

STUDENT LEARNING GOALS/OBJECTIVES DEVELOPMENT GUIDE

Grade: 9
Content Area: Leadership/Public Speaking

Component	Guiding Questions	Descriptors
Baseline/Trend Data	<i>What data were reviewed to assist in establishing the student learning goal/objective?</i>	<ul style="list-style-type: none"> • Percentage of students that have competed in the FFA Creed Public Speaking Career Development Event (CDE) in past year. • Scores from students' performance in classroom FFA Creed Public Speaking. • Over the past two years fewer than 15% of students compete in the Chapter FFA Creed Public Speaking (CDE) • Classroom scores on the CREED unit for the past two years have average 65%
Student Population	<i>Who is included in this student learning goal/objective? Why is this target group/class selected?</i>	<ul style="list-style-type: none"> • The 9th Grade agriculture class was selected because this is where the FFA Creed is taught and is the place where the foundations of public speaking are developed. • The class consists of 2 English learners, 6 special education students, 2 advanced placement students and 5 students with no special educational identification.
Standards And Learning Content	<i>Which standards are connected to the learning content?</i>	<ul style="list-style-type: none"> • Connecticut ASTE Standards; CT-LS.03.01.02.a. Explain effective communication skills. • CCSS; SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Student Learning Goal/Objective Statement	<i>What is the expectation for student growth and development?</i>	<ul style="list-style-type: none"> • Students will Demonstrate; Leadership, Personal Growth, and Career Success: Understand the concepts, strategies, and tools needed, which contribute to premier leadership, personal growth, and career success through the participation in FFA activities • Students shall be prepared for college and career realization.

<p>Indicators Of Academic Growth And Development (IAGDs)</p> <p>Growth Targets</p>	<p>A. <i>How will you measure progress toward your student learning goal/objective?</i></p> <p>B. <i>What targets will you establish to demonstrate attainment of your student learning goal/objective?</i></p> <p>NOTE: If teacher sets only one goal/objective then there MUST be at least two IAGDs</p>	<p><u>IAGDs:</u></p> <p>A. <u>ASSESSMENTS/MEASURES OF PROGRESS</u></p> <ul style="list-style-type: none"> National FFA Creed CDE scoring rubric Teacher developed scoring guide for practice sessions <p>B. <u>GROWTH TARGETS</u></p> <ul style="list-style-type: none"> 30% of the class will compete in the Chapter FFA Creed Public Speaking (CDE). Scores on the classroom presentation of the Creed will increase to a 73% average.
<p>Instructional Strategies/Supports</p>	<p><i>What methods will you use to accomplish this student learning goal/objective? How will progress be monitored? What professional learning/supports do you need to achieve this student learning goal/objective?</i></p>	<ul style="list-style-type: none"> Students will be instructed in analyzing speeches; “I have a Dream” by Dr. Martin Luther King; “Pearl Harbor Address to the Nation” by Franklin Delano Roosevelt; and “My Own Little World” Clay Slap, National FFA President retiring address. Students will present a paragraph of the FFA Creed at regular intervals using the scoring rubric. Educational Aides will work with special education students to modify the lessons as appropriate; time penalties and punctuation requirements will be adjusted; modified scoring rubric will be used for scoring Language learners will be able to present the FFA Creed in Spanish, and scored based on a modified rubric.