

**Florida Department of Education
Curriculum Framework**

Program Title: Principles of Agribusiness and Management
Program Type: Career Preparatory
Career Cluster: Agriculture, Food and Natural Resources

Program Number	8009100
CIP Number	0101010200
Grade Level	9-12
Program Length	3 credits
Teacher Certification	Refer to the Program Structure section.
CTSO	FFA
SOC Codes (all applicable)	11-9013 -- Farmers, Ranchers, and Other Agricultural Managers
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Agriculture, Food and Natural Resources (AFNR) career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Agriculture, Food and Natural Resources career cluster.

The purpose of this program is to serve as a supplemental program to provide Agriculture, Food, and Natural Resource Education students with the opportunity, to learn the business side of agriculture commodities as well as essential functions of leadership and management.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of three courses. Planned and Supervised Agricultural Experiences (SAE) must be provided through one or more of the following: (1) foundational career exploration, (2) directed laboratory experience, (3) project ownership/entrepreneurship, (4) cooperative education/internship, (5) School Based Enterprise, or (6) Service Learning.

To teach the course(s) listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary program structure:

8106810	Agriscience Foundations 1	AGRICULTUR 1 @2 AGRICULTUR 7G	1 credit		3	EQ
8009110	Agriculture Leadership & Management		1 credit	11-9013		CT
8009120	Principles of Agribusiness		1 credit	11-9013	3	EC

(Graduation Requirement Codes: CT= Career & Technical Education, EQ= Equally Rigorous Science, EC= Economics, MA= Mathematics, PL= Personal Financial Literacy)

National Standards (NS): Council for Agricultural Education

Some or all of the courses in this program have been aligned with National Standards AFNR Standards from the Council for Agricultural Education. If so, the standards have been identified and cross walked with the corresponding CTE standard and/or benchmark. National Standards can be found by accessing the following link: <https://ffa.app.box.com/v/Library/folder/52815452676>.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

Agriscience Foundations 1

- 1.0 Examine the history of AFNR production at the local, national, and global level.
- 2.0 Employ scientific reasoning to make informed decisions in AFNR systems.
- 3.0 Apply scientific skills and principles in natural resources.
- 4.0 Apply scientific skills and principles in plant science.
- 5.0 Apply scientific skills and principles in animal science.
- 6.0 Apply scientific skills and principles in food science.
- 7.0 Apply scientific skills and principles in power, structure, and technical systems.
- 8.0 Explore AFNR professional development organizations.

Agriculture Leadership & Management

- 9.0 Compare and contrast differing theories of leadership styles.
- 10.0 Develop personal leadership qualities.
- 11.0 Associate leadership styles for specific situations.
- 12.0 Establish a clear image of what the future of the organization should look like.
- 13.0 Acquire the skills necessary to complete a project as a team.
- 14.0 Build a constituency through listening, coaching, understanding and appreciating others.
- 15.0 Conduct professional and personal activities based on ethical reasoning.
- 16.0 Demonstrate personal awareness of community relations.
- 17.0 Pursue learning and growth opportunities related to professional and personal aspirations.
- 18.0 Interact with others in a manner that respects the differences of a diverse and changing society.
- 19.0 Develop awareness and apply skills necessary for achieving career success.
- 20.0 Demonstrate the effective application of reasoning, thinking, and coping skills to solve problems.
- 21.0 Demonstrate leadership opportunities available in FFA.
- 22.0 Prepare documents and skills for pursuing career success.

Principles of Agribusiness

- 23.0 Explain the components of the American business system.
- 24.0 Analyze the basic concepts of agribusiness.
- 25.0 Evaluate the importance of the food and fiber system to understand the impact on global economy.
- 26.0 Examine the scope of career opportunities in and the importance of agriculture to the economy.
- 27.0 Compose and analyze a business plan for an enterprise.
- 28.0 Prepare and maintain all files needed to accomplish effective record keeping.
- 29.0 Use accounting fundamentals to accomplish dependable bookkeeping and fiscal management.

- 30.0 Maintain and interpret financial information (income statements, balance sheets, inventory, purchase orders, accounts receivable and cash-flow analyses) for businesses.
- 31.0 Conduct appropriate market and marketing research.
- 32.0 Develop a marketing plan.
- 33.0 Develop specific tactics to market AFNR products and services.
- 34.0 Develop a production and operational plan.
- 35.0 Apply appropriate management skills to organize a business.
- 36.0 Summarize the changes in American agricultural cooperatives from their beginning to today.
- 37.0 Differentiate between agricultural cooperative principles and practices.
- 38.0 Explain the responsibilities of people involved with agriculture cooperatives.
- 39.0 Explain the benefits and limitations of agricultural cooperatives.
- 40.0 Describe the various organization that serve agricultural cooperatives.
- 41.0 Construct a plan for financing and taxation within an agricultural cooperative.
- 42.0 Explain the steps for starting an agricultural cooperative.
- 43.0 Validate the necessity of leadership skills development in conjunction with participation in The National FFA Organization (FFA) as a critical component to a well-rounded agricultural education.
- 44.0 Complete a Supervised Agricultural Experience (SAE) program as a critical component to a well-rounded agricultural education.
- 45.0 Interpret and apply state and federal rules and regulations to enterprise.
- 46.0 Perform accounting activities.
- 47.0 Perform communication activities.
- 48.0 Demonstrate an understanding of legal and ethical issues in a business environment.
- 49.0 Develop financial literacy skills.

**Florida Department of Education
Student Performance Standards**

Course Title: Agriscience Foundations 1
Course Number: 8106810
Course Credit: 1

Course Description:

This course is designed to develop competencies in the areas of agricultural history and the global impact of agriculture; career opportunities; scientific and research concepts; biological and physical science principles; environmental principles; agriscience safety; principles of leadership; and agribusiness, employability, and human relations skills in agriscience. Laboratory-based activities are an integral part of this course. These include the safe use and application of appropriate technology, scientific testing and observation equipment.

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental quality, and safety procedures will be an integral part of this course. Students will interact with materials and primary sources of data or with secondary sources of data to observe and understand the natural world. Students will develop an understanding of measurement error, and develop the skills to aggregate, interpret, and present the data and resulting conclusions. Equipment and supplies will be provided to enhance these hands-on experiences for students. A minimum of 20% of classroom time will be dedicated to laboratory experiences.

Agriscience Foundations 1 (8106810) is part of several programs across the Agriculture, Food & Natural Resources career cluster. To ensure consistency, the standards and benchmarks for this course (01.0 – 8.0) have been placed in a separate document. To access this document, visit: <https://www.fldoe.org/core/fileparse.php/20706/urlt/Agsci-Fnds1-Core-2425.rtf>

**Florida Department of Education
Student Performance Standards**

Course Title: Agriculture Leadership & Management

Course Number: 8009110

Course Credit: 1

Course Description:

This course provides technical skill proficiency and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills and occupation-specific skills, and knowledge of all aspects of leadership and careers within the Agriculture, Food and Natural Resources career cluster.

CTE Standards and Benchmarks		National Standards
1.0	Compare and contrast differing theories of leadership styles. The student will be able to:	
1.1	Define different types of leadership.	CRP.0.07.01.c
1.2	Research different theories of leadership.	
1.3	Determine expectations of a leader.	
1.4	Determine what type of leadership style best fits you.	CRP.09.01.02.b
1.5	Compare commonalities of differing styles of leadership.	
1.6	Analyze Maslow's hierarchy of human needs as it relates to leadership development.	
1.7	Analyze motivation necessary for a leader as it relates to perception, judgment and groups.	
2.0	Develop personal leadership qualities. The student will be able to:	
2.1	Define personal leadership.	
2.2	Develop personal responsibility in leadership.	
3.0	Associate leadership styles for specific situations. The student will be able to:	
3.1	Define situational leadership.	CRP.09.01.02.a
3.2	Identify the different types of problem solving models and their applicability to specific situations.	CRP.02.01.01.c
3.3	Select the best leadership style for a given situation.	
4.0	Establish a clear image of what the future of the organization should look like. The student will be able to:	
4.1	Utilize visioning skills to develop a plan.	
4.2	Develop vision statements and plans for an organization.	
4.3	Analyze the risks and rewards of new experiences.	
4.4	Conduct a self-evaluation for personal reactions to new experiences.	
4.5	Describe techniques used to build consensus.	
4.6	Lead a meeting or activity that engages all participants in the process.	
5.0	Acquire the skills necessary to complete a project as a team. The student will be able to:	
5.1	Discuss stages of group dynamics (e.g., Inclusion, control, and intimacy).	

5.2	Create a task analysis.	
5.3	Create measurable short term, intermediate and long term goals.	
5.4	Set personal goals using the SMART goals method (Specific, Measurable, Approved by you, Realistic, Time-stamped).	
5.5	Assess the physical, financial and professional risks associated with a particular task.	
5.6	Facilitate the movement of team members through the stages of group development.	
5.7	Evaluate the strengths/talents of team members needed to achieve a desired task.	CRP.12.02.01.b
5.8	Delegate project parts equitably amongst team members to achieve a given task.	CRP.12.02.01.a
5.9	Use a variety of strategies to evaluate goals (e.g., observe, apply, and demonstrate).	
5.10	Identify characteristics of effective teams.	CRP.12.01.01.c
6.0	Build a constituency through listening, coaching, understanding and appreciating others. The student will be able to:	
6.1	Demonstrate human relation skills including compassion, empathy, unselfishness, trustworthiness, reliability and being friendly to co-workers.	
6.2	Use communication (verbal and non-verbal) skills to collaborate in a group setting.	CRP.04.01.01.b
6.3	Formulate a strategy in a conflict management plan that responds to obstacles.	
6.4	Describe the role and purpose of a personal mentor.	
6.5	Synthesize strategies to successfully coach/mentor others. (e.g., Building trust, praising, reprimanding).	
6.6	Identify strategies for motivating others.	
7.0	Conduct professional and personal activities based on ethical reasoning. The student will be able to:	
7.1	Explain a personal decision where integrity played a role in the decision.	
7.2	Compare and contrast the benefits of living by positive ethical choices.	
7.3	Analyze the causes for team members to accept or reject responsibility.	
7.4	Explain the benefits of mutual respect.	
7.5	Differentiate between habits, practices and behaviors consistent with principles of self-discipline.	
7.6	Evaluate professional and personal values and how they are applied in the service to others.	
8.0	Demonstrate personal awareness of community relations. The student will be able to:	
8.1	Analyze the impact of trends and issues on the community.	
8.2	Articulate current issues that are important to the local, state, national and global communities.	
8.3	Identify civic leadership role opportunities.	
8.4	Demonstrate responsible citizenship.	
8.5	Perform leadership tasks associated with citizenship.	
8.6	Explain benefits and challenges of working in a diverse group.	
8.7	Engage in activities to help develop personal awareness of diversity.	
8.8	Plan an activity that promotes appreciation of diversity.	
9.0	Pursue learning and growth opportunities related to professional and personal aspirations. The student will be able to:	
9.1	Explain the reasons for having a leadership/personal growth plan.	

9.2	Develop a plan that includes specific goals for leadership and personal growth.	
9.3	Explain the importance of self-concept.	
9.4	Use problem solving strategies to solve a professional or personal issue.	CRP.02.02.01.c CRP.02.02.02.c
9.5	Use various emerging technologies to enhance a program or project.	
9.6	Describe the value of being a life-long learner and the need for continuous development.	
10.0	Interact with others in a manner that respects the differences of a diverse and changing society. The student will be able to:	
10.1	Discover the different cultures that exist in one's community.	
10.2	Compare and contrast the customs of different cultures.	
10.3	Engage in a project that educates others about different cultures from within the community.	
10.4	Demonstrate proper conduct and appearances for diverse settings.	
10.5	Practice personal etiquette that is respectful of your environment.	
11.0	Develop awareness and apply skills necessary for achieving career success. The student will be able to:	
11.1	Implement a plan to achieve career goals and priorities.	
11.2	Determine the level of acceptable non-essential actions/tasks related to a balanced personal and work life.	
11.3	Identify employability skills for a specific career.	
11.4	Identify successful time management strategies.	
11.5	Develop a model for managing stress related to personal and work environments.	
12.0	Demonstrate the effective application of reasoning, thinking, and coping skills to solve problems. The student will be able to:	
12.1	Discuss the benefits of thinking critically and creatively.	
12.2	Demonstrate critical and creative thinking skills while completing a task.	
12.3	Analyze problems that were solved well and problems that were not solved well.	
12.4	Implement effective problem solving strategies.	
12.5	Discuss the skills and techniques needed to negotiate effectively.	
12.6	Demonstrate the skills needed to negotiate with others.	
13.0	Demonstrate leadership opportunities available in FFA. The student will be able to:	
13.1	Assess the leadership opportunities available in the leadership organization, including SAE, conferences, scholarships and travel.	
13.2	Identify key leaders in the history of the FFA organization.	
13.3	State the National FFA's mission, and structure.	
13.4	Submit a proficiency award application based on your SAE.	
13.5	Submit application for FFA degree status.	
13.6	Participate in an FFA Career Development Event.	
14.0	Prepare documents and skills for pursuing career success. The student will be able to:	
14.1	Complete a college/job application.	
14.2	Write a resume.	

14.3	Participate in a mock interview.	
14.4	Write a sample college admission, scholarship or employment essay.	
14.5	Complete financial aid or employment documents.	

**Florida Department of Education
Student Performance Standards**

Course Title: Principles of Agribusiness

Course Number: 8009120

Course Credit: 1

Course Description:

This course provides technical skill proficiency and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills and occupation-specific skills, and knowledge of all aspects of the agribusiness sector within the Agriculture, Food and Natural Resources career cluster.

The content includes but is not limited to instruction that prepares individuals to apply the economic and business principles involved in the organization, operation and management of farms and agricultural business. Subject matter includes finance, laws, labor, machinery, facilities and marketing, as well as leadership, communication, employability and human relations skills.

CTE Standards and Benchmarks	
15.0	Explain the components of the American business system. The student will be able to:
15.1	Compare different forms of business organizations.
15.2	Distinguish and identify between the characteristics of each type of market structures (monopoly, oligopoly, monopolistic competition, pure competition).
15.3	Evaluate the advantages and disadvantages provided by each business method.
15.4	Research the factors that contribute to the four phases of the business cycle (peak, contraction – unemployment, trough, expansion – inflation).
15.5	Determine how changes in government legislation (spending, taxation, regulations, subsidies, etc.) can affect American businesses and the national debt.
15.6	Evaluate how cooperative principles and practices differentiate cooperatives from other businesses.
16.0	Analyze the basic concepts of agribusiness. The student will be able to:
16.1	Explain the following concepts: <ul style="list-style-type: none"> · business cycle · profit / loss · competition · supply/ demand · quantity supplied – graphically illustrate situations that would cause change · quantity demanded – graphically illustrate situations that would cause change · equilibrium price
16.2	Identify and discuss ethical issues in agribusiness.
17.0	Evaluate the importance of the food and fiber system to understand the impact on global economy. The student will be able to:

17.1	Assess the agricultural impact upon the US gross national product and the total global economy.
17.2	Discuss the impact global trade has US agribusiness industries, including barriers and regulations.
17.3	Compare regulations in the US to those in other countries we import from.
17.4	Examine the use of subsidies in American agriculture.
17.5	Research new and emerging technologies and their impact on the economy.
18.0	Examine the scope of career opportunities in and the importance of agriculture to the economy. The student will be able to:
18.1	Evaluate and explore the agribusiness career opportunities in agriculture.
18.2	Calculate the total educational cost of an agricultural career.
18.3	Compare and contrast different types of student loans available for agriculture careers.
18.4	Construct a one year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.
18.5	Analyze how changes in the market and changes in product quality can affect wages and employment status.
19.0	Compose and analyze a business plan for an enterprise. The student will be able to:
19.1	Analyze quality AFNR business plan components that have been developed using the SMART (specific, measurable, attainable, realistic and timely) format.
19.2	Identify components of business plans and demonstrate how to write such components using the SMART format.
19.3	Identify and observe ethical standards in planning and operating AFNR businesses.
19.4	Utilize methods of AFNR business enterprise analysis, such as SWOT (strengths, weaknesses, opportunities and threats).
20.0	Prepare and maintain all files needed to accomplish effective record keeping. The student will be able to:
20.1	Maintain production and agribusiness records.
20.2	Analyze records to improve efficiency and profitability of an AFNR business.
20.3	Demonstrate understanding of inventory relative to maintaining optimal levels and calculating costs.
21.0	Use accounting fundamentals to accomplish dependable bookkeeping and fiscal management. The student will be able to:
21.1	Identify financial concepts associated with production and profit and compare various economic systems (traditional, market, command, mixed) in how they answer the questions 1) what to produce, 2) how to produce, 3) for whom to produce.
21.2	Evaluate characteristics of lines of credit, loan terms and alternatives in sources of capital such as savings and investment services.
21.3	Explain the importance of return on investment for an agribusiness enterprise.
21.4	Analyze contracts, leases and other legal documents.
21.5	Determine the tax structure applicable to different agribusinesses.
22.0	Maintain and interpret financial information (income statements, balance sheets, inventory, purchase orders, accounts receivable and cash-flow analyses) for businesses. The student will be able to:
22.1	Maintain accounting information needed to prepare an income statement, balance sheet and cash-flow analysis for an AFNR business.
22.2	Name and explain the impact of external economic factors on an AFNR business such as inflation.
22.3	Predict the consequences of delayed payment of expenses, prepayment of expenses and delayed receipts on a financial statement.
22.4	Interpret and evaluate financial statements, including income statements, balance sheets and cash-flow analyses.
23.0	Conduct appropriate market and marketing research. The student will be able to:

23.1	Investigate the meaning and methods of marketing in AFNR as related to agricultural commodities, products and services and to agricultural goods in domestic and international markets including why firms engage in price and non-price competition.
23.2	Apply benefit/cost analysis to marketing in AFNR businesses.
23.3	Implement and evaluate marketing strategies with agricultural commodities, products and services.
23.4	Evaluate alternative marketing strategies, such as value adding, branding and niche marketing, and propose and implement appropriate modifications to achieve AFNR business goals.
23.5	Use data to compare historical rates of return on investments with investment claims to make informed decisions and identify potential fraud.
23.6	Explain how buyer and sellers actions can determine the rate of return on an investment.
24.0	Develop a marketing plan. The student will be able to:
24.1	Identify the purpose, components and developmental processes of marketing plans.
24.2	Perform a marketing analysis, including evaluation of the competitors, customers, international and domestic policy environment, regulations and rules, standards and AFNR business resources.
24.3	Establish marketing plan goals/objectives, including monitoring, measuring and analyzing goal achievement.
25.0	Develop specific tactics to market AFNR products and services. The student will be able to:
25.1	Explain the meaning and use of the four Ps (product, price, place and promotion) in marketing.
25.2	Develop advertising campaigns that promote products and services.
25.3	Implement sales goals and incentive programs and identify pricing strategies used by competitors.
26.0	Develop a production and operational plan. The student will be able to:
26.1	Prepare a flowchart that shows production processes, including the resources and capital needed for each step and graphically explain how to determine prices and output through marginal cost analysis.
26.2	Develop and implement a product supply and distribution plan that meets the goals and objectives of an AFNR business.
26.3	Develop a production facility plan that includes building, equipment, personnel, utilities and logistics components.
27.0	Apply appropriate management skills to organize a business. The student will be able to:
27.1	Identify organizational structures and chains of command in AFNR businesses.
27.2	Identify management types in AFNR businesses.
27.3	Determine appropriate human resources for AFNR businesses.
27.4	Identify usual employee benefits and wages in AFNR businesses.
28.0	Summarize the changes in American agricultural cooperatives from their beginning to today. The student will be able to:
28.1	Describe the basis for the original formation of agricultural cooperatives and how they were organized.
28.2	Construct a timeline of important dates involved with cooperatives that includes highlights contributions of entrepreneurs, inventors, and other key individuals in the development of agriculture cooperatives.
29.0	Differentiate between agricultural cooperative principles and practices. The student will be able to:
29.1	Identify and describe the Rochdale Principles.
29.2	Examine and simplify the seven traditional principles and practices of cooperatives.
29.3	Explain the contemporary principles of a cooperative.
30.0	Explain the responsibilities of people involved with agriculture cooperatives. The student will be able to:
30.1	Understand and explain the responsibilities of members in a cooperative.

30.2	Understand and explain the responsibilities of the board of directors in a cooperative.
30.3	Understand and explain the responsibilities of a manager in a cooperative.
30.4	Understand and explain the responsibilities of an employee in a cooperative.
31.0	Explain the benefits and limitations of agricultural cooperatives. The student will be able to:
31.1	Understand and evaluate the benefits of being a cooperative member.
31.2	Compare and contrast the successes and failures of a cooperative.
31.3	Evaluate the importance of knowing the benefits and successes/failures of a cooperative.
32.0	Describe the various organization that serve agricultural cooperatives. The student will be able to:
32.1	Identify and evaluate the different cooperatives involved in communities.
32.2	Identify and evaluate the organizations that serve cooperatives.
33.0	Construct a plan for financing and taxation within an agricultural cooperative. The student will be able to:
33.1	Explain the difference between the two forms of capital debt and equity.
33.2	Explain how equity capital is provided.
33.3	Describe the various ways a cooperative can obtain borrowed capital.
33.4	Explain the single-tax principle and how it works for cooperatives and differentiate between direct and indirect taxes and describe the progressivity of taxes.
34.0	Explain the steps for starting an agricultural cooperative. The student will be able to:
34.1	Become familiar with the basic legal and financial documents needed to operate a cooperative business.
34.2	Learn how a cooperative business functions and operates.
35.0	Validate the necessity of leadership skills development in conjunction with participation in The National FFA Organization (FFA) as a critical component to a well-rounded agricultural education. The student will be able to:
35.1	Acquire and demonstrate communication skills such as writing, public speaking and listening while refining oral, written and verbal skills.
35.2	Recognize and explain the role of the FFA in the development of leadership, education, employability, communications and human relations skills.
35.3	Examine roles within teams, work units, departments, organizations, inter-organizational systems and the larger environment.
35.4	Acquire the skills necessary to positively influence others.
36.0	Complete a Supervised Agricultural Experience (SAE) program as a critical component to a well-rounded agricultural education. The student will be able to:
36.1	Explain the nature of and become familiar with those terms related to an SAE program.
36.2	Explore the numerous possibilities for an SAE program which a student might develop.
36.3	Develop an individual SAE program and implement record keeping skills.
36.4	Compose an FFA Proficiency Application or State Degree Application.
37.0	Interpret and apply state and federal rules and regulations to enterprise. The student will be able to:
37.1	List agencies responsible for inspecting and regulating operation or product.
37.2	Investigate EPA, DEP and FDAC environmental policies.
37.3	Determine the impact of water restriction on agribusiness operations.
37.4	Maintain a file of current rules and regulations relative to operation.

37.5	List reasons for the necessity of inspections, certification and regulations.
37.6	Diagram and explain the problems that occur when government institutes wage and price controls and explain the rational for these controls
38.0	Perform accounting activities. The student will be able to:
38.1	Prepare a balance sheet.
38.2	Prepare a cash flow statement.
38.3	Demonstrate knowledge of checking account records and bank reconciliation.
38.4	Interpret financial statements.
38.5	Demonstrate knowledge of the accounting cycle.
38.6	Create and interpret a budget for one year.
38.7	Establish a plan to pay off debt.
38.8	Calculate and record depreciation, net worth and income.
38.9	Explain cash management strategies including debit accounts, checking accounts and savings accounts.
38.10	Analyze credit scores and reports and there uses.
38.11	Complete a profit and loss statement.
38.12	Calculate the finance charges and total amount due on a credit card bill; include any fees that could be included.
38.13	Examine inflation, its effects on interest, value of goods and services, and employment.
38.14	Analyze consequences for not repaying a loan or having missing/late payments on loans or credit cards.
38.15	Compare different tax models at the federal, state and local level.
39.0	Perform communication activities. The student will be able to:
39.1	Compose business correspondence and related documents and demonstrate correct spelling, grammar, punctuation and work choice.
39.2	Prepare visual material, including electronic media, to support an oral presentation.
39.3	Demonstrate ability to communicate effectively with diverse populations.
40.0	Demonstrate an understanding of legal and ethical issues in a business environment. The student will be able to:
40.1	Demonstrate understanding of intellectual property rights.
40.2	Demonstrate understanding of appropriate use of employer property.
40.3	Demonstrate understanding of confidentiality.
40.4	Demonstrate understanding of role of ethical decision making in dealing with stakeholders.
40.5	Demonstrate knowledge of legal and privacy issues regarding e-mail, voice mail, internet, telephone and other communication methods.
40.6	Explain regulations or laws that are put in place to regulate financial institutions and protect business or consumers.
41.0	Develop financial literacy skills. The student will be able to:
41.1	Analyze types of loans, including the importance of down payments and collateral on securing funding sources.
41.2	Calculate the effects on the monthly payment in the change of interest rate based on an adjustable rate mortgage.
41.3	Analyze diversification in investments.
41.4	Explain the risk benefit in investment areas.

41.5	Analyze stock with a set amount of money, and follow the process through gains, losses and selling.
41.6	Compare and contrast income from purchase of common stock, preferred stock and bonds.
41.7	Given current exchange rates be able to convert from one form of currency to another.
41.8	Compare different insurance options and fees.
41.9	Compare and contrast the role of insurance as a device to mitigate risk and calculate expenses of various options.
41.10	Collect, organize, and interpret data to determine an effective retirement savings plan to meet personal financial goals.
41.11	Calculate, compare, and contrast different types of retirement plans, including IRAs, ROTH accounts and annuities.
41.12	Discuss when bankruptcy should be used as an action and the repercussions involved with filing.
41.13	Determine how identity theft can occur and what assistance is in in place for victims.

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.\

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.ELL.SI.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at SALA@fldoe.org.

Extended Student Supervision

Because of the production and marketing cycle of the agriculture industry, this program requires individual instruction and supervision of students for the entire period beyond the 180-day school year.

Career and Technical Student Organization (CTSO)

Florida FFA is the co-curricular career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular course or a modified course. If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.