



Principles of Farm and Agribusiness Management

Primary Career Cluster:	Agriculture, Food, & Natural Resources
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C18H41
Prerequisite(s):	<i>Agriscience</i> (C18H19)
Credit:	1
Grade Level:	10
Elective Focus - Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Agriculture, Food, & Natural Resources courses. In addition, this course satisfies the fourth math credit requirement for graduation.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the second course in the <i>Agribusiness</i> program of study.
Aligned Student Organization(s):	FFA: http://www.tnffa.org
Coordinating Work-Based Learning:	All Agriculture students are encouraged to participate in a Supervised Agricultural Experience (SAE) program. In addition, teachers who hold an active WBL certificate may offer placement for credit when the requirements of the state board's WBL Framework and the Department's WBL Policy Guide are met. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html .
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html .
Teacher Endorsement(s):	048, 150, 448, and 950
Required Teacher Certifications/ Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-agriculture-food-natural-resources.html Best for All Central: https://bestforall.tnedu.gov/

Course at a Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career and technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals and use/produce industry specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course. This is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management.
- Participate in FFA career and leadership events (CDE/LDE) that align with this course including Agriscience Fair, Agricultural Communications, Agricultural Issues, Agricultural Sales, Cooperative Development Challenge, Employment Skills, Extemporaneous Public Speaking, Farm Business Management, Marketing Plan, and Prepared Public Speaking.

Using Work-Based Learning (WBL) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1.1-1.4** | Have an industry representative as a guest speaker with one of the topics dealing with safety in the workplace.
- **Standards 2.1-2.4** | Have the students develop an agricultural business plan that is evaluated by local agribusiness managers.
- **Standards 3.1-3.2** | Have students work with an accountant to conduct an analysis of accounting records or the student's SAE records.
- **Standards 4.1-4.4** | Invite a commodities dealer as a guest speaker to discuss price points, patterns, and set up a simulated trade program.
- **Standards 5.1-5.5** | Have students set up a sales and marketing project that will be evaluated by agricultural sales and marketing representatives.

Course Description

Principles of Farm and Agribusiness Management teaches students to apply the economic and business principles involved in selling and supplying agriculture products to a wide range of careers across the industry and builds the foundational knowledge of finance and marketing principles. Upon completion of this course, proficient students will be prepared for more advanced coursework in the Agribusiness program of study.

Course Standards

1. Introduction to U.S. and Global Agribusiness

- 1.1 **Careers:** Explore and compare local, regional, state, national, and global **career opportunities in the agribusiness industry.** Use multiple sources to capture at a minimum the following:
 - a. job description;
 - b. essential knowledge and skills;
 - c. program or path of study to reach occupational goals, starting with high school through postsecondary and/or military options;
 - d. credentialing and/or licensure requirements; and
 - e. non-educational job requirements such as minimum age, experience in the field, physical fitness tests, background checks, or other notable evaluations.
- 1.2 **Economic and Social Implication:** Discuss the specific **business practices, laws, regulations, and technologies** that have evolved resulting in economic and societal implications for the agriculture industry.
- 1.3 **Import Regulations:** Compare and contrast **regulations** in the United States with those in countries from which the **United States imports agricultural products.**
- 1.4 **Supply and Block Chain:** Describe how the different segments of **supply and block chain management** impacts the different areas of the agriculture industry:
 - a. animal systems;
 - b. agribusiness systems;
 - c. environmental systems;
 - d. food products and processing systems;
 - e. natural and environmental systems;
 - f. plant systems; and
 - g. power, structures, and technical systems.

2. Business Concepts and Structures

- 2.1 **Types of Ownership:** Compare and contrast **types of business ownership models** including at minimum the following: sole proprietorship, partnerships, small businesses, cooperatives, limited liability corporations, and corporations. Explain the organizational structure of each model and describe its advantages and disadvantages to both owner and customer.

2.2 Strategic Planning: Compare and contrast the impact of implementing a **strategic management plan** for a farm and/or agribusiness. Demonstrate the implementation of a new business strategy (internal or external) using a SWOT analysis as a team and present the results.

2.3 Business Planning: Develop and present a **business plan for an agricultural entrepreneurial enterprise** that includes basic business and entrepreneurship principles such as budget, target customer, product information, and risk assessment. May use the principles and concepts outlined in the FFA Farm Business career development event principles and concepts or a Supervised Agricultural Experience (SAE) program.

2.4 Business Concepts: Define and analyze the relationships among **basic business concepts** including the **business cycle, profit, loss, competition, equilibrium price, consumer debt, ethics, social responsibility, supply and demand, and risk management** of an agricultural product on both the national and global level.

3. Accounting Practices

3.1 Spreadsheet Operations: Create new **spreadsheet formulas and formats** to analyze data by calculating with, extracting from, presenting, and/or summarizing the following:

- basic arithmetic calculations;
- basic mathematic (e.g., SUM, AVG, MIN, MAX) and text (e.g., LEN, LEFT, RIGHT, MID) functions;
- copying formulas that include both relative and absolute cell references;
- sorting in ascending/descending order;
- filtering data to retrieve specific values; and
- basic conditional formatting (e.g., red for negative values).

3.2 Analyzing Financial Records: Examine how **analyzing all financial records and spreadsheets**, can affect **operations and management decisions** for an agricultural enterprise. Present findings to improve efficiency or productivity.

4. Markets and Futures

4.1 Production Cost: Compare the cost affecting the production of agriculture products with the **costs of producing and marketing** non-agricultural products. Include the time value of money and conduct an investment analysis consisting of:

- present value,
- future value,
- annuity,
- payback period,
- net present value,
- internal rate of return,
- interest rates and inflation, and
- loan payment with calculated payments.

- 4.2 Agricultural Futures: Research and explain the economic impact of the top ten **agriculture futures and commodities** at the local, state, national, and global levels. Describe the factors that impact their values and trading patterns to predict the value of each commodity at a specified point in time.
- 4.3 Trends: Analyze the top **new trends impacting the agriculture industry** including the affected products, commodities, and/or services. Predict how these advancements will change the price points and cost projections for different agricultural products and services.
- 4.4 Market Strategies: Compare and contrast the **sale of agricultural products through local marketing venues** (e.g., farmers' markets, buyers, and marketing cooperatives) to the sale of products in the future market.

5. Sales and Marketing

- 5.1 Marketing Strategies: Prioritize **basic marketing principles and fundamentals** to help increase the sale of agriculture products using traditional, online mediums, value-added, and niche marketing venues.
- 5.2 Social Media: Explain the value of **social media marketing** for increasing agriculture market reach and customer interaction. Compare and contrast features and benefits of major social media applications (e.g., social networks, video sharing, and interaction tools as well as mobile marketing, blogs, and other forms of "push" media). Synthesize characteristics and components of each application by creating a decision tree for selecting tools and strategies that will result in effective brand promotion and customer engagement.
- 5.3 Targeted Sales: Research an **agricultural product or service** to determine its features and consumer benefits. Identify appropriate **marketing strategies and target audiences**, and develop and present materials designed to market the product or service.
- 5.4 Sales Principles: Demonstrate understanding of **basic sales principles** by writing scripts for a role play between an agricultural product salesperson and a customer. Assemble customer needs, features and benefits, possible objections, suggestive selling item(s), closing strategies, and follow-up with techniques used for post-sale communications.
- 5.5 Marketing & Sales Planning: Develop and present an **agricultural marketing or sales plan** for a specific product or service. The plan should include at least the following: a mission statement, long- and short-term smart goals, target markets, profit and loss projections, industry trends, and product samples.

Standards Alignment Notes

References to other standards include:

- SAE for All: [Evolving the Essentials](#): All Agriculture students are encouraged to participate in a Supervised Agricultural Experience (SAE) program to practice and demonstrate the knowledge and skills learned in their agriculture courses.
- AFNR: [National Agriculture, Food, & Natural Resources \(AFNR\) Career Cluster Content Standards](#): Students engaged in activities outlined above should be able to demonstrate fluency in Standards ABS at the conclusion of the course.
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.