

# Agribusiness017000...6020

## Course Description

This course will focus on the principles, management tools, marketing and sales practices involved in the agribusiness industry. The relationship of culture and interpersonal skills in the business industry is explored.

## Course Code:

## Program(s) of Study to which This Course Applies

- Agribusiness Systems

Course Framework	Reference Standards	Academic Crosswalk
<b>Standard 1. Students will identify business principles.</b>		[TBD by NDE]
Benchmark 1.1 Identify the characteristics of a business.  <u>Sample performance indicators:</u> <ul style="list-style-type: none"> <li>• Discuss the concept of business.</li> <li>• Define and list examples of goods and services.</li> <li>• Explain the role of business in society.</li> </ul>		[TBD by NDE]
<b>Standard 2. Students will utilize financial management tools.</b>	CAL (AE 12.1.3)	[TBD by NDE]
Benchmark 2.1 Complete records for business and personal incomes and expenses.  <u>Sample performance indicators:</u> <ul style="list-style-type: none"> <li>• Develop a personal and/or business inventory.</li> <li>• Develop a personal and/or business balance sheet.</li> </ul>	CAL (AE 12.1.3) LK (ABS 03) LK (ABS 04)	[TBD by NDE]



<p>Benchmark 2.2 Analyze solvency of personal and/or business records.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>Analyze successive years of personal and/or business balance sheets.</li> <li>Document completeness of records.</li> <li>Utilize records to evaluate business/personal efficiency.</li> </ul>	<p>CAL (AE 12.1.3)                  LK (ABS 05)</p>	<p>[TBD by NDE]</p>
<p><b>Standard 3. Students will recognize marketing tools and skills.</b></p>	<p>OH (BO 3.1.6)                  CAL (AE 12.1.9)                  LK (ABS 06)</p>	<p>[TBD by NDE]</p>
<p>Benchmark 3.1 Study techniques used in successful marketing of goods.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>Identify consumer demographics, characteristics and wants/needs.</li> <li>Understand disposable income.</li> <li>Distinguish scarcity, opportunity costs and consumer desires.</li> </ul>	<p>OH (BO 3.1.3)                  OH (BO 3.1.6)                  CAL (AE 3.2.1)                  LK (ABS 06.01)                  LK (ABS 06.02)                  LK (ABS 06.03)                  LK (ABS 06.04)</p>	<p>[TBD by NDE]</p>
<p>Benchmark 3.2 Develop marketing/sales techniques.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>Comprehend the importance of advertising via various sources. (TV, internet, etc.)</li> <li>Construct a marketing campaign for a good or service.</li> <li>Develop and present a sales presentation.</li> <li>Demonstrate the importance of building customer relationships.</li> <li>Describe the effect of transportation quality/availability in marketing.</li> </ul>	<p>OH (BO 3.1.7)                  OH (BO 3.1.8)                  OH (BO 3.2.4)                  OH (BO 3.2.5)                  OH (BO 3.2.6)                  OH (BO 3.2.8)                  OH (BO 3.2.9)                  OH (BO 3.2.12)                  OH (BO 3.2.13)                  CAL (AE 12.1.10)</p>	<p>[TBD by NDE]</p>
<p>Benchmark 3.3 Identify markets and market development.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>List potential markets for a good and/or service.</li> <li>Develop a plan to market a good and/or service.</li> <li>Evaluate the benefits of commodity check-off programs.</li> </ul>	<p>OH (BO 3.1.11)</p>	<p>[TBD by NDE]</p>
<p><b>Standard 4. Students will explain how cultural differences impact the marketing of goods and/or services.</b></p>		<p>[TBD by NDE]</p>



<p>Benchmark 4.1 Identify how cultural/society values impact the buying or selling of goods and/or services.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>Describe differences in demographics in marketing: age, gender, religion, geographic location and socioeconomic status.</li> <li>Appraise market campaigns aimed at various cultural consumers.</li> </ul>	<p>LK (CS.03.01)</p>	<p>[TBD by NDE]</p>
<p><b>Standard 5. Students will enhance interpersonal skills for success in the business world.</b></p>		<p>[TBD by NDE]</p>
<p>Benchmark 5.1 Recognize the importance of ethics and personal character in business.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>Define ethics.</li> <li>Define the role of profit in a business.</li> <li>Compare and contrast the ethics of different leaders.</li> <li>Identify personality types and their impact on business situations.</li> <li>Apply conflict resolution skills.</li> <li>Assess strengths and weaknesses of various personality types.</li> <li>Participate in small group projects with an interdependent task.</li> <li>Manage time and prioritize tasks.</li> </ul>	<p>OH (BO 3.8.1)                  OH (BO 3.8.9)                  OH (BO 3.8.4)                  OH (BO 3.8.5)                  OH (BO 3.8.8)                  LK (CS01.02.02)                  LK (CS01.04.02)                  LK (CS02.02.01)</p>	<p>[TBD by NDE]</p>
<p>Benchmark 5.2 Explore the relationship between personal social skills and business outcomes.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>Practice table etiquette and understand the relationship to business opportunities.</li> <li>Demonstrate professional dress.</li> <li>Demonstrate proper conduct and appearances for various settings.</li> </ul>	<p>LK (CS02.02.02)                  LK (CS02.02.03)</p>	<p>[TBD by NDE]</p>

**Reference Standards Sources**

- CAL = California State Standards
- OH = Ohio State Standards
- LK = FFA LifeKnowledge and Cluster Skills

## Other Information

Suggestions for innovative teaching and learning strategies:	<ul style="list-style-type: none"> <li>• Book: Quantum Learning: 8 Keys to Success</li> <li>• Book: John Wooden: Triangle of Success</li> <li>• Book: Dress for Success</li> <li>• Meyers-Briggs Type Indicator</li> <li>• The Art and Science of Leadership+. Nahvandi textbook</li> </ul>
Related assessments:	<ul style="list-style-type: none"> <li>• Listed here (not sentences) . Arial, 11 . no effect. Bulleted list. No space following list.</li> </ul>
Extended learning opportunities:	<ul style="list-style-type: none"> <li>• Nebraska Council of Economic Education . <a href="http://www.nebraskacouncil.org">www.nebraskacouncil.org</a></li> <li>• Farm Business Management Career Development Event . FFA</li> <li>• Ag Marketing Plan Career Development Event - FFA</li> <li>• FarmMetrics activity . Bunge</li> <li>• Internships, work experience, SAE program, job shadowing</li> <li>• Youth organizations (FFA, FCCLA, DECA, 4-H, SkillsUSA, HOSA, etc.) competitions</li> <li>• Public speaking</li> <li>• Volunteering/service learning</li> <li>• Mentoring programs . PALS, TeamMates, Big Brothers/Big Sisters</li> </ul>