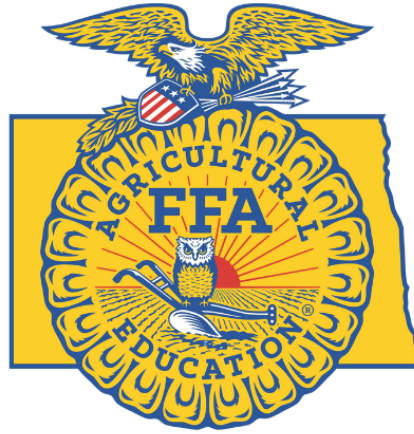




ND FFA Association

AGRICULTURAL COMMUNICATIONS

CDE Handbook

Purpose

The purpose of the agricultural communications career development event is to provide individuals with practical communications skills necessary to pursue career opportunities in agricultural communications. Public communications about agricultural products, practices and policies are essential to the future of agriculture. Students who are equipped with strong communication skills, have developed teamwork skills and who can use a variety of media to help the public understand issues related to the industry of agriculture have a bright future in the job market.

Objectives

The Agricultural Communications CDE is for participants to demonstrate their ability to:

- a. Gather, analyze, and synthesize agricultural information from credible sources to develop accurate communication materials.
- b. Apply journalism, marketing, graphic design, and multimedia production principles to create cohesive and compelling messages tailored to agricultural audiences.
- c. Collaborate as a team to plan, produce, and present a complete communications strategy that informs, educates, or persuades the public about agricultural topics.

Event Rules

1. Teams will consist of four members.
2. It is highly recommended that participants wear FFA Official Dress for this event;
3. During the event, team members will collaborate on their message, communications plan, and component parts of their plan about the press conference topic.
4. Recording devices are not allowed during the press conference.

Technology Recommendations

Equipment needs:

- Each participant is required to have a device: devices cannot be shared. It can be any combination of laptops, and/or tablets for word processing and/or design work for creating practicum components. Students may bring their own devices. Remember to bring all power cords required for your devices. NDSU will provide computers for participants who cannot supply their own devices; however, no specific software will be provided.
- A power supply will be available for those who bring devices.

Event Format

Team Activities

1. Press Conference

The team activities will begin with a press conference on an agricultural topic conducted by an 'expert'. All team members will receive a press packet with background information on the agricultural topic and the expert to use during the event. The expert will speak on the agricultural topic for 20 minutes which will be followed by a 10-minute question-and-answer period. Students will be provided with paper to take notes if they wish. Students will stand to be recognized before asking a question. They may ask more than one question; however, the expert will attempt to address questions from as many different participants as possible. No electronic devices of any kind, including tape recorders and cell phones, will be allowed during this portion of the event.

Upon completion of the press conference, the team will be dismissed to a team working area to collaborate on their message, communications plan and the component parts (see below). Students will be allowed up three (3) hours to determine their message, determine responsibilities, develop their component elements, and prepare to present their ideas, plan and components to the judges.

2. Magazine Design – 100 points/team/individual

Each designer will use the information that was gathered in the press conference to design a layout for FFA New Horizons using the text written by the news writer.

3. News Writing – 100 points/team/individual

Writers will write a news story for FFA New Horizons magazine using the provided materials and press conference. It should be written for the target audience, have a strong focus and lead (opening paragraph) and include a headline.

4. Video/Audio Production – 100 points/team/individual

Each audio-visual editor will create a 60- to 90-second story to post on the FFA New Horizons website. This can be in the form of a video, audio story, podcast or slide show. This product can be used to promote readership of the story, or it can be a supplement to what is in the written story – it is up to the team to decide what would be the best use of these resources.

5. Social Media Strategy – 100 points/team/individual

The social media strategist will develop social media posts to accompany and promote the magazine story and video. The strategy should be for a one-week time period, involve at least three social media platforms and contain a minimum of seven posts.

6. Presentation of Communication Plan – 100 points/team

Teams will present their message, plan, and selection of components as if presenting it to a client. This presentation should be a quick overview summary presentation of the message, reasoning, and objective of each component. All team members should participate in the presentation. Each team will be allowed up to 10 minutes to present to the judge(s) with five minutes for questions from the judges.

Individual Activities

1. Writing Mechanics Exam – 50 points/individual

Each student will complete an exam that covers general knowledge of the agricultural communications industry and questions covering editing, writing mechanics and AP style.

- Universal Form E – Form #705E-1 test score sheets will be used and will require #2 lead pencils.

Scoring

Participants will be ranked in numerical order based on the final score to be determined by each judge without consultation. The judge's ranking of each participant then shall be added, and the winner will be that participant whose total ranking is the lowest. Other placings will be determined in the same manner (low point method of selection). Weighted rank scoring will be implemented to maintain point value emphasis between individual and team events. The criteria and points can be found on the scorecards in Appendix B.

Event	Individual Points	Team Points
Tests—200 points possible		
Writing Mechanics Exam	50	200
Team Activity—575 points possible		
Magazine Design Practicum	100	100
News Writing Practicum	100	100
Video/Audio Production Practicum	100	100
Social Media Strategy Practicum	100	100
Presentation of Communication Plan	0	100
Total Score Possible	150	700

Awards

Individual

1. Individual scores will be tabulated and broken into gold, silver, and bronze award areas.
2. A top individual will be selected in each of the 4 practicum writing areas.

Team

1. Team scores will be tabulated by adding all four team member scores and the team activity. They will be broken into gold, silver, and bronze;
2. The high team shall be eligible to represent North Dakota in the National Agricultural Communications career development event. The high team receives the Traveling Trophy and travel stipends sponsored by the ND FFA Foundation to participate in the National CDE; and
3. Team Tie Breakers:
 - a. Combined rank score of components;
 - b. Presentation score.

References

1. ND FFA Agricultural Communication webpage at www.ndffa.org/agricultural-communications
2. National FFA Agricultural Communication CDE Handbook at [Agricultural Communications - National FFA Organization](http://AgriculturalCommunications-NationalFFAOrganization).
3. Telg, R. and T. Irani. Agricultural Communication in Action: A Hands-On Approach, 1st edition Cengage/Delmar Publishing, ISBN 1111317143 (Online versions available)
4. Suggested Software that could be used: Microsoft Office, Canva, Adobe Express, InDesign, Spotify for Podcasters, Adobe Premier, Express, Rush, Audition, Canva Video, iMovie, Movie Maker, Anchor, BounceCast, PodCastle, Photoshop, Illustrator, etc.

Presentation of Communication Plan Scorecard

Chapter				State		Team Number
INDICATOR	Very strong evidence of skill 5–4 points	Moderate evidence of skill 3–2 points	Weak evidence of skill 1–0 points	Points Earned	Weight	Total Score
Overview	- Overview of communications package and created components is concise, precise, and clearly explained. - Created components are logical and relevant to the package.	- Overview of communications package and created components need clarification at times. - Created components are effective but need more relevance or thought.	- The overview of the communications package and created components is not clearly explained. - Created components are sometimes confusing or leave questions about their relevance.		x2	
Central Theme or Controlling Idea	The central theme or controlling idea is clearly defined and is concise, precise, and clearly explained.	The central theme or controlling idea is mostly defined but needs some clarification or additional details.	The central theme or controlling idea is unclear, poorly defined, or confusing.		x2	
Main Question or Narrative Inquiry	The main question or narrative inquiry is clearly posed and adequately guides the Communications Plan.	The main question or narrative inquiry is only somewhat clear to guide the Communications Plan.	The main question or narrative inquiry is missing or fails to guide the Communications Plan.		x2	
Call To Action	The Communications Plan specifies a clear and appropriate intended call to action.	The Communications Plan includes a call to action, but it was not specific, clear, or appropriate.	The Communications Plan does not specify a clear or appropriate intended call to action.		x2	
The following indicators reference the success of explaining the rationale and goal of the specific component, its relevance to the audience, and its alignment with the mission of FFA New Horizons magazine						
News Writing	Rationale conveys the full intended message, calls to action and aligns to the publication's mission.	Rationale mostly conveys the full intended message, some call to action and mostly aligns to the publication's mission.	Rationale lacks a clear full intended message with little call to action and does not align to the publication's mission.		x3	
Magazine Design	Rationale conveys the full intended message, calls to action and aligns to the publication's mission.	Rationale mostly conveys the full intended message, some call to action and mostly aligns to the publication's mission.	Rationale lacks a clear full intended message is unclear with little call to action and does not align to the publication's mission.		x3	
Video/Audio Production	Rationale conveys the full intended message, calls to action and aligns to the publication's mission.	Rationale mostly conveys the full intended message, some call to action and mostly aligns to the publication's mission.	Rationale lacks a clear full intended message is unclear with little call to action and does not align to the publication's mission.		x3	

Social Media Strategy	Rationale conveys the full intended message, calls to action and aligns to the publication's mission.	Rationale mostly conveys the full intended message, some call to action and mostly aligns to the publication's mission.	Rationale lacks a clear full intended message is unclear with little call to action and does not align to the publication's mission.		x3	
TOTAL POINTS OUT OF 100 POSSIBLE						

Magazine Design Practicum Scorecard

Chapter				State		Team Number	
INDICATOR	Very strong evidence of skill 5–4 points	Moderate evidence of skill 3–2 points	Weak evidence of skill 1– 0 points	Points Earned	Weight	Total Score	
Overall attractiveness of layout	- Layout is very aesthetically pleasing, nice to look at, and captures attention - Appropriate and attractive use of color, images, and fonts throughout - All content on layout is easy to read and consume - Consistent feel throughout all layout pages with consistent use of color, fonts, and font size - All pages have good flow and are easy to skim	- Layout look is average, but does not capture viewer attention - Most colors, images, and fonts are appropriate - Some content on layout is not easy to read or consume - Some consistency throughout layout pages, color or fonts, but not as cohesive as it could be - Layout pages have some flow, but one or more elements are out place - Not all pages are easily skimmable	- Layout does not draw viewer attention and is not pleasing to look at - Inappropriate use of color, images, and fonts – makes the layout difficult to view - Content on layout is not easy to read and consume - No consistency throughout Layout pages, color, or fonts - Pages have little or no flow and no pages are easy to skim		X 4		
Technical skills specific to activity	- Layout effectively utilizes a full 2-page spread - Layout has an appropriate and relevant title - Layout is appropriate and relevant for topic and story	- Layout does not effectively use full 2-page spread - Layout has a title, but it lacks appropriateness or relevancy to story content - Layout is only loosely tied to topic and story	- Layout contains utilizes only 1 page - Layout does not have a title - Layout does not fit with topic and story		X 4		

Use of design principles	• All elements match the purpose and audience. Fonts, graphics, and layout are “appropriate” for the purpose & audience. All elements have good contrast which make them easy to view and read.	• One or more elements does not match the purpose and audience. Fonts, graphics, and layout do not fit the purpose and audience. Some elements have poor contrast which make them difficult to view and read.	• Many elements do not match the purpose and audience. Fonts, graphics, and layout poorly fit purpose and audience. Most elements have poor contrast which make them difficult to view and read.			
Appropriateness	• Colors, fonts, graphics, and photos are used effectively throughout the layout and unify all pages of the spread.	• One or more colors, fonts, graphics, and/or photos are used ineffectively throughout the layout and break the unity of the spread.	• Most colors, fonts, graphics, and/or photos are used ineffectively throughout the layout and break the unity of the spread.			
Consistency	• Layout has a center of focus and leads the reader's eye across the spread. Layout encourages the reader to read the ENTIRE story.	• Layout lacks a strong center of focus and fails to fully lead reader's eyes across the spread.	• Layout has no center of focus and fails to lead reader's eyes across the spread.			
Focus & Flow	• All elements in layout create a balanced spread. All elements have good proximity with appropriate spacing between items.	• One or more elements in layout has poor balance in the spread. Some elements have poor proximity with inappropriate spacing between items.	• Elements in layout are poorly balanced. Elements are poorly placed.			
Balance						

INDICATOR	Very strong evidence of skill 5–4 points	Moderate evidence of skill 3–2 points	Weak evidence of skill 1– 0 points	Points Earned	Weight	Total Score
Neatness and creativity	- Layout is well-organized - Layout displays creative or unique design and layout - Layout creatively portrays elements of topic and story - No GSP errors found in layout text	- Layout is somewhat organized but could be improved to aid in viewing - Layout design is average (lacking creativity) - Minor GSP errors found in layout text	- Layout is disorganized and needs to be restructured - Layout design is poor - Major GSP errors found in layout text		X 4	
Choice and placement of photo(s) and graphic(s)	- Appropriate and relevant images, graphics, and photos were used - Placement of images enhances look of layout - Images help to promote the topic and help tell an appropriate story	- One or more images, graphics, and photos used are not relevant or appropriate - Placement of one or more images distracts from look of layout - One or more images do not help to promote the topic or do not relate to story being told	- No images, graphics, and photos used are relevant or appropriate - Placement of images is poor and distracts from look of layout - Images do not promote the topic or distract from story being told		X 4	
TOTAL POINTS EARNED OUT OF A 100 POSSIBLE						

News Writing Practicum Scorecard

Chapter			State		Team Number	
INDICATOR	Very strong evidence of skill 5–4 points	Moderate evidence of skill 3–2 points	Weak evidence of skill 1– 0 points	Points Earned	Weight	Total Score
Lead/focus	Lead is accurate, draws in audience, engaging, catchy, original	Lead has 1 or 2 strong elements but fails in others, shows some signs of originality	Misses point of story, buries lead, neither original or catchy, too long, inaccurate		x 3	
Accuracy of information and quotes	Adequately uses multiple sources, ideas, and facts, tells complete story, information is properly attributed	Minor inaccuracies or sources improperly used, info or opinion given without attribution, missing key sources, quotes used with weak connection	Missing information, holes, no or weak quotes, unfounded opinions, inaccuracies		x 3	
Clarity and conciseness	Focus of story is clear, makes use of effective words, descriptive, nothing detracts from focus of story, everything contributes to angle of story	Clear writing with some poor word choice, passive voice, slightly wordy or confusing, lacks sense of unity, some areas detract from angle	No clear angle, story rambles, is awkward, poor word choice, unclear statements, dull writing		X 2	
Correct style (AP)	0-2 errors in AP style, attributions done correctly	3-5 errors in AP style, 1 attribution error	6 or more errors in AP style, 2 or more attribution errors		X 2	
Depth of coverage	Strong evidence of good research, adequately presents all sides, all in story are identified, info is accurate and thorough, overall fairness to subjects and sources, bias free	Quotes are interesting and storytelling, presents sides mostly equal, quotes lead to question of bias, minor insertions of opinions	Quotes are short, absent, or weak, ineffective use of quotes, displays unjustifiable bias, relies on stereotype, involves unwarranted opinion		X 2	
Header/ headline	Headline is catchy, is positive and specific, contains strong, active verbs and short, simple words	Headline is slightly mechanical, slightly longer or slightly shorter than needed, headline is slightly vague	Headline is mechanical, too long or too short, has no connection to the story at all, left out or forgotten		X 2	
Grammar, spelling, punctuation and word choice	Largely error-free, well edited, no spelling errors, includes proper spelling of all names	Minor errors but still readable, story is spell checked but contains several grammatical errors	Errors interfere with comprehension, names are misspelled, spelling errors, contains many grammatical errors		X 2	
Organization and format	Information flows seamlessly from one point to next, effective transitions, appropriate length of story, inverted pyramid order with information descending in order of importance	Information generally well ordered with a few confusing jumps, weaker transitions, readable with inconsistent flow, somewhat abrupt or not using inverted pyramid fully	Structure does not move logically from one point to another, no or poor transitions, choppy or confusing, not in inverted pyramid		X 2	
Accomplishment of purpose	Story conveys the full intended message to audience, no doubt about any information	Story has a few confusing parts but mostly leaves readers with a feeling of full information and understanding	Creates confusion among readers, has information missing and is overall unclear		X 2	
TOTAL POINTS OUT OF 100 POSSIBLE						

Video/Audio Production Practicum Scorecard

Chapter			State		Team Number	
INDICATOR	Very strong evidence of skill 5–4 points	Moderate evidence of skill 3–2 points	Weak evidence of skill 1–0 points	Points Earned	Weight	Total Score
Use of provided materials	• Photos, video, & audio add clarity and support overall message in the broadcast piece. • Incorporated numerous elements/visuals. • Content was not repetitive, no recognized use of repeated elements.	• Photos, video, & audio add some clarity and support to overall message in the broadcast piece. • Incorporated adequate number of elements/visuals. • Content was not repetitive, no recognized use of repeated elements.	• Photos, video, & audio add little to no clarity and support to overall message in the broadcast piece. • Failed to incorporate elements/visuals. • Repeated use of elements.		X 3	
Editing/continuity quality	• Editing enhances final product, clear grasp of techniques and tools. • Broadcast piece moves smoothly (no erratic movements/transitions). • Excellent placing and timing. • No spelling or grammatical errors. • Digital effects are used appropriately for emphasis.	• Basic usage of editing tools is evident. Techniques are clear and simple. • A variety of transitions are used. Most fit broadcast piece well. • Broadcast piece mostly moves at a steady pace, feels smooth. • One (1) spelling and/or grammatical error. • Digital effects are used appropriately for emphasis, some minor errors in timing or application.	• Excessive use of transitions • Seemed to have difficulty with editing tools. • No transitions or inappropriate transitions. • Timing is clumsy and choppy. • Multiple spelling and/or grammatical errors. • Digital effects/graphics are not used appropriately. • Excessive use of transitions		X 3	
Audio editing/continuity quality	• Audio is clear and effectively assists in communicating the main idea. • No jumpy audio edits • Audio is balanced.	• Audio is clear; partially assists in communicating main idea. • One to two jumpy edits • Audio generally balanced.	• Audio is inconsistent/cutoff; • confuses audience. • Audio is overpowering, unbalanced.		X 3	
Length	• Final broadcast piece play time was at or within the length requirement.	• Final broadcast piece play time was 10-15 seconds above or below the length requirement.	• Final broadcast piece play time was 15+ seconds above or below the length requirement.		X 1	
Promotional value	• Broadcast piece articulates a clear message and theme. • Broadcast piece actively promotes the topic, FFA New Horizons magazine or story team created.	• Broadcast piece struggles to present a clear message. • Broadcast piece passively promotes the topic, FFA New Horizons magazine or story team created.	• Broadcast piece lacks a central message. • Broadcast piece doesn't clearly promote the topic, FFA New Horizons magazine or story team created.		X 4	
Clear, Creative Storytelling	• Clear and logical story is told by broadcast piece. • Creative and compelling narrative. Evokes interest in the topic. • Supporting information/elements contribute to the narrative and overall appeal. • Content was used in appropriate places and presented in a logical order.	• Mostly clear and logical story is told by broadcast piece. • Some creative elements were used. Dull narrative. • Broadcast piece theme is vague, and some supporting elements seem disconnected. • Doesn't evoke interest in topic.	• Unclear or disorganized story told by broadcast piece. • Lacks creativity and a compelling narrative. • Lacks a clear theme and logical sequence of information. • Creates lack of interest in topic or negative perception.		X 6	
TOTAL POINTS OUT OF 100 POSSIBLE						

Social Media Strategy Practicum Scorecard

Chapter	State			Team Number		
INDICATOR	Very strong evidence of skill 5–4 points	Moderate evidence of skill 3–2 points	Weak evidence of skill 1–0 points	Points Earned	Weight	Total Score
Purpose and goals of plan	- Purpose of the social media plan is clearly described. Plan clearly describe why and how social media promotion is important to the team's story. - Objectives/goals for the plan are clearly stated.	- Purpose of the social media plan is somewhat clearly described. Plan is lacking some detail on why and how social media promotion is important to the team's story. - Objectives/goals for the plan are lacking in detail.	- Purpose of the social media plan is not clearly described. Plan does not provide detail on why and how social media promotion is important to the team's story. - No objectives/goals for the plan are provided.		x 3	
Clarity and conciseness	- Focus of social media plan and posts is clear yet concise and is easy to understand and implement - Plan explains social media platform justification and use well - Plan is focused and cohesive. - All elements of plan contribute to overall purpose and goals	- Focus of social media plan and posts is only somewhat clear and lacks some clarity in places. Some areas are unclear or wordy. - Justification and use of social media platforms lacks some detail or clarity - Plan lacks sense of unity throughout - Some elements of plan detract from overall purpose and goals	- No clear focus for social media plan and posts. A lack of clarity and detail is provided. - Plan is too wordy or drawn out and lacks clarity. - No justification for use of social media platforms is provided. - Plan has no unity. - Elements of plan do not fit overall purpose and goals		x 3	
Scope of plan	- Social media plan encompasses one full week's worth of content. - Plan involves at least 3 social media platforms (Facebook, Instagram, TikTok, Twitter, SnapChat, etc.)	- Social media plan is written for one week's worth of content, but lacks an adequately complete plan for the week - Plan involves only 2 social media platforms	- Social media plan lacks content to fill one week of posting - Plan involves only 1 social media platform		X 3	
Posts contained within plan	- Social media plan contains 7 or more posts - All posts are relevant and promote/accompany team's story very well - Posts contain clear and specific message to promote/accompany team's story - Posts are concrete, creative and well thought out	- Social media plan contains 4-6 posts - One or more posts lack relevance and/or do not promote/accompany team's story well - Message(s) within posts are somewhat unclear and vague - Posts lack some creativity and thought and are a bit abstract	- Social media plan contains 3 or fewer posts - Posts provided are not related to team's story - Message(s) within posts are unclear and vague - Posts are not creative and lack thoughtfulness		X 3	
Timeline for plan	- Social media plan contains a clear timeline for use and for posting content online - Timeline is well-formatted and is easy to view - Timeline is logical and promotes proper use of social media platforms proposed	- Timeline is somewhat unclear or incomplete - Timeline lacks some formatting or is a somewhat confusing for viewers - Timeline is mostly logical but lacks some understanding of social media platforms proposed	- No timeline for plan is provided - Timeline does not reflect plan presented		X 2	
Grammar, spelling, punctuation and word choice	Largely error-free, plan and posts are well edited, no spelling errors, include proper spelling of all names	Minor errors but still readable, plan and posts are spell checked but contains several grammatical errors	Errors interfere with comprehension of plan/posts, names are misspelled, many spelling errors, contains many grammatical errors		X 3	

INDICATOR	Very strong evidence of skill 5–4 points	Moderate evidence of skill 3–2 points	Weak evidence of skill 1–0 points	Points Earned	Weight	Total Score
Organization and format	• Social media plan is well organized. • Plan flows seamlessly and makes use of effective transitions and heading/subheadings • Plan is formatted well for ease of use	• Social media plan is mostly organized. • Plan lacks some transitions and heading/subheadings • Plan is only somewhat well formatted •	• Social media plan is not organized. • No transitions or heading/subheadings are used • Plan if difficult to read or use		X 3	
TOTAL POINTS OUT OF 100 POSSIBLE						

Agriculture, Food and Natural Resources Content Standards

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
ABS.05.03. Performance Indicator: Assess marketing principles and develop marketing plans to accomplish AFNR business objectives.		
ABS.05.03.03.b. Perform a market analysis to gather information for marketing plans for AFNR businesses (e.g., evaluation of competitors, customers, domestic and international policy, regulations and rules, standards, etc.).	Presentation Communications quiz	AFNR Career Cluster – Agribusiness Systems Pathway, Statement 4 CCSS.ELA-LITERACY.L.9-10.6 CCSS.ELA-LITERACY.L.11-12.6 CCSS.ELA-LITERACY.RST.9-10.4 CCSS.ELA-LITERACY.RST.11-12.4 CCSS.ELA-LITERACY.W.9-10.2 CCSS.ELA-LITERACY.W.11-12.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.RH.11-12.7 CCSS.ELA-LITERACY.SL.9-10.6 CCSS.ELA-LITERACY.SL.11-12.6 Buying Goods & Services: Benchmarks: Grade 12, Statements 1 Buying Goods & Services: Benchmarks: Grade 12, Statements 3 Buying Goods & Services: Benchmarks: Grade 12, Statements 4 Buying Goods & Services: Benchmarks: Grade 12, Statements 7
ABS.05.03.03.c. Construct comprehensive marketing plans for AFNR businesses.	Presentation	AFNR Career Cluster – Agribusiness Systems Pathway, Statement 4 CCSS.ELA-LITERACY.L.9-10.6 CCSS.ELA-LITERACY.L.11-12.6 CCSS.ELA-LITERACY.RST.9-10.4 CCSS.ELA-LITERACY.RST.11-12.4 CCSS.ELA-LITERACY.W.9-10.2 CCSS.ELA-LITERACY.W.11-12.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.RH.11-12.7 CCSS.ELA-LITERACY.SL.9-10.6 CCSS.ELA-LITERACY.SL.11-12.6 Buying Goods & Services: Benchmarks: Grade 12, Statements 1 Buying Goods & Services: Benchmarks: Grade 12, Statements 3 Buying Goods & Services: Benchmarks: Grade 12, Statements 4 Buying Goods & Services: Benchmarks: Grade 12, Statements 7
CS.01.01. Performance Indicator: Examine issues and trends that impact AFNR systems on local, state, national and global levels.		
CS.01.01.01.b. Analyze and document AFNR issues and their impact on local, state, national and global levels.	Entire event	
CS.01.01.01.c. Evaluate and explain AFNR issues and their impacts to audiences with limited AFNR knowledge.	Entire event	

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
CS.01.01.02.b. Analyze current trends in AFNR systems and predict their impact on local, state, national and global levels.	Entire event	
CS.01.01.02.c. Evaluate emerging trends and the opportunities they may create within the AFNR systems.	Entire event	
CS.02.02. Performance Indicator: Examine the components of the AFNR systems and their impact on the local, state, national and global society and economy.		
CS.02.02.02.b. Assess how people within societies on local, state, national and global levels interact with AFNR systems on a daily, monthly or yearly basis.	Entire event	
CS.02.02.03.b. Assess the economic impact of an AFNR system on a local, state, national and global level.	Entire Event	
CS.04.02. Performance Indicator: Assess the natural resource related trends, technologies and policies that impact AFNR systems.		
CS.04.02.01.b. Analyze natural resources trends and technologies and document how they impact AFNR systems (e.g., climate change, green technologies, water resources, etc.).	Entire event	AFNR Career Cluster, Statement 7
CS.04.02.01.c. Defend or challenge natural resources trends and technologies based upon an assessment of their impact on AFNR systems.	Entire event	AFNR Career Cluster, Statement 7
CS.04.02.02.b. Create and propose a hypothetical natural resources policy that will impact current AFNR systems (e.g., for water resources, land use, air quality, etc.).	Entire event	AFNR Career Cluster, Statement 7
CS.04.02.02.c. Design strategies for implementing a new natural resources policy that will positively impact AFNR systems.	Presentation	AFNR Career Cluster, Statement 7
CRP.01.02 Performance Indicator: Evaluate and consider the near-term and long-term impacts of personal and professional decisions on employers and community before taking action.		
CRP.01.02.02.b. Analyze the pros and cons of professional decisions based upon impact on employers and community.	Presentation	
CRP.01.02.02.c. Make and defend professional decisions after evaluating their near- and long-term impacts on employers and community.	Presentation Web design practicum Video producer practicum Journalistic writing practicum Opinion writing practicum	

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
CRP.02.01. Performance Indicator: Use strategic thinking to connect and apply academic learning, knowledge and skills to solve problems in the workplace and community.		
CRP.02.01.01.b. Assess workplace problems and identify the most appropriate academic knowledge and skills to apply.	Presentation	
CRP.02.01.02.b. Assess community problems and identify the most appropriate academic knowledge and skills to apply.	Presentation Web design practicum Video producer practicum Journalistic writing practicum Opinion writing practicum	
CRP.02.02. Performance Indicator: Use strategic thinking to connect and apply technical concepts to solve problems in the workplace and community.		
CRP.02.02.01.b. Assess workplace problems and distinguish the most appropriate technical concepts to apply.	Presentation	
CRP.02.02.02.b. Assess community problems and identify the most appropriate technical concepts to apply.		
CRP.04.01. Performance Indicator: Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.		
CRP.04.01.01.b. Analyze use of verbal and non-verbal communication strategies in workplace situations.	Presentation Web design practicum Video producer practicum Journalistic writing practicum Opinion writing practicum	
CRP.04.01.02.b. Apply strategies for speaking with clarity, logic, purpose and professionalism in a variety of situations in formal and informal settings.	Presentation	
CRP.04.01.02.c. Evaluate personal strengths and areas for growth with regard to speaking formally and informally with clarity, logic, purpose and professionalism, and identify ways to improve.	Presentation	
CRP.04.02. Performance Indicator: Produce clear, reasoned and coherent written communication in formal and informal settings.		
CRP.04.02.01.b. Compare and contrast the structure of different forms of written communication.	Presentation Web design practicum Video producer practicum Journalistic writing practicum Opinion writing practicum	
CRP.04.02.01.c. Evaluate the effectiveness of different forms of written communication for achieving their intended purpose.	Presentation Web design practicum Video producer practicum Journalistic writing practicum	

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
	Opinion writing practicum	
CRP.04.02.02.b. Apply techniques for ensuring clarity, logic and coherence to edit written communications (e.g., emails, reports, presentations, technical documents, etc.).	Presentation Web design practicum Video producer practicum Journalistic writing practicum Opinion writing practicum	
CRP.04.02.02.c. Compose clear and coherent written documents (e.g., agendas, audio-visuals, drafts, forms, etc.) for formal and informal settings.	Presentation Web design practicum Video producer practicum Journalistic writing practicum Opinion writing practicum	
CRP.04.03. Performance Indicator: Model active listening strategies when interacting with others in formal and informal settings.		
CRP.04.03.01.b. Apply active listening strategies (e.g., be attentive, observe non-verbal cues, ask clarifying questions, etc.).	Presentation	
CRP.04.03.01.c. Evaluate personal effectiveness and devise a plan to improve active listening skills.	Presentation	
CRP.04.03.02.b. Assess active listening strategies by observing others in formal and informal settings.	Presentation	
CRP.04.03.02.c. Model active listening strategies in formal and informal settings.	Presentation	
CRP.05.01. Performance Indicator: Assess, identify and synthesize the information and resources needed to make decisions that positively impact the workplace and community.		
CRP.05.01.01.b. Analyze how the process of decision making is used in workplace and community situations.	Presentation	
CRP.05.01.01.c. Evaluate workplace and community decision-making processes and devise strategies for improvement.	Presentation	
CRP.05.01.02.b. Analyze past workplace and community situations to determine if appropriate information and resources were used to make an effective decision.	Presentation	
CRP.05.01.02.c. Evaluate workplace and community situations and recommend the information and resources needed to support good decisions.	Presentation	

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
CRP.05.01.03.b. Analyze workplace and community decisions and assess the information and resources used to make those decisions.	Presentation	
CRP.05.01.03.c. Synthesize information and resources and apply to workplace and community situations to make positive decisions.	Presentation	
CRP.05.02. Performance Indicator: Make, defend and evaluate decisions at work and in the community using information about the potential environmental, social and economic impacts.		
CRP.05.02.01.b. Apply a structured decision-making process to improve workplace and community situations.	Presentation	
CRP.05.02.02.b. Assess past decisions made in workplace and community and analyze their effects on environmental, social and economic situations.	Presentation	
CRP.06.01. Performance Indicator: Synthesize information, knowledge and experience to generate original ideas and challenge assumptions in the workplace and community.		
CRP.06.01.01.b. Synthesize information, knowledge and experiences to generate ideas for workplace and community situations.	Presentation	
CRP.06.01.01.c. Evaluate workplace and community situations and devise strategies to apply original ideas.	Presentation	
CRP.06.01.02.b. Analyze how assumptions can impact outcomes in a variety of workplace and community situations.	Presentation	
CRP.06.01.02.c. Devise strategies (e.g., ask questions, brainstorm ideas, present facts and information, etc.) to challenge common assumptions in workplace and community situations.	Presentation	
CRP.06.02. Performance Indicator: Assess a variety of workplace and community situations to identify ways to add value and improve the efficiency of processes and procedures.		

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
CRP.06.02.02.b. Predict and communicate potential gains in efficiency and value-added from implementing an improved process or procedure.	Presentation	
CRP.06.03.01.b. Assess and communicate the risks and benefits of applying new ideas and innovations to the workplace and community.	Presentation	
CRP.06.03.01.c. Design a plan of action to introduce a new idea or innovation into the workplace and community.	Presentation	
CRP.06.03.02.c. Evaluate and execute strategies for using stakeholder input and feedback to improve a plan of action for introducing a new idea or innovation into the workplace or community.	Presentation	
CRP.07.01. Performance Indicator: Select and implement reliable research processes and methods to generate data for decision-making in the workplace and community.		
CRP.07.01.01.b. Analyze how different research methods are used to generate data in a variety of situations.	Presentation	
CRP.07.01.01.c. Evaluate businesses' and organizations' use of research methods and processes and propose recommendations for improvement.	Presentation	
CRP.07.01.02.b. Assess the positives and negatives of using different research strategies and methods to generate data for workplace and community decisions.	Presentation	
CRP.07.01.02.c. Design plans for use and implementation of reliable research methods to generate data for decision making in workplace and community situations.	Presentation	
CRP.07.02. Performance Indicator: Evaluate the validity of sources and data used when considering the adoption of new technologies, practices and ideas in the workplace and community.		
CRP.07.02.01.b. Assess data sources for reliability and validity.	Presentation	
CRP.07.02.01.c. Propose valid and reliable data sources to use when considering the adoption of new technologies, practices and ideas.	Presentation	

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
CRP.07.02.02.b. Assimilate data to assist in making a decision about the adoption of a new technology, practice or idea by workplaces and community organizations.	Presentation	
CRP.07.02.02.c. Create and defend proposals for new technologies, practices and ideas using valid and reliable data sources.	Presentation	
CRP.08.01. Performance Indicator: Apply reason and logic to evaluate workplace and community situations from multiple perspectives.		
CRP.08.01.01.b. Apply steps for critical thinking to a variety of workplace and community situations.	Presentation	
CRP.08.01.01.c. Evaluate how applying critical thinking skills can impact workplace and community situations.	Presentation	
CRP.08.01.02.b. Assess solutions to workplace and community problems for evidence of reason, logic and consideration of multiple perspectives.	Presentation	
CRP.08.01.02.c. Devise strategies to apply reason, logic and input from multiple perspectives to solve workplace and community problems.	Presentation	
CRP.08.03. Performance Indicator: Establish plans to solve workplace and community problems and execute them with resiliency.		
CRP.08.03.01.b. Analyze and determine the best problem-solving model to apply to workplace and community problems.	Presentation	
CRP.08.03.02.b. Create plans to solve workplace and community problems.	Presentation	
CRP.11.01. Performance Indicator: Research, select and use new technologies, tools and applications to maximize productivity in the workplace and community.		
CRP.11.01.01.b. Analyze advantages and disadvantages of new technologies, tools and applications to maximize productivity in the workplace and community.	Presentation Web design practicum Video producer practicum Journalistic writing practicum Opinion writing practicum	
CRP.11.01.01.c. Construct effective communications to explain the features, benefits and risks of new technologies, tools and applications in the workplace and community.	Presentation Web design practicum Video producer practicum Journalistic writing practicum Opinion writing practicum	

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
CRP.11.01.02.b. Select, apply and use new technologies, tools and applications in workplace and community situations to maximize productivity.	Presentation Web design practicum Video producer practicum Journalistic writing practicum Opinion writing practicum	
CRP.11.01.02.c. Evaluate effectiveness and make recommendations for using new technologies, tools and applications in the workplace and community.	Presentation Web design practicum Video producer practicum Journalistic writing practicum Opinion writing practicum	
CRP.12.01. Performance Indicator: Contribute to team-oriented projects and build consensus to accomplish results using cultural global competence in the workplace and community.		
CRP.12.01.01.b. Formulate action plans to complete team-oriented projects in the workplace and community, including plans for personal contributions.	Presentation Web design practicum Video producer practicum Journalistic writing practicum Opinion writing practicum	
CRP.12.01.02.b. Apply consensus building techniques to accomplish results in team-oriented situations.	Presentation Web design practicum Video producer practicum Journalistic writing practicum Opinion writing practicum	
CRP.12.01.03.b. Assess the need and benefit for cultural and global competency in team settings at work and in the community.	Presentation Web design practicum Video producer practicum Journalistic writing practicum Opinion writing practicum	
CRP.12.02. Performance Indicator: Create and implement strategies to engage team members to work toward team and organizational goals in a variety of workplace and community situations (e.g., meetings, presentations, etc.).		
CRP.12.02.01.b. Assess team dynamics and match strategies to increase team member engagement.	Presentation Web design practicum Video producer practicum Journalistic writing practicum Opinion writing practicum	
CRP.12.02.02.b. Select strategies to engage team members and apply in a variety of situations.	Presentation Web design practicum Video producer practicum Journalistic writing practicum Opinion writing practicum	