

Agricultural Business Fundamentals I

8022 36 weeks

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Course Description

Suggested Grade Level: 10 or 11

Students develop the necessary knowledge, skills, habits, and attitudes for employment in agricultural businesses. Emphasis is placed on personal financial management practices, consumer choices, financial records, business structures and procedures, and the economics of marketing agricultural products and services.

Task Essentials List

- Tasks/competencies designated by plus icons (+) in the left-hand column(s) are essential
- Tasks/competencies designated by empty-circle icons (○) are optional
- Tasks/competencies designated by minus icons (-) are omitted
- Tasks marked with an asterisk (*) are sensitive.

8022	Tasks/Competencies
+	Identify the role of supervised agricultural experiences (SAEs) in agricultural education.
+	Participate in an SAE.
+	Identify the benefits and responsibilities of FFA membership.
+	Describe leadership characteristics and opportunities as they relate to agriculture and FFA.
○	Apply for an FFA degree and/or an agricultural proficiency award.

<input checked="" type="radio"/>	Compose a letter of application.
<input checked="" type="radio"/>	Prepare a résumé.
<input type="radio"/>	Create a portfolio.
<input checked="" type="radio"/>	Complete electronic and hand-written employment application forms.
<input checked="" type="radio"/>	Complete a mock employment interview.
<input checked="" type="radio"/>	Compose an interview follow-up letter and/or e-mail.
<input checked="" type="radio"/>	Identify the benefits of Work-based Learning (WBL) opportunities.
<input checked="" type="radio"/>	Identify rights and responsibilities of customers.
<input checked="" type="radio"/>	Identify methods of handling consumer complaints.
<input checked="" type="radio"/>	Identify consumer-protection agencies.
<input checked="" type="radio"/>	Identify components of a guarantee, a warranty, and a contract.
<input checked="" type="radio"/>	Explain information found on product labels.
<input checked="" type="radio"/>	Keep accurate business records.
<input checked="" type="radio"/>	Summarize records.
<input checked="" type="radio"/>	Prepare a personal budget.
<input checked="" type="radio"/>	Practice maintenance of regular checking and savings accounts.
<input checked="" type="radio"/>	Identify personal financial management tools and strategies.
<input checked="" type="radio"/>	Complete mock income tax forms.
<input checked="" type="radio"/>	Calculate depreciation.
<input checked="" type="radio"/>	Calculate net worth.
<input checked="" type="radio"/>	Complete a profit-and-loss statement.
<input checked="" type="radio"/>	Identify agricultural applications of leading technology (e.g., GPS, GIS, cellular and wireless communication, software).
<input checked="" type="radio"/>	Create records and correspondence, using word processing software, spreadsheets, databases, and e-mail.
<input checked="" type="radio"/>	Conduct research.
<input checked="" type="radio"/>	Conduct oral and visual presentation, using presentation software.

<input checked="" type="radio"/>	Implement procedures for backing up files and restoring files from backup.
<input checked="" type="radio"/>	Explain the importance of economics.
<input checked="" type="radio"/>	Identify the components of the economic process.
<input checked="" type="radio"/>	Identify basic economic principles (e.g., supply and demand).
<input checked="" type="radio"/>	Differentiate among economic resources (e.g., factors of production, intermediate goods).
<input checked="" type="radio"/>	Calculate the cost of production.
<input checked="" type="radio"/>	Identify characteristics of free enterprise.
<input checked="" type="radio"/>	Define the role of entrepreneurship in the agricultural industry.
<input checked="" type="radio"/>	Describe various forms of agricultural business structures.
<input type="radio"/>	Explain the benefits and liabilities of owning an agricultural business.
<input type="radio"/>	Develop an organizational chart.
<input type="radio"/>	Interpret a rent/lease agreement.
<input checked="" type="radio"/>	Justify the purchase or sale of equipment and supplies.
<input checked="" type="radio"/>	Set profit goals.
<input checked="" type="radio"/>	Identify sources of capital.
<input checked="" type="radio"/>	Identify the various agricultural markets.
<input checked="" type="radio"/>	Explain the importance of marketing an agricultural business.
<input checked="" type="radio"/>	Identify the components of the marketing process.
<input type="radio"/>	Identify various media outlets for promoting agricultural products and services.
<input checked="" type="radio"/>	Explain Virginia's role in the global market.
<input checked="" type="radio"/>	Identify personal traits that are beneficial to an agricultural salesperson or brand ambassador.
<input checked="" type="radio"/>	Identify labor laws relative to agricultural business.
<input checked="" type="radio"/>	Identify agricultural regulatory agencies and their responsibilities.
<input checked="" type="radio"/>	Identify elements of sales and purchase contracts.

Legend: Essential Non-essential Omitted

Note: Competencies 39-43 have been added to ensure compliance with federal legislation: National FFA Organization's Federal Charter Amendments Act (Public Law 116-7, <https://www.congress.gov/116/plaws/publ7/PLAW-116publ7.pdf>). All inquiries may be sent to cte@doe.virginia.gov. Students are provided opportunities for leadership, personal growth, and career success. Instruction is delivered through three major components: classroom and laboratory instruction, supervised agricultural experience (SAE) program, and student leadership (FFA).

Curriculum Framework

Task Number 39

Identify the role of supervised agricultural experiences (SAEs) in agricultural education.

Definition

Identification should include

- defining an SAE program as *an opportunity for students to consider multiple careers and occupations in the agriculture, food, and natural resources (AFNR) industries, learn expected workplace behavior, develop specific skills within an industry, and apply academic and occupational skills in the workplace or a simulated workplace environment*
- researching the Foundational SAE
 - career exploration and planning
 - personal financial planning and management
 - workplace safety
 - employability skills for college and career readiness
 - agricultural literacy
- researching the Immersion SAE
 - entrepreneurship/ownership
 - placement/internships
 - research (experimental, analytical, invention)
 - school business enterprises
 - service learning
- developing a plan to participate in an SAE, based on personal and career goals
- researching available awards and degrees, based on SAE participation.

Teacher resource: [SAE Resources](#), National Council for Agricultural Education

Process/Skill Questions

- What are examples of SAEs related to this course and in the AFNR industries?
- Where can a copy of the Virginia SAE Record Book be found?

- What is an Immersion SAE?
- How does a placement/internship SAE differ from an ownership/entrepreneurship SAE?
- How does an SAE provide relevant work experience and contribute to the development of critical thinking skills?
- How is the SAE an extended individualized instructional component of a student's Career Plan of Study?
- How can an SAE be used to provide evidence of student growth and participation in authentic, work-related tasks?
- What are the four types of SAEs?
- What are the advantages of participating in work-based learning experiences and projects?
- How does one choose an appropriate SAE in which to participate?

Task Number 40

Participate in an SAE.

Definition

Participation should include

- developing, completing, or continuing a plan to participate in an SAE as a work-based learning experience, based on personal and career goals
- documenting experience, connections, positions held, and competencies attained, using the *Virginia SAE Record Book*
- researching available awards and degrees, based on SAE participation.

Teacher resources:

[FFA SAE](#)

[The Agricultural Experience Tracker](#)

Process/Skill Questions

- What are the advantages of participating in work-based learning experiences and projects?
- How do SAEs help prepare students for the workforce?
- What are some examples of SAEs in AFNR?

Exploring Leadership Opportunities through FFA

Task Number 41

Identify the benefits and responsibilities of FFA membership.

Definition

Identification should include

- benefits
 - listing opportunities to participate in community improvement projects and career development events (CDEs) and leadership development events (LDEs)
 - exploring leadership development opportunities
- responsibilities
 - researching the responsibilities of FFA officers, committees, and members
 - locating resources that guide participation in FFA activities
 - explaining the FFA Creed, Motto, Salute, and mission statement
 - explaining the meaning of the FFA emblem, colors, and symbols
 - explaining significant events and the history of the organization.

Process/Skill Questions

- How does one become an FFA member?
- What is the FFA's mission and how does it accomplish its mission?
- What are the benefits and responsibilities of FFA membership?
- What five FFA activities are available through the local chapter?
- What are some significant events in FFA history? How have these events shaped membership over time?
- What is the FFA program of activities (POA), and how is it used?

Task Number 42

Describe leadership characteristics and opportunities as they relate to agriculture and FFA.

Definition

Description should include

- examples of successful leaders
- types of leadership
 - autocratic
 - participative
 - laissez-faire
 - servant
 - followership
- positive leadership qualities and traits of successful leaders
- opportunities for participating in leadership activities in FFA
- demonstrating methods for conducting an effective meeting.

Process/Skill Questions

- Who are some successful leaders in the agriculture industry?
- What qualities make a successful leader?
- What are leadership traits?
- What is the difference between positive and negative leadership?

Task Number 43

Apply for an FFA degree and/or an agricultural proficiency award.

Definition

Application should include

- identifying types of FFA degrees
 - Greenhand
 - Chapter
 - State
 - American
- identifying proficiency award areas
 - entrepreneurship
 - placement
 - combined
 - agriscience research
- exploring CDEs and LDEs related to this course
- identifying all SAE criteria to be eligible for the award
- identifying the type of award
- applying for an FFA award.

Teacher resource: [FFA Agricultural Proficiency Awards](#)

Process/Skill Questions

- Where are the awards and their application criteria located?
- What are the benefits of winning an FFA award?
- What are the benefits and requirements of an FFA degree?
- What FFA awards are available?
- How does the FFA degree program reward FFA members in all phases of leadership, skills, and occupational development?
- What is the highest degree that can be conferred upon an FFA member at the national level?
- What are the requirements for a Greenhand FFA degree?

Developing Employability Skills

Task Number 44

Compose a letter of application.

Definition

Composition should include

- use of proper letter format
- reference to enclosed résumé, by highlighting qualifications and relevant background
- request for an interview
- special attention to grammar and content.

Process/Skill Questions

- Why is a letter of application important?
- What is the proper format for a letter of application?
- What should be included in a letter of application?
- Who should the letter of application be sent to?
- When should the letter of application be presented?

Task Number 45

Prepare a résumé.

Definition

Résumé should include

- educational background
- relevant experience and/or work history
- technical skills and/or industry certifications
- honor and awards
- school and community activities
- offices and/or leadership roles
- references.

Process/Skill Questions

- What is the purpose of a résumé?
- How do employers use résumés in the hiring process?
- What are the standard components of a résumé?
- When preparing a résumé, what is the significance of including club memberships and community activities?
- Why is proofreading a vital step when writing a résumé?
- Who might serve as a reference?
- What should a résumé look like (e.g., paper color, font style and size, number of pages)?
- What are the benefits of a chronological résumé? Of a functional résumé?

Task Number 46

Create a portfolio.

Definition

Portfolio should include a résumé and a combination of electronic and nonelectronic documents representative of the student's knowledge, skills, and abilities.

Process/Skill Questions

- How can you use a portfolio in agricultural business?
 - What materials should be included in your portfolio?
 - What different media can be used to create a portfolio?
 - How do employers use portfolios in the hiring process?
 - What knowledge, skills, and abilities would you highlight in your portfolio?
-

Task Number 47

Complete electronic and hand-written employment application forms.

Definition

Application form should reflect attention to the following concerns:

- parts of an employment application (e.g., name, address, social security number, education, work experiences, job title, references, other qualifications)
- penmanship (longhand with black ink)
- preparation (always bring copies of résumé and all relevant information)
- references (ask permission before using)

The electronic application form should include complete, accurate, and effectively organized information. It should follow additional criteria specifically related to electronic transmittal of such information (e.g., attention to security concerns, inclusion of key words to enhance interest in the application).

Process/Skill Questions

- Why is it important to ask a person's permission before using his or her name as a reference?
- How can you be prepared to complete an online application?
- Why is honesty important when completing a job application? What could happen if a job applicant is not honest?
- Why should you dress professionally when visiting a company to obtain an application?
- What can a job application tell an employer about an applicant?

Task Number 48

Complete a mock employment interview.

Definition

Employment interview should give students the opportunity to practice interviewing skills. Students should play a variety of roles in the interview to illustrate behaviors both desirable (e.g., maintaining eye contact, asking informed questions) and undesirable (e.g., speaking too softly, failing to answer questions completely).

Process/Skill Questions

- What are some skills useful in an interview?
- What are the benefits of mock interviews?
- What are some examples of inappropriate interview questions?
- What should you do if you are asked an inappropriate question?
- When can you ask questions during an interview?
- What specific questions might you ask about the company?
- Why is it important to research a company prior to an interview?

Task Number 49

Compose an interview follow-up letter and/or e-mail.

Definition

A follow-up letter and e-mail should include

- appropriate business letter format
- expression of appreciation for the interview as a business courtesy
- reminder to the interviewer of the applicant's qualifications
- confirmation of the applicant's interest in the job
- request for further action, perhaps a second interview or meeting.

Process/Skill Questions

- How can an interview follow-up letter help you?
- What are the components of a follow-up letter or e-mail?
- When should the letter be sent?
- When is e-mail appropriate for correspondence?

Task Number 50

Identify the benefits of Work-based Learning (WBL) opportunities.

Definition

Identification should include explanation of the WBL instructional methods, as well as the requirements and benefits.

Process/Skill Questions

- What is the definition of *work-based learning*?
 - Why are WBL experiences beneficial to students?
 - What are some examples of WBL opportunities in agricultural education?
-
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Making Consumer Choices

Task Number 51

Identify rights and responsibilities of customers.

Definition

Identification should include explaining the following consumer rights and associated responsibilities with consumer decision making:

- right to choose among products and services
- right to information through advertising, product labeling, warranties, publications, and consumer organizations
- right to safety and legal protection
- right to express dissatisfaction and be heard

Process/Skill Questions

- What is the difference between a right and a responsibility of customers?
- Where can resources be located identifying customers' rights and responsibilities?
- What are some consumer-safety organizations and their roles?

The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards

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

Task Number 52

Identify methods of handling consumer complaints.

Definition

Identification should include

- being polite
- using proper forms of address
- maintaining one's composure
- employing active listening skills
- understanding available options to use to satisfy customers.

Process/Skill Questions

- What are some methods you could use when handling consumer complaints?
- Why is it so important to maintain composure when a consumer is complaining?
- Why should organizations empower employees to solve basic customer complaints?

The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards

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

Task Number 53

Identify consumer-protection agencies.

Definition

Identification should include

- Better Business Bureau
- State Attorney General's office
- Virginia Department of Agriculture and Consumer Services
- U.S. Department of Agriculture (USDA)
- Food & Drug Administration
- Consumer Product Safety Commission.

Process/Skill Questions

- What are some of the government agencies that protect the consumer?
- What is the role of the Virginia Department of Agriculture and Consumer Services?
- Why should bad business practices be reported?

Task Number 54

Identify components of a guarantee, a warranty, and a contract.

Definition

Identification of warranty and guarantee components should include

- privilege of return
- effective date
- terms of the warranty or guarantee.

Identification of contract components should include

- parties involved
- consideration
- effective date
- responsibilities of the contracting parties.

Process/Skill Questions

- What is meant by "a privilege of return"?
 - What are the four parts of a legal contract?
 - Why is the effective date an important consideration?
 - What are the differences between a guarantee and a warranty?
 - How are contracts most commonly used in agricultural business?
-

Task Number 55

Explain information found on product labels.

Definition

Explanation will vary according to type of product and could include

- warnings and precautions
- contents
- dosages
- ingredients
- instructions for use.

Process/Skill Questions

- What is an example of a warning label on a product?
- What are the requirements for warning labels?
- Why should a label never be removed from the product container?
- Which government agencies regulate product labeling?
- What might be the consequences of not using a product as labeled?

Managing Financial Records

Task Number 56

Keep accurate business records.

Definition

Recordkeeping should include

- hours worked
- expenses
- income
- dates and description of activities.

Process/Skill Questions

- Why is recordkeeping important?
- What skills are needed for recordkeeping?
- What are the differences between hand-written and computer-generated records?
- What are some software programs that you can use to assist in keeping accurate records?
- What would happen if a business failed to keep accurate records?

The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards

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

Task Number 57

Summarize records.

Definition

Summary should include completion of year-end record sheet.

Process/Skill Questions

- Why is it important to summarize records at the end of the year?
- What are some examples of the different forms you would use to keep records of an agricultural business?
- How might these forms be helpful in applying for loans or expanding your operation?
- How can year-end reports be used to improve a business?
- How can a record summary be used to apply for FFA awards?

The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards

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

Task Number 58

Prepare a personal budget.

Definition

Preparation should include

- a statement of short- and long-term goals
- a plan for managing your money over a short-term period
- a plan for managing your money over a long-term period.

Budget should allow for discretionary income and take into account the cost-of-living increases.

Process/Skill Questions

- What kinds of items fall into the short-term budget category? Long-term budget category?
- What resources are available to help you prepare your personal budget?
- What are some strategies to help you stick to your budget?
- What items would fall into discretionary income?
- How can a budget help prepare you for unexpected expenses?

The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards

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

Task Number 59

Practice maintenance of regular checking and savings accounts.

Definition

Maintenance should include

- balancing accounts
- recording each transaction, including ATM and direct deposits
- crediting interest.

Process/Skill Questions

- When should a checking account be balanced?
- When should withdrawals from an ATM be recorded?
- What are some consequences of failure to balance a checking account?
- What should you do if your balance and the bank's balance do not match?
- What happens if you overdraw your account?
- When should interest be recorded?
- What are the benefits of using an interest-building account? What are the risks?

The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards

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

Task Number 60

Identify personal financial management tools and strategies.

Definition

Identification should include

- saving
- investing
- calculating compound and simple interest
- borrowing (e.g., credit cards, student loans, mortgages)
- guarding against identity theft
- obtaining a personal credit report and credit score on a regular basis.

Process/Skill Questions

- Why should you have a personal financial management strategy?
- What is identity theft?
- How can you reduce the threat of identity theft?
- What steps can you take to evaluate the risks vs. benefits of an investment?
- What is an advantage of placing your money in a savings account?
- Who can provide advice about investing your money?
- What resources can you use to check your credit score?
- What are ways to improve or build your credit?

The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards

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

Task Number 61

Complete mock income tax forms.

Definition

Completion should include

- 1040
- 1040A
- 1040EZ
- quarterly form for self-employed.

Process/Skill Questions

- When must individuals file tax forms?
- What are some examples when a 1040EZ form cannot be filed by an individual?
- Why do self-employed individuals pay income tax on a quarterly basis?
- What are the implications of not filing tax forms?
- Under what circumstances would you not file tax forms?

The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards

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

Task Number 62

Calculate depreciation.

Definition

Calculation should include listing depreciable assets and calculating straight line and other methods of depreciation.

Process/Skill Questions

- What is depreciation?
- How do you calculate depreciation, using the straight-line method?
- How do you determine which assets are depreciable?
- How is life expectancy of equipment determined when calculating depreciation?
- How does depreciation affect taxes?
- What items depreciate the fastest?

The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards

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

Task Number 63

Calculate net worth.

Definition

Calculation should include listing assets and liabilities and completion of the net worth statement.

Process/Skill Questions

- What is meant by the net worth of a business?
- How is net worth calculated?
- What are liabilities? How are they identified?
- How would a loan institution use your net worth to determine whether you qualify for a loan?
- How can you improve your net worth? Explain.
- What is the difference between current and non-current liabilities?

The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards

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

Task Number 64

Complete a profit-and-loss statement.

Definition

Completion should include identification of sources of cash and noncash income and expenses and completion of the profit-and-loss statement.

Process/Skill Questions

- What is meant by non-cash income?
- What is an example of a non-cash expense?
- How does a business use a profit-and-loss statement?
- What is the difference between a cash flow and a profit-and-loss statement?
- When should you evaluate a profit-and-loss statement?

The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards

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

Performing Computer Operations for Agriculture

Task Number 65

Identify agricultural applications of leading technology (e.g., GPS, GIS, cellular and wireless communication, software).

Definition

Identification should include

- discussion of different technologies and their functions
- list of various uses of technologies.

Process/Skill Questions

- What are some examples of technology used in agribusiness?
- What is the purpose of a GPS?
- What technology advances do you predict will benefit agribusiness in the future?
- How have technologies increased efficiency in agribusiness?
- How can cellular communication benefit an agribusiness?
- How could a GPS device on a tractor save an agricultural producer money?

The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards

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

Task Number 66

Create records and correspondence, using word processing software, spreadsheets, databases, and e-mail.

Definition

Creation should include

- recordkeeping, using spreadsheets and databases
- letters and correspondence, using word processing and e-mail.

Process/Skill Questions

- How are spreadsheets used in agribusiness?
- Why is etiquette important when corresponding via e-mail?
- How can you identify software suited to agribusiness needs?
- How are databases used in agriculture?
- When is e-mail more appropriate for communication than speaking in-person or via telephone?

Task Number 67

Conduct research.

Definition

Research should include

- choosing a topic relating to the class
- identifying reliable sources (e.g., universities, extension programs)
- exploring different online sources
- summarizing your findings.

Process/Skill Questions

- How do you determine what Web site(s) to use for research?
- What are some legalities of using Web site content?
- How can you evaluate the credibility of Web resources?
- What are some reliable and trustworthy resources for agricultural research?
- What are other sources of information besides the Internet?

Task Number 68

Conduct oral and visual presentation, using presentation software.

Definition

Presentation should include

- assigned topic
- electronic presentation, using graphics and other visual enhancements
- elements of effective public speaking (e.g., voice level, posture, eye contact).

Process/Skill Questions

- What are some examples of presentation software?
- What are some characteristics of an effective public speaker?
- Why should you test electronic equipment prior to your presentation?
- How can you make yourself a more effective speaker?
- How do you determine the proper length of a presentation?
- What types of things should not be included in a professional presentation?

Task Number 69

Implement procedures for backing up files and restoring files from backup.

Definition

Implementation should include

- adapting the process of routinely saving and backing up work
- using alternative methods of saving work (e.g., remote servers, portable drives, Web servers, online/cloud storage [Google Drive, Dropbox])
- retrieving data from backup files and restoring it to the computer.

Process/Skill Questions

- Why is it important to back up work?
 - What are examples of methods/media used to back up work?
 - What are the consequences of failing to back up work?
 - How can you insure that saved work is secure?
 - How can you restore data on a computer?
-
-

Understanding Basic Economics

Task Number 70

Explain the importance of economics.

Definition

Explanation should include the role of

- consumers
- goods and services (e.g., wants and needs, production, resources)
- producers
- scarcity.

Process/Skill Questions

- Can people live without goods and services? Why, or why not?
- Can enough goods and services to satisfy all people's desires be produced? Why, or why not?
- What is the effect of scarcity?
- How do you identify consumers of your product?
- How do you differentiate between a want and need?
- What is opportunity cost?

The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards

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

Task Number 71

Identify the components of the economic process.

Definition

Identification should include

- production and consumption
- incentives, including the profit motive
- tradeoffs, weighing the costs and benefits of different alternatives
- consumers (buyers)
- producers (sellers)
- market.

Process/Skill Questions

- What is the profit motive?
- What is the economic goal of producers? Consumers?
- What is revenue?
- What incentives do producers have to meet consumers' desires?
- Why must producers change their products to meet consumer demands?
- What happens to price if production does not meet demand?

The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards

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

Task Number 72

Identify basic economic principles (e.g., supply and demand).

Definition

Identification should include

- law of demand
- law of supply

- equilibrium
- scarcity
- surplus
- marginal analysis
- opportunity cost
- efficiency.

Process/Skill Questions

- How does the interaction between consumers and producers determine prices of goods and services?
- What is the definition of *demand*?
- What is the definition of *supply*?
- How does equilibrium create a situation where no one has an incentive to change his or her behavior?
- How does a marginal analysis guide a producer's decision about how much to produce?
- In what way is opportunity cost induced by scarcity and by the need to make choices?
- How is efficiency most often assessed?

The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards

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

Task Number 73

Differentiate among economic resources (e.g., factors of production, intermediate goods).

Definition

Differentiation should include

- labor (also called human resources)
- capital (man-made resources, such as tools, buildings, and equipment)
- natural (those provided by nature).

Process/Skill Questions

- In what way is the labor resource involved in the production of goods and services?
- Are capital resources incorporated into the goods and services being produced? Explain.
- How are natural resources used in the production of goods and services?
- How do natural, capital, and labor resources interplay to produce goods and services?
- How can technologies improve factors of production?

The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards

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

Task Number 74

Calculate the cost of production.

Definition

Calculation should include

- unit cost of production (fixed and variable costs)
- break-even point
- formula for determining profit.

Process/Skill Questions

- What is the formula for determining profit?
- What is the average total cost of production?
- What is a break-even point?
- What is meant by the unit cost of a product?
- What is downsizing? How does this affect unit cost of products?
- How can variable costs be controlled?
- How are break-even points calculated?
- How do you determine if a cost is fixed or variable?

The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards

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

Task Number 75

Identify characteristics of free enterprise.

Definition

Identification should include the three main types of economic systems:

- market
- command
- traditional

Process/Skill Questions

- What is the primary economic system in the United States?
- What is the difference between centralized and decentralized economic decision making?
- What are the essential roles of government in a market economy?
- How does a government enforce property rights?
- How does a government prevent concentration of economic power?
- In a free enterprise system, who primarily determines how businesses are operated?

The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards

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

Understanding Agricultural Business Structure and Procedures

Task Number 76

Define the role of entrepreneurship in the agricultural industry.

Definition

Definition should include an explanation of

- *entrepreneurship*
- *entrepreneur*
- different types of services provided by agricultural entrepreneurs.

Process/Skill Questions

- What is meant by the term entrepreneurship?
- What is the role of an entrepreneur in agribusiness?
- What are some advantages of becoming an entrepreneur?
- What are some examples of local agribusiness entrepreneurs?

- Who is involved in creating an entrepreneurship?

The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards

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

Task Number 77

Describe various forms of agricultural business structures.

Definition

Description should include

- cooperative
- corporation
- limited liability company
- partnership
- sole proprietorship.

Process/Skill Questions

- What are the differences among the five different agricultural business structures?
- What is necessary to start up each type of agricultural business?
- How many employees are required for each type of business?

The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards

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

Task Number 78

Explain the benefits and liabilities of owning an agricultural business.

Definition

Explanation should include the benefits (e.g., personal satisfaction, creativity, financial freedom, job security) versus the liabilities (e.g., unpaid operating expenses, credit card debt, unforeseen conditions).

Process/Skill Questions

- Why would you want to own your own agricultural business?
- What would be some of the disadvantages of owning your own business?
- Why should you research your market carefully before buying or opening an agricultural business?
- What strengths, weaknesses, opportunities, and threats (SWOT) come with owning your own agricultural business?

The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards

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

Task Number 79

Develop an organizational chart.

Definition

Development should include explaining the purpose of an organizational chart, elements to be included, and how it will be used in agribusiness.

Process/Skill Questions

- What is an organizational chart? How does it define the structure of a company?
 - How is an organizational chart used in an agricultural business?
 - What role does an organizational chart play in company decision-making processes?
 - When is the appropriate time to adjust the organizational chart?
 - Who should be involved in adjusting the organizational chart?
-

Task Number 80

Interpret a rent/lease agreement.

Definition

Interpretation should include

- identifying components of a rent/lease agreement
- responsibility of facilities maintenance
- lease termination
- payment terms

- types of rent/lease agreements
- legal aspects of the agreement.

Process/Skill Questions

- What are the components of a rent/lease agreement?
- Why is it important to complete a written rent/lease agreement?
- What could be the consequences of breaking a rent/lease agreement?
- Who should write a lease/rent agreement?
- What are potential responsibilities of maintaining facilities?

Task Number 81

Justify the purchase or sale of equipment and supplies.

Definition

Justification should include

- inventory of current equipment and supplies
- value of equipment and supplies needed
- review of business records.

Process/Skill Questions

- How do you justify the buying of a new computer system for your agricultural business?
- Why are warranties and maintenance agreements important when buying equipment and supplies?
- When should equipment be sold or traded in?
- How do you determine the value of your equipment?
- Why keep business records on equipment?

The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards

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

Task Number 82

Set profit goals.

Definition

Setting goals should include

- definition of *profit goals*
- discussion of why profit goals are necessary
- necessary research to set realistic profit goals
- explanation of how to determine profit goals of an agricultural business.

Process/Skill Questions

- How do you determine the profit goals for a business?
- What percentage profit should you expect your business to make?
- What research should you acquire before setting profit goals?
- How often should you adjust your profit goal?
- What effects do supply and demand have on profit margin?

The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards

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

Task Number 83

Identify sources of capital.

Definition

Identification should include

- definition of *capital*
- sources of capital, including private, public, and governmental.

Process/Skill Questions

- What is capital?
- What are some sources of capital?
- What factors determine the source of capital an agricultural business should use?
- What are the differences among private, public, and government sources of capital?
- What purpose do government subsidies serve?

The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards

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

Marketing Agricultural Products or Services

Task Number 84

Identify the various agricultural markets.

Definition

Identification should include

- commodity
- livestock
- direct
- wholesale
- cooperative.

Process/Skill Questions

- What resources are available when researching current commodity prices?
- Where can you find past trends in the commodity markets?
- What is the difference between direct and wholesale marketing?
- How is a cooperative structured?
- How are the commodity and livestock markets similar? How are they different?

The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards

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

Task Number 85

Explain the importance of marketing an agricultural business.

Definition

Explanation should include

- definition of *marketing*
- discussion of the importance of marketing in an agricultural business.

Process/Skill Questions

- Why is marketing important in an agricultural business?
- How do agricultural marketing principles differ from other industry markets?
- Where is the growing trend in marketing?
- What are different methods of marketing an agriculture business?

The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards

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

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

Task Number 86

Identify the components of the marketing process.

Definition

Identification should include

- identifying clients
- branding the product or service
- influencing purchasing behavior.

Process/Skill Questions

- What is meant by branding?
- What is marketing?
- What is the purpose of marketing?
- What is meant by "influencing the behavior of customers"?
- How are clients identified?

The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards

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

Task Number 87

Identify various media outlets for promoting agricultural products and services.

Definition

Identification should include, but it not limited to

- newspapers
- magazines
- Internet
- television
- radio
- networking.

Process/Skill Questions

- What are some sources of agricultural marketing information?
- How can the Internet be used to obtain agricultural market information?
- What is demographic research?
- What are the common means of advertising?
- Which methods of promotion do you think are most effective? Explain.
- How have promotional methods changed over the years?

The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards

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

Task Number 88

Explain Virginia's role in the global market.

Definition

Explanation should include

- trade agreements
- export facilities
- trade offices
- global policies' effect on agricultural business.

Process/Skill Questions

- What are Virginia's top market items?

- What are trade agreements?
- Where are export facilities located in Virginia?
- What global policies affect agricultural businesses?
- What trade agreements affect Virginia agribusiness?
- Who regulates global markets for Virginia’s agricultural exports?

The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards

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

Task Number 89

Identify personal traits that are beneficial to an agricultural salesperson or brand ambassador.

Definition

Identification should include, but is not limited to

- honesty
- integrity
- trustworthiness
- caring about the needs of clients
- ability to establish rapport with clients
- ability to maintain relationships.

Process/Skill Questions

- What character traits should a salesperson have?
- Why is it important that a salesperson have knowledge of the product being marketed?
- How does a salesperson build rapport with clients?
- Why should salespeople be vested in their clients?
- Why would a client return to a business/salesperson?
- What is the role of a brand ambassador?

Using Business Laws in Agricultural Business

Task Number 90

Identify labor laws relative to agricultural business.

Definition

Identification should include

- Fair Labor Standards Act (e.g., minimum wage law)
- tax exemption for minimum wage earners
- lower youth minimum wage
- child labor laws
- overtime pay
- indirect employment.

Process/Skill Questions

- What are some labor laws that apply to agriculture at the farm level?
- Are agricultural enterprises exempt from minimum wage laws? Why, or why not?
- Are agricultural enterprises exempt from overtime laws? Why, or why not?
- If an agricultural producer contracts with a farm labor contractor, does that shift responsibilities from the agricultural producer onto the contractor? Explain.
- Are there any restrictions on young people working in agricultural positions? Explain.
- Are there circumstances wherein young people working in agricultural positions might be paid less, legally, than adults working there? Explain.

The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards

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

Task Number 91

Identify agricultural regulatory agencies and their responsibilities.

Definition

Identification should include

- Animal Health and Plant Inspection Services
- Bureau of Land Management
- Migrant and Seasonal Worker Protection Agency
- U.S. Department of Agriculture
- U.S. Department of Health and Human Services, Food and Drug Administration
- U.S. Department of Homeland Security

- U.S. Department of Labor, Occupational Safety and Health Administration
- U.S. Forest Service
- Virginia Department of Agriculture and Consumer Services
- Virginia Department of Conservation and Recreation
- Virginia Department of Environmental Quality
- Virginia Department of Forestry
- Virginia Department of Game and Inland Fisheries
- Virginia Department of Labor and Industry.

Process/Skill Questions

- What federal agencies regulate agriculture at the farm level?
- What are examples of regulations for which each identified federal agency is responsible?
- What state agencies regulate agriculture at the farm level?
- What are examples of regulations for which each identified state agency is responsible?
- How do state and federal agencies' roles and responsibilities differ?
- How often are laws amended at the state level? At the federal level?

The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards

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

Task Number 92

Identify elements of sales and purchase contracts.

Definition

Identification should include

- negotiation of the sale
- contract agreements
- requirements to meet Statute of Frauds.

Process/Skill Questions

- What is consideration?
- What characteristics constitute capacity?
- When does the Statute of Frauds apply?
- If the Statute of Frauds applies, what must the contract have, to be enforceable?
- What is surety or guaranty?
- What is an executor?
- What is personal liability?

- What are some examples of contracts involving real estate?
- What is the ordinary course of a seller's business?
- What does it mean for a contract to be "signed by the party against whom enforcement is sought"?

SOL Correlation by Task

39	Identify the role of supervised agricultural experiences (SAEs) in agricultural education.	English: 10.3, 10.5, 11.3, 11.5
40	Participate in an SAE.	English: 10.5, 10.8, 11.5, 11.8
41	Identify the benefits and responsibilities of FFA membership.	English: 10.5, 10.6, 10.7, 10.8, 11.5, 11.6, 11.7, 11.8
42	Describe leadership characteristics and opportunities as they relate to agriculture and FFA.	English: 10.5, 11.5 History and Social Science: VUS.8, VUS.9, VUS.10, VUS.11, WHII.8, WHII.10, WHII.11
43	Apply for an FFA degree and/or an agricultural proficiency award.	English: 10.5, 11.5
44	Compose a letter of application.	English: 10.6, 10.7, 11.6, 11.7
45	Prepare a résumé.	English: 10.6, 10.7, 11.6, 11.7
46	Create a portfolio.	
47	Complete electronic and hand-written employment application forms.	English: 10.5, 10.6, 10.7, 11.5, 11.6, 11.7
48	Complete a mock employment interview.	English: 10.1, 11.1
49	Compose an interview follow-up letter and/or e-mail.	English: 10.6, 10.7, 11.6, 11.7
50	Identify the benefits of Work-based Learning (WBL) opportunities.	
51	Identify rights and responsibilities of customers.	History and Social Science: GOVT.16
52	Identify methods of handling consumer complaints.	History and Social Science: GOVT.16
53	Identify consumer-protection agencies.	History and Social Science: GOVT.15
54	Identify components of a guarantee, a warranty, and a contract.	
55	Explain information found on product labels.	
56	Keep accurate business records.	
57	Summarize records.	
58	Prepare a personal budget.	
59	Practice maintenance of regular checking and savings accounts.	
60	Identify personal financial management tools and strategies.	
61	Complete mock income tax forms.	English: 10.5, 10.6, 10.7, 11.5, 11.6, 11.7 History and Social Science: GOVT.15
62	Calculate depreciation.	Mathematics: A.4, A.9, AFDA.4, AII.7, AII.9
63	Calculate net worth.	

64	Complete a profit-and-loss statement.	
65	Identify agricultural applications of leading technology (e.g., GPS, GIS, cellular and wireless communication, software).	History and Social Science: VUS.14, WHII.14
66	Create records and correspondence, using word processing software, spreadsheets, databases, and e-mail.	English: 10.5, 10.6, 10.7, 11.5, 11.6, 11.7
67	Conduct research.	English: 10.8, 11.8
68	Conduct oral and visual presentation, using presentation software.	English: 10.1, 10.2, 11.1, 11.2 History and Social Science: GOVT.1
69	Implement procedures for backing up files and restoring files from backup.	
70	Explain the importance of economics.	History and Social Science: GOVT.14
71	Identify the components of the economic process.	History and Social Science: GOVT.15
72	Identify basic economic principles (e.g., supply and demand).	History and Social Science: GOVT.14, GOVT.15 Mathematics: A.4, A.7, A.8
73	Differentiate among economic resources (e.g., factors of production, intermediate goods).	English: 10.5, 11.5 History and Social Science: GOVT.14, GOVT.15
74	Calculate the cost of production.	Mathematics: A.1, A.4, A.8, A.9
75	Identify characteristics of free enterprise.	History and Social Science: GOVT.14
76	Define the role of entrepreneurship in the agricultural industry.	History and Social Science: GOVT.14
77	Describe various forms of agricultural business structures.	English: 10.5, 11.5 History and Social Science: GOVT.14
78	Explain the benefits and liabilities of owning an agricultural business.	English: 10.5, 11.5 History and Social Science: GOVT.15
79	Develop an organizational chart.	
80	Interpret a rent/lease agreement.	English: 10.5, 11.5
81	Justify the purchase or sale of equipment and supplies.	English: 10.5, 11.5
82	Set profit goals.	
83	Identify sources of capital.	History and Social Science: GOVT.15
84	Identify the various agricultural markets.	
85	Explain the importance of marketing an agricultural business.	English: 10.5, 11.5
86	Identify the components of the marketing process.	
87	Identify various media outlets for promoting agricultural products and services.	English: 10.2, 10.5, 11.2, 11.5
88	Explain Virginia's role in the global market.	English: 10.5, 11.5 History and Social Science: GOVT.12
89	Identify personal traits that are beneficial to an agricultural salesperson or brand ambassador.	History and Social Science: GOVT.16
90	Identify labor laws relative to agricultural business.	History and Social Science: GOVT.15

91	Identify agricultural regulatory agencies and their responsibilities.	History and Social Science: GOVT.15
92	Identify elements of sales and purchase contracts.	

FFA Information

The National FFA is an organization dedicated to preparing members for leadership and careers in the science, business, and technology of agriculture. Local, state, and national activities and award programs provide opportunities to apply knowledge and skills acquired through agriculture education.

For additional information about the student organization, see the [National FFA website](#) and the [Virginia FFA Association website](#).

The following leadership development events are available for this course:

- [Employment Skills](#)

The following career development events are available for this course:

- [Agricultural Communications](#)
- [Agronomy](#)
- [Environmental & Natural Resources](#)
- [Farm and Agribusiness Management](#)
- [Floriculture](#)
- [Food Science and Technology](#)
- [Forestry](#)
- [Marketing Plan](#)
- [Nursery/Landscape](#)

Entrepreneurship Infusion Units

Entrepreneurship Infusion Units may be used to help students achieve additional, focused competencies and enhance the validated tasks/competencies related to identifying and starting a new business venture. Because the unit is a complement to certain designated courses and is not mandatory, all tasks/competencies are marked “optional.”

Appendix: Credentials, Course Sequences, and Career Cluster Information

Industry Credentials: Only apply to 36-week courses

- College and Work Readiness Assessment (CWRA+)
- Customer Service Examination
- Customer Service Specialist (CSS) Examination
- Microsoft 365 Fundamentals Examination
- Microsoft Certified Azure Fundamentals Examination
- Microsoft Dynamics 365 Fundamentals Examination
- Microsoft Office Specialist (MOS) Examinations
- National Career Readiness Certificate Assessment
- Professional Communications Certification Examination
- Workplace Readiness Skills for the Commonwealth Examination

Concentration sequences: *A combination of this course and those below, equivalent to two 36-week courses, is a concentration sequence. Students wishing to complete a specialization may take additional courses based on their career pathways. A program completer is a student who has met the requirements for a CTE concentration sequence and all other requirements for high school graduation or an approved alternative education program.*

- Agricultural Business Management III (8026/36 weeks)
- Agricultural Business Operations II (8024/36 weeks)
- Agricultural Fabrication and Emerging Technologies (8019/36 weeks)
- Agricultural Power Systems (8018/36 weeks)
- Agricultural Power Systems, Advanced (8020/36 weeks)
- Agricultural Production Technology (8010/36 weeks)
- Agricultural Structural Systems (8017/36 weeks)
- Community Forestry and Tree Management (8048/36 weeks)
- Ecology and Environmental Management (8046/36 weeks)
- Equine Science (8080/36 weeks)
- Equine Science, Advanced (8094/36 weeks)
- Fisheries and Wildlife Management (8041/36 weeks)
- Floral Design I (8055/36 weeks)
- Floral Design II (8056/36 weeks)
- Floriculture (8038/36 weeks)
- Forestry Management (8042/36 weeks)
- Forestry Management, Advanced (8044/36 weeks)
- Foundations of Agriculture, Food, and Natural Resources (8006/36 weeks)
- Greenhouse Plant Production and Management (8035/36 weeks)
- Horticulture Sciences (8034/36 weeks)
- Introduction to Animal Systems (8008/36 weeks)
- Introduction to Natural Resources and Ecology Systems (8040/36 weeks)
- Introduction to Plant Systems (8007/36 weeks)
- Introduction to Power, Structural, and Technical Systems (8016/36 weeks)
- Landscaping I (8036/36 weeks)
- Landscaping II (8039/36 weeks)
- Livestock Production Management (8012/36 weeks)
- Operating the Farm Business (8014/36 weeks)
- Outdoor Recreation, Parks, and Tourism Systems Management (8043/36 weeks)
- Small Animal Care I (8083/36 weeks)
- Small Animal Care II (8084/36 weeks)

- Small Engine Repair (8082/36 weeks)
- Turfgrass Management (8051/36 weeks)
- Turfgrass Management, Advanced (8054/36 weeks)
- Veterinary Science I (8088/36 weeks, 140 hours)
- Veterinary Science II (8089/36 weeks, 140 hours)

Career Cluster: Agriculture, Food and Natural Resources	
Pathway	Occupations
Agribusiness Systems	Agricultural Commodity Broker Agricultural Economist Agricultural Loan Officer Agricultural Products Sales Representative Farm Products Purchasing Agent and Buyer Farm, Ranch Manager Farmer/Rancher Feed, Farm Supply Store Sales Manager Sales Manager
Animal Systems	Agricultural Products Sales Representative Aquacultural Manager Poultry Manager
Environmental Service Systems	Agricultural Products Sales Representative Secondary School Teacher
Natural Resources Systems	Fish and Game Officer Forest Manager, Forester Park Manager
Plant Systems	Agricultural Products Sales Representative Certified Crop Advisor Crop Grower Custom Harvester Farm, Ranch Manager Farmer/Rancher Floral Designer Floral Shop Manager Golf Course Superintendent Nursery and Greenhouse Manager Secondary School Teacher Turf Farmer
Power, Structural, and Technical Systems	Agricultural Equipment Parts Manager Agricultural Equipment Parts Salesperson

Career Cluster: Finance	
Pathway	Occupations
Accounting	Accountant Accounting Clerk Controller Cost Analyst Management Accountant Merger and Acquisitions Manager Personal Financial Advisor Revenue Agent

Career Cluster: Finance	
Pathway	Occupations
	Tax Accountant
Banking Services	Account Executive Accountant Bill and Account Collector Branch Manager Compliance Officer Credit Analyst Debt Counselor Financial Manager Loan Officer Personal Financial Advisor
Business Finance	Accountant Accounting Clerk Auditor Bill and Account Collector Cash Manager Controller Cost Analyst Economist Financial Analyst Management Accountant Project Manager Revenue Agent Shipping and Receiving Clerk Tax Accountant Tax Preparer
Insurance	Customer Service Representative Insurance Appraiser Insurance Processing Clerk Insurance Sales Agent Risk and Insurance Manager Underwriter
Securities and Investments	Financial Analyst Fund Manager Meeting and Convention Planner Securities and Commodities Sales Agent Tax Preparer

Career Cluster: Marketing	
Pathway	Occupations
Marketing Communications	Advertising Account Executive Advertising and Promotions Manager International Merchandising Manager Marketing Communication Manager Marketing Manager Public Information Director Public Relations Manager Public Relations Specialist Sales Manager
Marketing Management	Advertising and Promotions Manager Brand Manager Chief Executive Officer

Career Cluster: Marketing	
Pathway	Occupations
	Entrepreneur Franchisee General Manager Marketing Communication Manager Marketing Manager Public Information Director Public Relations Manager Retail Manager Shipping and Receiving Clerk
Marketing Research	Brand Manager Market Research Analyst Product Planner
Merchandising	Account Executive Customer Service Representative Merchandise Buyer
Professional Sales	Account Executive Entrepreneur Human Resources Manager Investment Banker Manufacturer's Sales Representative Sales Manager Salesperson Wholesale and Manufacturing, Technical and Scientific Products Sales Representative