

Approved Innovative Course

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- Innovative courses may meet state elective credit only
- CTE Innovative courses may not be the final course in a coherent sequence for an endorsement
- Course requirements must be met without modification

Course: Agricultural Leadership, Research, and Communications

PEIMS Code: N1300266

Abbreviation: AGLRC

Grade Level(s): 10-12

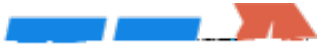
Number of Credits: 1.0

Course description:

Agricultural Leadership, Research and Communications will focus on challenging Agriculture, Food, and Natural Resources (AFNR) students to use higher level thinking skills, develop leadership abilities, employ standard research principles, and communicate agricultural positions effectively with all stakeholders.

Essential knowledge and skills:

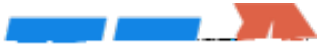
- (a) General requirements. This course is recommended for students in Grades 10-12. Prerequisite: one credit from courses in the Agriculture, Food, and Natural Resources Career Cluster. Students shall be awarded one credit for successful completion of this course.
- (b) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Agriculture, Food, and Natural Resources Career Cluster focuses on the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources, including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.
 - (3) Agricultural Leadership, Research and Communications will focus on challenging Agriculture, Food, and Natural Resources AFNR students to use higher level thinking skills, develop leadership abilities, employ standard research principles,



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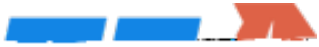
- (6) The student demonstrates a technical skill needed for agriculture to fellow students, adult learners, producers, and other agricultural clients. The student is expected to:
- (A) examine the components of an effective skills demonstration and create a list of essential characteristics;
 - (B) identify an agricultural skill, develop detailed instructions for performing that skill, and then demonstrate with proficiency;
 - (C) analyze the performance of a pre-identified skill and make recommendations to increase its overall efficiency and effectiveness; and
 - (D) determine real-world applications for the demonstration process.
- (7) The student understands and explains the scientific method. The student is expected to:
- (A) identifies the importance of using the scientific process;
 - (B) explain the scientific method;
 - (C) provide historical examples of how the scientific method has been used;
 - (D) apply the scientific method to independent research; and
 - (E) present findings and conclusions based on researched performed using the scientific method.
- (8) The student examines the use of logic in debate, analysis, and dissemination of information impacting the agricultural community. The student is expected to:
- (A) identify common fallacies and incorrect argument methods;
 - (B) analyze popular debate and discussions and then point out fallacies; and
 - (C) present an argument free of logical fallacies.
- (9) The student identifies a controversial topic related to agriculture, then develops an advocacy plan and presentation. The student is expected to:
- (A) research controversial areas of agriculture such as property rights, water rights, high fencing, cloning, growth supplements;
 - (B) explain and analyze all sides of a controversial agricultural issue;



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- (C) develop an advocacy plan for each point of view and present the plan to diverse constituents.
- (10) The student presents and disseminates agricultural information using various media. The student is expected to:
- (A) examine historical and traditional media outlets;
 - (B) research and write agricultural articles for publication in print media outlets;
 - (C) develop scripts for radio broadcasts and then effectively use a radio broadcast to communicate agricultural information;
 - (D) develop scripts for video broadcasts and then effectively use a video broadcast to communicate agricultural information; and
 - (E) examine and critique various social media platforms
 - (F) disseminate agricultural information in a responsible, professional manner via social media.
- (11) The student disseminates agricultural information via presentations to groups of various sizes. The student is expected to:
- (A) examine historical and present day agricultural education;
 - (B) analyze various group dynamics;
 - (C) plan, develop, and deliver effective presentations;
 - (D) analyze, evaluate, and critique group presentations; and
 - (E) identify persons such as the County agent, agencies such as the Natural Resources Conservation Service (NRCS), and groups such as Texas Agri-Life Extension service that are responsible for information dissemination and public education.
- (12) The student evaluates and critiques diverse agriculture resources. The student is expected to:
- (A) Identify processes used in the evaluation of diverse agricultural resources;
 - (B) identify industry positions which require professional judgments on agricultural resources;



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Students should participate in activities that simulate the duties performed every day by leaders and professionals in the agricultural community.

Suggested methods for evaluating student outcomes:

Evaluation should include work-product, student performance, and work ethic. Students should learn to self-evaluate and make adjustments. Evaluation should encourage risk taking and reward student progress.

Teacher qualifications:

- (1) Agriculture, Food, and Natural Resources: Grades 6-12.
- (2) Agricultural Science and Technology: Grades 6-12.
- (3) Any vocational agriculture certificate

Additional information:

Waxahachie ISD anticipates this innovative course will not only challenge students, but also serve to reinforce learning from other courses within AFNR, CTE and other educational disciplines. "Agricultural Leadership, Research and Communications" will provide students with opportunities to develop skills and abilities used by leaders from all sects of agriculture.