
North Dakota Agriculture Business Management

Content Standards

Approved and Adopted
April 2006



North Dakota Department of Career and Technical Education

Wayne Kutzer, State Director

600 E Boulevard Avenue, Dept. 270

Bismarck, North Dakota 58505-0610

www.state.nd.us/cte



The North Dakota State Board for Career and Technical Education has reviewed this standards document, approved the content, and officially adopted the material until 2010.

© Copyright by the North Dakota Department of Career and Technical Education, 600 East Boulevard Avenue, Department 270, Bismarck ND 58505-0610, <http://www.state.nd.us/cte>.

Permission to reproduce this material is granted for home, classroom, and workshop use. For all other purposes, please request permission in writing from the North Dakota Department of Career and Technical Education.

No person shall, on the basis of race, sex, color, national origin, religion, age or disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.



**North Dakota
Agriculture Business Management
Writing Team Members**

Writing Team Members

Doug Vannurden
Assistant Supervisor, Agriculture Education
ND Department of Career and Technical Education

Steve Zimmerman
State Supervisor, Agriculture Education
ND Department of Career and Technical Education

Penny Veit-Hetletved
Research and Curriculum Administrator
ND Department of Career and Technical Education

Glen T. Huettl
Garrison High School
Garrison, North Dakota

Duane Schmidt
Center High School
Center, North Dakota

Gary Martens
Stanley High School
Stanley, North Dakota

Misty Steeke
Rhame High School
Rhame, North Dakota

Kim Murphy
Central Valley
Buxton, North Dakota

Dr. Anissa Wilhelm
North Dakota State University
Fargo, North Dakota



Table of Contents

Introduction.....	4
Definitions	4
Overview of Standards	5
Standards at a Glance.....	6
Standards with Topics.....	7
Standard 1: ECONOMIC PRINCIPLES AND MARKETING.....	9
Academic Cross Walk	13
Standard 2: AGRICULTURAL ISSUES.....	17
Academic Cross Walk	19
Standard 3: FINANCIAL RECORDS	21
Academic Cross Walk	23
Standard 4: AGRICULTURE MARKETING.....	27
Academic Cross Walk	29





North Dakota
Agriculture Business Management Standards

Introduction

The North Dakota Department of Career and Technical Education is committed to working on standards to ensure that each program area can offer courses that allow students to acquire knowledge and skills. CTE not only provides technical skills and knowledge for students to succeed in careers, but also cross-functional workplace skills such as teamwork, problem solving, and the ability to find and use information, and provides the context in which traditional educational goals and academic skills can be enhanced.

The standards process is one that directly involves the state supervisor(s), the curriculum administrator for this agency, and teachers working directly with the content at hand. Once the standards are written and expectations are clearly defined, the standards are then compared and aligned with national and industry standards.

The Department of Career and Technical Education strongly believes in the importance of academic integration within each program area. The standards produced for each program area will be cross walked with the most current academic drafts of English Language Arts, Mathematics, and Science. When possible, standards will be cross walked with other academic areas that correspond.



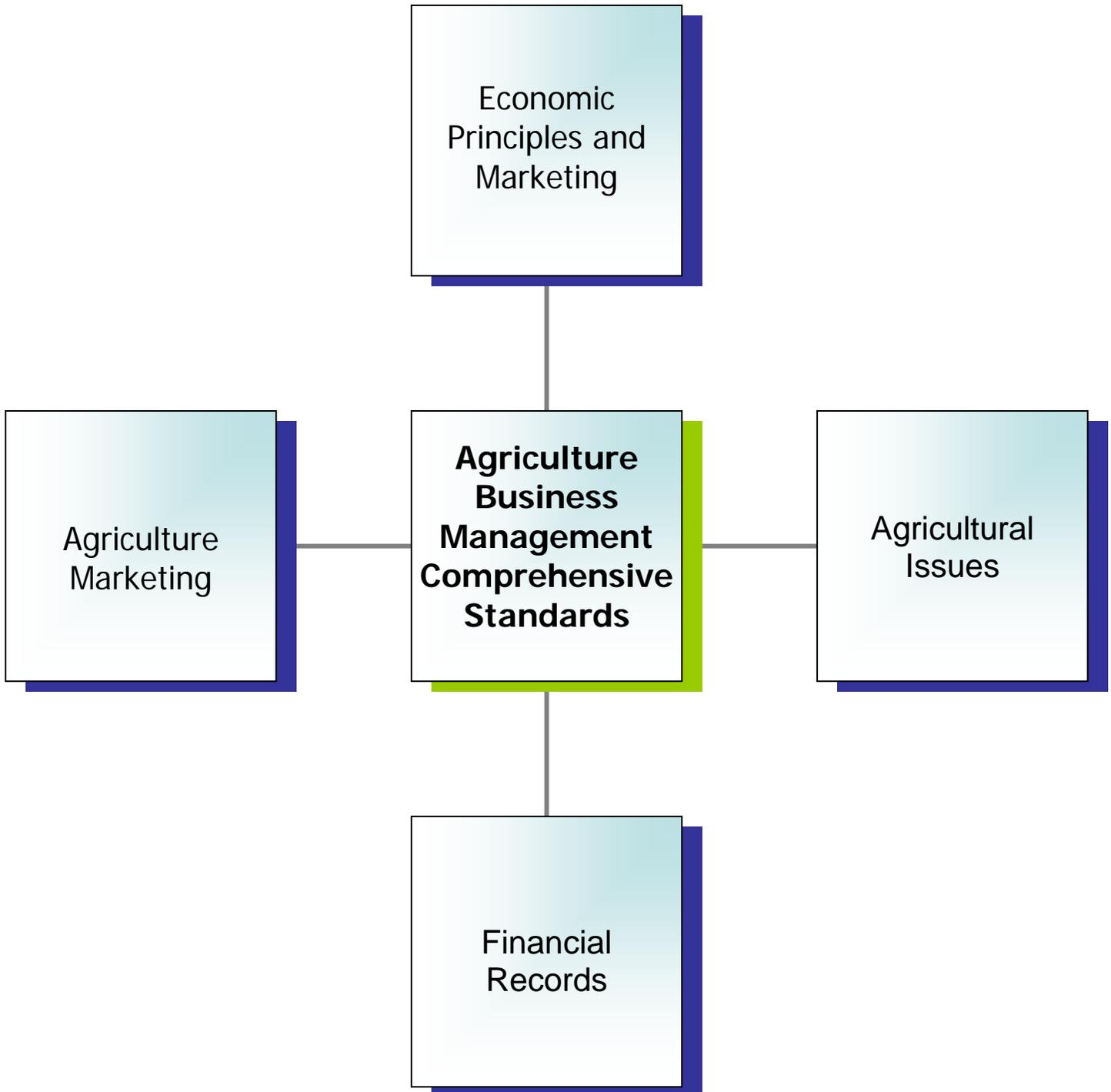
Definitions

For each standard, there is one or more topic statements along with competencies for each topic. The competencies are categorized into three divisions: Introductory, Core, and Advanced. These divisions can further be defined as:

Introductory:	Knowledge Acquisition—Learners at this level expand awareness and build comprehension of knowledge.
Core:	Application—Learners at this level experience acquired knowledge by applying it to situations and self.
Advanced:	Reflection—Learners at this level analyze, synthesize, judge, assess, and evaluate knowledge in accord with their own goals, values, and beliefs, and/or real situations.



Overview of Standards



Standards at a Glance

COMPREHENSIVE STANDARDS

- 1.0 ECONOMIC PRINCIPLES AND MARKETING
 - Understand basic economic principles and marketing.
- 2.0 AGRICULTURAL ISSUES
 - Identify current agricultural issues, including legal issues associated with Agricultural Business Management
- 3.0 FINANCIAL RECORDS
 - Understand financial records and use information for evaluation and planning.
- 4.0 AGRICULTURE MARKETING
 - Analyze market and commodity marketing information.



Standards with Topics

CONTENT STANDARDS

1.0 ECONOMIC PRINCIPLES AND MARKETING

- Understand basic economic principles and marketing.
 - 1.1 Define business organization and basic economics.
 - 1.2 Examine principles of financing an agricultural business.
 - 1.3 Set family and business goals.
-

2.0 AGRICULTURAL ISSUES

- Identify current agricultural issues, including legal issues associated with Agricultural Business Management.
 - 2.1 Specify federal and state rules, regulations, and guidelines.
 - 2.2 Understand laws and taxes.
-

3.0 FINANCIAL RECORDS

- Understand financial records and use information for evaluation and planning.
 - 3.1 Understand importance and skills of record keeping.
 - 3.2 Use financial information in decision making.
-

4.0 AGRICULTURE MARKETING

- Analyze market and commodity marketing information.
 - 4.1 Interpret market information and commodity marketing.
-





Agriculture Business Management State Standards



Standard 1: ECONOMIC PRINCIPLES AND MARKETING – Understand basic economic principles and marketing.

Topic 1: Define business organization and basic economics.

Student Competencies

Introductory

1.1.1 Define the different types of business organizations.

Core

1.1.2 Discuss examples of Sole Proprietorship.

1.1.3 Discuss examples of Partnerships.

1.1.4 Discuss examples of Corporations.

1.1.5 Discuss examples of Cooperatives.

Advanced

1.1.6 Identify and visit examples of each of the types of business in the local community.

Keys to Employability

Basic Skills

1. Reading → Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
2. Writing → Communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
3. Arithmetic/Mathematics → Performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.
4. Listening → Receives, attends to, interprets, and responds to verbal messages and other cues.
5. Speaking → Organizes ideas and communicates orally.

Thinking Skills

1. Creative Thinking → Generates new ideas.
2. Decision Making → Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
3. Problem Solving → Recognizes problems and devises and implements plan of action.
4. Seeing Things in the Mind's Eye → Organizes, processes symbols, pictures, graphs, objects, and other information.
5. Knowing How to Learn → Uses efficient learning techniques to acquire and apply new knowledge and skills.
6. Reasoning → Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

Standard 1: ECONOMIC PRINCIPLES AND MARKETING – Understand basic economic principles and marketing.

Topic 2: Examine principles of financing an agricultural business.

Student Competencies

Introductory

- 1.1.7 Identify sources of credit.
- 1.1.8 Identify types of credit available to agribusinesses.
- 1.1.9 Determine credit needs.

Core

- 1.1.10 Know the importance of goals in business settings.
- 1.1.11 Understand loan processes and other sources of financing/credit.
- 1.1.12 Research sources of agriculture information for decision-making.

Advanced

- 1.1.13 Complete a loan application.
- 1.1.14 Interview an agriculture loan officer.
- 1.1.15 Research a credit review on the Internet.
- 1.1.16 Assign student to participate in a simulated farming game such as “Sim Farm” or the “Farming Game.”

Keys to Employability

Personal Qualities

- 1. Responsibility → Exerts a high level of effort and perseveres towards goal attainment.
- 2. Self-Esteem → Believes in own self worth and maintains a positive view of self.
- 3. Sociability → Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group setting.
- 4. Self-Management → Assesses self accurately, sets personal goals, monitors progress, and exhibits self-control.
- 5. Integrity/Honesty → Chooses ethical courses of action.

Resources

- 1. Time → Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.
- 2. Money → Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.
- 3. Material and Facilities → Acquires, stores, allocates, and uses materials or space efficiently.
- 4. Human Resources → Assesses skills and distributes work accordingly, evaluates performance and provides feedback.

Information

- 1. Acquires and Evaluates Information.
- 2. Organizes and Maintains Information.
- 3. Interprets and Communicates Information.
- 4. Uses Computers to Process Information.

Standard 1: ECONOMIC PRINCIPLES AND MARKETING – Understand basic economic principles and marketing.

Topic 3: Set family and business goals.

Student Competencies

Introductory

1.3.1 Define and identify the components of a business plan.

Core

1.3.2 Research sources of agriculture information for decision-making.

1.3.3 Establish and record business goals.

1.3.4 Plan for the returns to land, labor, capital and management.

Advanced

1.3.5 Develop a business plan.

1.3.6 Plan, manage, maintain and operate an FFA fundraiser.

Keys to Employability

Interpersonal

1. Participates as a Member of a Team → Contributes to group effort.
2. Teaches Others New Skills.
3. Serves Clients/Customers → Works to satisfy customers' expectations.
4. Exercises Leadership → Communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
5. Negotiates → Works toward agreements involving exchange of resources; resolves divergent interests.
6. Works with Diversity → Works well with men and women from diverse backgrounds.

Systems

1. Understands Systems → Knows how social, organizational, and technological systems work and operates effectively with them.
2. Monitors and Corrects Performance → Distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions.
3. Improves or Designs Systems → Suggests modifications to existing systems and develops new or alternative systems to improve performance.

Technology

1. Selects Technology → Chooses procedures, tools, or equipment including computers and related technologies.
2. Applies Technology to Task → Understands overall intent and proper procedures for setup and operation of equipment.
3. Maintains and Troubleshoots Equipment → Prevents, identifies, or solves problems with equipment, including computers and other technologies.



Agriculture Business Management State Standards



Standard 1: ECONOMIC PRINCIPLES AND MARKETING – Understand basic economic principles and marketing.

Academic Cross Walk

English Language Arts

- 9.1.3 Cross-reference information
- 9.1.5 Organize information from a variety of sources
- 9.1.7 Identify and avoid plagiarism
- 10.1.1 Form questions to focus research
- 10.1.2 Know ways to effectively search electronic databases
- 10.1.4 Use relevant information
- 10.1.5 Organize information from a variety of sources into a unified whole
- 10.1.7 Paraphrase information
- 11.1.1 Research topics independently using appropriate sources
- 11.1.2 Evaluate and incorporate information from primary sources
- 11.1.4 Verify the quality, accuracy, and usefulness of information
- 9.3.8 Use supporting details
- 9.3.10 Edit and revise compositions for proper mechanics and grammar, syntax, diction, and order
- 9.3.11 Arrange paragraphs in a logical progression
- 9.3.12 Use technology to present written work
- 10.3.7 Use a variety of supporting details
- 10.3.10 Use a specific point of view in compositions
- 11.3.5 Use a variety of supporting details
- 11.3.8 Incorporate visual aids into written work to enhance meaning
- 12.3.4 Use variety of sources for supporting details
- 12.3.5 Elaborate ideas through word choice and description using grade-level vocabulary
- 10.5.2 Use media for a variety of purposes
- 9.1.1 Choose a broad topic, state the problem, or question
- 9.1.4 Evaluate relevancy of information
- 9.1.6 Summarize information
- 9.1.9 Use graphic organizer
- 10.1.3 Gather reliable information to support a thesis
- 10.1.10 Write a research paper
- 11.1.5 Synthesize information in a logical sequence
- 12.1.1 Plan a research strategy
- 12.1.3 Develop a research question
- 12.1.2 Determine purpose
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 11.2.6 Apply prior knowledge of content to interpret meaning of text
- 12.2.8 Use technical language/jargon to decipher meaning
- 9.3.1 Write expository texts
- 10.3.1 Write expository texts including research papers

English Language Arts (cont.)

- 10.3.2 Defend a personal opinion using facts as support
- 10.3.4 Organize the ideas and details of a composition according to purpose
- 11.3.1 Gather information supporting multiple sides of an issue
- 11.3.2 Organize the ideas and details of a composition according to purpose
- 11.3.3 Elaborate ideas through word choice and description using grade-level vocabulary
- 9.4.5 Use critical listening skills
- 10.4.3 Formulate questions in response to a verbal message

Standard 1: ECONOMIC PRINCIPLES AND MARKETING – Understand basic economic principles and marketing.

Academic Cross Walk

Library/Technology Literacy

- 12.1.1 Define a research problem or task
- 12.1.2 Plan a research strategy
- 12.1.3 Access information using a variety of sources
- 12.1.4 Use a variety of criteria to evaluate and select information for research
- 12.1.5 Use organizational strategies to record and synthesize information
- 12.1.6 Present research
- 12.1.7 Evaluate the research process
- 12.2.1 Demonstrate awareness of audience when creating media products
- 12.2.2 Synthesize information to create a product that meets a specific need
- 12.2.3 Use a variety of criteria to evaluate media products
- 12.2.4 Use a variety of media and technology to communicate with communities beyond the school
- 12.3.1 Explain and use appropriate terminology and concepts associated with media and technology
- 12.3.2 Apply strategies for identifying and solving routine hardware and software problems
- 12.3.3 Explain features and uses of current and emerging media and technology
- 12.3.4 Explain ways in which social and economic forces influence which technologies will be developed and used
- 12.4.1 Work cooperatively and collaboratively when using media and technology
- 12.4.2 Develop competence and selectivity in reading, listening, and viewing
- 12.4.3 Demonstrate self-motivation in seeking information
- 12.4.4 Use a variety of media and technology for personal needs and enjoyment
- 12.5.1 Follow school policies for responsible use of information resources
- 12.5.2 Demonstrate proper form of citations and bibliographies
- 12.5.3 Understand and obey intellectual property laws, including copyright, when using information in any format
- 12.5.4 Understand the impact of equitable access to information in a democracy

Mathematics

- 9-10.1.8 Apply estimation skills to predict realistic solutions to problems
- 9-10.1.9 Select and use a computational technique to solve problems involving real numbers
- 9-10.1.10 Explain the reasonableness of a problem's solution and the process used to obtain it
- 9-10.1.11 Add, subtract, and perform scalar multiplication on matrices
- 11-12.1.7 Add, subtract, and multiply complex numbers
- 9-10.3.2 Interpret a given visual representation of a set of data
- 9-10.3.3 Identify the variable, sample, and population in a well-designed study
- 11-12.3.1 Choose, construct, and interpret a display to represent a set of data
- 11-12.3.2 Make predictions based on theoretical probabilities and experimental results
- 9-10.4.6 Employ estimation techniques to evaluate reasonableness of results in measurement situations
- 9-10.5.2 Express relations and functions using a variety of representations
- 9-10.5.7 Develop algebraic expressions, equations, or inequalities involving one or two variables to represent relationships found in various contexts
- 9-10.5.10 Solve a literal equation for a specified variable
- 9-10.5.11 Use essential quantitative relationships in a situation to determine whether the relationship can be modeled by a linear function
- 9-10.5.13 Interpret a graphical representation of a real-world situation
- 9-10.5.14 Draw conclusions about a situation being modeled

Standard 1: ECONOMIC PRINCIPLES AND MARKETING – Understand basic economic principles and marketing.

Academic Cross Walk

Science

- 9-10.5.5 Know the effects of human activities on the environment
- 9-10.6.1 Use appropriate technologies and techniques to solve a problem
- 11-12.6.1 Select and use appropriate technologies, tools, and techniques to solve a problem
- 11-12.7.1 Know the impact of environmental laws and policies on the environment and society
- 11-12.7.2 Explain ways renewable and nonrenewable resources are managed
- 11-12.7.3 Understand the economic and social impact of using alternative energy resources



Agriculture Business Management State Standards



Standard 2: AGRICULTURAL ISSUES – Identify current agricultural issues, including legal issues associated with Agricultural Business Management.

Topic 1: Specify federal and state rules, regulations, and guidelines.

Student Competencies

Introductory

2.1.1 Identify agencies responsible for federal and state rules, regulations, and guidelines.

Core

2.1.2 Learn about inspections, certifications, and regulations of agriculture products.

2.1.3 Discuss current governmental policies.

Advanced

2.1.4 Examine laws pertaining to property ownership, taxes and liability.

2.1.5 Visit and/or Interview government agencies and conservationists (e.g. NRCS, FSA, local, county, state program offices, fish and wildlife, etc.).

Keys to Employability

Basic Skills

1. Reading→ Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
2. Writing→ Communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
3. Arithmetic/Mathematics→ Performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.
4. Listening→ Receives, attends to, interprets, and responds to verbal messages and other cues.
5. Speaking→ Organizes ideas and communicates orally.

Thinking Skills

1. Creative Thinking→ Generates new ideas.
2. Decision Making→ Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
3. Problem Solving→ Recognizes problems and devises and implements plan of action.
4. Seeing Things in the Mind’s Eye→ Organizes, processes symbols, pictures, graphs, objects, and other information.
5. Knowing How to Learn→ Uses efficient learning techniques to acquire and apply new knowledge and skills.
6. Reasoning→ Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

Standard 2: AGRICULTURAL ISSUES – Identify current agricultural issues, including legal issues associated with Agricultural Business Management.

Topic 2: Understand laws and taxes.

Student Competencies

Introductory

2.2.1 Discuss IRS form 1040 schedule F.

Core

2.2.2 Review tax schedules.

2.2.3 Discuss tax terminology (e.g. capital gains/losses, depreciation, tax credits, etc.).

2.2.4 Calculate depreciation using different methods.

2.2.5 Define agriculture laws dealing with ownership, right to use, liability, contracts, leases, etc.

Advanced

2.2.6 Complete a practice problem for form 1040 schedule F.

2.2.7 Complete a depreciation schedule.

Keys to Employability

Personal Qualities

1. Responsibility → Exerts a high level of effort and perseveres towards goal attainment.
2. Self-Esteem → Believes in own self worth and maintains a positive view of self.
3. Sociability → Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group setting.
4. Self-Management → Assesses self accurately, sets personal goals, monitors progress, and exhibits self-control.
5. Integrity/Honesty → Chooses ethical courses of action.

Resources

1. Time → Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.
2. Money → Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.
3. Material and Facilities → Acquires, stores, allocates, and uses materials or space efficiently.
4. Human Resources → Assesses skills and distributes work accordingly, evaluates performance and provides feedback.

Systems

1. Understands Systems → Knows how social, organizational, and technological systems work and operates effectively with them.
2. Monitors and Corrects Performance → Distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions.
3. Improves or Designs Systems → Suggests modifications to existing systems and develops new or alternative systems to improve performance.



Standard 2: AGRICULTURAL ISSUES – Identify current agricultural issues, including legal issues associated with Agricultural Business Management.

Academic Cross Walk

English Language Arts

Library/Technology Literacy

- 9.4.5 Use critical listening skills
- 10.4.3 Formulate questions in response to a verbal message

- 12.3.1 Explain and use appropriate terminology and concepts associated with media and technology
- 12.3.2 Apply strategies for identifying and solving routine hardware and software problems
- 12.3.3 Explain features and uses of current and emerging media and technology
- 12.3.4 Explain ways in which social and economic forces influence which technologies will be developed and used
- 12.3.2 Apply strategies for identifying and solving routine hardware and software problems
- 12.4.3 Demonstrate self-motivation in seeking information
- 12.5.1 Follow school policies for responsible use of information resources
- 12.5.2 Demonstrate proper form of citations and bibliographies
- 12.5.3 Understand and obey intellectual property laws, including copyright, when using information in any format
- 12.5.4 Understand the impact of equitable access to information in a democracy



Standard 2: AGRICULTURAL ISSUES – Identify current agricultural issues; including legal issues associated with Agricultural Business Management.

Academic Cross Walk

Mathematics

- 9-10.1.8 Apply estimation skills to predict realistic solutions to problems
- 9-10.1.9 Select and use a computational technique to solve problems involving real numbers
- 9-10.1.10 Explain the reasonableness of a problem's solution and the process used to obtain it
- 9-10.1.11 Add, subtract, and perform scalar multiplication on matrices
- 11-12.1.7 Add, subtract, and multiply complex numbers
- 9-10.3.2 Interpret a given visual representation of a set of data
- 9-10.3.3 Identify the variable, sample, and population in a well-designed study
- 11-12.3.1 Choose, construct, and interpret a display to represent a set of data
- 11-12.3.2 Make predictions based on theoretical probabilities and experimental results
- 9-10.4.6 Employ estimation techniques to evaluate reasonableness of results in measurement situations
- 9-10.5.2 Express relations and functions using a variety of representations
- 9-10.5.7 Develop algebraic expressions, equations, or inequalities involving one or two variables to represent found in various contexts
- 9-10.5.10 Solve a literal equation for a specified variable
- 9-10.5.11 Use essential quantitative relationships in a situation to determine whether the relationship can be modeled by a linear function
- 9-10.5.13 Interpret a graphical representation of a real-world situation
- 9-10.5.14 Draw conclusions about a situation being modeled

Science

- 9-10.5.5 Know the effects of human activities on the environment
- 9-10.6.1 Use appropriate technologies and techniques to solve a problem
- 11-12.6.1 Select and use appropriate technologies, tools, and techniques to solve a problem
- 11-12.7.1 Know the impact of environmental laws and policies on the environment and society
- 11-12.7.2 Explain ways renewable and nonrenewable resources are managed
- 11-12.7.3 Understand the economic and social impact of using alternative energy resources

Standard 3: FINANCIAL RECORDS – Understand financial records and use information for evaluation and planning.

Topic 1: Understand importance and skills of record keeping.

Student Competencies

Introductory

3.1.1 Define terms associated with record keeping.

Core

3.1.2 Identify record keeping methods to track inventory.

3.1.3 Explain expenses, income, assets, liabilities etc.

3.1.4 Use records to develop a budget.

3.1.5 Use records to complete a balance sheet and determine net worth.

3.1.6 Use computers to maintain business records.

3.1.7 Calculate and interpret selected farm financial ratios.

Advanced

3.1.8 Complete SAE practice problem.

3.1.9 Analyze business records including the ND Farm Business Management Finpak analysis.

Keys to Employability

Basic Skills

1. Reading → Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
2. Writing → Communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
3. Arithmetic/Mathematics → Performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.
4. Listening → Receives, attends to, interprets, and responds to verbal messages and other cues.
5. Speaking → Organizes ideas and communicates orally.

Thinking Skills

1. Creative Thinking → Generates new ideas.
2. Decision Making → Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
3. Problem Solving → Recognizes problems and devises and implements plan of action.
4. Seeing Things in the Mind's Eye → Organizes, processes symbols, pictures, graphs, objects, and other information.
5. Knowing How to Learn → Uses efficient learning techniques to acquire and apply new knowledge and skills.
6. Reasoning → Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

Information

1. Acquires and Evaluates Information.
2. Organizes and Maintains Information.
3. Interprets and Communicates Information.
4. Uses Computers to Process Information.

Standard 3: FINANCIAL RECORDS – Understand financial records and use information for evaluation and planning.

Topic 2: Use financial information in decision making.

Student Competencies

Introductory

- 3.2.1 Identify methods of managing risk.
- 3.2.2 Identify types of insurance available for protecting the farm business.

Core

- 3.2.3 Identify crop risk reduction programs.
- 3.2.4 Research insurance available for farm businesses.
- 3.2.5 Use cash flow statements to plan for credit needs for the farm business.
- 3.2.6 Compute interest and APR.

Advanced

- 3.2.7 Interpret an example analysis of a farm.
- 3.2.8 Review the State Farm Management Education state and regional average books.
- 3.2.9 Visit with an agriculture lender to investigate financing opportunities.

Keys to Employability

Personal Qualities

- 1. Responsibility → Exerts a high level of effort and perseveres towards goal attainment.
- 2. Self-Esteem → Believes in own self worth and maintains a positive view of self.
- 3. Sociability → Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group setting.
- 4. Self-Management → Assesses self accurately, sets personal goals, monitors progress, and exhibits self-control.
- 5. Integrity/Honesty → Chooses ethical courses of action.

Resources

- 1. Time → Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.
- 2. Money → Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.
- 3. Material and Facilities → Acquires, stores, allocates, and uses materials or space efficiently.
- 4. Human Resources → Assesses skills and distributes work accordingly, evaluates performance and provides feedback.

Technology

- 1. Selects Technology → Chooses procedures, tools, or equipment including computers and related technologies.
- 2. Applies Technology to Task → Understands overall intent and proper procedures for setup and operation of equipment.
- 3. Maintains and Troubleshoots Equipment → Prevents, identifies, or solves problems with equipment, including computers and other technologies.

Standard 3: FINANCIAL RECORDS – Understand financial records and use information for evaluation and planning.

Academic Cross Walk

English Language Arts

- 9.4.5 Use critical listening skills
- 10.4.3 Formulate questions in response to a verbal message
- 9.1.1 Choose a broad topic, state the problem, or question
- 9.1.3 Cross-reference information
- 9.1.4 Evaluate relevancy of information
- 9.1.5 Organize information from a variety of sources
- 9.1.6 Summarize information
- 9.1.7 Identify and avoid plagiarism
- 9.1.9 Use graphic organizer
- 10.1.1 Form questions to focus research
- 10.1.2 Know ways to effectively search electronic databases
- 10.1.3 Gather reliable information to support a thesis
- 10.1.4 Use relevant information
- 10.1.5 Organize information from a variety of sources into a unified whole
- 10.1.7 Paraphrase information
- 10.1.10 Write a research paper
- 11.1.1 Research topics independently using appropriate sources
- 11.1.2 Evaluate and incorporate information from primary sources
- 11.1.4 Verify the quality, accuracy, and usefulness of information
- 11.1.5 Synthesize information in a logical sequence
- 12.1.1 Plan a research strategy
- 12.1.3 Develop a research question
- 12.1.4 Defend research paper or project
- 9.2.6 Demonstrate oral reading fluency
- 9.2.7 Access prior knowledge to interpret meaning
- 9.2.12 Explain ways in which the setting affects the development of a story
- 10.2.7 Apply universal themes to real life situations
- 11.2.6 Apply prior knowledge of content to interpret meaning of text
- 12.2.8 Use technical language/jargon to decipher meaning
- 9.3.3 Develop a composition detailing an opinion
- 9.3.5 Organize the ideas and details of a composition according to purpose
- 9.3.8 Use supporting details
- 9.3.11 Arrange paragraphs in a logical progression
- 9.3.12 Use technology to present written work
- 10.3.2 Defend a personal opinion using facts as support
- 10.3.4 Organize the ideas and details of a composition according to purpose

English Language Arts (cont.)

- 10.3.7 Use a variety of supporting details
- 10.3.10 Use a specific point of view in compositions
- 11.3.2 Organize the ideas and details of a composition according to purpose
- 11.3.3 Elaborate ideas through word choice and description using grade-level vocabulary
- 11.3.5 Use a variety of supporting details
- 11.3.8 Incorporate visual aids into written work to enhance meaning
- 12.3.4 Use variety of sources for supporting details
- 12.3.5 Elaborate ideas through word choice and description using grade-level vocabulary

Standard 3: FINANCIAL RECORDS – Understand financial records and use information for evaluation and planning.

Academic Cross Walk

Library/Technology Literacy

- 12.1.1 Define a research problem or task
- 12.1.2 Plan a research strategy
- 12.1.3 Access information using a variety of sources
- 12.1.4 Use a variety of criteria to evaluate and select information for research
- 12.1.5 Use organizational strategies to record and synthesize information
- 12.1.6 Present research
- 12.1.7 Evaluate the research process
- 12.3.1 Explain and use appropriate terminology and concepts associated with media and technology
- 12.3.2 Apply strategies for identifying and solving routine hardware and software problems
- 12.3.3 Explain features and uses of current and emerging media and technology
- 12.3.4 Explain ways in which social and economic forces influence which technologies will be developed and used
- 12.4.1 Work cooperatively and collaboratively when using media and technology
- 12.4.2 Develop competence and selectivity in reading, listening, and viewing
- 12.4.3 Demonstrate self-motivation in seeking information
- 12.4.4 Use a variety of media and technology for personal needs and enjoyment
- 12.5.1 Follow school policies for responsible use of information resources
- 12.5.2 Demonstrate proper form of citations and bibliographies
- 12.5.3 Understand and obey intellectual property laws, including copyright, when using information in any format
- 12.5.4 Understand the impact of equitable access to information in a democracy

Mathematics

- 9-10.1.8 Apply estimation skills to predict realistic solutions to problems
- 9-10.1.9 Select and use a computational technique to solve problems involving real numbers
- 9-10.1.10 Explain the reasonableness of a problem's solution and the process used to obtain it
- 9-10.1.11 Add, subtract, and perform scalar multiplication on matrices
- 11-12.1.7 Add, subtract, and multiply complex numbers
- 9-10.3.1 Construct appropriate displays of given data
- 9-10.3.2 Interpret a given visual representation of a set of data
- 9-10.3.3 Identify the variable, sample, and population in a well-designed study
- 9-10.3.4 Determine the number of possible outcomes for a given event, using appropriate counting techniques
- 9-10.3.5 Calculate experimental and theoretical probabilities with and without replacement
- 9-10.3.6 Calculate probabilities of compound events using addition and multiplication rules
- 9-10.3.7 Calculate measures of central tendency and spread
- 9-10.3.8 Discuss relationships among measures of central tendency and spread
- 11-12.3.1 Choose, construct, and interpret a display to represent a set of data
- 11-12.3.2 Make predictions based on theoretical probabilities and experimental results
- 9-10.4.6 Employ estimation techniques to evaluate reasonableness of results in measurement situations
- 9-10.5.2 Express relations and functions using a variety of representations
- 9-10.5.7 Develop algebraic expressions, equations, or inequalities involving one or two variables to represent relationships found in various contexts
- 9-10.5.10 Solve a literal equation for a specified variable
- 9-10.5.11 Use essential quantitative relationships in a situation to determine whether the relationship can be modeled by a linear function
- 9-10.5.13 Interpret a graphical representation of a real-world situation
- 9-10.5.14 Draw conclusions about a situation being modeled

Standard 3: FINANCIAL RECORDS – Understand financial records and use information for evaluation and planning.

Academic Cross Walk

Science

- 9-10.5.5 Know the effects of human activities on the environment
- 9-10.6.1 Use appropriate technologies and techniques to solve a problem
- 11-12.6.1 Select and use appropriate technologies, tools, and techniques to solve a problem
- 11-12.7.1 Know the impact of environmental laws and policies on the environment and society
- 11-12.7.2 Explain ways renewable and nonrenewable resources are managed
- 11-12.7.3 Understand the economic and social impact of using alternative energy resources



Agriculture Business Management State Standards



Standard 4: AGRICULTURE MARKETING – Analyze market and commodity marketing information.

Topic 1: Interpret market information and commodity marketing.

Student Competencies

Introductory

- 4.1.1 Review history of commodity marketing.
- 4.1.2 Define technical and fundamental analysis (e.g. charting, supply and demand, etc.).
- 4.1.3 Define methods of marketing (e.g. cash, forward contracts, futures, options, etc.).

Core

- 4.1.4 Practice charting commodities.
- 4.1.5 Interpret price movements (e.g. trends, reversals, head and shoulders, etc.).
- 4.1.6 Research and keep journals of fundamental factors driving markets (e.g. cycles, trends).
- 4.1.7 Calculate hedges, options, basis, etc.

Advanced

- 4.1.8 Participate in a simulated commodity marketing activity (e.g. Marketing Game, Stewart Peterson, MSU, etc.).
- 4.1.9 Visit with a commodity broker.

Keys to Employability

Basic Skills

1. Reading → Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
2. Writing → Communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
3. Arithmetic/Mathematics → Performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.
4. Listening → Receives, attends to, interprets, and responds to verbal messages and other cues.
5. Speaking → Organizes ideas and communicates orally.

Thinking Skills

1. Creative Thinking → Generates new ideas.
2. Decision Making → Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
3. Problem Solving → Recognizes problems and devises and implements plan of action.
4. Seeing Things in the Mind’s Eye → Organizes, processes symbols, pictures, graphs, objects, and other information.
5. Knowing How to Learn → Uses efficient learning techniques to acquire and apply new knowledge and skills.
6. Reasoning → Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

Information

1. Acquires and Evaluates Information.
2. Organizes and Maintains Information.
3. Interprets and Communicates Information.
4. Uses Computers to Process Information.



Agriculture Business Management State Standards



Standard 4: AGRICULTURE MARKETING – Analyze market and commodity marketing information.

Academic Cross Walk

English Language Arts

None listed.

Library/Technology Literacy

- 12.1.1 Define a research problem or task
- 12.1.2 Plan a research strategy
- 12.1.3 Access information using a variety of sources
- 12.1.4 Use a variety of criteria to evaluate and select information for research
- 12.1.5 Use organizational strategies to record and synthesize information
- 12.1.6 Present research
- 12.1.7 Evaluate the research process
- 12.2.1 Demonstrate awareness of audience when creating media products
- 12.2.2 Synthesize information to create a product that meets a specific need
- 12.2.3 Use a variety of criteria to evaluate media products
- 12.2.4 Use a variety of media and technology to communicate with communities beyond the school
- 12.3.1 Explain and use appropriate terminology and concepts associated with media and technology
- 12.3.2 Apply strategies for identifying and solving routine hardware and software problems
- 12.3.3 Explain features and uses of current and emerging media and technology
- 12.3.4 Explain ways in which social and economic forces influence which technologies will be developed and used
- 12.4.1 Work cooperatively and collaboratively when using media and technology
- 12.4.2 Develop competence and selectivity in reading, listening, and viewing
- 12.4.3 Demonstrate self-motivation in seeking information
- 12.4.4 Use a variety of media and technology for personal needs and enjoyment
- 12.5.1 Follow school policies for responsible use of information resources
- 12.5.2 Demonstrate proper form of citations and bibliographies
- 12.5.3 Understand and obey intellectual property laws, including copyright, when using information in any format
- 12.5.4 Understand the impact of equitable access to information in a democracy



Standard 4: AGRICULTURE MARKETING – Analyze market and commodity marketing information.

Academic Cross Walk

Mathematics

None listed.

Science

- 9-10.5.5 Know the effects of human activities on the environment
- 9-10.6.1 Use appropriate technologies and techniques to solve a problem
- 11-12.6.1 Select and use appropriate technologies, tools, and techniques to solve a problem
- 11-12.7.1 Know the impact of environmental laws and policies on the environment and society
- 11-12.7.2 Explain ways renewable and nonrenewable resources are managed
- 11-12.7.3 Understand the economic and social impact of using alternative energy resources

