ESCONDIDO UNION HIGH SCHOOL DISTRICT

Agriculture Business, Marketing and Leadership

Approved by the Board of Education on August 2, 2022
Mission and Vision

We relentlessly pursue, with optimism, equitable support for all students to navigate a changing world by providing rigorous and relevant learning experiences that strengthen their capacity as

- Open-minded and invested collaborators;
- Effective and thoughtful communicators;
- Resourceful and creative problem solvers;
- Curious and analytical critical thinkers;
- Informed and compassionate community members.

EUHSD curriculum identifies what students should know and be able to do by grade level in a comprehensive, standards-based course of study. Curriculum may be updated, as needed, based on student academic achievement data, research and best practices, and input from stakeholders. The EUHSD curriculum contains the following information:

- **Course Description** – provides a description of the overarching content and goals of the course and is used in the Course Catalog.
- **Course Information** – provides information specific to length of course, course number, transcript abbreviation, credits earned.
- **Course Requirements** – provides information specific to credits, prerequisites, UC/CSU requirements, and grade level of the course.
- **Course Material(s)** – Instructional materials used in course.
- **Scope and Sequence** – provides the standards-based units of instruction including the Learning Objective and Sample Performance Tasks and Assessments.

To ensure all courses empower every student, specifically emerging multilingual students, to graduate prepared for college, career, and life, all EUHSD courses will:

- Incorporate the English Language Development state standards adopted by the CA Department of Education in 2012. Visit the following website to learn more about the new descriptors and corresponding standards: [https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf](https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf)
- Highlight specific strategies designed to meet the needs of emerging multilingual students as outlined in the 2014 CA Department of Education ELA-ELD Framework and the 2017 CA EL Roadmap. Visit the following URL to learn more about the new Frameworks: [https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf](https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf). To learn more about the CA EL Roadmap, visit the following website: [https://www.cde.ca.gov/sp/el/rm/](https://www.cde.ca.gov/sp/el/rm/)

Escondido Union High School District prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, national origin, race or ethnicity, religion, sex, sexual orientation, pregnancy, marital or parental status or association with a person or group with one or more of these actual or perceived characteristics.

Dr. Courtney Goode, Assistant Superintendent of Human Resources, Equity and Title IX Compliance Officer
302 N. Midway Drive, Escondido, CA 92027
Office: (760) 291-3281, Email: cgoode@euhsd.org
**Course Description**

This course is designed to introduce students to the business, marketing, and leadership aspects of the agricultural industry. Topics in this course include an introduction to agribusiness, business models, market research, professional relations, product promotion, sales practices, Future Farmers of America (FFA) leadership, and the Supervised Agricultural Experience (SAE) projects. Students will explore and analyze regional agricultural businesses and the American agriculture economy as it relates to the sale and marketing of commodities and products. The leadership curriculum will focus on six central themes: self-image, cooperation amongst groups, goal setting, positive attitude, work ethic, and civics and community service. Students who successfully complete this course will be able to progress in the agricultural business pathway and take advantage of future post-secondary education and career opportunities offered in the field of Agricultural Business. Competencies in this course are aligned with the California Common Core State Standards and the California Career Technical Education Model Curriculum Standards. This is the first course in a pathway of courses designed to engage students and develop college and career readiness skills within the Agriculture and Natural Resources Industry Sector.

| Semester A: | Course Number: 5719 | Transcript Abbreviation: AG BUS, MRKT, LEAD A (P) | Credits: 5 | Weighted: No |
| Semester B: | Course Number: 5720 | Transcript Abbreviation: AG BUS, MRKT, LEAD B (P) | Credits: 5 | Weighted: No |

**Course Requirements**

- **Length of Course:** Yearlong
- **Course Learning Environment:** Classroom Based
- **Type of Grade:** Letter Grade
- **Grade Level:** 9-12
- **Course Repeatable:** No
- **Maximum Credits, if Repeatable:** N/A
- **Course Type:** College Prep
- **Designated College Prep/CTE:** Yes
- **CTE Course Level:** Concentrator
- **Meets EUHSD Graduation Requirement:** Designated College Prep/CTE or Elective
- **Pathway:** Agriculture and Natural Resources
- **Meets UC/CSU Requirement:** G: College-Preparatory Elective
- **UC Honors Designation:** No

**Course Material(s)**

- This course uses Open Educational Resources (OERs) in order to access current digital libraries that are pivoting rapidly to industry needs.

**Standards**

College and Career Readiness Anchor Standards for Reading, California Department of Education Career Technical Education Agriculture and Natural Resources - Knowledge & Performance Anchor Standards, and CTE Agricultural Business Pathway Standards and Standards for Mathematical Practice.
## Scope and Sequence

### Unit 1: Introduction to Agriculture, FFA, and Agribusiness

#### Unit Description

In this unit, students will participate in the FFA organization and explore the concepts and requirements of the FFA organization; understanding the organization they have been given membership to is vital to their understanding of how agriculture and agriscience plays a role in everyday life. Students will be introduced to various agribusinesses and commodity products, and will research and choose a regional business to use for study over the course of the year. Students will determine the business’ size, net worth, and scope of production or services, and complete a SWOT analysis for the business weighing strengths, weaknesses, opportunities, and threats. Additionally, students will understand and apply the practice of personal and occupational safety and protecting the environment by using materials and processes in accordance with industry standards, Occupational Safety and Health Administration (OSHA) requirements, and environmental regulations. Students will understand, practice, and apply the safe and appropriate use of tools, equipment, work processes, and hazardous waste handling and disposal.

#### Unit Outline

<table>
<thead>
<tr>
<th>Standards</th>
<th>Learning Objectives</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College and Career Readiness Anchor Standards for Reading:</strong></td>
<td></td>
<td>1. What role does FFA play in the history of agricultural business? 2. What is unique about the agricultural business industry?</td>
</tr>
<tr>
<td>- Reading Standard: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (CCSS.ELA-LITERACY.RST.11-12.7)</td>
<td>Students will...</td>
<td></td>
</tr>
<tr>
<td>- Reading Standard: Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (CCSS.ELA-LITERACY.RST.11-12.8)</td>
<td>- explain the history of the FFA organization and what its legacy means in agribusiness. - develop a portfolio that portrays their individual relationship to FFA and the agricultural field. - utilize historical and contemporary sources to research business practices. - demonstrate understanding of successful business practices.</td>
<td></td>
</tr>
<tr>
<td>- Reading Standard: Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. (CCSS.ELA-LITERACY.RST.11-12.9)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Agriculture and Natural Resources - Knowledge and Performance Anchor Standards:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 3.0 Career Planning and Management: Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Sample Performance Tasks/Assessments

- The FFA: In this assignment, students will participate in an exploration of the historical background of the FFA organization and share their understanding with their peers in a multimedia format. Students will utilize the FFA online website to conduct research on what is required to participate in the FFA program. They will conduct a comprehensive review of the FFA Handbook Requirements and will also be required to set up their own handbook electronically.
- Digital Portfolio: In this assignment, students will design and create a digital portfolio to showcase their work. Students will consider how they want to appear electronically to potential employers, relative to
• 3.2 Evaluate personal character traits, such as trust, respect, and responsibility, and understand the impact they can have on career success.
• 3.3 Explore how information and communication technologies are used in career planning and decision making.
• 3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.
• 3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning.
• 3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.
• 3.7 Recognize the importance of small business in the California and global economies.
• 3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.
• 3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.
• 4.0 Technology: Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Agriculture and Natural Resources sector workplace environment. (Direct alignment with WS 11-12.6)
• 4.1 Use electronic reference materials to gather information and produce products and services.
• 4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.
• 4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.
• 4.4 Discern the quality and value of information collected using digital technologies and recognize bias and intent of the associated sources.
• 4.5 Research past, present, and projected technological advances as they impact a particular pathway.
• 4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.
• 4.7 Demonstrate the use of appropriate tools and technology used in the Agriculture and Natural Resources sector.

everyone else seeking a similar position. The portfolio will include a resume, a post-secondary education plan, and examples of their work completed throughout the year.
• A Business Profile: In this assignment, students will begin by researching local agribusinesses and choose one to use for analysis of the various components of the following units of study. Students will develop and write a business profile by researching their chosen business and compiling data from multiple sources to include the United States Department of Agriculture (USDA), the San Diego County Crop Report, Farm Bureau, and their chosen business’ website and publications. Students will differentiate between primary and secondary sources and demonstrate appropriate MLA citation practices.
11.0 Demonstration and Application: Demonstrate and apply the knowledge and skills contained in the Agriculture and Natural Resources anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the FFA career technical student organization.

11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Agriculture and Natural Resources sector program of study.

11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.

11.3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.

11.4 Employ entrepreneurial practices and behaviors appropriate to Agriculture and Natural Resources sector opportunities.

11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.

Agricultural Business Pathway Standards:

1. Demonstrate an understanding of decision-making processes within the American free-enterprise system.
2. Differentiate among the components of the American free-enterprise system and other forms of economic systems.
3. Distinguish among the main characteristics of individual proprietorships, partnerships, corporations, franchises, and cooperatives.
4. Compare the advantages and disadvantages of the types of business ownership.
5. Explain the fundamental economic principles of agribusiness and agricultural production.
6. Identify basic economic factors affecting agricultural production and agribusiness management decisions.
7. Communicate basic agricultural economic terminology.
• A2.3 Apply the law of supply and demand and evaluate its effect on price determination.
• A3.0 Explore the role of credit in agribusiness and agricultural production.
• A3.1 Analyze the factors that determine the cost of credit in order to select optimum credit sources (e.g., the advantages and disadvantages of borrowing from the various types of credit providers and sources for short-term, intermediate-term, and long-term credit).
• A6.0 Evaluate the role and value of agricultural organizations.
• A6.1 Distinguish the benefits of private, public, and governmental organizations, including the value and impact of cooperatives.
• A6.2 Understand how participation in organizations would be beneficial in supporting various agricultural operations.
• A6.3 Identify, and electronically access, public and private agricultural organizations.
• A8.0 Understand the sales of agricultural products and services.
• A8.1 Determine the most effective methods for assessing customer needs and wants.
• A8.2 Describe the stages in making a successful sale and the various techniques used to approach potential customers and overcome their objections.
• A8.3 Examine the physiological and psychological factors that influence motivation to purchase, including the fundamental steps in making a purchase.

**Standards for Mathematical Practice:**

• 2. **Reason abstractly and quantitatively:** Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the
units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

- **4. Model with mathematics:** Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an additional equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.
### Unit Description

In this unit, students will be introduced to the basic concepts of business models and how to make money. Students will analyze different business models and types of business ownership including sole proprietorship, partners, corporation, and cooperative. Students will also explore service vs. product industries as a function of the different business models and determine which models are most successful in the agriculture industry. Students will examine the importance of each of the following nine business components: customer segments, value proposition, channels of delivery, customer relationships, revenue streams, activities, resources, partners, and cost structure. Finally, students will develop a draft business plan based on their research and business profile generated in Unit 1 and include in their business portfolio.

### Unit Outline

<table>
<thead>
<tr>
<th>Standards</th>
<th>Learning Objectives</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College and Career Readiness Anchor Standards for Reading:</strong></td>
<td></td>
<td>1. Why is it important to manage meetings in a certain way? 2. How is the feasibility of a business idea or product determined?</td>
</tr>
<tr>
<td>- Reading Standard: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (CCSS.ELA-LITERACY.RST.11-12.7)</td>
<td>Students will…</td>
<td></td>
</tr>
<tr>
<td>- Reading Standard: Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (CCSS.ELA-LITERACY.RST.11-12.8)</td>
<td>● understand the requirements of facilitating a business meeting.</td>
<td></td>
</tr>
<tr>
<td>- Reading Standard: Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. (CCSS.ELA-LITERACY.RST.11-12.9)</td>
<td>● utilize parliamentary procedure for meetings.</td>
<td></td>
</tr>
<tr>
<td><strong>Agriculture and Natural Resources - Knowledge and Performance Anchor Standards:</strong></td>
<td>● examine and solve a complicated business problem.</td>
<td></td>
</tr>
<tr>
<td>- 2.0 Communications: Acquire and accurately use Agriculture and Natural Resources sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 2.1 Recognize the elements of communication using a sender-receiver model.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 2.2 Identify barriers to accurate and appropriate communication.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 2.3 Interpret verbal and nonverbal communications and respond appropriately.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Sample Performance Tasks/Assessments

- Running a Business Meeting: In groups of 6, students will collaborate to successfully open, run, and close a business meeting. Using the FFA Manual, students will follow the guidelines outlined by the National FFA for opening and closing the meeting. Students will utilize Robert’s Rules of Order to run a short business meeting during class utilizing parliamentary procedure to accomplish a given task. Students will be evaluated based on the California FFA Novice Parliamentary Procedure scorecard. Students will also have the opportunity to compete in the FFA Knowledge contest, Opening & Closing Ceremonies Contest, and other career development events.

- Small Business Management: Working in groups of 3, students are given a business scenario in which they must choose an organizational strategy, explore the feasibility of a business opportunity, and present a basic business plan to request outside funding. Each group must choose to be either a proprietorship, partnership, or corporation, and will support their decision with a presentation of learning describing the advantages and disadvantages associated with their chosen organization and the benefits of a variety of corporate tax structures.
- 2.4 Demonstrate elements of written and electronic communication, such as accurate spelling, grammar, and format.
- 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- 2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.
- 5.0 Problem Solving and Critical Thinking: Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Agriculture and Natural Resources sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)
- 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
- 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
- 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.
- 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.
- 8.0 Ethics and Legal Responsibilities: Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)
- 8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Agriculture and Natural Resources industry sector.
- 8.3 Demonstrate ethical and legal practices consistent with Agriculture and Natural Resources sector workplace standards.
- 8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.
- 8.5 Analyze organizational culture and practices within the workplace environment.
- 8.6 Adhere to copyright and intellectual property laws and regulations and use and appropriately cite proprietary information.

Groups will then develop a basic business plan and present to a group of investors (their peers) to compete for startup funds. The investors will provide feedback to each group and, finally, decide how to allocate funding to student groups. Through this process, students will learn the importance of organizational strategy based on business conditions and gain a valuable introduction to basic business plans.
- 8.7 Conform to rules and regulations regarding sharing of confidential information, as determined by Agriculture and Natural Resources sector laws and practices.
- 9.0 Leadership and Teamwork: Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Future Farmers of America (FFA) career technical student organization. (Direct alignment with SLS 11-12.1b)
- 9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
- 9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills, as applied in groups, teams, and career technical student organization activities.
- 9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.
- 9.4 Explain how professional associations and organizations and associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities.
- 9.5 Understand that the modern world is an international community and requires an expanded global view.
- 9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.
- 9.7 Participate in interactive teamwork to solve real Agriculture and Natural Resources sector issues and problems.
- 9.8 Define the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
- 9.9 Identify the ways in which pre-professional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
- 9.10 Understand how to organize and structure work, individually and in teams, for effective performance and the attainment of goals.
9.11 Explain multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
9.12 Demonstrate how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
9.13 Participate in group or team activities, including those offered by the student organization, that develop skills in leadership, cooperation, collaboration, and effective decision making.

**Agricultural Business Pathway Standards:**

- A2.0 Explain the fundamental economic principles of agribusiness and agricultural production.
- A2.1 Identify basic economic factors affecting agricultural production and agribusiness management decisions.
- A2.2 Communicate basic agricultural economic terminology.
- A2.3 Apply the law of supply and demand and evaluate its effect on price determination.
- A2.4 Assess how agriculture uses scarce resources to meet the needs and demands of its consumers.
- A2.5 Differentiate between elastic and inelastic supply and demand.
- A2.6 Predict how the law of diminishing returns impacts agricultural production.
- A4.0 Use proper accounting principles and procedures to accomplish fiscal management and tax planning.
- A4.1 Compare and contrast cash and accrual accounting systems.
- A4.2 Demonstrate the use and describe the importance of budgets, income statements, balance sheets, and financial statements.
- A4.3 Interpret the basis of taxation within the tax system and its impact on the economy, including the role of taxes in agribusiness.
- A4.4 Analyze the role of depreciation and purchasing in tax planning and liability.
- A4.5 Determine property values and complete a depreciation schedule.
- A4.6 Formulate the tax obligations for an agribusiness.
- A6.0 Evaluate the role and value of agricultural organizations.
- A6.1 Distinguish the benefits of private, public, and governmental organizations, including the value and impact of cooperatives.
A6.2 Understand how participation in organizations would be beneficial in supporting various agricultural operations.
A6.3 Identify, and electronically access, public and private agricultural organizations.
A7.0 Understand agricultural marketing systems.
A7.1 Explain how marketing functions in a free-market society.
A7.2 Compare the advantages and disadvantages of the various marketing options for agricultural products and services.
A7.3 Analyze how the law of comparative advantage affects agricultural production.
A7.4 Explore the impact of advertising, promotion, and data analysis on the marketing of agricultural products and services.
A7.5 Assess how promotion trends for agricultural products influence individuals.
A7.6 Develop a marketing plan for an agricultural product or service.
A8.0 Understand the sales of agricultural products and services.
A8.1 Determine the most effective methods for assessing customer needs and wants.
A8.2 Describe the stages in making a successful sale and the various techniques used to approach potential customers and overcome their objections.
A8.3 Examine the physiological and psychological factors that influence motivation to purchase, including the fundamental steps in making a purchase.
A9.0 Differentiate among local, national, and international agricultural markets and communicate how trade affects the economy.

Standards for Mathematical Practice:

2. Reason abstractly and quantitatively: Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed
during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

- 4. Model with mathematics: Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an additional equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.
**Unit 3: Market Research**

**Unit Description**
During this unit, students will learn about the various factors that drive the development of a business. Students will explore processes associated with market research, including stakeholder interviews, assessing demographics and trends, surveying end-users, assessing competitors, and the business value of knowing the viability of a product or service. Students will learn about target markets, demographics, and perceptions and their effect on product development and branding.

<table>
<thead>
<tr>
<th>Standards</th>
<th>Learning Objectives</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College and Career Readiness Anchor Standards for Reading:</strong></td>
<td>Students will…</td>
<td>1. How are the values of agricultural commodities determined?</td>
</tr>
<tr>
<td>● Reading Standard: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (CCSS.ELA-LITERACY.RST.11-12.7)</td>
<td>● evaluate the value of a commodity in agricultural business.</td>
<td>2. How is the agricultural industry affected by marketing techniques?</td>
</tr>
<tr>
<td>● Reading Standard: Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (CCSS.ELA-LITERACY.RST.11-12.8)</td>
<td>● develop a marketing plan for a business product.</td>
<td></td>
</tr>
<tr>
<td>● Reading Standard: Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. (CCSS.ELA-LITERACY.RST.11-12.9)</td>
<td>● design a business plan for a long-term project.</td>
<td></td>
</tr>
</tbody>
</table>

**Agriculture and Natural Resources - Knowledge and Performance Anchor Standards:**

<table>
<thead>
<tr>
<th>Standards</th>
<th>Sample Performance Tasks/Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>● 2.0 Communications: Acquire and accurately use Agriculture and Natural Resources sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)</td>
<td>● Agriculture Commodities: In this assignment, students will write a report on a particular agricultural commodity. The report will include information on the economic impact of the product, information on whether it is a leading commodity, the main area of production in the state, and current trends or patterns of the use of that particular commodity. Students will also take into consideration factors that may affect patterns or trends such as water usage, water shortage, or productivity issues, and hypothesize a future pattern or trend for their commodity. Along with their written report, students will create a display for their chosen commodity and present their information to their peers.</td>
</tr>
<tr>
<td>● 2.1 Recognize the elements of communication using a sender–receiver model.</td>
<td>● Marketing Campaign: In this assignment, students will learn the value of market research to businesses as they develop new products. Students will design an ad campaign utilizing the Four Ps of Marketing (product, price, placement, and promotion) for a product that is part of their agribusiness line (Unit 1 &amp; 2). Students will develop an action plan and conduct market research by designing their own consumer interviews, surveys, assessment of competitors, and when possible, product test runs. Students will also develop 5 marketing goals based on the business goals established in their draft business plan.</td>
</tr>
<tr>
<td>● 2.2 Identify barriers to accurate and appropriate communication.</td>
<td>●</td>
</tr>
<tr>
<td>● 2.3 Interpret verbal and nonverbal communications and respond appropriately.</td>
<td>●</td>
</tr>
<tr>
<td>● 2.4 Demonstrate elements of written and electronic communication, such as accurate spelling, grammar, and format.</td>
<td>●</td>
</tr>
<tr>
<td>● 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>Students will then select the most effective advertising method(s) for their target market (i.e. social media, internet, magazine, radio, television) based on their research results. Students will organize their completed work into a multimedia presentation that also includes one completed advertisement, and share their conclusions comparing their findings with current market direction and trends. Student work will be added to their business portfolio and used to update their draft business plan.</td>
</tr>
<tr>
<td>2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.</td>
<td></td>
</tr>
<tr>
<td>4.0 Technology: Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Agriculture and Natural Resources sector workplace environment. (Direct alignment with WS 11-12.6)</td>
<td></td>
</tr>
<tr>
<td>4.1 Use electronic reference materials to gather information and produce products and services.</td>
<td></td>
</tr>
<tr>
<td>4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.</td>
<td></td>
</tr>
<tr>
<td>4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.</td>
<td></td>
</tr>
<tr>
<td>4.4 Discern the quality and value of information collected using digital technologies and recognize bias and intent of the associated sources.</td>
<td></td>
</tr>
<tr>
<td>4.5 Research past, present, and projected technological advances as they impact a particular pathway.</td>
<td></td>
</tr>
<tr>
<td>4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.</td>
<td></td>
</tr>
<tr>
<td>4.7 Demonstrate the use of appropriate tools and technology used in the Agriculture and Natural Resources sector.</td>
<td></td>
</tr>
<tr>
<td>5.0 Problem Solving and Critical Thinking: Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Agriculture and Natural Resources sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)</td>
<td></td>
</tr>
<tr>
<td>5.1 Identify and ask significant questions that clarify various points of view to solve problems.</td>
<td></td>
</tr>
<tr>
<td>5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.</td>
<td></td>
</tr>
<tr>
<td>5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.</td>
<td></td>
</tr>
<tr>
<td>5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.</td>
<td></td>
</tr>
</tbody>
</table>
- 8.0 Ethics and Legal Responsibilities: Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)
- 8.1 Access, analyze, and implement quality assurance standards of practice.
- 8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Agriculture and Natural Resources industry sector.
- 8.3 Demonstrate ethical and legal practices consistent with Agriculture and Natural Resources sector workplace standards.
- 8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.
- 8.5 Analyze organizational culture and practices within the workplace environment.
- 8.6 Adhere to copyright and intellectual property laws and regulations and use and appropriately cite proprietary information.
- 8.7 Conform to rules and regulations regarding sharing of confidential information, as determined by Agriculture and Natural Resources sector laws and practices.
- 11.0 Demonstration and Application: Demonstrate and apply the knowledge and skills contained in the Agriculture and Natural Resources anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the FFA career technical student organization.
- 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Agriculture and Natural Resources sector program of study.
- 11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.
- 11.3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.
- 11.4 Employ entrepreneurial practices and behaviors appropriate to Agriculture and Natural Resources sector opportunities.
• 11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.

**Agricultural Business Pathway Standards:**

- **A1.0** Demonstrate an understanding of decision-making processes within the American free-enterprise system.
- **A1.1** Differentiate among the components of the American free-enterprise system and other forms of economic systems.
- **A1.2** Distinguish among the main characteristics of individual proprietorships, partnerships, corporations, franchises, and cooperatives.
- **A1.3** Compare the advantages and disadvantages of the types of business ownership.
- **A1.4** Analyze appropriate decision-making tools and financial records to make key management decisions.
- **A1.5** Analyze physical production relationships to determine optimum use levels.
- **A1.6** Calculate the fixed and variable costs associated with the production of agricultural products and determine the output level that will yield maximum profit.
- **A2.0** Explain the fundamental economic principles of agribusiness and agricultural production.
- **A2.1** Identify basic economic factors affecting agricultural production and agribusiness management decisions.
- **A2.2** Communicate basic agricultural economic terminology.
- **A2.3** Apply the law of supply and demand and evaluate its effect on price determination.
- **A2.4** Assess how agriculture uses scarce resources to meet the needs and demands of its consumers.
- **A2.5** Differentiate between elastic and inelastic supply and demand.
- **A2.6** Predict how the law of diminishing returns impacts agricultural production.
- **A5.0** Manage risk and uncertainty.
- **A5.1** Explore environmental issues that impact agribusiness.
- **A5.2** Determine the meaning and importance of risk and uncertainty.
• A5.3 Describe alternative approaches to reducing risk, including the use of insurance for product liability, property, production or income loss, and for personnel life and health.
• A5.4 Maintain appropriate evidence (e.g., Point of Origin, pick/pack dates, production records) to support and defend risk management.
• A5.5 Identify best practices and include in farm planning to reduce risk.
• A5.6 Prepare a comprehensive risk management and contingency plan.
• A6.0 Evaluate the role and value of agricultural organizations.
• A6.1 Distinguish the benefits of private, public, and governmental organizations, including the value and impact of cooperatives.
• A6.2 Understand how participation in organizations would be beneficial in supporting various agricultural operations.
• A6.3 Identify, and electronically access, public and private agricultural organizations.
• A7.0 Understand agricultural marketing systems.
• A7.1 Explain how marketing functions in a free-market society.
• A7.2 Compare the advantages and disadvantages of the various marketing options for agricultural products and services.
• A7.3 Analyze how the law of comparative advantage affects agricultural production.
• A7.4 Explore the impact of advertising, promotion, and data analysis on the marketing of agricultural products and services.
• A7.5 Assess how promotion trends for agricultural products influence individuals.
• A7.6 Develop a marketing plan for an agricultural product or service.
• A8.0 Understand the sales of agricultural products and services.
• A8.1 Determine the most effective methods for assessing customer needs and wants.
• A8.2 Describe the stages in making a successful sale and the various techniques used to approach potential customers and overcome their objections.
• A8.3 Examine the physiological and psychological factors that influence motivation to purchase, including the fundamental steps in making a purchase.
Standards for Mathematical Practice:

- 2. **Reason abstractly and quantitatively:** Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

- 4. **Model with mathematics:** Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an additional equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.
Unit 4: Professional Relations

Unit Description

In this unit, students will be introduced to the concept of professional relations, presented in the context of public relations (PR) and the value of interpersonal skills in the workplace. Students will learn about the field of public relations, how a business or organization successfully communicates an image, the role of the media, and legal issues and implications for businesses and organizations. Additional work will focus in-depth on the importance of personal presentation and soft skills in the workplace and how students can better develop their own soft skills and image. Students will analyze various examples of poor and outstanding professionalism in various business settings as portrayed in the news media (print, broadcast, and social media), understand the individual and organizational value of professionalism, and learn how personal presentation can impact their image in the workplace. Students will also explore appropriate workplace dress, presentation techniques, and workplace etiquette.

Unit Outline

<table>
<thead>
<tr>
<th>Standards</th>
<th>Learning Objectives</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College and Career Readiness Anchor Standards for Reading:</strong></td>
<td></td>
<td>1. How can social media be leveraged to benefit the agricultural industry and its products/image?</td>
</tr>
<tr>
<td>- Reading Standard: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (CCSS.ELA-LITERACY.RST.11-12.7)</td>
<td>Students will…</td>
<td>2. Why is personal/professional presentation unique in the agricultural business field?</td>
</tr>
<tr>
<td>- Reading Standard: Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (CCSS.ELA-LITERACY.RST.11-12.8)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Reading Standard: Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. (CCSS.ELA-LITERACY.RST.11-12.9)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Agriculture and Natural Resources - Knowledge and Performance Anchor Standards:**

- 2.0 Communications: Acquire and accurately use Agriculture and Natural Resources sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)
- 2.1 Recognize the elements of communication using a sender–receiver model.

**Sample Performance Tasks/Assessments**

- Social Media Professional Portfolio: In this two-part assignment, students will perform a social media audit and develop their professional social media portfolio to prepare for a job in the agriculture industry. Additionally, students will understand the potential pitfalls created when employers review social media platforms that do not flatter a job applicant.
  - Part 1: Social Media Audit: In the social media self-audit, students will assess their presence on social media platforms. Their audit will consider their intended audience of each platform and what story their shared information is telling people about them. Students will then write a proposal for improving their social media presence in light of a future career in the Agriculture industry.
  - Part 2: Professional Social Media Portfolio: In part 2 of this assignment, students will finalize a professional social media portfolio that demonstrates their social media capabilities and uses selected social media channels. Students will consider how they want to appear electronically to potential employers, relative to everyone else seeking a similar position. The social media portfolio
• 2.2 Identify barriers to accurate and appropriate communication.
• 2.3 Interpret verbal and nonverbal communications and respond appropriately.
• 2.4 Demonstrate elements of written and electronic communication, such as accurate spelling, grammar, and format.
• 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
• 2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.
• 4.0 Technology: Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Agriculture and Natural Resources sector workplace environment. (Direct alignment with WS 11-12.6)
• 4.1 Use electronic reference materials to gather information and produce products and services.
• 4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.
• 4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.
• 4.4 Discern the quality and value of information collected using digital technologies and recognize bias and intent of the associated sources.
• 4.5 Research past, present, and projected technological advances as they impact a particular pathway.
• 4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.
• 4.7 Demonstrate the use of appropriate tools and technology used in the Agriculture and Natural Resources sector.
• 5.0 Problem Solving and Critical Thinking: Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Agriculture and Natural Resources sector, using critical and creative will demonstrate their potential through a collection of digital artifacts articulating experiences, achievements, and learning. Students will aim for an impactful business profile.
thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)

- 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
- 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
- 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.
- 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

- 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
- 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
- 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.
- 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

- 7.0 Responsibility and Flexibility: Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Agriculture and Natural Resources sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)
  - 7.1 Recognize how financial management impacts the economy, workforce, and community.
  - 7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
  - 7.3 Understand the need to adapt to changing and varied roles and responsibilities.
  - 7.4 Practice time management and efficiency to fulfill responsibilities.
  - 7.5 Apply high-quality techniques to product or presentation design and development.
  - 7.6 Demonstrate knowledge and practice of responsible financial management.
  - 7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.
  - 7.8 Explore issues of global significance and document the impact on the Agriculture and Natural Resources sector.
- 10.0 Technical Knowledge and Skills: Apply essential technical knowledge and skills common to all pathways in the Agriculture
and Natural Resources sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)

- 10.1 Interpret and explain terminology and practices specific to the Agriculture and Natural Resources sector.
- 10.2 Comply with the rules, regulations, and expectations of all aspects of the Agriculture and Natural Resources sector.
- 10.3 Construct projects and products specific to the Agriculture and Natural Resources sector requirements and expectations.
- 10.4 Collaborate with industry experts for specific technical knowledge and skills.
- 10.5 Interpret and explain the aims, purposes, history, and structure of the FFA student organization and know the opportunities it makes available.
- 10.6 Manage, and actively engage in, a career-related, supervised agricultural experience.
- 10.7 Understand the importance of maintaining and completing the California Agricultural Record Book.
- 10.8 Maintain and troubleshoot equipment used in the agricultural industry.

**Agricultural Business Pathway Standards:**

- A5.0 Manage risk and uncertainty.
- A5.1 Explore environmental issues that impact agribusiness.
- A5.2 Determine the meaning and importance of risk and uncertainty.
- A5.3 Describe alternative approaches to reducing risk, including the use of insurance for product liability, property, production or income loss, and for personnel life and health.
- A5.4 Maintain appropriate evidence (e.g., Point of Origin, pick/pack dates, production records) to support and defend risk management.
- A5.5 Identify best practices and include in farm planning to reduce risk.
- A5.6 Prepare a comprehensive risk management and contingency plan.
- A6.0 Evaluate the role and value of agricultural organizations.
A6.1 Distinguish the benefits of private, public, and governmental organizations, including the value and impact of cooperatives.
A6.2 Understand how participation in organizations would be beneficial in supporting various agricultural operations.
A6.3 Identify, and electronically access, public and private agricultural organizations.
A7.0 Understand agricultural marketing systems.
A7.1 Explain how marketing functions in a free-market society.
A7.2 Compare the advantages and disadvantages of the various marketing options for agricultural products and services.
A7.3 Analyze how the law of comparative advantage affects agricultural production.
A7.4 Explore the impact of advertising, promotion, and data analysis on the marketing of agricultural products and services.
A7.5 Assess how promotion trends for agricultural products influence individuals.
A7.6 Develop a marketing plan for an agricultural product or service.
A9.0 Differentiate among local, national, and international agricultural markets and communicate how trade affects the economy.
A9.1 Describe how the importance of agricultural imports and exports affects state and national economies.
A9.2 Summarize how governmental, economic, and cultural factors affect international trade.
A9.3 Compare and contrast United States trade policies with those of other important trading partners.
A9.4 Research how biotechnology affects trade and global economies.
A9.5 Evaluate how different cultural values affect agricultural production and marketing.
A9.6 Explain how negotiations and bargaining agreements affect trade agreements.
A9.7 Analyze agricultural marketing strategies in other parts of the world.
Standards for Mathematical Practice:

- 2. **Reason abstractly and quantitatively:** Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

- 4. **Model with mathematics:** Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an additional equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.
**Unit 5: Product Promotion**

**Unit Description**

In this unit, students will develop an understanding of marketing and promotion. Students will explore the concept of product promotion by investigating customer awareness of a product or brand, the generation of sales, and how companies create brand loyalty. Students will explore various advertising and marketing strategies to include TV and radio, newspaper, magazine, fliers and mailers, online, social media, point of sale, and customer incentive programs and will analyze the effectiveness of each. Students will learn about methods of persuasion used in advertising and the relationship between market research (unit 3) and product promotion. The elements of the promotional mix will be evaluated, such as image and price advertising. Students will identify the components of a formal marketing plan and learn about developing a strategic marketing plan and its place in every business plan.

<table>
<thead>
<tr>
<th>Standards</th>
<th>Learning Objectives</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College and Career Readiness Anchor Standards for Reading:</strong></td>
<td>Students will…</td>
<td>1. What does the FFA club on campus offer the high school community? 2. How can FFA collaborate with other clubs on campus for mutual benefit?</td>
</tr>
<tr>
<td>● Reading Standard: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (CCSS.ELA-LITERACY.RST.11-12.7)</td>
<td>● design and promote a product for agricultural business.</td>
<td></td>
</tr>
<tr>
<td>● Reading Standard: Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (CCSS.ELA-LITERACY.RST.11-12.8)</td>
<td>● utilize online design platforms to create brochures and/or flyers.</td>
<td></td>
</tr>
<tr>
<td>● Reading Standard: Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. (CCSS.ELA-LITERACY.RST.11-12.9)</td>
<td>● design a professional social media platform for a campus club.</td>
<td></td>
</tr>
<tr>
<td><strong>Agriculture and Natural Resources - Knowledge and Performance Anchor Standards:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● 2.0 Communications: Acquire and accurately use Agriculture and Natural Resources sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● 2.1 Recognize the elements of communication using a sender–receiver model.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● 2.2 Identify barriers to accurate and appropriate communication.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● 2.3 Interpret verbal and nonverbal communications and respond appropriately.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Sample Performance Tasks/Assessments**

- **Product/Service Promotion:** In this assignment, students will design the promotion of a product or service from their business. Students will design one or more of the following promotional materials: video, brochure, flyer, newspaper or social media advertisement (Facebook, Twitter, Instagram, Snapchat, etc.) to promote their product or services, that demonstrates their knowledge of their target market. Students will then evaluate the effectiveness of their promotions through peer review and feedback.

- **Promoting a Campus Club:** Working in teams of two, students will research a club on campus and offer them social media services to the organization for a month. Students will provide the club a Social Media Promotion Contract that details the specific goal(s) for their service, such as increased attendance at club meetings or increased awareness of the club on campus, and the metrics by which they will measure the success of their campaign. Students will set up an appropriately named social media account for the club, link it to the club's website, and include a clear and concise description of the purpose of the club. At
2.4 Demonstrate elements of written and electronic communication, such as accurate spelling, grammar, and format.

2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

4.0 Technology: Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Agriculture and Natural Resources sector workplace environment. (Direct alignment with WS 11-12.6)

4.1 Use electronic reference materials to gather information and produce products and services.

4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.

4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.

4.4 Discern the quality and value of information collected using digital technologies and recognize bias and intent of the associated sources.

4.5 Research past, present, and projected technological advances as they impact a particular pathway.

4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.

4.7 Demonstrate the use of appropriate tools and technology used in the Agriculture and Natural Resources sector.

5.0 Problem Solving and Critical Thinking: Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Agriculture and Natural Resources sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)

5.1 Identify and ask significant questions that clarify various points of view to solve problems.

5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.

The end of the month-long assignment, students will develop a multimedia presentation and present to their peers informing their audience on how their targeted social media campaign supported the club.
• 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.
• 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.
• 8.0 Ethics and Legal Responsibilities: Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)
• 8.1 Access, analyze, and implement quality assurance standards of practice.
• 8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Agriculture and Natural Resources industry sector.
• 8.3 Demonstrate ethical and legal practices consistent with Agriculture and Natural Resources sector workplace standards.
• 8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.
• 8.5 Analyze organizational culture and practices within the workplace environment.
• 8.6 Adhere to copyright and intellectual property laws and regulations and use and appropriately cite proprietary information.
• 8.7 Conform to rules and regulations regarding sharing of confidential information, as determined by Agriculture and Natural Resources sector laws and practices.
• 10.0 Technical Knowledge and Skills: Apply essential technical knowledge and skills common to all pathways in the Agriculture and Natural Resources sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)
• 10.1 Interpret and explain terminology and practices specific to the Agriculture and Natural Resources sector.
• 10.2 Comply with the rules, regulations, and expectations of all aspects of the Agriculture and Natural Resources sector.
• 10.3 Construct projects and products specific to the Agriculture and Natural Resources sector requirements and expectations.
• 10.4 Collaborate with industry experts for specific technical knowledge and skills.
• 10.5 Interpret and explain the aims, purposes, history, and structure of the FFA student organization and know the opportunities it makes available.
• 10.6 Manage, and actively engage in, a career-related, supervised agricultural experience.
• 10.7 Understand the importance of maintaining and completing the California Agricultural Record Book.
• 10.8 Maintain and troubleshoot equipment used in the agricultural industry.
• 11.0 Demonstration and Application: Demonstrate and apply the knowledge and skills contained in the Agriculture and Natural Resources anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the FFA career technical student organization.
• 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Agriculture and Natural Resources sector program of study.
• 11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.
• 11.3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.
• 11.4 Employ entrepreneurial practices and behaviors appropriate to Agriculture and Natural Resources sector opportunities.
• 11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.

**Agricultural Business Pathway Standards:**
• A7.0 Understand agricultural marketing systems.
• A7.1 Explain how marketing functions in a free-market society.
• A7.2 Compare the advantages and disadvantages of the various marketing options for agricultural products and services.
- A7.3 Analyze how the law of comparative advantage affects agricultural production.
- A7.4 Explore the impact of advertising, promotion, and data analysis on the marketing of agricultural products and services.
- A7.5 Assess how promotion trends for agricultural products influence individuals.
- A7.6 Develop a marketing plan for an agricultural product or service.
- A8.0 Understand the sales of agricultural products and services.
- A8.1 Determine the most effective methods for assessing customer needs and wants.
- A8.2 Describe the stages in making a successful sale and the various techniques used to approach potential customers and overcome their objections.
- A8.3 Examine the physiological and psychological factors that influence motivation to purchase, including the fundamental steps in making a purchase.
- A9.0 Differentiate among local, national, and international agricultural markets and communicate how trade affects the economy.
- A9.1 Describe how the importance of agricultural imports and exports affects state and national economies.
- A9.2 Summarize how governmental, economic, and cultural factors affect international trade.
- A9.3 Compare and contrast United States trade policies with those of other important trading partners.
- A9.4 Research how biotechnology affects trade and global economies.
- A9.5 Evaluate how different cultural values affect agricultural production and marketing.
- A9.6 Explain how negotiations and bargaining agreements affect trade agreements.
- A9.7 Analyze agricultural marketing strategies in other parts of the world.

**Standards for Mathematical Practice:**
- 2. Reason abstractly and quantitatively: Mathematically proficient students make sense of quantities and their relationships in problem
situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

4. **Model with mathematics:** Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an additional equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.
Unit 6: Sales Practice

Unit Description
In this unit, students will examine the processes and techniques used in consumer sales with an emphasis on the seven-step sales process. Students will learn about the process of selling including prospecting, preparation, approach, presentation, handling objections, closing, and following up. Students will explore effective sales methods and strategies including discovering customer buying motives, appropriate questioning, and display strategies, and will learn various ways to overcome customer resistance. Students will also practice and evaluate their personal selling and presentation techniques.

<table>
<thead>
<tr>
<th>Standards</th>
<th>Learning Objectives</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College and Career Readiness Anchor Standards for Reading:</strong></td>
<td>Students will…</td>
<td>1. What makes a good “sales pitch?”</td>
</tr>
<tr>
<td>● Reading Standard: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (CCSS.ELA-LITERACY.RST.11-12.7)</td>
<td>● understand the cycle of consumer interest, production, and sales.</td>
<td>2. What is the role of constructive criticism in a design cycle?</td>
</tr>
<tr>
<td>● Reading Standard: Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (CCSS.ELA-LITERACY.RST.11-12.8)</td>
<td>● create a dynamic sales presentation.</td>
<td></td>
</tr>
<tr>
<td>● Reading Standard: Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. (CCSS.ELA-LITERACY.RST.11-12.9)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Agriculture and Natural Resources - Knowledge and Performance Anchor Standards: | | |
| ● 2.0 Communications: Acquire and accurately use Agriculture and Natural Resources sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6) | | |
| ● 2.1 Recognize the elements of communication using a sender–receiver model. | | |
| ● 2.2 Identify barriers to accurate and appropriate communication. | | |
| ● 2.3 Interpret verbal and nonverbal communications and respond appropriately. | | |
| ● 2.4 Demonstrate elements of written and electronic communication, such as accurate spelling, grammar, and format. | | |
| ● 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats. | | |

**Sample Performance Tasks/Assessments**
- Sales Presentation: In small groups, students will prepare and present a sales presentation to their peers. Students will begin by selecting an agricultural product of their chosen business and create an outline for the presentation. The outline will include: a list of needed materials or visual aids (brochures, charts, etc.), a description of how they will approach the customer, a list of questions they plan to ask to determine their customer’s needs, a description of how they will display or “show” the product, a brief outline on what they will say during the presentation, a list of possible objections and how they plan to resolve them, a description of how they will close the sale, an outline of how they will use suggestion selling, and a list of follow-up techniques or relationship building strategies to use after the presentation. Groups will present their projects to their peers for review and feedback.
• 2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

• 5.0 Problem Solving and Critical Thinking: Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Agriculture and Natural Resources sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)

• 5.1 Identify and ask significant questions that clarify various points of view to solve problems.

• 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.

• 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.

• 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

• 8.0 Ethics and Legal Responsibilities: Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)

• 8.1 Access, analyze, and implement quality assurance standards of practice.

• 8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Agriculture and Natural Resources industry sector.

• 8.3 Demonstrate ethical and legal practices consistent with Agriculture and Natural Resources sector workplace standards.

• 8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.

• 8.5 Analyze organizational culture and practices within the workplace environment.

• 8.6 Adhere to copyright and intellectual property laws and regulations and use and appropriately cite proprietary information.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8.7</td>
<td>Conform to rules and regulations regarding sharing of confidential information, as determined by Agriculture and Natural Resources sector laws and practices.</td>
</tr>
<tr>
<td>10.0</td>
<td>Technical Knowledge and Skills: Apply essential technical knowledge and skills common to all pathways in the Agriculture and Natural Resources sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)</td>
</tr>
<tr>
<td>10.1</td>
<td>Interpret and explain terminology and practices specific to the Agriculture and Natural Resources sector.</td>
</tr>
<tr>
<td>10.2</td>
<td>Comply with the rules, regulations, and expectations of all aspects of the Agriculture and Natural Resources sector.</td>
</tr>
<tr>
<td>10.3</td>
<td>Construct projects and products specific to the Agriculture and Natural Resources sector requirements and expectations.</td>
</tr>
<tr>
<td>10.4</td>
<td>Collaborate with industry experts for specific technical knowledge and skills.</td>
</tr>
<tr>
<td>10.5</td>
<td>Interpret and explain the aims, purposes, history, and structure of the FFA student organization and know the opportunities it makes available.</td>
</tr>
<tr>
<td>10.6</td>
<td>Manage, and actively engage in, a career-related, supervised agricultural experience.</td>
</tr>
<tr>
<td>10.7</td>
<td>Understand the importance of maintaining and completing the California Agricultural Record Book.</td>
</tr>
<tr>
<td>10.8</td>
<td>Maintain and troubleshoot equipment used in the agricultural industry.</td>
</tr>
<tr>
<td>11.0</td>
<td>Demonstration and Application: Demonstrate and apply the knowledge and skills contained in the Agriculture and Natural Resources anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the FFA career technical student organization.</td>
</tr>
<tr>
<td>11.1</td>
<td>Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Agriculture and Natural Resources sector program of study.</td>
</tr>
<tr>
<td>11.2</td>
<td>Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.</td>
</tr>
</tbody>
</table>
• 11.3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.
• 11.4 Employ entrepreneurial practices and behaviors appropriate to Agriculture and Natural Resources sector opportunities.
• 11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.

**Agricultural Business Pathway Standards:**

- A1.0 Demonstrate an understanding of decision-making processes within the American free-enterprise system.
- A1.1 Differentiate among the components of the American free-enterprise system and other forms of economic systems.
- A1.2 Distinguish among the main characteristics of individual proprietorships, partnerships, corporations, franchises, and cooperatives.
- A1.3 Compare the advantages and disadvantages of the types of business ownership.
- A1.4 Analyze appropriate decision-making tools and financial records to make key management decisions.
- A1.5 Analyze physical production relationships to determine optimum use levels.
- A1.6 Calculate the fixed and variable costs associated with the production of agricultural products and determine the output level that will yield maximum profit.
- A2.0 Explain the fundamental economic principles of agribusiness and agricultural production.
- A2.1 Identify basic economic factors affecting agricultural production and agribusiness management decisions.
- A2.2 Communicate basic agricultural economic terminology.
- A2.3 Apply the law of supply and demand and evaluate its effect on price determination.
- A2.4 Assess how agriculture uses scarce resources to meet the needs and demands of its consumers.
- A2.5 Differentiate between elastic and inelastic supply and demand.
• A2.6 Predict how the law of diminishing returns impacts agricultural production.
• A7.0 Understand agricultural marketing systems.
• A7.1 Explain how marketing functions in a free-market society.
• A7.2 Compare the advantages and disadvantages of the various marketing options for agricultural products and services.
• A7.3 Analyze how the law of comparative advantage affects agricultural production.
• A7.4 Explore the impact of advertising, promotion, and data analysis on the marketing of agricultural products and services.
• A7.5 Assess how promotion trends for agricultural products influence individuals.
• A7.6 Develop a marketing plan for an agricultural product or service.
• A8.0 Understand the sales of agricultural products and services.
• A8.1 Determine the most effective methods for assessing customer needs and wants.
• A8.2 Describe the stages in making a successful sale and the various techniques used to approach potential customers and overcome their objections.
• A8.3 Examine the physiological and psychological factors that influence motivation to purchase, including the fundamental steps in making a purchase.

Standards for Mathematical Practice:
• 2. Reason abstractly and quantitatively: Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to
compute them; and knowing and flexibly using different properties of operations and objects.

● 4. Model with mathematics: Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an additional equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.
## Unit 7: Leadership, Personal Development, and Career Success

### Unit Description
In this unit, students will learn about the various public speaking career development events for their appropriate grade level (9th, 10th, 11th/12th) and prepare and compete at the chapter, section, region, or state level in an agriculture sales contest. Students will learn about the requirements, information, and preparation required to be successful and competitive in the events. The training/education on how to keep business records is accomplished with the use of the Agriculture Experience Tracker (AET). Students will learn how to complete the calendar of events and operations concerning either their enterprise or a fictitious enterprise used for the purpose of learning how to maintain financial records. The ownership and/or placement enterprise agreements and operating budget are developed. Students will also be able to distinguish among the main characteristics of an individual SAE (Supervised Agricultural Experience), work experience, internships, proprietorships, partnerships, corporations, and cooperatives.

### Unit Outline

<table>
<thead>
<tr>
<th>Standards</th>
<th>Learning Objectives</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College and Career Readiness Anchor Standards for Reading:</strong></td>
<td>Students will...</td>
<td>1. What are potential careers of interest in the agricultural business industry?</td>
</tr>
<tr>
<td>- <strong>Reading Standard:</strong> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (CCSS.ELA-LITERACY.RST.11-12.7)</td>
<td>- explore career opportunities available in the agricultural business industry.</td>
<td>2. What makes the agricultural business industry unique from other commercial industries in the US?</td>
</tr>
<tr>
<td>- <strong>Reading Standard:</strong> Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (CCSS.ELA-LITERACY.RST.11-12.8)</td>
<td>- evaluate FFA records for accuracy.</td>
<td></td>
</tr>
<tr>
<td>- <strong>Reading Standard:</strong> Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. (CCSS.ELA-LITERACY.RST.11-12.9)</td>
<td>- communicate the activities, roles, and responsibilities of the school’s FFA Chapter.</td>
<td></td>
</tr>
</tbody>
</table>

### Agriculture and Natural Resources - Knowledge and Performance Anchor Standards:

- **1.0 Academics:** Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Agriculture and Natural Resources academic alignment matrix for identification of standards.
- **2.0 Communications:** Acquire and accurately use Agriculture and Natural Resources sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)

### Sample Performance Tasks/Assessments

- **FFA Record Book:** In this assignment, students will utilize the AET, an electronic version of the National Agriculture Education FFA Record book and keep an accurate record of their own supervised agriculture experience (SAE) project. Students will explore various SAEs, work experience, job shadow, and internships in the area of agriculture. Each student will have to complete a calendar of all project events, create an enterprise agreement, and keep an updated journal of all income and expenses throughout the SAE project. Upon completion of their record book, students are eligible to compete in the FFA section record book scoring and the potential proficiency recognition at a state and national level.
- **Proficiency Application:** In this assignment, students will complete a proficiency application. The proficiency application addresses 46 different segments of the agriculture industry and is based on the records students keep in their record book. The application requires students to outline their personal, business, and educational goals and...
| 2.1 Recognize the elements of communication using a sender–receiver model. |
| 2.2 Identify barriers to accurate and appropriate communication. |
| 2.3 Interpret verbal and nonverbal communications and respond appropriately. |
| 2.4 Demonstrate elements of written and electronic communication, such as accurate spelling, grammar, and format. |
| 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats. |
| 2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies. |
| 3.0 Career Planning and Management: Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2) |
| 3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making. |
| 3.2 Evaluate personal character traits, such as trust, respect, and responsibility, and understand the impact they can have on career success. |
| 3.3 Explore how information and communication technologies are used in career planning and decision making. |
| 3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure. |
| 3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning. |
| 3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society. |
| 3.7 Recognize the importance of small business in the California and global economies. |
| 3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates. |
| 3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options. |
| 6.0 Health and Safety: Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and objectives, write a historical review of how they got where they are, and who played a significant role in helping them achieve their level of experience. Students will also attach their current resume and two letters of recommendation to their application. |
phrases as related to the Agriculture and Natural Resources sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)

- 6.1 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions.
- 6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.
- 6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.
- 6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.
- 6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.
- 6.6 Maintain a safe and healthful working environment.
- 6.7 Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA).

- 7.0 Responsibility and Flexibility: Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Agriculture and Natural Resources sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)
- 7.1 Recognize how financial management impacts the economy, workforce, and community.
- 7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to changing and varied roles and responsibilities.
- 7.4 Practice time management and efficiency to fulfill responsibilities.
- 7.5 Apply high-quality techniques to product or presentation design and development.
- 7.6 Demonstrate knowledge and practice of responsible financial management.
- 7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.
- 7.8 Explore issues of global significance and document the impact on the Agriculture and Natural Resources sector.
● 10.0 Technical Knowledge and Skills: Apply essential technical knowledge and skills common to all pathways in the Agriculture and Natural Resources sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)
● 10.1 Interpret and explain terminology and practices specific to the Agriculture and Natural Resources sector.
● 10.2 Comply with the rules, regulations, and expectations of all aspects of the Agriculture and Natural Resources sector.
● 10.3 Construct projects and products specific to the Agriculture and Natural Resources sector requirements and expectations.
● 10.4 Collaborate with industry experts for specific technical knowledge and skills.
● 10.5 Interpret and explain the aims, purposes, history, and structure of the FFA student organization and know the opportunities it makes available.
● 10.6 Manage, and actively engage in, a career-related, supervised agricultural experience.
● 10.7 Understand the importance of maintaining and completing the California Agricultural Record Book.
● 10.8 Maintain and troubleshoot equipment used in the agricultural industry.
● 11.0 Demonstration and Application: Demonstrate and apply the knowledge and skills contained in the Agriculture and Natural Resources anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the FFA career technical student organization.
● 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Agriculture and Natural Resources sector program of study.
● 11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.
● 11.3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.
● 11.4 Employ entrepreneurial practices and behaviors appropriate to Agriculture and Natural Resources sector opportunities.
● 11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.

**Agricultural Business Pathway Standards:**

- A1.0 Demonstrate an understanding of decision-making processes within the American free-enterprise system.
- A1.1 Differentiate among the components of the American free-enterprise system and other forms of economic systems.
- A1.2 Distinguish among the main characteristics of individual proprietorships, partnerships, corporations, franchises, and cooperatives.
- A1.3 Compare the advantages and disadvantages of the types of business ownership.
- A1.4 Analyze appropriate decision-making tools and financial records to make key management decisions.
- A1.5 Analyze physical production relationships to determine optimum use levels.
- A1.6 Calculate the fixed and variable costs associated with the production of agricultural products and determine the output level that will yield maximum profit.
- A2.0 Explain the fundamental economic principles of agribusiness and agricultural production.
- A2.1 Identify basic economic factors affecting agricultural production and agribusiness management decisions.
- A2.2 Communicate basic agricultural economic terminology.
- A2.3 Apply the law of supply and demand and evaluate its effect on price determination.
- A2.4 Assess how agriculture uses scarce resources to meet the needs and demands of its consumers.
- A2.5 Differentiate between elastic and inelastic supply and demand.
- A2.6 Predict how the law of diminishing returns impacts agricultural production.
- A5.0 Manage risk and uncertainty.
● A5.1 Explore environmental issues that impact agribusiness.
● A5.2 Determine the meaning and importance of risk and uncertainty.
● A5.3 Describe alternative approaches to reducing risk, including the use of insurance for product liability, property, production or income loss, and for personnel life and health.
● A5.4 Maintain appropriate evidence (e.g., Point of Origin, pick/pack dates, production records) to support and defend risk management.
● A5.5 Identify best practices and include in farm planning to reduce risk.
● A5.6 Prepare a comprehensive risk management and contingency plan.
● A6.0 Evaluate the role and value of agricultural organizations.
● A6.1 Distinguish the benefits of private, public, and governmental organizations, including the value and impact of cooperatives.
● A6.2 Understand how participation in organizations would be beneficial in supporting various agricultural operations.
● A6.3 Identify, and electronically access, public and private agricultural organizations.
● A7.0 Understand agricultural marketing systems.

**Standards for Mathematical Practice:**

- **2. Reason abstractly and quantitatively:** Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.
- **4. Model with mathematics:** Mathematically proficient students can apply the mathematics they know to solve problems arising in
everyday life, society, and the workplace. In early grades, this might be as simple as writing an additional equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.