

## Appendix A: AFNR Career Cluster Content Standards-Agricultural Sales

	Performance Measurement Levels	Event Activities Addressing Measurements	Related Academic Standards
ABS.01.01. Performance Indicator: Apply principles of capitalism in the business environment.			Social Studies: 7b and 7g
	ABS.01.01.01.c. Execute supply-and-demand principles in AFNR businesses.	Individual Written Exam	
ABS.02.02. Performance Indicator: Read, interpret, evaluate and write a mission statement to guide business goals, objectives and resource allocation.			Language Arts: 3, 4, 5 and 6
	ABS.02.02.02.c. Evaluate AFNR business goals and objectives and make revisions based on observations.	Individual Written Exam; Individual Sales Activity	
ABS.04.01. Performance Indicator: Use accounting fundamentals to accomplish dependable bookkeeping and fiscal management.			Math: 1C, 5A and 5C Social Studies: 7h
	ABS.04.01.02.b. Use accounting information to estimate the cost of goods sold and margins on the goods.	Individual Written Exam; Individual Sales Activity	
	ABS.04.01.03.a. Explain the importance of return on investment for an agribusiness enterprise.	Individual Sales Activity	
ABS.06.01. Performance Indicator: Conduct appropriate market and marketing research.			Social Studies: 7b and 7h
	ABS.06.01.01.a. 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.	Individual Sales Activity; Team Activity	
ABS.06.02. Performance Indicator: Develop a marketing plan.			Language Arts: 3, 5, 7 and 8 Social Studies: 7b and 7d
	ABS.06.02.01.c. Establish marketing plan goals/objectives, including monitoring, measuring and analyzing goal achievement.	Team Activity	
ABS.06.03. Performance Indicator: Develop strategies for marketing plan implementation.			Social Studies: 7b and 7h
	ABS.06.03.01.b. Determine marketing strategies that are most likely to be effective in an AFNR business.	Team Activity	

ABS.06.05. Performance Indicator: Merchandise products and services to achieve specific marketing goals.		Language Arts: 4 Social Studies: 7b and 7d	
	ABS.06.05.01.b. Develop effective customer relationships using approaches that are consistent and comprehensive.	Individual Sales Activity	
	ABS.06.05.02.c. Prepare and make sales presentations.	Individual Sales Activity	
	ABS.06.05.03.c. Intercept, interpret and process customer complaints, needs and problems with products and services.	Individual Written Exam	
CS.01.01. Performance Indicator: Action: Exhibit the skills and competencies needed to achieve a desired result.		Social Studies: 4d and 4h	
	CS.01.01.01.c. Work independently and in group settings to accomplish a task.	Team Activity	
	CS.01.01.06.b. Assign project parts equitably amongst team members to achieve a given task.	Team Activity	
	CS.01.01.03.c. Implement an effective project plan.	Individual Sales Activity	
CS.01.02. Performance Indicator: Relationships: Build a constituency through listening, coaching, understanding and appreciating others.		Language Arts: 12 Social Studies: 4h	
	CS.01.02.01.c. Demonstrate human relation skills including compassion, empathy, unselfishness, trustworthiness, reliability and being friendly to co-workers.	Team Activity	
CS.01.03. Performance Indicator: Vision: Establish a clear image of what the future should look like.		Social Studies: 4a, 4d and 4h	
	CS.01.03.04.b. Demonstrate consensus building.	Team Activity	
CS.02.02. Performance Indicator: Social Growth: Interact with others in a manner that respects the differences of a diverse and changing society.		Language Arts: 12 Social Studies: 1e	
	CS.02.02.02.c. Present oneself appropriately in various settings.	Individual Sales Activity; Team Activity	
CS.02.03. Performance Indicator: Professional Growth: Develop awareness and apply skills necessary for achieving career success.		Language Arts: 12 Social Studies: 4a	
	CS.02.03.03.c. Demonstrate employability skills for a specific career.	Individual Sales Activity	
CS.02.04. Performance Indicator: Mental Growth: Demonstrate the effective application of reasoning, thinking and coping skills.		Math: 6C Science: A4 Language Arts: 4 and 8	
	CS.02.04.02.c. Implement effective problem-solving strategies.	Team Activity	

CS.02.05. Performance Indicator: Emotional Growth: Demonstrate healthy responses to one's feelings.		Social Studies: 4a
CS.02.05.03.c. Exhibit self-confidence while in the workplace.	Individual Sales Activity; Team Activity	
CS.03.01. Performance Indicator: Communication: Demonstrate oral, written and verbal skills.		Language Arts: 4, 5 and 12
CS.03.01.03.c. Make effective business presentations.	Individual Sales Activity; Team	

### **Appendix B: Related Academic Standards-Ag Sales**

National academic standards for mathematics, science, English language arts and social studies related to this event are reported below. The statements are based on information in reports of the respective associations/organizations in the academic areas. Some adjustment of numbering was done to facilitate the process of alignment with the standards that have been developed in the pathways of the Agriculture, Food and Natural Resources (AFNR) Career Cluster.

The approach was to determine the presence of alignment between the content standards, expectations or thematic strands of the four academic areas and the performance indicators of the AFNR Standards. Supporting statements have been included to clarify content of the respective content standards, expectations or thematic strands. The statements were initially developed independently by the respective organizations and, therefore, are not parallel in wording and presentation. Occasionally minor editing was done to adjust the background or stem of a statement but not the statement itself.

#### Mathematics

1. Standard and Expectations: Number and Operations
  - 1C. Compute fluently and make reasonable estimates
5. Standard and Expectations: Data Analysis and Probability
  - 5A. Formulate questions that can be addressed with data and collect, organize and display relevant data to answer them.
  - 5C. Develop and evaluate inferences and predictions that are based on data.
6. Standard and Expectations: Problem Solving
  - 6C. Apply and adapt a variety of appropriate strategies to solve problems.

#### Science

- A. Content Standard: Science as an Inquiry
  - A1. Identify questions and concepts that guide scientific investigation.
  - A2. Design and conduct scientific investigations.
  - A4. Formulate and revise scientific explanations and models using logic and evidence.
  - A5. Recognize and analyze alternative explanations and models.
  - A6. Communicate and defend a scientific argument.
- E. Content Standard: Science and Technology
  - E2. Understanding about science and technology

#### English Language Arts

3. Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style,

vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language and genre to create, critique and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
12. Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information).

### Social Studies

#### 1. Thematic Strand: Culture

1c. apply an understanding of culture and an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values and behavior patterns;

1e. demonstrate the value of cultural diversity, as well as cohesion, within and across groups;

#### 4. Thematic Strand: Individual Development and Identity

4a. articulate personal connections to time, place and social/cultural systems;

4c. describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status and other group and cultural influences contribute to the development of a sense of self;

4d. apply concepts, methods and theories about the study of human growth and development, such as physical endowment, learning, motivation, behavior, perception and personality;

4f. analyze the role of perceptions, attitudes, values and beliefs in the development of personal identity;

4h. work independently and cooperatively within groups and institutions to accomplish goals;

#### 7. Thematic Strand: Production, Distribution and Consumption

7b. analyze the role that supply and demand, prices, incentives and profits play in determining what is produced and distributed in a competitive market system;

7d. describe relationships among the various economic institutions that comprise economic systems such as households, business firms, banks, government agencies, labor unions and corporations;

7g. compare basic economic systems according to how rules and procedures deal with demand, supply, prices, the role of government, banks, labor and labor unions, savings and investments and capital;

7h. apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues;

#### 8. Thematic Strand: Science, Technology and Society

8a. identify and describe both current and historical examples of the interaction and interdependence of science, technology and society in a variety of cultural settings;