# Scope & Sequence

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| Course Name: Professional Standards in Agribusiness **TSDS PEIMS Code:** 13000800 | | | **Course Credit:** .5  **Course Requirements:** Recommended for Grades 10-12.  **Prerequisites:** None. |
| **Course Description:** Professional Standards in Agribusiness primarily focuses on leadership, communication, employer-employee relations, and problem solving as they relate to agribusiness. | | | |
| **NOTE:** This is a suggested scope and sequence for the course content. This content will work with any textbook or instructional materials. If locally adapted, make sure all TEKS are covered. | | | |
| **Total Number of Periods**  **Total Number of Minutes**  **Total Number of Hours** | 88 Periods  3,960 Minutes  66 Hours\* | \*Schedule calculations based on 175/180 calendar days. For 0.5 credit courses, schedule is calculated out of 88/90 days. Scope and sequence allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc. | |
| **Unit Number, Title, and Brief Description** | **# of Class Periods\***  (assumes 45-minute periods)  Total minutes per unit | **TEKS Covered**  **130.3. (c) Knowledge and skills** | |
| **Unit 1: Professional Standards and Employability Skills**  Students will begin the course by discussing professional standards and employability skills, including identifying career and entrepreneurship opportunities related to agribusiness, applying competencies related to resources, information, interpersonal skills, and systems of operation in agriculture, food, and natural resources industries, and identifying employers’ expectations, including appropriate work habits, ethical conduct and legal responsibilities. Students will develop these skills and demonstrate these skills and attributes throughout the course. In small groups and/or in other classroom activities, students will demonstrate employers’ expectations and appropriate work habits, demonstrate characteristics of good citizenship such as stewardship, advocacy and community leadership. Students will use appropriate technology to research career topics. | 8 periods  360 minutes | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) identify career and entrepreneurship opportunities related to agribusiness;  (B) apply competencies related to resources, information, interpersonal skills, and systems of operation in agriculture, food, and natural resources industries;  (C) identify employers' expectations, including appropriate work habits, ethical conduct, and legal responsibilities;  (D) demonstrate employers' expectations and appropriate work habits;  (E) demonstrate characteristics of good citizenship such as stewardship, advocacy, and community leadership; and  (F) research career topics using technology such as the Internet. | |
| **Unit 2: Communication and Teamwork**  Students will use appropriate technology and/or assigned materials to learn to communicate effectively with groups and individuals and identify professional agricultural communication. In small groups and/or in other classroom activities, students will discuss the elements of communication, the style and content of spoken language varies in context and influence, aspects of presentation, and appropriate written and verbal communication in agribusiness. Students will demonstrate effective listening in a variety of settings, nonverbal communication skills and the importance of relationships and group organization. In small groups and/or in other classroom activities, students will demonstrate the importance of individual and group efficiency by defining individual and group goals, the importance of using factual and unbiased data, and utilize technology in speech preparation and presentation. Students will also discuss the importance of time management, list the steps in problem solving and demonstrate their knowledge of parliamentary law. | 20 periods  900 minutes  . | (5) The student communicates effectively with groups and individuals. The student is expected to:  (A) understand elements of communication such as accuracy, relevance, rhetoric, and organization in informal, group discussions; formal presentations; and business-related, technical communication;  (B) describe how the style and content of spoken language varies in different contexts and influences the listener's understanding;  (C) modify aspects of presentations such as delivery, vocabulary, length, and purpose;  (D) identify appropriate written and verbal communications in agribusiness;  (E) demonstrate effective listening in a variety of settings;  (F) demonstrate nonverbal communication skills and effective listening strategies; and  (G) discuss the importance of relationships and group organization.  (6) The student identifies professional agricultural communications using appropriate spoken communication techniques and procedures. The student is expected to:  (A) identify the importance of verbal and nonverbal communication;  (B) demonstrate the importance of communicating factual and unbiased data and information obtained from reliable sources;  (C) demonstrate speech preparation and delivery skills such as using presentation software and technology etiquette; and  (D) plan and deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning.  (7) The student demonstrates the factors of group and individual efficiency. The student is expected to:  (A) define the significance of personal and group goals;  (B) demonstrate leadership traits when solving a problem such as risk-taking, focusing on results, decision making, and empowering and investing in individuals when leading a group;  (C) discuss the importance of time management and teamwork;  (D) list the steps in the decision-making and problem-solving processes; and  (E) demonstrate a working knowledge of parliamentary law. | |
| **Unit 3: Industry Research and Professional Organizations**  Students will identify opportunities for involvement in agribusiness progressions organization. Students will discuss the agricultural organizations in formulating public policy, strategies that would be effective in agricultural organization, and identify and discuss the purpose of various agricultural organizations. As a unit culminating activity, students will research and present on the comparing and contrasting of the marketing of agricultural and non-agricultural products and the effects of urbanization on traditional agriculture. | 10 periods  450 minutes | (8) The student identifies opportunities for involvement in agribusiness professional organizations. The student is expected to:  (A) discuss the role of agricultural organizations in formulating public policy;  (B) develop strategies for effective participation in agricultural organizations; and  (C) identify and discuss the purpose of various agricultural organizations such as the Texas Farm Bureau, Association of Soil and Water Conservation Districts, Texas and Southwestern Cattle Raisers Association, and Independent Cattlemen's Association and agricultural cooperatives, commodity associations, and breed associations.  (9) The student identifies and researches current agribusiness issues. The student is expected to:  (A) compare and contrast the marketing of agricultural and non-agricultural products; and  (B) describe the effects of urbanization on traditional agriculture. | |
| **Unit 4: Obtaining and Maintaining Employment**  Students will discuss the importance of positive self-concept, social skills and maintaining a professional image with respect to cultural diversity and leadership styles. Students will prepare resumes, letters of interest and employment applications. In small groups and/or in other classroom activities, students will demonstrate the use of positive interpersonal skills while working cooperatively with others from different cultures, genders and backgrounds. Students will also discuss the work-related agribusiness related ethics, demonstrate working effectively with others, and outline complaint and appeal processes. As a culminating unit activity, students will prepare for and participate in a mock interview. | 20 periods  900 minutes | (3) The student demonstrates professional development related to effective leadership in agribusiness. The student is expected to:  (A) describe the importance of positive self-concept, social skills, and maintaining a professional image with respect to cultural diversity;  (B) identify leadership styles;  (C) prepare personal resumes, letters of interest, and employment applications; and  (D) use positive interpersonal skills to work cooperatively with others from different cultures, genders, and backgrounds.  (4) The student evaluates employer and employee responsibilities for occupations in agriculture, food, and natural resources. The student is expected to:  (A) identify and discuss work-related and agribusiness-related ethics;  (B) demonstrate methods for working effectively with others;  (C) practice job interview and evaluation skills; and  (D) outline complaint and appeal processes. | |
| **Unit 5: Supervised Agriculture Experience**  Students will discuss and develop all components of a supervised agriculture experience. Through a variety of classroom activities, students will utilize appropriate technology to plan, propose, conduct, document and evaluate their supervised agriculture experience program, apply appropriate record-keeping skills, and participate in leadership opportunities. As a culminating unit activity, students will produce and participate in a local program of activities using a strategic planning process. | 30 periods  1,350 minutes | (2) The student develops a supervised agriculture experience program. The student is expected to:  (A) plan, propose, conduct, document, and evaluate a supervised agriculture experience program as an experiential learning activity;  (B) apply proper record-keeping skills as they relate to the supervised agriculture experience;  (C) participate in youth leadership opportunities to create a well-rounded experience program; and  (D) produce and participate in a local program of activities using a strategic planning process. | |