

SALINAS UNION HIGH SCHOOL DISTRICT
MISSION TRAILS REGIONAL OCCUPATION PROGRAM

1. COURSE TITLE: AGRICULTURE-BUSINESS OCCUPATIONS ROP
2. CBEDS TITLE: Agriculture Business Occupations
(Agriculture Management, Marketing, and Communication)
3. CBEDS NUMBER: 4040
4. JOB TITLES:
- | | |
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| 424.883 | Farm Hand, General |
| 277.358 | Farm Supply Salesman |
| 406.887 | Nursery Worker, Grounds man, Park Worker, Eco-Tourism, Wine Viticulture, Ag. Tours |
| 407.181 | Landscape Designer/Engineer/Architect |
| 040.081 | Crop Technician, Soil Conservation Aide |
| 920.887 | Processing and Handling, Packing House Hand |
| 168.287 | Agriculture Commodity Inspector |
| 168.287 | Commodity Grader |
| 211.365 | Cashiers |
| 209.562 | General Clerk |
| 245.367 | Animal Hospital Clerk |
| 249.367 | Animal Shelter Clerk |
| 260.357 | Sales Representative, Food Products |
| 272.357 | Sales Representative, Farm & Garden Supplies |
| 260.357 | Salesperson, Flowers |

5. COURSE DESCRIPTION An instructional program that prepares individuals to perform the tasks related to agribusiness, marketing, sales, agriculture economics, communication, and management of farm and agriculturally related enterprises. Included is the study of agribusiness-related careers, farm safety management, responsibilities of management, government organizations and regulation, basic microeconomics and macroeconomics, agriculture credit, record keeping and accounting, cash flow, introduction to taxes, marketing, history and current activities or agriculture cooperatives, agriculture purchasing, laws of significance to agriculture, and management decision aids. All students enrolled in the program will participate in Future Farmers of America (FFA) as a planned and graded activity as part of the program.

6. TOTAL HOURS: 720
7. PREREQUISITES: None
8. REVISION DATE: April 9, 2008

9. COURSE OUTLINE:

a. CONTENT AREA SKILLS:

i. EXPECTED STUDENT OUTCOMES

ii. HOURS OF INSTRUCTION

COURSE OUTLINE

Upon the completion of this course, students will be able to demonstrate to following skills necessary for entry-level employment.

CONTENT AREA SKILLS	EXPECTED STUDENT OUTCOMES	HOURS		
		CL	CC	CP
Beginning (Common Core) Instruction will include:	Student will be able to:			
1. Job Opportunities/Job Seeking Skills <ul style="list-style-type: none"> • Agriculture Business career opportunities. • Job market and employment trends • Employer requirements • Completing a job application • Preparing a resume • Applying and interviewing for a job • E-search: Trade Associations 	<ul style="list-style-type: none"> • Have knowledge of prospective career opportunities • Demonstrate appropriate dress throughout class • Demonstrate the willingness to follow instructions • Complete an application correctly and error free • Develop a personal resume • Participate successfully in a job interview 	32	30	
2. Critical Thinking Skills and Problem Solving <ul style="list-style-type: none"> • Creative thinking-generating new ideas • Decision making and goal setting • Problem solving skills • Knowing how to learn • Reasoning 	<ul style="list-style-type: none"> • Generate new ideas • Demonstrate decision making skills, including specifying goal generating alternatives, considering risks, and choosing best alternative • Demonstrate ability to recognize issues, problems, needs, and propose a solution • Organize and process symbols, pictures, graphs, objects and other forms of information • Use efficient learning techniques to acquire and apply it when solving other problems 	40	30	
3. Leadership Skills A. Peer-based and leadership skills including: <ul style="list-style-type: none"> • Interpersonal • Communications • Personal Business Skills • Team Leadership B. Management skills including: <ul style="list-style-type: none"> • Conflict resolution • Decision making • Problem solving • Team leadership • Production management 	<ul style="list-style-type: none"> • Demonstrate the communication of ideas, plans and the goals with team members, employers and other employees effectively • Demonstrate the ability to plan, organize, and complete maintenance and/or construction projects • Take the leadership role in projects or work assignments both in the classroom and the community classroom 	40	40	

<p>4. Computers in Agribusiness</p> <ul style="list-style-type: none"> • Review of computers • Database management • Agriculture recordkeeping and accounting • Computer Glossary 	<ul style="list-style-type: none"> • Understand the terms and principals of database management • Identify four database management application • Distinguish between spreadsheet, database and word processing programs • Identify four agricultural/agribusiness recordkeeping programs commonly used in California • Identify the components of a full fledged farm accounting system and an agribusiness accounting system 	32	48	
<p>5. Economic Principles</p> <ul style="list-style-type: none"> • Introduction of economic principles, Supply, Demand, and price determination • Physical production relationships, values and profit maximizing level of input use • Fixed and variable costs, marginal cost and marginal revenue, profit maximizing level output • Diversification and specialization • Combination of enterprises • Economic terminology 	<ul style="list-style-type: none"> • Describe the basic economic factors that affect farm and agribusiness management decisions • Describe how supply and demand affect prices • List factors that shift the supply and demand curves • Distinguish among supplementary, complementary, competitive, and independent enterprises • List the advantages and disadvantages of diversification and specialization • Explain the importance of agribusiness and its impact on the gross national product and the total economy • Use economic decision-making tools to increase the profitability of agricultural enterprises • Describe the concept of diminishing returns • Distinguish between fixed and variable costs • Distinguish between marginal cost and marginal revenue • Calculate the estimated fixed cost and a variable costs for an agricultural commodity 	40	40	
<p>6. Management Functions</p> <ul style="list-style-type: none"> • What is agribusiness management? • Planning, organizing, directing, coordinating, and controlling in agribusiness management • The role of the manager • Characteristics of individual proprietorships, partnerships, and corporations • Decision-making 	<ul style="list-style-type: none"> • Describe what is meant by agribusiness management • Explain the role of the manager • Distinguish among the main characteristics of individual proprietorships, partnerships, and corporations • Describe the functions of organizing, directing, planning, coordinating, and controlling in agribusiness management 	40	20	

<p>7. <i>Agribusiness Accounting</i></p> <ul style="list-style-type: none"> • Review of record keeping • Principles of agribusiness accounting • Cash flow statements • Spreadsheet lab activities • Inventory and depreciation 	<ul style="list-style-type: none"> • Distinguish between the two methods of accounting • Describe the two basic bookkeeping systems • Describe, complete and use inventory and depreciation schedules • Distinguish between the MACRS and alternate MACRS methods of calculating depreciation • Become familiar with government regulations that control the use of the above methods of calculating depreciation • List the purposes of an inventory • Describe the components of a cash flow statement • Describe the benefits of cash flow planning • List methods for altering cash flow • Complete a cash flow statement 	40	40	
<p>8. <i>Marketing</i></p> <ul style="list-style-type: none"> • Introduction to marketing • Key factors in marketing • Marketing strategies: Hedging and speculation • Developing a marketing plan • Trading in international markets • Agriculture exports and trade policies • Marketing procedures in world trade • Principles of advertising 	<ul style="list-style-type: none"> • Explain what is meant by the term “free enterprise system” • Describe key factors involved in marketing • Describe types of markets • Describe the importance of grades and standards • Distinguish between hedging and speculation • Develop a marketing plan for a commodity • Describe the purpose and function of local markets • Define the term, “developing” and “developed county” and explain how the level of development affects agriculture and agricultural trade • Describe the basic principles underlying the international agriculture market • Become familiar with agricultural marketing terminology • Compare and contrast the trade policies of the U.S. and other important trading partners • Describe the importance of agricultural exports to the economy of California and the United States • Compare and contrast the marketing systems of the United States and other selected trading partners 	20	48	
<p>9. <i>Sales and Selling</i></p> <ul style="list-style-type: none"> • An introduction to selling in agriculture • Skills and knowledge needed for selling in agriculture 	<ul style="list-style-type: none"> • Describe the basic functions of selling in agriculture • Identify sales careers in agriculture 	10	30	

<ul style="list-style-type: none"> • Determining needs and wants of customers • Preparing for and approaching potential customers • Preparing for and approaching potential customers • Giving a sales presentation • Handling customer objections • Closing a sale 	<ul style="list-style-type: none"> • Discuss major advantages and disadvantages of a selling career • List the skills and abilities needed to sell in agriculture • Describe the steps that most people go through when making a decision • Discuss what motivates people to buy • Select appropriate questions and methods for determining the customer needs and wants • Identify and explain the five stages in making a sale • Describe the kind of information that a sales person needs to have available about a product or service • Discuss how potential customers could be approached using the three approaches: greeting, merchandise, and service • Demonstrate two or three ways to open a sales presentation • Demonstrate effective handling of customer objections in a role playing situation • Give a sales presentation using an agricultural product or service • Demonstrate effective closing techniques in a sales presentation 			
<p>10. Agribusiness Taxation</p> <ul style="list-style-type: none"> • Introduction to taxes • Income tax management 	<ul style="list-style-type: none"> • Describe the purposes of taxes • Describe the purposes of tax planning • List records and information helpful for tax management • Distinguish between taxable and non-taxable items • Give examples of deductible business expenses • Describe varying types of tax credits 	4		
<p>11. Agribusiness Insurance</p> <ul style="list-style-type: none"> • Agribusiness Insurance 	<ul style="list-style-type: none"> • Describe in writing the basic purpose of insurance • List the types of insurance used in agribusiness 	5	6	

<p>12. Agricultural Law</p> <ul style="list-style-type: none"> • Major farm laws • Farm leases • Agriculture liability laws • Agricultural property rights 	<ul style="list-style-type: none"> • Identify major farm laws and their purposes • List the purposes and components of a farm lease • List the characteristics of liability laws as they relate to agriculture • Describe the property rights of agriculture landowners 	6		
<p>12. Government Agencies and Services</p> <ul style="list-style-type: none"> • Introduction to government agencies • United States Department of Agriculture • Primary agencies affecting farmers • Cooperative Extension • Food Safety and Security 	<ul style="list-style-type: none"> • Identify and describe the primary agencies involved in agriculture and the service they provide • List the major objections of the U.S. Department of Agriculture • Describe the services provided by the Cooperative Extension 	6	8	
<p>13. Oral Communication</p> <ul style="list-style-type: none"> • Essentials elements of communication • Ethics in communication • Speaking and listening • One to One: Interpersonal Communication • Group Discussion • Public Communication, oral and written inclusive • Mass Communication: Radio and Television • Interviewing • Parliamentary Procedure • Public Speaking Workshops • Cross-culture Communication: Inviting guest speakers to class 	<ul style="list-style-type: none"> • Define the terms communication and speech communication • Define and identify ethical and responsible communication • Identify some specific benefits of improving speech communication • Prepare and deliver eloquent speeches for various speaking events • Write for a variety of audiences and purposes • Work with others in problem solving and handling conflict • Experience a variety of roles in group discussions and situations • Create broadcasts for mock radio and television programs • Use and develop effective skills for all types of interviewing • Participate in Parliamentary Procedure • Demonstrate improvement in reading, writing, listening, and speaking through participation in speech communication activities and assignments • Explain how debate is a decision making process and a means of persuasive argument 	45	20	
	HOURS OF INSTRUCTION:	360	360	
	TOTAL HOURS OF INSTRUCTION:	720		

Methods, Strategies and Techniques

A variety of strategies and techniques are used to instruct the students, including: cooperative learning, current textbooks, technology and reference materials, demonstrations, field trips, computer instruction, group instruction, guest speakers, and on-the-job training in a community classroom appropriate to their given career choice in the Agribusiness career areas.

Assessment of Student Performance

Assessment of student performance will include: classroom participation, completion of required assignments, a complete portfolio, individual and group projects, industry-related tests, employer evaluations from “community classroom” sites, and work habits (attendance, punctuality, professional attitude, being a member of a team, etc.)

ROP Certificate Requirements

To earn a Certificate of Proficiency for this course, students must accomplish the following: completion of competencies at a minimum performance of 70%, maintain an 85% or higher attendance rate, and demonstrate positive work ethics in class and in the community classroom.

Academic Credit:

Semester 5 – 15 Credits

Assessed Job Market Needs

This information was excerpted directly from the U.S. Department of Labor Occupational Handbook, 1996-97: Employment of the Sales related to Agriculture occupational areas delineated above is expected to grow faster than the average for all occupations through the year 2005. Expansion of the service industry will create additional openings in each succeeding year, through the year 2005, the outlook for entry-level farm management related jobs is expected to continue to be good.

Computer Software:

Windows XP
Microsoft Word 6.0
Microsoft Excel 6.0