Agricultural Business Operations II

8024/36 weeks

Table of Contents

Acknowledgments .......................................................................................................................... 1
Task Essentials Table ................................................................................................................... 2
Curriculum Framework ............................................................................................................... 5
Exploring Leadership Opportunities through FFA ................................................................. 7
Training for Leadership in Agribusiness .................................................................................. 10
Developing Employability Skills ............................................................................................. 14
Planning the Agribusiness Enterprise ..................................................................................... 19
Managing Financial Records and Reports .............................................................................. 26
Performing Electronic Operations for an Agribusiness Enterprise ........................................ 32
Managing Human Resources in an Agribusiness ................................................................. 35
Operating the Agribusiness ....................................................................................................... 38
Using Business Laws in Agribusiness .................................................................................... 50
Marketing Agricultural Products or Services ......................................................................... 52
Understanding International Business ................................................................................... 56
Incorporating Mechanical Skills as Related to the Agribusiness Systems Pathway ................ 57
SOL Correlation by Task ......................................................................................................... 66
Appendix: Credentials, Course Sequences, and Career Cluster Information ............................ 71

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: 11 or 12

This course builds upon knowledge gained in Agricultural Business Fundamentals (8022) and emphasizes agricultural occupations, business procedures, merchandising, marketing, agribusiness management, and emerging and niche markets. Students will learn about agricultural products, the agricultural service industry, and leadership development. Students will participate in supervised agricultural experiences (SAE), leadership opportunities, and will investigate postsecondary options.

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>
<td></td>
</tr>
</tbody>
</table>

39  +  Identify the role of supervised agricultural experiences (SAEs) in agricultural education.
40  +  Participate in an SAE.

**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 Agribusiness**

44  +  Identify the benefits of community involvement and networking with local, state, and national agencies.
45  +  Identify the benefits of advocating for the agricultural industry.
46  +  Explain the importance of developing collaborative relationships.
47  +  Practice strategies for effective communication that ensure clarity, logic, purpose, and professionalism in formal and informal settings.
48  +  Organize meetings.
49  +  Facilitate a meeting.

**Developing Employability Skills**

50  +  Update professional online presence.
51  +  Update a résumé.
52  +  Create a portfolio.
53  +  Research a potential employer.
54  +  Submit a cover letter, résumé, and portfolio electronically.
55  +  Use the SAE Record Book or an alternative method to document the SAE.
56  +  Participate in a mock interview.
57  +  Explain the benefits of SAE/Work-Based Learning (WBL).

**Planning the Agribusiness Enterprise**

58  +  Identify administrative, mechanical, communication, and decision-making skills necessary for success in an agribusiness.
59  +  Develop a timeline for starting a business.
60  +  Examine principles of business etiquette.
61  +  Determine the products and/or services the agribusiness enterprise will provide.
62  +  Identify the major parts of a business plan.
63  +  Develop a business plan.
64  +  Identify components of operational plans.
65  +  Describe strategies to manage or mitigate risks associated with an agribusiness.
66  +  Explain the importance of insurance coverage.
67  +  Identify various inventory procedures.

**Managing Financial Records and Reports**

68  +  Apply generally accepted accounting principles (GAAP), systems, tools, and applicable laws
and regulations to record, track, and audit business transactions.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>69</td>
<td>Explain how cash budgets are used to achieve the goals of an agribusiness.</td>
</tr>
<tr>
<td>70</td>
<td>Explain how credit budgets and credit are used to achieve the goals of an agribusiness.</td>
</tr>
<tr>
<td>71</td>
<td>Identify methods of extending credit.</td>
</tr>
<tr>
<td>72</td>
<td>Summarize financial information and reports to monitor business performance and support decision making.</td>
</tr>
<tr>
<td>73</td>
<td>Prepare net worth and P&amp;L statements.</td>
</tr>
<tr>
<td>74</td>
<td>Explain the importance of using data to evaluate business operations.</td>
</tr>
<tr>
<td>75</td>
<td>Present an analysis of data collected with leading technology.</td>
</tr>
</tbody>
</table>

**Performing Electronic Operations for an Agribusiness Enterprise**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>76</td>
<td>Identify methods for preventing importation of computer viruses.</td>
</tr>
<tr>
<td>77</td>
<td>Identify essential software, apps, and tools for agribusiness operations.</td>
</tr>
<tr>
<td>78</td>
<td>Synthesize data gathered using leading technologies.</td>
</tr>
<tr>
<td>79</td>
<td>Explain vulnerabilities and threat mitigation strategies related to agribusiness operations.</td>
</tr>
</tbody>
</table>

**Managing Human Resources in an Agribusiness**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>80</td>
<td>Develop an organizational chart.</td>
</tr>
<tr>
<td>81</td>
<td>Create a job description.</td>
</tr>
<tr>
<td>82</td>
<td>Develop employee schedules.</td>
</tr>
<tr>
<td>83</td>
<td>Establish workflow.</td>
</tr>
<tr>
<td>84</td>
<td>Describe employer obligations to employees.</td>
</tr>
<tr>
<td>85</td>
<td>Compute gross and net pay.</td>
</tr>
</tbody>
</table>

**Operating the Agribusiness**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>86</td>
<td>Identify hazards that may cause fire, injury, or poisoning.</td>
</tr>
<tr>
<td>87</td>
<td>Identify safety procedures and equipment necessary for agribusiness systems.</td>
</tr>
<tr>
<td>88</td>
<td>Perform applicable workplace skills adhering to all safety requirements, industry recommended practices, and instructor guidelines.</td>
</tr>
<tr>
<td>89</td>
<td>Identify essential tools, machinery and/or equipment for an agribusiness enterprise.</td>
</tr>
<tr>
<td>90</td>
<td>Develop a tool, machinery, and/or equipment maintenance plan.</td>
</tr>
<tr>
<td>91</td>
<td>Interpret animal, plant, soil, and/or mechanical test results.</td>
</tr>
<tr>
<td>92</td>
<td>Identify selected chemicals, medicines, and other hazardous materials used in an agribusiness.</td>
</tr>
<tr>
<td>93</td>
<td>Make a follow-up call or visit to a potential customer.</td>
</tr>
<tr>
<td>94</td>
<td>Complete a rent/lease agreement.</td>
</tr>
<tr>
<td>95</td>
<td>Maintain a filing system using generally accepted accounting principles (GAAP).</td>
</tr>
<tr>
<td>96</td>
<td>Prepare customer account statements.</td>
</tr>
<tr>
<td>97</td>
<td>Identify banking services.</td>
</tr>
<tr>
<td>98</td>
<td>Maintain a business checking account.</td>
</tr>
<tr>
<td>99</td>
<td>Identify information needed to complete common tax forms.</td>
</tr>
<tr>
<td>100</td>
<td>Complete mock income tax forms.</td>
</tr>
<tr>
<td>101</td>
<td>Write letters or emails to customers.</td>
</tr>
<tr>
<td>102</td>
<td>Draft a response to a customer complaint.</td>
</tr>
</tbody>
</table>

**Using Business Laws in Agribusiness**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>103</td>
<td>Describe the intent of common state and federal laws that apply to agribusiness.</td>
</tr>
<tr>
<td>104</td>
<td>Explain elements of sales and purchase contracts.</td>
</tr>
<tr>
<td>105</td>
<td>Explain a guarantee, a warranty, and a contract.</td>
</tr>
</tbody>
</table>

**Marketing Agricultural Products or Services**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>106</td>
<td>Conduct market research.</td>
</tr>
<tr>
<td>107</td>
<td>Select target markets for agricultural products and/or services.</td>
</tr>
<tr>
<td>108</td>
<td>Describe the channels of distribution for agricultural products.</td>
</tr>
<tr>
<td>Competency</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>-------------</td>
</tr>
<tr>
<td>109</td>
<td>Determine the selling price of agricultural commodities.</td>
</tr>
<tr>
<td>110</td>
<td>Market agricultural products.</td>
</tr>
<tr>
<td>111</td>
<td>Implement marketing strategies.</td>
</tr>
<tr>
<td>112</td>
<td>Identify the components of a successful sale.</td>
</tr>
</tbody>
</table>

**Understanding International Business**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>113</td>
<td>Explain economic interdependence.</td>
</tr>
<tr>
<td>114</td>
<td>Explain how international business influences the balance of trade in importing and exporting.</td>
</tr>
</tbody>
</table>

**Incorporating Mechanical Skills as Related to the Agribusiness Systems Pathway**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>115</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>116</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>117</td>
<td>Demonstrate standard measurement techniques used in the agribusiness systems pathway.</td>
</tr>
<tr>
<td>118</td>
<td>Demonstrate drawing for agricultural mechanics as it relates to the agribusiness systems pathway.</td>
</tr>
<tr>
<td>119</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>120</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>
</tr>
<tr>
<td>121</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>122</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>123</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>
</tr>
</tbody>
</table>

Legend: ☑Essential ☐Non-essential ☒Omitted

---

**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).
Task Number 39
Identify the role of supervised agricultural experiences (SAEs) in agricultural education.

Definition
Identification should include

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

Teacher Resource:

- [SAE Resources](https://thecouncil.ffa.org/sae-resources/), National Council for Agricultural Education

Process/Skill Questions

- What are examples of SAEs related to this course and in the AFNR industries?
- Where can a copy of the Virginia SAE Record Book be found?
- What is an Immersion SAE?
- How does a placement/internship SAE differ from an ownership/entrepreneurship SAE?
- How does an SAE provide relevant work experience and contribute to the development of critical thinking skills?
- How is the SAE an extended individualized instructional component of a student’s Career Plan of Study?
- How can an SAE be used to provide evidence of student growth and participation in authentic, work-related tasks?
- What are the four types of SAEs?
- What are the advantages of participating in work-based learning experiences and projects?
- How does one choose an appropriate SAE in which to participate?
Task Number 40

Participate in an SAE.

Definition
Participation should include

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

Teacher Resources:
- FFA SAE (https://thecouncilffa.org/sae/)
- The Agricultural Experience Tracker (AET) (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?

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
  o 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
  o Greenhand
  o Chapter
  o State
  o American
• identifying proficiency award areas
  o entrepreneurship
  o placement
  o combined
  o 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?

Training for Leadership in Agribusiness

Task Number 44
Identify the benefits of community involvement and networking with local, state, and national agencies.
Definition
Identification should include, but is not limited to,

• meeting people
• gaining experience
• improving abilities
• managing time
• locating advocates outside of the agriculture industry (e.g., chamber of commerce, other associations).

Process/Skill Questions

• Why is it important for individuals to become involved in their community?
• What opportunities exist for community involvement?
• How could one locate and connect with local, state, and/or national agencies?
• What are some factors to consider before becoming involved with a community group?

Agriculture, Food, and Natural Resources (AFNR) Standards

CRP.01.03

Task Number 45
Identify the benefits of advocating for the agricultural industry.
Definition
Identification should include
• the issues common to agricultural lobbying, such as
  o environmental
  o agricultural technology
  o animal
  o agricultural careers
  o economy and trade
  o agricultural policy
  o food safety
  o biotechnology
• the effects of these issues on the agriculture industry.

Teacher Resource:

• Focusing on Agriculture Issues Instructional Units (https://web.ics.purdue.edu/~peters/HTML/issues.html)

Process/Skill Questions

• Who advocates for the agricultural industry?
• Who lobbies against the agricultural industry? What tactics do they use?

Agriculture, Food, and Natural Resources (AFNR) Standards

CS.01.01
CS.01.02
CS.01.03
CS.02

Task Number 46
Explain the importance of developing collaborative relationships.

Definition
Explanation should include

• list of local, school, community, state, and federal organizations
• identification of collaboration opportunities, such as
  o mentorships
  o internships
  o participation on advisory committees.
Process/Skill Questions

• Why is it important to develop partnerships with other organizations?
• What local organizations exist that one might develop partnerships with?
• With what school organizations might an agricultural student or organization develop partnerships?
• How would a collaborative relationship help one’s FFA chapter and/or one’s relationship in the community?
• What are some agricultural organizations in the local community?
• What project/activity are you involved with that would benefit from a partnership?

Agriculture, Food, and Natural Resources (AFNR) Standards

CRP.12.01

---

Task Number 47

Practice strategies for effective communication that ensure clarity, logic, purpose, and professionalism in formal and informal settings.

Definition

Practice should include

• active listening
• reflective listening
• awareness of nonverbal communications
  o posture
  o clothing
  o gestures
  o eye contact
• constructive feedback
• transparency (i.e., openness and accessibility)
• adherence to business etiquette and cultural customs
• accuracy.

Process/Skill Questions

• What is the definition of etiquette?
• How can a lack of knowledge regarding cultural customs result in miscommunication?

Agriculture, Food, and Natural Resources (AFNR) Standards

CRP.04
Task Number 48
Organize meetings.

Definition
Organization should include preparations for

- in-person meetings
  - preparing an agenda
  - following parliamentary procedure
  - submitting minutes (including special programs)
  - parliamentary procedures
- virtual meetings
  - sending invitations
  - troubleshooting technology issues
  - practicing virtual meeting etiquette.

Process/Skill Questions

- What should be included on a meeting agenda?
- Why is the agenda crucial to the success of a meeting?
- Why is it important to follow parliamentary procedure during business meetings?
- Where can one find out the correct procedure for conducting a chapter meeting?
- What information, in addition to minutes, should be shared with the meeting attendees?

Agriculture, Food, and Natural Resources (AFNR) Standards

CRP 4.01

CRP.11

CRP.12.02

Task Number 49
Facilitate a meeting.

Definition
Facilitation should include leading

- in-person meetings
  - preparing an agenda
  - following parliamentary procedure
  - submitting minutes (including special programs)
• parliamentary procedures
  • virtual meetings
    • preparing an agenda
    • sending invitations
    • troubleshooting technology issues
    • practicing virtual meeting etiquette.

Process/Skill Questions

• What are examples of meeting facilitation techniques?
• What are characteristics of successful meeting facilitators?

Agriculture, Food, and Natural Resources (AFNR) Standards

CRP.12.02

Developing Employability Skills

Task Number 50

Update 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
• recent work-related experiences and accomplishments.

Process/Skill Questions

• What are examples of professional networking platforms?
• Why is it important to manage one’s social networks?

Agriculture, Food, and Natural Resources (AFNR) Standards
Task Number 51
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 and/or leadership roles
- references
- links to professional online accounts.

Process/Skill Questions

- Why is it important to have a résumé?
- Why is it important to include club and community activities on one’s résumé?
- How can the inclusion of club and community service activities enhance a résumé?
- Why is proofreading an important step when preparing a résumé?
- What are the benefits of submitting an electronic résumé?
- How can a task enhance relevant skill sets?
- Who might serve as a reference?
- What should a résumé look like (e.g., font style and size, number of pages)?

Agriculture, Food, and Natural Resources (AFNR) Standards

CRP.04.02

CRP.10.04

Task Number 52
Create a portfolio.

Definition
Creation should include a résumé, a combination of electronic and nonelectronic documents representative of the student's knowledge, skills, and abilities, and a sample of the student’s work, including, but not limited to, SAE documentation, FFA activities, and classroom and/or laboratory projects.

Process/Skill Questions

- What is a portfolio?
- Where can a student get help preparing a portfolio?
• What media can be used to create a portfolio?
• How do employers use portfolios in the hiring process?
• What are some examples of student work that should be included in a portfolio?
• For what types of occupations might an applicant submit a portfolio?

Agriculture, Food, and Natural Resources (AFNR) Standards

CRP.04.02

CRP.10.04

---

**Task Number 53**

**Research a potential employer.**

**Definition**

Research should include

• before applying for a position
  ◦ researching skills the employer values
  ◦ identifying how current skills align with the employer’s needs
  ◦ understanding the products and services the employer provides

• before interviewing
  ◦ reviewing the employer’s mission, history, news, culture
  ◦ gathering professional data regarding potential interviewer, when possible
  ◦ anticipating questions from the interviewer.

**Process/Skill Questions**

• What are ways to research a potential employer?
• What are some of the most common questions employers ask interviewees?
• Why should one practice the interview process prior to the actual interview?

Agriculture, Food, and Natural Resources (AFNR) Standards

CRP.07

CRP.10.04
Task Number 54
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 professionally (e.g., Résumé_Smith)
- ensuring correct grammar, specific content, and professional tone
- securing a reliable proofreader before sending.

Process/Skill Questions

- How does one create an electronic portfolio?

Agriculture, Food, and Natural Resources (AFNR) Standards

CRP.04.02
CRP.10.04

Task Number 55
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 56
Participate in a mock interview.

Definition
Participation should include

- researching the job description
• determining whether the job description matches your knowledge, skills, and abilities (KSAs), and whether your KSAs are reflective of the employer’s needs
• creating possible interview questions
• using proper interviewing techniques
• following up with a thank you letter, email, and/or phone call.

Process/Skill Questions

• How can a person prepare for a job interview?
• How should a person conduct himself/herself during a job interview?
• When can one ask questions during an interview?
• What specific questions might one ask about the company?
• Why is it important to research a company prior to an interview?

Agriculture, Food, and Natural Resources (AFNR) Standards

CRP.10.04

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 WBL opportunities
  o job shadowing
  o service learning
  o mentorship
  o externship
  o school-based enterprise
  o internship
  o entrepreneurship
  o clinical experience
  o cooperative education
  o 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 business owner or employer?

Planning the Agribusiness Enterprise

Task Number 58
Identify administrative, mechanical, communication, and decision-making skills necessary for success in an agribusiness.

Definition
Identification should include

- administrative skills
  - using math to analyze and present business information, solve problems, and make decisions
  - using computers and technology to make business more effective and efficient
  - drafting business reports and conducting clerical tasks
  - creating records, monitoring, and reporting financial information
  - making business decisions based on the global market and economy
  - using the principles of agribusiness to purchase and/or sell products and services
  - monitoring and improving business performance by collecting, analyzing, and communicating relevant information
  - using analytics to generate solutions to business problems
- mechanical skills
  - installing tools and equipment
  - operating tools and equipment
  - troubleshooting equipment and systems
  - setting up and shutting down equipment
  - monitoring, adjusting, and maintaining equipment and operations
  - repairing equipment and machines
  - modifying and fabricating parts and equipment
  - applying math to practical situations and problems
- professional skills
  - using professional communication and language
  - practicing interpersonal skills and customer service
  - researching, analyzing, and problem-solving
  - organizing, paying attention to detail, and demonstrating craftsmanship
  - attending to safety, ethical considerations, and legal responsibilities
  - demonstrating employability
  - practicing teamwork and team building
• demonstrating leadership
  • practicing work etiquette
• technical skills
  • plant science
  • animal science.

**Teacher Resource:**

- [Skills for Success in Agricultural Mechanics: A Snapshot of Technical Skills Ag Prep Students Will Possess](http://ptopnetwork.jff.org/sites/default/files/Wonderful%20Ag%20Career%20Prep%20Competencies.pdf), Wonderful Agriculture Career Prep,

**Process/Skill Questions**

- Why is it important to understand the administrative and mechanical skill set needed for a business when planning to start a business?
- What are some communication skills needed by managers to ensure a business is successful?
- What types of decision-making strategies should managerial staff employ to solve business decisions?

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

CS.03.02

CRP.11

---

**Task Number 59**

**Develop a timeline for starting a business.**

**Definition**

Timeline should include, but is not limited to,

- legal procedures (filing papers of incorporation, partnership)
- location of office or manufacturing space
- expectations for research and development
- product development
- necessary licenses and permits
- purchase or lease of equipment
- hiring of personnel
- purchase of materials
- start date for marketing activities
- opening date for business.
Process/Skill Questions

- What is a contingency plan?
- Why is a timeline an important tool for businesses?
- What government agencies provide resources for product development and for starting a business?

Agriculture, Food, and Natural Resources (AFNR) Standards
ABS.04.01
ABS.04.02

Task Number 60
Examine principles of business etiquette.

Definition
Examination should include

- supervision and care of employees
- ethical practices as they relate to business
  - respect
  - consideration
  - honesty.

Process/Skill Questions

- What possible consequences could result from unethical business practices?
- What are examples of publicized, unethical business practices?
- How can poor business etiquette affect the success of a business?
- What are some legal issues that might apply to an employee in an agribusiness?
- How do employees learn their legal rights?

ABS.04.02

Task Number 61
Determine the products and/or services the agribusiness enterprise will provide.

Definition
Determination should include

- selecting a 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)
• availability of production factors
• 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 matches established or anticipated customer need
• equipment and technology needs (e.g., for demonstration, promotion, display).

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?
• What is seasonality? What effect can it have on the sale of a product or service?

Agriculture, Food, and Natural Resources (AFNR) Standards

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

Task Number 62
Identify the major parts of a business plan.

Definition
Identification should include

• history and background
• goals and objectives
• product/service explanation
• form of ownership
  o cooperative
  o corporation
  o limited liability company (LLC)
  o partnership
Process/Skill Questions

• What additional information should be included in a business plan?
• Why is research necessary when writing a business plan?
• How does a business plan help the business owner communicate his/her vision and goals?
• What will the organization chart look like?
• What should one take into consideration when trying to decide which form of ownership to adopt?
• What are examples of sole proprietorships, and what are examples of corporations?
• What are advantages and disadvantages of each type of business ownership?
• What percentage of Virginia agribusinesses are sole proprietorships? What percentage are partnerships, LLCs, corporations, and cooperatives?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS.04.01

ABS.04.02

Task Number 63

Develop a business plan.

Definition
Developing a business plan should include

• determining the type of ownership structure that will be used
  o sole proprietorships
  o cooperatives
  o partnerships
  o corporations
• establishing specific, measurable, achievable, relevant, time bound (SMART) goals and objectives
• conducting needs assessments
• making cash flow projections
• conducting opportunity analyses
• completing risk assessments.

Process/Skill Questions

• Why should one complete a risk assessment as part of developing a business plan?
Why are SMART goals and objectives an essential planning tool for developing a business plan?
What is a needs assessment?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS.04

Task Number 64
Identify components of operational plans.

Definition
Identification should include

- location
- supply and inventory management
- production and distribution
- organizational structure
- strengths, weaknesses, opportunities, threats (SWOT) analysis of operational plans.

Process/Skill Questions

- Why is it important to conduct a SWOT analysis of an agribusinesses operational plan?
- Why is location an important component of an agribusinesses operational plan?
- How does an agribusinesses organizational structure influence its operational plan?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS.04.02

Task Number 65
Describe strategies to manage or mitigate risks associated with an agribusiness.

Definition
Description should include

- classifying sources of risk
  - financial
  - public relations
- identifying risk-management strategies
  - cash flow projections
  - market trends
- product liability insurance
- production or income loss insurance
- contingency plans.

**Process/Skill Questions**

- How can cash flow projection be used to mitigate risk?
- Why is public perception of one’s business important when considering risk-management strategies?

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

ABS.04.03

---

**Task Number 66**

**Explain the importance of insurance coverage.**

**Definition**

Explanation should include identifying:

- types of insurance
  - agritourism
  - crop
  - health
  - life
- purposes of insurance
- items to be insured
- exemptions available for agribusinesses.

**Process/Skill Questions**

- What are different types of insurance?
- Why is insurance coverage important in agribusiness?
- What are the different uses of insurance?
- What liability insurance options are available for various agricultural goods and services?

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

ABS.04.03
Task Number 67
Identify various inventory procedures.

Definition
Identification should include physical and perpetual inventory systems used to track products as they are added to or removed from inventory.

Process/Skill Questions

• What is the difference between physical inventory and perpetual inventory?
• Why is inventory an important record?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS.02.02

Managing Financial Records and Reports

Task Number 68
Apply generally accepted accounting principles (GAAP), systems, tools, and applicable laws and regulations to record, track, and audit business transactions.

Definition
Application should include

• describing accounting systems and procedures used for record keeping
• describing and evaluating tools and services used for recording, tracking, and auditing business transactions
• examining laws and regulations related to recording, tracking and auditing business transactions.

Process/Skill Questions

• Why is recordkeeping important?
• What skills are needed for recordkeeping?
• What are resources for keeping records?
• How would inaccurate records affect a business?
• How does keeping good records apply to everyday life?
• What decisions can be made based on one’s personal records?
• What jobs would require recordkeeping?
• Why are neatness and accuracy important when keeping records?
Task Number 69

Explain how cash budgets are used to achieve the goals of an agribusiness.

Definition

Explanation should include

- components of cash budgets
  - anticipated revenues
  - production costs
  - overhead costs
  - profit
- factors affecting management of cash budgets
  - price fluctuations of inputs/outputs
  - financial investment performance
  - capital purchases
  - human resources
- components of cash budgets to minimize liabilities and maximizing profit
  - delayed payment of expenses
  - prepayment of expenses.

Process/Skill Questions

- What are strategies one could use to manage components of cash budgets to minimize liabilities and maximize profit?
- What factors affect management of cash budgets?
- What are advantages and disadvantages associated with cash budgets?
Task Number 70
Explain how credit budgets and credit are used to achieve the goals of an agribusiness.

Definition
Explanation should include

- characteristics of various types of credit instruments used in agribusiness
  - lines of credit
  - operating notes
  - alternative sources of capital
- terms and conditions associated with credit instruments
  - repayment terms
  - annual percentage rate (APR)
  - grace periods
  - personal liability
  - interest rates
- needs and appropriate uses of available credit to meet business goals.

Process/Skill Questions

- What is an operating note?
- What are some sources of capital?
- Why is it important to evaluate the terms and conditions associated with credit instruments?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS.03.02

Task Number 71 Optional
Identify methods of extending credit.

Definition
Identification should include types of credit and the limits associated with restructuring loans.

Process/Skill Questions

- What is credit?
- How is credit established?
- What are the types of credit associated with an agribusiness?
- What is the purpose of restructuring loans? Why does a business need to have restructured loans?
Task Number 72
Summarize financial information and reports to monitor business performance and support decision making.

Definition
Summary should

- consider data collected and efficiency factors
  - income statements
  - balance sheets
  - cash flow statements
  - inventory reports
  - break-even analysis
  - return-on-investment (ROI)
  - taxes
    - income
    - property
    - sales
    - employment
    - estate
- observe efficiency factors attained, profit-and-loss (P&L) statements, partial budgets, and other financial assessments
- evaluate efficiency, profitability, net worth, and financial ratios.

Process/Skill Questions

- What types of decisions might be made based on SAE records?
- What are some examples of other records that SAE would keep?
- How can accurate records prevent one from making rash financial decisions?
- How can SAE records help improve recordkeeping in the future?
- When should one evaluate SAE records?
- What are some examples of efficiency factors that would affect the records?
- What financial assessments should be observed when conducting a record analysis?
- What are depreciable assets? How is depreciation calculated?
- What is net worth? How is net worth calculated?
- What information is needed before net worth can be determined?
- What is a P&L statement?
- What should be included in a P&L statement?
Task Number 73

Prepare net worth and P&L statements.

Definition

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

- Balance sheet
- Income statement
- Cash flow risk management

Process/Skill Questions

- What are liabilities? How are they identified?
- How can individuals improve their net worth?
- How would a loan institution use one’s net worth to determine qualification for a loan? 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 cash flow and a P&L statement?
- When should one evaluate a P&L statement?

Task Number 74

Explain the importance of using data to evaluate business operations.

Definition

Explanation should include

- identifying data sources
- explaining data sources
- determining needed information
- choosing survey methods
- formulating questions
• collecting data
• interpreting and analyzing findings
• determining pros and cons of various data sets
• analyzing data
• researching consumer lifestyles
• gaining an understanding of customers’ needs
• being able to show the customer how to meet their needs.

Process/Skill Questions

• What can be learned from customer surveys?
• How can social media be used to conduct a survey?
• What are some methods for conducting customer surveys?
• What is a focus group?
• How can a focus group help improve the business?
• How does one determine what information is necessary for the survey?
• What are some methods of identifying customer needs?
• What determines if something is a want or a need for a consumer?
• When is conducting a survey appropriate? What kind of survey should be used? How can the customer give immediate feedback?

Agriculture, Food, and Natural Resources (AFNR) Standards

CRP.07

ABS.02.02

Task Number 75

Present an analysis of data collected with leading technology.

Definition

Presentation may include

• analysis of market trends
• predictions of future trends
• observations of application rates
• graphics and other visual enhancements.

Process/Skill Questions

• What technologies are used to gather data?
• What resources are available to create an electronic presentation?
• What has caused a change in market trends?
What predictions can be made based on the data analysis?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS.05.01
ABS.05.03
CRP.11

Performing Electronic Operations for an Agribusiness Enterprise

Task Number 76

Identify methods for preventing importation of computer viruses.

Definition
Identification should include types of viruses and software protection.

Process/Skill Questions

- What are some examples of computer viruses?
- How can computer viruses be prevented?
- What tools are available to clean computers from a virus?
- How are computer viruses transferred from computer to computer?
- How does one determine if free virus protection software is safe?
- How often should one upgrade virus protection?
- How does one select the best virus protection software?

Agriculture, Food, and Natural Resources (AFNR) Standards

CRP.11.02
Task Number 77
Identify essential software, apps, and tools for agribusiness operations.

Definition

Identification should include software, apps, and tools to assist with

- accounting and invoicing
  - payroll
  - tax
  - bookkeeping software
- time tracking
- project management
- customer-relationship management
- communication
- website building
- payment transaction
- sales, marketing, and public relations
- file management
- social media management.

Process/Skill Questions

- How can computer software programs be used to complete FFA applications?
- How can computer software programs be used to track and document SAEs?
- How are computer applications used in agribusinesses?
- Why is accounting software essential for an agribusiness?
- What is customer-relationship management software, and what does it do?
- When are emails considered an appropriate form of correspondence?
- What software options are available for FFA members to keep accurate records?
- How can a spreadsheet be used to organize a chapter fundraiser?
- How can a database be used jointly with a word processing program?

Agriculture, Food, and Natural Resources (AFNR) Standards

CRP.11.01

Task Number 78
Synthesize data gathered using leading technologies.

Definition

Synthesis may include
• technologies, such as
  o global navigation satellite systems (GNSS)
  o geographic information system (GIS)
  o cellular and wireless communication
  o software
  o unmanned aerial vehicle (UAV) (e.g., drones)
• reading maps and locating areas
• interpreting data
• following commodity prices
• making predictions based on data.

Process/Skill Questions

• How is GNSS used in agriculture?
• How has precision farming changed agricultural practices?
• What resources are available to follow commodity prices?
• How can one make predictions on data based on trends from the past?
• How can GNSS be used to aid in fertilizer application?
• What are some sources of commodity pricing information?
• How could GNSS be used to set up a corn field maze?
• What are some agricultural uses of cellular communications?
• What different ways can GNSS be used on agricultural equipment?

Agriculture, Food, and Natural Resources (AFNR) Standards

CRP.11.01

Task Number 79

Explain vulnerabilities and threat mitigation strategies related to agribusiness operations.

Definition
Explanation should include how cyberattacks, cyber-accidents, acts of nature, and autonomous systems could disable and disrupt smart technology and smart decision-making systems to prevent the planting, cultivating, harvesting, transporting and processing of agricultural commodities and mitigation strategies for prevention.

Process/Skill Questions

• How could a food-system disruption be a threat to national security?
• How could a disruption to agricultural production or the supply chain affect our nation’s financial system?
• How could a hostile actor disrupt smart systems used in agribusiness?
• What are the vulnerabilities and cyber risks to our nation’s food system?
• What are some mitigation strategies for combating cyber risks and threats to our nation’s food system?
Managing Human Resources in an Agribusiness

Task Number 80 Optional
Develop an organizational chart.

Definition
Development should include

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

Process/Skill Questions

- What is an organizational chart? How does it define the structure of a company?
- How is an organizational chart used in an 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?

Task Number 81
Create a job description.

Definition
Creation should include
• studying samples of job descriptions
• understanding legal issues related to job descriptions
• writing a statement identifying required knowledge, skills, abilities, duties, and qualifications.

Process/Skill Questions

• Why is it important to have job descriptions?
• What information should a job description include?
• Why should job responsibilities be clear and measurable?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS.04.02

Task Number 82 Optional

Develop employee schedules.

Definition

Development should include

• evaluating staffing levels needed and availability
• following local, state, and federal laws
• communicating scheduling rationale
• publishing the schedule early
• contingency plans if changes are required
• reviewing requirements for maintaining business hours
• using scheduling software.

Process/Skill Questions

• Why is it important to develop employee schedules in advance?
• What should be taken into consideration when preparing employee schedules?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS.04.02

Task Number 83 Optional

Establish workflow.

Definition

Establishing workflow should include
- determining the number of hours required to complete given tasks
- dividing work into well-defined processes or steps
- assigning tasks to workers.

**Process/Skill Questions**

- Why is it important to establish a workflow in the development of a product or service?
- What are some methods to measure workflow?

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

ABS.04.02

---

**Task Number 84**

**Describe employer obligations to employees.**

**Definition**

Description should include

- mandatory benefits, based on the size and/or type of business
  - Social security
  - Medicare
  - unemployment insurance
  - workers’ compensation
- fringe benefits and incentives
  - paid vacation
  - sick leave
  - retirement plans
  - medical insurance plans.

**Process/Skill Questions**

- What is the definition of benefit? What are some examples?
- How do these benefits vary with the size of a business?
- How is the amount of these obligations measured out to each employee?
- What is workers’ compensation, and how can it differ among businesses?
- Who administers the Social Security and Medicare programs?

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

ABS.04.02CRP.09
Task Number 85
Compute gross and net pay.

Definition
Computation of gross and net pay should include working with real or mock paycheck stubs to consider

- gross pay (i.e., wages/salary)
- deductions (e.g., federal and state taxes, Federal Insurance Contributions Act (FICA))
- net pay (i.e., gross pay minus deductions).

Process/Skill Questions

- What is FICA?
- How is gross pay computed?
- What are examples of deductions that might be taken out of one’s paycheck?
- Why are these deductions taken?
- How are the various deductions calculated?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS.04.03

Operating the Agribusiness

Task Number 86
Identify hazards that may cause fire, injury, or poisoning.

Definition
Identification should include

- hazards in agribusiness
- safety data sheets (SDS)
- identification of appropriate responses when encountering hazards
- listing relevant phone numbers, including national hot lines, to access help in an emergency.

Process/Skill Questions

- What hazards can exist in the operation of an agribusiness?
- How can the management and employees prepare for these hazards?
- Why are SDS important?
• What are the parts of the SDS? Where can the SDS be located?

Agriculture, Food, and Natural Resources (AFNR) Standards

CS.03

ABS.04

---

**Task Number 87**

**Identify safety procedures and equipment necessary for agribusiness systems.**

**Definition**

Identification should include

- safety hazards
- personal protective equipment (PPE)
- Occupational Safety and Health Administration (OSHA) color codes for marking physical hazards
- procedures for verification that all equipment is in good operating condition, according to OSHA standards
- procedures for the use of appropriate safety devices (e.g., guards in place, tool rests adjusted).

**Process/Skill Questions**

• What PPE is necessary in agricultural structural systems?
• What are the standard color codes for laboratory safety?
• What are some ways to make sure equipment is in good operating condition?

Agriculture, Food, and Natural Resources (AFNR) Standards

CS.03

ABS.04
Task Number 88 Optional

Perform applicable workplace skills adhering to all safety requirements, industry recommended practices, and instructor guidelines.

Definition

Performance could include

- electrical
- carpentry
- plumbing
- cultivation
- harvesting
- landscaping
- engineering
- surveying
- welding.

Process/Skill Questions

- What workplace skills are necessary in the operation of an agribusiness?
- How does an employee learn these skills?
- How does an employee improve the skills he/she already has?
- What are some safety issues in the workplace?

Agriculture, Food, and Natural Resources (AFNR) Standards

CS.03

ABS.04

Task Number 89 Optional

Identify essential tools, machinery and/or equipment for an agribusiness enterprise.

Definition

Identification should include describing specific tools, machinery, and/or equipment, according to the type of business, services offered, and products produced (e.g., lawn care, tractor and implements, harvesting, livestock, computer, sales register, inventory).
Process/Skill Questions

- What types of equipment are used in the agribusiness?
- Why is it necessary to learn how to operate this equipment?
- How can unsafe operation of machinery/equipment affect the agribusiness?

Agriculture, Food, and Natural Resources (AFNR) Standards

PST.02.0

ABS.04

Task Number 90 Optional

Develop a tool, machinery, and/or equipment maintenance plan.

Definition
Development should include, but not be limited to

- tool, machinery, or equipment type
- tool, machinery, or equipment description and number
- location of tool, machinery, or equipment
- maintenance task description

Process/Skill Questions

- What is the most important maintenance task?
- What are examples of needed maintenance? How will this change for different machinery?
- How does one determine who will be responsible for the maintenance work required?

Agriculture, Food, and Natural Resources (AFNR) Standards

PST.02.01

ABS.04

Task Number 91 Optional

Interpret animal, plant, soil, and/or mechanical test results.

Definition
Interpretation should include
• examination and evaluation of specific tests
• reading data to determine course of action
  o nitrogen, phosphorous, potassium (NPK) from soil test
  o complete blood count (CBC) and urinalysis
• determining diagnostic tools for equipment.

Process/Skill Questions

• What does the soil analysis sheet tell a farmer?
• What are examples of tests?
• What agencies might serve as resources for needed tests?
• When should tests be administered?

Agriculture, Food, and Natural Resources (AFNR) Standards

AS.02.02
AS.03.01
AS.03.03
PS.01
PS.03

Task Number 92 Optional
Identify selected chemicals, medicines, and other hazardous materials used in an agribusiness.

Definition
Identification should include a common list, definitions, uses, SDS, and interpretation of labels for chemicals, medicines, and hazardous materials.

Process/Skill Questions

• What are the parts of the SDS?
• Where can the SDS be located?

Agriculture, Food, and Natural Resources (AFNR) Standards

PS.03.03
ABS.04
Task Number 93
Make a follow-up call or visit to a potential customer.

Definition
Making a follow-up call or visit should include what can be offered after the sale, additional information, and warranty.

Process/Skill Questions

- What is the purpose of a follow-up call?
- What other methods can be used in place of a follow-up phone call or visit?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS.05.02

Task Number 94
Complete a rent/lease agreement.

Definition
Completion should include identifying components of a rent/lease agreement and the legal aspects of the agreement.

Process/Skill Questions

- Why are rent/lease agreements necessary?
- What should be included in a rent/lease agreement?
- Why is it important that rent/lease agreements be in writing?
- Whose signatures should be on a rent/lease agreement?
- How often should a rent/lease agreement be evaluated?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS.01.03

ABS.04
**Task Number 95**

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 some benefits of maintaining a filing system? What are the advantages and disadvantages of maintaining files on a computer?

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

ABS.02.02

ABS.04

---

**Task Number 96**

Prepare customer account statements.

**Definition**

Preparation should include

- date of statement
- statement number
- customer ID
- customer information
- dates of purchases
- invoice numbers
- description of purchases
- charges and totals
• credits
• current balance
• payment due date
• company information.

Process/Skill Questions

• What should be included in the account summary?
• Why is it important to follow a set schedule for sending out statements and collecting payments?
• What financial worksheets are required to be retained by a business?
• Which department should handle account statements?
• Who should handle account statements? Why are customer account statements important when filing reports and taxes?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS.04
ABS.05.02

Task Number 97

Identify banking services.

Definition
Identification should include

• checking accounts
• savings accounts
• home banking (e.g., account inquiries, transferring money, paying bills, applying for loans, directing deposits)
• mobile banking (e.g., balance checks, account transactions, payments, credit applications using a mobile phone)
• online banking (e.g., account transfers, balance inquiries, bill payments, loan and credit card applications using the internet)
• ATM services (i.e., banking functions to include deposits, withdrawals, account inquiries – 24-hour availability)
• debit cards
• credit cards
• remittance of funds
• bank guarantee
• advancing loans
• storing valuables
• consultancy
  • providing financial advice
• providing investment services
• foreign currency exchange
• managing trusts
• providing depositor protection (e.g., Federal Deposit Insurance Corporation [FDIC], National Credit Union Administration [NCUA], Federal Reserve System).

Process/Skill Questions

• Why is it important to have a separate bank account for one’s business?
• What is depositor protection?
• What factors might influence choosing a bank for one’s agribusiness?
• What is required to borrow money from a bank?
• What items might be kept in a safe deposit box?
• What are safe practices for online banking?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS.02

ABS.03

ABS.04

Task Number 98 Optional

Maintain a business checking account.

Definition
Maintenance should include a demonstration of keeping check registers or stubs up-to-date and balancing an account against a monthly statement. It should also include identification of the main tools and concepts related to an electronic checking account, such as

• signature card
• deposit
• endorsement
• check stub
• check register
• check writing
• stop payment
• overdraft
• postdating
• check processing
• bank statement
• online bill pay
• service charges.
Process/Skill Questions

• What is the importance of a signature card?
• Why do banks have service charges? What are examples of service charges?
• Who should be permitted to endorse checks?
• How can one prevent overdrawing an account?
• What is the problem with postdating a check?
• What is the procedure for balancing a checking account to a monthly bank statement?
• What are the advantages and disadvantages of electronic banking?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS.02

ABS.04

Task Number 99

Identify information needed to complete common tax forms.

Definition
Identification should include

• employer identification number (EIN)
• social security number(s)
• receipts
• sales slips
• invoices
• bank deposit slips
• canceled checks
• income statements
• deductions
• credits
• employment tax reports.

Process/Skill Questions

• What are examples of personal deductions?
• What are examples of business deductions?
• How long should records be kept?
• What do farm owners need for taxes?
• When does one need to file taxes for a business?
Task Number 100

Complete mock income tax forms.

Definition

Completion should include

- W-2
- 1040
- 1040A
- 1040EZ
- SC-18
- Form 1120
- Schedule F
- Schedule C
- quarterly forms for self-employed.

Process/Skill Questions

- When must individuals file tax forms?
- What are some examples when a 1040EZ form cannot be filed by an individual?
- Why do self-employed individuals pay income tax on a quarterly basis?
- What are the implications of not filing tax forms? When would one not file tax forms?
Task Number 101
Write letters or emails to customers.

Definition
Writing should include

- using a professional email address
- ensuring correct grammar, specific content, and professional tone
- editing the letter or email to improve the message
- proofreading the letter or email for errors.

Process/Skill Questions

- What are some types of letters sent to customers?
- What factors should be considered when writing letters to customers?
- What software should be used to create a letter?
- What layout is appropriate for the letter?
- How does one decide whether an email or letter is appropriate?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS.03.01

ABS.04

----------------------------------

Task Number 102
Draft a response to a customer complaint.

Definition
Draft should include

- discussion of the features/benefits of the product in a professional manner
- using proper forms of address
- maintaining professionalism
- showing respect for the customer and attention to the complaint
- providing redress.

Process/Skill Questions

- What steps are involved in responding to customer complaints?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS.03.01
Using Business Laws in Agribusiness

Task Number 103 Optional
Describe the intent of common state and federal laws that apply to agribusiness.

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 the local county laws or regulations for the agribusiness?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS.01.03

Task Number 104
Explain elements of sales and purchase contracts.

Definition
Explanation should include

- negotiation of the sale
- contract agreements
- statute of frauds (SOF).
Process/Skill Questions

- What is consideration?
- What characteristics constitute capacity?
- When does the SOF apply?
- If the SOF applies, what must the contract have, to be enforceable?
- What is surety or guaranty?
- What is an executor?
- What is personal liability?
- What are some examples of contracts involving real estate?
- What is the ordinary course of a seller's business?
- What does it mean for a contract to be signed by the party against whom enforcement is sought?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS.05.02

Task Number 105

Explain a guarantee, a warranty, and a contract.

Definition

Explanation of a warranty and guarantee should include

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

Explanation of contract components should include

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

Process/Skill Questions

- What is meant by a privilege of return?
- What are the four parts of a legal contract?
- Why is the effective date an important consideration?
- What are the differences between a guarantee and a warranty? How are contracts most commonly used in agribusinesses?
Marketing Agricultural Products or Services

Task Number 106 Optional
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, and 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, and why are both needed in market research?

Task Number 107 Optional
Select target markets for agricultural products and/or services.

Definition
Selection should include

- 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?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS.04.01

ABS.05.01

Task Number 108

Describe the channels of distribution for agricultural products.

Definition
Description should include

• direct sales
• retailers
• wholesale
• agents and brokers.

Process/Skill Questions

• What other decisions are affected by the selection of distribution channels?
• What are the benefits of using intermediaries in the channels of distribution?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS.04.02

Task Number 109 Optional

Determine the selling price of agricultural commodities.

Definition
Determining the selling price should include considerations related to
• supply and demand
• production process
• product characteristics
• storage and transportation
• government regulations.

Process/Skill Questions

• What are the benefits of a value-added product?
• How do government policies affect the selling price of agricultural commodities?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS.02.02

ABS.05

________________________________________

Task Number 110
Market agricultural products.

Definition
Marketing could include

• establishing a marketing budget and calendar
• identifying product market
• creating a business logo
• creating a tagline
• launching a website
• joining agribusiness associations
• attending agribusiness events
• advertising product(s) and/or services
• providing excellent customer service.

Process/Skill Questions

• What are ways to display agricultural products?
• When would one need to have SDS at the display? Why are they important?

Agriculture, Food, and Natural Resources (AFNR) Standards
ABS.05.03
Task Number 111 Optional
Implement marketing strategies.

Definition
Implementation should include developing a marketing plan using the 7 P’s marketing mix.

Process/Skill Questions

• Why is a marketing plan necessary in the operation of a business?
• How is a marketing plan developed?
• How is mass marketing different from niche marketing?
• How can the marketing environment affect a marketing plan?
• What are the benefits of using a test market?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS.05.03

Task Number 112
Identify the components of a successful sale.

Definition
Identification should include

• determining potential customer needs and wants
• identifying features and benefits of agricultural products
• identifying and addressing customer objections
• analyzing customer needs and wants
• applying suggestive selling strategies.

Process/Skill Questions

• Why are demographics important in selecting a target market?
• What are niche markets?
• How can an effective salesperson tell when the time is right to close a sale?
• What are the differences between closing a sale for a good vs. for a service?
• How can a salesperson select the most appropriate method for closing a sale?
• How do buying signals affect the close of a sale?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS.05
Task Number 113

Explain economic interdependence.

Definition
Explanation should include a definition of economic interdependence and how it affects free trade.

Process/Skill Questions

- What are the benefits of economic interdependence?
- What is the North American Free Trade Agreement (NAFTA), and how has it affected the agricultural industry?
- What is the World Trade Organization (WTO)?
- What is free trade?
- How is a labor force a contributing factor in economic interdependence?
- How are tariffs regulated?

Agriculture, Food, and Natural Resources (AFNR) Standards

CRP.05

Task Number 114

Explain how international business influences the balance of trade in importing and exporting.

Definition
Explanation should include

- definitions of
  - supply and demand
  - free trade
  - import
  - export tariffs
- international embargo
- influences of trading with international business.

Process/Skill Questions

- What are factors to consider when exporting products?
- What government agency regulates international trade for agriculture?
- How is aid different from trade?
• How does international trade affect American farmers?
• What are some examples of embargoes?
• How are tariffs regulated? How can another country refusing to buy American products affect prices?

Agriculture, Food, and Natural Resources (AFNR) Standards

ABS 5.01

Incorporating Mechanical Skills as Related to the Agribusiness Systems Pathway

Task Number 115

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
  o general lab/workshop safety
  o safety and operating procedures for all tools, equipment, and machinery
  o 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 PPE for the operation of concern
• following the safety standards and regulations of the U.S. Environmental Protection Agency (EPA), OSHA, the Equipment and Engine Training Council (EETC) Education Committee, and 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?
• Which state and national safety standards followed in school labs/workshops?
• 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

CRP.01.01
CS.03.01
CS.03.02
CS.03.03
CS.03.04

Task Number 116

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 your school?

Agriculture, Food, and Natural Resources (AFNR) Standards

CRP.01.01
CS.03.01
Task Number 117
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
CS.03.03
CS.03.04
PST.01.02
PST.02.01
Task Number 118
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 119 Optional
Demonstrate metalworking operations as they relate to the agribusiness systems pathway adhering to all safety requirements, industry recommended practices, and instructor guidelines.

Definition
Demonstration should include

- identifying and using tools and equipment, following all safety procedures according to manufacturer specifications and using industry recommended practices and 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 and using industry recommended practices and 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 instructor guidelines
• preparing and applying a finish following all safety procedures, using industry recommended practices and 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 correctly 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 120 Optional

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

Definition
Demonstration should include

- identifying all applicable PPE
- identifying and using hand tools, power tools, woodworking tools, and supplies, following all safety procedures according to manufacturer specifications and using industry recommended practices and 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, and following industry recommended practices and instructor guidelines
- preparing and applying finishes, using all safety procedures and following industry recommended practices and 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
Task Number 121 Optional
Demonstrate electrical operations as they relate to the agribusiness systems pathway adhering to all safety requirements, industry recommended practices, and instructor guidelines.

Definition
Demonstration should include

- identifying all applicable PPE
- explaining the principles, language, and symbols of electricity
- using tools and equipment related to electricity, using all safety procedures and following industry recommended practices and instructor guidelines
- using calculations related to electricity
- constructing an approved electrical project, using all safety procedures and following industry recommended practices 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
Task Number 122 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

Demonstration should include

- identifying all applicable PPE
- explaining the principles, language, and theory of small engines
- explaining the safety measures and procedures that should be followed and the PPE that should be used when repairing small engines
- using tools and equipment related to small engines, using all safety procedures and following industry recommended practices and instructor guidelines
- completing an approved small-engine project (e.g., troubleshooting, maintaining, servicing), using all safety procedures and following industry recommended practices and 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
Task Number 123 Optional

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

Definition

Demonstration should 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 recommended practices and instructor guidelines
- using calculations related to plumbing
- completing an approved plumbing project, using tools and equipment related to plumbing, using all safety procedures, following industry recommended practices 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/Competency</th>
<th>SOL Correlations</th>
</tr>
</thead>
<tbody>
<tr>
<td>39 Identify the role of supervised agricultural experiences (SAEs) in agricultural education.</td>
<td>English: 11.3, 11.5, 11.8, 12.3, 12.5, 12.8</td>
</tr>
<tr>
<td>40 Participate in an SAE.</td>
<td>English: 11.6, 11.7, 12.6, 12.7</td>
</tr>
</tbody>
</table>

### Exploring Leadership Opportunities through FFA

<table>
<thead>
<tr>
<th>Task/Competency</th>
<th>SOL Correlations</th>
</tr>
</thead>
<tbody>
<tr>
<td>41 Identify the benefits and responsibilities of FFA membership.</td>
<td>English: 11.5, 12.5</td>
</tr>
<tr>
<td>42 Describe leadership characteristics and opportunities as they relate to agriculture and FFA.</td>
<td>English: 11.5, 12.5</td>
</tr>
<tr>
<td>43 Apply for an FFA degree and/or an agricultural proficiency award.</td>
<td>English: 11.5, 12.5</td>
</tr>
</tbody>
</table>

### Training for Leadership in Agribusiness

<table>
<thead>
<tr>
<th>Task/Competency</th>
<th>SOL Correlations</th>
</tr>
</thead>
<tbody>
<tr>
<td>44 Identify the benefits of community involvement and networking with local, state, and national agencies.</td>
<td>English: 11.5, 12.5</td>
</tr>
<tr>
<td>45 Identify the benefits of advocating for the agricultural industry.</td>
<td>English: 11.5, 12.5</td>
</tr>
<tr>
<td>46 Explain the importance of developing collaborative relationships.</td>
<td>English: 11.5, 11.6, 11.7, 12.5, 12.6, 12.7</td>
</tr>
<tr>
<td>47 Practice strategies for effective communication that ensure clarity, logic, purpose, and professionalism in formal and informal settings.</td>
<td>English: 11.1, 12.1</td>
</tr>
<tr>
<td>48 Organize meetings.</td>
<td>English: 11.1, 12.1</td>
</tr>
<tr>
<td>49 Facilitate a meeting.</td>
<td>English: 11.1, 12.1</td>
</tr>
</tbody>
</table>

### Developing Employability Skills

<table>
<thead>
<tr>
<th>Task/Competency</th>
<th>SOL Correlations</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 Update professional online presence.</td>
<td>English: 11.1, 11.5, 11.6, 11.7, 12.1, 12.5, 12.6, 12.7</td>
</tr>
<tr>
<td>51 Update a résumé.</td>
<td>English: 11.6, 11.7, 12.6, 12.7</td>
</tr>
<tr>
<td>52 Create a portfolio.</td>
<td>English: 11.6, 11.7, 12.6, 12.7</td>
</tr>
<tr>
<td>53 Research a potential employer.</td>
<td>English: 11.8, 12.8</td>
</tr>
<tr>
<td>54 Submit a cover letter, résumé, and portfolio electronically.</td>
<td>English: 11.6, 11.7, 12.6, 12.7</td>
</tr>
<tr>
<td>55 Use the SAE Record Book or an alternative method to document the SAE.</td>
<td>English: 11.5, 12.5</td>
</tr>
<tr>
<td>56 Participate in a mock interview.</td>
<td>English: 11.5, 11.8, 12.5, 12.8</td>
</tr>
<tr>
<td>57 Explain the benefits of SAE/Work-Based Learning (WBL).</td>
<td>English: 11.5, 11.6, 11.7, 12.5, 12.6, 12.7</td>
</tr>
</tbody>
</table>

### Planning the Agribusiness Enterprise
<table>
<thead>
<tr>
<th>Task/Competency</th>
<th>SOL Correlations</th>
</tr>
</thead>
<tbody>
<tr>
<td>58</td>
<td>Identify administrative, mechanical, communication, and decision-making skills necessary for success in an agribusiness.</td>
</tr>
<tr>
<td></td>
<td>Mathematics: AII.9, COM.1, COM.2, COM.3, COM.4, COM.6, COM.7, COM.8, COM.9, COM.10, COM.11, COM.12, COM.13, COM.14, COM.16</td>
</tr>
<tr>
<td>59</td>
<td>Develop a timeline for starting a business.</td>
</tr>
<tr>
<td>60</td>
<td>Examine principles of business etiquette.</td>
</tr>
<tr>
<td>61</td>
<td>Determine the products and/or services the agribusiness enterprise will provide.</td>
</tr>
<tr>
<td>62</td>
<td>Identify the major parts of a business plan.</td>
</tr>
<tr>
<td>63</td>
<td>Develop a business plan.</td>
</tr>
<tr>
<td>64</td>
<td>Identify components of operational plans.</td>
</tr>
<tr>
<td>65</td>
<td>Describe strategies to manage or mitigate risks associated with an agribusiness.</td>
</tr>
<tr>
<td>66</td>
<td>Explain the importance of insurance coverage.</td>
</tr>
<tr>
<td>67</td>
<td>Identify various inventory procedures.</td>
</tr>
</tbody>
</table>

**Managing Financial Records and Reports**

<table>
<thead>
<tr>
<th>Task/Competency</th>
<th>SOL Correlations</th>
</tr>
</thead>
<tbody>
<tr>
<td>68</td>
<td>Apply generally accepted accounting principles (GAAP), systems, tools, and applicable laws and regulations to record, track, and audit business transactions.</td>
</tr>
<tr>
<td></td>
<td>History: Govt 7, 8, 9</td>
</tr>
<tr>
<td>69</td>
<td>Explain how cash budgets are used to achieve the goals of an agribusiness.</td>
</tr>
<tr>
<td>70</td>
<td>Explain how credit budgets and credit are used to achieve the goals of an agribusiness.</td>
</tr>
<tr>
<td>71</td>
<td>Identify methods of extending credit.</td>
</tr>
<tr>
<td>72</td>
<td>Summarize financial information and reports to monitor business performance and support decision making.</td>
</tr>
<tr>
<td>73</td>
<td>Prepare net worth and P&amp;L statements.</td>
</tr>
<tr>
<td>74</td>
<td>Explain the importance of using data to evaluate business operations.</td>
</tr>
<tr>
<td></td>
<td>Mathematics: AFDA.3, AFDA.6, AFDA.8, AII.9, PS.1*, PS.2*, PS.3*, PS.4*, PS.5, PS.7*, PS.8*, PS.9*, PS.10*, PS.11*, PS.12*, PS.16*</td>
</tr>
<tr>
<td>75</td>
<td>Present an analysis of data collected with leading technology.</td>
</tr>
</tbody>
</table>

**Performing Electronic Operations for an Agribusiness Enterprise**

<table>
<thead>
<tr>
<th>Task/Competency</th>
<th>SOL Correlations</th>
</tr>
</thead>
<tbody>
<tr>
<td>76</td>
<td>Identify methods for preventing importation of computer viruses.</td>
</tr>
<tr>
<td>77</td>
<td>Identify essential software, apps, and tools for agribusiness operations.</td>
</tr>
<tr>
<td>78</td>
<td>Synthesize data gathered using leading technologies.</td>
</tr>
<tr>
<td>Task/Competency</td>
<td>SOL Correlations</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Explain vulnerabilities and threat mitigation strategies related to agribusiness operations. | Mathematics: AFDA.3, AFDA.8, AII.9, PS.17, PS.18, PS.19, PS.20  
                                        Science: ES.1  
                                        English: 11.5, 12.5 |
<p>| <strong>Managing Human Resources in an Agribusiness</strong>                                |                                                       |
| 80 Develop an organizational chart.                                            | English: 11.5, 12.5                                    |
| 81 Create a job description.                                                    | English: 11.1, 11.5, 11.6, 11.7, 12.1, 12.5, 12.6, 12.7 |
| 82 Develop employee schedules.                                                  | English: 11.5, 12.5                                    |
| 83 Establish workflow.                                                          | English: 11.5, 12.5                                    |
| 84 Describe employer obligations to employees.                                  | English: 11.5, 12.5                                    |
| 85 Compute gross and net pay.                                                   | English: 11.5, 12.5                                    |
| <strong>Operating the Agribusiness</strong>                                                  |                                                       |
| 86 Identify hazards that may cause fire, injury, or poisoning.                  | English: 11.5, 12.5                                    |
| 87 Identify safety procedures and equipment necessary for agribusiness systems. | English: 11.5, 12.5                                    |
| 88 Perform applicable workplace skills adhering to all safety requirements, industry recommended practices, and instructor guidelines. | Science: PH.11                                        |
| 89 Identify essential tools, machinery and/or equipment for an agribusiness enterprise | English: 11.5, 12.5                                   |
| 90 Develop a tool, machinery, and/or equipment maintenance plan.               | English: 11.1, 11.5, 12.1, 12.5                       |
| 91 Interpret animal, plant, soil, and/or mechanical test results.              | English: 11.5, 12.5                                    |
| 92 Identify selected chemicals, medicines, and other hazardous materials used in an agribusiness. | English: 11.3, 11.5, 12.3, 12.5                       |
| 93 Make a follow-up call or visit to a potential customer.                     | English: 11.1, 12.1                                    |
| 94 Complete a rent/lease agreement.                                             | English: 11.1, 11.6, 11.7, 12.1, 12.6, 12.7           |
| 95 Maintain a filing system using generally accepted accounting principles (GAAP). | English: 11.5, 12.5                                   |
| 96 Prepare customer account statements.                                         | English: 11.5, 11.6, 11.7, 12.5, 12.6, 12.7           |
| 97 Identify banking services.                                                   | English: 11.5, 12.5                                    |
| 98 Maintain a business checking account.                                        | English: 11.2, 11.5, 12.2, 12.5                       |
| 99 Identify information needed to complete common tax forms.                   | English: 11.5, 12.5                                    |
| 100 Complete mock income tax forms.                                             | English: 11.6, 11.7, 12.6, 12.7                       |
| 101 Write letters or emails to customers.                                       | English: 11.6, 11.7, 12.6, 12.7                       |</p>
<table>
<thead>
<tr>
<th>Task/Competency</th>
<th>SOL Correlations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Using Business Laws in Agribusiness</strong></td>
<td></td>
</tr>
<tr>
<td>102 Draft a response to a customer complaint.</td>
<td>English: 11.6, 11.7, 12.6, 12.7</td>
</tr>
<tr>
<td>103 Describe the intent of common state and federal laws that apply to agribusiness.</td>
<td>English: 11.5, 12.5</td>
</tr>
<tr>
<td>104 Explain elements of sales and purchase contracts.</td>
<td>English: 11.5, 12.5</td>
</tr>
<tr>
<td>105 Explain a guarantee, a warranty, and a contract.</td>
<td>English: 11.5, 12.5</td>
</tr>
<tr>
<td><strong>Marketing Agricultural Products or Services</strong></td>
<td></td>
</tr>
<tr>
<td>106 Conduct market research.</td>
<td>English: 11.5, 11.8, 12.5, 12.8</td>
</tr>
<tr>
<td>107 Select target markets for agricultural products and/or services.</td>
<td></td>
</tr>
<tr>
<td>108 Describe the channels of distribution for agricultural products.</td>
<td>English: 11.5, 12.5</td>
</tr>
<tr>
<td>109 Determine the selling price of agricultural commodities.</td>
<td>English: 11.5, 12.5</td>
</tr>
<tr>
<td>110 Market agricultural products.</td>
<td>English: 11.1, 11.5, 12.1, 12.5</td>
</tr>
<tr>
<td>111 Implement marketing strategies.</td>
<td>English: 11.5, 12.5</td>
</tr>
<tr>
<td>112 Identify the components of a successful sale.</td>
<td>English: 11.5, 12.5</td>
</tr>
<tr>
<td><strong>Understanding International Business</strong></td>
<td></td>
</tr>
<tr>
<td>113 Explain economic interdependence.</td>
<td>English: 11.5, 12.5</td>
</tr>
<tr>
<td>114 Explain how international business influences the balance of trade in importing and exporting.</td>
<td>English: 11.3, 11.5, 12.3, 12.5</td>
</tr>
<tr>
<td><strong>Incorporating Mechanical Skills as Related to the Agribusiness Systems Pathway</strong></td>
<td></td>
</tr>
<tr>
<td>115 Demonstrate safety practices and procedures in agricultural mechanics adhering to all safety requirements, industry recommended practices, and instructor guidelines.</td>
<td>English: 11.5, 11.12.5</td>
</tr>
<tr>
<td>Science: CH.1</td>
<td></td>
</tr>
<tr>
<td>116 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>
</tr>
<tr>
<td>117 Demonstrate standard measurement techniques used in the agribusiness systems pathway.</td>
<td>Science: CH.1</td>
</tr>
<tr>
<td>118 Demonstrate drawing for agricultural mechanics as it relates to the agribusiness systems pathway.</td>
<td></td>
</tr>
<tr>
<td>119 Demonstrate metalworking operations as they relate to the agribusiness systems pathway adhering to all safety requirements, industry recommended practices, and instructor guidelines.</td>
<td>English: 11.5, 12.5</td>
</tr>
<tr>
<td>120 Demonstrate woodworking operations as they relate to the agribusiness systems pathway adhering to all safety requirements, industry recommended practices, and instructor guidelines.</td>
<td>English: 11.5, 12.5</td>
</tr>
<tr>
<td>121 Demonstrate electrical operations as they relate to the agribusiness systems pathway adhering to all safety requirements, industry recommended practices, and instructor guidelines.</td>
<td>English: 11.5, 12.5</td>
</tr>
<tr>
<td>Mathematics: AII.3</td>
<td></td>
</tr>
<tr>
<td>Science: PH.11</td>
<td></td>
</tr>
<tr>
<td>122 Demonstrate small-engine operations as they relate to the agribusiness systems pathway adhering to all safety requirements,</td>
<td>English: 11.5, 12.5</td>
</tr>
<tr>
<td>Task/Competency</td>
<td>SOL Correlations</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------</td>
</tr>
<tr>
<td>industry recommended practices, and instructor guidelines.</td>
<td>English: 11.5, 12.5</td>
</tr>
<tr>
<td>123 Demonstrate plumbing operations as they relate to the agribusiness systems pathway adhering to all safety requirements, industry recommended practices, and instructor guidelines.</td>
<td></td>
</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 Fundamentals I (8022/36 weeks)

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  
<pre><code>                   | Aquacultural Manager |
</code></pre>
<table>
<thead>
<tr>
<th>Career Cluster: Finance</th>
<th>Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pathway</strong></td>
<td><strong>Accounting</strong></td>
</tr>
<tr>
<td></td>
<td>Accountant</td>
</tr>
<tr>
<td></td>
<td>Accounting Clerk</td>
</tr>
<tr>
<td></td>
<td>Controller</td>
</tr>
<tr>
<td></td>
<td>Cost Analyst</td>
</tr>
<tr>
<td></td>
<td>Management Accountant</td>
</tr>
<tr>
<td></td>
<td>Merger and Acquisitions Manager</td>
</tr>
<tr>
<td></td>
<td>Personal Financial Advisor</td>
</tr>
<tr>
<td></td>
<td>Revenue Agent</td>
</tr>
<tr>
<td></td>
<td>Tax Accountant</td>
</tr>
<tr>
<td></td>
<td><strong>Banking Services</strong></td>
</tr>
<tr>
<td></td>
<td>Account Executive</td>
</tr>
<tr>
<td></td>
<td>Accountant</td>
</tr>
<tr>
<td></td>
<td>Bill and Account Collector</td>
</tr>
<tr>
<td></td>
<td>Branch Manager</td>
</tr>
<tr>
<td></td>
<td>Compliance Officer</td>
</tr>
<tr>
<td></td>
<td>Credit Analyst</td>
</tr>
<tr>
<td></td>
<td>Debt Counselor</td>
</tr>
<tr>
<td></td>
<td>Financial Manager</td>
</tr>
<tr>
<td></td>
<td>Loan Officer</td>
</tr>
<tr>
<td></td>
<td>Personal Financial Advisor</td>
</tr>
<tr>
<td></td>
<td><strong>Business Finance</strong></td>
</tr>
<tr>
<td></td>
<td>Accountant</td>
</tr>
<tr>
<td></td>
<td>Accounting Clerk</td>
</tr>
<tr>
<td></td>
<td>Auditor</td>
</tr>
<tr>
<td></td>
<td>Bill and Account Collector</td>
</tr>
<tr>
<td></td>
<td>Cash Manager</td>
</tr>
<tr>
<td></td>
<td>Controller</td>
</tr>
<tr>
<td>Career Cluster: Finance</td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>--</td>
</tr>
<tr>
<td><strong>Pathway</strong></td>
<td><strong>Occupations</strong></td>
</tr>
</tbody>
</table>
|  | 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  |

<table>
<thead>
<tr>
<th>Career Cluster: Marketing</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pathway</strong></td>
<td><strong>Occupations</strong></td>
</tr>
</tbody>
</table>
|  | 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 Communications** | 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  
<p>|  | Shipping and Receiving Clerk  |
| <strong>Marketing Management</strong> | Brand Manager  |
| <strong>Marketing Research</strong> |  |</p>
<table>
<thead>
<tr>
<th>Pathway</th>
<th>Occupations</th>
</tr>
</thead>
</table>
| Marketing       | 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 |