



**Agricultural Management,  
Economics, and Sales  
Grade 12**

**Unit 1**

**Course/Subject:**  
Agricultural Management,  
Economics, and Sales

**Grade:**  
12

**Agribusiness in Today's  
Agriculture Industry**

**Suggested Timeline:**  
5 Weeks

<b>Grade Level Summary</b>	This full-year course is the senior level course for students completing approved program requirements for vocational agriculture. It covers all aspects of managing agricultural businesses, deals with the influences of economics in agricultural industries, and strategies for successful agricultural sales. Students are FFA members through this course.
<b>Grade Level Units</b>	<p><b>Unit 1: Agribusiness in Today's Agriculture Industry</b></p> <p>Unit 2: Economic Principles In Agribusiness</p> <p>Unit 3: Agribusiness Planning and Analysis</p> <p>Unit 4: Agribusiness Management</p> <p>Unit 5: Retail Agribusiness Sales</p> <p>Unit 6: Career Developments</p>

<b>Unit Title</b>	<b>Agribusiness in Today's Agriculture Industry</b>
<b>Unit Summary</b>	This unit provides an overview of agriculture industry sectors and how agribusinesses succeed and are influenced. It is divided into 12 lessons: business decisions, business records, business management, business procedures, contracts, employee relations, tax management and depreciation, tax structure, risk management, cash markets, commodity markets, insurance,

<p><b>Unit Essential Questions:</b></p> <ol style="list-style-type: none"> <li>How do the five sectors of agriculture work together at local, state, national, international level for agribusinesses?</li> <li>What are the internal and external influences in Agribusiness?</li> </ol>	<p><b>Key Understandings:</b></p> <ol style="list-style-type: none"> <li>Farming systems often consist of a range of interdependent gathering, production and post-harvest processes, so that, besides farming, rural household livelihoods can encompass various activities in other key agricultural sub-sectors including livestock, agro-forestry and fishing and aquaculture.</li> <li>Commodities are subject to price fluctuations induced by changes in the marketplace (supply and demand), weather, and government support programs, changes in consumer preferences, industrial products, technology change, and macroeconomics policy. These issues affect the business because they can impact the price received at the market or the cost of producing the commodity.</li> </ol>
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**Focus Standards Addressed in the Unit:**

<i>Standard Number</i>	<i>Standard Description</i>
ABS.01.01.01.a	Examine and provide examples of microeconomic principles related to decisions about AFNR business inputs and outputs (e.g., supply, demand and equilibrium, elasticity, diminishing returns, opportunity cost, etc.).
ABS.01.01.02.a.	Examine and provide examples of macroeconomic principles related to AFNR businesses (e.g., Gross Domestic Prod- rate, etc.).
ABS.01.01.03.a.	Define and research the economic systems (e.g., traditional economic system, command economic system, market economic system, mixed economic system, etc.).

**Important Standards Addressed in the Unit:**

<b>Misconceptions:</b>	<b>Proper Conceptions:</b>
1. Good agricultural products are immune from external forces, and will sell in all environments.	1. There are several internal and external factors that determine the success of agricultural products.

<b>Knowledge &amp; Concepts</b>	<b>Skills &amp; Competencies</b>	<b>Dispositions &amp; Practices</b>
<p>* <b>Agribusiness</b> sectors and related careers at local, state, national, international level.</p> <p>* Agribusiness influence: government, the public, media</p>	<p>Describe the concept of utility and identify the five sectors of agriculture and how they fit together within the industry.</p> <p>Identify at least five careers available in agribusiness today.</p> <p>Explain the free enterprise system while examining agribusiness at the local, state, national, and international level.</p> <p>Outline government’s role in and impact of the agriculture industry, its involvement in agribusiness, and its effect on agricultural prices.</p> <p>Explore government agencies involved with agriculture and its effects on agriculturalists and issues in agriculture.</p> <p>Identify current issues in agriculture and locate ways to educate yourself and others on these issues.</p>	<ul style="list-style-type: none"> <li>● Precision and Accuracy</li> <li>● Critical Thinking/Problem Solving</li> </ul>

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	Identify specific ways to advocate for agriculture: social media, in print, and verbal conversations with an individual opposing a specific agricultural issue.	
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**Academic Vocabulary:**

SWOT Analysis, Inventory , Accounts receivable, Accounts payable, Credit, Debit, Income statement, Balance sheet, Assets, Current assets, Fixed assets, Noncurrent assets, Liabilities, Current liabilities, Long-term liabilities, Noncurrent liabilities, Net worth, Cash flow statement, Statement of cash flow, Business Procedures, Warranty, Guarantee, Contract, Lease, Arbitration , Lessee, Lessor, Morale, Ethics, Deductible, Non-Deductible, Capital, Depreciation, Basis, Progressive Tax, Flat Tax, Individual Income Tax, Estate Tax, Sales Tax, Excise Tax, Property Tax, Risk Management, Commodity exchanges, Stock exchanges, Commodities market, Price discovery, Price determination, Speculator, Futures Contract, Basis, Option, Futures Contract, Basis, Hedging, Long, Short, Long Hedge, Short Hedge, Option, Premium, Strike Price, Call, Put, Insurance, Negligence, Estate planning, □Estate tax, □Gift, Tenancy-in-common, Joint tenancy□, Tenancy by the entirety, Will , Beneficiary

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**Assessments:**

- Agricultural Panel Participation
  - Agriculture Career Tri-fold Display
  - SAE Establishment
  - Agricultural Issues Debate
  - Government Agency
  - Unit Quizzes and Test
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Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson’s Framework for Teaching: Domain 3 Instruction

3a Communicating with Students

3b Using Questioning and Discussion Techniques

3c Engaging Students in Learning

3d Using Assessment in Instruction

3e Demonstrating Flexibility and Responsiveness

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**Interdisciplinary Connections:**

- Math, Social Studies, Language Arts, Reading and Writing, Speaking
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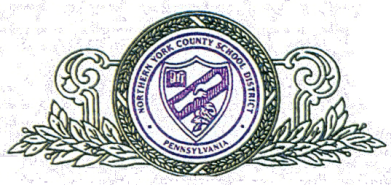
**Additional Resources:**

- MVATA Agriculture Economics, Business, and Sales Curriculum
  - Internet access, projector, SmartBoard,
  - National FFA Career Development Event Guidelines
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**Agricultural Management, Economics, and Sales Grade 12**

**Unit 2**

**Course/Subject:**  
Agricultural Management, Economics, and Sales

**Grade:**  
12

**Economic Principles In Agribusiness**

**Suggested Timeline:**  
5 Weeks

<b>Grade Level Summary</b>	This full-year course is the senior level course for students completing approved program requirements for vocational agriculture. It covers all aspects of managing agricultural businesses, deals with the influences of economics in agricultural industries, and strategies for successful agricultural sales. Students are FFA members through this course.
<b>Grade Level Units</b>	Unit 1: Agribusiness in Today's Agriculture Industry <b>Unit 2: Economic Principles In Agribusiness</b> Unit 3: Agribusiness Planning and Analysis Unit 4: Agribusiness Management Unit 5: Retail Agribusiness Sales Unit 6: Career Developments

<b>Unit Title</b>	<b>Economic Principles In Agribusiness</b>
<b>Unit Summary</b>	This unit covers economic principals, especially those that effect agribusinesses. Areas covered include diminishing returns, fixed and variable costs, substitution, opportunity costs, supply and demand, and the time value of money.

**Unit Essential Questions:**

1. How do diminishing returns affect agribusinesses?
2. How do fixed and variable costs affect agribusinesses?
3. How does substitution affect agribusinesses?
4. How do opportunity costs affect agribusinesses?
5. How does supply and demand affect agribusinesses?
6. How does the time value of money affect agribusinesses?

**Key Understandings:**

1. **The law** of diminishing returns states that as a variable resource is added to fixed resources, marginal output declines immediately or after an initial stage of increasing marginal returns.
2. Fixed costs and variable costs affect the marginal cost of production only if variable costs exist.
3. The substitution effect is based on the idea that as prices rise, consumers will replace more expensive items with cheaper substitutions or alternatives, assuming income remains the same.
4. Opportunity costs are the amount of income that could be earned if the economic resource was put to an alternative use.

	<p>5. Supply is what producers are prepared to sell at a certain price. Demand is how much consumers are prepared to buy at the market price.</p> <p>6. Time Value of Money problems refer to situations involving the exchange of something of value (money) at different points in time.</p>
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**Focus Standards Addressed in the Unit:**

<i>Standard Number</i>	<i>Standard Description</i>
<b>ABS.01.01.01.a</b>	Examine and provide examples of microeconomic principles related to decisions about AFNR business inputs and outputs (e.g., supply, demand and equilibrium, elasticity, diminishing returns, opportunity cost, etc.).
<b>ABS.04.01.02.a</b>	Categorize the characteristics of the types of ownership structures used in AFNR businesses (e.g., sole proprietor- ships, cooperatives, partnerships and corporations).
<b>ABS.05.01.01.c</b>	Evaluate and predict future trends for a specific AFNR product as related to markets, trade and price (e.g., corn, oil, wheat, etc.).

<b>Misconceptions:</b>	<b>Proper Conceptions:</b>
<ol style="list-style-type: none"> <li>1. Things have consistent value.</li> <li>2. Costs of goods should always stay the same.</li> <li>3. Elements in systems do not change.</li> </ol>	<ol style="list-style-type: none"> <li>1. Value is determined on various external and internal factors.</li> <li>2. Costs of goods and services change based on various internal and external factors.</li> <li>3. There are substitutions in systems which affect operational costs and profit margins.</li> </ol>

<b>Knowledge &amp; Concepts</b>	<b>Skills &amp; Competencies</b>	<b>Dispositions &amp; Practices</b>
<ul style="list-style-type: none"> <li>• Diminishing returns</li> </ul>	<p>Define total product (TP), marginal product (MP), and average product (AP) and identify the relationship between them to illustrate the principle of diminishing physical returns.</p> <p>Define total revenue (TR), total cost (TC), marginal revenue product (MRP), and marginal input cost (MIC), and use them to illustrate the principle of diminishing economic returns.</p>	<ul style="list-style-type: none"> <li>• Precision and Accuracy</li> <li>• Critical Thinking/Problem Solving</li> </ul>

<ul style="list-style-type: none"> <li>• Fixed and variable costs</li> <li>• Substitution</li> <li>• Opportunity costs</li> <li>• Supply and demand</li> </ul>	<p>Define the point of maximum profit and maximum production and the relationship between the two.</p> <p>Recall three characteristics of fixed costs and identify the five types of fixed costs.</p> <p>Recall two characteristics of variable costs, identify the three types of variable costs, and describe how a variable cost becomes fixed.</p> <p>Define total cost; classify expenses into fixed costs or variable costs; and examine the total cost, fixed cost, and variable cost curves.</p> <p>Identify the reason for using per-unit costs and represent the equations for average fixed cost, average variable cost, and average total cost.</p> <p>Identify the difference between short and long run inputs and resources.</p> <p>Define substitution and describe the two methods of substitution.</p> <p>Determine maximum profit.</p> <p>Determine and calculate the best rate of substitution.</p> <p>Recall the definition of opportunity cost and net opportunity cost.</p> <p>Identify two ways business decisions are affected by opportunity costs</p> <p>Describe the effect of a manager or business owner not considering opportunity costs.</p> <p>Identify and calculate one measure used to represent opportunity costs.</p>	
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<ul style="list-style-type: none"> <li>• Time value of money</li> </ul>	<p>Contrast demand and quantity demanded, define and illustrate the Law of Demand, identify three factors that may shift the demand curve, and contrast luxury and necessity items.</p> <p>Contrast supply and quantity supplied, define and illustrate the Law of Supply, and identify three factors that may shift the supply curve.</p> <p>Demonstrate how to determine price and what factors affect price to change, determine the point of equilibrium, and identify the reasons for surplus and shortage.</p> <p>Define elasticity, describe three types of elasticity, calculate the price elasticity for supply and demand, and illustrate the importance of understanding elasticities.</p> <p>Define time value of money.</p> <p>Define and calculate the future value of a dollar.</p> <p>Define and calculate the future value of a dollar per period.</p> <p>Define and calculate sinking fund factors.</p> <p>Define and calculate the present value of a dollar per period.</p> <p>Define and calculate the present value of a dollar per period.</p>	
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**Academic Vocabulary:**

total product (TP), marginal product (MP), and average product (AP), total revenue (TR), total cost (TC), marginal revenue product (MRP), and marginal input cost (MIC), opportunity cost and net opportunity cost, fixed costs, variable costs, demand curve, supply curve, demand schedule, supply schedule, point of equilibrium, elasticity, future of dollar, value of a dollar per period, present value of a dollar per period, amortization, inflation,

**Assessments:**

- Student Budget Project
- Diminishing returns assignment
- SAE Substitution Assignment
- Supply and Demand Survey
- Unit Quizzes and Tests

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## Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson's Framework for Teaching: Domain 3 Instruction

3a Communicating with Students

3b Using Questioning and Discussion Techniques

3c Engaging Students in Learning

3d Using Assessment in Instruction

3e Demonstrating Flexibility and Responsiveness

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### **Interdisciplinary Connections:**

- Math, Social Studies, Language Arts, Reading and Writing, Speaking

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### **Additional Resources:**

- MVATA Agriculture Economics, Business, and Sales Curriculum
- Internet access, projector, SmartBoard,
- National FFA Career Development Event Guidelines

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**Agricultural Management, Economics, and Sales Grade 12**

**Unit 3**

**Course/Subject:**  
Agricultural Management, Economics, and Sales

**Grade:**  
12

**Agribusiness Planning and Analysis**

**Suggested Timeline:**  
8 Weeks

<b>Grade Level Summary</b>	This full-year course is the senior level course for students completing approved program requirements for vocational agriculture. It covers all aspects of managing agricultural businesses, deals with the influences of economics in agricultural industries, and strategies for successful agricultural sales. Students are FFA members through this course.
<b>Grade Level Units</b>	Unit 1: Agribusiness in Today's Agriculture Industry Unit 2: Economic Principles In Agribusiness <b>Unit 3: Agribusiness Planning and Analysis</b> Unit 4: Agribusiness Management Unit 5: Retail Agribusiness Sales Unit 6: Career Developments

<b>Unit Title</b>	<b>Agribusiness Planning and Analysis</b>
<b>Unit Summary</b>	This unit covers aspects of agribusiness start-up operations. The lessons cover starting an agribusiness, developing a business plan and goals, selecting a business structure, financial planning, obtaining financing, credit and loans, analyzing finances, customer credit, purchasing property, analyzing capital needs, and machinery, livestock, and crop analysis,

<p><b>Unit Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. What are most important factors in starting an agribusiness?</li> <li>2. How are business plan and goals developed?</li> <li>3. How are business structures determined and instituted?</li> <li>4. What are most important factors in financial planning?</li> <li>5. What are strategies to obtaining financing for an agribusiness?</li> <li>6. How does an agribusiness establish credit and secure loans?</li> <li>7. How are finances analyzed?</li> <li>8. How is customer credit established?</li> <li>9. How does one go about purchasing property?</li> <li>10. What are factors in analyzing capital needs of a business?</li> <li>11. What are specifics in analyzing machinery?</li> <li>12. What are specifics in analyzing livestock?</li> <li>13. What are specifics in analyzing crops?</li> </ol>	<p><b>Key Understandings:</b></p> <ol style="list-style-type: none"> <li>1. There are many important factors in starting an agricultural business.</li> <li>2. When establishing goals and objectives, try to involve everyone who will have the responsibility of achieving those goals and objectives after you lay them out.</li> <li>3. The business structure you choose influences everything from day-to-day operations, to taxes, to how much of your personal assets are at risk. You should choose a business structure that gives you the right balance of legal protections and benefits.</li> <li>4. Realistic financial data, goals and expectations, age-appropriate investments, risk tolerance, professional advice are the most important factors for financial planning.</li> <li>5. &amp; 6. Instruments to support agricultural finance often involve, lines of credit through both public and private financial institutions, partial credit guarantees, agricultural insurance,</li> </ol>
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- leasing for agricultural equipment, setting up financial infrastructure, capacity building and technical assistance, support of agricultural cooperative, legal and regulatory environment, warehouse receipt finance and value chain finance, commodity exchanges.
7. Finances are analyzed to improve management productivity, increase profitability, and fulfill their long-term goals.
  8. Capacity, capital, collateral, conditions, character are the 5 factors to establish credit with lending institutions.
  9. Farm Service Agency provides many resources that aim to help farmers who are unable to secure a loan from a commercial bank, and can finance the purchase of a farm.
  10. Farmers need to analyze the operating cycle to review the accounts receivable, inventory and accounts payable cycles in terms of days.
  11. Machinery analysis includes information management, farm machinery job scheduling, agricultural machinery performance standards and the accounting standard of the workload, the supply of fuel and spare parts, maintenance organizations and reminders, statistics analysis of the technical and economic indicators, financial accounting, as well as the necessary network meeting support systems.
  12. Livestock analysis includes 1) quantifying price risk over time, across markets, and across sale lots; 2) outline the pros and cons of a number of alternative marketing methods; 3) discuss various pricing strategies to reduce the risk faced by producers; and 4) analyze historical data comparing alternative marketing and pricing strategies.
  13. Modern plant analysis is used primarily as a source of information on plant nutrient status and, ultimately, as a tool to aid in nutrient management decisions.

**Focus Standards Addressed in the Unit:**

<i>Standard Number</i>	<i>Standard Description</i>
ABS.01.01.01.a.	Examine and provide examples of microeconomic principles related to decisions about AFNR business inputs and outputs (e.g., supply, demand and equilibrium, elasticity, diminishing returns, opportunity cost, etc.).
ABS.01.02.01.a.	Read and interpret statements of purpose (e.g., vision, mission statement, charter, etc.).
ABS.01.02.01.b.	Create statements of purpose for AFNR businesses and choose an appropriate approach to meet organizational needs.
ABS.05.01.02.a.	Research and summarize in AFNR businesses (e.g., direct competitors, indirect competitors, replacement competitors, etc).
ABS.05.01.01.c	Evaluate and predict future trends for a specific AFNR product as related to markets, trade and price (e.g., corn, oil, wheat, etc.).
ABS.04.01.02.a.	Categorize the characteristics of the types of ownership structures used in AFNR businesses (e.g., sole proprietor- ships, cooperatives, partnerships and corporations).



<ul style="list-style-type: none"> <li>• Financial planning</li> </ul>	<p>Identify three reasons for financial planning and develop a personal financial plan.</p> <p>Create a personal savings and investment plan, identifying specific ways to save and invest money.</p> <p>Identify four reasons for maintaining a regular budget, determine breakeven price, and modify a budget using a given scenario.</p>	
<ul style="list-style-type: none"> <li>• Obtaining financing</li> </ul>	<p>Define three aspects of business financing, identify and describe three sources of business financing, and illustrate two key items a business should provide to secure a loan.</p> <p>Describe the 5 C's of Credit, identify how a FICO score is calculated, and compare and contrast the four kinds of credit.</p>	
<ul style="list-style-type: none"> <li>• Credit and loans</li> </ul>	<p>Define two types of loans, calculate asset to liability ratio, and define leverage and how it can be beneficial to a business.</p> <p>Identify three types of credit institutions and describe the loans they provide; describe three types of credit instruments used by lending agencies.</p> <p>Define interest, calculate simple interest, calculate compound interest, and calculate an amortized loan payment.</p>	
<ul style="list-style-type: none"> <li>• Analyzing finances</li> </ul>	<p>Define two types of loans, calculate asset to liability ratio, and define leverage and how it can be beneficial to a business.</p> <p>Identify three types of credit institutions and describe the loans they provide; describe three types of credit instruments used by lending agencies.</p>	





### 3e Demonstrating Flexibility and Responsiveness

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**Interdisciplinary Connections:**

- Math, Social Studies, Language Arts, Reading and Writing, Speaking
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**Additional Resources:**

- MVATA Agriculture Economics, Business, and Sales Curriculum
  - Internet access, projector, SmartBoard, calculators
  - National FFA Career Development Event Guidelines
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**Agricultural Management, Economics, and Sales**  
**Grade 12**

**Unit 4**

**Course/Subject:**  
**Agricultural Management, Economics, and Sales**

**Grade:**  
12

**Agribusiness Management**

**Suggested Timeline:**  
**8 Weeks**

<b>Grade Level Summary</b>	This full-year course is the senior level course for students completing approved program requirements for vocational agriculture. It covers all aspects of managing agricultural businesses, deals with the influences of economics in agricultural industries, and strategies for successful agricultural sales. Students are FFA members through this course.
<b>Grade Level Units</b>	Unit 1: Agribusiness in Today's Agriculture Industry Unit 2: Economic Principles In Agribusiness Unit 3: Agribusiness Planning and Analysis <b>Unit 4: Agribusiness Management</b> Unit 5: Retail Agribusiness Sales Unit 6: Career Developments

<b>Unit Title</b>	<b>Agribusiness Management</b>
<b>Unit Summary</b>	This unit covers aspects of the operation of an agricultural enterprise. It consists of business decisions, agribusiness records, agribusiness procedures, contracts, employee relations, tax managements and depreciation, tax structure, risk management, cash markets, and risk management tools such as commodity markets, insurance, and estate planning.

<p><b>Unit Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. What business decisions must be made before and during agribusiness operation?</li> <li>2. Which agribusiness records are key in efficient operation, and how do they impact performance?</li> <li>3. What are standard agribusiness procedures that allow for smooth and efficient business transactions?</li> <li>4. What are the effects of contracts, and what are key points in writing and signing contracts in agriculture.</li> <li>5. How do good employee relations foster productivity in the workplace?</li> <li>6. What is tax management and depreciation, and how does it play into business operations?</li> <li>7. What are the various tax structure options for agriculture businesses?</li> </ol>	<p><b>Key Understandings:</b></p> <ol style="list-style-type: none"> <li>1. Decision making is a process; it involves steps : identify and define the problem or opportunity, identify alternative solutions, collect data and information, analyze the alternatives and make a decision, implement the decision, monitor and evaluate the results, and accept responsibility.</li> <li>2. Both physical and financial records are critical in the success of an agribusiness.</li> <li>3. Standards operating procedures will reduce system variation, which is the enemy of production efficiency and quality control in any business, yet allow for continual training to occur.</li> <li>4. Contracts are an increasingly important aspect of agricultural production and marketing; may take the form of leases,</li> </ol>
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<p>8. What is risk management, and how can commodities futures buffer variations in the economy?</p> <p>9. What are cash markets and how can a business owner maximize business opportunities?</p> <p>10. How are risk management tools such as estate and will planning, insurance, rental agreements, and financial planning essential in agribusiness longevity?</p>	<p>contracts for deed, production contracts, or marketing contracts. and vary in key point depending on contract type.</p> <p>5. Good employee relations have a positive effects on customer relations, staff relations, employee longevity, satisfaction, and productivity.</p> <p>6. In understanding depreciation for management purposes, the manager will strive to develop and follow a depreciation method that results in an accurate statement of costs and net income, without income tax considerations.</p> <p>7. Primary business structures include the proprietorship, partnership, and corporation, and cooperatives.</p> <p>8. Risk management is one aspect of good management, and some techniques include exposure avoidance, loss control, contractual risk transfer, retention, and insurance.</p> <p>9. A cash market is a market for securities or commodities in which the goods are sold for cash and for immediate delivery.</p> <p>10. Risk management tools like good estate planning can help transfer both the land and the business from generation to generation.</p>
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**Focus Standards Addressed in the Unit:**

<i>Standard Number</i>	<i>Standard Description</i>
<b>ABS.02.01.02.c.</b>	Recommend and select tools and services to track, record and audit AFNR business transactions that meet business needs and priorities.
<b>CRP.03.02.</b>	Design and implement a personal financial management plan.
<b>ABS.05.01.01.a.</b>	Distinguish and explain markets related to AFNR businesses.
<b>ABS.05.01.01.b.</b>	Analyze and describe the role of trade and price in the market as it relates to AFNR businesses.
<b>ABS.05.01.01.c</b>	Evaluate and predict future trends for a specific AFNR product as related to markets, trade and price.

**Important Standards Addressed in the Unit:**

<b>Misconceptions:</b>	<b>Proper Conceptions:</b>
<p>1. Successful product is the only factor necessary in sales.</p> <p>2. Employees should be grateful to work, and a bosses does not need to be involved in their relationships.</p> <p>3. Accounting is not a huge factor in successful businesses.</p>	<p>1. Several business decisions must be made prior to business start-up.</p> <p>2. Employers should be involved in peer relationships, leading by example, promoting competency and integrity, as examples to other employees.</p> <p>3. Close scrutinizing of money management can identify buying and spending patterns, errors, and assist to target changes for increased financial strengths.</p>

<b>Knowledge &amp; Concepts</b>	<b>Skills &amp; Competencies</b>	<b>Dispositions &amp; Practices</b>
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<ul style="list-style-type: none"> <li>• Business decisions</li> </ul>	<p>Personally identify what drives the decision-making process, what interferes with the decision-making process, the consequences for making a poor decision, and the rewards for making an educated decision.</p> <p>Define a problem and illustrate each step in the decision-making process in order to solve that problem.</p> <p>Use the SWOT Analysis to evaluate a person and/or business decision.</p>	<ul style="list-style-type: none"> <li>• Precision and Accuracy</li> <li>• Critical Thinking/Problem Solving</li> </ul>
<ul style="list-style-type: none"> <li>• Agribusiness records</li> </ul>	<p>Identify the use of agribusiness records, describe the three types of accounting systems, define three special journals used in agribusiness, and illustrate the double entry accounting system.</p> <p>Complete an income statement by identifying revenue, cash expense, and noncash expense; and calculating gross revenue, net income from operations, and net income.</p> <p>Complete a balance sheet by identifying assets and liabilities; calculating total assets, total liabilities, and net worth; and calculating solvency and liquidity.</p> <p>Complete a cash flow statement by identifying income and expenses and calculating net total and complete a cash flow statement by identifying operating, financial, and investing activities; and calculating net totals.</p>	
<ul style="list-style-type: none"> <li>• Agribusiness procedures</li> </ul>	<p>Define business procedures and justify their need.</p> <p>Identify reports needed in agribusiness.</p> <p>Explain the use and procedures for guarantees and warranties.</p>	

- Contracts

Define contract, identify three things to consider when making a contract, and identify three legal aspects of contracts.

Describe a lease and the relationship between the two parties involved and weigh the lessee's advantages and disadvantages to leasing.

Justify the need for an automatic renewal clause and explain how to use arbitration.

Contrast a cash lease with a production share lease; identify and define three types of leases.

- Employee relations

Identify the top three characteristics employers look for in an employee, demonstrate how employees can be successful, define morale and its effects on a business, and define ethics and its effects on a business

Role-play how to confront employees, fix employee problems, and respond to employee issues.

Craft two dialogues for implementing change in the workplace.

Identify five legality issues of hiring employees.

- Tax management and depreciation

Calculate taxable income and analyze the advantages and methods of maximizing after-tax income.

Categorize income and expenses.

Define depreciation, calculate basis, and calculate expensing.



	<p>Explore the legal liabilities of farmers and ranchers.</p> <p>Rationalize the use of wills in estate planning.</p> <p>Draft a proposal for an estate plan.</p> <p>Justify stock markets, rental and leasing agreements, and good financial planning as a tool for risk management.</p>	
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**Academic Vocabulary:**

Accounts Payable, Accounts Receivable, Arbitration, Assets, Balance Sheet, Basis (cash), Basis (tax), Beneficiary, Business, Procedures, Capital, Cash Flow, Statement, Commodities, Market Commodity, Exchanges, Contract, Credit, Liabilities, Debit, Deductible, Estate Planning, Estate Tax, Ethics, Excise Tax, Fixed Assets, Flat Tax, Futures, Contract, Gift, Hedging, Income Statement, Individual Income Tax, Insurance, Inventory, Joint Tenancy, Lease, Lessee, Lessor, Liabilities, Long Hedge, Long-Term, Liabilities, Morale, Negligence, Worth, Non-Deductible, Noncurrent Assets, Noncurrent Liabilities, Option, Premium, Price, Determination, Price, Discovery, Progressive Tax, Put, Risk Management, Sales, Tax, Short Short, Hedge, Speculator, Statement of Cash Flow, Stock Exchanges, Strike, Price, Tenancy-in-Common, Warranty, Will

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**Assessments:**

- News
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Suggested Strategies to Support Design of Coherent Instruction

Charlotte Danielson’s Framework for Teaching: Domain 3 Instruction

3a Communicating with Students

3b Using Questioning and Discussion Techniques

3c Engaging Students in Learning

3d Using Assessment in Instruction

3e Demonstrating Flexibility and Responsiveness

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**Interdisciplinary Connections:**

- Math, Social Studies, Language Arts, Reading and Writing, Speaking
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**Additional Resources:**

- MVATA Agriculture Economics, Business, and Sales Curriculum
  - Internet access, projector, SmartBoard,
  - National FFA Career Development Event Guidelines
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**Agricultural Management, Economics, and Sales Grade 12**

**Unit 5**

**Course/Subject:**  
Agricultural Management, Economics, and Sales

**Grade:**  
12

**Retail Agribusiness Sales**

**Suggested Timeline:**  
6 Weeks

<b>Grade Level Summary</b>	This full-year course is the senior level course for students completing approved program requirements for vocational agriculture. It covers all aspects of managing agricultural businesses, deals with the influences of economics in agricultural industries, and strategies for successful agricultural sales. Students are FFA members through this course.
<b>Grade Level Units</b>	Unit 1: Agribusiness in Today's Agriculture Industry Unit 2: Economic Principles In Agribusiness Unit 3: Agribusiness Planning and Analysis Unit 4: Agribusiness Management <b>Unit 5: Retail Agribusiness Sales</b> Unit 6: Career Developments

<b>Unit Title</b>	<b>Retail Agribusiness Sales</b>
<b>Unit Summary</b>	This unit covers aspects of retail sales in an agribusiness. Topics covered include selling environments, relationship building, customer and the product, pre-sales, sales presentations, promotional tools and advertising, customer transactions, and retail operations.

<p><b>Unit Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. What are the most important components in a successful selling environment?</li> <li>2. Why is relationship building a critical factor in customer satisfaction and retention?</li> <li>3. Customer and the product</li> <li>4. Why are pre-sales important and how are they effectively executed?</li> <li>5. How can sales presentations influence agribusinesses?</li> <li>6. What are those promotional tools and advertising specifics that influence agribusinesses?</li> <li>7. What are those factors necessary for customer transactions and purchases to occur?</li> </ol>	<p><b>Key Understandings:</b></p> <ol style="list-style-type: none"> <li>1. Different selling environments, (including retail stores, wholesale locations, farmers' markets, web sales, and many more) require strategies unique to themselves.</li> <li>2. Maintaining positive relationships with customers is key to success; customers feel appreciated, important, and valued and will maintain their business relationship.</li> <li>3. Various strategies will demonstrate the importance of customer satisfaction and what business owners/salespeople can do to make sure the customer is satisfied.</li> <li>4. Understand how Maslow's Hierarchy of Needs are combined with the steps used in deciding to make a purchase.</li> <li>5. There are specific steps we need to take in order to have an effective sales presentation.</li> <li>6. Various types of advertising, social media, websites, and</li> </ol>
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8. Which retail operations are essential in successful sales operations?	<p>blogs and promotional displays, can influence purchases.</p> <p>7. Customer service includes all aspects of dealing with a customer from returns and exchanges, to answering phones, to making correct sales, placing orders correctly, and dealing with angry customers.</p> <p>8. Successful sales operations include strategies including offering discounts, determining a profitable selling price, and effectively managing inventory.</p>
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**Focus Standards Addressed in the Unit:**

<i>Standard Number</i>	<i>Standard Description</i>
<b>ABS.06.01.01.a.</b>	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.
<b>ABS.06.04.01.a.</b>	Explain the meaning and use of the four Ps (product, place, price and promotion) in marketing.
<b>ABS.06.04.01.b.</b>	Develop advertising campaigns that promote products and services.
<b>ABS.06.05.01.a.</b>	Identify, explain and organize components of the sales process.
<b>ABS.06.05.01.b.</b>	Develop effective customer relationships using approaches that are consistent and comprehensive.
<b>ABS.06.05.02.a.</b>	Develop strategies to gain new customers.
<b>ABS.06.05.02.b</b>	Devise sales practices to achieve goals effectively and efficiently.

**Important Standards Addressed in the Unit:**

<b>Misconceptions:</b>	<b>Proper Conceptions:</b>
<ol style="list-style-type: none"> <li>1. Good products will sell themselves.</li> <li>2. Writing skills have little impact on sales success.</li> <li>3. There is little variation in communication styles for sales.</li> </ol>	<ol style="list-style-type: none"> <li>1. Many factors play into agribusiness sales.</li> <li>2. Professional writing skills are critical to successful sales.</li> <li>3. Communication styles can make a sales successful or unsuccessful.</li> </ol>

<b>Knowledge &amp; Concepts</b>	<b>Skills &amp; Competencies</b>	<b>Dispositions &amp; Practices</b>
<ul style="list-style-type: none"> <li>• Selling environments</li> </ul>	<p>Describe the various selling environments and identify Pennsylvania businesses in each environment.</p> <p>Role play the tasks of a salesperson in various selling environments.</p>	<ul style="list-style-type: none"> <li>• Precision and Accuracy</li> <li>• Critical Thinking/Problem Solving</li> </ul>



<ul style="list-style-type: none"> <li>Relationship building</li> </ul>	<p>Generate a list of words, phrases, statements, and questions to use during a sales presentation for each communication style.</p> <p>Criticize dialogues that build and break-down rapport.</p> <p>Assemble a list of how a salesperson can build and maintain a relationship with a customer.</p>	
<ul style="list-style-type: none"> <li>Customer and the product</li> </ul>	<p>Identify the characteristics of the three types of sales personalities and dialogue specific words, statements, and questions to be asked to each during a sales presentation.</p> <p>Identify the importance of determining customer needs and craft questions to use during a sales presentation to determine those needs.</p> <p>Develop appropriate activities to ensure satisfaction at each level.</p>	
<ul style="list-style-type: none"> <li>Pre-sales</li> </ul>	<p>Justify personal purchases using Maslow's Hierarchy of Needs and the steps used in deciding to make a purchase.</p> <p>Create a plan for identifying potential customers using the 4P's of Marketing.</p> <p>Communicate the importance of obtaining product, company, and industry knowledge prior to performing a sales presentation.</p>	
<ul style="list-style-type: none"> <li>Sales presentations</li> </ul>	<p>Define the seven steps of the Feature Benefit Sales Presentation Technique and the need for each and gather and/or create resources to aid in final sales presentation</p> <p>Create a list of attention getters to use when meeting a customer and identify techniques</p>	



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**Assessments:**

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- Agri-PA Business Portfolio
  - Communication Styles Sales Pitch Activity
  - Sales presentation dialogue
  - 4P's of Marketing Booklet
  - Video-taped and evaluated sales presentation
  - Social media and web advertising plan
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Suggested Strategies to Support Design of Coherent Instruction

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**Interdisciplinary Connections:**

- Math, Social Studies, Language Arts, Reading and Writing, Speaking
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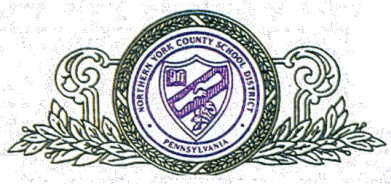
**Additional Resources:**

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**Agricultural Management, Economics, and Sales Grade 12**

**Unit 6**

**Course/Subject:**  
Agricultural Management, Economics, and Sales

**Grade:**  
12

**Career Development**

**Suggested Timeline:**  
4 Weeks

<b>Grade Level Summary</b>	This full-year course is the senior level course for students completing approved program requirements for vocational agriculture. It covers all aspects of managing agricultural businesses, deals with the influences of economics in agricultural industries, and strategies for successful agricultural sales. Students are FFA members through this course.
<b>Grade Level Units</b>	Unit 1: Agribusiness in Today's Agriculture Industry Unit 2: Economic Principles In Agribusiness Unit 3: Agribusiness Planning and Analysis Unit 4: Agribusiness Management Unit 5: Retail Agribusiness Sales <b>Unit 6: Career Development</b>

<b>Unit Title</b>	<b>Career Development</b>
<b>Unit Summary</b>	This unit teaches effective strategies for seeking, securing, and maintaining gainful employment in the field of agriculture. Topics covered include job seeking skills, professional written communications, professional interpersonal communication, and professional ethics.

**Unit Essential Questions:**

1. What job seeking skills are needed to secure employment?
2. What professional written communications are needed to secure employment?
3. How do professional interpersonal communications affect employment?
4. What are professional ethics, and how does unethical behavior affect the culture of the workplace?

**Key Understandings:**

1. Resume, cover letter, and sample job applications as well job seeking skills, and reflection of interpersonal and personal skills is critical in securing employment.
2. Resume, cover letter, and sample job applications are the primary job seeking documents, although expression in social media is becoming more critical.
3. Communication skills are a vital part of agribusiness sales: communication cannot be used effectively unless the person understands how to utilize verbal, nonverbal, and listening skills together.
4. Employees will be faced with ethical decisions on a regular basis in the workplace and need to be aware of how to handle them when they arise. Organizations promote employees who are assets to the organization because managers  want their behavior to spread to others. Work ethics are principles of right conduct are accepted by a profession or by the business  world in general.

**Focus Standards Addressed in the Unit:**

<i>Standard Number</i>	<i>Standard Description</i>
CS.02.03.03.c.	Identify the skills needed to develop a professional relationship.
CS.03.01.01.a.	Use basic technical and business writing skills.
CS.03.01.01.b.	Select the appropriate form of technical and business writing or communication for a specific situation.
CS.03.01.01.c.	Demonstrate technical and business writing skills to communicate effectively with co-workers and supervisors.
CS.03.01.02.a.	Describe the various types and uses of resumes.
CS.03.01.02.b.	Prepare a resume.
CS.03.01.02.c.	Demonstrate effective use of a resume as part of an effort to obtain a job.
CS.03.03.03.c.	Respond to feedback to improve a situation, skill or performance.
CS.09.02.01.a.	Demonstrate basic computer and software system skills.
CS.09.02.01.b.	Use basic software systems such as spreadsheet and word processing to complete a task.

**Important Standards Addressed in the Unit:**

<b>Misconceptions:</b>	<b>Proper Conceptions:</b>
<ol style="list-style-type: none"> <li>Individuals have little control over securing employment.</li> <li>Sales is mostly about talking, and writing skills are not important.</li> </ol>	<ol style="list-style-type: none"> <li>Individuals have the greatest potential influence in their employment by using a few simple tools.</li> <li>Writing skills are critical to secure, maintain, and advance in sales positions and other agricultural businesses.</li> </ol>

<b>Knowledge &amp; Concepts</b>	<b>Skills &amp; Competencies</b>	<b>Dispositions &amp; Practices</b>
<ul style="list-style-type: none"> <li>Job Seeking Skills</li> <li>Professional Written Communications</li> <li>Professional Interpersonal</li> <li>Communication</li> <li>Professional Ethics</li> </ul>	<p>Seek available jobs in the area and define the steps in applying for a job.</p> <p>Create a personal resume and evaluate a peer's resume.</p> <p>Create a personal cover letter and evaluate a peer's cover letter.</p> <p>Complete a sample job application and evaluate a peer's job application.</p>	<ul style="list-style-type: none"> <li>Precision and Accuracy</li> <li>Critical Thinking/Problem Solving</li> </ul>

	<p>Interview for a job and evaluate a peer's interview.</p> <p>Examine how the use of written communication can contribute to an agribusiness's success or be detrimental if used unprofessionally.</p> <p>Differentiate between successful social and professional communication and craft a professional email.</p> <p>Examine how social media can be used effectively and ineffectively for business purposes.</p> <p>Critique managing inventory advice and suggestions.</p> <p>Analyze how an agribusiness can determine selling price.</p> <p>Identify specific discounts offered in agribusiness.</p> <p>Define work ethics and identify the effects of unethical behavior in the workplace and its effect on job performance and advancement.</p> <p>Differentiate between ethical and unethical behavior and identify how to determine the written and unwritten rules for the workplace.</p> <p>Examine the effects of culture on workplace rules and norms.</p>	
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**Academic Vocabulary:**

cover letter, nonverbal communication, professional communication, resume, social communication, verbal communication, work ethics

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**Assessments:**

- Cover Letter
  - Resume
  - Written Job Application
  - Mock Interview
  - Quizzes and Tests
  - Other classroom worksheets and activities
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