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| **TEXAS CTE LESSON PLAN**[www.txcte.org](http://www.txcte.org) |
| **Lesson Identification and TEKS Addressed** |
| **Career Cluster** | Agriculture, Food, and Natural Resources |
| **Course Name** | Principles of Agriculture, Food, and Natural Resources |
| **Lesson/Unit Title** | “The FFA Creed and Song” |
| **TEKS Student Expectations** | **130.2 (c) Knowledge and Skills**(5) The student analyzes the structure of agricultural leadership in organizations. The student is expected to:(B) develop and demonstrate personal growth skills and collaborate with others to accomplish organizational goals and objectives |
| **Basic Direct Teach Lesson****With Special Education Modifications/Accommodations and** **one English Language Proficiency Standards (ELPS) Strategy** |
| **Instructional Objectives** | **The students will be able to:*** Memorize the first sentence in each paragraph of the FFA Creed
* Demonstrate/recite the first sentence of each paragraph.
* Complete worksheet on FFA Creed
* Compare lyrics to “Hail the FFA” song with FFA Creed action words
* Demonstrate reciting the first sentence in each paragraph in “rap” form
 |
| **Rationale** | Allows students to develop knowledge and skills regarding career opportunities, personal development, globalization, industry standards, details, practices, and expectations. |
| **Duration of Lesson** | Teacher’s Discretion |
| **Word Wall/Key Vocabulary***(ELPS c1a, c, f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | DeedsAchievementsPromiseStruggleInborn fondnessBargainingBeggingLife abundantTraditionsActionServiceProgressLeadersBuildersVisionPride |
| **Materials/Specialized Equipment Needed** | **Equipment:*** Computer
* Projector

**Materials:*** WS “FFA Activity Book”
* Video clip- “FFA Rap” <https://www.youtube.com/watch?v=d8SBwmMe1tw>
* No.2 Pencil
* Colored pencils
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) | Students are encouraged to think of a statement that reflects both positive ways/ideals to live by. A FFA video rap of the creed is played as well as the 1951 song, “Hail the FFA”. Students are instructed to listen for key words, sentence bits that could be rules to live by each day. |
| **Direct Instruction \*** | * Students are given Texas FFA Activity Books, “Hail the FFA” lyrics, and the FFA Creed.
* Students will compare key terms/words found in the FFA Creed, and song lyrics.
* Students will complete all assignment pages in activity book.
* Students will demonstrate, orally the first sentence in each paragraph of the FFA Creed.

*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*NONE |
| **Guided Practice \*** | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*NONE |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*NONE |
| **Lesson Closure** |  |
| **Summative/End of Lesson Assessment \***  | **Assessment Rubric:** Activity Book Completion - 50 points Group/Teamwork - 25 points Reciting –Rapping paragraph first sentences - 50 points **Total – 100 points***Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*NONE |
| **References/Resources/Teacher Preparation** | * IMS on-lines
* TEKS
* National FFA website
* VATAT
* C.E. Gause-Morton Ranch FFA
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| **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | **English/LA –** I, A, 1, a; II, A, 1, a**Math-** VIII, A, 2, a**CDS-** II, A, 1, c |
| **Recommended Strategies** |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy****Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies****Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication****90 Second Speech Topics** |  |
| **Other Essential Lesson Components** |
| **Enrichment Activity**(e.g., homework assignment) | Students work independently for 20 minutes on comparing key words from handout materialsStudents will then be divided into 3 groups and asked to make a master list from lyrics and creed that could be “action words” for daily living.Volunteers will be called upon to recite the first sentence in each of the five paragraphs via recitation or “rap style” |
| **Family/Community Connection** |  |
| **CTSO connection(s)** |  |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)