

CTE Standards Unpacking
Agribusiness Management

Course: Agribusiness Management

Course Description: Agribusiness Management is a semester-length or year-long high school elective that introduces the business, management, marketing, and financial skills needed to successfully produce food, fiber, and fuel for domestic and global markets. Students will learn about the components of the agribusiness system and how they interact to deliver food to our tables. They will also learn about the key elements of a successful agribusiness enterprise: economics, financial management, marketing and sales, and government policies and regulations. Developing a business plan for an AFNR business as an authentic assessment for the end of the course is recommended. Opportunities for application of clinical and leadership skills are provided by participation in FFA activities, conferences and skills competition such as sales related career development events and proficiency awards. Each student will be expected to maintain a Supervised Agricultural Experience Program/Internship.

Career Cluster: Agriculture, Food and Natural Resources

Prerequisites: Recommended: Introduction to AFNR

Program of Study Application: Agribusiness Management is a second pathway course in the Agriculture, Food and Natural Resources Cluster, Agribusiness Systems Pathway. Agribusiness Management would be preceded by a Agribusiness Sales and Marketing and followed by a Capstone experience.

INDICATOR #AM 1: Introduce the components of agribusiness management.		
SUB-INDICATOR 1.1 (Webb Level: 3 Strategic Thinking): Explain key business types and management principles and issues for the agribusiness enterprise.		
SUB-INDICATOR 1.2 (Webb Level: 1 Recall): Present an overview of the knowledge and skills needed to work effectively within the agribusiness enterprises.		
SUB-INDICATOR 1.3 (Webb Level: 2 Skill/Concept): Demonstrate leadership skills to accomplish goals and objectives in an agribusiness environment.		
Knowledge (Factual): -Define sole-proprietorship, partnership, and a corporation -Appropriate industry regulations that impact agribusinesses -Decision making process	Understand (Conceptual): -Importance of goal setting to agribusiness -Mission statements for successful agribusiness management -How to apply decision making process to agribusiness -Difference between goals and objectives	Do (Application): -Compose a professional email and written letter -Set an objective and SMART goals for an agribusiness

<p>Benchmarks: <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Identify positive work habits. • Differentiate between sole proprietorship, partnership, and a corporation. • Prepare a presentation outlining the skills needed for a given ag business career. • Compete in an FFA Leadership Development Event.
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Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	Sample Performance Task Aligned to the Academic Standard(s):
<p>English:</p> <p>1) 9-12 SL.4 - Presenting information</p> <p>2) 9-12 W.2 – Write to inform</p>	<p>-Create a presentation that outlines a goal written as a SMART goal.</p> <p>-Design a brochure that outlines the features of agribusiness structures (sole proprietorship, partnership, and corporation).</p>

INDICATOR #AM 2: Use record keeping to accomplish AFNR business objectives, manage budgets and comply with laws and regulations. (National AFNR.03)

SUB-INDICATOR 2.1 (Webb Level: 2 Skill/Concept): Distinguish key accounting fundamentals to accomplish dependable bookkeeping and associated files.

SUB-INDICATOR 2.2 (Webb Level: 2 Skill/Concept): Analyze and interpret agricultural policies in relation to their effects on the agribusiness management and agribusiness enterprises.

Knowledge (Factual):	Understand (Conceptual):	Do (Application):
<p>-Business formulas demonstrating solvency, liquidity, profitability, and efficiency</p> <p>-Types of financial statements</p> <p>-Define key business terminology</p>	<p>-Purpose of record keeping systems in agribusiness management</p> <p>-Understand cash and accrual accounting systems and methods</p> <p>-Understand how local,</p>	<p>-Analyze production and agribusiness records</p> <p>-Conduct financial analysis of hypothetical agribusinesses</p> <p>-Prepare tax forms from a set of financial records</p>

	state and federal legislation (Farm Bill) affects agribusiness	
<p>Benchmarks: <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Keep records on a SAE project. • Prepare and interpret financial statements. 		
Academic Connections		
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>Math: HSS.IC.B.6 - Evaluate reports based on data.</p> <p>English: 9-12 RI.3 – Analyzing sequence and interaction.</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>-Evaluate a business's financial health from given financial statements.</p> <p>-Write a report comparing and contrasting cash accounting versus accrual accounting.</p>	

INDICATOR #AM 3: Plan a marketing program utilizing various methods for sales of agricultural products. (National AFNR ABS.05)		
SUB-INDICATOR 3.1 (Webb Level: 2 Skill/Concept): Explore strategies for optimum marketing of agricultural commodities.		
SUB-INDICATOR 3.2 (Webb Level: 4 Extended Thinking): Analyze budget and forecast models to determine optimal business marketing, strategies, and performances.		
<p>Knowledge (Factual):</p> <ul style="list-style-type: none"> -Define marketing terms -Identify way to market commodities -Record keeping knowledge 	<p>Understand (Conceptual):</p> <ul style="list-style-type: none"> -Differences and connections of various commodity markets -Options for marketing commodities (e.g. cash market, forward contracts, futures markets, hedging, options, etc.) -Relationship of financial 	<p>Do (Application):</p> <ul style="list-style-type: none"> -Graph bear and bull market trends -Keep a daily record of commodity markets -Conduct a hedge to market a commodity

	documents to financial formulas	
<p>Benchmarks: <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Calculate a breakeven for a commodity and apply it to develop a marketing strategy. • Create a budget for an agribusiness and utilize it to determine the most efficient marketing strategy. 		
Academic Connections		
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>Math: HSF.LE.B.5 - Interpret the parameters in a linear or exponential function in terms of a context.</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>-Calculate the profitability of a hypothetical commodity hedge. Predict the performance of a commodity based on market trends.</p>	

<p>INDICATOR #CE 4: Manage cash budgets, credit budgets, and credit for an AFNR business using generally accepted accounting principles (GAAP). (National #3)</p>		
<p>SUB-INDICATOR 4.1 (Webb Level: 3 Strategic Thinking): Develop, assess and manage cash budgets to achieve AFNR business goals.</p>		
<p>SUB-INDICATOR 4.2 (Webb Level: 3 Strategic Thinking): Analyze credit needs and manage credit budgets to achieve AFNR business goals.</p>		
<p>Knowledge (Factual):</p> <ul style="list-style-type: none"> -Understand components of cash and credit budgets -Know strategies to responsibly manage credit budgets -Understand Generally Accepted Accounting Principles (GAAP) 	<p>Understand (Conceptual):</p> <ul style="list-style-type: none"> -Difference between cash and credit budgets for agribusinesses -Impact of management decisions on cash budgets -How financial statements depict a business's need for credit 	<p>Do (Application):</p> <ul style="list-style-type: none"> -Analyze and assemble the information needed to obtain credit -Analyze agribusiness needs to determine the necessity of loans
<p>Benchmarks:</p>		

Students will be assessed on their ability to:

- Research and summarize the characteristics of different types of credit instruments available to agribusinesses.
- Evaluate a year long cash flow to evaluate an agribusiness's credit needs throughout the year.

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):

Math:

1) HSS.IC.B.6 - Evaluate reports based on data.

English:

2) 9-12 RI.1 – Interpreting a text explicitly and drawing inferences.

Sample Performance Task Aligned to the Academic Standard(s):

-Evaluate a year long cash flow to evaluate an agribusiness's credit needs throughout the year.

-Research and summarize the characteristics of different types of credit instruments available to agribusinesses

Additional Resources

Please list any resources (e.g., websites, teaching guides, etc.) that would help teachers as they plan to teach these new standards.

Utilize Grainbridge curriculum: <https://grainbridge.com/>

OSHA 10 Hour Safety Certification (General Industry)

National Career Readiness Certificate (NCRC)

Registered Parliamentarian