

CTE Standards Unpacking
Agribusiness Sales and Marketing

Course: Agribusiness Sales and Marketing

Course Description: Agriculture businesses sell and market their products globally, regionally and locally, leading to many related positions at these businesses. Skills related to selling and marketing products greatly enhance the success of an employee in an agribusiness operation. Agribusiness Sales and Marketing is designed to provide students with skills that focus on job preparatory skills as well as employee tasks necessary in agricultural sales and marketing occupations and the many career opportunities in the Agribusiness Systems Career Pathway. Classroom and laboratory content may be enhanced by utilizing appropriate equipment and technology. Mathematics, English and human relations skills will be reinforced in the course. Work-based learning strategies appropriate for this course are school-based enterprises and field trips. 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 Sales and Marketing is a first pathway course in the Agriculture, Food and Natural Resources Cluster, Agribusiness Systems Pathway. Agribusiness Sales and Marketing would be preceded by a cluster course and followed by Agribusiness Management.

<p>INDICATOR #ASM 1: Demonstrate the skills necessary to obtain and keep gainful employment in agribusiness occupations.</p>		
<p>SUB-INDICATOR 1.1 (Webb Level: 2 Skill/Concept): Use written and oral skills to seek and obtain an agricultural job.</p>		
<p>SUB-INDICATOR 1.2 (Webb Level: 2 Skill/Concept): Use marketable skills such as reliability and communications to improve self and to develop steps for systematic problem solving.</p>		
<p>Knowledge (Factual):</p> <ul style="list-style-type: none"> -Appropriate letters and documents needed for employment -Career opportunities in agriculture -Levels of education needed for employment 	<p>Understand (Conceptual):</p> <ul style="list-style-type: none"> -Skills needed for agricultural careers -Proper job application document format -Relation of soft skills to employment and selling -Define and access what 	<p>Do (Application):</p> <ul style="list-style-type: none"> -Connect possible careers to interests and skills -Compose a resume -Prepare a job application -Participate in a job

-Define soft skills	constitutes gainful employment	interview
<p>Benchmarks: <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Interpret personal strengths and develop a plan for person improvement. • Create a brochure detailing the importance of soft skills in gaining employment. • Complete your personal learning plan on SDMyLife. • Compete in the FFA Job Interview CDE. 		
Academic Connections		
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>English:</p> <p>1) 9-12 SL.1 - Participate in collaborative discussion</p> <p>2) 9-12 W.2 – Write to inform</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>-As a group, construct an idea web with skills that are needed for various careers in agriculture.</p> <p>-Compose a job description for a mock job. Trade jobs with another student and write a letter of application for the job you receive.</p>	

<p>INDICATOR #ASM 2: Evaluate sales and marketing principles used to accomplish marketing objectives.</p>		
<p>SUB-INDICATOR 2.1 (Webb Level: 4 Extended Thinking): Write a marketing plan for a product based on marketing objectives.</p>		
<p>SUB-INDICATOR 2.2 (Webb Level: 3 Strategic Thinking): Merchandise products and services to meet the needs of a customer.</p>		
<p>Knowledge (Factual):</p> <ul style="list-style-type: none"> -SWOT analysis -Value added Agricultural products -Steps in making a sale -Difference between sales and marketing 	<p>Understand (Conceptual):</p> <ul style="list-style-type: none"> -Understand current advertisements and develop modifications for effectiveness -Understand the steps of the selling process -Understand how to complete marketing plan for 	<p>Do (Application):</p> <ul style="list-style-type: none"> -Complete a marketing plan for a given product -Assess the needs and wants of a customer and identify a product to meet those needs -Close a sale

-Customer service strategies	a business or specific product	
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Benchmarks:

Students will be assessed on their ability to:

- Create advertisements and promotions for agricultural goods and services.
- Work in student groups to demonstrate handling customer objections to a product.
- Compete in the SD FFA Marketing Plan CDE.
- Compete in the Big Idea SD contest.
- Compete in the Ag Sales CDE.

Academic Connections

<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>English:</p> <p>1) 9-12 W.1 - Write arguments to support claims in the analysis of a topic.</p> <p>2) 9-12 W.6 – Use technology, including the internet, to produce an individual writing product.</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>-Work in student groups to demonstrate handling customer objections to a product.</p> <p>-Create advertisements and promotions for agricultural goods and services.</p>
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INDICATOR #ASM 3: Use technology and documents to manage agribusiness inventory.

SUB-INDICATOR 3.1 (Webb Level: 2 Skill/Concept): Apply reading comprehension, writing and math skills in inventory management.

SUB-INDICATOR 3.2 (Webb Level: 4 Extended Thinking): Analyze inventory data to determine acceptable business inventory stocking levels to manage business efficiency.

Knowledge (Factual): -Inventory management	Understand (Conceptual): -The use of first in-first out,	Do (Application): -Research and
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<p>(e.g., maintaining optimal levels, calculating costs of carrying input and output inventory, supply chain management, first-in-first-out last-in-last-out, etc.)</p> <p>-Perishable inventory</p> <p>-Nonperishable inventory</p> <p>-Backordering</p>	<p>last in-last out, or highest in-first out inventory management</p> <p>-Sales trends to design a product inventory schedule</p> <p>-Pricing, cost, and inventory valuation (average cost versus weighted average cost) strategies</p>	<p>summarize strategies for tracking, reporting and managing inventories</p> <p>-Calculate product margin</p> <p>-Graph and chart product sales and profit</p> <p>-Prepare a sales invoice</p> <p>-Complete a purchase order, invoice and shipping orders for a product</p>
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Benchmarks:

Students will be assessed on their ability to:

- Utilize the Purdue Agribusiness Management Simulator to demonstrate the importance of inventory management in business.
- Calculate an average cost for a given set of inventory.
- Conduct a skit that demonstrates the inventory management methods of first in-first out, last in-last out, or highest in-first.

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>Math:</p> <p>1) HSS.IC.B.6 - Evaluate reports based on data.</p> <p>2) HSF.BF.A.1.A - Determine an explicit expression, a recursive process, or steps for calculation from a context.</p>	<p>-Construct a graph which depicts anticipated sales and profits for a planned business venture.</p> <p>-Utilize the Purdue Agribusiness Management Simulator to demonstrate the importance of inventory management in business.</p>

INDICATOR #ASM 4: Evaluate opportunities for marketing of agricultural products throughout the world.

<p><i>SUB-INDICATOR 4.1 (Webb Level: 2 Skill/Concept):</i> Locate areas of agricultural importance and determine the competitive advantage for production of agricultural products.</p>	
<p><i>SUB-INDICATOR 4.2 (Webb Level: 3 Strategic Thinking):</i> Develop an awareness of food production and global needs to determine how those needs can be met.</p>	
<p><i>SUB-INDICATOR 4.3 (Webb Level: 3 Strategic Thinking):</i> Investigate the process in developing international trading partners.</p>	
<p>Knowledge (Factual):</p> <ul style="list-style-type: none"> -Define competitive advantage -US production regions and what they produce -Identify SD agricultural products and how they rank in the US -Identify agricultural products exported to other countries -Food needs of a country related to the commodities they produce -World trading communities such as the European Union, NAFTA, etc. 	<p>Understand (Conceptual):</p> <ul style="list-style-type: none"> -Why ag commodity production changes in different areas of the US and SD -Factors affecting world food stocks including weather, government, and domestic issues -The effects of US government policy on trading -Monetary exchange between countries
<p>Do (Application):</p> <ul style="list-style-type: none"> -Analyze how current issues affect trading between countries -Assess the regulations when sending products to other countries 	
<p>Benchmarks: <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Utilize the USDA Foreign Ag Service data to construct a graph that compares imports and exports of another country. • Explore the USDA Ag Census report graphs and maps to compare major production areas of inputs to the major production areas of agricultural products. Complete a report detailing your findings and what is causing it. 	
<p><i>Academic Connections</i></p>	
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p>

<p>Studies Standard):</p> <p>English: 1) 9-12 W.6 – Use technology, including the internet, to produce an individual writing product.</p> <p>Social Studies: 2) 9-12.G.1.1 - Use maps and other geographic representations, tools and technologies to acquire, process, and report information.</p>	<p>-Utilize the USDA Foreign Ag Service data to construct a graph that compares imports and exports of another country.</p> <p>-Graphically depict on a map of the world and the United States major areas of production for various agricultural products.</p>
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<p>INDICATOR #ASM 5: Use sales and marketing principles to accomplish AFNR business objectives (Nat #5)</p>		
<p>SUB-INDICATOR 5.1 (Webb Level: 3 Strategic Thinking): Analyze the roles of markets, trade, competition and price in relation to an AFNR business sales and marketing plan.</p>		
<p>SUB-INDICATOR 5.2 (Webb Level: 4 Extended Thinking): Assess and apply sales principles and skills to accomplish AFNR business objectives.</p>		
<p>SUB-INDICATOR 5.3 (Webb Level: 3 Strategic Thinking): Assess marketing principles and develop marketing plans to accomplish AFNR business objectives.</p>		
<p>Knowledge (Factual):</p> <ul style="list-style-type: none"> -Know the steps in making a sale -Identify and explain marketing principles used in ag businesses (e.g. 4 P's-product, place, price, and promotion) 	<p>Understand (Conceptual):</p> <ul style="list-style-type: none"> -Alternative marketing strategies for ag business (e.g. value-added, branding, niche markets, etc.) -Future trends for a specific agricultural product as it relates to markets, trade and price 	<p>Do (Application):</p> <ul style="list-style-type: none"> -Assess different forms of market competition found in ag businesses such as direct, indirect and replacement competitors -Construct a marketing plan
<p>Benchmarks: <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Create comprehensive marketing plans for an ag business. 		

- Investigate and perform examples of different types of sales calls/approaches used in ag business.
- Complete a sale of a product.
- Compete in the Ag Sales CDE.

Academic Connections

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

Social Studies:

9-12.E.1.2 - Analyze the factors that may lead to different responses to the basic economic questions

English:

9-12 W.6 – Use technology, including the internet, to produce an individual writing product.

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

-Write a report that compares different forms of market competition found in ag businesses such as direct, indirect and replacement competitors.

-Create comprehensive marketing plans for an ag business.

Additional Resources

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

Pit (card game)

Occupational Outlook Handbook - <https://www.bls.gov/ooh/>

Agricultural Marketing Resource Center - <http://www.agmrc.org>

USDA Census of Agriculture - <https://www.agcensus.usda.gov>