Acknowledgments

The components of this instructional framework were developed by the following curriculum development panelists:

- Dr. Roman Bohdan, Assistant Professor of Business, Ferrum College, Ferrum
- Joe Guthrie, Senior Instructor, Virginia Tech, Blacksburg
- Bradley Lael, Instructor, Courtland High School, Spotsylvania County Public Schools
- Whitney Perkins, Assistant Director, Virginia Farm Bureau Federation, Richmond
Course Description

Suggested Grade Level: 12

This course builds upon knowledge gained in Agricultural Business Foundations (8022) and Agricultural Business Operations (8024). It provides further opportunities for the development of business procedures, employability skills, management techniques, leadership skills, and agricultural product knowledge, through student-centered instruction.

Task Essentials Table

- 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.

<table>
<thead>
<tr>
<th>8024</th>
<th>Tasks/Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Note:</strong> Competencies 39-43 have been added to ensure compliance with federal legislation: National FFA Organization's Federal Charter Amendments Act (Public Law 116-7, <a href="https://www.congress.gov/116/plaws/publ7/PLAW-116publ7.pdf">https://www.congress.gov/116/plaws/publ7/PLAW-116publ7.pdf</a>). All inquiries may be sent to <a href="mailto:cte@doe.virginia.gov">cte@doe.virginia.gov</a>. 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).</td>
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<td>Participate in an SAE.</td>
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**Exploring Leadership Opportunities through FFA**

| 41 | Identify the benefits and responsibilities of FFA membership. |
| 42 | Describe leadership characteristics and opportunities as they relate to agriculture and FFA. |
| 43 | Apply for an FFA degree and/or an agricultural proficiency award. |

**Training for Leadership in the Agribusiness**

| 44 | Explain how the essential skills of a manager are related to the success of an agribusiness. |
| 45 | Develop community partnerships by networking with local, state, and national agencies. |
| 46 | Investigate how a community partnership or agency is responding to a current issue related to one’s agribusiness. |
| 47 | Demonstrate techniques to motivate, coach, counsel, and reward individuals and teams. |

**Developing Employability Skills**

| 48 | Update a professional online presence. |
| 49 | Update a résumé. |
| 50 | Maintain a portfolio. |
| 51 | Research potential employers. |
| 52 | Explain employee incentives and benefits. |
| 53 | Submit a cover letter, résumé, and portfolio electronically. |
| 54 | Examine career advancement requirements related to one’s career goals. |
| 55 | Compose a letter of resignation. |
| 56 | Use the SAE Record Book or an alternative method to document the SAE. |
| 57 | Explain the benefits of SAE/Work-Based Learning (WBL). |

**Managing Human Resources in an Agribusiness Enterprise**

| 58 | Describe the hiring process. |
| 59 | Develop an employee training plan. |
| 60 | Describe the employee evaluation process. |
| 61 | Examine legal issues and labor laws relevant to agribusiness. |
| 62 | Describe the process for terminating employees. |

**Making Consumer Choices**

| 63 | Explain the importance of having a good credit rating. |
| 64 | Analyze the five C’s of credit and their impact on the ability to obtain credit. |
| 65 | Evaluate the effect of a credit rating on financial decisions and potential transactions. |
| 66 | Complete a sample credit application. |
| 67 | Compare the terms and conditions of various sources of consumer credit. |
| 68 | Compare the costs and conditions of various types of loans. |
| 69 | Compare the differences among the various types of bankruptcies. |
| 70 | Calculate payment schedules for a loan, using spreadsheets, calculators, and/or online tools. |
| 71 | Identify strategies for effective debt management, including sources of assistance. |
| 72 | Distinguish among the types, costs, and benefits of insurance. |
| 73 | Create a guarantee, a warranty, and a contract. |

### Managing Financial Records and Reports
| 74 | Maintain accurate records using generally accepted accounting principles (GAAP). |
| 75 | Use financial ratios to make business decisions. |
| 76 | Create records. |
| 77 | Create a rent/lease agreement. |
| 78 | Maintain a filing system using generally accepted accounting principles (GAAP). |
| 79 | Complete a mock business tax form. |

### Understanding International Economics
| 80 | Describe the benefits and challenges of global trade. |
| 81 | Describe local, regional, national, and international labor trends affecting agribusiness. |

### Managing the Agribusiness Enterprise
| 82 | Examine the development of a new product or service for an agribusiness. |
| 83 | Research resources, mentors, and professional advisors to aid in agribusiness development and management. |
| 84 | Identify management roles and responsibilities. |
| 85 | Identify time-management techniques. |

### Marketing Agricultural Products or Services
| 86 | Select the products or services to be marketed by the agribusiness. |
| 87 | Conduct market research. |
| 88 | Select target markets for agricultural products. |
| 89 | Investigate technological trends in marketing an agribusiness and its products and/or services. |
| 90 | Develop a marketing plan for a product or service for an agribusiness. |
| 91 | Develop various types of advertising media to market agribusiness products and services. |
| 92 | Evaluate the marketing process based on a marketing plan. |
| 93 | Deliver a business presentation. |

### Investigating Commodity Markets, Futures Markets, and Hedging Contracts
| 94 | Identify the basics of commodity markets. |
| 95 | Identify the basics of the futures market. |
| 96 | Identify the basics of futures contracts and how they are used as a hedging strategy. |
| 97 | Define terms associated with futures markets. |
| 98 | Identify the risks associated with futures contracts. |

### Using Business Laws in Agribusiness
| 99 | Describe laws concerning agribusiness. |
| 100 | Describe the intent of common state and federal laws that apply to agribusinesses. |
| 101 | Explain the legal responsibilities of the business to employees and business associates. |

### Evaluating the Agribusiness
| 102 | Evaluate selected aspects of the business. |
| 103 | Develop quality-control procedures. |
| 104 | Analyze sales and production records. |
| 105 | Analyze inventory records. |
| 106 | Evaluate a profit-distribution plan. |
| 107 | Complete mock income tax forms. |
| 108 | Evaluate net worth and P&L statements. |
| 109 | Develop an organizational chart. |

### Incorporating Mechanical Skills as Related to the Agribusiness Systems Pathway
<table>
<thead>
<tr>
<th>Task Number</th>
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<tbody>
<tr>
<td>110</td>
<td>☀ Demonstrate safety practices and procedures in agricultural mechanics adhering to all safety requirements, industry recommended practices, and instructor guidelines.</td>
</tr>
<tr>
<td>111</td>
<td>☀ Demonstrate equipment safety and operation as they relate to the agribusiness systems pathway adhering to all safety requirements, industry recommended practices, and instructor guidelines.</td>
</tr>
<tr>
<td>112</td>
<td>☀ Demonstrate standard measurement techniques used in the agribusiness systems pathway.</td>
</tr>
<tr>
<td>113</td>
<td>☀ Demonstrate drawing for agricultural mechanics as it relates to the agribusiness systems pathway.</td>
</tr>
<tr>
<td>114</td>
<td>○ Demonstrate metalworking operations as they relate to the agribusiness systems pathway adhering to all safety requirements, industry recommended practices, and instructor guidelines.</td>
</tr>
<tr>
<td>115</td>
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</tr>
<tr>
<td>116</td>
<td>○ Demonstrate electrical operations as they relate to the agribusiness systems pathway adhering to all safety requirements, industry recommended practices, and instructor guidelines.</td>
</tr>
<tr>
<td>117</td>
<td>○ Demonstrate small-engine operations as they relate to the agribusiness systems pathway adhering to all safety requirements, industry recommended practices, and instructor guidelines.</td>
</tr>
<tr>
<td>118</td>
<td>○ Demonstrate plumbing operations as they relate to the agribusiness systems pathway adhering to all safety requirements, industry recommended practices, and instructor guidelines.</td>
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Legend: ☀ Essential ○ Non-essential — Omitted

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Curriculum Framework

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).

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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
  o career exploration and planning
  o personal financial planning and management
  o workplace safety
  o employability skills for college and career readiness
  o agricultural literacy
• researching the Immersion SAE
  o entrepreneurship/ownership
  o placement/internships
  o research (experimental, analytical, invention)
  o school business enterprises
  o 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 (https://thecouncilffa.org/sae-resources/)

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?

Agriculture, Food, and Natural Resources (AFNR) Standards

CRP.07

CRP.10
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 ([https://thecouncil.ffa.org/sae/](https://thecouncil.ffa.org/sae/))
- The Agricultural Experience Tracker (AET) ([https://www.theaet.com/](https://www.theaet.com/))

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?

Agriculture, Food, and Natural Resources (AFNR) Standards

CRP.10

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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
o locating resources that guide participation in FFA activities
o explaining the FFA Creed, Motto, Salute, and mission statement
o 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?

Agriculture, Food, and Natural Resources (AFNR) Standards

CRP.09

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
  o autocratic
  o participative
  o laissez-faire
  o servant
  o 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?
Agriculture, Food, and Natural Resources (AFNR) Standards

CRP.09

Task Number 43 Optional
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 (https://www.ffa.org/participate/awards/proficiencies/)

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?
Task Number 44

Explain how the essential skills of a manager are related to the success of an agribusiness.

Definition
Explanation should include

- leadership
- communication
- collaboration
- critical thinking
- creative thinking
- finance principles
- project management fundamentals.

Process/Skill Questions

- Why is listening considered the most important aspect of effective communication and how does this affect the success of an agribusiness?
- What are collaborative behaviors and why are managers role models for collaborative behaviors?
- Why do managers need to learn the basics of finance and how does this affect an agribusiness?

Agriculture, Food, and Natural Resources (AFNR) Standards

CRP.09

ABS.01.03

Task Number 45

Develop community partnerships by networking with local, state, and national agencies.

Definition
Development should include, but is not limited to,

- meeting people
- gaining experience
- improving abilities
- managing time
• seeking out businesses for collaborative relationships
• securing involvement in community partnerships and agencies
• maintaining membership in professional organizations
• locating advocates outside of the ag industry (e.g., chamber of commerce, other associations)

Process/Skill Questions

• Why is it important to develop partnerships with other organizations?
• Why is it important for individuals to become involved in their community?
• What opportunities exist for a person to become involved in their community?
• How could one locate and connect with local, state, and/or national agencies?
• What are some factors to consider before one becomes involved with a community group?
• How would a collaborative relationship help one’s FFA chapter and/or one’s relationship in the community?
• What are the names of some area agribusinesses?

Agriculture, Food, and Natural Resources (AFNR) Standards

CRP.01.03

CRP.12.01

Task Number 46 Optional
Investigate how a community partnership or agency is responding to a current issue related to one’s agribusiness.

Definition
Investigation should include

• identification of the issue
• goals of community partnership or agency.

Process/Skill Questions

• What are examples of local issues related to agribusiness?

Agriculture, Food, and Natural Resources (AFNR) Standards

CS.01.01

CS.01.02

CS.01.03
Task Number 47 Optional
Demonstrate techniques to motivate, coach, counsel, and reward individuals and teams.

Definition
Demonstration should include

• verbal recognition
• written recognition
• time-management techniques.

Process/Skill Questions

• What are some examples of ways to coach and counsel individuals? Teams?
• How are time-management techniques used to motivate and reward individuals?

Agriculture, Food, and Natural Resources (AFNR) Standards

CRP.12.01

ABS.01.03

Developing Employability Skills

Task Number 48
Update a professional online presence.

Definition
Update should include

• managing social networks (e.g., ensuring posts are professional, keeping personal profiles private)
• a professional photograph
• a professional biography
• professional skills and personal attributes.

Process/Skill Questions

• What is an example of professional networking?
Task Number 49
Update a résumé.

Definition
Update should include

- educational background
- relevant experience and/or work history
- technical skills and/or industry certifications
- honors and awards
- school and community activities
- offices held and/or leadership roles
- review and update of references
- link to professional online accounts.

Process/Skill Questions

- What are the purposes of a résumé?
- What information should not be included on a résumé?
- What are the benefits of submitting an electronic résumé?
- How can a person best present his or her skills and experience to fit a particular career area or job?

Task Number 50
Maintain a portfolio.

Definition
Maintenance should include a résumé and a combination of electronic and non-electronic documents reflective of the student's qualifications, knowledge, skills, and ability.

Process/Skill Questions

- For what types of positions might an applicant choose to develop an employment portfolio?
- What factors should be considered when determining the contents of an employment portfolio?
- How might an employment portfolio help the applicant in their job search?
Task Number 51
Research potential employers.

Definition
Research should include comparing employers’

- needs to one’s skill set
- benefits package
- location
- culture.

Process/Skill Questions

- What resources are available to help one locate potential employers?
- How can one’s knowledge of a business help with one’s chances of securing employment?

Task Number 52
Explain employee incentives and benefits.

Definition
Explanation should include benefits and incentives, such as

- 401(k) and other savings plans
- hospitalization
- childcare
- elder care
- paid vacation
• paid sick days
• job sharing
• flex time
• profit sharing
• parking.

Process/Skill Questions

• What are some examples of employee incentives?
• What is a *fringe* benefit?
• How does allowing employee choice for benefits affect a business?
• What benefits might be offered that do not affect employee pay?

Agriculture, Food, and Natural Resources (AFNR) Standards

EPF.14

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Task Number 53
Submit a cover letter, résumé, and portfolio electronically.

Definition
Submission should reflect attention to

• using a professional email
• using an appropriate subject line
• titling the file correctly (e.g., Résumé_Smith)
• ensuring correct grammar, specific content, and professional tone
• securing a reliable proofreader before sending.

Process/Skill Questions

• What are the challenges of submitting applications electronically?
• How does one create an electronic portfolio?

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Task Number 54
Examine career advancement requirements related to one’s career goals.

Definition
Examination should include

• a cost-benefit analysis (e.g., cost of education vs. increase in pay)
• the applicant's knowledge and the skills required for higher level positions
• necessary documentation that highlights contributions to the company
  o evaluations
  o recognitions
  o certifications
  o professional development
  o coursework that compliments the applicant's work experience and/or skills.

Process/Skill Questions

• What is the role of company policies and procedures in applying for a promotion? Why is it important to adhere to these policies and procedures?
• What types of documentation should an employee save for an eventual promotion application?
• How can an employee determine the best time to apply for a promotion?
• Why is it important to maintain a positive attitude if a promotion is unsuccessful?
• What follow-up may be appropriate?

Agriculture, Food, and Natural Resources (AFNR) Standards

CRP.10.02

Task Number 55
Compose a letter of resignation.

Definition
Composition should include

• a formal resignation from the job
• indication of a provision of ample time to find a replacement (usually two weeks or time frame specified in one’s contract)
• an offer to train the replacement.

Process/Skill Questions

• Why is it important to write a professional letter of resignation?
• What are the criteria for writing a professional letter of resignation?
Task Number 56
Use the SAE Record Book or an alternative method to document the SAE.

Definition
Use should include the SAE Record Book or the Agricultural Experience Tracker (AET).

Process/Skill Questions

- Why is it important to document the SAE?
- What types of information are documented in the SAE Record Book or AET?
- How is the SAE Record Book different from the AET?

Task Number 57
Explain the benefits of SAE/Work-Based Learning (WBL).

Definition
Explanation should include, but is not limited to,

- well-rounded educational experience
- relevant employment skills
- realistic expectations of the workforce
- documented practical experience
- payment
- other work-based learning opportunities
  - job shadowing
  - service learning
  - mentorship
  - externship
  - school-based enterprise
  - internship
  - entrepreneurship
  - clinical experience
  - cooperative education
  - apprenticeship.

Process/Skill Questions

- What are the seven WBL instructional methods, and what are the differences?
- What are the requirements to be involved in a WBL experience?
- What are the benefits of participating in a WBL experience for the student and the employer?
Managing Human Resources in an Agribusiness Enterprise

Task Number 58
Describe the hiring process.
Describing the hiring process should include advertising for, screening, interviewing, and selecting employees, according to company policies and human resource regulations. In addition, the process may involve presenting information about the company to prospective employees.

Process/Skill Questions

- What are the purposes of screening?
- What are some effective screening techniques prior to and during the interview?
- What types of questions are illegal in an interview? Why?
- Why might a manager select one candidate over another?
- What are the advantages and disadvantages of the one-to-one interview, the group interview, and the virtual interview?
- Why are multiple interviews sometimes necessary?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS.01.04

ABS.04.02

Task Number 59
Develop an employee training plan.
Training should include

- identifying training methods
- outlining what is taught to employees
- analyzing a training program
- consulting with community business leaders about ways they train new employees
- promoting lifelong training
- explaining to employees the importance of training.

Process/Skill Questions

- What should be included in a training program manual for new employees?
- Who in the community might be included in training new employees?
• What determines the type of training an employee requires?
• How is it determined whether there should be a retraining option for an employee?
• How much time should be devoted to training a new employee?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS.01.04

ABS.04.02

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**Task Number 60**

**Describe the employee evaluation process.**

**Definition**

Description should include the following:

• Communicating measurable expectations as stated in the job description
• Implementing periodic reviews
• Counseling employee on their progress toward goals
• Documenting employee progress

**Process/Skill Questions**

• What is the purpose of employee evaluation?
• What types of employee evaluation instruments are available?
• How can evaluation instruments be used for motivation?
• How often should employees be formally evaluated?
• What are some techniques for offering constructive criticism to employees?
• Why is documentation important in employee evaluation?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS.01.04

ABS.04.02

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**Task Number 61**

**Examine legal issues and labor laws relevant to agribusiness.**

**Definition**

Examination should include
- harassment
- drug testing
- discrimination
- 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 labor laws apply to agriculture at the farm level?
- What agricultural enterprises are exempt from minimum wage laws?
- What agricultural enterprises are exempt from overtime laws?
- When an agricultural producer contracts with a farm labor contractor, does that shift responsibilities from the agricultural producer onto the contractor?
- What restrictions are placed on young people working in agricultural positions?
- What circumstances may allow young people working in agricultural positions to be paid less, legally, than adults working there?

**Agriculture, Food, and Natural Resources (AFNR) Standards**

ABS.01.04

ABS.04.02

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**Task Number 62 Optional**

**Describe the process for terminating employees.**

**Definition**

Description should include

- following related company policy
- citing reasons to the employee for his or her termination
- having complete documentation of employee's evaluations and conferences
- having financial matters settled
- including a supervisor or an observer to attend the private meeting.

**Process/Skill Questions**

- Why is it important to know the legal ways to release an employee?
- What individuals can be brought in to discuss the release of an employee?
- Why are evaluations and documentation important when releasing an employee?
Making Consumer Choices

Task Number 63
Explain the importance of having a good credit rating.

Definition
Explanation should include

- identifying the advantages of establishing credit
- describing the way credit is rated (point system) and the contents of a credit report
- identifying what information is included in a person’s credit record or history (e.g., income, payment records, employment record, other personal factors)
- reviewing credit rating scores and describing their implications
- describing the factors that make up a credit score
- describing ways to build credit as an authorized user on an account
- explaining how one’s credit rating affects eligibility for credit and employment
- explaining how to access one’s personal credit record prior to applying for credit, or, if denied credit, identifying reasons for a credit check
- describing steps for correcting errors in one’s credit report.

Process/Skill Questions

- How does one establish credit?
- What factors contribute to one’s credit score?
Task Number 64
Analyze the five C’s of credit and their impact on the ability to obtain credit.

Definition
Analysis should include being able to assess the positive and negative effects of

- character
- capacity
- capital
- collateral
- condition.

Process/Skill Questions

- What steps can one take to positively impact each of the 5 C’s?
- What will negatively impact the 5 C’s?

Agriculture, Food, and Natural Resources (AFNR) Standards

EPF.13

Task Number 65
Evaluate the effect of a credit rating on financial decisions and potential transactions.

Definition
Evaluation should include

- the components of the credit report
- the duration for which the credit report is valid
- uses for the credit report
- privacy issues regarding the credit report
- situations in which the credit report might be accessed by others
- criteria for personal and business loans
- methods for improving a credit score.

Process/Skill Questions

- Why might one want to improve their credit score?
- What steps can one take to improve their credit report?
- Who can access a person’s credit report?
- How can poor credit reports affect one’s working life/employment?
- What are steps one can take if they should become a victim of identity theft?

Agriculture, Food, and Natural Resources (AFNR) Standards

EPF.13

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**Task Number 66**

**Complete a sample credit application.**

**Definition**

Completion should include

- accurate personal information (e.g., name, address, income, bank)
- work experience
- references
- previous credit sources.

**Process/Skill Questions**

- Why does one have to list other credit sources on a credit application?
- How will this credit information play a role in making future financial purchases?

Agriculture, Food, and Natural Resources (AFNR) Standards

EPF.13

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**Task Number 67**

**Compare the terms and conditions of various sources of consumer credit.**

Comparison should include

- defining the terms
  - percentage rates
  - annual fees
  - transaction fees
  - risk-based lending
  - finance charge
- identifying sources of credit (e.g., banks, credit unions, finance companies, farm credit, credit cards)
- identifying the different types of credit (e.g., open- and closed-ended, service credit, secured and unsecured loans)
• identifying the differences among credit institutions
• evaluating options
• assessing the possibility of refinancing
• exploring the role of the U.S. Department of Agriculture (USDA) Farm Service Agency (FSA) in the agricultural community.

Process/Skill Questions

• What are some differences among credit institutions?
• How does one determine the best source of credit to use?

Agriculture, Food, and Natural Resources (AFNR) Standards

EPF.13

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Task Number 68

Compare the costs and conditions of various types of loans.

Definition

Comparison should include an analysis of the various loans (e.g., Farm Storage Facilities, Farm Operating Loans, Farm Ownership Loans, Fisheries Finance Program, Farm Labor Housing, Term Loans, Input Financing, Agribusiness Loans, Asset Financing, Livestock Financing) with regard to conditions and costs, such as

• annual percentage rates
• finance charges
• monthly payments
• annual fees
• transaction fees
• installments or length of loan (time to repay).

Process/Skill Questions

• Why is it important to consider the costs involved in borrowing money?
• Why is it important to compare lenders and loan types when considering taking on debt to finance one’s business?
• How are loans helpful for owners looking to expand their inventory?

Agriculture, Food, and Natural Resources (AFNR) Standards

EPF.13
Task Number 69

**Compare the differences among the various types of bankruptcies.**

**Definition**

Comparison should include

- explaining the major causes of bankruptcy
  - failure of the agribusiness
  - failure to plan and budget
  - illness and/or injury
- evaluating of the terms of bankruptcy and the effect each has on an individual’s financial future
- explaining the advantages and disadvantages of bankruptcy
- assessing the need for legal advice in bankruptcy cases and the implications for personal finance.

Comparison should also include a definition and explanation of the following:

- **Bankruptcy**
- Chapter 7: Liquidation
- Chapter 13: Repayment Plan
- Chapter 11: Large Reorganization
- Chapter 12: Family Farmers
- Chapter 15: Used in Foreign Cases
- Chapter 9: Municipalities

**Process/Skill Questions**

- What are the different types of bankruptcies?
- Why would an agribusiness file for bankruptcy?

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Task Number 70

**Calculate payment schedules for a loan, using spreadsheets, calculators, and/or online tools.**

**Definition**

Calculation should include

- using the simple interest formula (Interest = Principal x Rate x Time)
- explaining how the amount of the principal, the period of the loan, and the interest rate affect the amount of interest charged.

**Process/Skill Questions**

- What is the *principal* of a loan?
- Why is the period of the loan important?
• What is the interest rate of a loan, and how does this affect the amount of money that must be repaid to the lender?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS.02.01

Task Number 71

Identify strategies for effective debt management, including sources of assistance.

Definition

Identification should include

• financial analysis using accrual adjusted income statements and balance sheets
  o debt structure
  o repayment capacity
  o asset utilization
  o efficiency
• budget planning
  o enterprise
  o whole farm
  o partial budgets
  o cashflow budgets
    ▪ incoming cash
    ▪ outgoing cash
    ▪ borrowing needs
• variance analysis
• maintaining a record-keeping system
• avoiding penalties.

Process/Skill Questions

• How can the budgeting process help determine if corrective actions need to be taken after costs and income projected in the budget become reality and how the actual numbers stack up against projections?
• What is variance analysis?
• What are the three primary levers of profitability?
• What is the asset turnover ratio and what is it used for?
• Why is budgeting considered a process of looking forward?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS.01.03
Task Number 72
Distinguish among the types, costs, and benefits of insurance.

Definition
Distinguishing should include

- general liability insurance
- workers’ compensation insurance
- vehicle insurance
- crop insurance
- farm owner’s insurance
- product liability insurance
- whole farm revenue protection
- health and life insurance
- USDA farm service programs to manage risk
- noninsured disaster assistance program
- agricultural risk coverage
- price loss coverage
- dairy margin coverage.

Process/Skill Questions

- What is the difference between general liability insurance and product liability insurance?
- What scenario could require agricultural risk coverage?

Agriculture, Food, and Natural Resources (AFNR) Standards

EPF.14

Task Number 73
Create a guarantee, a warranty, and a contract.

Definition
Creation of warranty and guarantee should include

- privilege of return
- effective date
- terms of the warranty or guarantee.
Creation should include identification of contract components

- parties involved
- consideration
- effective date
- consideration 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 agribusiness?

Managing Financial Records and Reports

Task Number 74

Maintain accurate records using generally accepted accounting principles (GAAP).

Definition

Maintenance should include

- keeping track of week/month transactions
- keeping a chart of income and expenses
- listing daily and weekly activities
- using accounting software
- comparing the features of available accounting software packages.

Process/Skill Questions

- Why is it important to have a list of daily and weekly activities as part of one’s records?
- What are the benefits of accurate records?
- When should one record transactions?
- How might accurate records be used in filing taxes?
- How might inaccurate records affect a business?
- What are some available accounting software options?
- What are the benefits and drawbacks of the various software options?
Task Number 75
Use financial ratios to make business decisions.

Definition
Use should include

- preparing budgets
- analyzing financial statements
  - balance sheets
  - profit and loss (P&L) statements
  - cashflow statements
  - income statement
- identifying spending capabilities
- determining P&L
- financial ratios
  - profitability
  - liquidity
  - leverage
  - operating efficiency
  - business risk
- comparing to a competitor’s financial ratios
- calculating depreciation
- calculating net worth
- managing cashflow risk.

Process/Skill Questions

- How does one determine P&L?
- When should one complete a P&L statement?
- What is the difference between a cash-flow statement and a P&L statement?
- How might a P&L statement be helpful in applying for loans?
- How is spending capacity determined?
- How often should one do an analysis of their financial records?
- How is net worth calculated?
- What are liabilities? How are they identified?
- What is tax depreciation?
- What are some resources that could help calculate depreciation?
- Why is it important to be able to calculate net worth?
• What are some examples of assets that should be listed?
• What is net income?
• What are the additional considerations (e.g., health insurance, social security contributions) when building a small business budget?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS.04.03

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Task Number 76
Create records.

Definition
Creation should include completion of a year-end summary sheet.

Process/Skill Questions

• What should be included in the SAE record summary?
• What business decisions could be made from the year-end summary sheet?
• Why is it easier to use a year-end summary sheet rather than looking at the year’s records?
• How will SAE records help one to make business decisions in the future?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS.02.02

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Task Number 77
Create a rent/lease agreement.

Definition
Creation should include detailed components and the legal aspects of the lease agreement.

Process/Skill Questions

• What information is included on a rent/lease agreement?
• What is the difference between a rent agreement and a lease agreement?
• What are some legal aspects of a rent/lease agreement?
• What terms should be included in a rent/lease agreement?
• What other restrictions might one have on an agreement?
Task Number 78
Maintain a filing system using generally accepted accounting principles (GAAP).

Definition

Maintenance should include filing and archiving business files, receipts, and tax forms with consideration of:

- consistency
- relevance
- reliability
- comparability
- length of time required to maintain records
- security of records.

Process/Skill Questions

- Why is comparability one of the most important aspects of GAAP?
- What is the purpose of GAAP?
- What is the difference between active files and permanent files?
- What are benefits of maintaining a filing system?
- What are the advantages and disadvantages of maintaining one’s files on a computer?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS.02.02
ABS.04

Task Number 79
Complete a mock business tax form.

Definition

Completion of a mock business tax form may require:

- employer identification number (EIN)
- receipts
- sales slips
- invoices
- bank deposit slips
- canceled checks
- income statements
- deductions
Process/Skill Questions

- What are examples of deductions?
- How long should records be kept?
- What does one need for taxes if one has a farm?
- What type of deductions can one have for a business?
- When does one need to file taxes for a business?

Agriculture, Food, and Natural Resources (AFNR) Standards

EPF.16

ABS.02.02

Understanding International Economics

Task Number 80
Describe the benefits and challenges of global trade.

Definition
Description should include

- definition of global trade
- examples of what is traded
- benefits of global trade
- problems in global trade.

Process/Skill Questions

- What are examples of Virginia agriculture in global trade?
- What is the purpose of the World Trade Organization (WTO)?
- How does Virginia benefit from global trade?
- With what countries does Virginia trade?
- What are some disadvantages of global trade?
- What is the Port of Virginia? Why is it important to local trade?

Agriculture, Food, and Natural Resources (AFNR) Standards

EPF.9
Task Number 81
Describe local, regional, national, and international labor trends affecting agribusiness.

Definition
Description should include

- definition of labor force
- research of human population growth
- explanation of how this affects the labor force
- discussion of how social issues and culture affect the economy
- discussion of the unemployment rate
- discussion of the labor force participate rate.

Process/Skill Questions

- How has the labor force in Virginia changed?
- How do social issues affect agribusinesses?
- How does the unemployment rate and labor force participation rate affect the productivity of Virginia?
- What is the H-2A program?
- How does migrant labor play a role in the labor force?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS.01

Managing the Agribusiness Enterprise

Task Number 82
Examine the development of a new product or service for an agribusiness.

Definition
Examination should involve alternatives such as

- selecting a new product or service
- modifying an existing product or service
• developing a new product or service, including constructing a prototype if necessary.

Criteria for selection should include

• factors of production (e.g., natural resources, human resources, capital resources)
• cost of product or service (e.g., to business, to customer)
• product or service requirements (e.g., for delivery to business, for modification/manufacture)
• human resources requirements (e.g., to sell/deliver product service)
• space requirements (e.g., for display, for inventory storage)
• determination of whether product or service meets established or anticipated customer need
• equipment and technology needs (e.g., for demonstration, promotion, display).

Process/Skill Questions

• What factors should be considered in the selection of a product or service?
• Why are human resource needs important when selecting a product for agribusiness?
• How does one determine if they should choose a new or modified product?
• How does one determine who will be their suppliers?
• Why is it important to perform an analysis of the competition?
• What should the analysis of the competition include?
• What is the competition’s business size compared to the current business?
• How can competition benefit the business?
• Why might competition be willing to help the business launch?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS.01.04
ABS.04.01
ABS.04.02
CRP.11

Task Number 83
Research resources, mentors, and professional advisors to aid in agribusiness development and management.

Definition
Research may include, but is not limited to

• chamber of commerce
• libraries
• trade magazines or journals
• Internet
• U.S. Small Business Administration (SBA)
• other agencies (e.g., SCORE, Virginia Department of Business Assistance and Virginia's regional technology councils).

Mentors and professional advisers may include

• entrepreneurs
• SBA representatives
• bank representatives
• trade association representatives
• small business development centers.

Process/Skill Questions

• Who might serve as mentors to a new agribusiness?
• What governmental agencies are available to help mentor a new agribusiness?
• Why should an agribusiness have a business plan?
• Why is it important to include the objectives of the business in the business plan?
• How important is the marketing component in a business plan?
• How does the business determine the profit goals?
• From where does the best research on competitors come?
• Which financial statements are required for a business plan?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS.01.03

ABS.04

Task Number 84

Identify management roles and responsibilities.

Definition
Identification should include roles that deal with

• hiring and staffing
• training employees and monitoring performance conducting employee performance evaluations
• developing interpersonal relationships within the workplace
• controlling expenses and budgets
• communicating information related to the agribusiness with stakeholders
• making accurate and timely decisions related to the agribusiness enterprise.
Process/Skill Questions

- What skills are necessary for management roles?
- What are some challenges that managers must face in agribusinesses?
- How can a manager be an effective leader for other employees?
- What are some organizational tasks for a manager?
- How does a manager function as a controller for the business?
- How does a manager function as a planner for a business?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS.01.03

Task Number 85
Identify time-management techniques.

Definition
Identification should include

- generating a list of tasks to be accomplished
- determining priorities
- establishing timelines
- delegating responsibility for task completion
- following up to check on status/progress of tasks
- assisting team members with resource needs
- anticipating/handling obstacles to productivity
- producing and evaluating tasks.

Process/Skill Questions

- Why is it important to determine priorities within a business?
- Why should a business establish a timeline for completing tasks?
- Why is it important to be able to delegate responsibilities?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS.01.03

Marketing Agricultural Products or Services
Task Number 86

Select the products or services to be marketed by the agribusiness.

Definition
Selection of a products or services should include

- identifying marketing costs
- applying business fundamentals
- conducting market research
  - identifying competitors
  - identifying consumers
- conducting a strengths, weaknesses, opportunities, and threats (SWOT) analysis.

Process/Skill Questions
- What is the difference between products and services?
- What is a product mix?
- Why is product or service planning important to a business?
- How does a business select the product or service mix to be offered? How does the business then develop a marketing strategy for potential consumers and/or clients?
- What is seasonality? What impact can it have on the sale of a product or service?

Agriculture, Food, and Natural Resources (AFNR) Standards

CRP.07

ABS.02.02

ABS.04.01

ABS.05.01

CRP.11.01

Task Number 87

Conduct market research.

Definition
Conducting market research should include

- listing available markets
- determining market prices and profit potential
- determining reliability and future growth potential
- determining market demographics.

Process/Skill Questions

- What is market research? How is it used?
- What are the steps in market research?
- What types of data are used for market research?
- What is the difference between primary and secondary data? Why are both needed in market research?

Agriculture, Food, and Natural Resources (AFNR) Standards

CRP.07

ABS.02.02

ABS.04.01

ABS.05.01

CRP.11.01

Task Number 88
Select target markets for agricultural products.

Definition
Selection should include

- types of markets available in the area
- future marketing
- direct sales
- niche markets.

Process/Skill Questions

- Why are demographics important in selecting a target market?
- What are niche markets?
- What is the importance of a customer survey?
- What information should be included in a customer survey?
- How can customer trends be identified in survey results?
- What does demographic information have to do with customer choices?
- How might the data be used to alter or enhance a business?
Task Number 89
Investigate technological trends in marketing an agribusiness and its products and/or services.

Definition
Investigation should include researching technological trends and how they affect marketing for an agribusiness enterprise.

Process/Skill Questions

- What is a recent technological trend in Virginia?
- How have technological trends changed agriculture and the marketing of its products and services?
- How might technology be used in the future? How have technological trends differed in Virginia and in the Midwest?

Task Number 90
Develop a marketing plan for a product or service for an agribusiness.

Definition
Development should include

- introduction
- situational analysis
- business proposition
- action plan
- financial situation evaluation.
Process/Skill Questions

- What are some factors that would determine how long a marketing plan should be used?
- What are some benefits of developing a marketing plan?
- When should a marketing plan be developed for an agribusiness?
- What does return on investment mean?
- How can one evaluate when activities affect their revenue?
- When should one analyze their marketing plan?
- Which financial statements should be included?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS.05.03

Task Number 91

Develop various types of advertising media to market agribusiness products and services.

Development should include

- radio
- television
- newspaper
- magazines and catalogs
- signs and billboards
- Internet and social media
- direct mailings.

Process/Skill Questions

- What are the objectives of advertising media?
- What are test plots? How do they help promote agricultural products?
- What social media avenues have proven to be effective for agribusiness advertising?
- How does agribusiness advertising differ from advertising in other industries?
- How has the Internet, and social media in particular, changed advertising? What determines which form of advertising will be most beneficial for a business?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS.05.03
Task Number 92
Evaluate the marketing process based on a marketing plan.

Definition
Evaluation should include

• situation analysis
• marketing strategy
• marketing mix decisions
• implementation and control.

Process/Skill Questions

• Why is it important to include the past, present, and future aspects of the business?
• What are the components of the marketing mix?
• What marketing techniques are available?
• What outcomes from a SWOT could assist a business with making decisions on marketing?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS.05

Task Number 93
Deliver a business presentation.

Definition

Delivery should include

• the use of written and oral communication skills to clearly provide content.
• attire appropriate for the audience and subject and use effective mannerisms (i.e., elocution, posture, gestures)
• preparation and use of technology related to the presentation.

Process/Skill Questions

• What preparation should be completed before making a business presentation?
• What are some possible agribusiness presentation topics?
• How can an audience effectively be engaged during a presentation?
• What kinds of audio-visual aids are beneficial to use during a presentation?
Task Number 94
Identify the basics of commodity markets.

Definition
Identification should include

- defining a commodity market and explaining the differences between hard and soft commodities
- explaining how investors can gain exposure to commodities
- identifying the major U.S. commodity exchanges
  - Chicago Board of Trade
  - Chicago Mercantile Exchange
  - New York Board of Trade
  - New York Mercantile Exchange
  - Kansas City Board of Trade
  - Minneapolis Grain Exchange
- explaining how commodity markets work
- the types of commodity markets
- commodity market requirements
- advantages and disadvantages of commodity markets.

Process/Skill Questions

- What is the difference between hard and soft commodities?
- What are the objectives of the commodities market?
- What is a commodity product?
- What are the major agricultural commodities?
- Why are agricultural commodities important?
- How does one purchase an agricultural commodity?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS.05
Task Number 95
Identify the basics of the futures market.

Definition

Identification should include defining a futures market as an auction market in which participants buy and sell commodity and futures contracts for delivery on a specified future date.

Process/Skill Questions

- What are the basics of a futures market?
- What are futures contracts?
- How do producers and suppliers negotiate futures contracts?
- What are some basic rules to follow for successful futures trading?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS.05

Task Number 96
Identify the basics of futures contracts and how they are used as a hedging strategy.

Definition

Identification should include

- defining a futures contract—a standardized, legal agreement to buy or sell an asset at a predetermined price and quantity on a specified date in the future
- describing how futures contracts allow corporations—especially corporations that are producers and/or consumers of commodities—and investors to hedge against unfavorable price movements of the underlying assets
- describing how corporations invest in the futures market to lock in a more favorable price in advance of a transaction they are required to make in the future
- describing the advantages for investors looking to participate in the futures market, and how it can remove the uncertainty related to the future price of a security or a financial instrument.

Process/Skill Questions

- What is a futures contract?
- What are the advantages of using futures contracts or hedging?
Why would a company enter into a contract to buy or sell an asset at a predetermined price at a specified time in the future?
What are the risks involved if the price swings the other way?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS.05

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**Task Number 97**

**Define terms associated with futures markets.**

**Definition**

Definitions should include

- futures market
- futures contract
- mutual funds
- index funds
- exchange-traded funds
- leverage
- margin
- hedge
- financial derivatives
- underlying asset
- margin call
- stop-loss orders
- short position
- long position
- liquidity
- Commodity Futures Trading Commission (CFTC).

**Process/Skill Questions**

- Why is the futures market attractive to some corporations and investors?
- What are some factors that influence the futures market?
- Why is it important to make market projections?
- What is the difference between hedging and speculating?
- How are spot contracts used?
- How does understanding the history of the futures market help in hedging and speculation?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS.05
Task Number 98
Identify the risks associated with futures contracts.

Definition
Identification should include

- explaining margin
- explaining leverage
- credit risk
- margin risk
- market risk
- volatility risk
- price risk.

Process/Skill Questions

- Why do companies use future contracts?
- What is a futures’ contract, and why would an agribusiness want to enter into this type of a contract?
- What is a hedge, and why is this type of investment used by farmers?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS.05

Using Business Laws in Agribusiness

Task Number 99 Optional
Describe laws concerning agribusiness.

Definition
Description should include, but is not limited to, an explanation of the following laws:


Process/Skill Questions

- What is the history of the U.S. Farm Bill?
• How do federal laws affect agribusinesses?
• What agricultural agencies monitor bills and laws affecting American farmers?
• What effect does CWA have on farmers?
• What effect did the FIFRA have on the pesticide applicators?
• What effect did the ESA have on hunting regulations?
• What are some possible consequences of not following these laws?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS.02

Task Number 100
Describe the intent of common state and federal laws that apply to agribusinesses.

Definition
Description should include

• identifying state laws and codes that apply to agribusinesses
• identifying federal laws that apply to agribusinesses (imports, exports, and tariffs)
• explaining country of origin labeling (COOL).

Process/Skill Questions

• Why do we have state laws for businesses?
• How can a business find out about state laws that apply to that business?
• What are some tariff laws related to agribusiness?
• What is the purpose of COOL?
• What are local county laws or regulations for agribusinesses?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS.01.03

Task Number 101
Explain the legal responsibilities of the business to employees and business associates.

Definition
Explanation should include, but is not limited to,
• business' code of ethics
• social responsibility
• quality and safe products at a reasonable price
• equal treatment of employees
• fair pay
• environmental policies
• government regulations and laws.

Process/Skill Questions

• What is a conflict of interest?
• What are some services the government provides for businesses?
• Why is it important that the business has a written code of ethics?
• How might an employee handbook benefit an employer?
• What role does the U.S. Department of Labor take in agricultural employment?
• How is a reasonable price determined?
• What local government regulations and laws apply to agribusiness in the local community?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS.01.04

Evaluating the Agribusiness

Task Number 102
Evaluate selected aspects of the business.

Definition
Evaluation should include

• planning
• research
• resources
• goals
• financing
• management
• staffing
• production
• distribution
• pricing
• marketing
• promotion
• selling.

Process/Skill Questions

• How can a business measure success?
• Why should a business periodically self-evaluate?
• How can the business plan be used in business analysis?
• What steps can be taken if an area of the business falls short of expectations?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS.04

Task Number 103 Optional
Develop quality-control procedures.

Definition
Development of quality-control procedures should include inspection, testing, assurance functions, and quality performance of employees.

Process/Skill Questions

• What is meant by quality control?
• Why is quality control important?
• What are some possible mistakes that could occur during production?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS.01.04
ABS.04.02

Task Number 104
Analyze sales and production records.

Definition
Analysis should compare sales and production records, indicating whether enough products are available for sale.

Process/Skill Questions

• Why is it necessary for a business to analyze its records?
• What should a business analysis include?
• What problems may arise if there are too many products available?
• What problems may arise if there are not enough products available?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS.02

Task Number 105

Analyze inventory records.

Definition
Analysis should include

• conducting inventory
• comparing the current inventory to the inventory records on file
• summarizing the trends
• summarizing the inventory turnover
• determining the efficient level of inventory for the agribusiness.

Process/Skill Questions

• Why is it necessary for a business to analyze its inventory records?
• What should an inventory analysis include?
• How can inventory be used as collateral for loans?
• What are problems related to excess inventory at the end of the fiscal year?
• What is just-in-time inventory control?
• What specific tools or formulas are available to evaluate the health of the business?
• How is the efficient level of inventory determined?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS.02

Task Number 106 Optional

Evaluate a profit-distribution plan.

Definition
Evaluation should

• be based on business structure
• determine how profits should be allocated (e.g., savings, investments in the business, improvement/expansion).

**Process/Skill Questions**

• How should the profit of the business be allocated?
• How does business structure influence profit allocation?
• What are common needs of a business that might be met by profit allocation?
• What options are available for profit allocation?
• Who determines profit allocation?
• How often should profit allocation occur?
• What is a profit distribution plan?

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**Task Number 107**

**Complete mock income tax forms.**

**Definition**

Completion should include

• W-2
• 1040
• 1040A
• 1040EZ
• SC-18
• Schedule F
• Schedule C
• quarterly form for self-employed individuals.

**Process/Skill Questions**

• When must individuals file tax forms?
• When would a 1040EZ form not be able to be filed?
• Why do self-employed individuals pay income tax on a quarterly basis?
• What are the implications of not filing tax forms? When would one not file tax forms?

**Agriculture, Food, and Natural Resources (AFNR) Standards**

EPF.16
Task Number 108
Evaluate net worth and P&L statements.

Definition

Evaluation should include purpose and interpretation of the following financial statements:

- Balance sheet
  - Assets
  - Liabilities
  - Shareholder equity
- P&L statement
  - Revenues
  - Costs
  - Expenses
- Cashflow statement
  - Cash inflows
  - Cash outflows

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 one’s net worth to determine qualification for a loan?
- How can one improve one’s net worth? .
- What is the difference between current and non-current liabilities?
- What is meant by non-cash income?
- What is an example of a non-cash expense?
- How does a business use a P&L statement?
- What is the difference between a cash flow and a P&L statement? When should one evaluate a P&L statement?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS.04.03

ABS.01.03
Task Number 109
Develop an organizational chart.

Definition
Development should include

- understanding the function of a job description
- explaining the purpose of an organizational chart
  - elements to be included
  - how it will be used in agribusiness
- writing a job description
- posting a job description.

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 agribusiness?
- 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?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS.04.02

Incorporating Mechanical Skills as Related to the Agribusiness Systems Pathway

Task Number 110
Demonstrate safety practices and procedures in agricultural mechanics adhering to all safety requirements, industry recommended practices, and instructor guidelines.

Definition

Demonstrating safe practices and procedures must include

- passing written tests with 100 percent accuracy on
  - general lab/workshop safety
  - safety and operating procedures for all tools, equipment, and machinery
- the major parts of all tools, equipment, and machinery
- passing a proficiency/performance test with 100 percent accuracy for all tools, equipment, and machinery
- following manufacturer instructions and reviewing safety manuals, when applicable
- following all safety guidelines and procedures when using tools, equipment, and machinery in the agricultural mechanics laboratory or areas related to plant systems
- selecting appropriate personal protective equipment (PPE) for the operation of concern
- following the safety standards and regulations of the U.S. Environmental Protection Agency (EPA), Occupational Safety and Health Administration (OSHA), the Equipment and Engine Training Council (EETC) Education Committee, and safety data sheets (SDS).

**Process/Skill Questions**

- Why is it important to have every student achieve 100 percent on the state/local safety test?
- What are some examples of basic housekeeping standards?
- What is the appropriate procedure for selecting and using a fire extinguisher?
- What do the colors in the safety color-coding system indicate relative to the degree of hazard?
- What information should be sent with emergency responders to the hospital with the student if a chemical is splashed in an eye or wound?
- What agency requires labs/workshops and businesses to use the services of companies such as Safety Clean?
- What are the dangers of running an engine in a confined space without proper ventilation?
- Why is it important to achieve 100 percent accuracy on tests regarding safety and operating procedures before using tools, equipment, and machinery?

**Agriculture, Food, and Natural Resources (AFNR) Standards**

CS.03.04

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**Task Number 111**

**Demonstrate equipment safety and operation as they relate to the agribusiness systems pathway adhering to all safety requirements, industry recommended practices, and instructor guidelines.**

**Definition**

Demonstration should include

- using applicable PPE
- using language, symbols, and procedures related to the operation of equipment
- operating equipment, following instructor and manufacturer specifications and guidelines
- identifying and using power tools and equipment, following all safety procedures according to manufacturer specifications and using industry recommended practices and instructor guidelines.

**Process/Skill Questions**
• Why are symbols used for the operation of equipment?
• Where can one find the safety rules for using the equipment at school?

**Agriculture, Food, and Natural Resources (AFNR) Standards**

CRP.01.01

CS.03.01

CS.03.02

CS.03.03

CS.03.04

PST.01.02

PST.02.01

PST.02.02

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**Task Number 112**

**Demonstrate standard measurement techniques used in the agribusiness systems pathway.**

**Definition**

Demonstration may include

• accurately reading a ruler with graduations in standard and metric units
• calculating volume and area
• using conversion factors (e.g., fractions to decimals, pints to quarts, feet to meters)
• using calculations of basic decimals and fractions.

**Process/Skill Questions**

• What measurement techniques are frequently used in plant science?
• Why is it important to be able to use conversion factors?

**Agriculture, Food, and Natural Resources (AFNR) Standards**

CRP.01.01

CS.03.01

CS.03.02
Task Number 113

Demonstrate drawing for agricultural mechanics as it relates to the agribusiness systems pathway.

Definition
Demonstration may include
- identifying and selecting equipment and supplies for drawing
- drawing views of objects and landscaping plans
- drawing a laboratory project plan
- exploring computer-aided design (CAD) programs.

Process/Skill Questions

- What views of objects can be drawn?
- What are the steps in drawing an object?
- What is the purpose of a project plan?
- What CAD programs are used in the plant systems career pathway?
- What are the advantages of using CAD programs?

Agriculture, Food, and Natural Resources (AFNR) Standards

PST.04.01
Task Number 114 Optional
Demonstrate metalworking operations as they relate to the agribusiness systems pathway adhering to all safety requirements, industry recommended practices, and instructor guidelines.

Definition
Examination may include

- identifying and using tools and equipment, following all safety procedures according to manufacturer specifications, using industry recommended practices, and following instructor guidelines
- identifying applicable PPE
- identifying metals by physical properties
- identifying metalworking tools, equipment, and supplies
- identifying the processes involved in changing the physical property of metals
- identifying and selecting tools, equipment, and supplies for tool fitting
- reconditioning an agricultural mechanics tool
- identifying arc and gas welding tools, equipment, and supplies
- using the arc and gas welding equipment, following all safety procedures, using industry recommended practices, and following instructor guidelines
- explaining the procedures for down-hand welding
- estimating a bill of materials
- constructing an approved metalworking project, using all safety procedures, following industry recommended practices, and following instructor guidelines
- preparing and applying a finish, following all safety procedures, using industry recommended practices, and following instructor guidelines.

Process/Skill Questions

- How is metalworking used in agriculture?
- What safety measures must be taken when working with metals?
- What steps are involved in changing the physical property of metals?
- What are the appropriate procedures for each application of tool fitting?
- What are the steps involved in reconditioning an agricultural mechanics tool?
- Why is tool reconditioning important?
- What safety precautions should be taken when arc welding?
• What steps should be followed when arc welding?
• What safety precautions should be taken when gas welding?
• What is the procedure for performing down-hand welding?
• What steps are involved in constructing a metalworking project?

Agriculture, Food, and Natural Resources (AFNR) Standards

CRP.01.01
CS.03.01
CS.03.02
CS.03.03
CS.03.04
PST.01.02
PST.02.01
PST.02.02
PST.04.02

Task Number 115 Optional
Demonstrate woodworking operations as they relate to the agribusiness systems pathway adhering to all safety requirements, industry recommended practices, and instructor guidelines.

Definition
Examination may include

• identifying all applicable PPE
• identifying and using hand tools, power tools, woodworking tools, and supplies, following all safety procedures according to manufacturer specifications, using industry recommended practices, and following instructor guidelines
• selecting and using wood fasteners estimating a bill of materials
• constructing an agricultural woodworking project, using hand tools, power tools, using all safety procedures, following industry recommended practices, and following instructor guidelines
• preparing and applying finishes, using all safety procedures, following industry recommended practices, and following instructor guidelines.
Process/Skill Questions
• What safety precautions apply to the use of hand tools and power tools? Woodworking tools?
• What types of wood fasteners are available?
• What are the steps in estimating a bill of materials?
• What is the purpose of a bill of materials in project planning?
• What are the steps in constructing a woodworking project?

Agriculture, Food, and Natural Resources (AFNR) Standards

CRP.01.01
CS.03.01
CS.03.02
CS.03.03
CS.03.04
PST.01.02
PST.02.01
PST.02.02
PST.04.02
PST.01.03

Task Number 116 Optional
Demonstrate electrical operations as they relate to the agribusiness systems pathway adhering to all safety requirements, industry recommended practices, and instructor guidelines.

Definition
Examination may include
• identifying all applicable PPE
• explaining the principles, language, and symbols of electricity
• using tools and equipment related to electricity, using all safety procedures, following industry standards, and following instructor guidelines
• using calculations related to electricity
• constructing an approved electrical project, using all safety procedures, following industry standards and instructor guidelines.

**Process/Skill Questions**

- What are the tools used in electrical work?
- What electricity projects would relate to the plant industry?
- How are watts, volts, and amperes calculated?
- What is Ohm’s law?
- How does Ohm’s law apply to electricity?
- What is the proper depth to bury underground cable?
- What class of wire or cable should be used for underground use?
- Why is contacting Virginia811.com essential before excavating?

**Agriculture, Food, and Natural Resources (AFNR) Standards**

CRP.01.01

CS.03.01

CS.03.02

CS.03.03

CS.03.04

PST.01.02

PST.02.01

PST.02.02

PST.04.04
Task Number 117 Optional

Demonstrate small-engine operations as they relate to the agribusiness systems pathway adhering to all safety requirements, industry recommended practices, and instructor guidelines.

**Definition**

Examination may include

- identifying all applicable PPE
- explaining the principles, language, and theory of small engines
- explaining the safety measures and procedures
- identifying the PPE that should be used when repairing small engines
- using tools and equipment related to small engines, using all safety procedures, following industry standards, and following instructor guidelines
- completing an approved small-engine project (e.g., troubleshooting, maintaining, servicing) using all safety procedures, following industry standards, and following instructor guidelines.

**Process/Skill Questions**

- What are the symbols used in small-engine work?
- What are the tools used in small-engine work?
- What small-engine projects would relate to the plant systems pathway?
- Why is an annual engine maintenance program important?

**Agriculture, Food, and Natural Resources (AFNR) Standards**

CRP.01.01

CS.03.01

CS.03.02

CS.03.03

CS.03.04

PST.01.02

PST.02.01

PST.02.02
Task Number 118 Optional
Demonstrate plumbing operations as they relate to the agribusiness systems pathway adhering to all safety requirements, industry recommended practices, and instructor guidelines.

Definition
Examination may include

- explaining the principles, language, and symbols of plumbing
- explaining the safety measures that should be followed when conducting plumbing operations
- using tools and equipment related to plumbing, using all safety procedures, following industry standards, and following instructor guidelines
- using calculations related to plumbing
- completing an approved plumbing project, using tools and equipment related to plumbing, using all safety procedures, and following industry standards and instructor guidelines.

Process/Skill Questions

- What are the tools used in plumbing work?
- What plumbing projects would relate to the plant systems pathway?

Agriculture, Food, and Natural Resources (AFNR) Standards

CRP.01.01
CS.03.01
CS.03.02
CS.03.03
CS.03.04
PST.01.02
PST.02.01
PST.02.02
PST.03.01
## SOL Correlation by Task

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Task/Competency</th>
<th>SOL Correlations</th>
</tr>
</thead>
<tbody>
<tr>
<td>39</td>
<td>Identify the role of supervised agricultural experiences (SAEs) in agricultural education.</td>
<td>English: 12.3, 12.5, 12.8</td>
</tr>
<tr>
<td>40</td>
<td>Participate in an SAE.</td>
<td>English: 12.5, 12.6, 12.7, 12.8</td>
</tr>
<tr>
<td><strong>Exploring Leadership Opportunities through FFA</strong></td>
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</tr>
<tr>
<td>41</td>
<td>Identify the benefits and responsibilities of FFA membership.</td>
<td>English: 12.5</td>
</tr>
<tr>
<td>42</td>
<td>Describe leadership characteristics and opportunities as they relate to agriculture and FFA.</td>
<td>English: 12.5</td>
</tr>
<tr>
<td>43</td>
<td>Apply for an FFA degree and/or an agricultural proficiency award.</td>
<td>English: 12.5, 12.8</td>
</tr>
<tr>
<td><strong>Training for Leadership in the Agribusiness</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>Explain how the essential skills of a manager are related to the success of an agribusiness.</td>
<td>English: 12.5</td>
</tr>
<tr>
<td>45</td>
<td>Develop community partnerships by networking with local, state, and national agencies.</td>
<td>English: 12.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>History: Govt 7, 8, 9</td>
</tr>
<tr>
<td>46</td>
<td>Investigate how a community partnership or agency is responding to a current issue related to one’s agribusiness.</td>
<td>English: 12.5</td>
</tr>
<tr>
<td>47</td>
<td>Demonstrate techniques to motivate, coach, counsel, and reward individuals and teams.</td>
<td></td>
</tr>
<tr>
<td><strong>Developing Employability Skills</strong></td>
<td></td>
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</tr>
<tr>
<td>48</td>
<td>Update a professional online presence.</td>
<td>English: 12.2, 12.5</td>
</tr>
<tr>
<td>49</td>
<td>Update a résumé.</td>
<td>English: 12.5, 12.6, 12.7</td>
</tr>
<tr>
<td>50</td>
<td>Maintain a portfolio.</td>
<td>English: 12.5, 12.6, 12.7</td>
</tr>
<tr>
<td>51</td>
<td>Research potential employers.</td>
<td>English: 12.5, 12.8</td>
</tr>
<tr>
<td>52</td>
<td>Explain employee incentives and benefits.</td>
<td>English: 12.5</td>
</tr>
<tr>
<td>53</td>
<td>Submit a cover letter, résumé, and portfolio electronically.</td>
<td>English: 12.6, 12.7</td>
</tr>
<tr>
<td>54</td>
<td>Examine career advancement requirements related to one’s career goals.</td>
<td>English: 12.5</td>
</tr>
<tr>
<td>55</td>
<td>Compose a letter of resignation.</td>
<td>English: 12.6, 12.7</td>
</tr>
<tr>
<td>56</td>
<td>Use the SAE Record Book or an alternative method to document the SAE.</td>
<td></td>
</tr>
<tr>
<td>57</td>
<td>Explain the benefits of SAE/Work-Based Learning (WBL).</td>
<td>English: 12.5, 12.6, 12.7</td>
</tr>
<tr>
<td><strong>Managing Human Resources in an Agribusiness Enterprise</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>58</td>
<td>Describe the hiring process.</td>
<td>English: 12.5</td>
</tr>
<tr>
<td>59</td>
<td>Develop an employee training plan.</td>
<td>English: 12.5</td>
</tr>
<tr>
<td>Task No.</td>
<td>Task/Competency</td>
<td>SOL Correlations</td>
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<tr>
<td>---------</td>
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</tr>
<tr>
<td>60</td>
<td>Describe the employee evaluation process.</td>
<td>English: 12.5</td>
</tr>
<tr>
<td>61</td>
<td>Examine legal issues and labor laws relevant to agribusiness.</td>
<td>English: 12.5, 12.8</td>
</tr>
<tr>
<td>62</td>
<td>Describe the process for terminating employees.</td>
<td>English: 12.5</td>
</tr>
<tr>
<td></td>
<td><strong>Making Consumer Choices</strong></td>
<td></td>
</tr>
<tr>
<td>63</td>
<td>Explain the importance of having a good credit rating.</td>
<td>English: 12.5</td>
</tr>
<tr>
<td>64</td>
<td>Analyze the five C’s of credit and their impact on the ability to obtain credit.</td>
<td>English: 12.5</td>
</tr>
<tr>
<td>65</td>
<td>Evaluate the effect of a credit rating on financial decisions and potential transactions.</td>
<td>English: 12.5</td>
</tr>
<tr>
<td>66</td>
<td>Complete a sample credit application.</td>
<td>English: 12.6, 12.7</td>
</tr>
<tr>
<td>67</td>
<td>Compare the terms and conditions of various sources of consumer credit.</td>
<td>English: 12.3, 12.5</td>
</tr>
<tr>
<td>68</td>
<td>Compare the costs and conditions of various types of loans.</td>
<td>English: 12.5</td>
</tr>
<tr>
<td>69</td>
<td>Compare the differences among the various types of bankruptcies.</td>
<td>English: 12.5</td>
</tr>
<tr>
<td>70</td>
<td>Calculate payment schedules for a loan, using spreadsheets, calculators, and/or online tools.</td>
<td>English: 12.5</td>
</tr>
<tr>
<td>71</td>
<td>Identify strategies for effective debt management, including sources of assistance.</td>
<td>English: 12.5</td>
</tr>
<tr>
<td>72</td>
<td>Distinguish among the types, costs, and benefits of insurance.</td>
<td>English: 12.5</td>
</tr>
<tr>
<td>73</td>
<td>Create a guarantee, a warranty, and a contract.</td>
<td>English: 12.5</td>
</tr>
<tr>
<td></td>
<td><strong>Managing Financial Records and Reports</strong></td>
<td></td>
</tr>
<tr>
<td>74</td>
<td>Maintain accurate records using generally accepted accounting principles (GAAP).</td>
<td>English: 12.5, 12.6, 12.7</td>
</tr>
<tr>
<td>75</td>
<td>Use financial ratios to make business decisions.</td>
<td>English: 12.5</td>
</tr>
<tr>
<td>76</td>
<td>Create records.</td>
<td>English: 12.5, 12.6, 12.7</td>
</tr>
<tr>
<td>77</td>
<td>Create a rent/lease agreement.</td>
<td>English: 12.5, 12.6, 12.7</td>
</tr>
<tr>
<td>78</td>
<td>Maintain a filing system using generally accepted accounting principles (GAAP).</td>
<td>English: 12.5, 12.6, 12.7</td>
</tr>
<tr>
<td>79</td>
<td>Complete a mock business tax form.</td>
<td>English: 12.6, 12.7</td>
</tr>
<tr>
<td></td>
<td><strong>Understanding International Economics</strong></td>
<td></td>
</tr>
<tr>
<td>80</td>
<td>Describe the benefits and challenges of global trade.</td>
<td>English: 12.3, 12.5</td>
</tr>
<tr>
<td>81</td>
<td>Describe local, regional, national, and international labor trends affecting agribusiness.</td>
<td>English: 12.3, 12.5</td>
</tr>
<tr>
<td></td>
<td><strong>Managing the Agribusiness Enterprise</strong></td>
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<tr>
<td></td>
<td>Activity</td>
<td>Difficulty</td>
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<tr>
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<td>--------------------------------------------------------------------------</td>
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<tr>
<td>82</td>
<td>Examine the development of a new product or service for an agribusiness.</td>
<td>English: 11.5, 12.5</td>
</tr>
<tr>
<td>83</td>
<td>Research resources, mentors, and professional advisors to aid in agribusiness development and management.</td>
<td>English: 12.8,</td>
</tr>
<tr>
<td>84</td>
<td>Identify management roles and responsibilities.</td>
<td>English: 12.5</td>
</tr>
<tr>
<td>85</td>
<td>Identify time-management techniques.</td>
<td>English: 12.5</td>
</tr>
<tr>
<td>86</td>
<td><strong>Marketing Agricultural Products or Services</strong></td>
<td></td>
</tr>
<tr>
<td>86</td>
<td>Select the products or services to be marketed by the agribusiness.</td>
<td>English: 11.5, 12.5</td>
</tr>
<tr>
<td>87</td>
<td>Conduct market research.</td>
<td>English: 12.8,</td>
</tr>
<tr>
<td>88</td>
<td>Select target markets for agricultural products.</td>
<td>English: 12.5</td>
</tr>
<tr>
<td>89</td>
<td>Investigate technological trends in marketing an agribusiness and its products and/or services.</td>
<td>English: 12.5</td>
</tr>
<tr>
<td>90</td>
<td>Develop a marketing plan for a product or service for an agribusiness.</td>
<td>English: 12.1, 12.5</td>
</tr>
<tr>
<td>91</td>
<td>Develop various types of advertising media to market agribusiness products and services.</td>
<td>English: 12.1, 12.5</td>
</tr>
<tr>
<td>92</td>
<td>Evaluate the marketing process based on a marketing plan.</td>
<td>English: 12.5</td>
</tr>
<tr>
<td>93</td>
<td>Deliver a business presentation.</td>
<td>English: 12.1, 12.5</td>
</tr>
<tr>
<td>94</td>
<td><strong>Investigating Commodity Markets, Futures Markets, and Hedging Contracts</strong></td>
<td></td>
</tr>
<tr>
<td>94</td>
<td>Identify the basics of commodity markets.</td>
<td>English: 12.3, 12.5</td>
</tr>
<tr>
<td>95</td>
<td>Identify the basics of the futures market.</td>
<td>English: 12.5</td>
</tr>
<tr>
<td>96</td>
<td>Identify the basics of futures contracts and how they are used as a hedging strategy.</td>
<td>English: 12.3, 12.5</td>
</tr>
<tr>
<td>97</td>
<td>Define terms associated with futures markets.</td>
<td>English: 12.3</td>
</tr>
<tr>
<td>98</td>
<td>Identify the risks associated with futures contracts.</td>
<td>English: 12.5</td>
</tr>
<tr>
<td>99</td>
<td><strong>Using Business Laws in Agribusiness</strong></td>
<td></td>
</tr>
<tr>
<td>99</td>
<td>Describe laws concerning agribusiness.</td>
<td>English: 12.5</td>
</tr>
<tr>
<td></td>
<td>History: Govt 7, 8, 9</td>
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<tr>
<td>100</td>
<td>Describe the intent of common state and federal laws that apply to agribusinesses.</td>
<td>English: 12.5</td>
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<td></td>
<td>History: Govt 7, 8, 9</td>
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<tr>
<td>101</td>
<td>Explain the legal responsibilities of the business to employees and business associates.</td>
<td>English: 12.5</td>
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<tr>
<td></td>
<td>History: Govt 7, 8, 9</td>
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<tr>
<td>102</td>
<td><strong>Evaluating the Agribusiness</strong></td>
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<tr>
<td>102</td>
<td>Evaluate selected aspects of the business.</td>
<td>English: 12.5</td>
</tr>
<tr>
<td>103</td>
<td>Develop quality-control procedures.</td>
<td>English: 12.5</td>
</tr>
<tr>
<td>104</td>
<td>Analyze sales and production records.</td>
<td>English: 12.5</td>
</tr>
<tr>
<td>105</td>
<td>Analyze inventory records.</td>
<td>English: 12.5</td>
</tr>
<tr>
<td>106</td>
<td>Evaluate a profit-distribution plan.</td>
<td>English: 12.5</td>
</tr>
<tr>
<td>107</td>
<td>Complete mock income tax forms.</td>
<td>English: 12.6, 12.7</td>
</tr>
<tr>
<td>109</td>
<td>Develop an organizational chart.</td>
<td>English: 12.5, 12.6, 12.7</td>
</tr>
</tbody>
</table>
## Incorporating Mechanical Skills as Related to the Agribusiness Systems Pathway

<table>
<thead>
<tr>
<th></th>
<th>Activity</th>
<th>English: 12.5</th>
<th>Science: CH.1</th>
</tr>
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<tbody>
<tr>
<td>110</td>
<td>Demonstrate safety practices and procedures in agricultural mechanics adhering to all safety requirements, industry recommended practices, and instructor guidelines.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>111</td>
<td>Demonstrate equipment safety and operation as they relate to the agribusiness systems pathway adhering to all safety requirements, industry recommended practices, and instructor guidelines.</td>
<td></td>
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<tr>
<td>112</td>
<td>Demonstrate standard measurement techniques used in the agribusiness systems pathway.</td>
<td></td>
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</tr>
<tr>
<td>113</td>
<td>Demonstrate drawing for agricultural mechanics as it relates to the agribusiness systems pathway.</td>
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<tr>
<td>114</td>
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<tr>
<td>115</td>
<td>Demonstrate woodworking operations as they relate to the agribusiness systems pathway adhering to all safety requirements, industry recommended practices, and instructor guidelines.</td>
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<tr>
<td>116</td>
<td>Demonstrate electrical operations as they relate to the agribusiness systems pathway adhering to all safety requirements, industry recommended practices, and instructor guidelines.</td>
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<td>PH.11</td>
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<tr>
<td>117</td>
<td>Demonstrate small-engine operations as they relate to the agribusiness systems pathway adhering to all safety requirements, industry recommended practices, and instructor guidelines.</td>
<td></td>
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</tr>
<tr>
<td>118</td>
<td>Demonstrate plumbing operations as they relate to the agribusiness systems pathway adhering to all safety requirements, industry recommended practices, and instructor guidelines.</td>
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</tr>
</tbody>
</table>

## 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 Operations II (8024)

### Career Cluster: Agriculture, Food and Natural Resources

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Occupations</th>
</tr>
</thead>
</table>
| **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

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Occupations</th>
</tr>
</thead>
</table>
| **Power, Structural, and Technical Systems** | Agricultural Equipment Parts Manager  
Agricultural Equipment Parts Salesperson |
### Accounting
- Accountant
- Accounting Clerk
- Controller
- Cost Analyst
- Management Accountant
- Merger and Acquisitions Manager
- Personal Financial Advisor
- Revenue Agent
- 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

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**Career Cluster: Marketing**
<table>
<thead>
<tr>
<th>Pathway</th>
<th>Occupations</th>
</tr>
</thead>
</table>
| 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  
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 |