



# COMMUNITY DEVELOPMENT

#01993

## Description

This course provides students in agriculture an opportunity to understand the principles and fundamentals of the community development and gain an appreciation of essential community needs. Students will have the opportunity to study the community development process and select, plan, and implement a community development project or projects. Community leadership development and service learning are integral to the success of this course.

Grade 9-12

¼, ½, or 1 credit

Max Credit = 1

<b>Standard 1</b>	<b>AGRICULTURE, FOOD, &amp; NATURAL RESOURCES (AFNR) CLUSTER SKILLS</b>	
<b>Topic 1.2</b>	<i>Evaluate the nature and scope of the Agriculture, Food, &amp; Natural Resources Career Cluster and the role of agriculture, food, and natural resources (AFNR) in society and the economy.</i>	
	<b>Student Competencies</b>	
	1.2.1	<b>RESEARCH AND USE GEOGRAPHIC AND ECONOMIC DATA TO SOLVE PROBLEMS IN AFNR SYSTEMS.</b>
	1.2.1.1	Research and describe different types of geographic data used in AFNR systems.
	1.2.1.2	Identify and examine economic data related to AFNR systems (e.g., commodity markets, food marketing, food, and nutritional assistance programs, etc.).
	1.2.2	<b>EXAMINE THE COMPONENTS OF THE AFNR SYSTEMS AND ASSESS THEIR IMPACT ON THE LOCAL, STATE, NATIONAL, AND GLOBAL SOCIETY AND ECONOMY.</b>
	1.2.2.1	Identify and summarize the components within AFNR systems (e.g., Animal Systems: health, nutrition, genetics, etc.; Natural Resources Systems: soil, water, etc.).
	1.2.2.2	Define and summarize societies on local, state, national, and global levels and describe how they relate to AFNR systems.
	1.2.2.3	Examine and summarize the components of the agricultural economy (e.g., environmental, crops, livestock, etc.).
	1.2.2.4	Assess components within AFNR systems and analyze relationships between systems.
	1.2.2.5	Assess how people within societies on local, state, national, and global levels interact with AFNR systems on daily, monthly, or yearly basis.
	1.2.2.6	Assess the economic impact of an AFNR system on a local, state, national, and global level.
	1.2.2.7	Devise and implement a strategy for explaining components of AFNR systems to audiences with limited knowledge.
	1.2.2.8	Evaluate how society traditions, customs, or policies have resulted from practices with AFNR systems.
	1.2.2.9	Evaluate how positive or negative changes in the local, state, national, or global economy impacts AFNR systems.
<b>Topic 1.3</b>	<i>Examine and summarize the importance of health, safety, and environmental management systems in AFNR workplaces.</i>	
	<b>Student Competencies</b>	
	1.3.1	<b>IDENTIFY AND EXPLAIN THE IMPLICATIONS OF REQUIRED REGULATIONS TO MAINTAIN AND IMPROVE SAFETY, HEALTH, AND ENVIRONMENTAL MANAGEMENT SYSTEMS.</b>
	1.3.1.1	Research and explain the implications of regulatory, safety, and health standards on AFNR systems (e.g., SDS, bioterrorism, etc.)

	1.3.1.2	Summarize the importance of safety, health, and environmental management in the workplace.
	1.3.3	<b>APPLY HEALTH AND SAFETY PRACTICES TO AFNR WORKPLACES.</b>
	1.3.3.1	Research and summarize the purposes and objectives of health and safety policies and procedures relevant to AFNR careers.
	1.3.3.2	Identify emergency response procedures for health and safety issues at AFNR workplaces.
	1.3.3.3	Examine and categorize examples of how to avoid health or safety risks in AFNR workplaces.
	1.3.4	<b>USE APPROPRIATE PROTECTIVE EQUIPMENT AND DEMONSTRATE SAFE AND PROPER USE OF AFNR TOOLS AND EQUIPMENT.</b>
	1.3.4.1	Identify and differentiate the appropriate protective equipment for the safe use and operation of specific tools and equipment (e.g. PPE, etc.).
	1.3.4.2	Identify standard tools, equipment and safety procedures related to AFNR tasks.
	1.3.4.3	Read and interpret operating instructions related to operation, storage and maintenance of tools and equipment related AFNR tasks.
	1.3.4.4	Analyze and demonstrate adherence to protective equipment requirements when using various AFNR tools and equipment.
	1.3.4.5	Complete the set up and adjustment for tools and equipment related to AFNR tasks.
	1.3.4.6	Assess and demonstrate appropriate operation, storage, and maintenance techniques for AFNR tools and equipment.
<b>Topic 1.4</b>	<b><i>Demonstrate stewardship of natural resources in AFNR activities.</i></b>	
<b>Student Competencies</b>		
	1.4.1	<b>IDENTIFY AND IMPLEMENT PRACTICES TO STEWARD NATURAL RESOURCES IN DIFFERENT AFNR SYSTEMS.</b>
	1.4.1.1	Define stewardship of natural resources and distinguish how it connects to AFNR systems.
	1.4.1.2	Read and interpret the definition of sustainability and summarize how it relates to AFNR activities.
	1.4.1.3	Analyze available practices to steward natural resources in AFNR systems (e.g., wildlife and land conservation, soil and water practices, ecosystem management, etc.).
	1.4.1.4	Analyze and assess sustainability practices that can be applied in AFNR systems (e.g., energy efficiency, recycle/reuse/repurpose, green resources, etc.).
	1.4.1.5	Devise strategies for stewarding natural resources at home and within community.
	1.4.1.6	Evaluate sustainability policies and plans and prepare summary of potential improvements for AFNR businesses or organizations.
	1.4.2	<b>ASSESS AND EXPLAIN THE NATURAL RESOURCE RELATED TRENDS, TECHNOLOGIES, AND POLICIES THAT IMPACT AFNR SYSTEMS.</b>
	1.4.2.1	Research and examine historical and current natural resources trends and technologies.
	1.4.2.2	Research and summarize influential historical and current natural resources policies that impact AFNR systems.

<b>Topic 1.5</b>	<i>Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food, &amp; Natural Resources career pathways.</i>	
	<b>Student Competencies</b>	
1.5.1	<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>	
	1.5.1.1	Identify and summarize the steps to pursue a career in an AFNR pathway (e.g., self-assessment, set goals, etc.).
	1.5.1.2	Examine the educational, training, and experiential requirements to pursue a career in an AFNR pathway (e.g., degrees, certifications, training, internships, etc.).
	1.5.1.3	Research and summarize 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.
	1.5.1.4	Create a personal plan outlining goals and steps to obtain a career in an AFNR pathway.
	1.5.1.5	Analyze personal skillset and create a plan for obtaining the required education, training, and experiences to obtain a career in an AFNR pathway.
	1.5.1.6	Assess personal goals, experiences, education, and skillsets and organize them to produce the appropriate tools and develop the skills to effectively communicate about one's qualifications for an AFNR career.
1.5.2	<b>EXAMINE AND CHOOSE CAREER OPPORTUNITIES THAT ARE MATCHED TO PERSONAL SKILLS, TALENTS, AND CAREER GOALS IN AN AFNR PATHWAY OF INTEREST.</b>	
	1.5.2.1	Examine and categorize careers in each of the AFNR pathways.
	1.5.2.2	Research and describe careers in each of the AFNR pathways and choose potential careers connecting to personal interests and skills.
	1.5.2.3	Assess personal skills and align them with potential career opportunities in AFNR pathways.
	1.5.2.4	Assemble and analyze examples of careers and related statistics on a local, state, national, and global level.
	1.5.2.5	Interpret and evaluate the results of a personal career assessment and connect them to potential careers in AFNR pathways.
	1.5.2.6	Conduct interviews with career professionals within AFNR pathways and summarize the results.
<b>Topic 1.6</b>	<i>Analyze the interaction among AFNR systems in the production, processing, and management of food, fiber, and fuel and the sustainable use of natural resources.</i>	
	<b>Student Competencies</b>	
1.6.1	<b>EXAMINE AND EXPLAIN FOUNDATIONAL CYCLES AND SYSTEMS OF AFNR.</b>	
	1.6.1.1	Research and explain the foundational cycles in AFNR (e.g., water cycle, nutrient cycle, carbon cycle, etc.).
	1.6.1.2	Examine and describe examples of systems within AFNR (e.g., sustainability, gate-to-plate, etc.).

<b>Standard 2</b>	<b>AGRIBUSINESS SYSTEMS</b>	
<b>Topic 2.1</b>	<i>Apply management planning principles in AFNR businesses.</i>	
	<b>Student Competencies</b>	
	2.1.2	<b>READ, INTERPRET, EVALUATE AND WRITE STATEMENTS OF PURPOSE TO GUIDE BUSINESS GOALS, OBJECTIVES, AND RESOURCE ALLOCATION.</b>
	2.1.2.1	Read and interpret statements of purpose (e.g., vision, mission statement, charter, etc.).
	2.1.2.2	Identify the meaning and importance of goals and objectives in AFNR business enterprises.
	2.1.2.3	Assess different approaches for creating statements of purpose for AFNR businesses and choose an appropriate approach to meet organizational needs.
	2.1.2.4	Prepare short-term, intermediate and long-term goals and objectives that are consistent with the statements of purpose for an AFNR business.
	2.1.3	<b>DEVISE AND APPLY MANAGEMENT SKILLS TO ORGANIZE AND RUN AN AFNR BUSINESS IN AN EFFICIENT, LEGAL, AND ETHICAL MANNER.</b>
	2.1.3.1	Define and provide examples of management skills used to organize an AFNR business (e.g., management types, organizational structures, time management techniques, conducting business agreements, etc.).
	2.1.3.2	Identify and interpret appropriate local, state, federal, international, and industry regulations that impact the management and operation of AFNR businesses.
	2.1.3.3	Identify and evaluate the presence or lack of ethical standards in planning and operating AFNR businesses.

<b>Standard 9</b>	<b>POWER, STRUCTURAL, AND TECHNICAL SYSTEMS</b>	
<b>Topic 9.1</b>	<i>Apply physical science principles and engineering applications to solve problems and improve performance in AFNR power, structural, and technical systems.</i>	
	<b>Student Competencies</b>	
	9.1.2	<b>APPLY PHYSICAL SCIENCE AND ENGINEERING PRINCIPLES TO DESIGN, IMPLEMENT, AND IMPROVE SAFE AND EFFICIENT MECHANICAL SYSTEMS IN AFNR SITUATIONS.</b>
	9.1.2.1	Compare and contrast applications of simple machines in AFNR related mechanical systems.
	9.1.2.2	Identify the tools, machines, and equipment needed to construct and/or fabricate a project in AFNR.
	9.1.2.3	Examine owner's manuals to classify the types of safety hazards associated with different mechanical systems used in AFNR (e.g., caution, warning, danger, etc.).
	9.1.3	<b>APPLY PHYSICAL SCIENCE PRINCIPLES TO METAL FABRICATION USING A VARIETY OF WELDING AND CUTTING PROCESSES (E.G., SMAW, GMAW, GTAW, FUEL-OXYGEN AND PLASMA ARC TORCH, ETC.).</b>
	9.1.3.1	Compare and contrast the principles and procedures of different welding and cutting processes (e.g., SMAW, GMAW, GTAW, fuel-oxygen and plasma arc torch, etc.).
	9.1.3.2	Compare and contrast the properties of different metals used in AFNR power, structural, and technical systems (e.g., malleability, conductivity, optical properties, chemical composition, etc.).
	9.1.3.3	Analyze the situation and determine the best welding and cutting process to be used in metal fabrication.
	9.1.3.4	Assess and select the proper electrode for use in various shielded metal arc welding situations.
<b>Topic 9.2</b>	<i>Operate and maintain AFNR mechanical equipment and power systems.</i>	
	<b>Student Competencies</b>	
	9.2.1	<b>PERFORM PREVENTATIVE MAINTENANCE AND SCHEDULED SERVICE TO MAINTAIN EQUIPMENT, MACHINERY, AND POWER UNITS USED IN AFNR SETTINGS.</b>
	9.2.1.1	Maintain the cleanliness and appearance of equipment, machinery, and power units used in AFNR power, structural, and technical systems to assure proper functionality.
	9.2.1.2	Examine operator's manuals to determine recommendations for servicing filtration systems and maintaining fluid levels on equipment, machinery, and power units used in AFNR power, structural, and technical systems.
	9.2.2	<b>OPERATE MACHINERY AND EQUIPMENT WHILE OBSERVING ALL SAFETY PRECAUTIONS IN AFNR SETTINGS.</b>
	9.2.2.1	Research and summarize the use of equipment, machinery, and power units for AFNR power, structural, and technical systems.
	9.2.2.2	Examine and identify safety hazards associated with equipment, machinery, and power units used in AFNR power, structural, and technical systems (e.g., caution, warning, danger, etc.).

<b>Topic 9.4</b>	<b><i>Plan, build, and maintain AFNR structures.</i></b>	
<b>Student Competencies</b>		
9.4.1	<b>CREATE SKETCHES AND PLANS FOR AFNR STRUCTURES.</b>	
	9.4.1.1	Interpret and explain the meaning of symbols used in sketches of agricultural structures.
	9.4.1.2	Read and interpret the parts and/or views of plans for agricultural structures.
	9.4.1.3	Apply scale measurement and dimension to develop sketches of agricultural structures.
	9.4.1.4	Construct plans for agricultural structures using current technology (e.g., drafting software, computer-aided design, etc.).
9.4.2	<b>DETERMINE STRUCTURAL REQUIREMENTS, SPECIFICATIONS, AND ESTIMATE COSTS FOR AFNR STRUCTURES</b>	
	9.4.2.1	Summarize and categorize the information needed to complete a bill of materials and cost estimate for an AFNR structure.
	9.4.2.2	Research and summarize sources of industry construction and materials standards and their importance (e.g., American National Standards Institute, ANSI, Underwriters' Laboratories, UL, etc.).
	9.4.2.3	Analyze a project plan to prepare a bill of materials and an estimate of material costs.
	9.4.2.4	Assess and analyze local building code requirements for agriculture structures.
	9.4.2.5	Create a project cost estimate, including materials, labor, and management for an AFNR structure.
	9.4.2.6	Design and conduct a building functionality and safety assessment on an agricultural structure using knowledge of industry standards and local code requirements.

# Career Ready Practices

## **1. Act as a Responsible and Contributing Citizen and Employee**

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them, think about the near-term and long-term consequences of their actions, and seek to act in ways that contribute to the betterment of their teams, families, community, and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

## **2. Apply Appropriate Academic and Technical Skills**

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications and make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

## **3. Attend to Personal Health and Financial Well-Being**

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice health diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

## **4. Communicate Clearly, Effectively, and with Reason**

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice and organization and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.



**5. Consider the environmental, social, and economic impacts of decisions**

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organizations and the environment. They are aware of and utilize new technologies, understandings, procedures, materials and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and profitability of the organization.

**6. Demonstrate creativity and innovation**

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

**7. Employ valid and reliable research strategies**

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices, or inform strategies. They use a reliable research process to search for new information and evaluate the validity of sources when considering the use and adoption of external information or practices. They use an informed process to test new ideas, information, and practices in their workplace situation.

**8. Utilize critical thinking to make sense of problems and persevere in solving them**

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur, quickly take action to address the problem, thoughtfully investigate the root cause of the problem prior to introducing solutions, and carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

**9. Model integrity, ethical leadership, and effective management**

Career-ready individuals consistently act in ways that align to personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes, and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

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

Career-ready individuals take personal ownership of their own educational and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience, and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the educational and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

**11. Use technology to enhance productivity**

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology, being proficient with ubiquitous technology applications. They understand the inherent risks, personal and organizational, of technology applications, and they take actions to prevent or mitigate these risks.

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

Career-ready individuals positively contribute to every team whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.