

## Agricultural Leadership and Careers

**965045**

Course designed to meet UC “g” Admissions Requirement

### I. Course Information

Course Title:	Agricultural Leadership and Careers
Course Abbreviation: /Transcript Title	Ag. Lead. & Careers
Subject:	English
Honors Distinction:	No
Career Technical Ed:	Yes
Articulation or Dual Enrollment Agreement:	Yes – Articulation Agreement – College of the Desert
Credits:	10 Credits (5 credits per semester)
Unit Value:	1.0
Grade Points Earned:	A= 4 Grade Points, B= 3 Grade Points & C= 2 Grade Points
Length of Course:	1 Year (2 consecutive semesters)
Grade Level:	Juniors and Seniors
Pre-requisites:	1. Successful completion of two years of enrollment within the Coachella Valley Agriculture and Natural Resources Academy.  2. Student must have successfully completed or have concurrent enrollment in English III or equivalent.
Co-requisites:	1. Concurrent enrollment within Economics, & Government course.  2. Concurrent enrollment within English IV course.
Target Group:	Incoming eleventh and twelfth grade students who plan to enroll in a college or university with a major declared within the fields of agriculture and/or natural resources.

## II. Course Goals

### A. Agricultural Leadership and Careers Description:

Agricultural Leadership and Careers has been designed for college and university – bound, high school junior and senior interested in pursuing the fields of agriculture and natural resources. Agricultural Leadership and Careers allows students to develop the skills and foundational knowledge needed to start a sustainable agribusiness; while simultaneously developing their leadership abilities and exploring career options within the fields of agricultural and natural resources through an English focused academic setting.

From an agricultural and natural resources perspective basic principles of group and personal leadership are applied through the development of mission statements, defining roles, goal setting, time management, facilitation and problem solving through informal and formal meeting settings, communication, and self-evaluation.

In addition to being able to evaluate and differentiate agricultural business types and structures, students will also develop ethical and socially responsible decision making skills through a series of analytical and research essays as well as through detailed presentations and mock trials. Students will develop strategies for locating potential employers, completing applications, preparing resumes and interview techniques.

While the first semester focuses on building an understanding of agricultural and sustainability, as well as the many forces that affect the industry, and the development of group and personal leadership; the second semester focuses on using that base knowledge to inform building business and entrepreneurial acumen, alongside career exploration within the many diverse fields. By the end of this course, students will synthesize language, utilize communication, critical thinking skills, marketing and economic principles, apply legal knowledge, as well as the foundations of agriculture into the design of a business plan for a sustainable agribusiness. After a series of revisions and peer editing, students will pitch the business plan to a panel of community partners and industry professionals who will not only evaluate the viability of each plan but offer critical feedback as well. All students, as concurrent members of the FFA (Future Farmers of America), participate in leadership activities, supervised agricultural experiences, career exploration, and community service.

\*This course is articulated with the local community college.

### III. Course Objective Standards

Students enrolled in the course Agricultural Leadership and Careers will be expected to rise to the coursework's rigor with creativity and a well-ordered ability to adhere to detail. The coursework's curriculum accommodates different learning styles, knowledge bases, and abilities, while providing depth of content and opportunities for students to demonstrate mastery of science practices along with conceptual understandings of course topics while abiding to the adopted standards set forth by the state of California.

#### A. Common Core Standards

English Language Arts Standards » Reading: Literature » Grade 11-12

##### Key Ideas and Details

**CCSS.ELA-Literacy.RL.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**CCSS.ELA-Literacy.RL.11-12.2** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**CCSS.ELA-Literacy.RL.11-12.3** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

##### Craft and Structure

**CCSS.ELA-Literacy.RL.11-12.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

**CCSS.ELA-Literacy.RL.11-12.5** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

**CCSS.ELA-Literacy.RL.11-12.6** Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

##### Range of Reading and Level of Text Complexity

**CCSS.ELA-Literacy.RL.11-12.10** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

English Language Arts Standards » Reading: Informational Text » Grade 11-12

### Key Ideas and Details

**CCSS.ELA-Literacy.RI.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**CCSS.ELA-Literacy.RI.11-12.2** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

**CCSS.ELA-Literacy.RI.11-12.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

### Craft and Structure

**CCSS.ELA-Literacy.RI.11-12.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

**CCSS.ELA-Literacy.RI.11-12.5** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

**CCSS.ELA-Literacy.RI.11-12.6** Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

### Integration of Knowledge and Ideas:

**CCSS.ELA-Literacy.RI.11-12.7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**CCSS.ELA-Literacy.RI.11-12.8** Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

**CCSS.ELA-Literacy.RI.11-12.9** Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

### Range of Reading and Level of Text Complexity

**CCSS.ELA-Literacy.RI.11-12.10** By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

## English Language Arts Standards » Writing » Grade 11-12

### Text Types and Purposes

**CCSS.ELA-Literacy.W.11-12.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**CCSS.ELA-Literacy.W.11-12.1A** Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

**CCSS.ELA-Literacy.W.11-12.1B** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

**CCSS.ELA-Literacy.W.11-12.1C** Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

**CCSS.ELA-Literacy.W.11-12.1D** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**CCSS.ELA-Literacy.W.11-12.1E** Provide a concluding statement or section that follows from and supports the argument presented.

**CCSS.ELA-Literacy.W.11-12.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**CCSS.ELA-Literacy.W.11-12.2A** Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**CCSS.ELA-Literacy.W.11-12.2B** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**CCSS.ELA-Literacy.W.11-12.2C** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**CCSS.ELA-Literacy.W.11-12.2D** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**CCSS.ELA-Literacy.W.11-12.2E** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**CCSS.ELA-Literacy.W.11-12.2F** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**CCSS.ELA-Literacy.W.11-12.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CCSS.ELA-Literacy.W.11-12.3A** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

**CCSS.ELA-Literacy.W.11-12.3B** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**CCSS.ELA-Literacy.W.11-12.3C** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

**CCSS.ELA-Literacy.W.11-12.3D** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**CCSS.ELA-Literacy.W.11-12.3E** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

## Production and Distribution of Writing

**CCSS.ELA-Literacy.W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CCSS.ELA-Literacy.W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**CCSS.ELA-Literacy.W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

## Research to Build and Present Knowledge

**CCSS.ELA-Literacy.W.9-10.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**CCSS.ELA-Literacy.W.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**CCSS.ELA-Literacy.W.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Range of Writing

**CCSS.ELA-Literacy.W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## English Language Arts Standards » Speaking & Listening » Grade 11-12

### Comprehension and Collaboration

**CCSS.ELA-Literacy.SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**CCSS.ELA-Literacy.SL.11-12.1A** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful,

well-reasoned exchange of ideas.

**CCSS.ELA-Literacy.SL.11-12.1B** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**CCSS.ELA-Literacy.SL.11-12.1C** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

**CCSS.ELA-Literacy.SL.11-12.1D** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CCSS.ELA-Literacy.SL.11-12.2** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**CCSS.ELA-Literacy.SL.11-12.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

#### Presentation of Knowledge and Ideas

**CCSS.ELA-Literacy.SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**CCSS.ELA-Literacy.SL.11-12.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**CCSS.ELA-Literacy.SL.11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

## B. Career & Technical Education Agriculture & Natural Resources Standards

### Anchor Standards

Each anchor standard is followed by performance indicators using action verbs from the Beyond Knowledge Construct, presented in a hierarchical progression of simple tasks to more complex tasks. Performance indicators provide guidance for curriculum design and standards measurement. The industry-sector anchor standards have been customized with selected additions to better reflect the needs and special conditions of each industry sector.

#### Anchor Standard 1:

Academics Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards.

Anchor Standard 2: Communications Language Standard: Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Anchor Standard 3: Career Planning and Management Speaking and Listening Standard: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Anchor Standard 4: Technology Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

Anchor Standard 5: Problem Solving and Critical Thinking Writing Standard: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Anchor Standard 6: Health and Safety Reading Standards for Science and Technical Subjects: Determine the meaning of symbols, key words, and other domain-specific words and phrases as they are used in a specific scientific or technical context.

Anchor Standard 7: Responsibility and Flexibility Speaking and Listening Standard: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Anchor Standard 8: Ethics and Legal Responsibilities Speaking and Listening Standard: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and

determine what additional information or research is required to deepen the investigation or complete the work.

Anchor Standard 9: Leadership and Teamwork Speaking and Listening Standard: Work with peers to promote civil, democratic discussions and decision making; set clear goals and deadlines; and establish individual roles as needed.

Anchor Standard 10: Technical Knowledge and Skills Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Anchor Standard 11: Demonstration and Application Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and the career technical student organization.

### Standards for Career Ready Practice

Standards for Career Ready Practice describe the fundamental knowledge and skills that students need to prepare for transition to postsecondary education, career training, or the workforce. These standards are not exclusive to a career pathway, a CTE program of study, a particular discipline, or level of education. Standards for Career Ready Practice are taught and reinforced in all career exploration and preparation programs or integrated into core curriculum, with increasingly higher levels of complexity and expectation as a student advances through a program of study. Standards for Career Ready Practice are a valuable resource for CTE and academic teachers in the design of curricula and lessons that teach and reinforce the career-ready aims of the CTE Model Curriculum Standards and the Common Core State Standards.

1. Apply appropriate technical skills and academic knowledge. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

2. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. Develop an education and career plan aligned with personal goals. Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. Apply technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

5. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

6. Practice personal health and understand financial literacy. Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. Act as a responsible citizen in the workplace and the community. Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management. Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competence. Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation. Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. Employ valid and reliable research strategies. Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, social, and economic impacts of decisions. Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

### Agriscience Pathway

The Agriscience pathway helps students acquire a broad understanding of a variety of agricultural areas, develop an awareness of the many career opportunities in agriculture, participate in occupationally relevant experiences, and work cooperatively with a group to develop and expand leadership abilities. Students study California agriculture, agricultural business, agricultural technologies, natural resources, and animal, plant, and soil sciences.

C1.0 Students understand the role of agriculture in the California economy.

C1.1 Understand the history of the agricultural industry in California.

C1.2 Understand how California agriculture affects the quality of life.

C1.3 Understand the interrelationship of California agriculture and society at the local, state, national, and international levels.

C1.4 Understand the economic impact of leading California agricultural commodities. C1.5 Understand the economic impact of major natural resources in California.

C1.6 Know the economic importance of major agricultural exports and imports.

C2.0 Examine the interrelationship between agriculture and the environment.

C2.1 Identify important agricultural environmental impacts on soil, water, and air.

C2.2 Explain current environmental challenges related to agriculture.

C2.3 Summarize how natural resources are used in agriculture.

C2.4 Compare and contrast practices for conserving renewable and nonrenewable resources.

C2.5 Research how new energy sources are developed from agricultural products (e.g., gas-cogeneration and ethanol).

C3.0 Analyze the effects of technology on agriculture.

C3.1 Describe how technology affects the logistics of moving an agricultural

- commodity from producer to consumer.
- C3.2 Understand how technology influences factors such as labor, efficiency, diversity, availability, mechanization, and communication.
  - C3.3 Communicate public concern for technological advancements in agriculture, such as genetically modified organisms.
  - C3.4 Research the laws and regulations concerning biotechnology.
  - C3.5 Integrate the use of technology when collecting and analyzing data.
  - C4.0 Determine the importance of animals, the domestication of animals, and the role of animals in modern society.
    - C4.1 Understand the evolution and roles of domesticated animals in society.
    - C4.2 Differentiate between domestication and natural selection.
    - C4.3 Compile the modern-day uses of animals and animal by-products.
    - C4.4 Defend various points of view regarding the use of animals.
    - C4.5 Research unique and alternative uses of animals (e.g., therapeutic riding programs and companion animals).
  - C5.0 Compare the structure and function of plants, animals, bacteria, and viruses.
    - C5.1 Identify the function of cells.
    - C5.2 Analyze the anatomy and physiology of cells.
    - C5.3 Understand various cell actions, such as osmosis and cell division.
    - C5.4 Compare and contrast plant and animal cells, bacteria, and viruses.
  - C6.0 Explore animal anatomy and systems.
    - C6.1 State the names, and find the locations, of the external anatomy of animals.
    - C6.2 Explain the anatomy and major functions of vertebrate systems, including digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory, and endocrine systems.
  - C7.0 Comprehend basic animal genetics.
    - C7.1 Differentiate between genotype and phenotype and describe how dominant and recessive genes function.
    - C7.2 Compare genetic characteristics among cattle, sheep, swine, and horse breeds.
    - C7.3 Predict phenotype and genotype ratios by using a Punnett Square.
    - C7.4 Explain the fertilization process.
    - C7.5 Distinguish between the purpose and processes of mitosis and meiosis.
  - C8.0 Understand fundamental animal nutrition and feeding.
    - C8.1 Identify types of nutrients required by farm animals (e.g., proteins, minerals, vitamins, carbohydrates, fats/oils, water).
    - C8.2 Analyze suitable common feed ingredients, including forages, roughages, concentrates, and supplements for ruminant, monogastric, equine, and avian digestive systems.
    - C8.3 Understand basic animal feeding guidelines and evaluate sample feeding programs for various species, including space requirements and economic

considerations.

C9.0 Evaluate basic animal health.

C9.1 Assess the appearance and behavior of a normal, healthy animal.

C9.2 Explain the ways in which housing, sanitation, and nutrition influence animal health and behavior.

C9.3 Analyze the causes and controls of common animal diseases.

C9.4 Summarize effective techniques for controlling parasites and explain why controlling parasites is important.

C9.5 Research the legal requirements for the procurement, storage, methods of application, and withdrawal times of animal medications, and know proper equipment handling and disposal techniques.

C10.0 Explain soil science principles.

C10.1 Recognize the major soil components and types.

C10.2 Summarize how soil texture, structure, pH, and salinity affect plant growth.

C10.3 Assess water delivery and irrigation system options.

C10.4 Differentiate among the types, uses, and applications of amendments and fertilizers.

C11.0 Analyze plant growth and development.

C11.1 Understand the anatomy and functions of plant systems and structures.

C11.2 Identify plant growth requirements.

C11.3 Discern between annual, biennial, and perennial life cycles.

C11.4 Examine sexual and asexual reproduction in plants.

C11.5 Understand photosynthesis and the roles of the sun, chlorophyll, sugar, oxygen, carbon dioxide, and water in the process.

C11.6 Summarize the respiration process in the breakdown of food and organic matter.

C12.0 Understand fundamental pest management.

C12.1 Classify agricultural pests (e.g., insects, weeds, disease, and vertebrates).

C12.2 Compare chemical, mechanical, cultural, and biological methods of plant pest control.

C12.3 Analyze the major principles, advantages, and disadvantages of integrated pest management.

C13.0 Design agricultural experiments using the scientific method.

C13.1 State the steps of the scientific method.

C13.2 Analyze an agricultural problem and devise a solution based on the scientific method.



<p>will create an Agripreneur Code of Ethics. This Agripreneur Code of Ethics will highlight the values and expectations for ethical behavior of the business entity and all of its employees and associates.</p> <p>Concluding this simulation, students will write about whether or not their personal views align with or are opposed to the unethical business practice or with PETA. Students will be evaluated on their research skills, their ability to clearly identify and explain the values and expectations for ethical behavior in this context, and their written critique/reflection.</p> <p>All work produced from this assignment will be collected in an electronic business portfolio to be used as a resource for their business plan. The knowledge gained from this assignment will help students in the creation of their executive summary and business description portions of their business plan.</p>	<p><a href="http://ageconsearch.umn.edu/bitstream/43627/2/1-20.pdf">http://ageconsearch.umn.edu/bitstream/43627/2/1-20.pdf</a></p> <p><a href="http://disinfo.com/2010/01/monsanto-the-1-most-unethical-company-in-the-world/">http://disinfo.com/2010/01/monsanto-the-1-most-unethical-company-in-the-world/</a></p> <p><a href="http://www.imdb.com/title/Abusing">http://www.imdb.com/title "Abusing</a></p> <p><a href="http://www.nytimes.com/2014/12/04/opinion/nicholas-kristof-abusing-chickens-we-eat.html?_r=0">"Chickens We Eat" by Nicholas Kristoff.</a></p> <p><a href="http://www.nytimes.com/2013/03/17/opinion/sunday/how-to-force-ethics-on-the-food-industry.html?pagewanted=all">"How to Force Ethics on the Food Industry" by Michael Mudd.</a></p> <p><a href="http://www.scu.edu/ethics/publications/submitted/sterns/double-nothing.html">"Double or Nothing" by Robin K. Stearns,</a></p> <p><a href="http://www.latimes.com/opinion/op-ed/la-oe-0111-mexico-agriculture-workers-20150111-story.html#page=1">"Harvesting Solutions: How to Address the plight of farmworkers in Mexico."</a></p>
<p><b>Character Analysis Essay-</b>  <b>The Strange Case of Dr. Jekyll and Mr. Hyde</b>  Students analyze the novel with a focus on ethical, political, and social responsibility. In a 3-4 page essay, students determine the impact of the characters' motivations and how manipulation of</p>	<p><b>Textbook/Reading Material</b>  "Strange Case of Dr Jekyll and Mr Hyde" by Robert Louis Stevenson</p>

<p>accessible power drives the plot of the story. Students develop their response with the use of concrete details, quotations, and other information appropriate to the audience's knowledge of the topic and theme.</p>	<p><b>Video/Film</b> Jekyll and Hyde video clip</p>
<p><b>Socratic Seminar Series and Timed Writings: Various Ethical Considerations and Concerns</b> Students will read and discuss in a Socratic style seminar series Joyce Carol Oates' essay "Against Nature," and Op-ed pieces from the New York Times and the Los Angeles Times (such as the Los Angeles Times series of articles recommended for this unit) in order to analyze agribusiness labor and marketing practices as well as consumers' concerns with the ethical food choice dilemmas they face at the supermarket. Students will read rhetorically to analyze and evaluate the arguments and structure of the texts. Students may also connect their discussion to additional texts related to the issues of ethics in agribusiness. Students will also produce timed writings for each text presented in this assignment to state to what extent they agree with the authors' positions and should support their own position with reasons and evidence from their own observations and experience. This assignment will serve to give students the discussion and writing experience required to later articulate the ethical considerations of their business plans.</p> <p>All work produced from this assignment will be collected in an electronic business portfolio to be used as a resource for their business plan. The knowledge gained from this assignment will be utilized in the creation of the executive summary, business operations, and marketing portions of their business plan.</p>	<p><b>Textbook/Reading Material</b> Joyce Carol Oates' essay "Against Nature"</p>
<p><b>Character Role Play</b> <b>The Strange Case of Dr. Jekyll and Mr. Hyde</b> Students adopt the persona of a designated character, interacting with their peers to further question character choices and the motivations that drive them (ex: greed, fear, insecurity, allegiance to a party or philosophy, external pressures, etc.). Students then anticipate their character's understanding of the ethical, political, and social implications that acting on those motivations may have on today's society (specifically in regards to consumption of energy, waste, and environmental sustainability). Mastery is demonstrated through the use of relevant facts, concrete details, and a clear link between the character and the broader, more complex theme: temptation of availability - can vs. should. Upon completion of activity, students compose a 2 page reflective essay that demonstrates understanding of key environmental issues in their society and the characters/setting of the novel.</p>	<p><b>Textbook/Reading Material</b> "Strange Case of Dr Jekyll and Mr Hyde" by Robert Louis Stevenson</p>
<p><b>Comparative Essay</b> Students read and annotate an article on the pros and cons of ethanol. After class discussion, students apply knowledge and critical thinking skills developed from the prior role-play and character analysis to ethanol. Comparative essay (3-4 pages) focuses on how ethanol is both a "Dr. Jekyll" and "Mr. Hyde". Students' responses showcase knowledge of this energy source</p>	<p><b>Internet</b> <a href="http://greenliving.lovetoknow.com/Advantages_and_Disadvantages_of_Biofuels">http://greenliving.lovetoknow.com/Advantages_and_Disadvantages_of_Biofuels</a>  <a href="http://healthresearchfunding.org/pros-cons-ethanol-fuel/">http://healthresearchfunding.org/pros-cons-ethanol-fuel/</a></p>

and its potential positive and negative environmental effects.	
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B. Introduction to Sustainable Agricultural Entrepreneurship – 3 weeks

<p><b>Unit Description:</b>          In this unit, through engagement with numerous texts including Omnivore’s Dilemma, the film Food Inc. and extensive research into the California almond industry, students will be able to articulate in writing and orally the significance and relevance of maintaining an ethical Agribusiness and the importance of sustainable practices on both a local and global scale. Students will also generate ideas for new products, services, and processes to showcase what they have learned about sustainable agribusiness and to hypothesize industry changes that could take advantage of modern farming methods while still being sustainable and profitable. This will establish a context and framework for students to later conceive of and develop a sustainable agribusiness plan.</p>	
<b>Learning Objectives</b>	<b>Materials</b>
<p><b>Descriptive Outline &amp; Rhetorical Précis: <i>Food Inc.</i> directed by Robert Kenner</b>          Students will view the documentary film Food Inc. directed by Robert Kenner and produce a descriptive outline of the documentary and a Rhetorical Précis. In preparation, students will participate in discussions on topics related to the film, especially the essential question: How is agribusiness the source of many of our health problems? This film viewing, concise summary assignment, and discussion will be the basis for students identifying issues and concerns that they will address as agribusiness entrepreneurs. Students will collect all work from this assignment into an electronic business portfolio for use in the development of the executive summary and business description of their business plan.</p>	<p><b>Video/Film</b>  <i>Food Inc.</i></p>
<p><b>Presentation: Analysis of the California Almond Industry and Three Proposals: Commerce vs. Sustainability</b>          Providing further context for understanding issues in agribusiness and decision making later on, students will investigate in more depth the specifics of one industry. Students first revise their definition of sustainability, informed by additional research into its etymological origins. Students then watch a series of videos that show both the successes and complications of California’s booming almond growing industry. Students will then look at the economic growth of the almond industry over the last ten years using statistical graphs that detail the high export figures of almonds from California to the rest of the United States and the world. Students will also learn about the agricultural process involved in both the growing and harvesting of almonds in California, focusing in part on the amount of water it takes to grow just one almond. Students compare and contrast maps of California that highlight areas of the state with the greatest concentration of almond farms with a map that indicates areas hardest hit by the drought and groundwater depletion. Students also do Internet research that focuses on the</p>	<p><b>Textbook/Reading Material</b>  <i>Entrepreneurship</i>, Brenda Clark and Judy Commers   <i>Marketing Dynamics</i>, Clark, Basteri, Gassen and Walker</p>

<p>amount of water that major metropolitan areas consume versus the farming of almonds in the state and will then form teams to synthesize all gathered information and begin to make connections between agriculture, commercial success and sustainability. Using critical thinking skills, these teams will analyze the California almond industry, based on all gathered and synthesized information, and present three possible solutions, in writing, to the issue of building a successful agribusiness in the face of rapidly depleting resources. Finally, students will complete an individual reflection explaining whether or not they would continue to build an agricultural business plan using a popular cash crop, knowing that long term sustainability would be an impossibility or very difficult to maintain due to limited resources.</p>	
<p><b>Personal Narrative Essay and Reflection: Students Design The Perfect Meal and then The Practical New Agribusiness Idea</b>  Students build on in depth state-wide industry analysis from the prior assignment and in this assignment begin to analyze food more locally. Students will read The Omnivore’s Dilemma, paying particular attention to Chapters 16 “The Omnivore’s Dilemma” and Chapter 20 “The Perfect Meal to become informed Re: human beings’ evolution as omnivores and of Pollan's experiment to recreate the hunter and gatherer lifestyle of our ancestors and design the perfect meal. After “hunting and gathering” information on their own local food sources, students will write a personal narrative essay to articulate the challenges of truly eating what is locally available, and describe the stages by which they could develop their own version of The Perfect Meal. Students should document the stages of inquiry that lead them to discover what food sources would be available to them if they adopted the hunter and gatherer roles of our distant ancestors, and design a meal that adheres to Pollan's menu rules. UCCI integrated course: Business of Sustainable Agriculture   Page 4 of 18 Lastly, to articulate how agribusiness might hypothetically evolve to create practical new systems, services, and products to meet the new goal of a modern and healthy food lifestyle that is like our ancestors' students develop The Practical Agribusiness Idea. In a written reflection, students should imagine a future for agribusiness that is sourced from local and sustainable food sources and yet uses today's technologies and market systems to produce and distribute those foods. In their reflection, they should hypothesize and propose a new type of agribusiness system, service, or product that in theory could prove to be truly sustainable, true to our hunter-gatherer ancestors, and perhaps even profitable. Students will collect all work from this assignment into an electronic business portfolio for use in the development of the executive summary and business description of their business plan.</p>	<p><b>Internet</b>  Agricultural Marketing Resource Center: Links to professions in ag business  <a href="http://www.agmrc.org/business_development/starting_a_business/special_types_of_businesses/">http://www.agmrc.org/business_development/starting_a_business/special_types_of_businesses/</a></p>
<p><b>Research Paper: Business Concept Viability</b>  Students next focus their reading of Omnivore's Dilemma on parts one and two, in order to compare two models of the industrial food</p>	<p><b>Internet</b>  Agricultural Marketing Resource Center: Links to</p>

<p>complex: industrial corn and Big Organics. For the purposes of this assignment, students will assume the role of entrepreneurs in either the industrial corn realm or the Big Organics realm. Within the context of a well-informed public that is aware of the problems and concerns of both realms, students will, based on their reading, generate ideas for new products, services, or inventions that would address the public's concerns. The assignment is to do a little "due diligence" as they say in business start-ups and therefore to research a) the authenticity (i.e. copyright issues), b) the viability, and c) the legality of their business ideas. In addition, students will clearly identify their priorities as an agribusiness regarding profits, people and planet. Students will be evaluated on their ability to create a viable concept for agribusiness and their ability to apply research skills, synthesize information from multiple sources, including Pollan's Omnivore's Dilemma, and present compelling evidence that demonstrates the potential of this business idea. All work produced from this assignment will be collected in an electronic business portfolio to be used as a resource for their business plan. The knowledge gained from this assignment will help students in the creation of their executive summary, business description, and business operation portions of their business plan.</p>	<p>professions in ag business  <a href="http://www.agmrc.org/business_development/starting_a_business/special_types_of_businesses/">http://www.agmrc.org/business_development/starting_a_business/special_types_of_businesses/</a></p>
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C. Exploring Opportunities – 3 weeks

<p><b>Unit Description:</b>          In this unit, students will evaluate the various market opportunities available within their neighborhood. Students will become field analysts and obtain information to compile a visual representation of their data. Students will conduct market research to provide them with a broader understanding of the sustainable market opportunities within their neighborhood and will use this information in the development of their business plan. Students will study career and educational pathways related to agribusiness so that they are informed as agripreneurs about the different areas of development in the industry. At the end of this unit, students will have gained an understanding of the careers and foundations of agribusiness, all through the continued development of their ELA skills, such as research skills, various forms of summary writing, and taking a stand on issues uncovered in the texts. Students will build upon the business plan by learning how to research information and how to apply knowledge in the agripreneur field so that they may make informed decisions about their business.</p>	
<p><b>Learning Objectives</b></p>	<p><b>Materials</b></p>
<p><b>Survey in Local Sustainability</b>          Using the knowledge gained from previous readings and after reading excerpts from <i>Gaining Ground</i> by Forrest Pritchard, relevant to the importance of local food availability and sustainable farming, students will develop and administer a survey for a diverse audience geared towards understanding where their food comes from (i.e. what they bought, where they bought it, where the food comes from, how much they paid for it, etc). Students will analyze the results and create a visual representation of their respondents' feedback in graph form that illustrates relationships between food availability and proximity to buyers, price, and origin.</p>	<p><b>Textbook/Reading Material</b>  <i>Entrepreneurship</i>, Brenda Clark and Judy Commers   <i>Marketing Dynamics</i>, Clark, Basteri, Gassen and Walker</p>

<p>Using the data represented in their visual, students will then categorize the fresh food choices on a sustainable scale and use this information, in addition to any other relevant evidence/information already gathered through research, to write a mid-length analytical paper determining whether or not the findings support sustainability in each researched category (fresh food choices) at the local level. They should attempt to determine whether or not those surveyed live in a food desert and develop a broader understanding of sustainability and its impact on agribusiness viability at the local level.</p> <p>All work produced will be collected in an electronic portfolio to aid in the development of their business plan. The knowledge gained from this assignment will aid students as they develop the marketing and financial portions of their business plan.</p>	
<p><b>Research: What Works for Me?</b></p> <p>To develop a better understanding of their personal profile and preferences, students will read the first three chapters of <i>Mindset</i>, by Carol S. Dweck PhD and complete career and job duty interest surveys, personality assessments, a multiple intelligences survey, and/or other relevant career and personal assessments that can be found on the California Career Zone website (<a href="http://www.cacareerzone.org">www.cacareerzone.org</a>), Personality Pathways website (Myers-Briggs assessment) and the LiteracyWorks website for a Multiple Intelligences assessment. Students will gather, analyze and organize the information from the various sources into a mid-length analysis of their findings, evaluating the assessment results and determining whether or not their personal preferences and strengths are a good match for the sustainable agribusiness field.</p> <p>All work produced from this assignment will be collected in an electronic business portfolio to be used as a resource in the creation of their business plan. The knowledge gained from this assignment will assist students in the business description and business operations portions of their business plan.</p>	<p><b>Textbook/Reading Material</b></p> <p><i>Mindset</i>, by Carol S. Dweck PhD</p>
<p><b>Job Recruitment: Brochure</b></p> <p>After exploring their personal characteristics and preferences, students will delve deeper into sustainable agribusiness staffing needs as they learn which positions are necessary and what it takes to recruit potential employees. In small groups, students will research the various jobs necessary to run a mid-sized sustainable agricultural business. As a class, students will discuss the findings and develop a class list of positions necessary for the business. Using this list, each student will be assigned a specific job position to research using the California Career Zone website, the U.S. Bureau of Labor and Statistics website (<a href="http://www.bls.gov/ooh/">http://www.bls.gov/ooh/</a>) or other comparable websites. Each student will create a 3-5 fold job description brochure for their assigned position, detailing what the job entails, necessary academic preparation, employability requirements, compensation, job description and job outlook.</p>	<p><b>Textbook/Reading Material</b></p> <p><i>Entrepreneurship</i>, Brenda Clark and Judy Commers</p> <p><i>Marketing Dynamics</i>, Clark, Basteri, Gassen and Walker</p>

<p>Students present brochures in a gallery walk. Students will be evaluated on their ability to synthesize their research and to use rhetorical appeals to illustrate the significance of the position and its requirements. This exposure to their career interest profiler and to the various agribusiness professionals will assist students with future assignments in making informed decisions as they begin to plan for their proposed business venture.</p> <p>All work produced from this assignment will be collected in an electronic business portfolio to be used as a resource in the creation of their business plan. The knowledge gained from this assignment will assist students in the business operations portion of their business plan.</p>	
<p><b>Journey into Agribusiness: Sustainable Garden Design</b></p> <p>Based upon the readings covered earlier in the unit, the results of their research into sustainable agriculture and other resources such as the Sustainable Communities Network online (<a href="http://www.sustainable.org">www.sustainable.org</a>) or the Network for Business Sustainability (<a href="http://www.nbs.net">www.nbs.net</a>), students will, if feasible, design a school garden that focuses on sustainability. A school garden can will provide the students with technical instruction and practical experience in some or all of the following: workplace safety, handling and caring for power hand tools, plant identification, soil analysis, landscape irrigation, weed abatement, pruning, plant propagation and a review of water management. Students will evaluate the required space for their project and determine an appropriate location for their garden that could include: an on-campus traditional garden (if space allows), an on-campus container garden (for limited space) or a community garden located on nearby public grounds, as permitted. Students will then research, discuss and outline the required materials and job duties to make the garden grow successfully and the processes run smoothly. Students will also use knowledge of their personal profiles to assign duties in running and maintaining the school garden. Students will then create a Farmer’s Market plan or other similar means of selling their product to the community. To document their learning process, students will create 5-7 podcasts journaling their progress as they make plans to plant their garden in the spring and implement their job responsibilities. Podcasts will cover student feedback on the sustainable garden needs, thoughts on the development of their agribusiness, and should include guest interviews from the sustainable agribusiness industry.</p>	<p><b>Textbook/Reading Material</b></p> <p><i>Entrepreneurship</i>, Brenda Clark and Judy Commers</p> <p><i>Marketing Dynamics</i>, Clark, Basteri, Gassen and Walker</p>

D. Business Types – about 9 weeks

<p><b>Unit Description:</b></p> <p>In the first units students specifically investigated in part agribusiness ethics and sustainability and their own stance in relation to those topics in order to conceptualize an agribusiness that might align with their own values. In this unit, students begin to investigate business types and operations within a business in order to gain and apply knowledge of a more practical nature.</p>
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Students will analyze books, texts articles and relevant websites to understand how entrepreneurs think and operate in order to be successful. Students also distinguish between various types of agribusiness models and analyze the possibilities and limitations of each as it applies to their potential career trajectory and business plan. Students will produce an analytical essay differentiating the risks and benefits inherent in each business type and begin the process of finalizing a decision on one agribusiness model to build their plan on. Students will collect their work in an electronic portfolio and utilize a business plan template to complete the first draft of their agribusiness plan.

Learning Objectives	Materials
<p><b>Business Type Overview</b>            Students will read Think Like a Freak by Steven Levitt &amp; Stephen Dubner to help them gain an understanding of how entrepreneurs should think “outside the box”. Students will then evaluate and analyze the different types of agribusiness ownership (such as cooperative, sole-proprietorship, partnership, corporation, etc.), including their unique benefits and risks, using a standards-approved entrepreneurship text such as Entrepreneurship by Brenda Clark and Judy Commers, excerpts from agribusiness-themed books such as Gaining Ground by Forrest Pritchard in regard to running an agribusiness, the Small Business Association (SBA) website, the Agricultural Marketing Resource Center website, or any additional related supplemental primary source articles or websites. Students will then form business teams to research a specific business type and its limitations, covering all the types as a class, to be used in future units and to help in the development of their business plan. Students will use this information to demonstrate the structure and roles within each business model through the evaluation of teacher chosen specific situations that reflect the uniqueness of that particular business structure. Using a spreadsheet program (such as Microsoft Excel), students develop a chart highlighting the similarities and differences between the different types of businesses, including brief summaries of each business type. This chart will be utilized as a guide for future assignments. Each student will write a 3-4 page analytical essay comparing and contrasting each ownership type to guide them through the remainder of the unit.</p> <p>Students will collect their work for the assignment in an electronic portfolio to assist them in developing the executive summary and business operations portions of their business plan.</p>	<p><b>Textbook/Reading Material</b>  <i>Entrepreneurship</i>, Brenda Clark and Judy Commers</p> <p><i>Marketing Dynamics</i>, Clark, Basteri, Gassen and Walker</p> <p><b>Internet</b>            Small Business Association:  <a href="https://www.sba.gov/category/navigation-structure/starting-managing-business/starting-business/establishing-business/business-types">https://www.sba.gov/category/navigation-structure/starting-managing-business/starting-business/establishing-business/business-types</a></p>
<p><b>Research &amp; Presentation: Business Operations</b>            Students form collaborative groups that synthesize what they learned in the last assignment with their newly assigned readings focused on operating a sustainable agriculture business, that may include a standards-approved text on entrepreneurship, readings from Chapters 5 &amp; 8 from Mindsets, by Carol S. Dweck, PhD, the SBA website, and other available resources (online and in the classroom). Student groups will focus their analysis on one of the business structures and apply their knowledge of the various</p>	<p><b>Textbook/Reading Material</b>            Mindset, by Carol S. Dweck PhD</p>

<p>business types learned in previous assignment to develop a sustainable agricultural business through the tenants of their particular business structure. Groups present their sustainable agricultural business to the class through a 10 minute minimum, multimedia format (PowerPoint, Prezi, posters, videos, etc.). Students will describe the business structure, how the business operates, and detail the advantages &amp; disadvantages they face operating their sustainable agricultural business through their model. All work will be added to their electronic business portfolio for use when developing the business description and business operations portions of their business plan.</p>	
<p><b>Business Ownership Essay: What's Your Type?</b>  After learning about the different forms of business structure from the previous assignment, students will read excerpts from <i>Gaining Ground</i>, by Forrest Pritchard relevant to succeeding as an agripreneur. Each student, in a hypothetical scenario, will “inherit” a large sum of money under the condition that they invest a portion of the inheritance into a sustainable agri-business venture. Each student will choose one business model that aligns with their entrepreneurial personality type, career interests, and strengths determined through surveys and assessments in Unit 3 to develop their venture. Students will independently investigate and research this business model. In a 2-3 page persuasive essay students will justify their decision with evidence and analysis. In investigating how the type of business model selected best matches their entrepreneurial personality, career focus and personal strengths students will be able to hone in on the business type most likely to garner success for their sustainable agricultural business.</p> <p>All work will be added to their electronic business portfolio for use when developing the business description portion of their business plan.</p>	<p><b>Textbook/Reading Material</b>  <i>Gaining Ground</i>, by Forrest Pritchard</p>
<p><b>Business Plan: Draft</b>  Utilizing a business plan template, work collected in their business portfolios and sample business plans as models, students will independently compose a first draft of their proposed business plan. This plan will be a working document to be added to/revised throughout the remainder of the course, culminating in a final business plan proposal.</p>	<p><b>Internet</b>  CA Employment Development Department: Overview - Labor Market Information.  <a href="http://www.labormarketinfo.ed.ca.gov/">http://www.labormarketinfo.ed.ca.gov/</a></p>

E. Getting Ready to Work – about 3 weeks

**Unit Description:**  
This unit strengthens student understanding of what it takes to answer the question *How do I apply for a job in the agriculture and natural resources sector?* Students develop writing and presentation skills necessary to gain employment in a desired career field.

Learning Objectives	Materials
<p><b>Analysis of Resumes</b>            Students research existing resumes (available online) to identify commonalities of individuals within a specific career field. If possible, students should interview individuals working in the desired career field and attain a copy of the individual’s resume to compare it with those found online, once again focusing on commonalities. Students complete a one to two page summary of their findings.</p>	<p><b>Textbook/Reading Material</b>  <i>Entrepreneurship</i>, Brenda Clark and Judy Commers   <i>Marketing Dynamics</i>, Clark, Basteri, Gassen and Walker</p>
<p><b>Researching Employment Opportunities &amp; Internships</b>            Utilizing online career sites such as Monster.com, LinkedIn.com, etc., students research employment opportunities in a career field related to the Analysis of Resumes Key Assignment. Students will also research internships related to the specified career field, applying when applicable. Students will create a brief report of their findings.</p>	<p><b>Textbook/Reading Material</b>  <i>Entrepreneurship</i>, Brenda Clark and Judy Commers   <i>Marketing Dynamics</i>, Clark, Basteri, Gassen and Walker</p>
<p><b>Resume &amp; Cover Letter</b>            To create an authentic resume and cover letter, students utilize common word processing application (i.e. Word, Google Docs, etc.). Students compare and contrast online resume and cover letter templates to determine the template/s best suited for a position they would like to apply for in the future. Students save the document in the electronic form and in their resource portfolio, to be updated as needed, as well as submit a final copy to be evaluated.</p>	<p><b>Textbook/Reading Material</b>  <i>Entrepreneurship</i>, Brenda Clark and Judy Commers   <i>Marketing Dynamics</i>, Clark, Basteri, Gassen and Walker</p>
<p><b>Mock Interviews – Preparation and Participation</b>            To become familiar with industry jargon and norms (pertaining to behavior, dress, grooming) students research and identify the accepted standards within an assigned industry. In a whole-class discussion, students compare and contrast the similarities and differences of the accepted jargon and norms of multiple career fields. Utilizing common websites, such as job.com, monster.com, pgpe.com/careers, etc., students identify common eligibility requirements for similar positions, including but not limited to experience and education. Students role-play positions in various mock interview formats (i.e. one-on-one, panel, etc.) to gain experience in the interview process. It is highly recommended that members of the business community be included in the mock interview process to provide students with real-world experience and authentic feedback. Students should dress appropriately based on industry standards previously identified.</p>	<p><b>Internet</b>  <a href="http://www.courts.ca.gov/documents/mocktrial-onmyhonor.pdf">http://www.courts.ca.gov/documents/mocktrial-onmyhonor.pdf</a></p>

F. Legal Issues: What am I really getting myself into? – about 6 weeks

<p><b>Unit Description:</b>            Through reading, analysis and discussion of business law specific to agriculture, students will</p>
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<p>begin to understand how it can protect or negatively impact their agribusiness plan. Students will analyze, research and reflect on some of the most current laws and issues that affect the agricultural business industry. Students will synthesize this research and analysis into detailed written preparation that will help them prepare for a series of mock trials and debates. The unit will culminate with a written critical analysis that will contribute to the revision and continuing development of their individual agribusiness plan.</p>	
Learning Objectives	Materials
<p><b>Legal Advice and Debate</b>  Students will read about entrepreneurial laws as it applies to agribusiness by engaging with a variety of complex and relevant readings such as online excerpts from Feeding Our Future: Six Philosophical Issues Shaping Agricultural Law by Hamilton, Neil D. at <a href="http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1631&amp;context=nlr">http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1631&amp;context=nlr</a>, California Department of Food and Agriculture: Regulations online at <a href="http://www.cdffa.ca.gov/Regulations.html">www.cdffa.ca.gov/Regulations.html</a> , Sustainable Economies Law Center at <a href="http://www.theselc.org/tags/urban_agriculture">http://www.theselc.org/tags/urban_agriculture</a> , and California Assembly Bill 2561-Personal Agriculture Restrictions online at <a href="http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140AB2561">http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140AB2561</a>, and apply the information obtained to their draft business plan developed at the end of Unit 4. Students independently create 2-3 questions they would like to ask an attorney based on their first draft of their business plan. Students present their questions to the class leading to discussion and debate in regard to the possible legal responses to these questions. A guest attorney will be invited to address the same questions posed by the students to provide authentic clarification of student questions posed. Students will write a 3-4 page paper comparing and contrasting the legal conclusions drawn by the class vs. those of the attorney. Students will add their work to their business portfolio for use in revising their business plan as necessary.</p>	<p><b>Internet</b>  Feeding Our Future: Six Philosophical Issues Shaping Agricultural Law by Hamilton, Neil D. <a href="http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1631&amp;context=nlr">http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1631&amp;context=nlr</a>  California Department of Food and Agriculture: Regulations <a href="http://www.cdffa.ca.gov/Regulations.html">www.cdffa.ca.gov/Regulations.html</a>  Sustainable Economies Law Center <a href="http://www.theselc.org/tags/urban_agriculture">http://www.theselc.org/tags/urban_agriculture</a></p>
<p><b>Research: Contemporary Legal Issues in Agribusiness</b>  Students will research agribusiness court cases and other contemporary legal issues facing today's agribusiness industry that will help them gain an understanding of how the laws governing the agribusiness industry may affect their business. Using student conducted research, students will select 5 popular case studies and will write a 1-2 page analysis of each case, demonstrating an understanding of the law. Case studies such as the Monsanto case at <a href="http://www.smallholdercoalition.org/files/Monsanto-and-smallholder-farmers.pdf">http://www.smallholdercoalition.org/files/Monsanto-and-smallholder-farmers.pdf</a> , the Naked Juices case using the Business Ethics Case Analyses blog at <a href="http://businessethicscases.blogspot.com/2014/03/naked-juice-lawsuit-for-unnatural_13.html">http://businessethicscases.blogspot.com/2014/03/naked-juice-lawsuit-for-unnatural_13.html</a> and other industry-related cases may be used as models that will aid them in their understanding of legal issues facing the agribusiness industry; the court precedences will</p>	<p><b>Internet</b>  Monsanto <a href="http://www.smallholdercoalition.org/files/Monsanto-and-smallholder-farmers.pdf">http://www.smallholdercoalition.org/files/Monsanto-and-smallholder-farmers.pdf</a></p>

<p>help prepare them for legal simulations they will encounter in their upcoming mock trials.</p>	
<p><b>Agribusiness on Trial</b>  Students will apply what they learned from their research and analysis in addition to online resources available to conduct mock trials based on simulated scenarios. Models for mock trials can be found online on websites such as:  <a href="http://www.courts.ca.gov/documents/mocktrial-onmyhonor.pdf">http://www.courts.ca.gov/documents/mocktrial-onmyhonor.pdf</a> ,  <a href="http://www.crf-usa.org/mock-trial-program/mock-trial-program.html">http://www.crf-usa.org/mock-trial-program/mock-trial-program.html</a> ,  and other supporting resources at  <a href="http://msba.mnbar.org/public/mock-trial/case-and-resources#.VLgoCSvF8rV">http://msba.mnbar.org/public/mock-trial/case-and-resources#.VLgoCSvF8rV</a>. To conduct the trials, students will form 6 groups that cover both sides of three simulated cases selected by the class. Students research and develop a 3-5 page legal position supported by at least 4 credible sources (.org, .gov or academic journals) for one side of the simulated scenarios, as assigned or selected, that either defends or critiques the legal issue in question. Both sides will prepare for the trial with their compiled research notes and credible sources to form an argument for their respective legal stance. Students will write a 1-2 page memorandum to their management team about the results of the case and what changes need to be made within their business practices as a result. Students will also write a 2-3 page critical analysis that compares and contrasts the mock trial results with the results of real life court cases. Students will use what they have learned from the mock trials to revisit their business plan draft and revise any areas that may make them vulnerable to legal action. All work will be added to their business portfolio and will be used to update the draft business plan as necessary.</p>	<p><b>Internet</b>  <a href="http://www.courts.ca.gov/documents/mocktrial-onmyhonor.pdf">http://www.courts.ca.gov/documents/mocktrial-onmyhonor.pdf</a></p>

G. Promoting My Industry – about 3 weeks

<p><b>Unit Description:</b>  Students now take on the role of an industry professional while working with their peers to promote a specific energy source for consumption within their community. Students utilize knowledge obtained through past research opportunities and showcase skills of persuasion, argumentation and presentation of self.</p>	
<p style="text-align: center;"><b>Learning Objectives</b></p>	<p style="text-align: center;"><b>Materials</b></p>
<p><b>Public Service Announcement (PSA)</b>  Demonstrating knowledge obtained throughout the entirety of the course, student groups develop a professional presentation for a target audience (elementary students and parents, industry professionals, board members, state officials, etc). Students showcase portion of their selected agribusiness, based on prior work, organizing complex ideas, concepts, and information to create a unified presentation. PSA must include a written publication/informational text (proposal, legislative bill, etc.) and multi-media component. Students must provide concrete details and significant facts appropriate to the audience’s knowledge of the topic</p>	<p><b>Textbook/Reading Material</b>  <i>Entrepreneurship</i>, Brenda Clark and Judy Commers   <i>Marketing Dynamics</i>, Clark, Basteri, Gassen and Walker</p>

<p>and current state of events from within their audience’s community. In order to understand the components of the chosen written document, student groups will research existing texts of the same the as model/mentor texts in order to determine the relevant components of the document and decide which components are necessary in their own written document. This assignment provides students with the opportunity to demonstrate knowledge of their agribusiness and the overall positive impact, while utilizing research to counter the presentations of their peers. Student groups must present themselves as potentially functioning, knowledgeable members from within the industry.</p>	
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H. Funding and Marketing – about 4 weeks

<p><b>Unit Description:</b>          In this unit, students analyze grant funding sources available for their proposed agribusiness. Students conduct research to investigate additional resources such as subsidies, tax breaks, small business loans, partnerships, and investors to assist them in evaluating the resources available to them as a future entrepreneur in order to make appropriate decisions in the feasibility of financing their proposed business. Students develop an action plan, conduct market research and develop marketing goals and then synthesize this information into the development of an ad campaign. Students will write an analysis of their ad, focusing on whether or not it reaches their target market and how it aligns/does not align with their proposed business plan; students present their marketing campaign along with their research findings to the class. For their capstone project, the students’ business plans will provide a final synthesis of the learning accomplished throughout the course. Final revisions will be completed and submitted.</p>	
<p><b>Learning Objectives</b></p>	<p><b>Materials</b></p>
<p><b>Grants and Pitches</b>          Students will read from multiple sources regarding financial planning for new business ventures to determine methods for developing financial projections for a new business. Students use this information to calculate revenue and expense projections to determine the amount of “seed money” necessary to start their business. Resources will include standards-approved text(s) on entrepreneurship, relevant excerpts from Gaining Ground, by Forrest Pritchard, the SBA website, and other available resources (online and in the classroom). Students will read various sample grant proposals that can be found online on the SBA website, or the U.S. Dept. of Agriculture website to analyze their structure and format in order to write their own grant proposal to fund their proposed agribusiness. Students use persuasion, proper language and formatting for their intended audience to convince the agency or institution of the validity of their new business. Students develop a pitch to local business and community leaders that will include a detailed written presentation with supporting documentation and/or a 10 minute minimum multi-media presentation such as PowerPoint or Prezi. Students will acquire professional advice offered by the invited guests and apply that advice to a revision of their grant proposal that will be added to</p>	<p><b>Textbook/Reading Material</b>          Gaining Ground, by Forrest Pritchard</p> <p><b>Internet</b>          Agricultural Marketing Resource Center:  <a href="http://www.agmrc.org/business_development/starting_a_business/special_types_of_businesses/">http://www.agmrc.org/business_development/starting_a_business/special_types_of_businesses/</a></p>

<p>their business plan. Students will write a reflection based upon the experience. All work produced will be added to their business portfolio and used to update their business plan as needed.</p>	
<p><b>Marketing Campaign</b> Using a standards-approved entrepreneurship text to help students evaluate industry acceptable marketing techniques (such as Marketing Dynamics by Clark, Basteri, Gassen and Walker, or Entrepreneurship by Brenda Clark and Judy Commers, relevant excerpts from Gaining Ground by Forrest Pritchard, the Agricultural Marketing Resource Center website, and related online videos such as YouTube’s Agribusiness Marketing found at <a href="https://www.youtube.com/watch?v=RFVYpLFDZ9Y">https://www.youtube.com/watch?v=RFVYpLFDZ9Y</a> and Ben and Jerry History at <a href="https://www.youtube.com/watch?v=Vz2Ws8PATo&amp;index=4&amp;list=PL_OgUVuhGrT_gex_mIWKLtGBIkNo8MLDY-&amp;spfreload=10">https://www.youtube.com/watch?v=Vz2Ws8PATo&amp;index=4&amp;list=PL_OgUVuhGrT_gex_mIWKLtGBIkNo8MLDY-&amp;spfreload=10</a>, students will design an ad campaign utilizing the Four Ps of Marketing (product, price, place and promotion) for a sustainable product that is part of their agribusiness line. Students develop a 3 page action plan, conduct market research in the form of student interviews and focus groups, and develop 5 marketing goals based on the business goals established in their draft business plan. Students select the most effective advertising method for their target market (i.e. social media, internet, magazine, radio, television) based on their research results and synthesize the collected information in order to develop a 2-3 page written analysis of the advertisement selected as it appeals to the ethics, emotions, logic (i.e. ethos/pathos/logos) of the target consumer. Students present their reasoning and research behind the marketing campaign to the class and include one completed advertisement that is posted on a classroom developed Facebook page. All work produced will be added to their business portfolio and used to update their business plan as necessary.</p>	<p><b>Internet</b> Marketing Resource Center: <a href="http://www.agmrc.org/business_development/starting_a_business/special_types_of_businesses/">http://www.agmrc.org/business_development/starting_a_business/special_types_of_businesses/</a></p> <p><b>Video/Film</b> Agribusiness Marketing <a href="https://www.youtube.com/watch?v=RFVYpLFDZ9Y">https://www.youtube.com/watch?v=RFVYpLFDZ9Y</a></p> <p>Ben and Jerry History <a href="https://www.youtube.com/watch?v=Vz2Ws8PATo&amp;index=4&amp;list=PL_OgUVuhGrT_gex_mIWKLtGBIkNo8MLDY-&amp;spfreload=10">https://www.youtube.com/watch?v=Vz2Ws8PATo&amp;index=4&amp;list=PL_OgUVuhGrT_gex_mIWKLtGBIkNo8MLDY-&amp;spfreload=10</a></p>
<p><b>Garden Business</b> Using the garden plan developed in Unit 3, along with the business knowledge gained in Units 4-6 and any additional resources found from the Sustainable Communities Network online (<a href="http://www.sustainable.org">www.sustainable.org</a>), the Network for Business Sustainability (<a href="http://www.nbs.net">www.nbs.net</a>) or other schools implementing a similar program, students will put their garden plan into action for an in-ground or container garden on school grounds, or a community garden at an off-sight public location as previously determined. Students will implement their job responsibilities for the remainder of the course. Students will create a press release, following industry standards, for the Farmer’s Market and will advertise and sell their produce to the local community to raise funds for future garden projects. Students will continue to podcast their progress as they journey into a sustainable agribusiness by using it as an informational, marketing and documentary tool.</p>	<p><b>Textbook/Reading Material</b> <i>Entrepreneurship</i>, Brenda Clark and Judy Commers</p> <p><i>Marketing Dynamics</i>, Clark, Basteri, Gassen and Walker</p> <p><b>Video/Film</b> AgribusinessMarketing (YouTube) <a href="https://www.youtube.com/watch?v=RFVYpLFDZ9Y">https://www.youtube.com/watch?v=RFVYpLFDZ9Y</a></p>
<p><b>Business Plan: Final Revision</b></p>	<p><b>Textbook/Reading</b></p>

The culminating project for this year-long course will serve as a comprehensive research report based upon the agripreneurial knowledge gained by the student throughout the year, resulting in their proposal for a sustainable agribusiness. In developing this proposal over the course of the year, students created a draft of their plan that was revised and expanded throughout the remainder of the course so that students could apply their learning to their proposed business plan. In creating this business plan, students collected their work in a business portfolio then applied the skills and knowledge gained to their business plan. Students researched ethical and unethical concerns and practices in agribusinesses, surveyed and analyzed their own personal traits, interests, strengths and career goals, evaluated market opportunities and natural resources available both locally and globally to generate ideas for their business venture and synthesized this information to determine how to best merge their personal traits and views within the scope of agribusiness as future entrepreneurs. Once students evaluated the ethical issues, examined and identified their ideal career choice within the agribusiness job category, students researched, analyzed and identified the advantages and disadvantages of the different types of business ownership so that they could determine what type of business structure best met their needs and preferences. Students then analyzed current legal issues facing the agribusiness industry, gained authentic feedback from industry professionals on questions and concerns they identified. Students conducted mock trials to apply what they learned to hypothetical scenarios in order to help them gain an understanding of how legal issues affect and influence business practices. To understand the financial planning and responsibilities involved in started and running a business, students conducted research to develop financial projections. These projections were used to help understand the amount of funding necessary to start and maintain their business. After researching grant funding opportunities and analyzing sample grant proposals, students synthesized their financial projections with funding opportunities to create and defend their own grant proposal for their proposed business. Students researched and developed an ad campaign for a sustainable product from their proposed agribusiness line and analyzed how the campaign reached their target market through the use of ethics, emotions and logic in the campaign. Utilizing their draft business plan developed throughout the course, students complete their business plan following a real-world model, course textbooks and supplemental materials. The main sections of the final business plan should include:

- Writing Style
  - The final draft should use a formal business communications format and points should be clear and succinct to reflect the student's awareness of the audience being addressed.

**Material**  
*Entrepreneurship*, Brenda Clark and Judy Commers  
  
*Marketing Dynamics*, Clark, Basteri, Gassen and Walker

- Executive Summary (no more than 2 pages)
    - Provides a succinct overview that highlights the problem being solved by the business and the main points from the business plan to entice potential investors to read the entire document.
  - Business Description
    - Includes business goals, company vision statement, mission statement, business overview, description of the product or service and the business location so that potential investors gain insight into the values, expectations for the business, and are convinced that significant planning went into product selection in a highly visible market area.
  - Market Evaluation
    - In addition to the research conducted in the course regarding the target market, this section should include information on industry and economic conditions to reflect a strong knowledge base regarding the current state of the industry.
  - Business Operations
    - Provides information on the day-to-day activities with support from the unit assignment in the course including the organizational structure, management team plan, and marketing strategies. If additional employees are to work for the company from the start, provide job descriptions and a plan for hiring, training and managing those employees. A risk management plan should also be included to identify your plan for handling the various risks that may occur while running your business. This allows potential investors to understand how you plan for your business to function successfully.
  - Financial Plan
    - Based upon the research and planning accomplished for the grant assignment, students will outline their plan for how much money, or capital, is necessary to start their business and a plan for how they will obtain those funds or “seed money”.
    - Provide financial statements based upon their projected future sales and expenses and other financial details forecasted.
    - A 3-5 year growth plan including goals and strategies, how the growth will affect the business and plans for sustaining the business, including contingency plans. These elements are necessary to show there is a sound plan for business startup, along with practical forecasts that reflect financial promise and a back up plan in the event unexpected circumstances arise.
  - Conclusion
    - This is the final opportunity for students to pitch their plan and sell it to potential investors. It should be persuasive, easy to read and contain a summary of why the business will succeed and conclude with a request for funding.
- The final business plan is the culminating project that is the result of all student work in this course and will include all final revisions, additions and research findings.
- Students will present their business plans to a panel of teachers, agribusiness professionals, and entrepreneurs from the community, as necessary and available, for authentic feedback on their

V. Required Textbooks & Instructional Materials

A. *Entrepreneurship*, Brenda Clark and Judy Commers. Goodheart-Willcox; 2 edition (June 10, 2016)

ISBN-10: 1631266357

ISBN-13: 978-1631266355

B. *Marketing Dynamics*, Clark, Basteri, Gassen and Walker. Goodheart-Wilcox Publisher; 3rd Instructor's ed. edition (May 23, 2013)

ISBN-10: 1619603470

ISBN-13: 978-1619603479

VI. Supplemental Textbooks & Instructional Materials

Fiction:

Prodigal Summer by Barbara Kingsolver. Harper Perennial (October 16, 2001)

ISBN-10: 0060959037

ISBN-13: 978-0060959036

The Grapes of Wrath by John Steinbeck. Penguin Classics; Reissue edition (March 28, 2006)

ISBN-10: 0143039431

ISBN-13: 978-0143039433

Strange Case of Dr Jekyll and Mr Hyde by Robert Louis Stevenson. CreateSpace Independent Publishing Platform (June 22, 2015)

ISBN-10: 1514649535

ISBN-13: 978-1514649534

Non-fiction:

Omnivore's Dilemma by Michael Pollan. Penguin (August 28, 2007)

ISBN-10: 0143038583

ISBN-13: 978-0143038580

The Jungle by Upton Sinclair. CreateSpace Independent Publishing Platform (February 22, 2017)

ISBN-10: 1543285708

ISBN-13: 978-1543285703

Mindset by Carol S. Dweck PhD. Ballantine Books; Rep Upd edition (December 26, 2007)

ISBN-10: 0345472322

ISBN-13: 978-0345472328

The New Philosophy of Success

Gaining Ground: A Story Of Farmers' Markets, Local Food, And Saving The Family Farm by Forrest Pritchard. Lyons Press; 4/21/13 edition (May 21, 2013)  
ISBN-10: 0762787252  
ISBN-13: 978-0762787258

Think Like a Freak by Levitt & Dubner. William Morrow Paperbacks; Reprint edition (July 7, 2015)  
ISBN-10: 0062218344  
ISBN-13: 978-0062218346

Starting & Running Your Own Small Farm Business : Small-Farm Success Stories by Sarah Beth Aubrey. Storey Publishing, LLC (January 16, 2008)  
ISBN-10: 1580176976  
ISBN-13: 978-1580176972

United Nations: Ethical Issues in food and agriculture: <http://www.fao.org/3/a-x9601e.pdf>

InternationalServicefortheAquisitionofAgri-BiotechApplications:“Agricultural Biotechnology: A lot more than just GM crops”  
[http://www.isaaa.org/resources/publications/agricultural\\_biotechnology/download/Agricultural\\_Biotechnology.pdf](http://www.isaaa.org/resources/publications/agricultural_biotechnology/download/Agricultural_Biotechnology.pdf)

Journal of Agricultural and Applied Economics: “An Exploration of Factors Influencing Ethical and Unethical Behavior in Negotiations” <http://ageconsearch.umn.edu/bitstream/43627/2/1-20.pdf>

Huffington Post: Monsanto case study, can ethics be quantified?  
<http://disinfo.com/2010/01/monsanto-the-1-most-unethical-company-in-the-world/> Food Inc.<http://www.imdb.com/title>

“Abusing Chickens We Eat” by Nicholas Kristoff.  
[http://www.nytimes.com/2014/12/04/opinion/nicholas-kristof-abusing-chickens-we-eat.html?\\_r=0](http://www.nytimes.com/2014/12/04/opinion/nicholas-kristof-abusing-chickens-we-eat.html?_r=0)

“How to Force Ethics on the Food Industry” by Michael Mudd.  
<http://www.nytimes.com/2013/03/17/opinion/sunday/how-to-force-ethics-on-the-food-industry.html?pagewanted=all>

“Double or Nothing” by Robin K. Stearns,  
<http://www.scu.edu/ethics/publications/submitted/sterns/doublenothing.html>

“Harvesting Solutions: How to Address the plight of farmworkers in Mexico.”  
<http://www.latimes.com/opinion/op-ed/la-oe-0111-mexico-agriculture-workers-20150111-story.html#page=1>

Agricultural Marketing Resource Center: Links to professions in ag business  
[http://www.agmrc.org/business\\_development/starting\\_a\\_business/special\\_types\\_of\\_businesses/](http://www.agmrc.org/business_development/starting_a_business/special_types_of_businesses/)

California Career Zone [www.cacareerzone.org](http://www.cacareerzone.org)

Personality Pathways (Myers-Briggs Assessment)  
[http://www.personalitypathways.com/type\\_inventory.html](http://www.personalitypathways.com/type_inventory.html)

LiteracyWorks: Multiple Intelligences Assessment  
<http://www.literacynet.org/mi/assessment/findyourstrengths.html>

U.S. Bureau of Labor and Statistics <http://www.bls.gov/ooh/>

UN Industrial Development Organization  
“Agribusiness and rural entrepreneurship development” (For global agricultural markets activity?) <http://www.unido.org/agro.html>

CA Employment Development Department: Overview - Labor Market Information.  
<http://www.labormarketinfo.edd.ca.gov/>

Small Business Association: Link to list of documents explaining the different business types for assignment <https://www.sba.gov/category/navigation-structure/starting-managing-business/starti ng-business/establishing-business/business-types>

Small Business Association: Choose your business type: Documents  
<https://www.sba.gov/category/navigation-structure/starting-managing-business/starti ng-business/choose-your-business-stru>

Agricultural Marketing Resource Center:  
[http://www.agmrc.org/business\\_development/starting\\_a\\_business/special\\_types\\_of\\_businesses/](http://www.agmrc.org/business_development/starting_a_business/special_types_of_businesses/)

Score [www.score.org](http://www.score.org)

A Solid Foundation: The Importance of Business Structure for Agribusiness Innovator Entrepreneurs - See more at: <http://www.icemiller.com/ice-on-fire-insights/publications/a-solid-foundation-the-importance-of-business-stru/>

Feeding Our Future: Six Philosophical Issues Shaping Agricultural Law; Hamilton, Neil D.  
<http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1631&context=nlr>

California Department of Food and Agriculture: REGULATIONS ACTIVITIES — Proposals to Adopt, Amend or Repeal Certain Regulations <http://www.cdfa.ca.gov/Regulations.html>

Technology and Agrarian Development Group: Wageningen University: “Monsanto and smallholder farmers: a case study in corporate social responsibility”  
<http://www.smallholdercoalition.org/files/Monsanto-and-smallholder-farmers.pdf>

Sustainable Economies Law Center at [http://www.theseic.org/tags/urban\\_agriculture](http://www.theseic.org/tags/urban_agriculture), and California Assembly Bill 2561- Personal Agriculture Restrictions online at [http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201320140AB2561](http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140AB2561)

Monsanto Court Case <http://www.smallholdercoalition.org/files/Monsanto-and-smallholder-farmers.pdf>

Business Ethics Case Analyses blog: Naked Juices  
[http://businessethicscases.blogspot.com/2014/03/naked-juice-lawsuit-for-unnatural\\_13.html](http://businessethicscases.blogspot.com/2014/03/naked-juice-lawsuit-for-unnatural_13.html)

Mock Trial Programs and Simulated Cases <http://www.courts.ca.gov/documents/mocktrial-onmyhonor.pdf> <http://www.crf-usa.org/mock-trial-program/mock-trial-program.html>

Mock Trials: Procedures and Resources <http://msba.mnbar.org/public/mock-trial/case-andresources#.VLgoCSvF8rV>

Small Business Association: Finance Your Business <https://www.sba.gov/category/navigation-structure/starting-managing-business/starting-business/preparing-your-finances/understanding-basics>

Small Business Association: Grants and Loans <https://www.sba.gov/category/navigation-structure/starting-managing-business/starting-business/loans-grants-funding>

U.S. Dept. of Agriculture  
[http://www.usda.gov/wps/portal/usda/usdahome?navid=GRANTS\\_LOANS](http://www.usda.gov/wps/portal/usda/usdahome?navid=GRANTS_LOANS)

AgribusinessMarketing (YouTube) <https://www.youtube.com/watch?v=RFVYpLFDZ9Y>

Ben and Jerry's History (YouTube)  
[https://www.youtube.com/watch?v=Vz2Ws8PATo&index=4&list=PL\\_OgUVuhGrt\\_gexmlWKLtGBIkNo8MLDY-&spfreload=10](https://www.youtube.com/watch?v=Vz2Ws8PATo&index=4&list=PL_OgUVuhGrt_gexmlWKLtGBIkNo8MLDY-&spfreload=10)

MediaLit Kit: Five Key Questions for Media Literacy  
[http://www.medialit.org/sites/default/files/14B\\_CCKQPoster+5essays.pdf](http://www.medialit.org/sites/default/files/14B_CCKQPoster+5essays.pdf)

## VII. Key Assignments

- A. Leadership Development Activities with Oral and Written Components
- B. Written Reflections
- C. Weekly Reading(s) and Weekly Writing Assignments
- D. Portfolio of Activities / Business Proposal
- E. Agriscience/Science Fair Project with Research Paper and Student Presentation
- F. Supervised Agricultural Experience Project with Record Book
- G. Student Seminar Presentations of Relevant Agriculture and Natural Resources topics

## IX. Instructional Methods

- A. Lectures
- B. Demonstrations
- C. Direct instruction
- D. A variety of instructional materials and resources
- E. Self-directed, cooperative, and collaborative learning opportunities

## X. Assessment Methods

### A. Assessments

#### Summative Evaluations –

Tests, Exams, Midterms, Finals, and Projects are all examples of what would constitute a Summative Evaluation. Tests and or Exams are often given at the end of a chapter or at the end of a unit of study. Tests and or Exams are often comprised of: matching, multiple choice, fill in the blanks, and short answer questions. Midterms are given in the middle of each semester and cover all material that has been taught up to that point. Finals are given at the end of each semester and cover all material that has been taught from the beginning of the semester to the end of the semester. *\*Special Note – The majority of major Tests, Exams, Midterms, and or Finals are accompanied by a Study Guide which requires the student to obtain a parent or guardians signature. All study guides are due at the beginning of the class period on the day of the test.*

Projects will be assigned throughout each semester and may require group work, homework, or may be completed during class time, depending on the type of project assigned. Student will be required to complete a research paper, an agriscience fair project, an SAE (Supervised Agricultural Experience) project, as well as a final business plan – more information regarding these projects will be given as the semester progresses.

#### Formative Evaluations –

Quizzes, Group Assignments, and Group Activities are all examples of what is represented within Formative Evaluations. Quizzes are often given at the end of a section or in the middle of a concept in order to assess student understanding. Quizzes generally include 5 matching questions and 5 multiple choice questions. However, a quiz may also be comprised of fill in the blanks and short answer questions. Most quizzes are generally intended to be short, quick assessments therefore are rarely prepared with more than 20 to 30 questions, and are often timed.

Group activities and Lab work with written lab reports will be assigned throughout each semester and will require students to work collaboratively with other students as well as keep their notes and work organized and current within their science notebooks and lab portfolios.

#### Classwork, Homework, & SAE's –

Classwork is any work that is assigned during class time for a grade. All work should be properly labeled and placed into the designated area before leaving the classroom in order to receive credit for the assignment. Daily Homework assignments consist of completing reading and writing activities

as well as actively reviewing notes. Additional Homework will be assigned on an as needed basis and it may also be necessary to complete any Classwork or missing assignments. Students are expected to keep an up to date Record Book. Record books will be completed in class as well as assigned as homework via the AET. Students are expected to complete a Supervised Agricultural Experience (SAE). All SAE's should be properly record in the students record book. Students are expected to keep a portfolio. Portfolios should be kept current and include the students business plan. All work should be properly labeled and placed into the designated area before leaving the classroom in order to receive credit for the assignment.

#### Citizenship & Participation–

Students are expected to arrive to class on time and prepared. Students are expected to complete all assignments in a timely manner and to do so respectfully. The Rising to the Challenge Journals are also included in this category and are graded every two weeks. The Participation calendar is graded at the end of each month and provides a score for student's preparedness for the class on a daily basis as well as their participation in FFA activities. Participation may be to join in, to take part, to involve oneself, to share or share in the opportunity to be actively involved and engaged in the learning process.

#### Diagnostic Assessments–

Students will be given throughout the semesters diagnostic exams to assess their prior knowledge as well as create a baseline to measure students' individual progress for specific learning objectives. Often diagnostic exams will become additional notes and or study guides for students to utilize.

## B. Grading

Grades will be calculated as an **average of total points earned over points possible**.  
Grades are determined by points earned on the following types of assignments.

**Percentages given are estimates.**

Type	Average
Summative Evaluations	40%
Formative Evaluations	30%
Classwork, Homework, & SAE's	20%
Citizenship & Participation	10%
Diagnostic Assessments	0%

Grading Scale:	100 – 95%	A
	94 – 80%	B
	79 – 68%	C
	≤67%	F