CATA Curricular Code Change Proposal

Make a copy of this document. In order to input information.

Contest:	
Proposed by: (Name, School, Email)	

Issue: (Describe the reason/rationale for the proposed change.)

Please answer yes or no to ALL the questions below.

This proposal will require a contest to open out of rotation	
The change will affect General Rules	
The change will affect the awards needed.	
Which JudgingCard scorecard will be used for tabulations.	
The proposed change will affect contest forms.	
The proposed change will affect contest hosting site. (e.g. additional facilities, new sections, additional scoring, etc.)	

If you answered yes to any of the above questions, you need to include the following signatures: Click here for link to CDE Contest Advisor and Coordinator list.

CATA Approved Contest Advisor's Signature	
CDE Host Site Contest Coordinator's Signature agreeing that changes are able to be accommodated by the host site.	

If you answered yes to any of the above questions, please explain.

*It is highly recommended that you, or a representative, attend the pre-conference governing board meeting to answer any questions regarding proposed curricular code changes to contests that are requested to be opened out of rotation.

Description: (Describe what is changing.)

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Proposed CATA Code Change: (Only include the section that the proposed change pertains to – do not include the entire contest. Reference numbered section. If editing text, show new text with old text in parenthesis. For large changes, set track changes in the Word document and attach the file, with edits, to this document when submitting.)

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Instructions for Submitting Curricular Code Change
- Make sure the form is complete.
- Download and Submit this document as a PDF
  - Click File → Download → Download as a PDF
- If your proposal requires signatures make sure to contact the contest advisor and contest host. **Tip:** Docusign, Doc Hub are great sources for digital signature requests.
  - Click Here for contest Host and Advisor List
- Email completed Curricular Change Proposal **PDF** to cata@calagteachers.org by June 1st.

Warning: Make sure you add all the topics or concerns you would like to discuss at the Curricular Code CDE meeting. If it's not posted on the CATA Curricular Code Changes website by June 1st, it **cannot** be discussed.

Purpose and Standards

The Agricultural Education contest prepares students for careers in agricultural education. Topics include a lesson plan, lesson demonstration, and judges' questions.

Foundation Standards: CCSS.ELA-LITERACY.W.9-10.9 CCSS.ELA-LITERACY.W.11-12.9 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.RH.11-12.7 CCSS.MATH.CONTENT.HSS.ID.C.7 CCSS.MATH.CONTENT.HSS.IC.B.6 CCSS.MATH.CONTENT.HSN.Q.A.1

Agricultural Communications Pathway Standards: ABS.02.02, ABS.03.01, ABS.05.01, ABS.05.03

Contestants

Applicants for participation can be prescreened based on lesson plan score for participation in the live round by the host site. FFA members are to wear FFA Official Dress and will be scored accordingly.

1. If more participants are entered than the host site can handle, there will be a preliminary cut on Friday. afternoon/evening. The Written lesson plan scores will determine the top individuals who will be invited to come back on Saturday to present their lesson.
2. The presentation may be conducted in two rounds if necessary, preliminary (three to five flights) and finals (one flight). The top individuals from each preliminary flight will advance to the final round.
3. Preliminary presentation flights will be seeded by lesson plan scores. Flights are announced during the team orientation meeting at the start of the event.

Activities

Class	Individual Points
Lesson Plan	100
Demonstration	200
Judges Questions	50
Written Test	50
TOTAL	400

Tie Breaker

Team tiebreakers will be settled in the following order:
1. Lesson Plan - Lesson rank
2. Lesson Demonstration - Demonstration rank
3. Test Score Total

Rules

1. Each year a new agricultural content area will be chosen from a rotating list in the National AFNR standards and selected in this order tying with specific pathway content standards:

2025: Agribusiness Systems
2026: Animal Systems
2027: Biotechnology Systems
2028: Environmental Service Systems
2029: Food Products and Processing Systems
2030: Natural Resource Systems
2031: Plant Systems
2032: Power, Structural and Technical Systems

Contestants <u>must</u> choose a topic identified in the National AFNR outlines or framework within the respective content area identified for competition that year. Official judges shall disqualify a contestant if he or she teaches a topic outside of the content area chosen for that particular year.

2. Lesson Plan: All lesson plans submitted must follow the template provided and must be the result of their own efforts.
   a. The lesson plan will be due two weeks before the State FFA Finals contest. An electronic copy of the lesson plan in PDF format (no larger than 20 megabytes) must be uploaded at least two weeks prior to the contest. Upload instructions will be provided by the contest site.
   b. A penalty of 10 percent of available lesson plan points will be assessed for any late submissions. If the document is not received seven days after the deadline, the team may be subject to disqualification.
   c. Students should plan for a 50 minute class in a classroom setting with 8 students. Students will have autonomy to play out scenarios presented in the lesson plan but equally across individuals participating. Students may be rotated in a morning and afternoon group to keep participants fresh.
   d. The lesson plan <u>MUST</u> include:
      i. Interest approach (including, link, motivation and overview)
      ii. At least one objective
      iii. Outline of teaching presentation
      iv. Checking for comprehension (questions used to provoke thought immediately after objective is taught)
      v. Closure (recap of lesson)
      vi. An assessment tool (written quiz questions) should be attached to the lesson plan but should NOT be a part of the teaching presentation.
      vii. A list of information sources (i.e., textbooks, websites, magazines) <u>MUST</u> be included as part of the contestant's lesson plan.
3. Demonstration: Each student will have up to 15 minutes to give a demonstration from *part* of their lesson plan to the judges. Participants will have 3 minutes to set up and 3 minutes to tear down their demonstration. Each demonstration shall be a minimum of twelve (12) minutes in length and maximum of fifteen (15) minutes. Each contestant will be allowed an additional five (5) minutes to be asked questions by judges relating to his or her lesson. Contestants are to be penalized one (1) point per second on each judges' score sheet for being under twelve (12) minutes or over fifteen (15) minutes not including time for judges' questions. A clock will be provided in the contest room to allow contestants to track their time.
   a. Only internet access, a projector, and whiteboard will be provided in the presentation room. Individuals must bring their laptop with HDMI connection or a Mac adaptor for projection and may bring additional equipment for the presentation as long as they are able to set up and tear down equipment in the time allowed. Each contestant must bring his or her own instructional tools and materials (i.e. handouts, visual aids, props.) As this is a state finals contest cell phones are not permitted, even if part of the lesson plan. Instructional props may not be living.
   b. In the case of equipment failure, the team may be asked to move forward with the presentation. A back-up plan is recommended.
4. Questions: Participants will answer 3 questions total from judges and have up to 5 minutes. Questions will be related to:
   a. Lesson plan design
   b. Methodologies demonstrated
   c. Teaching process used
5. Written Exam: Participants will take a written exam related to teaching secondary agricultural education. The exam will be based on content found within the websites listed in the references section below.

Agricultural Education CDE Lesson Plan Scoring Rubric - Judging Card Electronic Tabulations Form

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Performance Scale

1	2	3	4
Not acceptable	Needs improvement	Acceptable	Exceptional

Student Name(s): **Chapter:** **Judge:**

Performance Criteria	Rating	Suggestions/Comments	Total
Lesson Objective: ● Includes the desired behavior to be learned. ● Includes any important conditions under which the behavior is to occur ● Identifies a degree of acceptable performance.	1 2 3 4 1 2 3 4 1 2 3 4		/12
Interest Approach: ● Links to prior knowledge and/or experiences ● Establishes motivation and addresses why the lesson should be learned and is appropriate for the age and grade of the particular student ● The interest approach includes an overview of the lesson (i.e., objectives are written and communicated verbally)	1 2 3 4 1 2 3 4 1 2 3 4 .		/12
● Content materials are appropriate for the age and grade of the particular students ● Content is engaging, applicable to the real world and meaningful to the students. ● Worksheets, materials, demonstrations and other learning tools facilitate learning the objectives and have clear directions.	1 2 3 4 1 2 3 4 1 2 3 4 .		/12
Content Questions: ● For each objective, a question is prepared in advance to provoke thought within the content and/or check for comprehension. ● Follow up questions are prepared based on probable student answers to initial question.	1 2 3 4 1 2 3 4		/8
Procedures: ● The teaching strategy effectively leads to achieving objectives. ● Learning techniques actively engage students. ● Procedures are specific, organized and easy to follow. ● Procedures are appropriate for the lesson.	1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4		/16
Closure: ● Closure is clear and reviews learning. ● Closure indicates application to the real world. ● Closure sets the stage for new learning (next lesson).	1 2 3 4 1 2 3 4 1 2 3 4 .		/12

Assessment:			
- Assessment appropriately measures the objectives. - An informal check for comprehension activity is included for each of the lesson objectives. - Students are given clear directions to how they are evaluated.	1 2 3 4 1 2 3 4 1 2 3 4		/12
Total			/84

Agricultural Education CDE Lesson Plan Template

Student Name(s):   **Chapter:**

Lesson Title:	**Unit Title:**	**Time: 50 minutes**

Instructional Objectives: (Students will…)

  1.
  2.
  3.

Content Standards Met:

Materials/Supplies Needed:

Interest Approach:

Lesson Content:

Objective 1:	**Teaching Method:**
(Include all content, activities, directions, scripting, etc. Use as much	

space as needed.)

Notes:

Checking for Understanding:

Objective 2:

Teaching Method:

(Include all content, activities, directions, scripting, etc. Use as much space as needed.)

Notes:

Checking for Understanding:

Objective 3:

Teaching Method:

(Include all content, activities, directions, scripting, etc. Use as much space as needed.)

Notes:

Checking for Understanding:

Conclusion:

Assessment:

+---+
| **References:** |
| |
| |
+---+

Agricultural Education CDE Lesson Demonstration Scoring Rubric - Judging Card Electronic Rubric

Performance Scale

1	2	3	4
Not acceptable	Needs improvement	Acceptable`	Exceptional

Student Name(s):   **Chapter:**   **Judge:**

Performance Criteria	Rating	Suggestions/Comments	Total
Interest Approach: ● Links to prior knowledge and/or experiences ● Establishes motivation for learning ● Provides an overview of what is to be learned.	1 2 3 4 1 2 3 4 1 2 3 4		/12
Lesson Objective: ● States the objectives(s) (verbal and written) ● Relates to experiences of students	1 2 3 4 1 2 3 4		/8

Provided Input: ● Uses appropriate teaching methods. ● Provides appropriate instructional materials ● Used instructional materials efficiently ● Provides assistance to students as needed. ● Displays enthusiasm for the subject and for teaching.	1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4		/20
Checked for Comprehension: ● An informal check for comprehension activity is included for each of the lesson objectives ● Distributes questions among students ● Provides students with knowledge of their progress (feedback)	1 2 3 4 1 2 3 4 1 2 3 4		/12
Modeled Ideal Behavior: ● Demonstrates correct procedures ● Illustrates concepts clearly	1 2 3 4 1 2 3 4		/8
Closure: ● Summarize key points/concepts ● Concludes lesson with definite decisions (s) and/or recommendation(s) ● Sets the stage for new learning ● Includes appropriate evaluation of learning	1 2 3 4 1 2 3 4 1 2 3 4 . 1 2 3 4 .		/16
Total			/80

Response to judges' questions: _____/40

Deductions for going over or under time: 1pt /sec_____   **Presentation Points:** _____/76

Lesson Plan Points: _____/84

Total Points: _____/200

CALIFORNIA AG EDUCATION JUDGES SCORE SHEET

Criteria	Points Allowed	CONTESTANT									
		1	2	3	4	5	6	7	8	9	10
Lesson Plan:											
Interest Approach	12										
Lesson Objectives	12										

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Content	**12**											
Content Questions	**8**											
Procedures	**16**											
Closure	**12**											
Assessment	**12**											
Total for Lesson Plan	**/84**											
Teaching Performance:												
Interest Approach	**12**											
Lesson Objectives	**8**											
Content Delivery	**20**											
Checked for Comprehension	**12**											
Modeled Ideal Behavior	**8**											
Closure	**16**											
Total for Performance	**/76**											
Questions:												
Response to Judges Questions*	**40**											
Total Points (Gross)	**200 x 5**											
Less Time Deductions**	**1 pt/sec**											
Total Points (Net)	**/1000**											
Rank of Contestant												

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References

[Developing Objectives](#)
[Performance Objectives](#)
[Domains of Learning](#)
[Bloom's Taxonomy Action Verbs](#)
[Questioning Skills](#)
[Powerful Questions](#)
[Creating Assessments](#)
[Lesson Closure Ideas](#)
[AFNR Standards](#)
[E-moments for Learning](#)