



# AGRICULTURE SALES AND SERVICE

**#01034**

## Description

To provide students with skills necessary for entry into employment or furthering education in agriculture sales and service. The course deals with business organizations, business structures, job responsibilities, applications, interviewing, human relations, marketing, selling, displaying, using business machines, business accounting, and management skills. Learning activities are varied with classroom, laboratory, and field experiences. Leadership development and supervised agricultural experience programs are integral to this course.

*½ to 1 credit*

*Max credit=1*

**Grades 10-12**

<b>Standard 1</b>	<b><i>AGRICULTURE, FOOD, &amp; NATURAL RESOURCES (AFNR) FOUNDATIONAL PATHWAY SKILLS</i></b>	
<b>Topic 1.1</b>	<b>Research, examine, and discuss issues and trends that impact AFNR systems on local, state, national, and global levels.</b>	
	<b>Student Competencies</b>	
	1.1.1	Identify issues impacting AFNR systems using historical and current data.
	1.1.2	Summarize trends impacting AFNR systems.
	1.1.3	Analyze AFNR issues and their impact on local, state, national, and global levels.
	1.1.4	Predict the impact of current trends in AFNR systems on local, state, national, and global levels.
	1.1.5	Interpret AFNR issues and their impacts to audiences with limited AFNR knowledge.
	1.1.6	Determine the opportunities emerging trends create within the AFNR systems.
<b>Topic 1.2</b>	<b>Examine technologies and analyze their impact on AFNR systems.</b>	
	<b>Student Competencies</b>	
	1.2.1	Research technologies used in AFNR systems.
	1.2.2	Compare and contrast AFNR systems before and after the integration of technology.
	1.2.3	Demonstrate appropriate use of technologies in AFNR workplace scenarios.
	1.2.4	Analyze how technology is used in AFNR systems to maximize productivity.
	1.2.5	Develop solutions in AFNR workplaces or scenarios using technology.
	1.2.6	Evaluate the importance of technology use and how it impacts AFNR systems.
<b>Topic 1.3</b>	<b>Identify public policies and examine their impact on AFNR systems.</b>	
	<b>Student Competencies</b>	
	1.3.1	Summarize public policies affecting AFNR systems.
	1.3.2	Identify an AFNR problem that could be solved by public policy.
	1.3.3	Analyze at least two public policies that impact AFNR system.
	1.3.4	Propose a policy that will solve an AFNR problem.
	1.3.5	Defend or challenge an AFNR public policy.
	1.3.6	Create a plan for implementing a new public policy that will positively impact AFNR systems.
<b>Topic 1.4</b>	<b>Research and use geographic and economic data to solve problems in AFNR systems.</b>	
	<b>Student Competencies</b>	
	1.4.1	Describe different types of geographic data used in AFNR systems.
	1.4.2	Identify economic data related to AFNR systems (e.g., commodity markets, food marketing, food, and nutritional assistance programs, etc.).
	1.4.3	Interpret AFNR related geographic data using a variety of systems and technologies (e.g., GIS, GPS, etc.).

	1.4.4	Evaluate a set of economic data and explain how it impacts an AFNR system.
	1.4.5	Defend the use of a set of geographical data used to solve a problem within AFNR systems.
	1.4.6	Create a strategy to solve a problem in an AFNR system using a set of economic data.
<b>Topic 1.5</b>	<b>Examine the impact of AFNR on the local, state, national, and global society and economy.</b>	
	<b>Student Competencies</b>	
	1.5.1	Identify the components within AFNR systems (e.g., Animal Systems: health, nutrition, genetics, etc.; Natural Resources Systems: soil, water, etc.).
	1.5.2	Describe how cultures on local, state, national, and global levels relate to AFNR systems.
	1.5.3	List the economic elements of the agricultural economy (e.g., environmental, crops, livestock, etc.).
	1.5.4	Examine the impact AFNR systems have on local, state, national, and global society and economy.
	1.5.5	Assess how people on local, state, national, and global levels interact with AFNR systems on a daily, monthly, or yearly basis.
	1.5.6	Assess the economic impact of an AFNR system on a local, state, national, and global level.
	1.5.7	Develop a strategy for explaining the breadth of AFNR systems to audiences with limited AFNR knowledge.
	1.5.8	Evaluate how cultural traditions, customs or policies have resulted from practices with AFNR systems.
	1.5.9	Evaluate how positive or negative changes in the local, state, national or global economy impacts AFNR systems.
<b>Topic 1.6</b>	<b>Identify and explain the implications of required regulations to maintain and improve safety, health, and environmental management systems.</b>	
	<b>Student Competencies</b>	
	1.6.1	Identify implications of regulatory, safety, and health standards on AFNR systems (e.g., SDS, bio-terrorism, etc.)
	1.6.2	Summarize the importance of safety, health, and environmental management in the workplace.
	1.6.3	Explain a health, safety, and environmental procedures to comply with regulatory and safety standards.
	1.6.4	Analyze existing required regulations within an AFNR workplace.
	1.6.5	Evaluate how AFNR organizations and businesses promote improved health, safety, and environmental management.
	1.6.6	Develop methods to evaluate compliance with required safety, health, and environmental management regulations.
<b>Topic 1.7</b>	<b>Develop and implement a plan to maintain and improve health, safety, and environmental compliance and performance.</b>	
	<b>Student Competencies</b>	
	1.7.1	Identify components required in health and safety performance plans.
	1.7.2	Identify examples of environmental compliance plans from AFNR workplace.
	1.7.3	Analyze the effectiveness of health and safety performance plans of an AFNR workplace.
	1.7.4	Prepare plans to improve environmental compliance and performance within an AFNR system.
	1.7.5	Create and implement a plan to improve safety, health, and environmental management regulations in an AFNR workplace.
	1.7.6	Develop a strategy to educate employees on environmental compliance and performance in an AFNR workplace.
<b>Topic 1.8</b>	<b>Apply health and safety practices to AFNR workplaces.</b>	
	<b>Student Competencies</b>	

	1.8.1	Identify emergency response procedures for health and safety issues at AFNR workplaces.
	1.8.2	Identify examples of how to avoid health or safety risks in AFNR workplaces.
	1.8.3	Describe the risk level of contamination or injury as associated with AFNR tasks in the workplace.
	1.8.4	Assess various emergency response plan requirements for an AFNR workplaces and/or facility.
	1.8.5	Discuss first aid knowledge and procedures relevant to AFNR workplaces.
	1.8.6	Select appropriate responses for different levels of contamination or injury at an AFNR workplace.
	1.8.7	Create a plan to communicate appropriate responses for health and safety situations within an AFNR workplace.
	1.8.8	Evaluate AFNR workplaces to identify structure of health and safety practices and number of employees certified in first aid training.
	1.8.9	Create a plan to mitigate the level of contamination or injury identified as a risk in the workplace.
<b>Topic 1.12</b>	<b>Evaluate and implement the steps and requirements to pursue a career opportunity in each of the AFNR career pathways (e.g., goals, degrees, certifications, resumes, cover letter, portfolios, interviews, etc.).</b>	
	<b>Student Competencies</b>	
	1.12.1	Identify steps to pursue a career in an AFNR pathway (e.g., self-assessment, set goals, etc.).
	1.12.2	Classify the educational, training, and experiential requirements to pursue a career in an AFNR pathway (e.g., degrees, certifications, training, internships, etc.).
	1.12.3	Describe specific tools (e.g., resumes, portfolios, cover letters, etc.) and processes (e.g., interviews, applications, etc.) needed to pursue a career in an AFNR pathway.
	1.12.4	Design a personal plan outlining goals and steps to obtain a career in an AFNR pathway.
	1.12.5	Analyze personal skills for attaining a career in an AFNR pathway.
	1.12.6	Communicate personal goals, experiences, education, and skills utilizing specific tools (e.g., resumes, portfolios, cover letters, etc.) and processes (e.g., interviews, applications, etc.) for an AFNR career.
	1.12.7	Assess personal AFNR career goal progress.
	1.12.8	Design a personal plan for attaining the required education, training, and experiences for a career in an AFNR pathway.
	1.12.9	Justify personal goals, experiences, education, and skills to pursue a career in an AFNR pathway.
<b>Topic 1.13</b>	<b>Examine and choose career opportunities that are matched to personal skills, talents, and career goals in an AFNR pathway of interest.</b>	
	<b>Student Competencies</b>	
	1.13.1	Describe careers in each of the AFNR pathways.
	1.13.2	Assess how personal skills and align them with potential career opportunities in AFNR pathways.
	1.13.3	Evaluate the results of a personal career assessment related to potential careers in AFNR pathways.
<b>Topic 1.14</b>	<b>Examine and explain foundational cycles and systems of AFNR.</b>	
	<b>Student Competencies</b>	
	1.14.1	Explain the life cycles in AFNR (e.g., water cycle, nutrient cycle, carbon cycle, reproductive, mechanical, etc.).
	1.14.2	Explain the interactions between various AFNR systems (e.g., sustainability, animal, plant, food, natural resource, agribusiness, power structure and technical, and biotechnology , etc.).

	1.14.3	Analyze how life cycles affect production, processing, and management of food, feed, fiber, and fuel.
	1.14.4	Analyze the impact of producing and processing food, feed, fiber, and fuel within AFNR systems.
	1.14.5	Interpret the impact of life cycles within AFNR systems.
	1.14.6	Predict how AFNR systems may change or adapt in the future of food, feed, fiber, and fuel production based on current trends and data.
<b>Topic 1.15</b>	<b>Recognize the value of a Supervised Agricultural Experience (SAE) as Work-Based Learning.</b>	
	<b>Student Competencies</b>	
	1.15.1	Define Supervised Agricultural Experience (SAE).
	1.15.2	Describe the lifelong learning and career skills that SAEs provide.
	1.15.3	List the types of foundational and immersion SAEs.
	1.15.4	Analyze the value of SAEs.
	1.15.5	Analyze the lifelong learning and career skills that are developed from SAE involvement.
	1.15.6	Categorize projects based on foundational or immersion types of SAEs.
	1.15.7	Justify the value of SAEs to students and their future.
	1.15.8	Evaluate the types of lifelong learning and career skills that SAEs help to develop.
	1.15.9	Compare the components of foundational and immersion SAEs.
<b>Topic 1.16</b>	<b>Implement the components of a Foundational SAE.</b>	
	<b>Student Competencies</b>	
	1.16.1	Investigate career opportunities based on individual strengths and preferences.
	1.16.2	Identify employability skills that are important in a chosen career field.
	1.16.3	Define record keeping and its relationship to personal financial literacy.
	1.16.4	Define workplace safety and its importance with AFNR.
	1.16.5	Identify issues, trends, technologies, and public policies that impact AFNR systems.
	1.16.6	Create a career plan of study.
	1.16.7	Perform an employability skills self-assessment to determine areas for growth.
	1.16.8	Craft a personal financial plan that supports one's financial goals.
	1.16.9	Analyze situations for workplace safety hazards.
	1.16.10	Research and analyze how issues, trends, technologies, and public policies impact AFNR systems.
	1.16.11	Implement and adjust a career plan of study.
	1.16.12	Practice employability skills that are important in a chosen career field.
	1.16.13	Apply personal financial practices that lead to financial independence.
	1.16.14	Design a workplace safety plan for a foundational SAE.
	1.16.15	Apply knowledge of issues, trends, technologies, and public policies that impact AFNR systems to solve a problem.
<b>Topic 1.17</b>	<b>Recognize the options within and participate in immersive supervised agricultural experiences.</b>	
	<b>Student Competencies</b>	
	1.17.1	Describe the knowledge and skills required to be successful in a specific AFNR career field.
	1.17.2	Connect record-keeping skills to financial literacy.

	1.17.3	Create a personal immersion SAE plan to develop the knowledge and skills required to be successful in a specific AFNR career field.
	1.17.4	Choose a record-keeping system to demonstrate financial literacy.
	1.17.5	Practice the skills required to be successful in a specific AFNR career field through an immersion SAE experience.
	1.17.6	Implement record-keeping practice for a specific immersion SAE.
<b>Topic 1.18</b>	<b>Analyze the history of the National FFA Organization and how this timeline has allowed the organization to remain relevant.</b>	
<b>Student Competencies</b>		
	1.18.1	Identify key historical moments within FFA's history.
	1.18.2	Analyze the impact of historical events on the National FFA Organization.
	1.18.3	Interpret how the historical events within FFA's history have transitioned the organization to where it is today and where it may go in the future.
<b>Topic 1.19</b>	<b>Evaluate the structure and value of agricultural education.</b>	
<b>Student Competencies</b>		
	1.19.1	Define classroom instruction, FFA, and Supervised Agricultural Experiences in the context of the three-component model of agricultural education.
	1.19.2	Identify topics explored in an agricultural course.
	1.19.3	Identify important facts and programs of the FFA.
	1.19.4	Identify what is learned in an SAE.
	1.19.5	Analyze how the components support one another in the education of students.
	1.19.6	Explain the impact classroom instruction has on student learning.
	1.19.7	Explain the impact FFA has on student learning.
	1.19.8	Explain the impact SAE has on student learning.
	1.19.9	Develop a plan to teach someone else about the 3-circle Ag. Education model.
	1.19.10	Justify the need for classroom instruction within agricultural education.
	1.19.11	Justify the need for FFA within agricultural education.
	1.19.12	Justify the need for SAE within agricultural education.
<b>Topic 1.20</b>	<b>Examine the key components providing directional leadership to the National FFA Organization.</b>	
<b>Student Competencies</b>		
	1.20.1	Explain the creed and its purpose in an organization.
	1.20.2	Define an emblem and explain its purpose in an organization.
	1.20.3	Define a mission statement and explain its purpose in an organization.
	1.20.4	Define a program of activities and explain its purpose in an organization.
	1.20.5	Interpret the FFA Creed in the context of when it was written and what it looks like today.
	1.20.6	Interpret the FFA Emblem and all of its parts in the context of when it was designed and today.
	1.20.7	Interpret the FFA Mission statement in the context of when it was designed and what it is today.
	1.20.8	Build an outline for the chapter Program of Activities.

	1.20.9	Evaluate the impact of the FFA Creed on the National FFA Organization and its members.
	1.20.10	Evaluate the impact of the FFA Emblem on the National FFA Organization and its members.
	1.20.11	Evaluate the impact of the FFA Mission statement on the National FFA Organization and its members.
	1.20.12	Create a chapter Program of Activities.
<b>Topic 1.21</b>	<b>Analyze the structures and procedures to effectively and professionally run and manage a meeting.</b>	
	<b>Student Competencies</b>	
	1.21.1	Define parliamentary procedure and terms used in parliamentary procedure (e.g., motion, amendment, adjourn).
	1.21.2	Identify the purpose and components of a debate.
	1.21.3	Identify the purpose of organization documents such as agendas, minutes, constitutions, etc.
	1.21.4	Analyze the uses of parliamentary procedure in given meeting situations
	1.21.5	Practice a debate on a given topic.
	1.21.6	Select the proper document that should provide needed information in a given scenario.
	1.21.7	Demonstrate the use of parliamentary procedure in solving an organizational problem/issue.
	1.21.8	Apply debate principles in a business meeting.
	1.21.9	Create organizational documents for a meeting.
<b>Topic 1.22</b>	<b>Evaluate opportunities to develop leadership, citizenship, and career skills.</b>	
	<b>Student Competencies</b>	
	1.22.1	Define leadership and identify leadership skills.
	1.22.2	Define citizenship and identify citizenship skills.
	1.22.3	Identify career skills necessary in today's workplace.
	1.22.4	Identify opportunities available to develop leadership skills.
	1.22.5	Compare and contrast leadership skills and styles.
	1.22.6	Explain how citizenship activities build skills.
	1.22.7	Demonstrate the importance of career skills in a workplace setting.
	1.22.8	Explain how FFA offices, community service, leadership conferences, career development events, leadership development events, and other opportunities build leadership and citizenship skills.
	1.22.9	Evaluate your personal leadership skills and areas of growth related to leadership.
	1.22.10	Evaluate your personal citizenship and areas of growth.
	1.22.11	Evaluate your personal career skills and areas of growth.
	1.22.12	Design a plan to develop your personal leadership skills, including citizenship and career skills.