



**Literacy Design
Collaborative**

iCreed2014

★ TASK ★ LADDER

by Toby L. Craver and Lee Smith

The FFA Creed has long stood as the core beliefs and principals of the agriculture industry. As agriculture has evolved over the years so has the FFA Creed. A closer look at the revisions made to the FFA Creed may shed some insight to where agriculture has been, where it is currently, and where it may go in the future. Main aspects of the learning process include:

- A task engagement process that sets up the main teaching task.
- A close reading process that enables students to acquire a deeper understanding of the agriculture industry. In addition, a systematic approach as to "why" two revisions have already been made to the creed.
- A transition to writing in which students use the information acquired through close reading to write a sixth paragraph for the creed. Students detail what they believe is still missing from the wording of the creed by using an avatar that they create to recite their sixth paragraph.
- A writing process in which students analyze each sentence of their sixth paragraph to justify its inclusion in this all important document.

GRADES

7 - 9

DISCIPLINE

CTE

COURSE



**Introduction
to World Ag
Science**

PACING

🕒 **N/A**

Section 1: What Task?

Teaching Task

Task Template 21 - Informational or Explanatory

The National FFA Organization has asked students to write a sixth paragraph for the FFA Creed. What should it say? After reading all three versions of the FFA Creed and provided articles concerning modern agriculture, write a sixth paragraph for the creed; then write an essay in which you analyze each sentence of your new paragraph to support its inclusion in this important document, providing examples to clarify your analysis. What conclusion or implications can you draw? Include a bibliography.

Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

RI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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.

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).

RI.9-10.6

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

RI.9-10.10

By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.

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.

W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

purpose, and audience.

W.9-10.5

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.

W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9-10.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Custom Standards

1.2

Intro to World Ag Science Identify ways that agriculture affects us everyday.

1.3

Intro to World Ag Science- Explain the importance of agriculture to the United States economy.

1.4

Intro to World Ag Science- Discuss ways that agriculture has changed over the past 100 years.

2.4

Survey of Ag Systems- Discuss the significance of these dates in history of the FFA: 1917, 1928, 1965, 1969, 1988

2.5

Survey of Ag Systems- Explain the significance of the FFA Creed, Motto, Salute, and Mission Statement.

2.6

Survey of Ag Systems- List and define four qualities necessary for career success in agriculture (communication, descion making, flexibility/adaptability, technical/functional skills in agriculture).

Texts

🔗 **Passion for the Past**

🔗 **Comparing Agriculture of the Past with Today**

🔗 **Agriculture**

🔗 **Current Creed**

🔗 **FFA Creed 38th to 63rd Conventions**

🔗 **FFA Creed Original Version**

🔗 **Corporate Farming**

Student Work Rubric - Informational or Explanatory Task - Grades 9-12

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Controlling Idea	Presents a general or unclear controlling idea.	Presents a clear controlling idea that addresses the prompt , with an uneven focus .	Presents and maintains a clear, specific controlling idea that addresses all aspects of the prompt and takes into account the complexity of the topic .	Presents and maintains a precise, substantive controlling idea that addresses all aspects of the prompt, takes into account the complexity of the topic and, where appropriate, acknowledges gaps in evidence or information .
Selection & Citation of Evidence	Includes minimal details from sources. Sources are used without citation.	Includes details, examples, and/or quotations from sources that are relevant to the controlling idea . Inconsistently cites sources.	Includes details, examples, and/or quotations from sources that support the controlling and supporting ideas . Consistently cites sources with minor formatting errors .	Includes well-chosen details, examples, and/or quotations from sources that fully support the controlling and supporting ideas. Consistently cites sources using appropriate format .
Development / Explanation of Sources	Explanation of ideas and source material is irrelevant, incomplete, or inaccurate.	Explains ideas and source material to support the controlling idea , with some incomplete reasoning or explanations .	Accurately explains ideas and source material and how they support the controlling idea.	Thoroughly and accurately explains ideas and source material to support and develop the controlling idea.
Organization	Lacks an evident structure. Makes unclear connections among ideas, concepts, and information.	Groups ideas and uses transitions to develop the controlling idea, with some lapses in coherence or organization .	Groups and sequences ideas to develop a cohesive explanation . Uses transitions to clarify the relationships among complex ideas, concepts, and information .	Groups and sequences ideas in a logical progression in which ideas build to create a unified whole . Uses varied transitions to clarify the precise relationships among complex ideas, concepts, and information.
Conventions	Major errors in standard English conventions interfere with the clarity of the writing. Language or tone is inappropriate.	Errors in standard English conventions sometimes interfere with the clarity of the writing. Uses language and tone that are sometimes inappropriate for the audience and purpose.	Consistently applies standard English conventions; minor errors , while noticeable, do not interfere with the clarity of the writing. Uses language and tone appropriate to the audience and purpose .	Consistently applies standard English conventions, with few errors . Demonstrates varied syntax and precise word choice . Consistently uses language and tone appropriate to the audience and purpose.
Content Understanding (Generic)	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

Agriculture has made many advancements over the years for many different reasons. It is because of these advancements that the wording in the FFA Creed has had to change. A brief look back into the past may allow you to understand how great these advancements were; additionally, a look back may open your eyes to the world of agriculture that we know as one of the most efficient industries on earth.

Extension

Not provided

Section 2: What Skills?

Preparing for the Task

BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

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Reading Process

PRE-READING > TEXT SELECTION: Ability to identify appropriate texts.

ACTIVE READING > ANNOTATION: Ability to identify the central point and main supporting elements of a text.

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ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.

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ACTIVE READING > ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.

POST-READING > ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.

Transition to Writing

BRIDGING CONVERSATION > PREPARING FOR WRITING: Ability to begin linking reading results to writing task.

Writing Process

INITIATION OF TASK > ESTABLISHING THE CONTROLLING IDEA: Ability to establish a claim and consolidate information relevant to task.

PLANNING > OUTLINING THE WRITING: Ability to develop a line of thought and text structure appropriate to an informational/explanation task.




DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.



REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

REVISION, EDITING, AND COMPLETION > PEER EDITING: Ability to proofread and format a piece to make it more effective.






REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.



Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
15 mins	BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	SHORT CONSTRUCTED RESPONSE Prompt: What is your definition of agriculture? Are you in any way involved in agriculture?	Meets Expectation If: Student answer the questions in complete sentences	1. Provide questions. 2. Review students on what makes a complete sentence. A. Capitalization B. Punctuation C. Standard Conventions 3. Facilitate the sharing out of student answers.
	Additional Attachments:  Agriculture			
30 mins	BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	SHORT CONSTRUCTED RESPONSE Prompt: Use the Meme app to caption a photo from the learning tool. Then send the captioned photo to the instructor using email.	Meets expectation: Students correctly use the app to caption a photo from the learning tool and then they send the captioned photo in an attachment to the instructor.	Instruction on how to use the Meme app. Instructions on how to send an email with an attachment. Facilitate the sharing out of captioned photos. Note: I have attached the learning tool. The learning tool is located on the right-hand side of the page entitled "Those were the Days." I have also attached an example using the Meme app.
	Additional Attachments:  "Those were the Days"  Example of Meme			
15 mins	TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.	SHORT CONSTRUCTED RESPONSE Prompt: Paraphrase the task prompt in your own words.	Meets Expectation If: Paraphrasing the the prompt accurately to include: 1. Essential Question 2. Type of product produced 3. Analysis 4. Bibliography	1. Individually- use a short constructed response to paraphrase the task. 2. Pair students to share and improve their individual writing. 3. Facilitate the sharing out of task prompt paraphrase. 4. Publish the paraphrased task to chart paper and display in room.
30 mins	TASK AND RUBRIC	NONLINGUISTIC	Meets Expectations If:	1. Define what a nonlinguistic representation is.


	ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.	REPRESENTATION Prompt: Create nolingistic representations of the seven scoring elements that make up the rubric.	The representations accurately depict the definitions of each of the seven scoring elements.	2. Students develop representations of the seven scoring elements individually. 3. Students bring their individual representations to a whole group setting. Students vote for the "best" representation for each of the seven elements. 4. Students publish the "best" representations to chart paper. 5. Display the student created nonlinguistic representations of the rubric on the wall in the classroom.
Reading Process				
10 mins	PRE-READING > TEXT SELECTION: Ability to identify appropriate texts.	LIST OF TEXTS Prompt: Create a list of teacher selected texts and dates for completion of each text.	Meets Expectation If: Students create a list of selected texts with appropriate dates for completion.	1. Organization of time for active reading. 2. Student schedule of events.
50 mins	ACTIVE READING > ANNOTATION: Ability to identify the central point and main supporting elements of a text.	ANNOTATED ARTICLE Prompt: Annotate an article to determine key points and details from an informational text. D3: What conclusions/ implications can be drawn from the article?	Meets Expectations If: Annotations are correct and follow the guidelines of the annotation key. D3 Students make accurate and relevant remarks regarding conclusions/implications.	1. Provide an annotation key to students. 2. Review the parts of a paragraph A. Main idea 2. Details 3. Supporting Details 4. Model the annotation of paragraph one in the provided article. 5. Facilitate class discussion of conclusions/ implications concerning the article. Note: Attached are the annotation key and the first teacher selected article, "Comparing Agriculture of the Past to Today."
Additional Attachments:  Annotation Guide  Comparing Agriculture of the Past to Today				
50 mins	ACTIVE READING > ANNOTATION: Ability to identify the central point and main supporting elements of a text.	ANNOTATED ARTICLE-DIIGO.COM Prompt: Use Diigo.com to annotate the teacher selected article, "Passion for the Past". D3: What conclusions/implications can be drawn from the	Meets Expectation If: Annotations are correct and follow predetermined rules. D3: Student response is accurate and relevant when discussing conclusions/ implications.	1. Students create an account on Diigo.com. 2. Students use the following guide for annotations: A. Yellow highlighter- Main Idea B. Blue highlighter- Words or phrases you may not know. C. Green highlighter- Key supporting details. D. Pink Highlighter- Possible Citations.

		article?		<p>E. Sticky Notes- For additional comments or questions.</p> <p>F. Facilitate the sharing of student conclusions/ implications concerning the article.</p> <p>Note:</p> <p>Once a student has an account in "diigo" any online article can be annotated using this online resource. Another feature of this resource is that it keeps a digital library for each student, which the student can access at any time by logging into their diigo account.</p> <p>I have attached a link to Diigo.com and the article to use with this mini task.</p>
	<p>Additional Attachments:</p> <p>🔗 Passion for the Past</p> <p>🔗 Diigo.com</p>			
1 hr and 30 mins	<p>ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.</p>	<p>SHORT CONSTRUCTED RESPONSE Prompt:</p> <p>Find similarities and differences between the three different version of the FFA Creed. Use a Venn diagram to record findings.</p> <p>D3: What conclusions/implications can be drawn from the comparison?</p>	<p>Meets Expectations If:</p> <p>Students use a Venn diagram to correctly place the similarities and differences between the three versions of the FFA Creed.</p> <p>D3: Students discuss accurate and relevant conclusions/implications based on the article.</p>	<ol style="list-style-type: none"> 1. Model the use of a Venn Diagram 2. Facilitate the discussion of the terms "similarities" and "differences". 3. Facilitate the sharing out of student work. 4. Facilitate the class discussion of conclusions/implications.
	<p>Additional Attachments:</p> <p>🔗 Free Printable Venn Diagram</p> <p>🔗 FFA Creed Original Version</p> <p>🔗 FFA Creed Version 2</p> <p>🔗 FFA Creed Current Version</p>			
50 mins	<p>ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.</p>	<p>CORNELL NOTES Prompt:</p> <p>Use annotations from the article to create Cornell notes.</p> <p>D3: What conclusions or implications can be drawn from the article.</p>	<p>Meets Expectations If:</p> <p>Annotations are correctly placed in the proper locations on Cornell notes. The material is correct and relevant to the task.</p> <p>D3: Accurate and relevant conclusions/implications found in the summary portion of the student's Cornell notes.</p>	<ol style="list-style-type: none"> 1. Show learning device concerning Cornell notes. 2. Facilitate the labeling of a blank Cornell note template. 3. Review previously taught annotation skills (paper and digital versions). 4. Model the transition from annotation to placing information on Cornell notes. 5. Students write a summary using their Cornell notes. 6. Review summary minimum requirements:

				<p>A. Main idea</p> <p>B. Three details (key points)</p> <p>C. Two supporting details per key point. (conclusions/implications)</p> <p>D. Conclusion sentence.</p> <p>Note:</p> <p>I have attached a link to a video that explains Cornell notes. I have also attached the article, "Agriculture" to be used with this mini task.</p>
	<p>Additional Attachments:</p> <p> Cornell Notes</p> <p> Agriculture</p>			
1 hr and 30 mins	<p>ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.</p>	<p>"CHUNKING THE TEXT" Prompt:</p> <p>Read and annotate the article. Use Cornell notes to determine key points and details. Use you Cornell notes to collaborate with your peers, as you have become the expert for your given section of the text.</p> <p>D3: What conclusions/implications can be drawn?</p>	<p>Meets Expectations If:</p> <p>Students complete the close reading strategy "Chunking the Text" and share important information with peers. Students complete accurate and relevant anotations/ Cornell notes from the article.</p> <p>D3: Students accurately and relevantly discuss conclusions and implications during the discussion with peers.</p>	<ol style="list-style-type: none"> 1. While reading and annotating and analyzing the article, students should be looking for related examples that relate to the task prompt. 2. Students use the close reading strategy "Chunking the Text" while reading to become the expert on their section then share information with their peers. 3. Students complete Cornell notes. 4. Facilitate the sharing of information between students. 5. What are some key words or parts of the document that may need further instruction? <p>Note:</p> <p>I have attached a link to "Chunking the Text". I have also attached a link to the article, "Cooperate Farming" to be used with this reading strategy.</p>
	<p>Additional Attachments:</p> <p> Chunking the Text</p> <p> Cooperate Farming</p>			
Not provided	<p>ACTIVE READING > ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.</p>	<p>FRAYER MODEL- ESSENTIAL VOCABULARY</p> <p>In groups, work to identify five essential words or terms from each reading. Be prepared to post and facilitate the learning of your peers.</p>	<p>Provides accurate definitions and or explanations.</p>	<p><i>Frayer Model (word mapping)</i></p> <p>Model the use of the Frayer Model, the teacher has students identify one essential vocabulary word for one of their readings.</p> <p>Group students.</p> <p>4 corners-definition, uses, characteristic, non-characteristics</p>
	<p>Additional Attachments:</p> <p> Frayer Model Worksheet</p>			



Not provided	ACTIVE READING > ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.	CATEGORIZATION CHART- ESSENTIAL VOCABULARY Take 10-15 of the words selected and categorize on chart. Justify category selections	Provides logical explanations.	<i>Categorize words</i> Following presentation, Take 10-15 of the words selected and categorize on chart. Student chooses categories and must justify.
Not provided	POST-READING > ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.	SHORT CONSTRUCTED RESPONSE- ACADEMIC INTEGRITY The students will cite one of their online resources using APA format. Post on chart paper.	Citation follows correct format and contains relevant info.	<i>Short Constructed Response</i> The teacher will discuss: (1) Respect for other's work to assemble evidence and create texts.(2) academic penalties for stealing other's thoughts and words, (3) several appropriate strategies to avoid plagiarism. (Post list.) The teacher will model then facilitate the use of online resources: <ul style="list-style-type: none"> • Bibme.org • CitationMachine.net
Additional Attachments:  Bibme  Citation Machine				




Transition to Writing

50 mins	BRIDGING CONVERSATION > PREPARING FOR WRITING: Ability to begin linking reading results to writing task.	CREATE A VOKI Prompt: Create an avatar that will recite your sixth paragraph. Then share the created avatar with the instructor.	Meets Expectations If: The avatar recites accurate and relevant information as related to the task.	<ol style="list-style-type: none"> 1. Review the task- The National FFA Organization has asked students to write a sixth paragraph for the FFA creed. What should it say? 2. Students use conclusions/implications drawn from close reading strategies to compose a sixth paragraph for the creed. 3. Format of the sixth paragraph should follow format set forth by current creed. 4. Facilitate the creation of student accounts at Voki.com 5. Facilitate the creation of the avatar. 6. Facilitate the sharing of the student created avatars. <p>Note: I have attached student work using Voki.com</p>
Additional Attachments:  Avatar reciting student created sixth paragraph.				

Writing Process

30 mins	INITIATION OF TASK >	SHORT CONSTRUCTED	Meets Expectations If:	1. Review the task: (Students should focus bolded
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	<p>ESTABLISHING THE CONTROLLING IDEA: Ability to establish a claim and consolidate information relevant to task.</p>	<p>RESPONSE Prompt: Using evidence gathered from primary and secondary sources compose a main idea for your essay.</p>	<p>A clearly stated main idea that sets the tone for the development of the essay.</p>	<p>section of the task.)</p> <p>The National FFA Organization has asked students to write a sixth paragraph for the FFA Creed. What should it say? After reading all three versions of the creed and provided articles concerning modern agriculture, write a sixth paragraph for the creed; then write an essay in which you analyze each sentence of your new paragraph to support its inclusion in this important document, providing examples to clarify your analysis.</p> <p>2. Review strategies for main idea/controlling idea.</p> <p>Note: I have attached a link for review of main idea/controlling idea.</p>
	<p>Additional Attachments:</p> <p> Controlling idea/Topic Sentence</p>			
1 hr	<p>PLANNING > OUTLINING THE WRITING: Ability to develop a line of thought and text structure appropriate to an informational/explanation task.</p>	<p>POPPLET Prompt: Using popplet, an online resource: Create an outline/organizer which will guide your writing.</p> <p>D3: Include conclusions/implications drawn from the reading to be used as the justification for your sixth paragraph.</p> <p>D8: Cite textual information</p>	<p>Meets Expectations If: Students create an online graphic organizer/outline that includes the following:</p> <ol style="list-style-type: none"> 1. Supports the justification of sixth paragraph. 2. Conclusions/Implications from the reading 3. Cited informational text 	<p>1. Review the task: (Students should focus bolded section of the task.)</p> <p>The National FFA Organization has asked students to write a sixth paragraph for the FFA Creed. What should it say? After reading all three versions of the creed and provided articles concerning modern agriculture, write a sixth paragraph for the creed; then write an essay in which you analyze each sentence of your new paragraph to support its inclusion in this important document, providing examples to clarify your analysis.</p> <p>2. Facilitate the creation of student accounts using Popplet.com</p> <p>3. Model the use of Popplet</p> <p>4. Invite students to generate questions in pairs about how the format works, and then take and answer questions.</p> <p>Note: I have attached a link to Popplet</p>
	<p>Additional Attachments:</p> <p> Popplet.com</p>			
1 hr and 30 mins	<p>DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.</p>	<p>LONG CONSTRUCTED RESPONSE Prompt: Write an initial draft complete with opening, development, and closing.</p> <p>D3: Includes conclusions</p>	<p>Meets Expectations If: Provides complete draft with all its parts.</p> <p>D3: Supports the opening in later sentences which show a need for inclusion in the</p>	<p>1. Review the task: (Students should focus bolded section of the task.)</p> <p>The National FFA Organization has asked students to write a sixth paragraph for the FFA Creed. What should it say? After reading all three versions of the creed and provided articles concerning modern agriculture, write a sixth</p>

		<p>or implications</p> <p>D8: Minimum of one citation per body paragraph.</p>	<p>paragraph.</p> <p>D8: Contains a least one citation per body paragraph that supports previously stated information.</p>	<p>paragraph for the creed; then write an essay in which you analyze each sentence of your new paragraph to support its inclusion in this important document, providing examples to clarify your analysis.</p> <p>2. Review the minimum requirements for a body paragraph.</p> <p>3. Review citation materials- Bibme or Citation machine.</p> <p>Note:</p> <p>I have attached links to Bibme.org and Citationmachine.net. I have also attached a review document containing the minimum requirements for a body paragraph.</p>
	<p>Additional Attachments:</p> <p> Bibme</p> <p> Citation Machine</p> <p> Body Paragraph Outline</p>			
40 mins	<p>REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</p>	<p>LONG CONSTRUCTED RESPONSE Prompt:</p> <p>Refine compositions's analysis, logic, and organization of ideas.</p> <p>D3: Includes conclusions or implications</p> <p>D8: Minimum of one citation per body paragraph.</p>	<p>Meets Expectation If:</p> <p>Provides complete draft with all parts.</p> <p>A. Introduction</p> <p>B. Body Paragraphs</p> <p>C. Conclusion</p> <p>D3: Supports the opening in the later sentences with evidence, including conclusions or implications made.</p> <p>D8: Contains a least one citation per body paragraph that supports previously stated information.</p>	<p>1. Review the task: (Students should focus bolded section of the task.)</p> <p>The National FFA Organization has asked students to write a sixth paragraph for the FFA Creed. What should it say? After reading all three versions of the creed and provided articles concerning modern agriculture, write a sixth paragraph for the creed; then write an essay in which you analyze each sentence of your new paragraph to support its inclusion in this important document, providing examples to clarify your analysis.</p> <p>2. Sample useful feedback that balances support for strenghts and clarity about weaknesses.</p> <p>3. Assign students to provide each other with feedback on those issues.</p>
50 mins	<p>REVISION, EDITING, AND COMPLETION > PEER EDITING: Ability to proofread and format a piece to make it more effective.</p>	<p>CORRECTED DRAFT</p> <p>Papers need to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.</p>	<p>Provides a draft free from distracting errors and Uses format that supports purpose.</p>	<p><i>Peer Review of Long constructed Response- Correct Draft</i></p> <p>The teacher will instruct students on what to look for during editing (unlike revision.) Papers need to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.</p> <p>(Include instruction on proofreading marks.)</p>
20 mins	<p>REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that</p>	<p>FINAL DRAFT</p> <p>Ability to submit final piece that meets expectations.</p>	<p>Completed paper plus revisions of work are turned in on time.</p>	<p><i>Final Work of Long Constructed Response</i></p> <p><i>Student papers scored and feedback given in a timely manner.</i></p>

	meets expectations.			
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Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

Advanced

 **Student 1**

 **Student 2**

Meets Expectations

 **Student 3**

 **Student 4**

Approaches Expectations

 **Student 5**

 **Student 6**

Not Yet

 **Student 7**

 **Student 8**

Teacher Reflection

This module is designed to be implemented in the first year of study for agriculture students. The goal is for students to realize the impact that agriculture has on our communities, our state, our nation, and society as a whole. Students have the opportunity to contemplate the idea of a world in which grocery shelves are not always full and McDonalds is not always open. However, through this module students realize the possibility of this phenomenon occurring is slim. This can best be explained by the hard work, determination, and basic beliefs that agriculturalist hold dear, through their examination of the three different versions of the FFA Creed. This closer look will allow students to realize that as agriculture has evolved over the years so has the wording of the FFA Creed. The students will also become aware that the last revision was made prior to their birth which causes them to wonder- is it time for another revision and if it were revised, what should it say?

All Attachments

- 🔗 **Passion for the Past** : <https://s ldc.org/u/8a35dpsppoke0ig6r18fo5ilt>
- 🔗 **Comparing Agriculture of the Past with Today** : <https://s ldc.org/u/2idtgdw4niye0coie85grhhwc>
- 🔗 **Agriculture** : <https://s ldc.org/u/4btyh3euqogcy0sgzibir22lu>
- 🔗 **Current Creed** : <https://s ldc.org/u/b20txffbqoy7370s1fhc1h51>
- 🔗 **FFA Creed 38th to 63rd Conventions** : <https://s ldc.org/u/2q71c8yaq9r0d1cytnnqc7hq9>
- 🔗 **FFA Creed Original Version** : <https://s ldc.org/u/etxqmj6fg47069tnpdn0qf72g>
- 🔗 **Corporate Farming** : <https://s ldc.org/u/1qgyisswvc7z xuqeaxr1ipkri>
- 📄 **Student 1** : <https://s ldc.org/u/4sz30secufgygbuol7s8z7gh2>
- 📄 **Student 2** : <https://s ldc.org/u/b0ylec0jmymsap1r00n97of4v>
- 📄 **Student 3** : <https://s ldc.org/u/a3nvg7w7ide6lwzirkvpy92mr>
- 📄 **Student 4** : <https://s ldc.org/u/nq0jjx3pk818uomjs92qvh7a>
- 📄 **Student 5** : <https://s ldc.org/u/2c1aad70gshwopl4409e267c8>
- 📄 **Student 6** : <https://s ldc.org/u/13k9465kkc1blnhmdk4ek20p3>
- 📄 **Student 7** : <https://s ldc.org/u/c921bwjvrhf5thmcu1eaoa3g9>
- 📄 **Student 8** : <https://s ldc.org/u/17vepkboa0l86mrkrr4zlnz2a>