.01. Act as a responsible and contributing citizen and employee. Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others.
- CRP.02. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive.
- CRP.04. 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.
- CRP.05. Consider the environmental, social and economic impact of decisions. Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organizations and the environment.
- CRP.09. Model integrity, ethical leadership and effective management. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.

PARTNERSHIP FOR 21ST CENTURY SKILLS

- Civic Literacy
- Collaboration
- Communication
- Global Awareness
- Information, Communications and Technology Literacy
- Leadership and Responsibility
- Social and Cross-cultural Skills
- Initiative and Self-direction