

Agriculture, Food and Natural Resources: Agribusiness Systems Career Pathway Plan of Study for ▶ Learners ▶ Parents ▶ Counselors ▶ Teachers/Faculty

This Career Pathway Plan of Study (based on the Agribusiness Systems Pathway of the Agriculture, Food and Natural Resources Career Cluster) can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. *This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/or Degree Major Courses for Agribusiness Systems Pathway	SAMPLE Occupations Relating to This Pathway			
<i>Interest Inventory Administered and Plan of Study Initiated for all Learners</i>											
SECONDARY	9	English/ Language Arts I	Algebra I	Earth or Environmental Science	State History Civics	All plans of study should meet local and state high school graduation requirements and college entrance requirements. Supervised Agricultural Experience (SAE) and participation in appropriate FFA activities support and reinforce classroom and laboratory learning and should be a requirement for all students.	<ul style="list-style-type: none"> • Introduction to Agriculture, Food and Natural Resources 	Occupations Requiring Postsecondary Education <ul style="list-style-type: none"> ▶ Agricultural Chemical Dealer ▶ Agricultural Products Buyer-Distributor ▶ Bank/Loan Office ▶ Dairy Herd Supervisor ▶ Entrepreneur ▶ Farm Manager ▶ Farmer-Rancher-Feedlot Operator ▶ Feed-Supply Store Manager ▶ Field Representatives for Bank, Insurance Company or Government Program ▶ Livestock Manager ▶ Sales Manager ▶ Salesperson 			
	10	English/ Language Arts II	Geometry	Biology	U.S. History		<ul style="list-style-type: none"> • Introduction to Agricultural Marketing, Business and Entrepreneurship • Accounting 				
	11	English/ Language Arts III	Algebra II or other math course	Chemistry or other science course	World History		<ul style="list-style-type: none"> • Agricultural Business Management 				
	<i>College Placement Assessments-Academic/Career Advisement Provided</i>										
	12	English/ Language Arts IV	Statistics or other math course						<ul style="list-style-type: none"> • Agricultural Economics • Internship in Agribusiness 		
<i>Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.</i>											
POSTSECONDARY	Year 13	English Composition	Algebra	Chemistry	American Government	All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include.	<ul style="list-style-type: none"> • Introduction to Agribusiness • Principles of Agribusiness • Agricultural Economics 	Occupations Requiring Baccalaureate Degree <ul style="list-style-type: none"> ▶ Agricultural Commodity Broker ▶ Agricultural Economist ▶ Agricultural Educator ▶ Agricultural Lender ▶ Banker/Loan Officer ▶ Farm Investment Manager ▶ Produce Commission Manager 			
	Year 14	Speech/ Oral Communication		Biological Science or Botany	American History Geography		<ul style="list-style-type: none"> • Agricultural Salesmanship • Agricultural Finance • Agricultural Advertising/Merchandising 				
	Year 15	Technical Writing	Statistics		Psychology		<ul style="list-style-type: none"> • Continue Courses in the Area of Specialization 				
	Year 16	Continue courses in the area of specialization.							<ul style="list-style-type: none"> • Complete Agribusiness Systems Major (4-Year Degree Program) 		

Creating Your Institution's Own Instructional Plan of Study

With a team of partners (secondary/postsecondary teachers and faculty, counselors, business/industry representatives, instructional leaders, and administrators), use the following steps to develop your own scope and sequence of career and technical courses as well as degree major courses for your institution's plan of study.

- 1 Crosswalk the Cluster Foundation Knowledge and Skills (available at <http://www.careerclusters.org/goto.cfm?id=82>) to the content of your existing secondary and postsecondary programs/courses.
- 2 Crosswalk the Pathway Knowledge and Skills (available at <http://www.careerclusters.org/goto.cfm?id=7>) to the content of your existing secondary/postsecondary programs and courses.
- 3 Based on the crosswalks in steps 1 and 2, determine which existing programs/courses would adequately align to (cover) the knowledge and skills. These programs/courses would be revised to tighten up any alignment weaknesses and would become a part of a sequence of courses to address this pathway.
- 4 Based on the crosswalks in steps 1 and 2, determine what new courses need to be added to address any alignment weaknesses.
- 5 Sequence the **content** and **learner outcomes** of the existing programs/courses identified in step 3 and new courses identified in step 4 into a course sequence leading to preparation for all occupations within this pathway. (See list of occupations on page 1 of this document.)
- 6 The goal of this process would be a series of courses and their descriptions. The names of these courses would be inserted into the *Career and Technical Courses* column on the Plan of Study on page 1 of this document.
- 7 The SAMPLE on page 4 is a **sample result** of steps 1-6, and these course titles are inserted into the Plan of Study on page 1 of this document.
- 8 Crosswalk your state academic standards and applicable national standards (e.g., for mathematics, science, history, language arts, etc.) to the sequence of courses formulated in step 6.

Below are suggested courses that could result from steps 1-6 above. However, as an educational institution, course titles, descriptions and the sequence will be your own. This is a good model of courses for you to use as an example and to help you jump-start your process. Course content may be taught as concepts within other courses, or as modules or units of instruction.

The following course is based on the Cluster Foundation Knowledge and Skills found at <http://www.careerclusters.org/goto.cfm?id=82>. These skills are reinforced through Supervised Agricultural Experience (SAE) programs including entrepreneurial, work-based, research or service learning. Skills are also reinforced and the SAE supported through participation in appropriate FFA activities.

#1

Introduction to Agriculture, Food and Natural Resources: This is a core course for the Agriculture, Food and Natural Resources Career Cluster that builds a knowledge base and technical skills in all aspects of the industry. Learners will be exposed to a broad range of agriculture, food and natural resources careers and Cluster Foundation Knowledge and Skills. This may be taught as a career exploration course in conjunction with other foundation Career Cluster courses.

The following course is based on the Cluster Foundation Knowledge and Skills as well as the Pathway Knowledge and Skills found at <http://www.careerclusters.org/goto.cfm?id=7>. These skills are reinforced through participation in FFA.

#2

Introduction to Agricultural Marketing, Business and Entrepreneurship: This course covers skills necessary for furthering education or entry into employment in an agricultural business. The course includes the study of business organizations including business plans, business structures, job responsibilities, job applications and interviewing, human relations, marketing, selling, displaying, and using business technology, management and entrepreneurship skills.

The following courses expose students to Pathway Knowledge and Skills found at <http://www.careerclusters.org/goto.cfm?id=7> and should include an appropriate Supervised Agricultural Experience (SAE) and FFA activities that support classroom/laboratory and SAE learnings.

#3

Accounting: This course includes knowledge and skills necessary for success in modern accounting environments. The content includes generally accepted accounting procedures, production and interpretation of financial statements, maintenance of payroll, maintenance of accounts payable and receivable, billing, data entry and maintenance of accounting files.

#4

Agricultural Business Management: This course builds on the knowledge and skills covered in the Introduction to Ag Marketing, Business and Entrepreneurship. Content includes development and management of a business plan to guide business activities, agribusiness leadership and management in the free enterprise system, economic principles, budgeting, finance, risk management, business law, marketing, human resources and careers in agribusiness.

#5

Agricultural Economics: This course is designed to develop skills and knowledge directly related to sales and service, marketing, commodity exchange, supply and demand, and world trade. This course also includes fundamentals of business, economic principles, record keeping, risk management, taxes, legal issues and marketing strategies.

#6

Internship in Agribusiness: This course is designed for work-site learning experiences. Students have the opportunity to practice specific skills, including record keeping, and receive credit for time spent in the workplace.

#7

Introduction to Agribusiness: This course focuses on entrepreneurship in agribusiness, the study of marketing including developing a marketing plan, budgeting, financial statements, purchasing, business structure, customer relations and inventory control.

#8

Agricultural Economics: This course includes principles of production, supply and demand applied to economic problems of agriculture and to decisions influencing farm management, marketing, international business and agricultural policy. It also reviews the principles of market research, diminishing returns, marginal cost, opportunity cost, substitution, and the concept of risk and uncertainty.

#9

Agricultural Salesmanship: This course covers the fundamentals and techniques of successful selling, developing sales personality and the selling cycle.

#10

Agricultural Finance: This course emphasizes general principles associated with the evaluation of management and the use of capital in agricultural business, with applications of effective use of credit and credit instruments, and description and analysis of agricultural credit institutions and agencies.

#11

Agricultural Advertising/Merchandising: This course covers planning, creation and use of advertising related to marketing of agricultural products, the purposes of advertising and displaying of merchandise, methods of appeal, copy problems, layout, design problems and selection of media.

Notes

A large rectangular area with horizontal stripes, alternating between light blue and light yellow, intended for taking notes.