



## Chapter Banquet

*This document serves as a guideline to assist advisors in describing, implementing, guiding and justifying the educational values of chapter banquets.*

### OVERALL STUDENT LEARNING OBJECTIVES:

After participating in the planning and implementation of the chapter banquet, students will...

1. Plan and implement a project.
2. Demonstrate leadership skills.
3. Support fellow members and the community.

### SUGGESTED COMMITTEES TO BE FORMED FOR PLANNING PURPOSES AS OUTLINED IN THE OFFICIAL FFA MANUAL:

1. Menu planning and serving
2. Program outline
3. Invitations and guest list
4. Room arrangement and decorations
5. Publicity
6. Courtesy Corp
7. Set up and clean up

### THIS ACTIVITY IS ALIGNED TO THE FOLLOWING STANDARDS:

#### FFA Precept

- FFA.PL-B. Relationship: Build relationships, work as a team player and appreciate the talents of others.
- FFA.PL-D. Character: Conduct oneself appropriately in relation to others regardless of the situation.
- FFA.PL-E. Awareness: Understand personal vision, mission and goals.
- FFA.PG-G. Physical Growth: Take care of one's health by eating well, exercising, getting enough sleep, respecting one's body and setting personal goals for long-term health.
- FFA.PG-H. Social Growth: Successfully interact with others and adapt to various social situations.
- 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 Career Technical Core

- AG1 Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster.
- AG3 Examine and summarize the importance of health, safety, and environmental management systems in AFNR businesses.
- AG5 Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources Career Pathways.

#### NASDCTE

- AGC02.02 Employ the use of technical information effectively to maintain and communicate records and reporting procedures commonly used in the AFNR cluster.
- AGC08.01 Demonstrate workplace ethics specific to AFNR occupations in order to reflect effective stewardship of resources.
- AGC09.02 Select, research and examine critical aspects of career opportunities in one or more AFNR career pathways in order to gain an understanding of the breadth of occupations within this cluster.
- AGC05.02 Identify how key organizational systems affect organizational performance and the quality of products and services to demonstrate an understanding of how AFNR systems are managed and improved.

### *Common Core Reading*

- 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.

### *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.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- 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*

- 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.03. Attend to personal health and financial well-being. Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being.
- 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.06. 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.

### *Common Core Math Practices*

- MP1 Make sense of problems and persevere in solving them.
- MP6 Attend to precision.

### *National Standards for Financial Literacy*

- Earning Income: Benchmarks: Grade 12, Statement 4 People can make more informed education, job, or career decision by evaluating the benefits and costs of different choices.
- Buying Goods & Services: Benchmarks: Grade 12, Statement 1 Consumer decisions are influenced by the price of a good or service, the price of alternatives, and the consumer's income as well as his or her preferences.

### *Partnership for 21st Century Skills*

- Civic Literacy
- Critical thinking and problem solving
- Communication
- Entrepreneurial Literacy
- Environmental Literacy
- Global Awareness
- Healthy Literacy
- Initiative and self-direction
- Leadership and responsibility
- Technology Literacy
- Think creatively