# Scope & Sequence

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| Course Name: Agribusiness Management and Marketing **TSDS PEIMS Code:** 13000900 | | | **Course Credit:** 1.0  **Course Requirements:** Recommended for Grades 10-12.  **Prerequisites:** None. |
| **Course Description:** Agribusiness Management and Marketing is designed to provide a foundation to agribusiness management and the free enterprise system. Instruction includes the use of economic principles such as supply and demand, budgeting, record keeping, finance, risk management, business law, marketing, and careers in agribusiness. | | | |
| **NOTE:** This is a suggested scope and sequence for the course content. This content will work with any textbook or instructional materials. If locally adapted, make sure all TEKS are covered. | | | |
| **Total Number of Periods**  **Total Number of Minutes**  **Total Number of Hours** | 175 Periods  7,875 Minutes  131.25 Hours\* | \*Schedule calculations based on 175/180 calendar days. For 0.5 credit courses, schedule is calculated out of 88/90 days. Scope and sequence allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc. | |
| **Unit Number, Title, and Brief Description** | **# of Class Periods\***  (assumes 45-minute periods)  Total minutes per unit | **TEKS Covered**  **130.4. (c) Knowledge and skills** | |
| **Unit 1: Professional Standards and Employability Skills**  Students will discuss the professional standards and employability skills, including identifying career development and entrepreneurship opportunities in agribusiness, applying competencies related to resources, information, interpersonal skills, and systems of operation in agribusiness systems. Students will further develop and demonstrate these skills and attributes throughout the course. In small groups and/or in other classroom activities, students will demonstrate knowledge of personal and occupational health and safety practices in the workplace identify appropriate work habits, ethical conduct and legal responsibilities, characteristics of good citizenship. As a culminating activity for the unit, students will utilize technology to research career opportunities in one or more agriculture, food, and natural resources careers and identify education and credentialing requirements. | 25 periods  1,125 minutes | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) identify career development and entrepreneurship opportunities in agribusiness systems;  (B) apply competencies related to resources, information, interpersonal skills, and systems of operation in agribusiness systems;  (C) demonstrate knowledge of personal and occupational health and safety practices in the workplace;  (D) identify employers' expectations, including appropriate work habits, ethical conduct, and legal responsibilities;  (E) demonstrate characteristics of good citizenship such as stewardship, advocacy, and community leadership; and  (F) research career topics using technology such as the Internet.  (4) The student examines critical aspects of career opportunities in one or more agriculture, food, and natural resources careers. The student is expected to:  (A) research and interpret information for one or more careers in agriculture, food, or natural resources; and  (B) identify educational and credentialing requirements for one or more careers in agriculture, food, and natural resources. | |
| **Unit 2: Organizational Systems**  Students will explore, identify and explain the roles within teams, work units, departments, organizations, inter-organizational systems and the larger environment. In small groups and/or in other classroom activities, students will identify how key organizational systems affect performance and the quality of products and services, demonstrate an understanding of the global context of agricultural industries and careers and describe the types of agribusiness organizations. Students will also discuss related government policy and recognize concepts that relate to cultural diversity. Students will analyze methods of decision making, examine the effects of government policies and regulations, describe the management of human resources with respect to cultural diversity and identify laws pertaining to land and property ownership and develop a person economic philosophy. | 20 periods  900 minutes | (3) The student recognizes roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. The student is expected to:  (A) identify how key organizational systems affect organizational performance and the quality of products and services related to agriculture, food, and natural resources;  (B) demonstrate an understanding of the global context of agricultural industries and careers; and  (C) describe the nature and types of agribusiness organizations to build an understanding of the scope of organizations.  (7) The student describes issues related to government policy and recognizes concepts related to cultural diversity. The student is expected to:  (A) analyze methods of decision making;  (B) examine the effects of government policies and regulations in making management decisions;  (C) describe the management of human resources with respect to cultural diversity;  (D) identify laws pertaining to land and property ownership and uses, taxes, wills, and liabilities; and  (E) develop a personal economic philosophy. | |
| **Unit 3: Management and Marketing**  Students will discuss agribusiness management and marketing and the importance to the local and international economy. In small groups and/or in other classroom activities, students will learn the roles and functions of management and leadership, identify the key economic principles of free enterprise and analyze the economic opportunities of agribusiness. Students will learn how to describe the purpose and importance of marketing, identify the competitive environment and impact of foreign markets, compare types of markets and identify methods of managing risk. As a culminating activity for the unit, students will develop a marketing plan for an agricultural product. | 25 periods  1,125 minutes | (5) The student defines and examines agribusiness management and marketing and its importance to the local and international economy. The student is expected to:  (A) describe the roles and functions of management and leadership in agribusiness;  (B) identify key economic principles of free enterprise; and  (C) analyze the economic opportunities of agribusiness.  (9) The student describes the marketing of agricultural products. The student is expected to:  (A) describe the purpose and importance of marketing;  (B) develop a marketing plan;  (C) identify the competitive environment and the impact of foreign markets;  (D) compare types of markets and influence factors; and  (E) identify methods of managing risk such as hedging and crop insurance. | |
| **Unit 4: Records and Budgets**  Students will discuss the importance of maintaining records and budgeting in agribusiness. Students will use appropriate technology and/or assigned materials to learn how to maintain appropriate records, identify methods of obtaining loans and financing and compare methods of capital resource acquisition. Students will define the key issues of agribusiness success and failure. In small groups and/or other classroom activities, students will apply decision-making for budgeting issues, analyze business records and procedures, determine methods of financing, identify methods of obtaining capital resources and analyze commodity markets. | 30 periods  1,350 minutes | (6) The student defines the importance of maintaining records and budgeting in agribusiness. The student is expected to:  (A) maintain appropriate agribusiness records such as payroll, employee benefits, journals, inventories, income and expense logs, financial statements, and balance sheets;  (B) identify methods of obtaining agribusiness loans and financing; and  (C) compare methods of capital resource acquisition as it pertains to agriculture  (8) The student defines key issues of agribusiness success and failure. The student is expected to:  (A) apply the decision-making process for budgeting issues;  (B) analyze business records and record-keeping procedures;  (C) determine methods of financing agribusiness;  (D) identify methods of obtaining capital resources; and  (E) analyze agricultural commodity markets. | |
| **Unit 5: Business Plans**  Students will use appropriate technology and/or other materials to learn the efficiency aspects of agribusiness management. Students will develop an entrepreneurial plan based on the personal economic philosophy they had developed earlier in the course and develop a financial management plan. As a culminating activity for the unit, students will present a business proposal. | 40 periods  1,800 minutes | (10) The student knows the efficiency aspects of agribusiness management. The student is expected to:  (A) use management software and information technology such as spreadsheets and databases;  (B) develop an entrepreneurial plan based on personal economic philosophy;  (C) develop a financial management plan; and  (D) present a business proposal. | |
| **Unit 6: Supervised Agriculture Experience Program**  Students will discuss and develop all components of a supervised agriculture experience. Through a variety of classroom activities, students will utilize appropriate technology to plan, propose, conduct, document and evaluate their supervised agriculture experience program, apply appropriate record-keeping skills, and participate in leadership opportunities. As a culminating unit activity, students will produce and participate in a local program of activities using a strategic planning process | 35 periods  1,575 minutes | (2) The student develops a supervised agriculture experience program. The student is expected to:  (A) plan, propose, conduct, document, and evaluate a supervised agriculture experience program as an experiential learning activity;  (B) apply proper record-keeping skills as they relate to the supervised agriculture experience;  (C) participate in youth leadership opportunities to create a well-rounded experience program; and  (D) produce and participate in a local program of activities using a strategic planning process. | |