

# Jefferson City Public Schools–High School Curriculum

**SUBJECT:** Grade 10-12

**COURSE:** Agribusiness Sales, Marketing, and Management

Objectives	Assessment/Evaluation	Instructional Activities
<p>(A) <b>Explain and Identify Agriculture as an Industry</b></p> <ul style="list-style-type: none"> <li>Explain the role of agriculture in today's economy</li> <li>Identify opportunities for employment in agribusiness sales, marketing, and management</li> </ul> <p><b>Performance: 1.2</b>  <b>Knowledge: (CA) 4</b>  <b>CACLE: LS.2.A</b>  <b>NETS: 3b</b>  <b>DOK: 3</b></p>	<p>Each student will select a specific agribusiness company and research three specific positions, one each in:</p> <ul style="list-style-type: none"> <li>sales</li> <li>marketing</li> <li>management</li> </ul> <p>– assessed using a scoring guide</p>	<p>The teacher will do an overview PowerPoint lecture on the Agribusiness industry and companies</p>
<p>(B) <b>Describe Personal Development</b></p> <ul style="list-style-type: none"> <li>Describe how to develop a positive work attitude</li> <li>Describe how to develop positive workplace relationships</li> <li>Describe how to receive and give criticism</li> <li>Describe what is considered to be ethical behavior in the workplace</li> <li>Use goals to plan projects and solve problems</li> <li>Develop stress management techniques</li> <li>Develop a plan for finding a job</li> <li>Develop a resume and complete a job application</li> <li>Explain how to apply and interview for a job</li> </ul> <p><b>Performance: 2.6, 4.5, 4.8</b>  <b>Knowledge: (CA) 4</b>  <b>CACLE: W.3.A (English III)</b>  <b>NETS: 5c</b>  <b>DOK: 4</b></p>	<ul style="list-style-type: none"> <li>In-class activities will be evaluated by teacher observation</li> <li>Students will create a plan for securing a job by completing a resume and job applications – assessed using a teacher created scoring guide</li> </ul>	<ul style="list-style-type: none"> <li>The teacher will do an overview PowerPoint lecture on various aspects of personal development</li> <li>Students will participate in class activities such as team building card stacking to demonstrate how relationships work at the workplace</li> </ul>

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<p>(C) <b>Explain Financial Management</b></p> <ul style="list-style-type: none"> <li>• Explain how to manage financial resources</li> <li>• Develop a budget</li> <li>• Describe the sources of credit and credit guidelines</li> <li>• Develop a savings and investment plan as part of a complete financial plan</li> </ul> <p><b>Performance: 1.2</b>  <b>Knowledge: (CA) 4 (SS) 4</b>  <b>SSCLE: ECP.4.A (Economics)</b>  <b>DOK: 3</b></p>	<ul style="list-style-type: none"> <li>• Budgets – assessed using a teacher created scoring guide</li> <li>• Credit card assignment will be scored on completion and securing the correct information</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher will do an overview PowerPoint lecture on: <ul style="list-style-type: none"> <li>• budgets</li> <li>• credit</li> <li>• savings</li> <li>• investing</li> </ul> </li> <li>• Students will: <ul style="list-style-type: none"> <li>• develop a personal budget for a month</li> <li>• gather and compare credit card offerings and guidelines, and select one as if they were going to start using it</li> </ul> </li> </ul>
<p>(D) <b>Identify and Describe Preparing for a Sale</b></p> <ul style="list-style-type: none"> <li>• Differentiate between selling environments and the salesperson's role in each of these environments</li> <li>• Identify different communication styles and use this information to improve the sales presentation technique</li> <li>• Describe the factors that motivate a person to make purchases and how to identify these factors in an individual</li> <li>• Describe how to obtain product, company, and industry knowledge and use it in a sales presentation</li> <li>• Identify potential customers and the best method for approaching them</li> </ul> <p><b>Performance: 1.2, 3.2</b>  <b>Knowledge: (CA) 4,6</b>  <b>CACLE: LS.2.A</b>  <b>NETS: 1b</b>  <b>DOK: 3,4</b></p>	<p>Students will be:</p> <ul style="list-style-type: none"> <li>• evaluated through an IML quiz at the conclusion of each lesson</li> <li>• put in teams where they will: <ul style="list-style-type: none"> <li>• design a new agriculture based product</li> <li>• decide who they want to sell to</li> <li>• decide how to best reach those individuals</li> </ul> </li> </ul> <p>– assessed using a teacher created scoring guide</p>	<ul style="list-style-type: none"> <li>• Students will read from teacher provided text and complete worksheets</li> <li>• The teacher will do an overview PowerPoint lecture on: <ul style="list-style-type: none"> <li>• the selling environments</li> <li>• communication styles</li> <li>• identifying customers</li> <li>• the product</li> <li>• the company</li> <li>• industry knowledge</li> </ul> </li> </ul>

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<p>(E) <b>Identify and Describe Making a Sale</b></p> <ul style="list-style-type: none"> <li>• Demonstrate techniques for building rapport with customers</li> <li>• Identify customer needs</li> <li>• Recognize the steps and tools involved in constructing an effective sales presentation</li> <li>• Demonstrate techniques for closing a sale</li> <li>• Identify the activities the salesperson must do after the sales presentation to maintain a long-term relationship with the customer</li> </ul> <p><b>Performance: 2.3</b>  <b>Knowledge: (CA) 1,6</b>  <b>ILCLE: ICTL.5.C</b>  <b>NETS: 1b, 2b</b>  <b>DOK: 3</b></p>	<p>Sales teams will demonstrate selling their products to their selected audiences in class – assessed by peers and the teacher using an IML checklist</p>	<ul style="list-style-type: none"> <li>• The teacher will do an overview PowerPoint lecture on establishing and relating to their customers and making a sale</li> <li>• Students will: <ul style="list-style-type: none"> <li>• read from teacher provided text and complete worksheets</li> <li>• work in their sales teams to figure out how to build a rapport with their customers and how to sell to them</li> </ul> </li> </ul>
<p>(F) <b>Develop and Describe a Promotional Tool</b></p> <ul style="list-style-type: none"> <li>• Describe the components and purpose of a promotional campaign</li> <li>• Develop a print advertisement</li> <li>• Develop a public relations campaign</li> </ul> <p><b>Performance: 1.4, 4.1</b>  <b>Knowledge: (CA) 4</b>  <b>ILCLE: ICTL.4.A</b>  <b>NETS: 1b, 3b</b>  <b>DOK: 3</b></p>	<p>Students will develop a promotional campaign for their selected agribusiness and products containing various types of advertising that was studied – assessed using a teacher created scoring guide</p>	<ul style="list-style-type: none"> <li>• Students will: <ul style="list-style-type: none"> <li>• read from teacher provided text and complete worksheets</li> <li>• find and analyze various types of advertisings using different types of media, including: <ul style="list-style-type: none"> <li>• print ads</li> <li>• internet ads</li> <li>• commercials</li> <li>• infomercials</li> <li>• radio ads</li> </ul> </li> </ul> </li> <li>• The teacher will do an overview PowerPoint lecture on the promotional tools and their uses</li> </ul>

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<p>(G) <b>Identify, Describe, and Prepare an Entrepreneurship (If Time Allows)</b></p> <ul style="list-style-type: none"> <li>• Describe the basic concepts of a free market system</li> <li>• Identify the forms and characteristics of business ownership</li> <li>• Identify and evaluate business opportunities</li> <li>• Prepare an income statement</li> <li>• Prepare a balance sheet</li> <li>• Summarize cash flow and project a statement of cash flows</li> <li>• Describe how to obtain financing for a business</li> <li>• Explain the importance of making business decisions</li> </ul> <p><b>Performance: 1.9, 3.8</b>  <b>Knowledge: (MA) 3</b>  <b>SSCLE: ECP.4.A (Economics)</b>  <b>NETS: 3b</b>  <b>DOK: 3</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• be evaluated through an IML quiz at the conclusion of each lesson</li> <li>• look at other businesses similar to that of theirs and prepare a(n): <ul style="list-style-type: none"> <li>• financial management plan</li> <li>• income statement</li> <li>• balance statement</li> </ul> </li> </ul> <p>– assessed using a teacher created scoring guide</p>	<ul style="list-style-type: none"> <li>• Students will: <ul style="list-style-type: none"> <li>• read from teacher provided text and complete worksheets</li> <li>• conduct research and identify 3 ways to obtain funding for a business, and examine how decisions made can affect the business</li> </ul> </li> <li>• The teacher will do an overview PowerPoint lecture on: <ul style="list-style-type: none"> <li>• starting a business</li> <li>• business opportunities</li> </ul> </li> </ul>

Objectives	Assessment/Evaluation	Instructional Activities
<p>(H) <b>Determine and Describe Economic Principles in Agribusiness (If Time Allows)</b></p> <ul style="list-style-type: none"> <li>Describe how supply and demand interact to determine the price of agricultural commodities</li> <li>Determine point of maximum net returns (profit) given a sample list of inputs and outputs and the process of each</li> <li>Determine the per-unit fixed and variable costs of producing a given output</li> <li>Determine the most profitable amount of substitution for inputs and/or outputs in an agribusiness</li> <li>Identify the opportunity cost of choosing one economic alternative over the other</li> <li>Identify the major markets for price discovery in the United States</li> <li>Explain how the government is involved in the economics of agriculture</li> </ul> <p><b>Performance: 1.6, 1.10, 4.6</b>  <b>Knowledge: (CA) 6 (SS) 4</b>  <b>SSCLE: ECP.4.A (Economics)</b>  <b>NETS: 1c</b>  <b>DOK: 2</b></p>	<ul style="list-style-type: none"> <li>Student lessons – assessed using a teacher created scoring guide</li> <li>At the conclusion of all lessons, a teacher created written exam will be given to gauge understanding of the principles</li> </ul>	<ul style="list-style-type: none"> <li>Students will: <ul style="list-style-type: none"> <li>read from teacher provided text and complete worksheets</li> <li>work in teams of three to five to research, teach, and identify examples of one of six economic principles: <ul style="list-style-type: none"> <li>supply and demand</li> <li>diminishing returns</li> <li>fixed and variable cost</li> <li>substitution of inputs</li> </ul> </li> </ul> </li> <li>The teacher will do an overview PowerPoint lecture on each principle</li> <li>Activity sheets and sample problems will be done by the students</li> </ul>