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This is a resubmission for the course a-g Ag Communications

Teacher Contact

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* **Course Title:** a-g Ag Communications

* **Transcript Title /Abbreviation:** **Transcript Title /Abbreviation: Course Code**
a-g Ag Communications

* **Seeking "Honors" Distinction:** No

* **Subject Area:** English

* **Category:** English

* **Grade Level for which this course has been designed:**
 9 10 11 12

* **Unit Value:** 1.0 (one year, 2 semesters, or 3 trimesters equiv.)

* **Is this course, or any separate section of this course, taught in an online learning environment:** No

*** Is this course classified as a Career Technical Education:** Yes

Name of Industry Sector: Agriculture and Natural Resources

Name of Career Pathway: Agriscience

*** Brief Course Description**

The Ag communications course is an English communications course with an emphasis on the agriculture industry. Students will practice oral communication, speeches, research papers, read novels and effectively use the English language.

Students will be immersed in fiction, non-fiction, informational text, biographies, etc. that are influenced by an agricultural background.

Pre-Requisites

a-g English 9 - Recommended

Co-Requisites

*** Context for Course**

This course is designed for sophomores, juniors and seniors in their second, third and fourth year of the ag program. It is meant to serve as a means of preparing students for college in terms of communication and writing skills. The idea behind the course is to teach students skills for reading information and effectively interpreting such information via oral or written dialogue. Our goal with this course is to produce more effective speakers and writers for the ag community.

Ag industry professionals are wanting employees who can effectively communicate with both written and verbal communication. The goal of this course is to teach students how to read, infer what is read, write and speak with truth and conviction.

*** History of Course Development**

There is no other course like this approved. The involved parties would be our counselor, administrators and English teachers and departments.

Textbooks

TEXTBOOK 1

* **Title:** Agriculture Communications in Action

* **Edition:** 11th Edition

*
Publication Date: 10/13/2011

*
Publisher: Delmar Learning

*
Author(s): Ricky Telg

URL Resource:

* **Usage:** Primary Text

Read in entirety or near entirety

Supplemental Instructional Materials

Developing Leadership and Communication Skills, by Alan Stewart

Communicating in the Agriculture Industry, written by Russell Graves

Agricultural Communication: Changes and Challenges, by Kristina Boone, Terry Meisenbach, Mark Tucker

Strategic Communication, written by Dan Ohair, Gustav W. Fredrich, Lydia Dixon Shaver

Parliamentary Procedure Made Easy, text/workbook by Shane D. Dunbar (MEd), Professional Registered Parliamentarian and Professional Accredited Parliamentarian

The Jungle, Upton Sinclair

Of Mice and Men, John Steinbeck

Ag Alert- Ag Publication

Capital Ag Press- Ag Publication

* **Course Purpose**

The purpose of this course is to teach students how to be effective readers, writers, communicators and analyzers of content given. The goal of this course is to teach students how to read literature based text and primary based text with effective skills of how to analyze and interpret them. Students will also learn how to interpret text and construct papers and speeches based on read information.

Research papers as well as literature analysis will be given. The way this course aligns to the seven goals of the english requirement are: Students will learn the skills to interpret texts and form true opinions through discourse analysis. They will show this via writing, listening, speaking and thought. Students will be engaged in discussions and text that evoke controversial conversations and opinion through discourse students will show respect and understanding of knowledge and view points. Students will be involved in debates and speeches where an understanding of text and information is paramount. Speaking and listening along with thinking and forming constructive arguments will be crucial when engaged in debates along with forming questions and decisive answers by citing sources and recalling prior knowledge. Students will show independence by choosing compelling topics for themselves and engage in technology and media sources for research papers and speeches.

* **Course Outline**

Unit 1- What is Ag Communications

(Main Text book being used)

Students will explore what ag communications is. They will investigate history of communications and how it applies to the real world. Students will read about different forms of communications and practice these real life skills through various assignments. ie- Group Discussions, quick writes, and handouts. By exploring different media sources and researching effectiveness of communications students will really be using and tapping into the new common core standard CCSS.ELA-Literacy.RI.11-12.7 (Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.)

Unit 2 and 3- Communication Skills and Career Areas

Source Used: Developing Leadership and Communication Skills

(This resource provides students with the tools to communicate within organizations and gain employability skills) and **Communicating in the Agriculture Industry** (This textbook deals with the many areas of the industry of agriculture communications. It includes many hands-on activities.) **Strategic Communication** (This resource is a textbook that is great to detail methods for communicating in organizations and techniques to develop listening skills, verbal and non verbal skills, and interpersonal communication.)

In these two units students will explore how people communicate and how communication is used in the work place. Students will explore The Writing Process, Basics of Journalism, Grammar and Usage, Editing, Interviewing Techniques, Taking Notes, Writing Quotes and Ethics. These skills will become useful later in the year when students are asked to write a research paper and memorize the paper as a 6-8 minute speech. Once students have learned and practiced the listed techniques they will begin the research process of how communication is used in career areas like graphic design, broad cast, publications, speech, debates, etc. Students will gain skills and knowledge to prepare them for college and career choices. By choosing these topics we are tapping into the new common core standards : CCSS.ELA-Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Unit 4/5- Ag Communication in Literary Works

Students will be reading *Of Mice and Men* and *The Jungle*. After reading *Of Mice and Men* students will be answering end of chapter questions, practicing note taking and reflecting on how Steinbeck describes rich California agriculture through descriptive imagery. Students will also be exploring the double meanings in this

descriptive imagery. Students will also be exploring the double meanings in this literary work and how communicating is crucial between Lenny and George and how failures to communicate occur.

For unit 5 students will be reading the Jungle and analyzing the effectiveness of discourse analysis. Students will read the book in conjunction to watching and reading sources from a contrasting viewpoint. Students will learn the beginnings of forming an argument based on textual evidence and create such arguments. Students will be prepared to share these arguments with the class in the form of debates and persuasive essays. In reading both of these literature texts students will be heavily immersed in the new common core standards : CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Unit 6/7- Exploring Needs for Ag Communications and Presenting Effective Arguemnets

Source Used: Agricultural Communication: Changes and Challenges

(This textbook provides a history of agricultural communication through the years as well as features perspectives dealing with the benefits of agricultural communication.)

In these units students will choose a controversial topic facing the ag industry. It can be policy related, perception based, passion driven etc. Students will research said topic and discuss different discourse and rhetoric used around the chosen topic. Students will discuss points of view for both sides of the topic and give valid arguments based on information researched and analyzed. For Unit 7 after students have written the paper and created valid arguments students will put effective communication skills in practice. They will devote time to memorizing, performing and reciting their paper as a speech.

Unit 8- Parliamentary Procedure and Debate Etiquette

Source used :Parliamentary Procedure Made Easy

(An activity-oriented text/workbook that features four meeting scripts, rules and scripts for motions, a 320 word glossary, 12 class activities, public speaking skills, details on organizing and conducting meetings, writing and handling motions and amendments, precedence of motions and much more.)

In this unit students will be taught proper meeting etiquette and how to construct and perform a debate. Students will be introduced to many vocabulary words and procedures expected to be used in everyday business life. Students will form debates and practice in small groups as well.

*** Key Assignments**

Key Assignments include but are not limited to: Research Papers, essays, projects, debates, parliamentary procedure, speeches, group activities and projects, note taking, and worksheets.

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Unit 1 – Group Discussions and quick writes - Group Discussions, quick writes, and handouts. By exploring different media sources and researching effectiveness of communications students will really be using and tapping into the new common core standard CCSS.ELA-Literacy.RI.11-12.7 I(ntegrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.) Students will use computers and internet sources to research various types of communication. Students will also be reading and inferring from

published articles and book chapters. Lengths will vary from one page to chapter long information depending on the nature of the article or source.

Unit 2/3

Key Assignments- Hand outs and group work utilizing the writing process, basics of journalism, grammar and usage practice, and peer editing. Students will also practice note taking techniques when given an informative article, as well as interpreting quotes and discussing ethics as related to the ag industry. By doing so students will be utilizing the new common core standards :CCSS.ELA-Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Students will be engaged in the process of group work and individual work through the above mentioned sources. The outcome is to make students more aware of the use and effectiveness of peer editing, journalism, grammar and usage as well as the overall writing process.

Unit 4/5 Key Assinments

Students will be engaged in the process of note taking of stories events as well as reflective essays discussing imagery. Group projects discussing effectiveness of language and discourse analysis through viewpoints and perceptions. Students work will be the product of inferring meaning and understanding author's viewpoints. Through the note taking process students will develop debates and constructive arguments to validate positions. The outcome will be by doing so students will be utilizing beginnings of forming an argument based on textual evidence and create such arguments. Students will be prepared to share these arguments with the class in the form of debates and persuasive essays. In reading both of these literature texts students will be heavily immersed in the new common core standards : CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Unit 6/7/8 Key Assignments- Research Paper and Prepared speech, debates and questioning

Students will be learning the basis of effective research and analyzing author's viewpoints. The process of this will be by students deducing factual and credible resources and those that are not. Students will memorize and perform the paper as a prepared speech and be prepared to answer questions from the audience.

Audience members will have to be taking notes and avid listening to then ask relevant questions. Students will be using common core standards CCSS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. CCSS.ELA-Literacy.W.11-12.2 The product and outcome of this process will be to 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.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CCSS.ELA-Literacy.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 here.) CCSS.ELA-Literacy.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. CCSS.ELA-Literacy.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

* **Instructional Methods and/or Strategies**

The goal of this course is to have students be career and college ready in reading, writing, speaking, listening, and language. Through reading of primary sources and literature students will gain skills in reading writing and academic language.

Through speaking, debates, group projects and discussions students will learn skills and confidence in the speaking and listening areas. Through research papers, persuasive essays, note taking, and article analyzing students will learn more about language, writing, and reading. Students will be practicing how to effectively read sources and extract content needed whether it be themed base, factual evidence, persuasive points, or double meanings. Students will also perform many speeches, group discussions and debates where speaking and listening are at the forefront of skills being used and practiced. Language common to the agriculture industry and literature based texts will be used in vocabulary and written papers. All of the assignments of this course illustrate how the areas of the common core standards are vertically integrated and can be used.

* **Assessment Methods and/or Tools**

Student will be assessed on the 5 areas of common core: reading, writing, speaking, listening and language. The course has many reading assignments- whether it be primary sources, newspaper articles, literature, quotes, essays, etc.

The course also has incorporated vocabulary development, research papers, comprehension questions, informal/formal assessments, speeches and debates. In addition to the above students will learn note taking, write essays of varying lengths, create arguments and debates. Through this students will be able to work independently and in groups as well as analyze discourse and construct opinions based on evidence.

* **Reading**

Students will read, respond to and discuss a variety of sources. Students will read/respond/discuss to *Of Mice and Men* and *The Jungle*. Students will also be analyzing primary sources written in literary journals as well as textbook information and articles. Students will not only learn how to interpret what they have read, but also listen to their peers and interpret oral communication.

Students will read multiple texts and use the information in practice as well as in forming valid arguments and debates. Students will be required to practice

communication skills taught and show effectiveness and understanding/comprehension. Students will also be required to read two other novels as well as 5 primary source pieces as related to agriculture and communications. Through these readings students will reflect in a written manner.

* **Writing**

Students will continue to work on their writing skills via journalism, research papers, essays, writing prompts, literature based questions, formative arguments and source analysis. In writing students will be practicing vocabulary, editing, grammar and usage. Through essays and research papers students will show their understanding of grammar, patterns forms, essay structures etc. Students will be required to show drafts, self editing and creation of final work. Through this writing students will show an overall increase in subject understanding. Below you will find the break down of each unit and associated writing assignments.

Unit 1 – Group Discussions and quick writes - Group Discussions, quick writes, and handouts. By exploring different media sources and researching effectiveness of communications students will really be using and tapping into the new common core standard CCSS.ELA-Literacy.RI.11-12.7 (Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.) Students will use computers and internet sources to research various types of communication. Students will also be reading and inferring from published articles and book chapters. Lengths will vary from one page to chapter long information depending on the nature of the article or source.

Unit 2/3

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Unit 4/5 Key Assinments

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* **Listening and Speaking**

Being that this is a communication class there is a heavy emphasis on the listening and speaking portion. Students will be engaged in large and small group discussions. They will also be performing prepared and impromptu speeches and discussions. They will also be engaged in debates where forming arguments based on listening to the opponents' comments will be crucial. They will also be required to forming questions based on peers' speeches and topics. They will be encouraged to question, ask, and explore through communication and seeking of understanding!

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