



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright *future* for every child

~~2022 Diversified Agriculture Agribusiness Core~~

Program CIP: 01.0000 Agriculture, General

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~~The Research and Curriculum Unit (RCU), located in Starkville, as part of Mississippi State University (MSU), was established to foster educational enhancements and innovations. In keeping with the land-grant mission of MSU, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances intellectual and professional development of Mississippi students and educators while applying knowledge and educational research to the lives of the people of the state. The RCU works within the contexts of curriculum development and revision, research, assessment, professional development, and industrial training.~~

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Standards

Standards and alignment crosswalks are referenced in the appendix. Depending on the curriculum, these crosswalks should identify alignment to the standards mentioned below, as well as possible related academic topics as required in the Subject Area Testing Program in Algebra I, Biology I, English II, and U.S. History from 1877, which could be integrated into the content of the units. Mississippi's CTE diversified agriculture agribusiness core curriculum is aligned to the following standards:

National Agriculture, Food, and Natural Resources (AFNR) Career Cluster Content Standards

The National AFNR Career Cluster Content Standards were developed by the National Council on Agricultural Education to serve as a guide for what students should know or be able to do through a study of agriculture in Grades 9-12 and two-year postsecondary programs. The standards were extensively researched and reviewed by leaders in the agricultural industry, secondary and postsecondary instructors, and university specialists. The standards consist of a pathway content standard for each of the eight career pathways. For each content standard, performance elements representing major topic areas with accompanying performance indicators were developed. Measurements of assessment of the performance elements and performance indicators were developed at the basic, intermediate, and advanced levels. The National AFNR Career Cluster Content Standards are copyrighted by the National Council for Agricultural Education and used with permission.

thecouncilffa.org/afnr

International Society for Technology in Education Standards (ISTE)

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iste.org

College and Career Ready Standards

College and career readiness standards emphasize critical thinking, teamwork, and problem-solving skills. Students will learn the skills and abilities demanded by the workforce of today and the future. Mississippi adopted Mississippi College and Career Readiness Standards (MCCRS) to provide a consistent, clear understanding of what students are expected to learn and so teachers and parents know what they need to do to help them.

mdek12.org/oae/college-and-career-readiness-standards

Framework for 21st Century Learning

In defining 21st century learning, the Partnership for 21st Century Skills has embraced key themes and skill areas that represent the essential knowledge for the 21st century: global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; environmental literacy; learning and innovation skills; information, media, and technology skills; and life and career skills. *21 Framework Definitions* (2019).

battelleforkids.org/networks/p21/frameworks-resources

Preface

~~Secondary CTE programs in Mississippi face many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing applied learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments. This document provides information, tools, and solutions that will aid students, teachers, and schools in creating and implementing applied, interactive, and innovative lessons. Through best practices, alignment with national standards and certifications, community partnerships, and a hands-on, student-centered concept, educators will be able to truly engage students in meaningful and collaborative learning opportunities.~~

~~The courses in this document reflect the statutory requirements as found in Section 37-3-49, *Mississippi Code of 1972*, as amended (Section 37-3-46). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, Ch. 487, §14; Laws, 1991, Ch. 423, §1; Laws, 1992, Ch. 519, §4 eff. from and after July 1, 1992; Strengthening Career and Technical Education for the 21st Century Act, 2019 [Perkins V]; and Every Student Succeeds Act, 2015).~~

Mississippi Teacher Professional Resources

The following are resources for Mississippi teachers:

~~Curriculum, Assessment, Professional Learning~~

~~Program resources can be found at the RCU's website, rcu.msstate.edu.~~

~~Learning Management System: An Online Resource~~

~~Learning management system information can be found at the RCU's website, under Professional Learning.~~

~~Should you need additional instructions, call the RCU at 662.325.2510.~~

Executive Summary

Pathway Description

The diversified agriculture agribusiness core is a one Carnegie unit course within the diversified agriculture pathway. Students must earn four credits within the diversified agriculture pathway to be a completer. All students must complete the principles of agriscience course before being allowed to enroll in agribusiness core. Agribusiness core is centered on building a foundation of knowledge regarding agribusiness practices, financial management, and entrepreneurship. Students will attain knowledge and skills in areas such as utilizing banking services, financial management, preparing budgets, and principles of marketing. Emphasis is on an active learning environment enriched with technology, business simulations, and math-based applications.

College, Career, and Certifications

No national industry recognized certifications are known to exist at this time in the field of agribusiness. Competencies and suggested objectives in this course have been correlated, however, to the National AFNR Career Cluster Content Standards that have been reviewed and endorsed at the national level by the National Council on Agricultural Education.

Grade Level and Class Size Recommendations

It is recommended that students enter this program as 10th graders. Exceptions to this are a district level decision based on class size, enrollment numbers, and student maturity. A maximum of 25 students is recommended for classroom based courses, while a maximum of 15 students is recommended for lab-based courses.

Student Prerequisites

For students to experience success in the program, the following student prerequisites are suggested:

1. C or higher in English (the previous year)
2. C or higher in high school level math (last course taken or the instructor can specify the level of math instruction needed)
3. Instructor approval and TABE reading score (eighth grade or higher)
or
1. TABE reading and math score (eighth grade or higher)
2. Instructor approval
or
1. Instructor approval

Assessment

The latest assessment blueprint for the curriculum can be found at reu.msstate.edu/curriculum/curriculumdownload.

Applied Academic Credit

The latest academic credit information can be found at mdek12.org/ese/approved-course-for-the-secondary-schools.

Teacher Licensure

The latest teacher licensure information can be found at [mdek12.org/oel/apply for an educator license](http://mdek12.org/oel/apply-for-an-educator-license).

Professional Learning

If you have specific questions about the content of any of the training sessions provided, please contact the RCU at 662.325.2510.

Course Outlines

This curriculum consists of one 1-credit course.

~~Diversified Agriculture Agribusiness Core Course Code: 993420~~

Unit	Title	Hours
1	Leadership and SAE for All	5
2	Principles of Agribusiness and Entrepreneurship	10
3	Financial Management in Agribusiness	20
4	Examine Financial Performance	20
5	Taxes and Legal Concepts	10
6	Agricultural Economics	15
7	Risk Management in Agribusiness	10
8	Implementing, Planning, and Decision-Making Procedures Through Budgeting	15
9	Establishing an Agribusiness	15
10	Agribusiness Marketing and Sales	10
11	Management and Administration of Agribusiness	10
Total		140

Career Pathway Outlook

Overview

The agricultural sciences career cluster covers the broad field of occupations related to the production and use of plants and animals for food, fiber, aesthetic, and environmental purposes. According to the U.S. Department of Agriculture (USDA), through 2025, 59,400 jobs are expected to open in food, agriculture, renewable natural resources, or the environment for graduates with bachelor's or higher degrees in those areas. Almost half of those jobs will be in management and business at 42%; 31% in science, technology, engineering, and math (STEM) in agriculture; 13% in sustainable food and biomaterials production; and 14% in education, communication, and government services. According to the USDA, agriculture, food, and related industries contributed \$1.1 trillion to the U.S. gross domestic product (GDP) in 2019. The Mississippi Department of Agriculture and Commerce (MDAC) reports that agriculture is Mississippi's number one industry at \$7.4 billion and employing approximately 17.4% of the state's workforce.

Diversified agriculture will target careers at the professional and technical levels in agriculture. Students enrolled in these courses should be better prepared to pursue degrees at the community college and four-year college levels.

Needs of the Future Workforce

Data for this synopsis were compiled from the Mississippi Department of Employment Security (MDES) (2016). Employment opportunities for each of the occupations are listed below:

Table 1.1: Current and Projected Occupation Report

Description	Jobs, 2016	Projected Jobs, 2026	Change (Number)	Change (Percent)	Average Yearly Earnings, 2020
Agricultural and Food Science Technicians	260	270	10	3.9%	\$39,270
Agricultural Sciences Teachers, Postsecondary	150	160	10	6.7%	\$93,260
Animal Trainers	100	110	10	10%	\$23,120
Career/Technical Education Teachers, Middle School	320	350	30	9.4%	\$47,270
Career/Technical Education Teachers, Secondary School	1,220	1,310	90	7.4%	\$50,370
Conservation Scientists	700	730	30	4.3%	\$54,950
Environmental Engineers	410	420	10	2.4%	\$75,940
Environmental Engineering Technicians	160	170	10	6.3%	\$46,790

<u>Environmental Scientists and Specialists, Including Health</u>	620	670	50	8.1%	\$64,460
<u>Environmental Science and Protection Technicians, Including Health</u>	420	460	40	9.5%	\$38,780
<u>Farm and Home Management Advisors</u>	290	300	10	3.2%	\$38,650
<u>Logging Equipment Operators</u>	1,680	1,740	60	3.6%	\$41,840
<u>Landscaping and Groundskeeping Workers</u>	6,000	6,620	620	10.3%	\$25,630
<u>Nonfarm Animal Caretakers</u>	1,520	1,780	260	17.1%	\$24,030
<u>Soil and Plant Scientists</u>	110	110	0	0%	\$92,250
<u>Farmers, Ranchers, and Other Agricultural Managers</u>	1,790	1,840	20	2.8%	\$55,830
<u>First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers</u>	980	1,090	110	11.2%	\$40,270
<u>First-Line Supervisors/Managers of Farming, Fishing, and Forestry Workers</u>	940	990	50	5.3%	\$54,550
<u>Fish and Game Wardens</u>	40	40	0	0%	\$46,610
<u>Foresters</u>	190	200	10	5.3%	\$52,660
<u>Surveyors</u>	450	470	20	4.4%	\$48,600
<u>Surveying and Mapping Technicians</u>	530	550	20	3.8%	\$39,840
<u>Tree Trimmers and Pruners</u>	270	300	30	11.1%	\$44,920
<u>Veterinarians</u>	490	540	50	10.2%	\$81,950
<u>Veterinary Assistants and Laboratory Animal Caretakers</u>	970	1,090	120	12.4%	\$26,150
<u>Veterinary Technologists and Technicians</u>	570	630	60	10.5%	\$35,890
<u>Zoologists and Wildlife Biologists</u>	260	270	10	3.9%	\$70,200

Source: Mississippi Department of Employment Security; mdes.ms.gov (2021).

Perkins V Requirements and Academic Infusion

The agribusiness core curriculum meets Perkins V requirements of introducing students to and preparing them for high-skill, high-wage occupations in agricultural fields. It also offers students a program of study, including secondary, postsecondary, and institutions of higher learning courses, that will further prepare them for careers in agriculture. Additionally, this curriculum is integrated with academic college and career readiness standards. Lastly, it focuses on ongoing and meaningful professional development for teachers as well as relationships with industry.

Transition to Postsecondary Education

The latest articulation information for secondary to postsecondary can be found at the Mississippi Community College Board website, mccb.edu.

Best Practices

Innovative Instructional Technologies

Classrooms should be equipped with tools that will teach today's digital learners through applicable and modern practices. The diversified agriculture educator's goal should be to include teaching strategies that incorporate current technology. To make use of the latest online communication tools—wikis, blogs, podcasts, and social media platforms, for example—the classroom teacher is encouraged to use a learning management system that introduces students to education in an online environment and places more of the responsibility of learning on the student.

Differentiated Instruction

Students learn in a variety of ways, and numerous factors—students' background, emotional health, and circumstances, for example—create unique learners. By providing various teaching and assessment strategies, students with various learning preferences can have more opportunity to succeed.

CTE Student Organizations

Teachers should investigate opportunities to sponsor a student organization. The National FFA Organization is the student organization for this pathway and will foster the types of learning expected from the diversified agriculture curriculum. FFA provides students with growth opportunities and competitive events and opens the doors to the world of agriculture and scholarship opportunities.

Cooperative Learning

Cooperative learning can help students understand topics when independent learning cannot. Therefore, you will see several opportunities in the curriculum for group work. To function in today's workforce, students need to be able to work collaboratively with others and solve problems without excessive conflict. The diversified agriculture curriculum provides opportunities for students to work together and help each other complete complex tasks. There are many field experiences within the curriculum that will allow and encourage collaboration with professionals currently in the agriscience field.

Work-Based Learning

Work-based learning is an extension of understanding competencies taught in the diversified agriculture classroom. This curriculum is designed in a way that necessitates active involvement by the students in the community around them and the global environment. These real-world connections and applications link to all types of students to knowledge, skills, and professional dispositions. Work-based learning should encompass ongoing and increasingly more complex involvement with local companies and agriscience professionals. Thus, supervised collaboration and immersion into the agriculture industry around the students are keys to students' success, knowledge, and skills development.

Professional Organizations

American Association for Agricultural Education (AAAE)
aaaeonline.org

Association for Career and Technical Education (ACTE)
acteonline.org

Mississippi ACTE
mississippiacte.com

Mississippi FFA/ Mississippi Association of Vocational Agriculture Teachers (MAVAT)
mississippiffa.org

National FFA Organization
ffa.org

National Association of Agricultural Educators (NAAE)
naae.org

Using This Document

Competencies and Suggested Objectives

A competency represents a general concept or performance that students are expected to master as a requirement for satisfactorily completing a unit. Students will be expected to receive instruction on all competencies. The suggested objectives represent the enabling and supporting knowledge and performances that will indicate mastery of the competency at the course level.

Teacher Resources

Teacher resources for this curriculum may be found in multiple places. Many program areas have teacher resource documents that accompany the curriculum and can be downloaded from the same site as the curriculum. The teacher resource document contains references, lesson ideas, websites, teaching and assessment strategies, scenarios, skills to master, and other resources divided by unit. This document could be updated periodically by RCU staff. Please check the entire document, including the entries for each unit, regularly for new information. If you have something you would like to add or have a question about the document, call or email the RCU's instructional design specialist for your program. The teacher resource document can be downloaded at reu.msstate.edu/curriculum/curriculumdownload.aspx. All teachers should request to be added to the Canvas Resource Guide for their course. This is where all resources will be housed in the future if they are not already. To be added to the guide, send a Help Desk ticket to the RCU by emailing helpdesk@reu.msstate.edu.

Perkins V Quality Indicators and Enrichment Material

Some of the units may include an enrichment section at the end. If the agribusiness core program is currently using the Mississippi Career Planning and Assessment System (MS-CPAS) as a measure of accountability, the enrichment section of material will not be tested. If this is the case, it is suggested to use the enrichment material when needed or desired by the teacher and if time allows in the class. This material will greatly enhance the learning experiences for students. If, however, the agribusiness core program is using a national certification, work-based learning, or other measure of accountability that aligns with Perkins V as a quality indicator, this material could very well be tested on that quality indicator. It is the responsibility of the teacher to ensure all competencies for the selected quality indicator are covered throughout the year.

Unit 1: Leadership and SAE for All

Competencies and Suggested Objectives

1. ~~Participate in local, state, and/or national FFA activities that provide opportunities for leadership development and career exploration.~~^{DOK3}

- a. ~~Actively participate in FFA activities.~~
 - Leadership Development Events (LDE)
 - Career Development Events (CDE)
 - Farm Business Management
 - Agricultural Sales
 - Agricultural Issues
 - Marketing Plan
 - Leadership retreats or conferences
 - Industry related seminars, workshops, or conferences
 - Other related FFA activities

2. ~~Identify potential college and career opportunities in agribusiness.~~^{DOK2}

- a. ~~Research postsecondary institutions that offer studies in agribusiness or a related field and prepare a two- to three-minute speech on their programs and potential career choices.~~
- b. ~~Complete applications for college admission and scholarships.~~
- c. ~~Revise a personal résumé for the purpose of applying for a specific job.~~
- d. ~~Complete a job application for employment.~~
- e. ~~Participate in a mock or real interview.~~

3. ~~Review the types of programs under Supervised Agricultural Experience (SAE) for All.~~^{DOK4}

- a. ~~Explore concepts of a Foundational SAE.~~
 - Career exploration and planning
 - Employability skills for college and career readiness
 - Personal financial management and planning
 - Workplace safety
 - Agricultural literacy
- b. ~~Explore concepts of an Immersion SAE.~~
 - Placement/internship
 - Ownership/entrepreneurship
 - Research
 - Experimental
 - Analytical
 - Invention
 - School-based enterprise
 - Service learning

<p>4. Review individual plans for student Foundational SAE programs. ^{DOK2}</p> <p>a. Assess goal attainment in SAE from the previous year.</p> <p>b. Review and update short and long range goals pertaining to the SAE program.</p>
<p>5. Develop an Immersion SAE and maintain agricultural records. ^{DOK2}</p> <p>a. Redefine and adjust requirements of agreements between student, parents, supervisor, and/or employer.</p> <p>b. Utilize an electronic/computer based system of record keeping.</p> <p>c. Update SAE records.</p> <ul style="list-style-type: none"> • SAE program goals • Student inventory related to the SAE program • Expense records • Income/gift and scholarship records • Skill attainment records • Leadership activity records and participation in FFA activities • Community service hours <p>d. Complete degree and proficiency award applications as they apply to the SAE.</p>

Unit 2: Principles of Agribusiness and Entrepreneurship

Competencies and Suggested Objectives
<p>1. <u>Describe various types of agribusinesses.</u> <small>DOK2</small></p> <ul style="list-style-type: none">a. <u>Compare and contrast sole proprietorships, partnerships, corporations, entrepreneurship, and cooperatives.</u>b. <u>Describe the concept of a limited liability company or partnership.</u>c. <u>Investigate the advantages and disadvantages of a franchise business.</u>d. <u>Explore the concept of e-commerce in agribusiness.</u>e. <u>Identify the steps in starting a cooperative.</u>
<p>2. <u>Explore the concept and principles of entrepreneurship.</u> <small>DOK1</small></p> <ul style="list-style-type: none">a. <u>Describe agribusiness management and entrepreneurship.</u>b. <u>Investigate the rewards and risks of entrepreneurship.</u>c. <u>Identify the characteristics of successful entrepreneurs.</u><ul style="list-style-type: none">• Independence• Self-confidence• Organization• Vision• Commitment• Problem solving• Risk management• Action-oriented• Flexibility
<p>3. <u>Identify and explain the scope and importance of agribusiness.</u> <small>DOK1</small></p> <ul style="list-style-type: none">a. <u>Identify the success of agribusiness in the local community, state, nation, and world.</u>b. <u>Explain the size and importance of production agriculture.</u>c. <u>Explain the importance of the agribusiness sectors.</u><ul style="list-style-type: none">• New product development and marketing• Public agriculture groups that provide leadership at the federal, state, and local levels (e.g., USDA, U.S. Food and Drug Administration (FDA), Department of Commerce)• Private agriculture groups (e.g., financial services, trade associations, agriculture cooperatives, etc.)

Unit 3: Financial Management in Agribusiness

Competencies and Suggested Objectives	
1. Describe the characteristics and functions of various financial institutions. ^{DOK2}	<ul style="list-style-type: none">a. Determine factors in selecting financial institutions.b. Explore the types of business services offered by various financial institutions.
2. Explore banking services for personal and business accounts. ^{DOK2}	<ul style="list-style-type: none">a. Identify common types of personal savings and checking options.b. Create and maintain a transaction register.c. Demonstrate how to write a check.d. Demonstrate how to write a deposit slip.e. Reconcile a bank statement.f. Investigate online banking services, including online security, identity theft, and fraud-prevention procedures.
3. Explore concepts of credit. ^{DOK2}	<ul style="list-style-type: none">a. Identify and compare sources of credit (e.g., credit card, bank, finance company, credit union, government agency, etc.).b. Describe factors that indicate a good credit rating (e.g., returns, repayment capacity, risk, etc.).c. Discuss guidelines for wise use of credit.d. Describe procedures for obtaining credit.e. Explain how credit is used in the decision-making process.
4. Compare loan options. ^{DOK2}	<ul style="list-style-type: none">a. Discuss the different uses of business and personal loan funds.b. Describe procedures for obtaining agribusiness loans.c. Identify the types of collateral that can be used to obtain a loan.d. Calculate the cost of a loan.e. Explain the process of filling out a loan application.
5. Investigate the various types of investment opportunities. ^{DOK2}	<ul style="list-style-type: none">a. Explore common personal investment options (e.g., certificate of deposit, Individual Retirement Account (IRA), Transitional Service Agreement (TSA), stocks and bonds, mutual funds, etc.).b. Explore basic principles of interest.c. Explain time value of money (i.e., compounding and discounting).d. Calculate the time value of money for a given amount of money using the concept of amortization.

Unit 4: Examine Financial Performance

Competencies and Suggested Objectives

1. ~~Describe basic record keeping principles.~~ ^{DOK2}
 - a. ~~Discuss the purpose of keeping records.~~
 - b. ~~Define terms associated with keeping financial records.~~
 - ~~Accounting~~
 - ~~Bookkeeping~~
 - ~~Cash accounting~~
 - ~~Accrual accounting~~
 - ~~Whole business records~~
 - ~~Enterprise records~~
 - ~~Income~~
 - ~~Expenses~~
 - ~~Inventory~~
 - ~~Capital~~
 - ~~Assets~~
 - ~~Liabilities~~
 - ~~Depreciation~~
 - c. ~~Compare the types of accounting and bookkeeping systems used in agribusiness.~~
 - d. ~~Differentiate between accounting and bookkeeping.~~
 - e. ~~Explain why financial records are necessary.~~
 - f. ~~Describe the accounting cycle (i.e., calendar and fiscal year).~~
 - g. ~~Differentiate between bookkeeping and journals.~~
 - h. ~~Differentiate between the cash and accrual accounting systems.~~
 - i. ~~Differentiate between whole business records and enterprise records.~~
2. ~~Maintain records of income and expenses.~~ ^{DOK2}
 - a. ~~Identify business and nonbusiness income.~~
 - b. ~~Identify business and nonbusiness expenses.~~
 - c. ~~Set up and maintain records of income and expenses (e.g., personal use, enterprise, business, etc.).~~
3. ~~Apply basic inventory principles.~~ ^{DOK2}
 - a. ~~Describe the uses of an inventory.~~
 - b. ~~Distinguish between liquid assets, consumable supplies, capital, and noncapital assets.~~
 - c. ~~Determine when to inventory (i.e., calendar or fiscal year).~~
 - d. ~~Determine inventory values of non-depreciable and depreciable assets.~~
 - e. ~~Explain depreciation on capital goods.~~
 - f. ~~Define terms associated with depreciation, including write off, capital goods, salvage value, and useful life.~~
 - g. ~~Compare methods of depreciation (i.e., straight line vs. accelerated).~~
 - h. ~~Calculate inventory values of depreciable assets using the straight line depreciation method.~~

<p>4. Examine a balance sheet (i.e., net worth statement). <small>DOK3</small></p> <p>a. Differentiate between current and noncurrent assets and liabilities.</p> <p>b. Calculate the net worth of a business using a balance sheet.</p> <p>c. Analyze a statement of owner equity for an agribusiness.</p> <p>d. Relate the concepts of liquidity, solvency, and equity to assets, liabilities, and net worth. Evaluate the financial standing of a given agribusiness using various financial analysis ratios.</p> <ul style="list-style-type: none"> • Solvency (debt asset ratio) • Liquidity (current ratio) • Profitability (return on assets ratio) • Repayment capacity • Financial efficiency (asset turnover ratio)
<p>5. Examine an income statement. <small>DOK2</small></p> <p>a. Differentiate between operating expenses, operating income, and revenue.</p> <p>b. Summarize income and expenses.</p> <p>c. Calculate profit or loss using an income statement.</p> <p>d. Determine gross revenue.</p>
<p>6. Examine a statement of cash flow. <small>DOK2</small></p> <p>a. Compare the statement of cash flow to the cash flow statement.</p> <p>b. Identify the three categories found on a statement of cash flow (i.e., operating, investing, and financing).</p> <p>c. Interpret a statement of cash flow.</p>

Unit 5: Taxes and Legal Concepts

Competencies and Suggested Objectives	
1. Manage personal income taxes. ^{DOK2}	a. Prepare a W-4 to authorize withholding of income taxes from a paycheck. b. Calculate take-home pay for a given period. c. Complete a federal and state itemized and non-itemized tax form (e.g., 1040).
2. Manage business taxes. ^{DOK1}	a. Identify types of business taxes (e.g., sales tax, property tax, licenses and permits, income taxes, etc.). b. Describe using Schedule F and Schedule C forms to report and pay business taxes.
3. Describe common legal issues and documents and their applications. ^{DOK2}	a. Identify and describe the essential elements of a contract. b. Compare warranty deeds and quitclaim deeds. c. Discuss the purpose and features of a promissory note and a mortgage. d. Describe the purpose and features of a bill of sale. e. Complete a lease or rental agreement.
4. Describe safety and health regulations related to agribusinesses. ^{DOK2}	a. Discuss the functions and legality of local, state, and federal agencies that regulate safety and health issues for agribusinesses (e.g., Department of Health, Department of Environmental Quality, Environmental Protection Agency, Occupational Safety and Health Administration, FDA, USDA, Mississippi Department of Agriculture and Commerce).

Unit 6: Agricultural Economics

Competencies and Suggested Objectives

1. ~~Distinguish among basic economic principles in agribusiness.~~^{DOK2}
 - a. ~~Construct a definition of economics.~~
 - b. ~~Describe the three major components of economics (i.e., scarcity, types of resources, and wants and needs).~~
 - c. ~~Discuss three basic economic questions that affect an agribusiness.~~
 - ~~What goods should be produced, and how much?~~
 - ~~How will they be produced?~~
 - ~~Who should get what, and how much?~~
 - d. ~~Explain the six types of economic systems.~~
 - ~~Traditional system~~
 - ~~Mixed economic system~~
 - ~~Capitalism~~
 - ~~Socialism~~
 - ~~Fascism~~
 - ~~Communism~~
 - e. ~~Describe the characteristics of the economy in the United States (i.e., little or no government control, freedom of enterprise and choice, right to own property, profit incentives, and chance of competition).~~
 - f. ~~Differentiate between macroeconomics and microeconomics in agribusiness.~~
2. ~~Explain an agribusiness enterprise.~~^{DOK2}
 - a. ~~Discuss how to distinguish among enterprises.~~
 - b. ~~Describe the difference between specialization enterprises and diversification in enterprises.~~
 - c. ~~Explain equimarginal returns regarding selecting enterprises.~~
3. ~~Apply economic principles as they relate to business management.~~^{DOK3}
 - a. ~~Identify and characterize the three stages of production (i.e., increasing marginal returns, decreasing marginal returns, and negative marginal returns).~~
 - b. ~~Understand production functions, such as diminishing returns and the profit-maximizing point.~~
 - c. ~~Describe opportunity costs in terms of alternative investment opportunities and alternative use of resources.~~
 - d. ~~Prepare a cost analysis of a product or service, including fixed and variable costs.~~
 - e. ~~Describe the law of supply and demand as it relates to the agricultural industry.~~
 - ~~Explain the law of supply.~~
 - ~~Explain the law of demand.~~
 - ~~Illustrate the relationship between supply and demand.~~
 - ~~Describe elasticity in supply and demand.~~
 - ~~Discuss substitute, complementary, and competitive products.~~
 - ~~Describe what a comparative advantage means.~~
 - f. ~~Classify inputs and outputs in a business.~~
 - g. ~~Calculate average product, marginal factor cost, and marginal value product.~~
 - h. ~~Calculate short-run costs, total costs, average total costs, and marginal costs.~~

Unit 7: Risk Management in Agribusiness

Competencies and Suggested Objectives	
1. Assess financial risk factors in agribusiness management. <small>DOK3</small>	<ul style="list-style-type: none">a. Explain why there are financial risks associated with business.b. Explain risk/return trade off.
2. Discuss the risks associated with capital resources in agribusiness. <small>DOK2</small>	<ul style="list-style-type: none">a. Discuss the basic concepts of insurance, including risk management.b. Describe the advantages and disadvantages of leasing real property.c. Evaluate the importance of a machinery maintenance and management plan.d. Explain the risks associated with land acquisition and ownership.e. Discuss the concepts of leverage and risk as associated with the use of capital.f. Explain the importance of insuring the assets of an agribusiness.<ul style="list-style-type: none">• Personal insurance policies (e.g., cancer, medical, life, etc.)• Property insurance• Crop insurance• Liability insuranceg. Compare insurance coverages for specific needs (e.g., liability, disaster, full coverage, etc.).
3. Evaluate production risks associated with agribusiness management. <small>DOK2</small>	<ul style="list-style-type: none">a. Explain how the weather, diseases, and pests pose a risk to agribusinesses.

Unit 8: Implementing, Planning, and Decision-Making Procedures Through Budgeting

Competencies and Suggested Objectives
1. Construct specific, measurable, attainable, realistic, and timely (SMART) goals for an agribusiness. ^{DOK2} a. Write SMART short term goals for the specific business. b. Write SMART long term goals for the specific business.
2. Examine the importance of personal budgeting. ^{DOK3} a. Discuss the importance of planning a personal budget. b. Identify and categorize personal income and expense items for a period of time. c. Calculate annual income based on different hourly wages. d. Prepare a personal budget, including savings and investments.
3. Discuss and demonstrate budgeting in an agribusiness. ^{DOK2} a. Describe the basic purposes and principles of budgeting. b. Differentiate between fixed costs and variable costs in an agribusiness. c. Describe the three types of budgets. <ul style="list-style-type: none">Operating budgetCash flow budgetCapital expenditures budget d. Compare the characteristics of operating budgets, cash flow budgets, and capital expenditures budgets. e. Describe the four types of budgets for an agribusiness. <ul style="list-style-type: none">Enterprise budgetWhole farm budgetPartial budgetCash flow budget f. Distinguish between partial budgets, whole farm budgets, and enterprise budgets in agribusiness. g. Prepare an enterprise budget, a partial budget, and a cash flow budget related to selected agribusiness scenarios.
4. Utilize a budget in the decision-making process. ^{DOK2} a. Explain the steps in the problem solving/decision-making process. b. Apply the decision-making process to a problem scenario.

Unit 9: Establishing an Agribusiness

Competencies and Suggested Objectives
1. Develop a concept for an agribusiness. <small>DOK3</small>
2. Prepare a business plan for the agribusiness. <small>DOK4</small>
a. Write an introduction for the plan, describing the business concept.
b. Prepare a description of the proposed business.
c. Identify key people who will manage the business, including job descriptions and an organizational chart.
d. Explain how the day to day operation of the business will be managed.
e. Construct a marketing plan, explaining who the customers are, who the competition will be, and the strengths and weaknesses of the product on the market.
f. Describe the type of business organization the business will model.
g. Describe the physical or virtual location of the business.
h. Investigate what business regulations will apply to this type of business.
i. Develop a financial plan for the business, including up to a five year projection for income, expenses, and profits.
j. Estimate the amount of money or capital it will take to start the business.
k. Describe how the business will be financed.
l. Assess the competition for the business.
m. Research the market for this type of business to show a need for the product or service the business will provide.
3. Evaluate a business plan for an agricultural enterprise. <small>DOK3</small>
a. Analyze the business plan for a local agricultural enterprise or business and determine whether the plan should be approved, improved, or rejected.

Unit 10: Agribusiness Marketing and Sales

Competencies and Suggested Objectives	
1. Explain agribusiness marketing. ^{DOK2}	<ul style="list-style-type: none">a. Describe agricultural marketing.b. Contrast the difference between selling and marketing.c. Identify various markets and marketing options (e.g., retail, wholesale, direct, cooperative, online/e-commerce, etc.).d. Identify the marketing channels from farmer to consumer.<ul style="list-style-type: none">• Livestock and dairy• Grain• Fruit and vegetable• Specialtye. Investigate the importance of international marketing of agricultural products.
2. Develop a basic marketing plan for a local business. ^{DOK3}	<ul style="list-style-type: none">a. Discuss the basic components of a marketing plan and their functions.b. Create a marketing plan for a local agribusiness.
3. Explain agribusiness retailing. ^{DOK2}	
4. Explain the sales process. ^{DOK2}	<ul style="list-style-type: none">a. Categorize the types of agricultural sales methods.b. Identify the steps in the sales process.c. Describe various customer approaches.d. Demonstrate effective sales principles and techniques.e. Identify methods for overcoming customer resistance.f. Identify specific business procedures used during sales transactions.
5. Identify various types of advertising involved in agriculture. ^{DOK3}	<ul style="list-style-type: none">a. Explain how advertising is used in agribusiness.b. Identify types of advertising media used by agribusinesses.c. Discuss methods in identifying potential customers.d. Develop a plan for an agricultural product or service.e. Design and prepare an agribusiness display and advertisement.f. Demonstrate how to implement a marketing plan to advertise products and services.

Unit 11: Management and Administration of Agribusiness

Competencies and Suggested Objectives

1. ~~Discuss and utilize the principles of business management.~~^{DOK2}
 - a. ~~Examine the principles of business management.~~
 - ~~Strategic planning and management~~
 - ~~Tactical planning~~
 - ~~Operational planning~~
 - ~~Succession planning~~
 - b. ~~Discuss the function of agribusiness management and its impact on risk and cultural environments.~~
 - c. ~~Examine the concept of diversity and cultural differences as related to management.~~
 - d. ~~Examine principles of conflict resolution as related to management.~~
2. ~~Manage a school-based business venture.~~^{DOK3}
3. ~~Apply principles of business ethics.~~^{DOK3}
 - a. ~~Define ethics.~~
 - b. ~~Discuss issues of business ethics.~~
 - c. ~~Explain social responsibilities of businesses.~~
 - d. ~~Demonstrate skills of making ethical decisions.~~
4. ~~Explore human resources management.~~^{DOK2}
 - a. ~~Describe the six considerations that employers need to make before hiring individuals.~~
 - b. ~~Describe the characteristics a good manager should possess when working with employees.~~
 - c. ~~Identify methods for motivating employees.~~
 - d. ~~Identify six considerations for employee evaluations.~~
 - e. ~~Discuss laws that affect human resources management.~~

Student Competency Profile

Student's Name: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Unit 1: Leadership and SAE for All	
1.	Participate in local, state, and/or national FFA activities that provide opportunities for leadership development and career exploration.
2.	Identify potential college and career opportunities in agribusiness.
3.	Review the types of programs under SAE for All.
4.	Review individual plans for student Foundational SAE programs.
5.	Develop an Immersion SAE and maintain agricultural records.
Unit 2: Principles of Agribusiness and Entrepreneurship	
1.	Describe various types of agribusinesses.
2.	Explore the concept and principles of entrepreneurship.
3.	Identify and explain the scope and importance of agribusiness.
Unit 3: Financial Management in Agribusiness	
1.	Describe the characteristics and functions of various financial institutions.
2.	Explore banking services for personal and business accounts.
3.	Explore concepts of credit.
4.	Compare loan options.
5.	Investigate the various types of investment opportunities.
Unit 4: Examine Financial Performance	
1.	Describe basic record-keeping principles.
2.	Maintain records of income and expenses.
3.	Apply basic inventory principles.
4.	Examine a balance sheet (i.e., net worth statement).
5.	Examine an income statement.
6.	Examine a statement of cash flow.

Unit 5: Taxes and Legal Concepts	
1.	Manage personal income taxes.
2.	Manage business taxes.
3.	Describe common legal issues and documents and their applications.
4.	Describe safety and health regulations related to agribusinesses.
Unit 6: Agricultural Economics	
1.	Distinguish among basic economic principles in agribusiness.
2.	Explain an agribusiness enterprise.
3.	Apply economic principles as they relate to business management.
Unit 7: Risk Management in Agribusiness	
1.	Assess financial risk factors in agribusiness management.
2.	Discuss the risks associated with capital resources in agribusiness.
3.	Evaluate production risks associated with agribusiness management.
Unit 8: Implementing, Planning, and Decision-Making Procedures Through Budgeting	
1.	Construct specific, measurable, attainable, realistic, and timely (SMART) goals for an agribusiness.
2.	Examine the importance of personal budgeting.
3.	Discuss and demonstrate budgeting in an agribusiness.
4.	Utilize a budget in the decision-making process.
Unit 9: Establishing an Agribusiness	
1.	Develop a concept for an agribusiness.
2.	Prepare a business plan for the agribusiness.
3.	Evaluate a business plan for an agricultural enterprise.
Unit 10: Agribusiness Marketing and Sales	
1.	Explain agribusiness marketing.
2.	Develop a basic marketing plan for a local business.
3.	Explain agribusiness retailing.
4.	Explain the sales process.
5.	Identify various types of advertising involved in agriculture.
Unit 11: Management and Administration of Agribusiness	
1.	Discuss and utilize the principles of business management.
2.	Manage a school-based business venture.
3.	Apply principles of business ethics.
4.	Explore human resources management.

Appendix: Industry Standards

~~Framework for AFNR Content Standards and Performance Elements Crosswalk for Diversified Agriculture Agribusiness Core~~

-	Unit	1	2	3	4	5	6	7	8	9	10	11
AFNR	-	-	-	-	-	-	-	-	-	-	-	-
ABS—Agribusiness Systems	-	X	X	X	X	X	X	X	X	X	X	X
AS—Animal Systems	-	-	-	-	-	-	-	-	-	-	-	-
BS—Biotechnology	-	-	-	-	-	-	-	-	-	-	-	-
CRP—Career Ready Practices	-	X	X	X	X	X	X	X	X	X	X	X
CS—AFNR Cluster Skill	-	X	X	X	X	X	X	X	X	X	X	X
ES—Environmental Service Systems	-	-	-	-	-	-	-	-	-	-	-	-
FPP—Food Products and Processing Systems	-	-	-	-	-	-	-	-	-	-	-	-
NRS—Natural Resource Systems	-	-	-	-	-	-	-	-	-	-	-	-
PS—Plant Systems	-	-	-	-	-	-	-	-	-	-	-	-
PST—Power, Structural, and Technical Systems	-	-	-	-	-	-	-	-	-	-	-	-

AFNR Pathway Content Standards and Performance Elements

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~~ABS—AGRIBUSINESS SYSTEMS~~

~~AS—ANIMAL SYSTEMS~~

~~BS—BIOTECHNOLOGY~~

~~CRP—CAREER-READY PRACTICES~~

~~CS—AGRICULTURE FOOD AND NATURAL RESOURCES CLUSTER SKILL~~

~~ES—ENVIRONMENTAL SERVICE SYSTEMS~~

~~FPP—FOOD PRODUCTS AND PROCESSING SYSTEMS~~

~~NRS—NATURAL RESOURCE SYSTEMS~~

~~PS—PLANT SYSTEMS~~

~~PST—POWER, STRUCTURAL, AND TECHNICAL SYSTEMS~~

Agribusiness Systems Career Pathway Content Standards

The Agribusiness Systems (ABS) Career Pathway encompasses the study of agribusinesses and their management including, but not limited to, record keeping, budget management (cash and credit), and business planning, and sales and marketing. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the planning, development, application and management of agribusiness systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- **Common Career Technical Core (CCTC) Standards** These are the standards for Agribusiness Systems (AG-ABS) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.
- **Performance Indicators** These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.

ABS.01. CCTC Standard: Apply management planning principles in AFNR businesses.

ABS.01.01. Performance Indicator: Apply micro- and macroeconomic principles to plan and manage inputs and outputs in an AFNR business.

ABS.01.02. Performance Indicator: Read, interpret, evaluate and write statements of purpose to guide business goals, objectives and resource allocation.

ABS.01.03. Performance Indicator: Devise and apply management skills to organize and run an AFNR business in an efficient, legal and ethical manner.

ABS.01.04. Performance Indicator: Evaluate, develop and implement procedures used to recruit, train and retain productive human resources for AFNR businesses.

ABS.02. CCTC Standard: Use record keeping to accomplish AFNR business objectives, manage budgets and comply with laws and regulations.

ABS.02.01. Performance Indicator: Apply fundamental accounting principles, systems, tools and applicable laws and regulations to record, track and audit AFNR business transactions (e.g., accounts, debits, credits, assets, liabilities, equity, etc.).

ABS.02.02. Performance Indicator: Assemble, interpret and analyze financial information and reports to monitor AFNR business performance and support decision-making (e.g., income statements, balance sheets, cash flow analysis, inventory reports, break-even analysis, return on investment, taxes, etc.).

ABS.03. CCTC Standard: Manage cash budgets, credit budgets and credit for an AFNR business using generally accepted accounting principles.

ABS.03.01. Performance Indicator: Develop, assess and manage cash budgets to achieve AFNR business goals.

ABS.03.02. Performance Indicator: Analyze credit needs and manage credit budgets to achieve AFNR business goals.

ABS.04. CCTC Standard: Develop a business plan for an AFNR business.

ABS.04.01. Performance Indicator: Analyze characteristics and planning requirements associated with developing business plans for different types of AFNR businesses.

ABS.04.02. Performance Indicator: Develop production and operational plans for an AFNR business.

ABS.04.03. Performance Indicator: Identify and apply strategies to manage or mitigate risk.

ABS.05. CCTC Standard: Use sales and marketing principles to accomplish AFNR business objectives.

ABS.05.01. Performance Indicator: Analyze the role of markets, trade, competition and price in relation to an AFNR business sales and marketing plans.

ABS.05.02. Performance Indicator: Assess and apply sales principles and skills to accomplish AFNR business objectives.

ABS.05.03. Performance Indicator: Assess marketing principles and develop marketing plans to accomplish AFNR business objectives.

Animal Systems Career Pathway Content Standards

The Animal Systems (AS) Career Pathway encompasses the study of animal systems, including content areas such as life processes, health, nutrition, genetics, and management and processing, as applied to small animals, aquaculture, exotic animals, livestock, dairy, horses and/or poultry. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of animal systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- **Common Career Technical Core (CCTC) Standards** These are the standards for Animal Systems (AG-AS) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.
- **Performance Indicators** These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.

AS.01. CCTC Standard: Analyze historic and current trends impacting the animal systems industry.

AS.01.01. Performance Indicator: Evaluate the development and implications of animal origin, domestication and distribution on production practices and the environment.

AS.01.02. Performance Indicator: Assess and select animal production methods for use in animal systems based upon their effectiveness and impacts.

AS.01.03. Performance Indicator: Analyze and apply laws and sustainable practices to animal agriculture from a global perspective.

AS.02. CCTC Standard: Utilize best practice protocols based upon animal behaviors for animal husbandry and welfare.

AS.02.01. Performance Indicator: Demonstrate management techniques that ensure animal welfare.

AS.02.02. Performance Indicator: Analyze procedures to ensure that animal products are safe for consumption (e.g., use in food system, etc.).

AS.03. CCTC Standard: Design and provide proper animal nutrition to achieve desired outcomes for performance, development, reproduction and/or economic production.

AS.03.01. Performance Indicator: Analyze the nutritional needs of animals.

AS.03.02 Performance Indicator: Analyze feed rations and assess if they meet the nutritional needs of animals.

AS.03.03 Performance Indicator: Utilize industry tools to make animal nutrition decisions.

AS.04. CCTC Standard: Apply principles of animal reproduction to achieve desired outcomes for performance, development and/or economic production.

AS.04.01. Performance Indicator: Evaluate animals for breeding readiness and soundness.

AS.04.02. Performance Indicator: Apply scientific principles to select and care for breeding animals.

AS.04.03 Performance Indicator: Apply scientific principles to breed animals.

AS.05. CCTC Standard: Evaluate environmental factors affecting animal performance and implement procedures for enhancing performance and animal health.

AS.05.01. Performance Indicator: Design animal housing, equipment and handling facilities for the major systems of animal production.

AS.05.02. Performance Indicator: Comply with government regulations and safety standards for facilities used in animal production.

AS.06. CCTC Standard: Classify, evaluate and select animals based on anatomical and physiological characteristics.

AS.06.01. Performance Indicator: Classify animals according to taxonomic classification systems and use (e.g. agricultural, companion, etc.).

AS.06.02. Performance Indicator: Apply principles of comparative anatomy and physiology to uses within various animal systems.

AS.06.03. Performance Indicator: Select and train animals for specific purposes and maximum performance based on anatomy and physiology.

AS.07. CCTC Standard: Apply principles of effective animal health care.

AS.07.01. Performance Indicator: Design programs to prevent animal diseases, parasites and other disorders and ensure animal welfare.

AS.07.02. Performance Indicator: Analyze biosecurity measures utilized to protect the welfare of animals on a local, state, national, and global level.

AS.08. CCTC Standard: Analyze environmental factors associated with animal production.

AS.08.01. Performance Indicator: Design and implement methods to reduce the effects of animal production on the environment.

AS.08.02. Performance Indicator: Evaluate the effects of environmental conditions on animals and create plans to ensure favorable environments for animals.

Common Career Technical Core Career Ready Practices Content Standards

The CCTC CRPs encompass fundamental skills and practices that all students should acquire to be career ready such as: responsibility, productivity, healthy choices, maintaining personal finances, communication, decision making, creativity and innovation, critical thinking, problem solving, integrity, ethical leadership, management, career planning, technology use and cultural/global competency. Students completing a program of study in any AFNR career pathway will demonstrate the knowledge, skills and behaviors that are important to career ready through experiences in a variety of settings (e.g., classroom, CTSO, work-based learning, community etc.).

DEFINITIONS: Within each pathway, the standards are organized as follows:

- **Common Career Technical Core (CCTC) Standards** These are the standards for CRPs from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.
- **Performance Indicators** These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a CTE program of study.

CRP.01. CCTC Standard: Act as a responsible and contributing citizen and employee.

CRP.01.01. Performance Indicator: Model personal responsibility in the workplace and community.

CRP.01.02. Performance Indicator: Evaluate and consider the near term and long term impacts of personal and professional decisions on employers and community before taking action.

CRP.01.03. Performance Indicator: Identify and act upon opportunities for professional and civic service at work and in the community.

CRP.02. CCTC Standard: Apply appropriate academic and technical skills.

CRP.02.01. Performance Indicator: Use strategic thinking to connect and apply academic learning, knowledge and skills to solve problems in the workplace and community.

CRP.02.02. Performance Indicator: Use strategic thinking to connect and apply technical concepts to solve problems in the workplace and community.

CRP.03. CCTC Standard: Attend to personal health and financial well-being.

CRP.03.01. Performance Indicator: Design and implement a personal wellness plan.

CRP.03.02. Performance Indicator: Design and implement a personal financial management plan.

CRP.04. CCTC Standard: Communicate clearly, effectively and with reason.

CRP.04.01. Performance Indicator: Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.

CRP.04.02. Performance Indicator: Produce clear, reasoned and coherent written and visual communication in formal and informal settings.

CRP.04.03. Performance Indicator: Model active listening strategies when interacting with others in formal and informal settings.

CRP.05. CCTC Standard: Consider the environmental, social and economic impacts of decisions.

CRP.05.01. Performance Indicator: Assess, identify and synthesize the information and resources needed to make decisions that positively impact the workplace and community.

CRP.05.02. Performance Indicator: Make, defend and evaluate decisions at work and in the community using information about the potential environmental, social and economic impacts.

CRP.06. CCTC Standard: Demonstrate creativity and innovation.

CRP.06.01. Performance Indicator: Synthesize information, knowledge and experience to generate original ideas and challenge assumptions in the workplace and community.

CRP.06.02. Performance Indicator: Assess a variety of workplace and community situations to identify ways to add value and improve the efficiency of processes and procedures.

CRP.06.03. Performance Indicator: Create and execute a plan of action to act upon new ideas and introduce innovations to workplace and community organizations.

CRP.07. CCTC Standard: Employ valid and reliable research strategies.

CRP.07.01. Performance Indicator: Select and implement reliable research processes and methods to generate data for decision making in the workplace and community.

CRP.07.02. Performance Indicator: Evaluate the validity of sources and data used when considering the adoption of new technologies, practices and ideas in the workplace and community.

CRP.08. CCTC Standard: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP.08.01. Performance Indicator: Apply reason and logic to evaluate workplace and community situations from multiple perspectives.

CRP.08.02. Performance Indicator: Investigate, prioritize and select solutions to solve problems in the workplace and community.

CRP.08.03. Performance Indicator: Establish plans to solve workplace and community problems and execute them with resiliency.

CRP.09. CCTC Standard: Model integrity, ethical leadership and effective management.

CRP.09.01. Performance Indicator: Model characteristics of ethical and effective leaders in the workplace and community (e.g. integrity, self-awareness, self-regulation, etc.).

CRP.09.02. Performance Indicator: Implement personal management skills to function effectively and efficiently in the workplace (e.g., time management, planning, prioritizing, etc.).

CRP.09.03. Performance Indicator: Demonstrate behaviors that contribute to a positive morale and culture in the workplace and community (e.g., positively influencing others, effectively communicating, etc.).

CRP.10. CCTC Standard: Plan education and career path aligned to personal goals.

CRP.10.01. Performance Indicator: Identify career opportunities within a career cluster that match personal interests, talents, goals and preferences.

CRP.10.02. Performance Indicator: Examine career advancement requirements (e.g., education, certification, training, etc.) and create goals for continuous growth in a chosen career.

CRP.10.03. Performance Indicator: Develop relationships with and assimilate input and/or advice from experts (e.g., counselors, mentors, etc.) to plan career and personal goals in a chosen career area.

CRP.10.04. Performance Indicator: Identify, prepare, update and improve the tools and skills necessary to pursue a chosen career path.

CRP.11. CCTC Standard: Use technology to enhance productivity.

CRP.11.01. Performance Indicator: Research, select and use new technologies, tools and applications to maximize productivity in the workplace and community.

CRP.11.02. Performance Indicator: Evaluate personal and organizational risks of technology use and take actions to prevent or minimize risks in the workplace and community.

CRP.12. CCTC Standard: Work productively in teams while using cultural/global competence.

CRP.12.01. Performance Indicator: Contribute to team-oriented projects and builds consensus to accomplish results using cultural/global competence in the workplace and community.

CRP.12.02. Performance Indicator: Create and implement strategies to engage team members to work toward team and organizational goals in a variety of workplace and community situations (e.g., meetings, presentations, etc.).

Agriculture, Food, and Natural Resources Cluster Skill Content Standards

The AFNR Cluster Skills (CS) encompasses the study of fundamental knowledge and skills related to all AFNR professions. Students completing a program of study in any AFNR career

~~pathway will demonstrate fundamental knowledge of the nature, scope and relationships of AFNR systems and the skills necessary for analysis of current and historical issues and trends; application of technologies; safety, health and environmental practices; stewardship of natural resources; and exploration of career opportunities.~~

~~Within each pathway, the standards are organized as follows:~~

- ~~**Common Career Technical Core (CCTC) Standards**~~ ~~These are the standards for Agriculture, Food and Natural Resources Career Cluster® (AG) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission.~~ ~~These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.~~
- ~~**Performance Indicators**~~ ~~These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway.~~ ~~Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.~~

~~**CS.01. CCTC Standard:** Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster.~~

~~**CS.01.01. Performance Indicator:** Research, examine and discuss issues and trends that impact AFNR systems on local, state, national and global levels.~~

~~**CS.01.02. Performance Indicator:** Examine technologies and analyze their impact on AFNR systems.~~

~~**CS.01.03. Performance Indicator:** Identify public policies and examine their impact on AFNR systems.~~

~~**CS.02. CCTC Standard:** Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster and the role of agriculture, food and natural resources (AFNR) in society and the economy.~~

~~**CS.02.01. Performance Indicator:** Research and use geographic and economic data to solve problems in AFNR systems.~~

~~**CS.02.02. Performance Indicator:** Examine the components of the AFNR systems and assess their impact on the local, state, national and global society and economy.~~

~~**CS.03. CCTC Standard:** Examine and summarize the importance of health, safety and environmental management systems in AFNR workplaces.~~

~~**CS.03.01. Performance Indicator:** Identify and explain the implications of required regulations to maintain and improve safety, health and environmental management systems.~~

~~**CS.03.02. Performance Indicator:** Develop and implement a plan to maintain and improve health, safety and environmental compliance and performance.~~

~~**CS.03.03. Performance Indicator:** Apply health and safety practices to AFNR workplaces.~~

~~**CS.03.04. Performance Indicator:** Use appropriate protective equipment and demonstrate safe and proper use of AFNR tools and equipment.~~

~~CS.04. CCTC Standard: Demonstrate stewardship of natural resources in AFNR activities.~~

~~CS.04.01. Performance Indicator: Identify and implement practices to steward natural resources in different AFNR systems.~~

~~CS.04.02. Performance Indicator: Assess and explain the natural resource related trends, technologies and policies that impact AFNR systems.~~

~~CS.05. CCTC Standard: Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources career pathways.~~

~~CS.05.01. Performance Indicator: Evaluate and implement the steps and requirements to pursue a career opportunity in each of the AFNR career pathways (e.g., goals, degrees, certifications, resumes, cover letter, portfolios, interviews, etc.).~~

~~CS.06. CCTC Standard: Analyze the interaction among AFNR systems in the production, processing and management of food, fiber and fuel and the sustainable use of natural resources.~~

~~CS.06.01. Performance Indicator: Examine and explain foundational cycles and systems of AFNR.~~

~~CS.06.02. Performance Indicator: Analyze and explain the connection and relationships between different AFNR systems on a national and global level.~~

Biotechnology Systems Career Pathway Content Standards

The Biotechnology Systems (BS) Career Pathway encompasses the study of using data and scientific techniques to solve problems concerning living organisms with an emphasis on applications to agriculture, food and natural resource systems. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of biotechnology in the context of AFNR.

Within each pathway, the standards are organized as follows:

- ***National Council for Agricultural Education (NCAE) Standard**** These are the standards set forth by the National Council for Agricultural Education for Biotechnology Systems. They define what students should know and be able to do after completing instruction in a program of study focused on applying biotechnology to AFNR systems.
- ***Performance Indicators*** These statements distill each performance element into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related performance element at the conclusion of a program of study in this area.

~~BS.01. NCAE Standard: Assess factors that have influenced the evolution of biotechnology in agriculture (e.g., historical events, societal trends, ethical and legal implications, etc.).~~

~~BS.01.01. Performance Indicator: Investigate and explain the relationship between past, current and emerging applications of biotechnology in agriculture (e.g., major innovators, historical developments, potential applications of biotechnology, etc.).~~

BS.01.02. Performance Indicator: Evaluate the scope and implications of regulatory agencies on applications of biotechnology in agriculture and protection of public interests (e.g., health, safety, environmental issues, etc.).

BS.01.03. Performance Indicator: Analyze the relationship and implications of bioethics, laws and public perceptions on applications of biotechnology in agriculture (e.g., ethical, legal, social, cultural issues).

BS.02. NCAE Standard: Demonstrate proficiency by safely applying appropriate laboratory skills to complete tasks in a biotechnology research and development environment (e.g., standard operating procedures, record keeping, aseptic technique, equipment maintenance, etc.).

BS.02.01. Performance Indicator: Read, document, evaluate and secure accurate laboratory records of experimental protocols, observations and results.

BS.02.02. Performance Indicator: Implement standard operating procedures for the proper maintenance, use and sterilization of equipment in a laboratory.

BS.02.03. Performance Indicator: Apply standard operating procedures for the safe handling of biological and chemical materials in a laboratory.

BS.02.04. Performance Indicator: Safely manage and dispose of biological materials, chemicals and wastes according to standard operating procedures.

BS.02.05. Performance Indicator: Examine and perform scientific procedures using microbes, DNA, RNA and proteins in a laboratory.

BS.03. NCAE Standard: Demonstrate the application of biotechnology to solve problems in Agriculture, Food and Natural Resources (AFNR) systems (e.g., bioengineering, food processing, waste management, horticulture, forestry, livestock, crops, etc.).

BS.03.01. Performance Indicator: Apply biotechnology principles, techniques and processes to create transgenic species through genetic engineering.

BS.03.02. Performance Indicator: Apply biotechnology principles, techniques and processes to enhance the production of food through the use of microorganisms and enzymes.

BS.03.03. Performance Indicator: Apply biotechnology principles, techniques and processes to protect the environment and maximize use of natural resources (e.g., biomass, bioprospecting, industrial biotechnology, etc.).

BS.03.04. Performance Indicator: Apply biotechnology principles, techniques and processes to enhance plant and animal care and production (e.g., selective breeding, pharmaceuticals, biodiversity, etc.).

BS.03.05. Performance Indicator: Apply biotechnology principles, techniques and processes to produce biofuels (e.g., fermentation, transesterification, methanogenesis, etc.).

BS.03.06. Performance Indicator: Apply biotechnology principles, techniques and processes to improve waste management (e.g., genetically modified organisms, bioremediation, etc.).

Environmental Service Systems Career Pathway Content Standards

~~The Environmental Service Systems (ESS) Career Pathway encompasses the study of systems, instruments and technology used to monitor and minimize the impact of human activity on environmental systems. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of environmental service systems in AFNR settings.~~

~~Within each pathway, the standards are organized as follows:~~

- ~~**Common Career Technical Core (CCTC) Standards**~~ ~~These are the standards for Environmental Service Systems (AG ESS) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.~~
- ~~**Performance Indicators**~~ ~~These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.~~

~~**ESS.01. CCTC Standard:** Use analytical procedures and instruments to manage environmental service systems.~~

~~**ESS.01.01. Performance Indicator:** Analyze and interpret laboratory and field samples in environmental service systems.~~

~~**ESS.01.02. Performance Indicator:** Properly utilize scientific instruments in environmental monitoring situations (e.g., laboratory equipment, environmental monitoring instruments, etc.).~~

~~**ESS.02. CCTC Standard:** Evaluate the impact of public policies and regulations on environmental service system operations.~~

~~**ESS.02.01. Performance Indicator:** Interpret and evaluate the impact of laws, agencies, policies and practices affecting environmental service systems.~~

~~**ESS.02.02. Performance Indicator:** Compare and contrast the impact of current trends on regulation of environmental service systems (e.g., climate change, population growth, international trade, etc.).~~

~~**ESS.02.03. Performance Indicator:** Examine and summarize the impact of public perceptions and social movements on the regulation of environmental service systems.~~

~~**ESS.03. CCTC Standard:** Develop proposed solutions to environmental issues, problems and applications using scientific principles of meteorology, soil science, hydrology, microbiology, chemistry and ecology.~~

~~**ESS.03.01. Performance Indicator:** Apply meteorology principles to environmental service systems.~~

~~**ESS.03.02. Performance Indicator:** Apply soil science and hydrology principles to environmental service systems.~~

~~**ESS.03.03. Performance Indicator:** Apply chemistry principles to environmental service systems.~~

ESS.03.04. Performance Indicator: Apply microbiology principles to environmental service systems.

ESS.03.05. Performance Indicator: Apply ecology principles to environmental service systems.

ESS.04. CCTC Standard: Demonstrate the operation of environmental service systems (e.g., pollution control, water treatment, wastewater treatment, solid waste management and energy conservation).

ESS.04.01. Performance Indicator: Use pollution control measures to maintain a safe facility and environment.

ESS.04.02. Performance Indicator: Manage safe disposal of all categories of solid waste in environmental service systems.

ESS.04.03. Performance Indicator: Apply techniques to ensure a safe supply of drinking water and adequate treatment of wastewater according to applicable rules and regulations.

ESS.04.04. Performance Indicator: Compare and contrast the impact of conventional and alternative energy sources on the environment and operation of environmental service systems.

ESS.05. CCTC Standard: Use tools, equipment, machinery and technology common to tasks in environmental service systems.

ESS.05.01. Performance Indicator: Use technological and mathematical tools to map land, facilities and infrastructure for environmental service systems.

ESS.05.02. Performance Indicator: Perform assessments of environmental conditions using equipment, machinery and technology.

Food Products and Processing Systems Career Pathway Content Standards

The Food Products and Processing Systems (FPP) Career Pathway encompasses the study of food safety and sanitation; nutrition, biology, microbiology, chemistry and human behavior in local and global food systems; food selection and processing for storage, distribution and consumption; and the historical and current development of the food industry. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of food products and processing systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- **Common Career Technical Core (CCTC) Standards** These are the standards for Food Products and Processing Systems (AG-FPP) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.
- **Performance Indicators** These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to

~~demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.~~

PPP.01. CCTC Standard: Develop and implement procedures to ensure safety, sanitation and quality in food product and processing facilities.

PPP.01.01. Performance Indicator: Analyze and manage operational and safety procedures in food products and processing facilities.

PPP.01.02. Performance Indicator: Apply food safety and sanitation procedures in the handling and processing of food products to ensure food quality.

PPP.01.03. Performance Indicator: Apply food safety procedures when storing food products to ensure food quality.

PPP.02. CCTC Standard: Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.

PPP.02.01. Performance Indicator: Apply principles of nutrition and biology to develop food products that provide a safe, wholesome and nutritious food supply for local and global food systems.

PPP.02.02. Performance Indicator: Apply principles of microbiology and chemistry to develop food products to provide a safe, wholesome and nutritious food supply for local and global food systems.

PPP.02.03. Performance Indicator: Apply principles of human behavior to develop food products to provide a safe, wholesome and nutritious food supply for local and global food systems.

PPP.03. CCTC Standard: Select and process food products for storage, distribution and consumption.

PPP.03.01. Performance Indicator: Implement selection, evaluation and inspection techniques to ensure safe and quality food products.

PPP.03.02. Performance Indicator: Design and apply techniques of food processing, preservation, packaging and presentation for distribution and consumption of food products.

PPP.03.03. Performance Indicator: Create food distribution plans and procedures to ensure safe delivery of food products.

PPP.04. CCTC Standard: Explain the scope of the food industry and the historical and current developments of food product and processing.

PPP.04.01. Performance Indicator: Examine the scope of the food industry by evaluating local and global policies, trends and customs for food production.

PPP.04.02. Performance Indicator: Evaluate the significance and implications of changes and trends in the food products and processing industry in the local and global food systems.

PPP.04.03. Performance Indicator: Identify and explain the purpose of industry organizations, groups and regulatory agencies that influence the local and global food systems.

Natural Resource Systems Career Pathway Content Standards

~~The Natural Resource Systems (NRS) Career Pathway encompasses the study of the management, protection, enhancement and improvement of soil, water, wildlife, forests and air as natural resources. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of natural resource systems in AFNR settings.~~

~~Within each pathway, the standards are organized as follows:~~

- ~~**Common Career Technical Core (CCTC) Standards**~~ ~~These are the standards for Natural Resource Systems (AG-NRS) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.~~
- ~~**Performance Indicators**~~ ~~These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.~~

~~**NRS.01. CCTC Standard:** Plan and conduct natural resource management activities that apply logical, reasoned and scientifically based solutions to natural resource issues and goals.~~

~~**NRS.01.01. Performance Indicator:** Apply methods of classification to examine natural resource availability and ecosystem function in a particular region.~~

~~**NRS.01.02. Performance Indicator:** Classify different types of natural resources in order to enable protection, conservation, enhancement and management in a particular geographical region.~~

~~**NRS.01.03. Performance Indicator:** Apply ecological concepts and principles to atmospheric natural resource systems.~~

~~**NRS.01.04. Performance Indicator:** Apply ecological concepts and principles to aquatic natural resource systems.~~

~~**NRS.01.05. Performance Indicator:** Apply ecological concepts and principles to terrestrial natural resource systems.~~

~~**NRS.01.06. Performance Indicator:** Apply ecological concepts and principles to living organisms in natural resource systems.~~

~~**NRS.02. CCTC Standard:** Analyze the interrelationships between natural resources and humans.~~

~~**NRS.02.01. Performance Indicator:** Examine and interpret the purpose, enforcement, impact and effectiveness of laws and agencies related to natural resource management, protection, enhancement and improvement (e.g., water regulations, game laws, historic preservation laws, environmental policy, etc.).~~

~~**NRS.02.02. Performance Indicator:** Assess the impact of human activities on the availability of natural resources.~~

~~**NRS.02.03. Performance Indicator:** Analyze how modern perceptions of natural resource management, protection, enhancement and improvement change and develop over time.~~

NRS.02.04. Performance Indicator: Examine and explain how economics affects the use of natural resources.

NRS.02.05. Performance Indicator: Communicate information to the public regarding topics related to the management, protection, enhancement, and improvement of natural resources.

NRS.03. CCTC Standard: Develop plans to ensure sustainable production and processing of natural resources.

NRS.03.01. Performance Indicator: Sustainably produce, harvest, process and use natural resource products (e.g., forest products, wildlife, minerals, fossil fuels, shale oil, alternative energy, recreation, aquatic species, etc.).

NRS.03.02. Performance Indicator: Demonstrate cartographic skills, tools and technologies to aid in developing, implementing and evaluating natural resource management plans.

NRS.04. CCTC Standard: Demonstrate responsible management procedures and techniques to protect, maintain, enhance, and improve natural resources.

NRS.04.01. Performance Indicator: Demonstrate natural resource protection, maintenance, enhancement and improvement techniques.

NRS.04.02. Performance Indicator: Diagnose plant and wildlife diseases and follow protocols to prevent their spread.

NRS.04.03. Performance Indicator: Prevent or manage introduction of ecologically harmful species in a particular region.

NRS.04.04. Performance Indicator: Manage fires in natural resource systems.

Plant Science Systems Career Pathway Content Standards

The Plant Systems (PS) Career Pathway encompasses the study of plant life cycles, classifications, functions, structures, reproduction, media and nutrients, as well as growth and cultural practices through the study of crops, turf grass, trees, shrubs and/or ornamental plants. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of plant systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- **Common Career Technical Core (CCTC) Standards** These are the standards for Plant Systems (AG PS) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.
- **Performance Indicators** These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.

PS.01. CCTC Standard: Develop and implement a crop management plan for a given production goal that accounts for environmental factors.

PS.01.01. Performance Indicator: Determine the influence of environmental factors on plant growth.

PS.01.02. Performance Indicator: Prepare and manage growing media for use in plant systems.

PS.01.03. Performance Indicator: Develop and implement a fertilization plan for specific plants or crops.

PS.02. CCTC Standard: Apply principles of classification, plant anatomy, and plant physiology to plant production and management.

PS.02.01. Performance Indicator: Classify plants according to taxonomic systems.

PS.02.02. Performance Indicator: Apply knowledge of plant anatomy and the functions of plant structures to activities associated with plant systems.

PS.02.03. Performance Indicator: Apply knowledge of plant physiology and energy conversion to plant systems.

PS.03. CCTC Standard: Propagate, culture and harvest plants and plant products based on current industry standards.

PS.03.01. Performance Indicator: Demonstrate plant propagation techniques in plant system activities.

PS.03.02. Performance Indicator: Develop and implement a management plan for plant production.

PS.03.03. Performance Indicator: Develop and implement a plan for integrated pest management for plant production.

PS.03.04. Performance Indicator: Apply principles and practices of sustainable agriculture to plant production.

PS.03.05. Performance Indicator: Harvest, handle and store crops according to current industry standards.

PS.04. CCTC Standard: Apply principles of design in plant systems to enhance an environment (e.g. floral, forest landscape, and farm).

PS.04.01. Performance Indicator: Evaluating, identifying and preparing plants to enhance an environment.

PS.04.02. Performance Indicator: Create designs using plants.

Power, Structural and Technical Systems Career Pathway Content Standards

The Power, Structural and Technical Systems (PST) Career Pathway encompasses the study of agricultural equipment, power systems, alternative fuel sources and precision technology, as well as woodworking, metalworking, welding and project planning for agricultural structures. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of power, structural and technical systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- **Common Career Technical Core (CCTC) Standards** These are the standards for Power, Structural and Technical Systems (AG-PST) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.
- **Performance Indicators** These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.

PST.01. CCTC Standard: Apply physical science principles and engineering applications to solve problems and improve performance in AFNR power, structural and technical systems.

PST.01.01. Performance Indicator: Apply physical science and engineering principles to assess and select energy sources for AFNR power, structural and technical systems.

PST.01.02. Performance Indicator: Apply physical science and engineering principles to design, implement and improve safe and efficient mechanical systems in AFNR situations.

PST.01.03. Performance Indicator: Apply physical science principles to metal fabrication using a variety of welding and cutting processes (e.g., SMAW, GMAW, GTAW, fuel oxygen and plasma arc torch, etc.).

PST.02. CCTC Standard: Operate and maintain AFNR mechanical equipment and power systems.

PST.02.01. Performance Indicator: Perform preventative maintenance and scheduled service to maintain equipment, machinery and power units used in AFNR settings.

PST.02.02. Performance Indicator: Operate machinery and equipment while observing all safety precautions in AFNR settings.

PST.03. CCTC Standard: Service and repair AFNR mechanical equipment and power systems.

PST.03.01. Performance Indicator: Troubleshoot, service and repair components of internal combustion engines using manufacturers' guidelines.

PST.03.02. Performance Indicator: Service electrical systems and components of mechanical equipment and power systems using a variety of troubleshooting and/or diagnostic methods.

PST.03.03. Performance Indicator: Utilize manufacturers' guidelines to diagnose and troubleshoot malfunctions in machinery, equipment and power source systems (e.g., hydraulic, pneumatic, transmission, steering, suspension, etc.).

PST.04. CCTC Standard: Plan, build and maintain AFNR structures.

PST.04.01. Performance Indicator: Create sketches and plans for AFNR structures.

PST.04.02. Performance Indicator: Determine structural requirements, specifications and estimate costs for AFNR structures

PST.04.03. Performance Indicator: Follow architectural and mechanical plans to construct, maintain and/or repair AFNR structures (e.g., material selection, site preparation and/or layout, plumbing, concrete/masonry, etc.).

PST.04.04. Performance Indicator: Apply electrical wiring principles in AFNR structures.

PST.05. CCTC Standard: Use control, monitoring, geospatial and other technologies in AFNR power, structural and technical systems.

PST.05.01. Performance Indicator: Apply computer and other technologies (e.g., robotics, CNC, UAS, etc.) to solve problems and increase the efficiency of AFNR systems.

PST.05.02. Performance Indicator: Prepare and/or use electrical drawings to design, install and troubleshoot electronic control systems in AFNR settings.

PST.05.03. Performance Indicator: Apply geospatial technologies to solve problems and increase the efficiency of AFNR systems.



MISSISSIPPI
DEPARTMENT OF
EDUCATION

2026 Diversified Agriculture—Agribusiness Core

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The Research and Curriculum Unit (RCU), located in Starkville, as part of Mississippi State University (MSU), was established to foster educational enhancements and innovations. In keeping with the land-grant mission of MSU, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances the intellectual and professional development of Mississippi students and educators while applying knowledge and educational research to the lives of the people of the state. The RCU works within the context of curriculum development and revision, research, assessment, professional development, and industrial training.

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Mr. Matt Miller, Southern Supreme Court District Representative, Chair
Mr. Matt Mayo, Central Supreme Court District Representative, Vice-Chair
Dr. Wendi Barrett, Teacher Representative
Mr. Glen East, Administrator Representative
Mr. Bill Jacobs, At-Large Representative
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Mr. Mike Pruitt, At-Large Representative
Mrs. Billye Jean Stroud, Northern Supreme Court District Representative
Mrs. Mary Werner, At-Large Representative
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Standards

Standards and alignment crosswalks are referenced in the appendices. Depending on the curriculum, these crosswalks should identify alignment to the standards mentioned below, as well as possible related academic topics as required in the Subject Area Testing Program in Algebra I, Biology I, and English II, which could be integrated into the content of the units. Mississippi's CTE Diversified Agriculture—Agribusiness Core curriculum is aligned to the following standards:

National Agriculture, Food, and Natural Resources (AFNR) Career Cluster Content Standards

The National AFNR Career Cluster Content Standards were developed by the National Council on Agricultural Education to serve as a guide for what students should know or be able to do through a study of agriculture in grades 9-12 and two-year postsecondary programs. The standards were extensively researched and reviewed by leaders in the agricultural industry, secondary and postsecondary instructors, and university specialists. The standards consist of a pathway content standard for each of the eight career pathways. For each content standard, performance elements representing major topic areas with accompanying performance indicators were developed. Measurements of assessment of the performance elements and performance indicators were developed at the basic, intermediate, and advanced levels. The National AFNR Career Cluster Content Standards are copyrighted by the National Council for Agricultural Education and are used with permission.

thecouncil.ffa.org/afnr

College- and Career-Readiness Standards

College- and career-readiness standards emphasize critical thinking, teamwork, and problem-solving skills. Students will learn the skills and abilities demanded by the workforce of today and the future. Mississippi adopted the Mississippi College- and Career-Readiness Standards (MCCRS) to provide a consistent and clear understanding of what students are expected to learn.

mdek12.org/academiceducation/mississippi-college-and-career-readiness-standards/

Career and Technical Student Organizations (CTSOs)

Mississippi's Career and Technical Education (CTE) curricula are aligned with the programs, activities, and competitive events offered through Career and Technical Student Organizations (CTSOs). These organizations provide students with opportunities to apply classroom knowledge in real-world contexts, develop leadership and employability skills, and connect with industry and community partners. Each pathway includes an appendix identifying the CTSOs most closely connected to the curriculum, ensuring that students' classroom learning is reinforced through co-curricular experiences that prepare them for success in both post-secondary education and the workforce.

mdek12.org/cte/so/

Preface

Secondary CTE programs in Mississippi face many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing applied learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments. This document provides information, tools, and solutions that will aid students, teachers, and schools in creating and implementing applied, interactive, and innovative lessons. Through best practices, alignment with national standards and certifications, community partnerships, and a hands-on, student-centered concept, educators will be able to truly engage students in meaningful and collaborative learning opportunities.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, *Mississippi Code of 1972*, as amended (Section 37-3-46). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, Ch. 487, §14; Laws, 1991, Ch. 423, §1; Laws, 1992, Ch. 519, §4 eff. from and after July 1, 1992; Strengthening Career and Technical Education for the 21st Century Act, 2019 [Perkins V]; and Every Student Succeeds Act, 2015).

Mississippi Teacher Professional Resources

The following are resources for Mississippi teachers:

Curriculum, Assessment, Professional Learning

- Program resources can be found at the RCU's website, rcu.msstate.edu.

Learning Management System: An Online Resource

- Learning management system information can be found at the RCU's website, under Professional Learning.

Should you need additional instructions, contact the RCU at 662.325.2510 or helpdesk@rcu.msstate.edu.

Executive Summary

Pathway Description

The Diversified Agriculture—Agribusiness Core curriculum is a one-Carnegie unit course within the four-credit Diversified Agriculture pathway. All students must successfully complete the Principles of Agriscience prerequisite before enrolling in this course. This course focuses on establishing a foundation of knowledge in agribusiness practices, financial management, and entrepreneurship. Students will attain knowledge and skills in areas such as utilizing banking services, financial management, preparing budgets, and principles of marketing. Emphasis is on an active learning environment enriched with technology, business simulations, and math-based applications.

College, Career, and Certifications

No national industry-recognized certifications are utilized in Mississippi pertaining to the agriculture industry. Competencies and suggested objectives in this course have been correlated, however, to the National AFNR Career Cluster Content Standards that have been reviewed and endorsed at the national level by the National Council on Agricultural Education.

Grade Level and Class Size Recommendations

It is recommended that students enter this program as 10th graders. Exceptions to this are a district-level decision based on class size, enrollment numbers, student maturity, and CTE delivery method. This is a hands-on, lab- or shop-based course. Therefore, a maximum of 15 students is recommended per class, and teachers should only teach one subject per class period.

Student Prerequisites

For students to experience success in the program, the following student prerequisites are suggested:

1. C or higher in English (the previous year)
2. C or higher in high school-level math (last course taken, or the instructor can specify the level of math instruction needed)
3. Instructor approval
or
1. Instructor approval

Assessment

The latest assessment blueprint for the curriculum can be found at rcu.msstate.edu/curriculum/.

Applied Academic Credit

The latest academic credit information can be found at mdek12.org/secondaryeducation/approved-courses/.

Educator Licensure

The latest teacher licensure information can be found at mdek12.org/licensure/.

Professional Learning

If you have specific questions about the content of any training sessions provided, please contact the RCU at 662.325.2510 or helpdesk@rcu.msstate.edu.

Course Outlines

This curriculum consists of one 1-credit course.

Diversified Agriculture—Agribusiness Core— Course Code: 993420

Unit	Title	Hours
1	Leadership and SAE for All	5
2	Safety	5
3	Principles of Agribusiness and Entrepreneurship	10
4	Financial Management in Agribusiness	20
5	Implementing, Planning, and Decision-Making Procedures Through Budgeting	15
6	Examining Financial Performance	20
7	Taxes, Risk Management, and Legal Concepts	15
8	Agricultural Economics	15
9	Agribusiness Marketing and Sales	10
10	Management and Administration of Agribusiness	10
11	Establishing an Agribusiness	15
Total		140

Career Pathway Outlook

Overview

The Agriculture career cluster encompasses a wide range of occupations focused on the production and use of plants and animals for food, fiber, aesthetic, and environmental purposes. A USDA-funded study (Purdue University, 2024–2025) is producing updated five-year national projections for employment opportunities in food, agriculture, renewable natural resources, and the environment for graduates with bachelor's degrees or higher. According to the U.S. Bureau of Labor Statistics (2023), employment of agricultural and food scientists is projected to grow 8% from 2023 to 2033, with approximately 3,100 annual openings primarily due to retirements and occupational transfers. As in previous USDA reports, nearly half of the employment openings are expected in management and business (approximately 42%), followed by science, technology, engineering, and math (31%), sustainable production and biomaterials (13%), and education, communication, and government services (14%) (Purdue University, 2020).

Agriculture, food, and related industries contributed \$1.1 trillion to the U.S. gross domestic product (GDP) in 2019 (USDA Economic Research Service, 2020). Projections through 2033 forecast continued growth in farm income, trade, and sector indicators (USDA Economic Research Service, 2024). In Mississippi, agriculture remains the top industry. The total value of agricultural production increased to approximately \$9 billion in 2024 (Mississippi State University Extension, 2024), up from \$7.8 billion in 2022. The agriculture, forestry, fishing, and hunting sector contributed \$4.156 billion to the state's GDP in Q4 2024 (Federal Reserve Bank of St. Louis, 2024). According to the Mississippi Department of Agriculture and Commerce (2024), agriculture directly or indirectly employs about 11.4% of Mississippi's workforce.

Needs of the Future Workforce

Data for this synopsis was compiled from the Mississippi Department of Employment Security (MDES) (2025). Employment opportunities for each of the occupations are listed below:

Table 1.1: Current and Projected Occupation Report

Description	Jobs, 2022	Projected Jobs, 2032	Change (Number)	Change (Percent)	Average Yearly Earnings, 2025
Agricultural and Food Science Technicians	250	270	20	8.0%	\$42,081
Agricultural Sciences Teachers, Postsecondary	150	160	10	6.7%	\$93,622
Animal Trainers	100	110	10	10%	\$29,230
Career/Technical Education Teachers, Middle School	230	240	10	4.3%	\$51,425
Career/Technical Education Teachers, Secondary School	1220	1310	90	7.4%	\$51,416
Conservation Scientists	1250	1260	10	0.8%	\$54,950
Environmental Engineers	410	420	10	2.4%	\$75,940

Environmental Engineering Technicians	70	70	—	—	\$46,790
Environmental Scientists and Specialists, Including Health	270	280	10	3.7%	\$64,460
Environmental Science and Protection Technicians, Including Health	30	30	—	—	\$38,780
Farm and Home Management Advisors	290	300	10	3.2%	\$38,650
Logging Equipment Operators	1,680	1,740	60	3.6%	\$41,840
Landscaping and Groundskeeping Workers	6,000	6,620	620	10.3%	\$25,630
Nonfarm Animal Caretakers	1,520	1,780	260	17.1%	\$24,030
Soil and Plant Scientists	110	110	—	—	\$92,250
Farmers, Ranchers, and Other Agricultural Managers	6730	6930	200	3.0%	\$55,830
First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers	980	1090	110	11.2%	\$40,270
First-Line Supervisors/Managers of Farming, Fishing, and Forestry Workers	940	990	50	5.3%	\$54,550
Fish and Game Wardens	40	40	—	—	\$46,610
Foresters	180	180	—	—	\$52,660
Surveyors	380	410	30	7.9%	\$48,600
Surveying and Mapping Technicians	670	720	50	7.5%	\$39,840
Tree Trimmers and Pruners	270	300	30	11.1%	\$44,920
Veterinarians	490	540	50	10.2%	\$81,950
Veterinary Assistants and Laboratory Animal Caretakers	970	1090	120	12.4%	\$26,150
Veterinary Technologists and Technicians	570	630	60	10.5%	\$35,890
Zoologists and Wildlife Biologists	230	250	20	8.7%	\$70,200

Source: Mississippi Department of Employment Security; mdes.ms.gov (2025).

Perkins V Requirements and Academic Infusion

The Diversified Agriculture—Agribusiness Core curriculum meets Perkins V requirements of introducing students to and preparing them for high-skill, high-wage occupations in agricultural fields. It also offers students a program of study, including secondary, postsecondary, and higher education courses, that will further prepare them for agricultural careers. Additionally, this curriculum is integrated with academic college- and career-readiness standards. Lastly, it focuses on ongoing and meaningful professional development for teachers as well as relationships with industry.

Transition to Postsecondary Education

The latest articulation information for secondary to postsecondary can be found at the Mississippi Community College Board website, mccb.edu.

Best Practices

Innovative Instructional Technologies

Classrooms should be equipped with tools that will teach today's digital learners through applicable and modern practices. The Diversified Agriculture—Agribusiness Core educator's goal should be to include teaching strategies that incorporate current technology. To make use of the latest online communication tools—wikis, blogs, podcasts, and social media platforms, for example—the classroom teacher is encouraged to use a learning management system that introduces students to education in an online environment and places more of the responsibility of learning on the student.

Differentiated Instruction

Students learn in a variety of ways, and numerous factors—students' background, emotional health, and circumstances, for example—create unique learners. By providing various teaching and assessment strategies, students with various learning preferences can have more opportunities to succeed.

CTE Student Organizations

Teachers should investigate opportunities to sponsor a student organization. The National FFA Organization is the student organization for this course and will foster the types of learning expected from the Diversified Agriculture—Agribusiness Core curriculum. FFA provides participants and members with growth opportunities and competitive events. They also open the doors to the world of agricultural careers and scholarship opportunities.

Cooperative Learning

Cooperative learning can help students understand topics when independent learning cannot. Therefore, you will see several opportunities in the Diversified Agriculture—Agribusiness Core curriculum for group work. To function in today's workforce, students need to be able to work collaboratively with others and solve problems without excessive conflict. This curriculum provides opportunities for students to work together and help each other complete complex tasks. There are many field experiences within the Diversified Agriculture—Agribusiness Core curriculum that will allow and encourage collaboration with professionals currently in the agricultural field.

Work-Based Learning

Work-based learning is an extension of understanding competencies taught in the Diversified Agriculture—Agribusiness Core classroom. The Diversified Agriculture pathway requires students to obtain clinical-type hours during Capstone, which may include, but are not limited to, clinicals, worksite field experiences, entrepreneurship, internships, pre-apprenticeships, school-based enterprises, job placements, and simulated worksites. These real-world connections and applications provide a link to all types of students regarding knowledge, skills, and professional dispositions. Thus, supervised collaboration and immersion in the

agricultural industry are key to students' success, knowledge, and skill development. For more information on embedded WBL, visit the [Mississippi Work-Based Learning](#) Manual on the RCU website, rcu.msstate.edu.

Professional Organizations

American Association for Agricultural Education (AAAE)
aaaeonline.org

Association for Career and Technical Education (ACTE)
acteonline.org

Mississippi Association for Career and Technical Education (MSACTE)
mississippacte.com

Mississippi Association of Agricultural Educators (MSAAE)
mississippiffa.org

National Association of Agricultural Educators (NAAE)
naae.org

National FFA Organization
ffa.org

Using This Document

Competencies and Suggested Objectives

A competency represents a general concept or performance that students are expected to master as a requirement for satisfactorily completing a unit. Students will be expected to receive instruction on all competencies. The suggested objectives represent the enabling and supporting knowledge and performances that will indicate mastery of the competency at the course level.

Teacher Resources

All teachers should request to be added to the Canvas Resource Guide for their course. For questions or to be added to the guide, send a Help Desk ticket to the RCU by emailing helpdesk@rcu.msstate.edu.

Perkins V Quality Indicators and Enrichment Material

Some of the units may include an enrichment section at the end. This material will greatly enhance the learning experiences of students. If the Diversified Agriculture—Agribusiness Core program is using a national certification, work-based learning, or another measure of accountability that aligns with Perkins V as a quality indicator, this material could very well be assessed on that quality indicator. It is the responsibility of the teacher to ensure all competencies for the selected quality indicator are covered throughout the year.

Unit 1: Leadership and SAE for All

Competencies and Suggested Objectives

1. Participate in local, state, and/or National FFA Organization activities that provide opportunities for leadership development and career exploration. ^{DOK3}
 - a. Actively participate in FFA activities.
 - Leadership Development Events (LDE)
 - Employment Skills
 - Career Development Events (CDE)
 - Agricultural Communications
 - Agricultural Issues Forum
 - Agricultural Sales
 - Farm & Agribusiness Management
 - Marketing Plan
 - Leadership retreats or conferences
 - Industry-related seminars, workshops, or conferences
 - Other related FFA activities
 2. Identify potential college and career opportunities in agribusiness. ^{DOK2}
 - a. Research postsecondary institutions that offer studies in agribusiness or a related field and prepare a two- to three-minute speech on their programs and potential career choices.
 - b. Complete applications for college admission and scholarships.
 - c. Revise a personal résumé for the purpose of applying for a specific job.
 - d. Complete a job application for employment.
 - e. Participate in a mock or real interview.
 3. Review the types of programs under Supervised Agricultural Experience (SAE) for All. ^{DOK1}
 - a. Explore concepts of a Foundational SAE.
 - Career exploration and planning
 - Employability skills for college and career readiness
 - Personal financial management and planning
 - Workplace safety
 - Agricultural literacy
 - b. Explore concepts of an Immersion SAE.
 - Placement/internship
 - Ownership/entrepreneurship
 - Research
 - Experimental
 - Analytical
 - Invention
 - School-based enterprise
 - Service learning
 4. Review individual plans for student Foundational SAE programs. ^{DOK2}
 - a. Assess goal attainment in SAE from the previous year.
 - b. Review and update short- and long-range goals pertaining to the SAE program.

5. Develop an Immersion SAE and maintain agricultural records. ^{DOK2}

- a. Redefine and adjust requirements of agreements between the student, parents, supervisor, and/or employer.
- b. Utilize a state-approved electronic/computer-based system of record keeping.
- c. Update SAE records.
 - SAE program goals
 - Student inventory related to the SAE program
 - Expense records
 - Income/gift and scholarship records
 - Skill-attainment records
 - Leadership-activity records and participation in FFA activities
 - Community service hours
- d. Complete degree and proficiency award applications as they apply to the SAE.
- e. Explore SAE grant opportunities from National FFA to further fund student projects.

Unit 2: Safety

Competencies and Suggested Objectives

1. Analyze the basic rules of safety in the agriscience classroom and facilities. ^{DOK1}
 - a. Discuss the safe and proper use of items found in an agriscience facility.
 - Chemicals
 - Heat and fire
 - Safety equipment
 - Specimens and animals
 - b. Explore Occupational Safety and Health Administration (OSHA) safety standards as they relate to the agricultural classroom, laboratory, and workplace.
 - c. Discuss the procedures for reporting an accident.
 - d. Illustrate the use of a Safety Data Sheet (SDS).
2. Demonstrate all safety equipment in the agriscience facility. ^{DOK2}
 - a. Identify the location of safety equipment and discuss procedures for dealing with accidents, injuries, and spills.
 - b. Describe general safety techniques using hand equipment and indicators.
 - Safety color codes
 - Fire extinguishers
 - First aid kits
 - Emergency exits
3. Practice safety concepts in laboratory activities. ^{DOK2}
 - a. Use appropriate precautions when working with electrical applications, fire, poisons, and gas.
 - b. Demonstrate the correct way to wear personal protective equipment (PPE).
 - c. Safely work with animals and plants.
 - d. Take steps to prevent accidents.

Note: Safety is to be taught as an ongoing part of the program. Students are required to complete a written safety test with 100% accuracy before entering the shop for lab simulations and projects. This test should be geared toward the specific school's needs, tools, facilities, etc. This test should be documented in each student's file.

Note: This unit will be ongoing throughout the year. Time allotted for this unit will be distributed over the entire year.

Unit 3: Principles of Agribusiness and Entrepreneurship

Competencies and Suggested Objectives

1. Describe various types of agribusinesses. ^{DOK2}
 - a. Compare and contrast sole proprietorships, partnerships, corporations, entrepreneurship, cooperatives, incorporation, and limited liability companies (LLC).
 - b. Describe the concept of an LLC or partnership.
 - c. Investigate the advantages and disadvantages of a franchise business.
 - d. Explore the concept of e-commerce in agribusiness.
 - e. Identify the steps in starting a cooperative.
2. Explore the concept and principles of entrepreneurship. ^{DOK1}
 - a. Describe agribusiness management and entrepreneurship.
 - b. Investigate the rewards and risks of entrepreneurship.
 - c. Identify the characteristics of successful entrepreneurs.
 - Independence
 - Self-confidence
 - Organization
 - Vision
 - Commitment
 - Problem-solving
 - Risk management
 - Action-oriented
 - Flexibility
3. Identify and explain the scope and importance of agribusiness. ^{DOK1}
 - a. Identify the success of agribusiness in the local community, state, nation, and world.
 - b. Explain the size and importance of production agriculture.
 - c. Explain the importance of the agribusiness sectors.
 - Product development and marketing groups
 - Public agriculture groups that provide leadership at the federal, state, and local levels (e.g., U.S. Department of Agriculture (USDA), U.S. Food and Drug Administration (FDA), U.S. Department of Commerce (DOC), Farm Service Agency (FSA))
 - Private agriculture groups (e.g., financial services, trade associations, agriculture cooperatives, etc.)

Mississippi Career Connections

The USDA outlines 12 key steps for starting a cooperative. These steps help ensure that the development process is thorough, participatory, and aligned with cooperative principles. In groups or as a class activity, students should research existing cooperatives in Mississippi and create a concept for starting a new cooperative in their local area. For more information, please visit the [USDA Rural Development](#) website.

- 1) Identify the need
- 2) Hold an exploratory meeting
- 3) Survey prospective members
- 4) Discuss results and determine feasibility
- 5) Conduct a feasibility analysis
- 6) Hold a decision-making meeting

- 7) Prepare a business plan
- 8) Draft legal documents
- 9) Incorporate the cooperative
- 10) Hold the first member meeting
- 11) Implement the business plan
- 12) Evaluate and adjust

Unit 4: Financial Management in Agribusiness

Competencies and Suggested Objectives
1. Describe the characteristics and functions of various financial institutions. ^{DOK2} a. Determine factors in selecting financial institutions. b. Explore the types of business services offered by various financial institutions.
2. Explore banking services for personal and business accounts. ^{DOK2} a. Identify common types of personal savings and checking options. b. Create and maintain a transaction register. c. Demonstrate how to write a check. d. Demonstrate how to write a deposit slip. e. Reconcile a bank statement. f. Investigate online banking services, including online security, identity theft, and fraud-prevention procedures.
3. Explore concepts of credit. ^{DOK2} a. Identify and compare sources of credit (e.g., credit card, bank, finance company, credit union, government agency, etc.). b. Describe factors that indicate a good credit rating (e.g., returns, repayment capacity, risk, etc.). c. Discuss guidelines for wise use of credit. d. Describe procedures for obtaining credit. e. Explain how credit is used in the decision-making process.
4. Compare loan options. ^{DOK2} a. Discuss the different uses of business and personal loan funds. b. Describe procedures for obtaining agribusiness loans. c. Identify the types of collateral that can be used to obtain a loan. d. Calculate the cost of a loan (principal plus interest). e. Explain the process of filling out a loan application (e.g. FSA Youth Loan).
5. Investigate the various types of investment opportunities. ^{DOK2} a. Explore common personal investment options (e.g., certificate of deposit, Individual Retirement Account (IRA), Transitional Service Agreement (TSA), stocks and bonds, mutual funds, real estate, collectibles, cryptocurrency). b. Explore basic principles of interest for investment opportunities. c. Explain time value of money (i.e., compounding and discounting). d. Calculate the time value of money for a given amount of money using the concept of amortization.

Mississippi Career Connections

In Mississippi, agriculture is our largest industry. Understanding how to manage finances effectively is a vital skill that enables both businesses and individuals to thrive. Using the competencies and objectives above as a guide, students should assume the role of a potential small business owner seeking to establish an agricultural business in their local community. Student business owners should research local financial institutions to explore loan/credit options, as well as current interest rates, and choose the one that best suits their proposed business model.

Unit 5: Implementing, Planning, and Decision-Making Procedures Through Budgeting

Competencies and Suggested Objectives
1. Construct specific, measurable, attainable, realistic, and timely (SMART) goals for agribusiness. ^{DOK2} a. Write SMART short-term goals for the specified business. b. Write SMART long-term goals for the specified business.
2. Examine the importance of personal budgeting. ^{DOK3} a. Discuss the importance of planning a personal budget. b. Identify and categorize personal income and expense items for a certain period. c. Calculate annual income based on different hourly wages. d. Prepare a personal budget, including savings and investments.
3. Discuss and demonstrate budgeting in agribusiness. ^{DOK2} a. Describe the basic purposes and principles of budgeting. b. Differentiate between fixed costs and variable costs in agribusiness. c. Describe the three types of budgets. <ul style="list-style-type: none">Operating budgetCash flow budgetCapital expenditures budget d. Compare the characteristics of operating budgets, cash flow budgets, and capital expenditures budgets. e. Describe the four types of budgets for agribusiness. <ul style="list-style-type: none">Enterprise budgetWhole-farm budgetPartial budgetCash flow budget f. Distinguish between partial budgets, whole-farm budgets, and enterprise budgets in agribusiness. g. Prepare an enterprise budget, a partial budget, and a cash flow budget related to selected agribusiness scenarios.
4. Utilize a budget in the decision-making process. ^{DOK2} a. Explain the steps in the problem-solving/decision-making process. b. Apply the decision-making process to a problem scenario.

Mississippi Career Connections

Continuing with the scenario from Unit 4, student business owners should use the competencies and objectives above to develop a comprehensive budget for their proposed business. This budget should include a projected income, fixed vs. variable expenses (feed, seed, equipment maintenance, etc.), savings plan, and reinvestment goals. Students should justify how they made informed decisions and how those affect their daily operations.

Unit 6: Examining Financial Performance

Competencies and Suggested Objectives

1. Describe basic record-keeping principles. ^{DOK2}
 - a. Discuss the purpose of keeping records.
 - b. Define terms associated with keeping financial records.
 - Accounting
 - Bookkeeping
 - Cash accounting
 - Accrual accounting
 - Whole-business records
 - Enterprise records
 - Income
 - Expenses
 - Inventory
 - Capital
 - Assets
 - Liabilities
 - Depreciation
 - c. Compare the types of accounting and bookkeeping systems used in agribusiness.
 - d. Differentiate between accounting and bookkeeping.
 - e. Explain why financial records are necessary.
 - f. Describe the accounting cycle (i.e., calendar and fiscal year).
 - g. Differentiate between bookkeeping and journals.
 - h. Differentiate between the cash and accrual accounting systems.
 - i. Differentiate between whole-business records and enterprise records.
2. Maintain records of income and expenses. ^{DOK2}
 - a. Identify business and nonbusiness income.
 - b. Identify business and nonbusiness expenses.
 - c. Set up and maintain records of income and expenses on the state-approved record-keeping system (e.g., personal use, enterprise, business, etc.).
3. Apply basic inventory principles. ^{DOK2}
 - a. Describe the uses of an inventory.
 - b. Distinguish between liquid assets, consumable supplies, capital, and noncapital assets.
 - c. Determine when to inventory (i.e., calendar or fiscal year).
 - d. Determine inventory values of non-depreciable and depreciable assets.
 - e. Explain depreciation on capital goods.
 - f. Define terms associated with depreciation, including write-off, capital goods, salvage value, and useful life.
 - g. Compare methods of depreciation (i.e., straight line vs. accelerated).
 - h. Calculate inventory values of depreciable assets using the straight-line depreciation method.
4. Examine a balance sheet (i.e., net worth statement). ^{DOK3}
 - a. Differentiate between current and noncurrent assets and liabilities.
 - b. Calculate the net worth of a business using a balance sheet.
 - c. Analyze a statement of owner equity for an agribusiness.

d. Relate the concepts of liquidity, solvency, and equity to assets, liabilities, and net worth. Evaluate the financial standing of a given agribusiness using various financial analysis ratios.

- Solvency (debt-asset ratio)
- Liquidity (current ratio)
- Profitability (return on assets ratio)
- Repayment capacity
- Financial efficiency (asset turnover ratio)

5. Examine an income statement. ^{DOK2}

- a. Differentiate between operating expenses, operating income, and revenue.
- b. Summarize income and expenses.
- c. Calculate profit or loss using an income statement.
- d. Determine gross revenue.

6. Examine a statement of cash flow. ^{DOK2}

- a. Compare the statement of cash flow to the cash flow statement.
- b. Identify the three categories found on a statement of cash flow (i.e., operating, investing, and financing).
- c. Interpret a statement of cash flow.

7. Utilize an online record-keeping program to track income, expenses, and inventory to develop balance sheets, income statements, and statements of cash flow to determine profitability. ^{DOK4}

Unit 7: Taxes, Risk Management, and Legal Concepts

Competencies and Suggested Objectives	
1. Manage personal income taxes. ^{DOK2}	<ul style="list-style-type: none">a. Prepare a W-4 to authorize withholding of income taxes from a paycheck.b. Calculate take-home pay for a given period.c. Complete a federal and state itemized and non-itemized tax form (e.g., 1040).
2. Manage business taxes. ^{DOK1}	<ul style="list-style-type: none">a. Identify types of business taxes (e.g., sales tax, property tax, licenses and permits, income taxes, etc.).b. Describe using Schedule F and Schedule C forms to report and pay business taxes.
3. Assess financial risk factors in agribusiness management. ^{DOK3}	<ul style="list-style-type: none">a. Explain why there are financial risks associated with business.b. Explain risk/return trade-off.
4. Discuss the risks associated with capital resources in agribusiness. ^{DOK2}	<ul style="list-style-type: none">a. Discuss the basic concepts of insurance, including risk management.b. Describe the advantages and disadvantages of leasing real property.c. Evaluate the importance of a machinery maintenance and management plan.d. Explain the risks associated with land acquisition and ownership.e. Discuss the concepts of leverage and risk associated with the use of capital.f. Explain the importance of insuring the assets of an agribusiness.<ul style="list-style-type: none">• Personal insurance policies (e.g., cancer, medical, life, etc.)• Property insurance• Crop insurance• Liability insuranceg. Compare insurance coverages for specific needs (e.g., liability, disaster, full coverage, etc.).
5. Evaluate production risks associated with agribusiness management. ^{DOK2}	<ul style="list-style-type: none">a. Explain how the weather, diseases, and pests pose a risk to agribusinesses.
6. Describe common legal issues and documents and their applications. ^{DOK2}	<ul style="list-style-type: none">a. Identify and describe the essential elements of a contract.b. Compare warranty deeds and quitclaim deeds.c. Discuss the purpose and features of a promissory note and a mortgage.d. Describe the purpose and features of a bill of sale.e. Complete a lease or rental agreement.
7. Describe safety, health regulations, and legislation related to agribusinesses. ^{DOK2}	<ul style="list-style-type: none">a. Discuss the functions and legality of local, state, and federal agencies that regulate safety and health issues for agribusinesses (e.g., Mississippi Department of Agriculture and Commerce [MDAC], Mississippi Department of Environmental Quality [MDEQ], Environmental Protection Agency [EPA], Department of Health and Human Services [HHS], FDA, OSHA, USDA).b. Discuss the functions and legality of legislative regulations for agribusiness (e.g., Farm Bill).

Unit 8: Agricultural Economics

Competencies and Suggested Objectives

1. Distinguish among basic economic principles in agribusiness. ^{DOK2}
 - a. Construct a definition of economics.
 - b. Describe the three major components of economics (i.e., scarcity, types of resources, and wants and needs).
 - c. Discuss three basic economic questions that affect an agribusiness.
 - What goods should be produced, and how much?
 - How will they be produced?
 - Who should get what, and how much?
 - d. Explain the six types of economic systems.
 - Traditional system
 - Mixed economic system
 - Capitalism
 - Socialism
 - Fascism
 - Communism
 - e. Describe the characteristics of the economy in the United States (i.e., little or no government control, freedom of enterprise and choice, right to own property, profit incentives, chance of competition, and tariffs).
 - f. Differentiate between macroeconomics and microeconomics in agribusiness.
2. Explain an agribusiness enterprise. ^{DOK2}
 - a. Discuss how to distinguish between enterprises.
 - b. Describe the difference between specialization enterprises and diversification in enterprises.
 - c. Explain equimarginal returns regarding selecting enterprises.
3. Apply economic principles as they relate to business management. ^{DOK3}
 - a. Identify and characterize the three stages of production (i.e., increasing marginal returns, decreasing marginal returns, and negative marginal returns).
 - b. Understand production functions, such as diminishing returns and the profit-maximizing point.
 - c. Describe opportunity costs in terms of alternative investment opportunities and alternative use of resources.
 - d. Prepare a cost analysis of a product or service, including fixed and variable costs.
 - e. Describe the law of supply and demand as it relates to the agricultural industry.
 - Explain the law of supply.
 - Explain the law of demand.
 - Illustrate the relationship between supply and demand.
 - Describe elasticity in supply and demand.
 - Discuss substitute, complementary, and competitive products.
 - Describe what a comparative advantage means.
 - f. Classify inputs and outputs in a business.
 - g. Calculate average product, marginal factor cost, and marginal value product.
 - h. Calculate short-run costs, total costs, average total costs, and marginal costs.

Unit 9: Agribusiness Marketing and Sales

Competencies and Suggested Objectives

1. Explain agribusiness marketing. ^{DOK2}
 - a. Describe agricultural marketing.
 - b. Contrast the difference between selling and marketing.
 - c. Identify various markets and marketing options (e.g., retail, wholesale, direct, cooperative, online/e-commerce, etc.).
 - d. Identify the marketing channels from farm-to-table.
 - Livestock and dairy
 - Grains
 - Fruits and vegetables
 - Specialty
 - e. Investigate the importance of international marketing of agricultural products.
2. Develop a basic marketing plan for a local business. ^{DOK3}
 - a. Discuss the basic components of a marketing plan and their functions.
 - b. Create a marketing plan for a local agribusiness utilizing the FFA Marketing Plan CDE rules and rubrics.
3. Explain agribusiness retailing. ^{DOK2}
4. Explain the sales process. ^{DOK2}
 - a. Categorize the types of agricultural sales methods.
 - b. Identify the steps in the sales process.
 - c. Describe various customer approaches.
 - d. Demonstrate effective sales principles and techniques.
 - e. Identify methods for overcoming customer resistance.
 - f. Identify specific business procedures used during sales transactions.
5. Identify various types of advertising involved in agriculture. ^{DOK3}
 - a. Explain how advertising is used in agribusiness.
 - b. Identify types of advertising media used by agribusinesses.
 - c. Discuss methods for identifying potential customers.
 - d. Develop a plan for an agricultural product or service utilizing the Ag Sales CDE.
 - e. Design and prepare an agribusiness display and advertisement.
 - f. Demonstrate how to implement a marketing plan to advertise products and services.

Mississippi Career Connections

Visit genuine.ms.com to explore agricultural product marketing and advertising for the state of Mississippi. Students should use examples as inspiration for their marketing plan in the above competencies.

Unit 10: Management and Administration of Agribusiness

Competencies and Suggested Objectives

1. Discuss and utilize the principles of business management. ^{DOK2}
 - a. Examine the principles of business management.
 - Strategic planning and management
 - Tactical planning
 - Operational planning
 - Succession planning
 - b. Discuss the function of agribusiness management and its impact on risk and cultural environments.
 - c. Examine the concept of diversity and cultural differences as related to management.
 - d. Examine principles of conflict resolution as related to management.
2. Apply principles of business ethics. ^{DOK3}
 - a. Define ethics.
 - b. Discuss issues of business ethics.
 - c. Explain social responsibilities of businesses.
 - d. Demonstrate skills of making ethical decisions.
3. Explore human resources management. ^{DOK2}
 - a. Describe considerations that employers need to make before hiring individuals.
 - Determine job requirements
 - Determine the cost of labor
 - Recruitment
 - Selection (application, resume, interview)
 - Orientation
 - Training
 - b. Describe the characteristics a good manager should possess when working with employees.
 - c. Identify methods for motivating employees.
 - d. Identify considerations for employee evaluations.
 - Establish performance standards
 - Communicate the standards and expectations
 - Evaluate performance and achievement
 - Discuss the results of the evaluation with employees
 - Take any necessary corrective action
 - Use the evaluation results to make personnel decisions
 - e. Discuss laws that affect human resources management (e.g., Americans with Disabilities Act [ADA], Family and Medical Leave Act [FMLA]), OSHA).

Unit 11: Establishing an Agribusiness

Competencies and Suggested Objectives	
1. Develop a concept for an agribusiness.	DOK3
2. Prepare a business plan for the agribusiness.	DOK4
a. Write an introduction to the plan, describing the business concept.	
b. Prepare a description of the proposed business.	
c. Identify key people who will manage the business, including job descriptions and an organizational chart.	
d. Explain how the day-to-day operation of the business will be managed.	
e. Construct a marketing plan, explaining who the customers are, who the competition will be, and the strengths and weaknesses of the product on the market.	
f. Describe the type of business organization the business will model.	
g. Describe the physical or virtual location of the business.	
h. Investigate what business regulations will apply to this type of business.	
i. Develop a financial plan for the business, including up to a five-year projection for income, expenses, and profits.	
j. Estimate the amount of money or capital it will take to start the business.	
k. Describe how the business will be financed.	
l. Assess the competition for the business.	
m. Research the market for this type of business to show a need for the product or service the business will provide.	
3. Evaluate a business plan for an agricultural enterprise.	DOK3
a. Analyze the business plan for a local agricultural enterprise or business and determine whether the plan should be approved, improved, or rejected.	
4. Manage a school-based business venture.	DOK3

Student Competency Profile

Student's Name: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date (MM/DD/YY) on which the student mastered the competency.

Unit 1: Leadership and SAE for All

1.	Participate in local, state, and/or National FFA Organization activities that provide opportunities for leadership development and career exploration.
2.	Identify potential college and career opportunities in agribusiness.
3.	Review the types of programs under Supervised Agricultural Experience (SAE) for All.
4.	Review individual plans for student Foundational SAE programs.
5.	Develop an Immersion SAE and maintain agricultural records.

Unit 2: Safety

1.	Analyze the basic rules of safety in the agriscience classroom and facilities.
2.	Demonstrate all safety equipment in the agriscience facility.
3.	Practice safety concepts in laboratory activities.

Unit 3: Principles of Agribusiness and Entrepreneurship

1.	Describe various types of agribusinesses.
2.	Explore the concept and principles of entrepreneurship.
3.	Identify and explain the scope and importance of agribusiness.

Unit 4: Financial Management in Agribusiness

1.	Describe the characteristics and functions of various financial institutions.
2.	Explore banking services for personal and business accounts.
3.	Explore concepts of credit.
4.	Compare loan options.
5.	Investigate the various types of investment opportunities.

Unit 5: Implementing, Planning, and Decision-Making Procedures Through Budgeting

1.	Construct specific, measurable, attainable, realistic, and timely (SMART) goals for agribusiness.
2.	Examine the importance of personal budgeting.
3.	Discuss and demonstrate budgeting in agribusiness.
4.	Utilize a budget in the decision-making process.

Unit 6: Examining Financial Performance

	1. Describe basic record-keeping principles.
	2. Maintain records of income and expenses.
	3. Apply basic inventory principles.
	4. Examine a balance sheet (i.e., net worth statement).
	5. Examine an income statement.
	6. Examine a statement of cash flow.
	7. Utilize an online record-keeping program to track income, expenses, and inventory to develop balance sheets, income statements, and statements of cash flow to determine profitability.

Unit 7: Taxes, Risk Management, and Legal Concepts

	1. Manage personal income taxes.
	2. Manage business taxes.
	3. Assess financial risk factors in agribusiness management.
	4. Discuss the risks associated with capital resources in agribusiness.
	5. Evaluate production risks associated with agribusiness management.
	6. Describe common legal issues and documents and their applications.
	7. Describe safety, health regulations, and legislation related to agribusinesses.

Unit 8: Agricultural Economics

	1. Distinguish among basic economic principles in agribusiness.
	2. Explain an agribusiness enterprise.
	3. Apply economic principles as they relate to business management.

Unit 9: Agribusiness Marketing and Sales

	1. Explain agribusiness marketing.
	2. Develop a basic marketing plan for a local business.
	3. Explain agribusiness retailing.
	4. Explain the sales process.
	5. Identify various types of advertising involved in agriculture.

Unit 10: Management and Administration of Agribusiness

	1. Discuss and utilize the principles of business management.
	2. Apply principles of business ethics.
	3. Explore human resources management.

Unit 11: Establishing an Agribusiness

	1. Develop a concept for an agribusiness.
	2. Prepare a business plan for the agribusiness.
	3. Evaluate a business plan for an agricultural enterprise.
	4. Manage a school-based business venture.

Appendix A: Industry Standards

AFNR Pathway Content Standards and Performance Elements

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Standards	Units										
	1	2	3	4	5	6	7	8	9	10	11
ABS - Agribusiness Systems	X	X	X	X	X	X	X	X		X	X
AS - Animal Systems				X							
BS - Biotechnology Systems				X							
CRP - Career Ready Practices	X	X	X	X	X	X	X	X	X	X	X
ECL - Education, Communication, and Leadership	X	X			X	X		X			
ESS - Environmental Sustainability Systems				X		X					X
FPP - Food Products and Processing Systems	X	X		X	X	X	X	X	X	X	X
FPS - Foundational Pathway Skills			X								
NRS - Natural Resource Systems		X							X		
PS - Plant Systems			X		X	X					
PST - Power, Structural, and Technical Systems		X			X	X					

Agribusiness Systems Career Pathway Content Standards

The Agribusiness Systems (ABS) Career Pathway encompasses the study of agribusinesses and their management including, but not limited to, record keeping, budget management (cash and credit), business planning, introduction to micro- and macroeconomic principles, and sales and marketing. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the planning, development, application, and management of agribusiness systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- **Standards**— These are the standards owned by Advance CTE and used here with permission. The standards defined the scope and guided the development of the updated indicators and sample measurements.
- **Performance Indicators** – These statements distill each standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related standard at the conclusion of a program of study in this area.

ABS.01. Apply management planning principles in AFNR businesses.

ABS.01.01. Apply economic principles to plan and manage inputs and outputs in an AFNR business.

ABS.01.02. Evaluate and create statements of purpose and business goals for AFNR businesses.

ABS.01.03. Develop and apply skills to manage an AFNR business in an efficient, legal, and ethical manner.

ABS.01.04. Evaluate, develop, and implement procedures used to recruit, train, and retain productive human resources for AFNR businesses.

ABS.02. Use record keeping to accomplish AFNR business objectives, manage budgets and comply with laws and regulations.

ABS.02.01. Apply fundamental accounting principles, systems, tools, and applicable laws and regulations to record, track, and audit AFNR business transactions (e.g., accounts, debits, credits, assets, liabilities, equity, etc.).

ABS.02.02. Assemble, interpret, and analyze financial information and reports to monitor AFNR business performance and support decision-making (e.g., income statements, balance sheets, cash-flow analysis, inventory reports, break-even analysis, return on investment, taxes, etc.).

ABS.03. Manage cash budgets, credit budgets and credit for an AFNR business using generally accepted accounting principles.

ABS.03.01. Manage cash budgets, assets, Employment Tax Incentive opportunities for credits, loans, etc. to achieve AFNR business goals.

ABS.03.02. Analyze credit needs and manage credit budgets to achieve AFNR business goals.

ABS.04. Develop a business plan for an AFNR business.

ABS.04.01. Analyze characteristics and planning requirements associated with developing business plans for different types of AFNR businesses.

ABS.04.02. Develop production and operational plans for an AFNR business.

ABS.04.03. Identify and apply strategies to manage or mitigate risk.

ABS.05. Use sales and marketing principles to accomplish AFNR business objectives.

ABS.05.01. Determine the role of markets, trade, competition, and price in relation to AFNR business sales and marketing plan.

ABS.05.02. Assess and apply sales principles and skills to accomplish AFNR business objectives.

ABS.05.03. Assess marketing principles and develop marketing plans to accomplish AFNR business objectives.

Animal Systems Career Pathway Content Standards

The Animal Systems (AS) Career Pathway encompasses the study of animal systems, including content areas such as life processes, health, nutrition, genetics, management, processing, and veterinary science, as applied to small animals, aquaculture, exotic animals, livestock, dairy, horses and/or poultry. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of animal systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- **Standards**— These are the standards owned by Advance CTE and used here with permission. The standards defined the scope and guided the development of the updated indicators and sample measurements.
- **Performance Indicators** – These statements distill each standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related standard at the conclusion of a program of study in this area.

AS.01. Analyze historic and current trends impacting the animal systems industry.

AS.01.01. Evaluate the development and implications of animal origin, domestication, and distribution on production practices and the environment.

AS.01.02. Assess and select animal production, marketing, and management methods based upon effectiveness and potential social and environmental impacts.

AS.01.03. Analyze laws and sustainable practices that impact animal agriculture from a local, tribal, state, national, and global perspective.

AS.02. Utilize best-practice protocols based upon animal behaviors for animal husbandry and welfare.

AS.02.01. Explain management techniques that ensure animal welfare.

AS.02.02. Analyze procedures to ensure that animal products are safe for consumption.

AS.03. Design and provide proper animal nutrition to achieve desired outcomes for performance, development, reproduction and/or economic production.

AS.03.01. Analyze the nutritional needs of animals.

AS.03.02. Analyze feed rations and assess if they meet the nutritional needs of animals.

AS.03.03. Utilize tools, equipment, techniques, and technology to make animal nutrition decisions.

AS.04. Apply principles of animal reproduction to achieve desired outcomes for performance, development and/or economic production.

AS.04.01. Evaluate animals for breeding readiness and soundness.

AS.04.02. Apply scientific principles to select and care for breeding animals.

AS.04.03. Apply scientific principles to animal breeding.

AS.05. Evaluate environmental factors affecting animal performance and implement procedures for enhancing performance and animal health.

AS.05.01. Design and evaluate animal housing, equipment, and handling facilities for the major systems of animal production.

AS.05.02. Comply with government regulations and safety standards for facilities used in animal production.

AS.06. Classify, evaluate and select animals based on anatomical and physiological characteristics.

AS.06.01. Classify animals according to taxonomic classification systems and use (e.g., agricultural, companion, etc.).

AS.06.02. Apply principles of comparative anatomy and physiology to uses within various animal systems.

AS.06.03. Select animals for specific purposes and maximum performance based on anatomy and physiology.

AS.07. Apply principles of effective animal health care.

AS.07.01. Design programs to prevent animal diseases, parasites, and other disorders and ensure animal welfare.

AS.07.02. Analyze biosecurity measures utilized to protect the welfare of animals and health of humans on a local, state, national, and global level.

AS.08. Analyze environmental factors associated with animal production.

AS.08.01. Design management practices related to animal agriculture to enhance the environment.

AS.08.02. Evaluate the effects of environmental conditions on animals.

Biotechnology Systems Career Pathway Content Standards

The Biotechnology Systems (BS) Career Pathway encompasses the study of using scientific techniques to gather and analyze data to solve problems concerning living organisms with an emphasis on applications to agriculture, food, and natural resource systems. Students completing a program of study in this pathway will demonstrate competence in principles and techniques for the development, application, and management of biotechnology in the context of AFNR.

Within each pathway, the standards are organized as follows:

- **Standards**— These are the standards set forth by the National Council for Agricultural Education for Biotechnology Systems. They define what students should know and be able to do after completing instruction in a program of study focused on applying Biotechnology to AFNR systems.
- **Performance Indicators** – These statements distill each standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related standard at the conclusion of a program of study in this area.

BS.01. Assess factors that have influenced the evolution of biotechnology in agriculture (e.g., scientific technologies, historical events, societal trends, ethical and legal implications, etc.).

BS.01.01. Investigate and explain the relationships in the timeline of developing biotechnology applications and techniques in agriculture (e.g., major innovators, historical developments, potential applications of biotechnology, etc.).

BS.01.02. Evaluate the roles, scope, and implications of regulatory agencies on applications of biotechnology in agriculture and the protection of public interests (e.g., health, safety, environmental issues, etc.).

BS.01.03. Analyze the relationship and implications of bioethics, laws, and public perceptions on applications of biotechnology in agriculture (e.g., ethical, legal, social, cultural issues).

BS.02. Demonstrate proficiency by safely applying appropriate laboratory skills to complete tasks in a biotechnology research and development environment (e.g., standard operating procedures, record keeping, aseptic technique, equipment maintenance, etc.).

BS.02.01. Read, document, evaluate, and secure accurate laboratory records of experimental protocols, observations, and results.

BS.02.02. Identify and apply standard laboratory procedures and equipment maintenance to create and maintain reliable data BS.02.01. Read, document, evaluate, and secure accurate laboratory records of experimental protocols, observations, and results.

BS.02.03. Apply standard operating procedures for the safe handling of biological and chemical materials in a laboratory.

BS.02.04. Safely manage and dispose of biological materials, chemicals, and wastes according to standard operating procedures.

BS.02.05. Examine and perform scientific procedures using microbes, DNA, RNA and proteins in a laboratory.

BS.03. Demonstrate the application of biotechnology to solve problems in Agriculture, Food and Natural Resources (AFNR) systems (e.g., bioengineering, food processing, waste management, horticulture, forestry, livestock, crops, etc.).

BS.03.01. Apply biotechnology principles, techniques, and processes to modify a species.

BS.03.02. Apply biotechnology principles, techniques, and processes to enhance the production of food through the use of microorganisms and enzymes.

BS.03.03. Apply biotechnology principles, techniques, and processes to protect the environment and maximize use of natural resources (e.g., biomass, bioprospecting, industrial biotechnology, etc.).

BS.03.04. Apply biotechnology principles, techniques, and processes to enhance plant and animal care and production (e.g., selective breeding, pharmaceuticals, biodiversity, etc.).

BS.03.05. Apply biotechnology principles, techniques, and processes to produce bioproducts (e.g., fermentation, transesterification, methanogenesis, etc.).

BS.03.06. Apply biotechnology principles, techniques, and processes to improve waste management (e.g., genetically modified organisms, bioremediation, etc.).

Career Ready Practices Content Standards

Career Ready Practices (CRPs) encompass fundamental skills and practices that all students should acquire to be career ready such as: responsibility, productivity, healthy choices, maintaining personal finances, communication, decision-making, creativity and innovation, critical-thinking, problem-solving, integrity, ethical leadership, management, career planning, technology use and cultural/global competency. Students completing a program of study in any AFNR career pathway will demonstrate the knowledge, skills and behaviors that are important to career ready through experiences in a variety of settings (e.g., classroom, CTSO, work-based learning, community etc.).

Within each pathway, the standards are organized as follows:

- **Standards** – These are the standards owned by Advance CTE and used here with permission. The standards defined the scope and guided the development of the updated indicators and sample measurements.
- **Performance Indicators** – These statements distill each standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related standard at the conclusion of a program of study in this area.

CRP.01. Act as a responsible and contributing citizen and employee.

CRP.01.01. Model personal responsibility in the workplace and community.

CRP.01.02. Explain the short-term and long-term impacts of personal and professional decisions on employers and community before taking action.

CRP.01.03. Identify and act upon opportunities for professional and community service at the workplace.

CRP.02. Apply appropriate academic and technical skills.

CRP.02.01. Use strategic thinking to connect and apply academic learning, technical knowledge, and skills to solve problems in the workplace and community.

CRP.03. Attend to personal health and financial well-being.

CRP.03.01. Design and implement a personal wellness plan.

CRP.03.02. Design and implement a personal financial management plan.

CRP.04. Communicate clearly, effectively and with reason.

CRP.04.01. Communicate using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.

CRP.04.02. Produce clear, reasoned, and coherent written and visual communication in formal and informal settings.

CRP.04.03. Model active listening strategies when interacting with others in formal and informal settings.

CRP.05. Consider the environmental, social and economic impacts of decisions.

CRP.05.01. Assess, identify, and synthesize the information and resources needed to make decisions that positively impact the workplace and community.

CRP.05.02. Make, defend, and evaluate decisions at work and in the community using information about the potential environmental, social, and economic impacts.

CRP.06. Demonstrate creativity and innovation.

CRP.06.01. Synthesize information, knowledge, and experience to generate original ideas and challenge assumptions in the workplace and community.

CRP.06.02. Assess a variety of workplace and community situations to identify ways to add value and improve the efficiency of processes and procedures.

CRP.06.03. Create and execute a plan of action for new ideas and introduce innovations to workplace and community organizations.

CRP.07. Employ valid and reliable research strategies.

CRP.07.01. Select and implement reliable research processes and methods to generate data for decision making in the workplace and community.

CRP.07.02. Evaluate the validity of sources and data used when considering the adoption of new technologies, practices, and ideas in the workplace and community.

CRP.08. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP.08.01. Apply reason and logic to evaluate workplace and community situations from multiple perspectives.

CRP.08.02. Investigate, prioritize and select solutions to solve problems in the workplace and community.

CRP.08.03. Establish plans to solve workplace and community problems and execute them with resiliency.

CRP.09. Model integrity, ethical leadership and effective management.

CRP.09.01. Model characteristics of ethical and effective leaders in the workplace and community (e.g. integrity, self-awareness, self-regulation, etc.).

CRP.09.02. Implement personal management skills to function effectively and efficiently in the workplace (e.g., time management, planning, prioritizing, etc.).

CRP.09.03. Demonstrate behaviors that contribute to a positive morale and culture in the workplace and community (e.g., positively influencing others, effectively communicating, etc.).

CRP.10. Plan education and career path aligned to personal goals.

CRP.10.01. Identify career opportunities within a career cluster that match personal interests, talents, goals and preferences.

CRP.10.02. Examine career advancement requirements (e.g., education, certification, training, etc.) and create goals for continuous growth in a chosen career.

CRP.10.03. Develop relationships with and assimilate input and/or advice from experts (e.g., counselors, mentors, etc.) to plan career and personal goals in a chosen career area.

CRP.10.04. Identify, prepare, update and improve the tools and skills necessary to pursue a chosen career path.

CRP.11. Use technology to enhance productivity.

CRP.11.01. Research, select and use new technologies, tools and applications to maximize productivity in the workplace and community.

CRP.11.02. Evaluate personal and organizational risks of technology use and take actions to prevent or minimize risks in the workplace and community.

CRP.01.03. Identify and act upon opportunities for professional and community service at the workplace.

CRP.12. Work productively in teams while using cultural/global competence.

CRP.12.01. Contribute to team-oriented projects and builds consensus to accomplish results using cultural global competence in the workplace and community.

CRP.12.02. Create and implement strategies to engage team members to work toward team and organizational goals in a variety of workplace and community situations (e.g., meetings, presentations, etc.).

Education, Communication, and Leadership Career Pathway Content Standards

The Education, Communication, and Leadership (ECL) Career Pathway joins together three disciplines that focus on ways to best inform, educate and advance the agricultural industry. Students completing a program of study in this pathway will demonstrate an understanding of effective education, leadership, and strategic communication in AFNR settings.

Within each pathway, the standards are organized as follows:

- **Standards**— These are the standards set forth by the National Council for Agricultural Education for Education, Communication, and Leadership. They define what students should know and be able to do after completing instruction in a program of study focused on applying Education, Communication, and Leadership to AFNR systems.
- **Performance Indicators** – These statements distill each standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related standard at the conclusion of a program of study in this area.

ECL.01. Develop a plan for an educational workshop or lesson - recognizing the breadth of opportunities in agricultural education - that informs, educates and promotes a topic or concept relevant to AFNR.

ECL.01.01. Explore the breadth of opportunities in agricultural education (e.g., using state or national resources, Teach Ag, university program information, professional associations, etc.).

ECL.01.02. Apply fundamental understanding of AFNR and agricultural education - including experiential learning - to the development of a workshop or lesson.

ECL.02. Apply curriculum development and effective instructional techniques to create, teach and evaluate an agricultural education lesson.

ECL.02.01. Develop and deliver a workshop or lesson using a variety of methods and best practices in instruction and facilitation.

ECL.02.02. Evaluate facilitation or presentation strategies that encourage appropriate social interactions, embrace diversity, promote equity and build a positive learning environment that is welcoming to all individuals.

ECL.02.03. Demonstrate impactful leadership as a credible resource for AFNR.

ECL.03. Evaluate the effectiveness of various communication strategies with related methods and platforms used by organizations across AFNR industries.

ECL.03.01. Identify the methods and characteristics of effective verbal, nonverbal, written, and visual communication.

ECL.03.02. Analyze the use of verbal, nonverbal, written, and visual communication platforms in AFNR.

ECL.03.03. Analyze similarities and differences between verbal, nonverbal, written, and visual communication methods.

ECL.04. Develop a written communication plan using various communication methods (e.g. news releases, social media, speaking opportunities, blogs, podcasts, etc.) to convey a message to an intended AFNR audience.

ECL.04.01. Develop a communications plan that includes purpose, target audience, message, medium, and outcome evaluation.

ECL.04.02. Identify, apply and demonstrate communication skills and methods per the communications plan.

ECL.05. Model characteristics of ethical, efficient, and effective leaders in the workplace and community (e.g. integrity, collaboration, self-awareness, self-regulation, etc.).

ECL.05.01. Identify characteristics and behaviors that constitute ethical, efficient, and effective leadership.

Environmental Sustainability Systems Career Pathway Content Standards

The Environmental Service Systems (ESS) Career Pathway encompasses the study of systems, instruments and technology, and sustainable practices used to monitor and minimize the impact of human activity on environmental systems in the supply chain. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of environmental service systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- **Standards**— These are the standards owned by Advance CTE and used here with permission. The standards defined the scope and guided the development of the updated indicators and sample measurements.
- **Performance Indicators** – These statements distill each standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related standard at the conclusion of a program of study in this area.

ESS.01. Use analytical procedures and instruments to manage environmental service systems.

ESS.01.01. Analyze and interpret laboratory and field samples in environmental sustainability systems.

ESS.01.02. Properly utilize scientific instruments in environmental monitoring situations (e.g., laboratory equipment, environmental monitoring instruments, etc.).

ESS.02. Evaluate the impact of public policies and regulations on environmental service system operations.

ESS.02.01. Interpret and evaluate the impact of laws, agencies, policies, practices, and consumer preferences affecting environmental service systems.

ESS.02.02. Compare and contrast the impact of current trends on regulation of environmental sustainability systems.

ESS.02.03. Examine and summarize the impact of public perceptions and social movements on the regulation of environmental sustainability systems.

ESS.03. Develop proposed solutions to environmental issues, problems and applications using scientific principles of meteorology, soil science, hydrology, microbiology, chemistry and ecology.

ESS.03.01. Apply meteorology principles to environmental sustainability systems.

ESS.03.02. Apply soil science and hydrology principles to environmental sustainability systems.

ESS.03.03. Apply chemistry principles to environmental sustainability systems.

ESS.03.04. Apply microbiology principles to environmental sustainability systems.

ESS.03.05. Apply ecology principles to environmental sustainability systems.

ESS.04. Demonstrate the operation of environmental service systems (e.g., pollution control, water treatment, wastewater treatment, solid waste management and energy conservation).

ESS.04.01. Develop systems of sustainability management for all categories of solid waste in environmental sustainability systems.

ESS.04.02. Sustainably manage solid waste in environmental service systems.

ESS.04.03. Apply techniques to ensure a safe supply of drinking water and adequate treatment of wastewater according to applicable rules and regulations.

ESS.04.04. Compare and contrast the impact of conventional and alternative energy sources on the environment and operation of environmental sustainability systems.

ESS.05. Use tools, equipment, machinery and technology common to tasks in environmental service systems.

ESS.05.01. Use technological and mathematical tools to map land, facilities, and infrastructure for environmental sustainability systems.

ESS.05.02. Perform assessments of environmental conditions using equipment, machinery, and technology.

Food Products and Processing Systems Career Pathway Content Standards

The Food Products and Processing Systems (FPP) Career Pathway encompasses the study of food safety, sanitation, nutrition, biology, microbiology, chemistry, human behavior in local and global food systems, food selection, processing for storage, distribution and consumption, and the historical and current development of the food industry. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application, and management of food products and processing systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- **Standards**— These are the standards owned by Advance CTE and used here with permission. The standards defined the scope and guided the development of the updated indicators and sample measurements.
- **Performance Indicators** – These statements distill each standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related standard at the conclusion of a program of study in this area.

FPP.01. Develop and implement procedures to ensure safety, sanitation and quality in food products and processing facilities.

FPP.01.01. Distinguish between various food safety programs and management systems in food products and processing facilities.

FPP.01.02. Apply food safety and quality assurance procedures in the harvesting, handling and processing of food products.

FPP.01.03. Apply food safety procedures during storage and distribution to ensure food quality.

FPP.02. Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.

FPP.02.01. Apply principles of nutrition and biology to develop food products that provide a safe, wholesome, and nutritious food supply for local and global food systems.

FPP.02.02. Apply principles of microbiology and chemistry to develop food products to provide a safe, wholesome, and nutritious food supply for local and global food systems.

FPP.02.03. Apply principles of human behavior to develop food products to provide a safe, wholesome, and nutritious food supply for local and global food systems.

FPP.03. Select and process food products for storage, distribution and consumption.

FPP.03.01. Implement selection, evaluation, and inspection techniques to ensure safe and quality food products.

FPP.03.02. Design and apply techniques of food processing, preservation, packaging, and presentation for distribution and consumption of food products.

FPP.03.03. Create food distribution plans and procedures to ensure safe delivery of food products.

FPP.04. Explain the scope of the food industry and the historical and current developments of food products and processing.

FPP.04.01. Examine the scope of the food industry by evaluating local and global policies, trends, and customs for food production.

FPP.04.02. Evaluate the significance and implications of changes and trends in the food products and processing industry in the local and global food systems.

FPP.04.03. Identify the purpose of industry organizations, groups, and regulatory agencies that influence the local and global food systems.

FPP.04.04. Evaluate the effectiveness of current sustainability practices in their role to food products and processing.

Foundational Pathway Skills Content Standards

The Agriculture, Food, and Natural Resources (AFNR) Foundational Pathway Skills (FPS) encompasses the study of essential knowledge and skills related to all AFNR professions. Students completing a program of study in any AFNR career pathway will demonstrate fundamental knowledge of the nature, scope and relationships of AFNR systems and the skills necessary for analysis of current and historical issues and trends; application of technologies; safety, health, and environmental practices; stewardship of natural resources; and exploration of career opportunities.

Within each pathway, the standards are organized as follows:

- **Standards 1-6** – These are the standards owned by Advance CTE and used here with permission. The standards defined the scope and guided the development of the updated indicators and sample measurements.
- **Standards 7-14** – These are the standards set forth by the National Council for Agricultural Education for Foundational Pathway Skills. They define what students should know and be able to do after completing instruction in a program of study focused on applying Foundational Pathway Skills to AFNR systems.
- **Performance Indicators** – These statements distill each standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related standard at the conclusion of a program of study in this area.

FPS.01. Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster.

FPS.01.01. Research, examine, and discuss issues and trends that impact AFNR systems on local, state, national, and global levels.

FPS.01.02. Examine technologies and analyze their impact on AFNR systems.

FPS.01.03. Identify public policies and examine their impact on AFNR systems.

FPS.02. Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster and the role of agriculture, food and natural resources (AFNR) in society and the economy.

FPS.02.01. Research and use geographic and economic data to solve problems in AFNR systems.

FPS.02.02. Examine the impact of AFNR on the local, state, national, and global society and economy.

FPS.03. Examine and summarize the importance of health, safety and environmental management systems in AFNR workplaces.

FPS.03.01. Identify and explain the implications of required regulations to maintain and improve safety, health, and environmental management systems.

FPS.03.02. Develop and implement a plan to maintain and improve health, safety, and environmental compliance and performance.

FPS.03.03. Apply health and safety practices to AFNR workplaces.

FPS.03.04. Use appropriate protective equipment and demonstrate safe and proper use of AFNR tools and equipment.

FPS.04. Demonstrate stewardship of natural resources in AFNR activities.

FPS.04.01. Identify and implement practices to steward natural resources in different AFNR systems.

FPS.04.02. Assess and explain the natural resource related trends, technologies and policies that impact AFNR systems.

FPS.05. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources career pathways.

FPS.05.01. Evaluate and implement the steps and requirements to pursue a career opportunity in each of the AFNR career pathways (e.g., goals, degrees, certifications, resumes, cover letter, portfolios, interviews, etc.).

FPS.05.02. Examine and choose career opportunities that are matched to personal skills, talents, and career goals in an AFNR pathway of interest.

FPS.06. Analyze the interaction among AFNR systems in the production, processing and management of food, fiber and fuel and the sustainable use of natural resources.

FPS.06.01. Examine and explain foundational cycles and systems of AFNR.

FPS.07. Recognize the value of a Supervised Agricultural Experience (SAE) as Work-Based Learning.

FPS.07.01. Evaluate the value of an SAE.

FPS.07.02. Connect SAE involvement to lifelong learning and career skills.

FPS.07.03. Define and summarize the foundational and immersion SAEs and the relationship between the two.

FPS.08. Utilize critical thinking to make sense of problems and persevere in solving them.

FPS.08.01. Explore career opportunities and create a plan to prepare for a chosen career.

FPS.08.02. Develop employability skills needed to be successful in a chosen career field.

FPS.08.03. Engage in personal financial practices that lead to financial independence.

FPS.08.04. Assess the importance of health and safety in the AFNR workplace.

FPS.08.05. Evaluate the nature and role that agriculture plays in society, the environment, and the economy.

FPS.09. Recognize the options within and participate in immersive supervised agricultural experiences.

FPS.09.01. Develop AFNR technical knowledge and skills through a personal immersion SAE.

FPS.09.02. Engage in record-keeping practices that promote financial literacy.

FPS.10. Analyze the history of the National FFA Organization and how this timeline has allowed the organization to remain relevant.

FPS.10.01. Evaluate the importance of key events within the organization's history.

FPS.11. Evaluate the structure and value of agricultural education.

FPS.11.01. Interpret the interaction of the three components of agricultural education.

FPS.11.02. Summarize the importance of classroom instruction within agricultural education.

FPS.11.03. Summarize the importance of the National FFA Organization within agricultural education.

FPS.11.04. Summarize the importance of Supervised Agricultural Experiences (SAE) within agricultural education.

FPS.12. Examine the key components providing directional leadership to the National FFA Organization.

FPS.12.01. Identify the importance of the FFA Creed.

FPS.12.02. Identify the importance of the FFA Emblem.

FPS.12.03. Identify the importance of the FFA Mission statement.

FPS.12.04. Identify the importance of a Program of Activities.

FPS.13. Analyze the structures and procedures to effectively and professionally run and manage a meeting.

FPS.13.01. Utilize parliamentary resources to solve problems of organizational management and operations.

FPS.13.02. Present a logical, realistic, and convincing debate on motions.

FPS.13.03. Evaluate agendas, minutes, the constitution, bylaws, and other organizational documents.

FPS.14. Evaluate opportunities to develop leadership, citizenship, and career skills.

FPS.14.01. Evaluate the importance and value of leadership skills.

FPS.14.02. Evaluate the importance and value of citizenship skills.

FPS.14.03. Evaluate the importance and value of career skills.

FPS.14.04. Connect opportunities in leadership, citizenship, and career skills to student development.

Natural Resource Systems Career Pathway Content Standards

The Natural Resource Systems (NRS) Career Pathway encompasses the study of the management, protection, enhancement and improvement of soil, water, wildlife, forests, and air as natural resources. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application, and management of natural resource systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- **Standards**— These are the standards owned by Advance CTE and used here with permission. The standards defined the scope and guided the development of the updated indicators and sample measurements.
- **Performance Indicators** – These statements distill each standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related standard at the conclusion of a program of study in this area.

NRS.01. Plan and conduct natural resource management activities that apply logical, reasoned and scientifically based solutions to natural resource issues and goals.

NRS.01.01. Examine natural resource availability and ecosystem function in a particular region.

NRS.01.02. Classify different types of natural resources in order to enable protection, conservation, enhancement, and management in a particular geographical region.

NRS.01.03. Apply ecological concepts and principles (e.g., weather, air quality, UV protection, atmospheric pressure, etc.) to the interaction of atmospheric and natural resource systems.

NRS.01.04. Apply ecological concepts and principles to aquatic natural resource systems.

NRS.01.05. Apply ecological concepts and principles to terrestrial natural resource systems.

NRS.01.06. Apply ecological concepts and principles to biotic organisms in natural resource systems.

NRS.02.01. Analyze the interrelationships between natural resources and humans.

NRS.02.01. Examine and interpret the purpose, enforcement, impact, and effectiveness of laws, agencies, and private and public organizations related to natural resource management, protection, enhancement, and improvement (e.g., water regulations, game laws, environmental policy, local, state, and national conservation organizations, agricultural extension service, etc.).

NRS.02.02. Assess the impact of human activities on the availability of natural resources.

NRS.02.03. Analyze how social perceptions of natural resource management, protection, enhancement, and improvement change and develop over time.

NRS.02.04. Examine and explain how economics affects the use of natural resources.

NRS.02.05. Communicate information to the public regarding topics related to the management, protection, enhancement, and improvement of natural resources.

NRS.03. Develop plans to ensure sustainable production and processing of natural resources.

NRS.03.01. Sustainably produce, harvest, process, and use natural resource products (e.g., forest and rangeland products, wildlife, minerals, fossil fuels, shale oil, alternative energy, recreation, aquatic species, etc.).

NRS.03.02. Demonstrate cartographic skills, tools, and technologies to aid in developing, implementing and evaluating natural resource management plans.

NRS.04. Demonstrate responsible management procedures and techniques to protect, maintain, enhance, and improve natural resources.

NRS.04.01. Demonstrate natural resource protection, maintenance, enhancement, and improvement techniques.

NRS.04.02. Diagnose plant and wildlife diseases and follow protocols to prevent their spread.

NRS.04.03. Prevent or manage introduction of ecologically harmful species in a particular region.

NRS.04.04. Manage fires in natural resource systems.

Plant Systems Career Pathway Content Standards

The Plant Systems (PS) Career Pathway encompasses the study of plant life cycles, classifications, functions, plant structures, greenhouse and nursery structures, field conditions, reproduction, media and nutrients, as well as growth and cultural practices through the study of crops, turf grass, trees, shrubs and/or ornamental plants. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of plant systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- **Standards**— These are the standards owned by Advance CTE and used here with permission. The standards defined the scope and guided the development of the updated indicators and sample measurements.
- **Performance Indicators** – These statements distill each standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related standard at the conclusion of a program of study in this area.

PS.01. Develop and implement a crop management plan for a given production goal that accounts for environmental factors.

PS.01.01. Determine the influence of environmental factors on plant growth.

PS.01.02. Prepare and adjust growing media for use in plant systems.

PS.01.03. Demonstrate planting techniques and create the conditions needed for seed germination.

PS.01.04. Develop and implement a nutrient management and/or fertilizer plan for specific plants or crops.

PS.02. Apply principles of classification, plant anatomy, and plant physiology to plant production and management.

PS.02.01. Classify plants according to taxonomic systems.

PST.02.02. Apply knowledge of plant anatomy and the functions of plant structures to activities associated with plant systems.

PS.02.03. Apply knowledge of plant physiology and energy conversion to plant systems.

PS.03. Propagate, culture and harvest plants and plant products based on current industry standards.

PS.03.01. Demonstrate plant propagation techniques in plant system activities.

- PS.03.02.** Develop and implement a management plan for plant production.
- PS.03.03.** Develop and implement a plan for integrated pest management for plant production.
- PS.03.04.** Apply principles and practices of sustainable agriculture to plant production.
- PS.03.05.** Harvest crops according to industry standards.
- PS.03.06.** Haul and store crops according to industry standards.

PS.04. Apply principles of design in plant systems to enhance an environment (e.g. floral, forest landscape, and farm).

- PS.04.01.** Evaluate, identify, and prepare plants to enhance an environment.
- PS.04.02.** Create designs using plants.

Power, Structural, and Technical Systems Career Pathway Content Standards

The Power, Structural and Technical Systems (PST) Career Pathway encompasses the study of agricultural equipment, power systems, sustainable fuel sources and precision technology, as well as woodworking, metalworking, welding, electrification, and project planning for agricultural structures. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of power, structural and technical systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- **Standards**— These are the standards owned by Advance CTE and used here with permission. The standards defined the scope and guided the development of the updated indicators and sample measurements.
- **Performance Indicators** – These statements distill each standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related standard at the conclusion of a program of study in this area.

PST.01. Apply physical science principles and engineering applications to solve problems and improve performance in AFNR power, structural and technical systems.

- PST.01.01.** Apply physical science and engineering principles to assess and select energy sources for AFNR power, structural, and technical systems.
- PST.01.02.** Apply physical science and engineering principles to design, implement and improve safe and efficient mechanical systems in AFNR situations.
- PST.01.03.** Apply physical science and engineering principles to metal fabrication using a variety of welding and cutting processes and equipment (e.g., SMAW, GMAW, GTAW, Oxy-fuel, CNC, and plasma arc torch, etc.).

PST.02. Operate and maintain AFNR mechanical equipment and power systems.

- PST.02.01.** Perform preventative maintenance and scheduled service to maintain equipment, machinery, and power units used in AFNR settings.
- PST.02.02.** Operate machinery and equipment while observing all safety precautions in AFNR settings.

PST.03. Service and repair AFNR mechanical equipment and power systems.

- PST.03.01.** Troubleshoot, service, and repair components of internal combustion engines using manufacturers' guidelines.
- PST.03.02.** Service electrical systems and components of mechanical equipment and power systems using a variety of troubleshooting and/or diagnostic methods.
- PST.03.03.** Utilize manufacturers' guidelines to diagnose and troubleshoot malfunctions in machinery, equipment, and power source systems (e.g., hydraulic, pneumatic, transmission, steering, powertrain, suspension, etc.).

PST.04. Plan, build and maintain AFNR structures.

- PST.04.01.** Create plans for AFNR structures.
- PST.04.02.** Determine structural requirements, specifications, customer needs, and estimate costs for AFNR structures.
- PST.04.03.** Apply best practices and safety guidelines for use of hand and power tools associated with constructing and maintaining AFNR structures.
- PST.04.04.** Follow architectural and mechanical plans to construct, maintain and/or repair AFNR structures (e.g., material selection, site preparation and/or layout, surveying, electrical, plumbing, concrete/masonry, etc.).
- PST.04.05.** Apply electrical wiring principles in AFNR structures.

PST.05. Use control, monitoring, geospatial and other technologies in AFNR power, structural, and technical systems.

PST.05.01. Apply current and/or identify emerging technologies (e.g., robotics, CNC, UAS, etc.) to solve problems and increase the efficiency of AFNR systems.

PST.05.02. Prepare and/or use electrical drawings to design, install, and troubleshoot electronic control systems in AFNR settings.

PST.05.03. Apply geospatial principles and technologies to solve problems and increase the efficiency of AFNR systems.

Appendix B: Academic Standards

Mississippi College- and Career-Readiness Standards (MS CCRS) English II

Standards	Units										
	1	2	3	4	5	6	7	8	9	10	11
RI.10.1	X		X	X	X	X	X	X		X	X
RI.10.2			X	X	X	X	X	X	X		
RI.10.3			X	X	X		X	X		X	
RI.10.4			X	X	X	X					
RI.10.5			X	X		X		X			
RI.10.6			X				X			X	
RI.10.7									X	X	
RI.10.8			X	X			X				
RI.10.9	X		X								
RI.10.10			X								
W.10.1			X		X						X
W.10.2	X		X	X	X	X		X			
W.10.3	X										X
W.10.4	X		X		X						
W.10.5	X		X		X						
W.10.6	X			X		X					
W.10.7	X		X	X	X						
W.10.8	X		X	X	X	X					
W.10.9	X		X	X	X	X	X	X			
W.10.10	X		X		X						
SL.10.1	X		X		X		X				
SL.10.2	X		X				X				
SL.10.3	X		X								
SL.10.4	X		X		X						
SL.10.5	X		X		X				X		
SL.10.6	X		X		X						
L.10.1	X		X		X						
L.10.2	X		X		X						
L.10.3	X		X		X						
L.10.4			X	X	X						
L.10.5			X		X						
L.10.6			X	X	X	X					

Reading Informational Text

Key Ideas and Details

- RI.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.10.2** Determine the central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); provide an accurate summary of the text based upon this analysis.
- RI.10.3** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure

- RI.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.10.5** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- RI.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.

Integration of Knowledge and Ideas

- RI.10.7** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- RI.10.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- RI.10.9** Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Range of Reading and Level of Text Complexity

- RI.10.10** 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.

Writing

Text Types and Purposes

- W.10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.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.10.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

- W.10.4** 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.)
- W.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
- W.10.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

- W.10.7** 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.

W.10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W.10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

W.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 tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration

SL.10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas

SL.10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

Language

Conventions of Standard English

L.10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

L.10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

L.10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

L.10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.10.6 Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Appendix C: CTSO Standards

FFA Career and Leadership Development Events Alignment

Agricultural Communications		
Unit	Competency/Objective	CDE/LDE Alignment
Unit 1: Leadership and SAE for All	1. Participate in local, state, and/or national FFA activities that provide opportunities for leadership development and career exploration. 1a. Actively participate in FFA activities.	Entire Event
Unit 3: Principles of Agribusiness and Entrepreneurship	2. Explore the concept and principles of entrepreneurship 2a. Describe agribusiness management and entrepreneurship. 2b. Investigate the rewards and risks of entrepreneurship. 2c. Identify the characteristics of successful entrepreneurs. 3. Identify and explain the scope and importance of agribusiness 3a. Identify the success of agribusiness in the local community, state, nation, and world. 3b. Explain the size and importance of production agriculture. 3c. Explain the importance of the agribusiness sectors.	Social Media Plan (entrepreneurship and e-commerce foundations)
Unit 9: Agribusiness Marketing and Sales	1. Explain agribusiness marketing. 1a. Describe agricultural marketing. 1b. Contrast the difference between selling and marketing. 1c. Identify various markets and marketing options 1d. Identify the marketing channels from farm-to-table. 1e. Investigate the importance of international marketing of agricultural products. 2. Develop a basic marketing plan for a local business 2a. Discuss the basic components of a marketing plan and their functions. 2b. Create a marketing plan for a local agribusiness utilizing the FFA Marketing Plan CDE. 3. Explain agribusiness retailing. 4. Explain the sales process. 4a. Categorize the types of agricultural sales methods. 4b. Identify the steps in the sales process. 4c. Describe various customer approaches. 4d. Demonstrate effective sales principles and techniques. 4e. Identify methods for overcoming customer resistance. 4f. Identify specific business procedures used during sales transactions. 5. Identify various types of advertising involved in agriculture. 5a. Explain how advertising is used in agribusiness. 5b. Identify types of advertising media used by agribusinesses. 5c. Discuss methods in identifying potential customers. 5d. Develop a plan for an agricultural product or service utilizing the Ag Sales CDE. 5e. Design and prepare an agribusiness display and advertisement. 5f. Demonstrate how to implement a marketing plan to advertise products and services.	Feature Story Magazine Layout Design Broadcast Production Social Media Plan Communications Plan (marketing and advertising skills)

<p>Unit 10: Management and Administration of Agribusiness</p>	<p>1. Discuss and utilize the principles of business management.</p> <p>1a. Examine the principles of business management.</p> <p>1b. Discuss the function of agribusiness management and its impact on risk and cultural environments.</p> <p>1c. Examine the concept of diversity and cultural differences as related to management.</p> <p>1d. Examine principles of conflict resolution as related to management.</p> <p>2. Apply principles of business ethics.</p> <p>2a. Define ethics.</p> <p>2b. Discuss issues of business ethics.</p> <p>2c. Explain social responsibilities of businesses.</p> <p>2d. Demonstrate skills of making ethical decisions.</p> <p>3. Explore human resources management.</p> <p>3a. Describe considerations that employers need to make before hiring individuals.</p> <p>3b. Describe the characteristics a good manager should possess when working with employees.</p> <p>3c. Identify methods for motivating employees.</p> <p>3d. Identify considerations for employee evaluations.</p> <p>3e. Discuss laws that affect human resources management.</p>	<p>Communications Plan (strategic management, ethics, HR considerations)</p>
<p>Unit 11: Establishing an Agribusiness</p>	<p>1. Develop a concept for an agribusiness.</p> <p>2. Prepare a business plan for the agribusiness.</p> <p>2a. Write an introduction to the plan, describing the business concept.</p> <p>2b. Prepare a description of the proposed business.</p> <p>2c. Identify key people who will manage the business, including job descriptions and an organizational chart.</p> <p>2d. Explain how the day-to-day operation of the business will be managed.</p> <p>2e. Construct a marketing plan, explaining who the customers are, who the competition will be, and the strengths and weaknesses of the product on the market.</p> <p>2f. Describe the type of business organization the business will model.</p> <p>2g. Describe the physical or virtual location of the business.</p> <p>2h. Investigate what business regulations will apply to this type of business.</p> <p>2i. Develop a financial plan for the business, including up to a five-year projection for income, expenses, and profits.</p> <p>2j. Estimate the amount of money or capital it will take to start the business.</p> <p>2k. Describe how the business will be financed.</p> <p>2l. Assess the competition for the business.</p> <p>2m. Research the market for this type of business to show a need for the product or service the business will provide.</p> <p>3. Evaluate a business plan for an agricultural enterprise.</p> <p>3a. Analyze the business plan for a local agricultural enterprise or business and determine whether the plan should be approved, improved, or rejected.</p>	<p>Social Media Plan</p> <p>Communications Plan (marketing and business plan development)</p>

Agricultural Issues Forum		
Unit	Competency/Objective	CDE/LDE Alignment
Unit 1: Leadership and SAE for All	1. Participate in local, state, and/or national FFA activities that provide opportunities for leadership development and career exploration. 1a. Actively participate in FFA activities.	Entire Event
Unit 3: Principles of Agribusiness and Entrepreneurship	3. Identify and explain the scope and importance of agribusiness. 3a. Identify the success of agribusiness in the local community, state, nation, and world. 3b. Explain the size and importance of production agriculture 3c. Explain the importance of the agribusiness sectors.	Issue Research & Analysis
Unit 9: Agribusiness Marketing and Sales	5. Identify various types of advertising involved in agriculture. 5a. Explain how advertising is used in agribusiness. 5b. Identify types of advertising media used by agribusinesses. 5c. Discuss methods for identifying potential customers. 5d. Develop a plan for an agricultural product or service utilizing the Ag Sales CDE. 5e. Design and prepare an agribusiness display and advertisement. 5f. Demonstrate how to implement a marketing plan to advertise products and services.	Portfolio Development Visual Aids
Unit 10: Management and Administration of Agribusiness	2. Apply principles of business ethics. 2a. Define ethics. 2b. Discuss issues of business ethics. 2c. Explain social responsibilities of businesses. 2d. Demonstrate skills of making ethical decisions.	Ethical Considerations Stakeholder Analysis
Unit 11: Establishing an Agribusiness	2. Prepare a business plan for the agribusiness. 2a. Write an introduction to the plan, describing the business concept. 2b. Prepare a description of the proposed business. 2c. Identify key people who will manage the business, including job descriptions and an organizational chart. 2d. Explain how the day-to-day operation of the business will be managed. 2e. Construct a marketing plan, explaining who the customers are, who the competition will be, and the strengths and weaknesses of the product on the market. 2f. Describe the type of business organization the business will model. 2g. Describe the physical or virtual location of the business. 2h. Investigate what business regulations will apply to this type of business. 2i. Develop a financial plan for the business, including up to a five-year projection for income, expenses, and profits. 2j. Estimate the amount of money or capital it will take to start the business. 2k. Describe how the business will be financed. 2l. Assess the competition for the business. 2m. Research the market for this type of business to show a need for the product or service the business will provide. 3. Evaluate a business plan for an agricultural enterprise. 3a. Analyze the business plan for a local agricultural enterprise or business and determine whether the plan should be approved, improved, or rejected.	Comprehensive Portfolio Documentation



Agricultural Sales		
Unit	Competency/Objective	CDE/LDE Alignment
Unit 1: Leadership and SAE for All	<p>1. Participate in local, state, and/or national FFA activities that provide opportunities for leadership development and career exploration.</p> <p>1a. Actively participate in FFA activities.</p>	Entire Event
Unit 9: Agribusiness Marketing and Sales	<p>1. Explain agribusiness marketing.</p> <p>1a. Describe agricultural marketing.</p> <p>1b. Contrast the difference between selling and marketing.</p> <p>1c. Identify various markets and marketing options.</p> <p>1d. Identify the marketing channels from farm-to-table.</p> <p>1e. Investigate the importance of international marketing of agricultural products.</p> <p>2. Develop a basic marketing plan for a local business.</p> <p>2a. Discuss the basic components of a marketing plan and their functions.</p> <p>2b. Create a marketing plan for a local agribusiness utilizing the FFA Marketing Plan CDE.</p> <p>3. Explain agribusiness retailing.</p> <p>4. Explain the sales process.</p> <p>4a. Categorize the types of agricultural sales methods.</p> <p>4b. Identify the steps in the sales process.</p> <p>4c. Describe various customer approaches.</p> <p>4d. Demonstrate effective sales principles and techniques.</p> <p>4e. Identify methods for overcoming customer resistance.</p> <p>4f. Identify specific business procedures used during sales transactions.</p> <p>5. Identify various types of advertising involved in agriculture.</p> <p>5a. Explain how advertising is used in agribusiness.</p> <p>5b. Identify types of advertising media used by agribusinesses.</p> <p>5c. Discuss methods in identifying potential customers.</p> <p>5d. Develop a plan for an agricultural product or service utilizing the Ag Sales CDE.</p> <p>5e. Design and prepare an agribusiness display and advertisement.</p> <p>5f. Demonstrate how to implement a marketing plan to advertise products and services.</p>	Written Exam Team Activity Individual Sales Customer Service Call
Unit 10: Management and Administration of Agribusiness	<p>1d. Examine principles of conflict resolution as related to management.</p> <p>3. Explore human resources management.</p> <p>3a. Describe considerations that employers need to make before hiring individuals.</p> <p>3b. Describe the characteristics a good manager should possess when working with employees.</p> <p>3c. Identify methods for motivating employees.</p> <p>3d. Identify considerations for employee evaluations.</p> <p>3e. Discuss laws that affect human resources management.</p>	Customer Service Call Team Activity (Group Dynamics & HR Considerations)

Farm and Agribusiness Management		
Unit	Competency/Objective	CDE/LDE Alignment
Unit 1: Leadership and SAE for All	1. Participate in local, state, and/or national FFA activities that provide opportunities for leadership development and career exploration. 1a. Actively participate in FFA activities.	Entire Event
Unit 3: Principles of Agribusiness and Entrepreneurship	2a. Describe agribusiness management & entrepreneurship 2b. Investigate rewards & risks of entrepreneurship 2c. Identify traits of successful entrepreneurs 3a. Identify agribusiness success locally → globally 3b. Explain size/importance of production agriculture 3c. Explain importance of agribusiness sectors	Individual Written Exam Team Activity
Unit 4: Financial Management in Agribusiness	1a. Describe characteristics & functions of financial institutions 1b. Determine factors in selecting institutions 2. Explore banking services for personal and business accounts 2a. Identify personal savings & checking options 2b. Keep a transaction register 2c. Write a check 2d. Write a deposit slip 2e. Reconcile a bank statement 3a. Identify & compare credit sources 3b. Describe good-credit factors 3c. Discuss wise use of credit 3d. Describe procedures for obtaining credit 3e. Explain credit in the decision-making process 4a. Discuss the different uses of business and personal loan funds 4b. Describe loan procedures 4c. Identify collateral types 4d. Calculate loan cost 4e. Complete a loan application 5a. Explore investment options 5b. Explain interest principles 5c. Explain time value of money 5d. Calculate TVM via amortization	Individual Written Exam Team Activity
Unit 5: Implementing, Planning, and Decision-Making Procedures Through Budgeting	1a. Write SMART short-term goals 1b. Write SMART long-term goals 2a. Discuss importance of personal budgets 2b. Identify/categorize income & expenses 2c. Calculate annual income 2d. Prepare personal budget including savings 3a. Explain purposes of budgeting 3b. Distinguish fixed vs. variable costs 3c. Describe operating, cash-flow & capital budgets 3d. Compare those budgets 3e. Describe enterprise, whole-farm, partial & cash-flow budgets 3f. Distinguish among those budget types 3g. Prepare enterprise, partial & cash-flow budgets 4a Explain problem-solving/decision steps 4b Apply decision process to scenario	Individual Written Exam Team Activity
Unit 6: Examining Financial Performance	1a. Define record-keeping terms 1c. Compare accounting & bookkeeping systems 1e. Explain need for records 1f. Describe accounting cycle 2. Maintain income & expense records	Individual Written Exam Team Activity

	3. Apply inventory principles & depreciation 4b. Construct balance sheet & compute net worth 4d. Calculate solvency, liquidity, profitability ratios 5. Prepare & interpret income statement 6a. Examine cash-flow statement 7. Use software to generate financials	
Unit 7: Taxes, Risk Management, and Legal Concepts	1a. Prepare W-4 & calculate take-home pay 1b. Complete federal/state 1040 2a. Identify business tax types 2b. Describe Schedule F/C use 3a. Explain financial risks & risk/return 4a. Discuss capital-resource risks 3c. Explain insurance concepts 3d. Evaluate machinery & land risks 6a. Identify contract elements 6b. Compare deed types 6c. Explain promissory note & mortgage 6d. Describe bill of sale 4e. Complete lease agreement 5a. Describe safety/health regulations & agencies 5b. Discuss legislative regulations (e.g., Farm Bill)	Individual Written Exam Team Activity
Unit 8: Agricultural Economics	1a. Define economics & components 1b. Explain basic economic questions 1d. Compare economic systems 1f. Differentiate micro vs. macro economics 2b. Distinguish enterprises & specialization 2c. Explain equimarginal returns 3a. Identify three production stages 3b. Explain production functions 3c. Describe opportunity cost 3d. Prepare cost analysis 3e. Explain supply & demand laws 3g. Calculate AP, MFC, MVP 3h. Calculate SR, total, average & marginal costs	Individual Written Exam Team Activity
Unit 9: Agribusiness Marketing and Sales	1a. Describe agricultural marketing 1b. Contrast selling vs. marketing 1c. Identify markets & options	Individual Written Exam Team Activity

Marketing Plan		
Unit	Competency/Objective	CDE/LDE Alignment
Unit 1: Leadership and SAE for All	1. Participate in local, state, and/or national FFA activities that provide opportunities for leadership development and career exploration. 1a. Actively participate in FFA activities.	Entire Event
Unit 3: Principles of Agribusiness and Entrepreneurship	2a. Describe agribusiness management and entrepreneurship. 2b. Investigate the rewards and risks of entrepreneurship. 2c. Identify the characteristics of successful entrepreneurs. 3a. Identify the success of agribusiness in the local community, state, nation, and world. 3b. Explain the size and importance of production agriculture. 3c. Explain the importance of the agribusiness sectors.	Written Plan
Unit 9: Agribusiness Marketing and Sales	1a. Describe agricultural marketing. 1b. Contrast the difference between selling and marketing. 1c. Identify various markets and marketing options. 1d. Identify the marketing channels from farm-to-table.	Written Plan Live Presentation

	<p>1e. Investigate the importance of international marketing of agricultural products.</p> <p>2a. Discuss the basic components of a marketing plan and their functions.</p> <p>2b. Create a marketing plan for a local agribusiness utilizing the FFA Marketing Plan CDE.</p> <p>3. Explain agribusiness retailing.</p> <p>4a. Categorize the types of agricultural sales methods.</p> <p>4b. Identify the steps in the sales process.</p> <p>4c. Describe various customer approaches.</p> <p>4d. Demonstrate effective sales principles and techniques.</p> <p>4e. Identify methods for overcoming customer resistance.</p> <p>4f. Identify specific business procedures used during sales transactions.</p> <p>5a. Explain how advertising is used in agribusiness.</p> <p>5b. Identify types of advertising media used by agribusinesses.</p> <p>5c. Discuss methods in identifying potential customers.</p> <p>5d. Develop a plan for an agricultural product or service utilizing the Ag Sales CDE.</p> <p>5e. Design and prepare an agribusiness display and advertisement.</p> <p>5f. Demonstrate how to implement a marketing plan to advertise products and services.</p>	
Unit 10: Management and Administration of Agribusiness	<p>1a. Examine the principles of business management.</p> <p>1b. Discuss the function of agribusiness management and its impact on risk and cultural environments.</p> <p>1c. Examine the concept of diversity and cultural differences as related to management.</p> <p>1d. Examine principles of conflict resolution as related to management.</p> <p>2a. Define ethics.</p> <p>2b. Discuss issues of business ethics.</p> <p>2c. Explain social responsibilities of businesses.</p> <p>2d. Demonstrate skills of making ethical decisions.</p> <p>3a. Describe considerations that employers need to make before hiring individuals.</p> <p>3b. Describe the characteristics a good manager should possess when working with employees.</p> <p>3c. Identify methods for motivating employees.</p> <p>3d. Identify considerations for employee evaluations.</p> <p>3e. Discuss laws that affect human resources management.</p>	<p>Written Plan</p> <p>Live Presentation</p>
Unit 11: Establishing an Agribusiness	<p>1. Develop a concept for an agribusiness.</p> <p>2a. Write an introduction to the plan, describing the business concept.</p> <p>2b. Prepare a description of the proposed business.</p> <p>2c. Identify key people who will manage the business, including job descriptions and an organizational chart.</p> <p>2d. Explain how the day-to-day operation of the business will be managed.</p> <p>2e. Construct a marketing plan, explaining target customers, competition, and SWOT.</p> <p>2f. Describe the type of business organization the business will model.</p> <p>2g. Describe the physical or virtual location of the business.</p> <p>2h. Investigate what business regulations will apply to this type of business.</p> <p>2i. Develop a financial plan for the business, including up to a five-year projection for income, expenses, and profits.</p>	<p>Written Plan</p> <p>Live Presentation</p>

	<p>2j. Estimate the amount of money or capital it will take to start the business.</p> <p>2k. Describe how the business will be financed.</p> <p>2l. Assess the competition for the business.</p> <p>2m. Research the market to show a need for the product or service.</p> <p>3a. Analyze the business plan for a local agricultural enterprise or business.</p> <p>3b. Manage a school-based business venture.</p>	
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