

Implementation date
Fall 2009

PROGRAM CONCENTRATION: Agriculture
CAREER PATHWAY: Agribusiness Management
COURSE TITLE: Agribusiness Management and Leadership

Course Description: The Agribusiness Management and Leadership course provides a foundation for students interested in pursuing a degree in agribusiness through post-secondary study or to enter the agribusiness industry upon graduation from high school. The student will demonstrate competence in the application of principles and practices of agribusiness management and leadership. The course will help students build a strong knowledge base of the agribusiness industry as they study agribusiness types, business management, financial analysis, communications, agricultural law, leadership and teamwork, ethics, and agricultural economics. Mastery of these standards through project-based learning and leadership development activities in the FFA and supervised agricultural experience program will help prepare students for post-secondary study or entry into agribusiness.

THE AGRIBUSINESS INDUSTRY

Students will examine the nature and scope of the agribusiness industry including products and services, business types and organization, and basic economics.

AG-AML-1. Students will analyze characteristics of the agribusiness industry.

- a. Explain the types of agribusiness and the products and services provided.
- b. Describe the importance of agribusinesses.
- c. Determine the location of agribusinesses in the U.S.
- d. Define the components of the free enterprise system as related to agribusiness.
- e. Explain the characteristics of capitalism as related to agribusiness.
- f. Trace the distribution of agribusiness products and services from farm to consumer.
- g. Describe how byproducts are utilized in agricultural production.
- h. Describe how consumer preferences, demand, and issues affect agribusiness.
- i. Compare and contrast how the values of different cultures affect the production and marketing of agricultural products.
- j. Discuss governmental involvement in agribusiness.
- k. Define methods of forward contracting.

Academic Standards:

SSEIN2 The student will explain why countries sometimes erect trade barriers and sometimes advocate free trade

SSEF4 The student will compare and contrast different economic systems, and explain how they answer the three basic economic questions of what to produce, how to produce and for whom to produce.

SSEMI2 The student will explain how the Law of Demand, the Law of Supply, prices

and profits work to determine production and distribution in a market economy.

SSEF5 The student will describe the roles of government in a market economy.

SSEMA3 The student will explain how the government uses fiscal policy to promote price stability, full employment and economic growth.

AG-AML-2. Students will compare and contrast agribusiness organization and ownership.

- a. Compare and contrast the types of agribusiness organizations and ownership.
- b. Compare ownership options related to agricultural operations.
- c. Examine the effects of risk in agribusiness related to type and organization.

Academic Standards:

SSEMI4 The student will explain the organization and role of business, and analyze the four types of market structures in the U.S. economy.

SSEPF5 The student will describe how insurance and other risk-management strategies protect against financial loss.

AG-AML-3. Students will examine basic principles of agricultural economics.

- a. Explain the laws of supply and demand in agribusiness
- b. Describe the conditions that exist in and contribute to shortages and surpluses.
- c. Diagram the supply and demand curves for various situations.
- d. Explain the law and application of the law of diminishing returns.
- e. Describe the basic economic measures of an agribusiness (net profit, total assets, etc.).
- f. Explain the concept and effects of competition in agribusiness.
- g. Explain the principle of economies of size.
- h. Calculate a simple depreciation schedule.

Academic Standards:

SSEMA1 The student will illustrate the means by which economic activity is measured.

SSEMI2 The student will explain how the Law of Demand, the Law of Supply, prices and profits work to determine production and distribution in a market economy.

SSEMI3 The student will explain how markets, prices and competition influence economic behavior.

SSEF1 The student will explain why limited productive resources and unlimited wants result in scarcity, opportunity costs and trade offs for individuals, businesses and governments.

AG-AML-4. Students will explore the factors involved in starting and operating an agribusiness.

- a. Define and describe the entrepreneurial concepts of business.
- b. Identify education and skills required of a business owner.
- c. Identify the personal characteristics of entrepreneurs.
- d. Explain factors in obtaining financing for a new business.
- e. Evaluate successful businesses to determine factors that lead to success.
- f. List the steps and factors involved in establishing an agribusiness.
- g. Develop a business plan for an agribusiness.

Academic Standards:

ELAALRC2 The student participates in discussions related to curricular learning in all subject areas.

MM1D1 Students will determine the number of outcomes related to a given event.

SSEMI4 The student will explain the organization and role of business, and analyze the four types of market structures in the U.S. economy.

FINANCIAL MANAGEMENT

Students will explore the application of the principles of financial management to agribusiness operations and to their personal financial goals.

AG-AML-5. Students will develop agribusiness budgets and agricultural enterprise plans.

- a. Explain the types and uses of budgets.
- b. List the components of a budget.
- c. Develop partial and enterprise budgets.

Academic Standards:

ELAALRC3 The student acquires new vocabulary in each content area and uses it Correctly.

MM1D1 Students will determine the number of outcomes related to a given event.

SSEIN1 The student will explain why individuals, businesses and governments trade goods and services.

AG-AML-6. Students will use cost and return analysis to determine the profitability of an agribusiness.

- a. Explain input-output relationships in agricultural production.
- b. Explain input-input relationships in agricultural production.
- c. Compute break-even costs.

Academic Standards:

MM1D2 Students will use the basic laws of probability.

SSEPF5 The student will describe how insurance and other risk-management strategies protect against financial loss.

SSEF6 The student will explain how productivity, economic growth and future standards of living are influenced by investment in factories, machinery, new technology and the health, education and training of people.

AG-AML-7. Students will develop a personal financial plan.

- a. Manage personal funds in a checking account.
- b. Create and manage a personal budget.
- c. Create a personal financial plan for retirement.
- d. Explain the types of personal credit and loans.

Academic Standards:

SSEPF1 The student will apply rational decision to the making of personal spending and savings choices.

SSEMI1 The student will describe how households, businesses and governments are interdependent and interact through flows of goods, services and money.

SSEPF2 The student will explain that banks and other financial institutions are businesses which channel funds from savers to investors.

AGRICULTURAL LAW AND ETHICS

The student will examine laws and ethical concerns that affect the agribusiness industry. Students will identify professional and ethical issues involved with agribusiness and the impact of laws and governmental regulations.

AG-AML-8. Students will investigate the relationship between ethics and law.

- a. Describe a person's responsibility under the law as it relates to business activities.
- b. Classify unethical and illegal conduct in business and related consequences.
- c. Describe federal laws dealing with fair business practices including competition, advertising, and pricing.
- d. List examples of how unethical behavior leads to government regulations.

Academic Standards:

SSCG7 The student will describe how thoughtful and effective participation in civic life is characterized by obeying the law, paying taxes, serving on a jury, participating in the political process, performing public service, registering for military duty, being informed

about current issues, and respecting differing opinions.

AG-AML-9. Students will identify the characteristics of common government agencies and the programs they offer related to agribusiness.

- a. Identify government agencies associated with agribusiness.
- b. Define the farm bill and interpret data found within a given U.S. Farm Bill.
- c. Identify and explain government programs and policies that affect agriculture.
- d. Determine positive and negative effects of using government programs to supplement agricultural production.
- e. Explain the purpose, use, and effect of government subsidies and grants.

Academic Standards:

SS-EF-5 The student will describe the roles of government in a market economy.

SS-CG-11 The student will describe the influence of lobbyists (business, labor, professional organizations) and special interest groups on the legislative process.

SSCG7 The student will describe how thoughtful and effective participation in civic life is characterized by obeying the law, paying taxes, serving on a jury, participating in the political process, performing public service, registering for military duty, being informed about current issues, and respecting differing opinions.

AG-AML-10. Students will identify common legal agreements and documents as they relate to agribusiness.

- a. Explain common legal documents in business such as mortgages, promissory notes, security agreements, stock certificates, deeds, titles, leases, and tax forms.
- b. Explain the difference between leasing and owning agribusiness facilities and equipment.
- c. Evaluate the types and amounts of insurance needed in an agribusiness.
- d. Explain legal liabilities of a business owner or organization.

Academic Standards:

BCS-LEB-21 The student analyzes insurance ethics and insurance fraud.

SSCG7 The student will describe how thoughtful and effective participation in civic life is characterized by obeying the law, paying taxes, serving on a jury, participating in the political process, performing public service, registering for military duty, being informed about current issues, and respecting differing opinions.

AG-AML-11. Students will appraise the effect income taxes and other withholdings have on an agribusiness.

- a. Analyze the importance of managing income taxes.

- b. Complete an e-z income tax return.
- c. Complete documents necessary to receive a paycheck (W-4, etc.).
- d. Explain payroll deductions.
- e. Distinguish between tax deductible and non-tax deductible business expenses.
- f. Create a strategy to minimize taxes and maximize income.

Academic Standards:

MM-1A-3 Students will solve simple equations

SSCG7 The student will describe how thoughtful and effective participation in civic life is characterized by obeying the law, paying taxes, serving on a jury, participating in the political process, performing public service, registering for military duty, being informed about current issues, and respecting differing opinions.

LEADERSHIP

The student will explore and implement a plan of personal development including communication techniques and citizenship and leadership skills and the application of those skills to the agribusiness industry.

AG-AML-12. Students will plan and implement a program of personal development.

- a. Explore the value of a positive self-concept.
- b. Employ techniques to raise their self-concept as well as their followers.
- c. Demonstrate the appropriate attitude for leadership success.
- d. Utilize methods to solve problems and make decisions.
- e. Identify personal goals and establish a leadership plan.
- f. Explain the value of time management.

Academic Standards:

ELA9(10, 11, 12) LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

AG-AML-13. Students will apply communications techniques in agribusiness.

- a. Explain the importance of communication skills in agribusiness.
- b. Discuss different forms of communication skills in agribusiness.
- c. Practice communication skills by giving prepared and extemporaneous speeches.
- d. Demonstrate communication techniques in agricultural careers.

Academic Standards:

ELA9 (10,11,12)LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition,

persuasion, and description.

ELAALRL1 The student demonstrates comprehension by identifying evidence (e.g., diction, imagery, point of view, figurative language, symbolism, plot events and main ideas) in a variety of texts representative of different genres (e.g., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation.

ELA9 (10, 11, 12)W3 The student uses research and technology to support writing.

AG-AML-14. Students will practice human resource management methods for leading individuals and groups to understand the importance, types, and processes of effective team-building.

- a. Discuss the importance and function of teams in agribusiness.
- b. Explain the value of democratic leadership in teamwork, organizations, etc.
- c. Demonstrate proper steps in effective conflict resolution.
- d. Demonstrate the use of parliamentary procedure.
- e. Explain the major leadership styles (authoritarian and democratic).
- f. Identify the major personality types and problem solving styles of individuals.
- g. Explain the value of a team with diverse abilities, personality types, and problem solving styles.

Academic Standards:

ELA9 (10, 11, 12) LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

SSCG1 The student will demonstrate knowledge of the political philosophies that shaped the development of United States constitutional government.

AG-AML-15. Students will explore the importance of community relations and public service.

- a. Describe the meaning and importance of public service and citizenship.
- b. Define the qualities of a good citizen.
- c. Develop a personal and organizational plan for service.
- d. Serve others and the community.
- e. Implement a project in community and public service.

AG-AML-16. Students will become oriented to the comprehensive program of agricultural education, learn to work safely in the agriculture lab and work sites, demonstrate selected competencies in leadership through the FFA and agricultural industry organizations, and develop plans for a supervised agricultural experience program (SAEP).

- a. Explain the role of the Agriculture Education program and the FFA in personal development.
- b. Demonstrate knowledge learned through a Supervised Agricultural Experience Program (SAEP).
- c. Develop leadership and personal development skills through participation in the FFA.
- d. Explore career opportunities in agriscience through the FFA and Agriculture Education Program.
- e. Explore the professional agricultural organizations associated with the course content.

Academic Standards:

ELA9 (10, 11, 12) LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

SSCG7 The student will describe how thoughtful and effective participation in civic life is characterized by obeying the law, paying taxes, serving on a jury, participating in the political process, performing public service, registering for military duty, being informed about current issues, and respecting differing opinions.

Reading Across the Curriculum

Reading Standard Comment

After the elementary years, students engage in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas in *context*.

Beginning with the middle grades years, students begin to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

CTAE-RC-1 Students will enhance reading in all curriculum areas by:
Reading in All Curriculum Areas

- Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
- Read both informational and fictional texts in a variety of genres and modes of discourse.
- Read technical texts related to various subject areas.

Discussing Books

- Discuss messages and themes from books in all subject areas.
- Respond to a variety of texts in multiple modes of discourse.
- Relate messages and themes from one subject area to messages and themes in another area.
- Evaluate the merit of texts in every subject discipline.
- Examine author's purpose in writing.
- Recognize the features of disciplinary texts.

Building Vocabulary Knowledge

- Demonstrate an understanding of contextual vocabulary in various subjects.
- Use content vocabulary in writing and speaking.
- Explore understanding of new words found in subject area texts.

Establishing Context

- Explore life experiences related to subject area content.
- Discuss in both writing and speaking how certain words are subject area related.
- Determine strategies for finding content and contextual meaning for unknown words.

CTAE Foundation Skills

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U. S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

CTAE-FS-1 Technical Skills: Learners achieve technical content skills

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necessary to pursue the full range of careers for all pathways in the program concentration.

CTAE-FS-2 Academic Foundations: Learners achieve state academic standards at or above grade level.

CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.

CTAE-FS-4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.

CTAE-FS-5 Information Technology Applications: Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

CTAE-FS-6 Systems: Learners understand a variety of organizational structures and functions.

CTAE-FS-7 Safety, Health and Environment: Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

CTAE-FS-9 Ethics and Legal Responsibilities: Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

CTAE-FS-10 Career Development: Learners plan and manage academic-career plans and employment relations.

CTAE-FS-11 Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.