

***AGRICULTURE BUSINESS  
SYSTEMS  
CURRICULUM FRAMEWORK***



This document was prepared by:

Office of Career, Technical, and Adult Education  
Nevada Department of Education  
755 N. Roop Street, Suite 201  
Carson City, NV 89701

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## INTRODUCTION

The Nevada CTE Curriculum Frameworks are a resource for Nevada's public and charter schools to design, implement, and assess their CTE programs and curriculum. The content standards identified in this document are listed as a model for the development of local district programs and curriculum. They represent rigorous and relevant expectations for student performance, knowledge, and skill attainment which have been validated by industry representatives.

The intent of this document is to provide a resource to districts as they develop and implement CTE programs and curricula.

This program ensures the following thresholds are met:

- The CTE course and course sequence teaches the knowledge and skills required by industry through applied learning methodology and, where appropriate, work-based learning experiences that prepare students for careers in high-wage, high-skill and/or high-demand fields. Regional and state economic development priorities shall play an important role in determining program approval. Some courses also provide instruction focused on personal development.
- The CTE course and course sequence includes leadership and employability skills as an integral part of the curriculum.
- The CTE course and course sequence are part of a rigorous program of study and include sufficient technical challenge to meet state and/or industry-standards.

The CTE program components include the following items:

- Program of Study
- State Skill Standards
- Employability Skills for Career Readiness Standards
- Career Technical Student Organizations (CTSO)
- Curriculum Framework
- CTE Assessments:
  - Workplace Readiness Skills Assessment
  - End-of-Program Technical Assessment
- Certificate of Skill Attainment
- CTE Endorsement on a High School Diploma
- CTE College Credit

**NEVADA DEPARTMENT OF EDUCATION  
CURRICULUM FRAMEWORK FOR  
AGRICULTURE BUSINESS SYSTEMS**

<b>PROGRAM TITLE:</b>	<b>AGRICULTURE BUSINESS SYSTEMS</b>
<b>STATE SKILL STANDARDS:</b>	<b>AGRICULTURE BUSINESS SYSTEMS</b>
<b>STANDARDS REFERENCE CODE:</b>	<b>AGBUS</b>
<b>CAREER CLUSTER:</b>	<b>AGRICULTURE, FOOD, AND NATURAL RESOURCES</b>
<b>CAREER PATHWAY:</b>	<b>PATHWAY NAME</b>
<b>PROGRAM LENGTH:</b>	<b>3 LEVELS (L1, L2, L3C)</b>
<b>PROGRAM ASSESSMENT:</b>	<b>AGRICULTURE BUSINESS WORKPLACE READINESS SKILLS</b>
<b>CTSO:</b>	<b>FFA</b>
<b>GRADE LEVEL:</b>	<b>9-12</b>
<b>AVAILABLE INDUSTRY CERTIFICATIONS/LICENSES PROVIDERS:</b>	

### **PROGRAM PURPOSE**

The purpose of this program is to prepare students for postsecondary education and employment in the agriculture business industry.

The program includes the following state standards:

- Nevada CTE Skill Standards: Agriculture Business Systems
- Employability Skills for Career Readiness
- Nevada Academic Content Standards (alignment shown in the Nevada CTE Skill Standards):
  - Science (based on the Next Generation Science Standards)
  - English Language Arts (based on the Common Core State Standards)
  - Mathematics (based on the Common Core State Standards)
- Common Career Technical Core (alignment shown in the Nevada CTE Skill Standards)

### **CAREER CLUSTERS**

The National Career Clusters™ Framework provides a vital structure for organizing and delivering quality CTE programs through learning and comprehensive programs of study (POS). In total, there are 16 Career Clusters in the National Career Clusters™ Framework, representing more than 79 Career Pathways to help students navigate their way to greater success in college and career. As an organizing tool for curriculum design and instruction, Career Clusters™ provide the essential knowledge and skills for the 16 Career Clusters™ and their Career Pathways.\*

\*Cite: National Association of State Directors of Career Technical Education Consortium. (2012). Retrieved from <http://www.careertech.org/career-clusters/glance/careerclusters.html>

**PROGRAM OF STUDY**

The program of study illustrates the sequence of academic and career and technical education coursework that is necessary for the student to successfully transition into postsecondary educational opportunities and employment in their chosen career path. (NAC 389.803)

**PROGRAM STRUCTURE**

The core course sequencing provided in the following table serves as a guide to schools for their programs of study. Each course is listed in the order in which it should be taught and has a designated level. Complete program sequences are essential for the successful delivery of all state standards in each program area.

<b>AGRICULTURE BUSINESS SYSTEMS</b>	
<b>Core Course Sequence</b>	
<b>COURSE NAME</b>	<b>LEVEL</b>
Agriculture Science I	L1
Agriculture Science II	L2
Agriculture Business	L3C

The core course sequencing with the complementary courses provided in the following table serves as a guide to schools for their programs of study. Each course is listed in the order in which it should be taught and has a designated level. A program does not have to utilize all of the complementary courses in order for their students to complete their program of study. Complete program sequences are essential for the successful delivery of all state standards in each program area.

<b>AGRICULTURE BUSINESS SYSTEMS</b>	
<b>Core Course Sequence with Complementary Courses</b>	
<b>COURSE NAME</b>	<b>LEVEL</b>
Agriculture Science I	L1
Agriculture Science II	L2
Agriculture Business	L3C
Agriculture Business Advanced Studies*	AS

\*Complementary Courses

**STATE SKILL STANDARDS**

The state skill standards are designed to clearly state what the student should know and be able to do upon completion of an advanced high school career and technical education (CTE) program. The standards are designed for the student to complete all standards through their completion of a program of study. The standards are designed to prepare the student for the end-of-program technical assessment directly aligned to the standards. (Paragraph (a) of Subsection 1 of NAC 389.800)

## **EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS**

Employability skills, often referred to as “soft skills”, have for many years been a recognizable component of the standards and curriculum in career and technical education programs. The twenty-one standards are organized into three areas: (1) Personal Qualities and People Skills; (2) Professional Knowledge and Skills; and (3) Technology Knowledge and Skills. The standards are designed to ensure students graduate high school properly prepared with skills employers prioritize as the most important. Instruction on all twenty-one standards must be part of each course of the CTE program. (Paragraph (d) of Subsection 1 of NAC 389.800)

## **CURRICULUM FRAMEWORK**

The Nevada CTE Curriculum Frameworks are organized utilizing the recommended course sequencing listed in the Program of Study and the CTE Course Catalog. The framework identifies the recommended content standards, performance standards, and performance indicators that should be taught in each course

## **CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOS)**

To further the development of leadership and technical skills, students must have opportunities to participate in one or more of the Career and Technical Student Organizations (CTSOS). CTSOs develop character, citizenship, and the technical, leadership and teamwork skills essential for the workforce and their further education. Their activities are considered a part of the instructional day when they are directly related to the competencies and objectives in the course. (Paragraph (a) of Subsection 3 of NAC 389.800)

## **WORKPLACE READINESS SKILLS ASSESSMENT**

The Workplace Readiness Skills Assessment has been developed to align with the Nevada CTE Employability Skills for Career Readiness Standards. This assessment provides a measurement of student employability skills attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified by the letter “C”. (e.g., Level = L3C) (Paragraph (d) of Subsection 1 of NAC 389.800)

## **END-OF-PROGRAM TECHNICAL ASSESSMENT**

An end-of-program technical assessment has been developed to align with the Nevada CTE Skill Standards for this program. This assessment provides a measurement of student technical skill attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified by the letter “C”. (e.g., Level = L3C) (Paragraph (e) of Subsection 1 of NAC 389.800)

## **CERTIFICATE OF SKILL ATTAINMENT**

Each student who completes a course of study must be awarded a certificate which states that they have attained specific skills in the industry being studied and meets the following criteria: A student must maintain a 3.0 grade point average in their approved course of study, pass the Workplace Readiness Skills Assessment, and pass the end-of-program technical assessment. (Subsection 4 of NAC 389.800)

## **CTE ENDORSEMENT ON A HIGH SCHOOL DIPLOMA**

A student qualifies for a CTE endorsement on their high school diploma after successfully completing the following criteria: 1) successful completion of a CTE course of study in a program area, 2) successful completion of academic requirements governing receipt of a standard diploma, and 3) meet all requirements for the issuance of the Certificate of Skill Attainment. (NAC 389.815)

**CTE COLLEGE CREDIT**

CTE College Credit is awarded to students based on articulation agreements established by each college for the CTE program, where the colleges will determine the credit value of a full high school CTE program based on course alignment. An articulation agreement will be established for each CTE program designating the number of articulated credits each college will award to students who complete the program.

CTE College Credit is awarded to students who: (1) complete the CTE course sequence with a grade-point average of 3.0 or higher; (2) pass the state end-of-program technical assessment for the program; and (3) pass the Workplace Readiness Assessment for employability skills.

Pre-existing articulation agreements will be recognized until new agreements are established according to current state policy and the criteria shown above.

Please refer to the local high school's course catalog or contact the local high school counselor for more information. (Paragraph (b) of Subsection 3 of NAC 389.800)

**ACADEMIC CREDIT FOR CTE COURSEWORK**

Career and technical education courses meet the credit requirements for high school graduation (1 unit of arts and humanities or career and technical education). Some career and technical education courses meet academic credit for high school graduation. Please refer to the local high school's course catalog or contact the local high school counselor for more information. (NAC 389.672)

**CORE COURSE:****RECOMMENDED STUDENT PERFORMANCE STANDARDS**

<b>COURSE TITLE:</b>	<b>Agriculture Science I</b>
<b>ABBR. NAME:</b>	<b>AG SCIENCE I</b>
<b>CREDITS:</b>	<b>1</b>
<b>LEVEL:</b>	<b>L1</b>
<b>CIP CODE:</b>	<b>01.000</b>
<b>PREREQUISITE:</b>	<b>None</b>
<b>CTSO:</b>	<b>FFA</b>
<b>COURSE DESCRIPTION</b>	
<p>This course is an introduction and survey course of the many career areas in agriculture. Topics include scientific investigations in agriculture, basic animal science, basic plant and soil science, ornamental horticulture, natural resource management, business management, leadership and communication through FFA, and career skills. An essential part of this course will be leadership activities and Supervised Agriculture Experience Programs.</p>	

**TECHNICAL STANDARDS****CONTENT STANDARD 1.0 : EXAMINE THE ROLE OF AGRICULTURE IN SOCIETY**

Performance Standard 1.1 : Recognize the Role of Agriculture in Society

*Performance Indicators* : 1.1.1-1.1.6

Performance Standard 1.2 : Understand the History of Production Agriculture

*Performance Indicators* : 1.2.1-1.2.3

Performance Standard 1.3 : Explore the World Food Supply

*Performance Indicators* : 1.3.1-1.3.2

**CONTENT STANDARD 2.0 : DEVELOP LEADERSHIP AND COMMUNICATION SKILLS THROUGH PARTICIPATION IN FFA**

Performance Standard 2.1 : Understand the History and Organization of FFA

*Performance Indicators* : 2.1.1-2.1.4

Performance Standard 2.2 : Understand the Opportunities in FFA

*Performance Indicators* : 2.2.1-2.2.3

Performance Standard 2.3 : Properly Use Skills in Parliamentary Procedure

*Performance Indicators* : 2.3.1-2.3.3

Performance Standard 2.4 : Understand the Importance of School and Community Awareness

*Performance Indicators* : 2.4.1-2.4.3

**CONTENT STANDARD 3.0 : DEVELOP A SUPERVISED AGRICULTURAL EXPERIENCE (SAE) PROGRAM**

Performance Standard 3.1: Understand The Benefits of an SAE Program

*Performance Indicators:* 3.1.1-3.1.5

Performance Standard 3.2 : Understand the Benefits of SAE Records

*Performance Indicators:* 3.2.1-3.2.4

**CONTENT STANDARD 4.0 : EXPLORING SCIENTIFIC INVESTIGATION IN AGRICULTURE**

Performance Standard 4.1 : Design and Conduct Agricultural Research

*Performance Indicators* : 4.1.1-4.1.2

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Performance Standard 4.2 : Report Agricultural Research

*Performance Indicators* : 4.2.1-4.2.3

Performance Standard 4.3 : Understand Scientific Measurement

*Performance Indicators* : 4.3.1-4.3.3

Performance Standard 4.4 : Use Laboratory Tools and Equipment

*Performance Indicators* : 4.4.1-4.4.5

Performance Standard 4.5 : Explore Careers in Agricultural Science

*Performance Indicators* : 4.5.1-4.5.2

#### **CONTENT STANDARD 5.0 : DEVELOP AN UNDERSTANDING OF THE ANIMAL SCIENCE INDUSTRY**

Performance Standard 5.1 : Explore and Evaluate the Livestock Industry

*Performance Indicators* : 5.1.1-5.1.4

Performance Standard 5.2 : Understand Animal Cellular Biology

*Performance Indicators* : 5.2.1-5.2.2

Performance Standard 5.7 : Explore Careers in Animal Science

*Performance Indicators* : 5.7.1-5.7.2

#### **CONTENT STANDARD 6.0 : UNDERSTANDING PLANT SCIENCE**

Performance Standard 6.1 : Identify Different Plant Classification Systems

*Performance Indicators* : 6.1.1-6.1.3

Performance Standard 6.2 : Identify Parts and Functions of Plant Cells

*Performance Indicators* : 6.2.1-6.2.3

Performance Standard 6.3 : Understand Plant Physiology

*Performance Indicators* : 6.3.1-6.3.4

Performance Standard 6.4 : Understand Flower Anatomy

*Performance Indicators* : 6.4.1-6.4.3

Performance Standard 6.5 : Understand Plant Propagation

*Performance Indicators* : 6.5.1-6.5.3

Performance Standard 6.6 : Understand Plant Nutrition

*Performance Indicators* : 6.6.1-6.6.5

Performance Standard 6.7 : Explore Careers in Plant Science

*Performance Indicators* : 6.7.1-6.7.2

### **EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS**

#### **CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

*Performance Indicators* : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

*Performance Indicators* : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

*Performance Indicators* : 1.3.1-1.3.4

**ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS\***

**English Language Arts:** Reading Standards for Literacy in Science and Technical Subjects  
Writing Standards for Literacy in Science and Technical Subjects  
Speaking and Listening

**Mathematics:** Mathematical Practices

**Science:** Nature of Science  
Physical Science  
Life Science  
Earth and Space

\* Refer to the Agriculture Science I and II Standards for alignment by performance indicator

**CORE COURSE:  
RECOMMENDED STUDENT PERFORMANCE STANDARDS**

<b>COURSE TITLE:</b>	<b>Agriculture Science II</b>
<b>ABBR. NAME:</b>	<b>AG SCIENCE II</b>
<b>CREDITS:</b>	<b>1</b>
<b>LEVEL:</b>	<b>L2</b>
<b>CIP CODE:</b>	<b>01.0901</b>
<b>PREREQUISITE:</b>	<b>Agriculture Science I</b>
<b>CTSO:</b>	<b>FFA</b>

**COURSE DESCRIPTION**

This course is a continuation of Agriculture Science I. This course allows intermediate students to expand on skills and knowledge from Agriculture Science I. Areas of study include scientific investigations in agriculture, plant and soil sciences, agriculture sales and marketing, ornamental horticulture, animal sciences and natural resource management. An essential part of this course will be leadership activities and Supervised Agriculture Experience Programs. The appropriate use of technology and industry-standard equipment is an integral part of this course.

**TECHNICAL STANDARDS****CONTENT STANDARD 2.0 : DEVELOP LEADERSHIP AND COMMUNICATION SKILLS THROUGH PARTICIPATION IN FFA**

Performance Standard 2.2 : Understand the Opportunities in FFA

*Performance Indicators* : 2.2.1-2.2.3

Performance Standard 2.3 : Properly Use Skills in Parliamentary Procedure

*Performance Indicators* : 2.3.1-2.3.3

Performance Standard 2.4 : Understand the Importance of School and Community Awareness

*Performance Indicators* : 2.4.1-2.4.3

**CONTENT STANDARD 3.0 : DEVELOP A SUPERVISED AGRICULTURAL EXPERIENCE (SAE) PROGRAM**

Performance Standard 3.1 : Understand The Benefits of an SAE Program

*Performance Indicators* : 3.1.1-3.1.5

Performance Standard 3.2 : Understand the Benefits of SAE Records

*Performance Indicators* : 3.2.1-3.2.4

**CONTENT STANDARD 5.0 : DEVELOP AN UNDERSTANDING OF THE ANIMAL SCIENCE INDUSTRY**

Performance Standard 5.2 : Understand Animal Cellular Biology

*Performance Indicators* : 5.2.3-5.2.7

Performance Standard 5.3 : Explore Reproductive Physiology and Breeding Systems

*Performance Indicators* : 5.3.1-5.3.3

Performance Standard 5.4 : Understand Animal Nutrition

*Performance Indicators* : 5.4.1-5.4.2

Performance Standard 5.5 : Understand Animal Health Management

*Performance Indicators* : 5.5.1-5.5.4

Performance Standard 5.6 : Explore Animal Welfare Issues

*Performance Indicators* : 5.6.1-5.6.3

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**CONTENT STANDARD 7.0 : EXPLORING SOIL SCIENCE**

Performance Standard 7.1 : Understand Soil Texture and Structure

*Performance Indicators* : 7.1.1-7.1.4

Performance Standard 7.2 : Understand Soil Erosion

*Performance Indicators* : 7.2.1-7.2.2

Performance Standard 7.3 : Explore Careers in Soil Science

*Performance Indicators* : 7.3.1-7.3.2

**CONTENT STANDARD 8.0 : EXPLORING ORNAMENTAL HORTICULTURE**

Performance Standard 8.1 : Understand the Basic Principles of Landscape Design

*Performance Indicators* : 8.1.1-8.1.4

Performance Standard 8.2 : Understand the Basic Principles of Greenhouse Management

*Performance Indicators* : 8.2.1-8.2.5

Performance Standard 8.3 : Understand the Basic Principles of Floriculture

*Performance Indicators* : 8.3.1-8.3.4

Performance Standard 8.4 : Explore Careers in Ornamental Horticulture

*Performance Indicators* : 8.4.1-8.4.2

**CONTENT STANDARD 9.0 : EXPLAIN BASIC SALES AND MARKETING CONCEPTS FOR AGRICULTURE PRODUCTS**

Performance Standard 9.1 : Demonstrate an Understanding of Agricultural Marketing

*Performance Indicators* : 9.1.1-9.1.5

Performance Standard 9.2 : Understand the Principles of Agricultural Sales

*Performance Indicators* : 9.2.1-9.2.6

Performance Standard 9.3 : Explore Careers in Sales and Marketing

*Performance Indicators* : 9.3.1-9.3.2

**CONTENT STANDARD 10.0 : UNDERSTAND THE RELATIONSHIP BETWEEN AGRICULTURE AND NATURAL RESOURCE MANAGEMENT**

Performance Standard 10.1 : Explore Types of Natural Resources

*Performance Indicators* : 10.1.1-10.1.3

Performance Standard 10.2 : Understand Human Demand on Natural Resources

*Performance Indicators* : 10.2.1-10.2.3

Performance Standard 10.3 : Comprehend Natural Resource Conservation

*Performance Indicators* : 10.3.1-10.3.3

Performance Standard 10.4 : Understand Ecology and Ecosystems

*Performance Indicators* : 10.4.1-10.4.4

Performance Standard 10.5 : Explore Principles of Rangeland Management

*Performance Indicators* : 10.5.1-10.5.5

Performance Standard 10.6 : Explore Careers in Natural Resource Management

*Performance Indicators* : 10.6.1-10.6.2

**EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS****CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

*Performance Indicators* : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

*Performance Indicators* : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

*Performance Indicators* : 1.3.1-1.3.4

**ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS\***

**English Language Arts:** Reading Standards for Literacy in Science and Technical Subjects  
Writing Standards for Literacy in Science and Technical Subjects  
Speaking and Listening

**Mathematics:** Mathematical Practices

**Science:** Nature of Science  
Physical Science  
Life Science  
Earth and Space

\* Refer to the Agriculture Science I and II Standards for alignment by performance indicator

**CORE COURSE:  
RECOMMENDED STUDENT PERFORMANCE STANDARDS**

<b>COURSE TITLE:</b>	<b>Agriculture Business</b>
<b>ABBR. NAME:</b>	<b>Ag Business</b>
<b>CREDITS:</b>	<b>1</b>
<b>LEVEL:</b>	<b>L3C</b>
<b>CIP CODE:</b>	<b>01.0102</b>
<b>PREREQUISITE:</b>	<b>Agriculture Science II</b>
<b>PROGRAM ASSESSMENTS:</b>	<b>Agriculture Business Systems Workplace Readiness Skills</b>
<b>CTSO:</b>	<b>FFA</b>
<b>COURSE DESCRIPTION</b>	
<p>This course is a continuation of Agriculture Science II. This course provides advanced agriculture students with the information and skills necessary for success in agribusiness and in operating entrepreneurial ventures in the agricultural industry. These courses may cover topics such as economic principles, budgeting, risk management, finance, business law, marketing and promotion strategies, insurance, and resource management. Other possible topics include developing a business plan, employee/employer relations, problem-solving and decision making, commodities, and building leadership skills. These courses may also incorporate a survey of the careers within the agricultural industry. An essential part of this course will be leadership activities and Supervised Agriculture Experience Programs. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment in this field.</p>	

## TECHNICAL STANDARDS

### CONTENT STANDARD 1.0 : EXPLORE AGRICULTURE ECONOMIC PRINCIPLES

Performance Standard 1.1 : Describe Basic Economic Factors That Affect Agriculture Business Management Decisions

*Performance Indicators :* 1.1.1-1.1.7

Performance Standard 1.2 : Describe Basic Economic Principles as They Relate to Agriculture Businesses and Agriculture

*Performance Indicators :* 1.2.1-1.2.5

Performance Standard 1.3 : Use Economic Decision Making Tools to Increase Profitability of an Agriculture Enterprise

*Performance Indicators :* 1.3.1-1.3.7

### CONTENT STANDARD 2.0 : EXPLORE BUSINESS PLANNING AND HUMAN RESOURCES

Performance Standard 2.1 : Explore Entrepreneurship Opportunities

*Performance Indicators :* 2.1.1-2.1.5

Performance Standard 2.2 : Managing Human Resources

*Performance Indicators :* 2.2.1-2.2.5

Performance Standard 2.3 : Design a Business Plan

*Performance Indicators :* 2.3.1-2.3.4

### CONTENT STANDARD 3.0 : EXPLORE FINANCIAL CONCEPTS IN AGRICULTURE BUSINESS

Performance Standard 3.1 : Use Accounting Fundamentals for Fiscal Management

*Performance Indicators :* 3.1.1-3.1.5

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Performance Standard 3.2 : Analyzing Financial Statements

*Performance Indicators* : 3.2.1-3.2.5

Performance Standard 3.3 : Create and Analyze Agricultural Budgets

*Performance Indicators* : 3.3.1-3.3.4

Performance Standard 3.4 : Investigate Tax Management Strategies

*Performance Indicators* : 3.4.1-3.4.5

**CONTENT STANDARD 4.0 : UNDERSTAND RISK MANAGEMENT IN AGRICULTURE BUSINESS**

Performance Standard 4.1 : Discuss Methods of Financial Risk Management

*Performance Indicators* : 4.1.1-4.1.12

Performance Standard 4.2 : Discuss the Role of Marketing in Risk Management

*Performance Indicators* : 4.2.1-4.2.5

Performance Standard 4.3 : Investigate Legal Risk Management

*Performance Indicators* : 4.3.1-4.3.5

**CONTENT STANDARD 5.0 : PREPARING AGRICULTURE MARKETING PLANS**

Performance Standard 5.1 : Investigate the Marketing Process

*Performance Indicators* : 5.1.1-5.1.4

Performance Standard 5.2 : Perform a Market Analysis

*Performance Indicators* : 5.2.1-5.2.6

Performance Standard 5.3 : Develop a Business Proposition

*Performance Indicators* : 5.3.1-5.3.5

Performance Standard 5.4 : Investigate Marketing Strategies and Action Plans

*Performance Indicators* : 5.4.1-5.4.7

Performance Standard 5.5 : Create Marketing Plan Evaluations

*Performance Indicators* : 5.5.1-5.5.4

**CONTENT STANDARD 6.0 : INVESTIGATE AGRICULTURE SALES STRATEGIES**

Performance Standard 6.1 : Understand the Traits of Quality Salespeople

*Performance Indicators* : 6.1.1-6.1.3

Performance Standard 6.2 : Investigate the Buying and Selling Process

*Performance Indicators* : 6.2.1-6.2.3

Performance Standard 6.3 : Investigate the Steps in the Pre-Approach Process

*Performance Indicators* : 6.3.1-6.3.4

Performance Standard 6.4 : Perform a Sales Presentation

*Performance Indicators* : 6.4.1-6.4.9

Performance Standard 6.5 : Explore Customer Relations in Agricultural Sales

*Performance Indicators* : 6.5.1-6.5.4

**CONTENT STANDARD 7.0 : EXPLORE CAREER OPPORTUNITIES IN THE AGRICULTURE BUSINESS FIELD**

Performance Standard 7.1 : Understand Employment Fields in a Agriculture Business

*Performance Indicators* : 7.1.1-7.1.3

**CONTENT STANDARD 8.0 : PARTICIPATE IN LEADERSHIP TRAINING THROUGH MEMBERSHIP IN FFA**

Performance Standard 8.1 : Recognize the Traits of Effective Leaders and Participate in Leadership Training Through Involvement in FFA

*Performance Indicators* : 8.1.1-8.1.3

Performance Standard 8.2 : Understand the Importance of School and Community Awareness

*Performance Indicators* : 8.2.1

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**CONTENT STANDARD 9.0 : DESCRIBE THE RELATIONSHIP BETWEEN A SUPERVISED AGRICULTURAL EXPERIENCE (SAE) AND PREPARATION OF STUDENTS FOR A CAREER IN AGRICULTURE**

Performance Standard 9.1 : Maintain a Supervised Agricultural Experience

*Performance Indicators* : 9.1.1-9.1.4

**EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS****CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

*Performance Indicators* : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

*Performance Indicators* : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

*Performance Indicators* : 1.3.1-1.3.4

**ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS\***

**English Language Arts:** Reading Standards for Literacy in Science and Technical Subjects  
Writing Standards for Literacy in Science and Technical Subjects  
Speaking and Listening

**Mathematics:** Mathematical Practices

\* Refer to the Agriculture Business Systems Standards for alignment by performance indicator

**COMPLEMENTARY COURSE(S):**

Programs that utilize the complementary courses can include the following courses. The Advanced Studies course allows for additional study through investigation and in-depth research.

<b>COURSE TITLE:</b>	<b>Agriculture Business Advanced Studies</b>
<b>ABBR. NAME:</b>	<b>AG BUSINESS AS</b>
<b>CREDITS:</b>	<b>1</b>
<b>LEVEL:</b>	<b>AS</b>
<b>CIP CODE:</b>	<b>01.0102</b>
<b>PREREQUISITE:</b>	<b>Agriculture Business</b>
<b>CTSO:</b>	<b>FFA</b>
<b>COURSE DESCRIPTION</b>	
<p>This course is offered to students who have achieved all content standards in a program whose desire is to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the students' topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. This course may be repeated for additional instruction and credit.</p>	

**TECHNICAL STANDARDS**

Students have achieved all program content standards and will pursue advanced study through investigation and in-depth research.

**EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS**

Students have achieved all program content standards and will pursue advanced study through investigation and in-depth research.

**SAMPLE TOPICS**

- Participate in individual/team competitions
- Investigate and utilize management techniques and procedures
- Participation in an internship or job shadow opportunities
- Explore college and career opportunities