

Title 7: Education K-12

Part 242: Mississippi Secondary Curriculum Frameworks in Career and Technical Education, Agriculture, Food & Natural Resources, 2023 Diversified Agriculture Precision Agriculture



## 2023 Diversified Agriculture Precision Agriculture

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The Research and Curriculum Unit (RCU), located in Starkville, as part of Mississippi State University (MSU), was established to foster educational enhancements and innovations. In keeping with the land-grant mission of MSU, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances the intellectual and professional development of Mississippi students and educators while applying knowledge and educational research to the lives of the people of the state. The RCU works within the contexts of curriculum development and revision, research, assessment, professional development, and industrial training.

# Table of Contents

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Acknowledgments.....	3
Standards.....	5
Preface.....	6
Mississippi Teacher Professional Resources .....	7
Executive Summary .....	8
Career Pathway Outlook .....	11
Professional Organizations .....	15
Using This Document .....	16
Unit 1: Introduction to Precision Agriculture .....	17
Unit 2: Global Positioning System (GPS) .....	19
Unit 3: Geographic Information System (GIS).....	20
Unit 4: Soil Variability.....	21
Unit 5: Planting.....	22
Unit 6: Fertility .....	23
Unit 7: Irrigation (Soil Moisture Management).....	24
Unit 8: Pest Management.....	25
Unit 9: Harvesting and Economics .....	26
Unit 10: Immersion Into FFA and Supervised Agriculture Experience (SAE) for All .....	27
Student Competency Profile .....	28
Appendix: Industry Standards.....	31

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# Standards

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Standards and alignment crosswalks are referenced in the appendix. Depending on the curriculum, these crosswalks should identify alignment to the standards mentioned below, as well as possible related academic topics as required in the Subject Area Testing Program in Algebra I, Biology I, English II, and U.S. History from 1877, which could be integrated into the content of the units. Mississippi's CTE Diversified Agriculture Precision Agriculture curriculum is aligned to the following standards:

## **National Agriculture, Food, and Natural Resources (AFNR) Career Cluster Content Standards**

The National AFNR Career Cluster Content Standards were developed by the National Council on Agricultural Education to serve as a guide for what students should know or be able to do through a study of agriculture in Grades 9-12 and two-year postsecondary programs. The standards were extensively researched and reviewed by leaders in the agricultural industry, secondary and postsecondary instructors, and university specialists. The standards consist of a pathway content standard for each of the eight career pathways. For each content standard, performance elements representing major topic areas with accompanying performance indicators were developed. Measurements of assessment of the performance elements and performance indicators were developed at the basic, intermediate, and advanced levels. The National AFNR Career Cluster Content Standards are copyrighted by the National Council for Agricultural Education and are used with permission.

[thecouncil.ffa.org/afnr](http://thecouncil.ffa.org/afnr)

## **International Society for Technology in Education Standards (ISTE)**

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## **College- and Career-Readiness Standards**

College- and career-readiness standards emphasize critical thinking, teamwork, and problem-solving skills. Students will learn the skills and abilities demanded by the workforce of today and the future. Mississippi adopted Mississippi College- and Career-Readiness Standards (MCCRS) to provide a consistent, clear understanding of what students are expected to learn and so teachers and parents know what they need to do to help them.

[mdek12.org/oe/college-and-career-readiness-standards](http://mdek12.org/oe/college-and-career-readiness-standards)

## **Framework for 21st Century Learning**

In defining 21st-century learning, the Partnership for 21st Century Skills has embraced key themes and skill areas that represent the essential knowledge for the 21st century: global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; environmental literacy; learning and innovation skills; information, media, and technology skills; and life and career skills.

[battelleforkids.org/networks/p21/frameworks-resources](http://battelleforkids.org/networks/p21/frameworks-resources)

# Preface

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Secondary CTE programs in Mississippi face many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing applied learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments. This document provides information, tools, and solutions that will aid students, teachers, and schools in creating and implementing applied, interactive, and innovative lessons. Through best practices, alignment with national standards and certifications, community partnerships, and a hands-on, student-centered concept, educators will be able to truly engage students in meaningful and collaborative learning opportunities.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, *Mississippi Code of 1972*, as amended (Section 37-3-46). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, Ch. 487, §14; Laws, 1991, Ch. 423, §1; Laws, 1992, Ch. 519, §4 eff. from and after July 1, 1992; Strengthening Career and Technical Education for the 21st Century Act, 2019 [Perkins V]; and Every Student Succeeds Act, 2015).

# Mississippi Teacher Professional Resources

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The following are resources for Mississippi teachers:

Curriculum, Assessment, Professional Learning

Program resources can be found at the RCU's website, [rcu.msstate.edu](http://rcu.msstate.edu).

Learning Management System: An Online Resource

Learning management system information can be found at the RCU's website, under Professional Learning.

Should you need additional instructions, contact the RCU at 662.325.2510 or [helpdesk@rcu.msstate.edu](mailto:helpdesk@rcu.msstate.edu).

# Executive Summary

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## **Pathway Description**

The Diversified Agriculture Precision Agriculture curriculum is a one-Carnegie unit course within the four-credit Diversified Agriculture pathway. Students must complete the Principles of Agriscience prerequisite course before being allowed to enroll in the Diversified Agriculture Precision Agriculture course. This course will explore how modern technology affects the agriculture industry. Students will learn how farming has become more site-specific because of the data collected by modern technologies. This course provides an opportunity for students to survey precision agriculture and how it benefits farmers and the agriculture industry.

## **College, Career, and Certifications**

No national industry-recognized secondary certifications are known to exist at this time in the field of precision agriculture. Competencies and suggested performance indicators in these courses have been correlated, however, to the National AFNR Career Cluster Content Standards that have been reviewed and endorsed at the national level by the National Council on Agricultural Education.

## **Grade Level and Class Size Recommendations**

It is recommended that students enter this program as 10th graders. Exceptions to this are a district-level decision based on class size, enrollment numbers, and student maturity, CTE delivery method. A maximum of 25 students is recommended for classroom-based courses, while a maximum of 15 students is recommended for lab-based courses.

## **Student Prerequisites**

For students to experience success in the program, the following student prerequisites are suggested:

1. C or higher in English (the previous year)
  2. C or higher in high school-level math (last course taken or the instructor can specify the level of math instruction needed)
  3. Instructor approval and TABE) reading score (eighth grade or higher)
- or**
1. TABE reading and math score (eighth grade or higher)
  2. Instructor approval
- or**
1. Instructor approval

## **Assessment**

The latest assessment blueprint for the curriculum can be found at [rcu.msstate.edu/curriculum/curriculumdownload](http://rcu.msstate.edu/curriculum/curriculumdownload).

## **Applied Academic Credit**

The latest academic credit information can be found at [mdek12.org/ese/approved-course-for-the-secondary-schools](http://mdek12.org/ese/approved-course-for-the-secondary-schools).



**Teacher Licensure**

The latest teacher licensure information can be found at [mdek12.org/oel/apply-for-an-educator-license](http://mdek12.org/oel/apply-for-an-educator-license).

**Professional Learning**

If you have specific questions about the content of any training sessions provided, please contact the RCU at 662.325.2510 or [helpdesk@rcu.msstate.edu](mailto:helpdesk@rcu.msstate.edu).

## Course Outlines

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This curriculum consists of one 1-credit course.

### Diversified Agriculture Precision Agriculture—Course Code: **XXXXXX**

<b>Unit</b>	<b>Title</b>	<b>Hours</b>
1	Introduction to Precision Agriculture	15
2	Global Positioning System (GPS)	20
3	Geographic Information System (GIS)	20
4	Soil Variability	15
5	Planting	15
6	Fertility	10
7	Irrigation (Soil Moisture Management)	10
8	Pest Management	10
9	Harvesting and Economics	10
10	Immersion Into FFA and Supervised Agriculture Experience (SAE) for All	15
<b>Total</b>		140

# Career Pathway Outlook

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## Overview

The agricultural sciences career cluster covers the broad field of occupations related to the production and use of plants and animals for food, fiber, aesthetic, and environmental purposes. According to the U.S. Department of Agriculture, during the next five years (2020-2025) 59,400 jobs are expected to open in food, agriculture, renewable natural resources, or the environment for graduates with bachelor's or higher degrees in those areas. Almost half of those jobs will be in management and business at 42%; 31% in science, technology, engineering, and math in agriculture; 13% in sustainable food and biomaterials production; and 14% in education, communication, and government services. According to USDA, agriculture, food, and related industries contributed \$1.109 trillion to the U.S. gross domestic product (GDP) in 2019. The Mississippi Department of Agriculture and Commerce reports that agriculture is Mississippi's number one industry at \$7.35 billion and employing approximately 17.4% of the state's workforce.

Diversified Agriculture will target careers at the professional and technical levels in agriculture. Students enrolled in these courses should be better prepared to pursue degrees at the community college and four-year-college levels.

## Needs of the Future Workforce

Data for this synopsis were compiled from the Mississippi Department of Employment Security (2022). Employment opportunities for each of the occupations are listed below:

Table 1.1: Current and Projected Occupation Report

Description	Jobs, 2018	Projected Jobs, 2028	Change (Number)	Change (Percent)	Average Yearly Earnings, 2022
Agricultural and Food Science Technicians	260	270	10	3.9%	\$39,270
Agricultural Sciences Teachers, Postsecondary	150	160	10	6.7%	\$93,260
Career/Technical Education Teachers, Middle School	320	350	30	9.4%	\$47,270
Career/Technical Education Teachers, Secondary School	1220	1310	90	7.4%	\$50,370
Conservation Scientists	700	730	30	4.3%	\$54,950
Environmental Engineers	410	420	10	2.4%	\$75,940
Environmental Engineering Technicians	160	170	10	6.3%	\$46,790
Environmental Scientists and Specialists, Including Health	620	670	50	8.1%	\$64,460

Environmental Science and Protection Technicians, Including Health	420	460	40	9.5%	\$38,780
Farm and Home Management Advisors	290	300	10	3.2%	\$38,650
Logging Equipment Operators	1,680	1,740	60	3.6%	\$41,840
Soil and Plant Scientists	110	110	0	0%	\$92,250
Farmers, Ranchers, and Other Agricultural Managers	1,790	1,840	20	2.8%	\$55,830
First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers	980	1,090	110	11.2%	\$40,270
First-Line Supervisors/Managers of Farming, Fishing, and Forestry Workers	940	990	50	5.3%	\$54,550
Fish and Game Wardens	40	40	0	0%	\$46,610
Foresters	190	200	10	5.3%	\$52,660
Surveyors	450	470	20	4.4%	\$48,600
Surveying and Mapping Technicians	530	550	20	3.8%	\$39,840
Tree Trimmers and Pruners	270	300	30	11.1%	\$44,920
Zoologists and Wildlife Biologists	260	270	10	3.9%	\$70,200

Source: Mississippi Department of Employment Security; mdes.ms.gov (2022).

**Perkins V Requirements and Academic Infusion**

This curriculum meets Perkins V requirements of introducing students to and preparing them for high-skill, high-wage occupations in agriculture fields. It also offers students a program of study, including secondary, postsecondary, and institutions of higher learning courses, that will further prepare them for agriculture industry careers. Additionally, this curriculum is integrated with academic college- and career-readiness standards. Lastly, it focuses on ongoing and meaningful professional development for teachers as well as relationships with industry.

**Transition to Postsecondary Education**

The latest articulation information for secondary to postsecondary can be found at the Mississippi Community College Board website, [mccb.edu](http://mccb.edu).

## **Best Practices**

### *Innovative Instructional Technologies*

Classrooms should be equipped with tools that will teach today's digital learners through applicable and modern practices. The precision agriculture educator's goal should be to include teaching strategies that incorporate current technology. To make use of the latest online communication tools—wikis, blogs, podcasts, and social media platforms, for example—the classroom teacher is encouraged to use a learning management system that introduces students to education in an online environment and places more of the responsibility of learning on the student.

### *Differentiated Instruction*

Students learn in a variety of ways, and numerous factors—students' background, emotional health, and circumstances, for example—create unique learners. By providing various teaching and assessment strategies, students with various learning preferences can have more opportunities to succeed.

### *CTE Student Organizations*

Teachers should investigate opportunities to sponsor a student organization. The National FFA Organization is the student organization for this pathway and will foster the types of learning expected from the Diversified Agriculture Precision Agriculture curriculum. FFA provides students with growth opportunities and competitive events and opens the doors to the world of agriculture and scholarship opportunities.

### *Cooperative Learning*

Cooperative learning can help students understand topics when independent learning cannot. Therefore, you will see several opportunities in this curriculum for group work. To function in today's workforce, students need to be able to work collaboratively with others and solve problems without excessive conflict. This curriculum provides opportunities for students to work together and help each other complete complex tasks. There are many field experiences within the precision agriculture curriculum that will allow and encourage collaboration with professionals currently in the precision agriculture field.

### *Work-Based Learning*

Work-based learning (WBL) is an extension of understanding competencies taught in the aquaculture classroom. This program may require students to obtain a minimum of 35 clinical-type hours, which may include but are not limited to clinicals/worksites field experiences, entrepreneurship, internships, pre-apprenticeships, school-based enterprises, job placements, and simulated worksites. These real-world connections and applications provide a link to all types of students regarding knowledge, skills, and professional dispositions. Thus, supervised collaboration and immersion into the agricultural industry are keys to students' success, knowledge, and skills development. For more information on embedded WBL, visit the Mississippi Work-Based Learning Manual on the RCU website, [rcu.msstate.edu](http://rcu.msstate.edu).

# Professional Organizations

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American Association for Agricultural Education (AAAE)

[aaeonline.org](http://aaeonline.org)

Association for Career and Technical Education (ACTE)

[acteonline.org](http://acteonline.org)

Mississippi ACTE (MS ACTE)

[mississippiacte.com](http://mississippiacte.com)

Mississippi Association of Agricultural Educators (MSAAE)

[mississippiffa.org](http://mississippiffa.org)

National Association of Agricultural Educators (NAAE)

[naae.org](http://naae.org)

National FFA Organization

[ffa.org](http://ffa.org)

# Using This Document

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## **Competencies and Suggested Objectives**

A competency represents a general concept or performance that students are expected to master as a requirement for satisfactorily completing a unit. Students will be expected to receive instruction on all competencies. The suggested objectives represent the enabling and supporting knowledge and performances that will indicate mastery of the competency at the course level. Teachers are welcome to teach the competencies in other ways than the listed objectives if it allows for mastery of the competencies. Teachers are also allowed to teach the units and competencies in the order they prefer, as long as they teach the necessary material allotted for the specific course or credit they are teaching at the time.

## **Teacher Resources**

All teachers should request to be added to the Canvas Resource Guide for their course. For questions or to added to the guide send a help desk ticket to the RCU by emailing [helpdesk@rcu.msstate.edu](mailto:helpdesk@rcu.msstate.edu).

## **Perkins V Quality Indicators and Enrichment Material**

Some of the units may include an enrichment section at the end. This material will greatly enhance the learning experiences of students. If the Diversified Agriculture—Precision Agriculture program is using a national certification, work-based learning, or another measure of accountability that aligns with Perkins V as a quality indicator, this material could very well be assessed on that quality indicator. It is the responsibility of the teacher to ensure all competencies for the selected quality indicator are covered throughout the year.



# Unit 1: Introduction to Precision Agriculture

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<b>Competencies and Suggested Objectives</b>
1. Research definitions of precision agriculture and formulate a class definition. <sup>DOK3</sup>
2. Compare and contrast precision agriculture and traditional agriculture. <sup>DOK3</sup> <ol style="list-style-type: none"><li>Discuss managing whole fields as a single unit vs. customizing management for small areas within fields.<ul style="list-style-type: none"><li>Data acquisition and analysis</li><li>Decision support system</li><li>Increased attention to management</li><li>Learning curve</li></ul></li><li>Investigate how economics plays a role in the transition from traditional agriculture to precision agriculture. <sup>DOK3</sup><ul style="list-style-type: none"><li>Changes in cost</li><li>Changes in revenue</li><li>Cash flow</li><li>Risk</li></ul></li><li>Discuss the potential environmental benefits of implementing more precision agriculture components on a farm. <sup>DOK1</sup><ul style="list-style-type: none"><li>Decrease input losses</li><li>Target nutrients to increase uptake efficiency</li></ul></li></ol>
3. Investigate workplace safety and the use of personal protective equipment (PPE). <sup>DOK1</sup> <ol style="list-style-type: none"><li>Describe safe practices when using equipment and working around potentially hazardous areas.</li><li>Explore safety scenarios within the precision agriculture industry.<ul style="list-style-type: none"><li>Pesticide handling/storage</li><li>Injuries from improper use of equipment</li><li>Spray drift</li><li>Off-target applications</li><li>Materials Safety Data Sheet (MSDS)</li></ul></li></ol>
4. Evaluate biosecurity risks in agriculture and understand how to mitigate risks. <sup>DOK2</sup> <ol style="list-style-type: none"><li>Define the term biosecurity and its effect on precision agriculture.</li><li>Investigate biosecurity practices for the following areas of agriculture:<ul style="list-style-type: none"><li>Disease containment</li><li>Sanitation</li><li>Preventing infectious disease from entering operations</li><li>Controlling microbial contamination</li><li>Preventing and controlling water contamination</li><li>Pest control</li></ul></li></ol>

Note: Safety is to be taught as an ongoing part of the program. Students are required to complete a written safety test with 100% accuracy before entering the shop for lab simulations and projects. This test should be documented in each student's file.

## Unit 2: Global Positioning System (GPS)

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<b>Competencies and Suggested Objectives</b>
1. Define Global Positioning System (GPS). <sup>DOK1</sup>
2. Analyze the history of GPS creation. <sup>DOK3</sup> <ol style="list-style-type: none"><li>Discuss the development of GPS technology and its progression over time.</li><li>Recognize the sequence of GPS usage.<ul style="list-style-type: none"><li>Military</li><li>Industrial</li><li>Commercial</li><li>Civilian</li></ul></li></ol>
3. Discuss the usage of GPS. <sup>DOK2</sup> <ol style="list-style-type: none"><li>Discuss ways GPS is used in the daily lives of all people.<ul style="list-style-type: none"><li>Navigation assistance</li><li>Locating lost devices</li><li>Marking locations for future usage</li></ul></li><li>Investigate common methods in which farmers utilize GPS technology.<ul style="list-style-type: none"><li>Farm planning</li><li>Field mapping</li><li>Soil sampling</li><li>Tractor guidance</li><li>Crop scouting</li><li>Variable rate applications</li><li>Yield mapping</li><li>Working during low visibility field conditions</li></ul></li></ol>
4. Understand the three divisions of GPS. <sup>DOK4</sup> <ol style="list-style-type: none"><li>Investigate and illustrate the space segment within GPS.</li><li>Investigate and illustrate the control segment within GPS.</li><li>Investigate and illustrate the user segment within GPS.</li></ol>

## Unit 3: Geographic Information System (GIS)

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<b>Competencies and Suggested Objectives</b>
1. Define Geographic Information System (GIS). <sup>DOK1</sup>
2. Analyze the history of GIS creation and usage from 1960 to present. a. Discuss when the field of GIS started and how it has evolved into a powerful and necessary mapping tool.
3. Discuss how GIS technology is used in many fields, including agriculture, to make maps that communicate, perform analysis, share information, and solve complex problems around the world. <sup>DOK3</sup> a. View various maps created by GIS programming. <ul style="list-style-type: none"><li>• Maps that identify problems</li><li>• Maps that monitor change</li><li>• Maps that perform forecasting</li></ul> b. Discuss observations within each type of map.
4. Discuss how GIS mapping has created a shift from traditional agriculture practices. <sup>DOK2</sup> a. Investigate how maps help farmers compare variables on a farm. <ul style="list-style-type: none"><li>• Soil type</li><li>• Wind direction</li><li>• Rainfall amount</li><li>• Slope</li><li>• Topography</li><li>• Elevation</li></ul> b. Recognize and discuss how GIS maps can assist farmers with various tasks. <ul style="list-style-type: none"><li>• Crop management</li><li>• Site suitability</li><li>• Drainage planning</li><li>• Flood prevention/management</li><li>• Drought prevention/management</li><li>• Erosion prevention/management</li><li>• Disease control</li></ul>
5. Compare the different methods of gathering remote sensing data to create GIS maps. <sup>DOK3</sup> a. Illustrate or describe how satellites scan the earth's surface to gather information. b. Illustrate or describe how unmanned aerial vehicles (i.e., drones) scan the earth's surface to gather information. c. Illustrate or describe how manned aircraft scan the earth's surface to gather information.

## Unit 4: Soil Variability

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<b>Competencies and Suggested Objectives</b>
1. Identify and describe soil variability. <sup>DOK2</sup> a. Describe the characteristics of various types of soil texture (e.g., percentage of sand, silt, clay).
2. Recognize the role soil variability plays in crop production. <sup>DOK2</sup> a. Investigate the relationship between environmental factors and soil variability and productivity. <ul style="list-style-type: none"><li>• Cation exchange capacity</li><li>• Water holding capacity</li></ul>
3. Investigate soil testing tools and techniques. <sup>DOK4</sup> a. Measure soil variability by using one or multiple available tools and techniques. <ul style="list-style-type: none"><li>• Chemical soil test (multiple samples)</li><li>• Soil moisture probe</li><li>• Bare soil imagery</li><li>• United States Department of Agriculture (USDA) soil survey</li><li>• Soil Survey Geographic Database (SSURGO, web soil survey)</li><li>• Topography maps</li></ul> b. Analyze the data from the soil test and identify the amount of variability.
4. Infer causes of variability and create a project or presentation based on results of soil testing. <sup>DOK4</sup>
5. Identify and discuss actions that incorporate GIS and/or GPS technologies within soil variability. <sup>DOK3</sup>

## Unit 5: Planting

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<b>Competencies and Suggested Objectives</b>
1. Identify and describe various planting strategies (e.g., uniform rate, variable seeding rate, multi-hybrid planting, etc.). <sup>DOK1</sup>
2. Recognize the role soil variability plays in choosing the planting strategy, hybrid selection, and seeding rates. <sup>DOK2</sup> <ol style="list-style-type: none"><li>Identify how to choose a planting strategy.</li><li>Discuss the process of hybrid selection based on soil characteristics (e.g., MSU variety tests) and management practices.</li><li>Determine the seeding rate for each of the following factors:<ul style="list-style-type: none"><li>Soil fertility</li><li>Drainage (i.e., poorly drained vs. well-drained)</li><li>Yield potential</li></ul></li></ol>
3. Compare and contrast various methods of measuring the emergence of plants. <sup>DOK3</sup> <ol style="list-style-type: none"><li>Physically counting the plants</li><li>The use of remotely sensed image data (GIS technology)<ul style="list-style-type: none"><li>Autonomous vehicles</li></ul></li></ol>
4. Draw conclusions about the success of the planting strategies. <sup>DOK3</sup> <ol style="list-style-type: none"><li>Compare and contrast the planted rate vs. the emergent rate.</li><li>Make observations about the variability of the plant's emergence.</li></ol>
5. Compare some of the potential outcomes when planting on a farm. <sup>DOK3</sup> <ol style="list-style-type: none"><li>Develop a plan for one of the possible outcomes.<ul style="list-style-type: none"><li>Plants emerge poorly or not at all in multiple places in the field (i.e., sporadic growth).</li><li>None of the plants emerge.</li></ul></li></ol>
6. Identify and discuss common equipment farmers could use within the planting process. <sup>DOK3</sup> <ol style="list-style-type: none"><li>Examine how various precision agriculture technologies assist with the planting process.<ul style="list-style-type: none"><li>Auto steer on a tractor</li><li>Road command (precision planting abilities)</li></ul></li></ol>
7. Identify and discuss actions that incorporate GIS and/or GPS technologies within planting. <sup>DOK2</sup>

## Unit 6: Fertility

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<b>Competencies and Suggested Objectives</b>	
1. Identify and describe various nutrient management strategies (e.g., uniform rate, variable rate). <sup>DOK1</sup>	
2. Recognize the role soil variability plays in the choice of management strategy. <sup>DOK2</sup>	<ol style="list-style-type: none"> <li>a. Identify how to choose a nutrient management strategy.</li> <li>b. Discuss the process of product and rate based on the following factors:               <ul style="list-style-type: none"> <li>• Soil test recommendations</li> <li>• Yield goal</li> <li>• Crop to be grown</li> </ul> </li> </ol>
3. Compare and contrast various philosophies of sampling chemical soil properties. <sup>DOK3</sup>	<ol style="list-style-type: none"> <li>a. Assess composite soil sampling.</li> <li>b. Assess grid sampling.</li> <li>c. Assess zone sampling.</li> </ol>
4. Draw conclusions about which fertility amendments are warranted. <sup>DOK3</sup>	<ol style="list-style-type: none"> <li>a. Investigate yield goal-based rate.</li> <li>b. Discuss blanket application (historical vs. test value).</li> <li>c. Analyze variable application based on grid or zone soil sample.</li> <li>d. Discuss the need for crop removal.</li> </ol>
5. Develop a plan for various application scenarios. <sup>DOK3</sup>	<ol style="list-style-type: none"> <li>a. Compare blanket rate application vs. variable application for the following scenarios:               <ul style="list-style-type: none"> <li>• High variability</li> <li>• Low variability</li> </ul> </li> </ol>
6. Identify and discuss common equipment farmers could use to apply fertilizer on a farm. <sup>DOK3</sup>	<ol style="list-style-type: none"> <li>a. Examine how various precision agriculture technologies assist with the application process.               <ul style="list-style-type: none"> <li>• Handheld GPS (e.g., iPhone, iPad, etc.)</li> <li>• Spreader with variable rate applicator</li> <li>• Sprayer with variable rate applicator</li> </ul> </li> </ol>
7. Identify and discuss actions that incorporate GIS and/or GPS technologies within fertility. <sup>DOK2</sup>	

## Unit 7: Irrigation (Soil Moisture Management)

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<b>Competencies and Suggested Objectives</b>
1. Identify and describe various irrigation strategies (e.g., uniform rate, variable rate). <sup>DOK2</sup> <ol style="list-style-type: none"><li>Investigate the uniform rate strategy.</li><li>Investigate the variable rate strategy.</li></ol>
2. Recognize the role soil variability plays in the choice of irrigation strategy. <sup>DOK1</sup> <ol style="list-style-type: none"><li>Identify how to choose an irrigation strategy.</li><li>Discuss the process of timing and applied volume based on the following indicators:<ul style="list-style-type: none"><li>Soil moisture probes</li><li>Canopy temperature sensors</li><li>Thermal remote sensing</li></ul></li></ol>
3. Discuss what timing and volume are regarding soil moisture management. <sup>DOK4</sup> <ol style="list-style-type: none"><li>Analyze the role each of the following plays in timing and applied volume:<ul style="list-style-type: none"><li>Weather</li><li>Topography</li><li>Soil texture</li><li>Soil type</li><li>Crop</li><li>Crop growth stage</li></ul></li></ol>
4. Identify types of irrigation methods used on the modern-day farm. <sup>DOK3</sup> <ol style="list-style-type: none"><li>Investigate various irrigation methods and discuss technologies that could make moisture management more precise.<ul style="list-style-type: none"><li>Drip irrigation</li><li>Sprinkler irrigation<ul style="list-style-type: none"><li>Variable rate water distribution technology</li></ul></li><li>Surface irrigation</li><li>Center pivot irrigation<ul style="list-style-type: none"><li>Variable rate water distribution technology</li></ul></li></ul></li></ol>
5. Identify and discuss actions that incorporate GIS and/or GPS technologies within irrigation. <sup>DOK2</sup>



# Unit 8: Pest Management

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<b>Competencies and Suggested Objectives</b>
1. Identify and describe various pest management strategies (e.g., uniform rate, variable rate, spot treatment). <sup>DOK2</sup>
2. Identify how to choose a pest management strategy. <sup>DOK3</sup> a. Discuss how the following three variables guide the pest management strategy. <ul style="list-style-type: none"><li>• Field history</li><li>• Growth stage</li><li>• Equipment availability</li></ul>
3. Compare and contrast traditional methods vs. methods using newer technology for pest detection. <sup>DOK3</sup> a. Identify patterns based on multiple counts. <ul style="list-style-type: none"><li>• Sweep net counts (insects)</li><li>• Sample square counts (weeds)</li></ul> b. Predict pest problems based on photographic input (artificial intelligence).
4. Interpret the agronomic benefit of treatment. <sup>DOK4</sup> a. Determine the economic threshold. b. Assess the application restrictions.
5. Identify and discuss common methods farmers use to control pests. <sup>DOK3</sup> a. Investigate various pest management methods and discuss the pros and cons of each method. <ul style="list-style-type: none"><li>• Physical (e.g., traps, mowing, tillage)</li><li>• Genetic (e.g., genetically engineered pest resistance)</li><li>• Biological (e.g., predators, parasites, diseases)</li><li>• Chemical (e.g., pesticides [insecticides, herbicides, and fungicides])</li></ul>
6. Identify and discuss actions that incorporate GIS and/or GPS technologies within pest management. <sup>DOK2</sup>

## Unit 9: Harvesting and Economics

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<b>Competencies and Suggested Objectives</b>
1. Identify and describe the patterns of yield. <sup>DOK2</sup> a. Hypothesize causal agents for patterns of yield (e.g., what contributes to low yield vs. what contributes to high yield).
2. Compare and contrast maximized yields vs. optimized yields. <sup>DOK3</sup> a. Recognize the profitability. b. Discuss the trade-offs between input costs and yields. c. Discuss how farmers choose whether incorporating technology will benefit their net profit. <ul style="list-style-type: none"><li>• Short-term costs vs. yields</li><li>• Long-term costs vs. yields</li></ul>
3. Assess farm economic sustainability. <sup>DOK3</sup> a. Discuss an enterprise budget. b. Identify a straight ledger.
4. Identify and discuss common equipment farmers use in the harvesting process. <sup>DOK2</sup> a. Examine how various precision agriculture technologies assist with the harvesting process. <ul style="list-style-type: none"><li>• GPS-equipped yield monitor on a harvester</li><li>• Other technologies on a harvester</li></ul>
5. Develop a logical argument for adopting one specific technology on the farm. <sup>DOK4</sup> a. Research one specific technology currently being used by farmers or a technology that farmers could use in the future. b. Create a research-based presentation arguing for the use of the technology.
6. Identify and discuss actions that incorporate GIS and/or GPS technologies within harvesting and economics. <sup>DOK2</sup>

# Unit 10: Immersion Into FFA and Supervised Agriculture Experience (SAE) for All

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## Competencies and Suggested Objectives

1. Participate in local, state, and/or national FFA activities that provide opportunities for leadership development and career exploration. <sup>DOK 3</sup>
  - a. Actively participate in FFA activities.
    - Leadership Development Events (LDEs)
    - Career Development Events (CDEs)
      - Nursery/Landscape
    - Leadership retreats or conferences
    - Industry-related seminars, workshops, or conferences
    - Other related FFA activities
2. Apply concepts learned from the school-based agricultural education program to continue progression of immersion SAEs. <sup>DOK 4</sup>
  - a. Redefine and adjust the agreement requirements between the student, parents, supervisor, and/or employer.
  - b. Update SAE records utilizing an electronic/computer-based system of record keeping.
    - SAE program goals
    - Student inventory related to the SAE program
    - Expense records
    - Income/gift and scholarship records
    - Skill-attainment records
    - Leadership-activity records and participation in FFA activities
    - Community service hours
  - c. Complete degree and proficiency award applications as they apply to the SAE.
3. Identify potential college and career opportunities in precision agriculture. <sup>DOK 2</sup>
  - a. Research postsecondary institutions that offer studies in precision agriculture or a related field and prepare a two- to three-minute speech on their programs and potential career choices.
  - b. Complete applications for college admission and scholarships.
  - c. Create a personal résumé for the purpose of applying for a specific job.
  - d. Complete a job application for employment.
  - e. Participate in a mock or real interview.

# Student Competency Profile

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Student's Name: \_\_\_\_\_

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

<b>Unit 1: Introduction to Precision Agriculture</b>		
	1.	Research definitions of precision agriculture and formulate a class definition.
	2.	Compare and contrast precision agriculture and traditional agriculture.
	3.	Investigate workplace safety and the use of personal protective equipment (PPE).
	4.	Evaluate biosecurity risks in agriculture and understand how to mitigate risks.
<b>Unit 2: Global Positioning System (GPS)</b>		
	1.	Define the Global Positioning System (GPS).
	2.	Analyze the history of GPS creation.
	3.	Discuss the usage of GPS.
	4.	Understand the three divisions of GPS.
<b>Unit 3: Geographic Information System (GIS)</b>		
	1.	Define Geographic Information System (GIS).
	2.	Analyze the history of GIS creation and usage from 1960 to present.
	3.	Discuss how GIS technology is used in many fields, including agriculture, to make maps that communicate, perform analysis, share information, and solve complex problems around the world.
	4.	Discuss how GIS mapping has created a shift from traditional agriculture practices.
	5.	Compare the different methods of gathering remote sensing data to create GIS maps.
<b>Unit 4: Soil Variability</b>		
	1.	Identify and describe soil variability.
	2.	Recognize the role soil variability plays in crop production.
	3.	Investigate soil testing tools and techniques.
	4.	Infer causes of variability and create a project or presentation based on results of soil testing.

	5.	Identify and discuss actions that incorporate GIS and/or GPS technologies within soil variability.
<b>Unit 5: Planting</b>		
	1.	Identify and describe various planting strategies (e.g., uniform rate, variable seeding rate, multi-hybrid planting, etc.).
	2.	Recognize the role soil variability plays in choosing the planting strategy, hybrid selection, and seeding rates.
	3.	Compare and contrast various methods of measuring the emergence of plants.
	4.	Draw conclusions about the success of the planting strategies.
	5.	Compare some of the potential outcomes when planting on a farm.
	6.	Identify and discuss common equipment farmers could use within the planting process.
	7.	Identify and discuss actions that incorporate GIS and/or GPS technologies within planting.
<b>Unit 6: Fertility</b>		
	1.	Identify and describe various nutrient management strategies (e.g., uniform rate, variable rate).
	2.	Recognize the role soil variability plays in the choice of management strategy.
	3.	Compare and contrast various philosophies of sampling chemical soil properties.
	4.	Draw conclusions about which fertility amendments are warranted.
	5.	Develop a plan for various application scenarios.
	6.	Identify and discuss common equipment farmers could use to apply fertilizer on a farm.
	7.	Identify and discuss actions that incorporate GIS and/or GPS technologies within fertility.
<b>Unit 7: Irrigation (Soil Moisture Management)</b>		
	1.	Identify and describe various irrigation strategies (e.g., uniform rate, variable rate).
	2.	Recognize the role soil variability plays in the choice of irrigation strategy.
	3.	Discuss what timing and volume are regarding soil moisture management.
	4.	Identify types of irrigation methods used on a modern-day farm.
	5.	Identify and discuss actions that incorporate GIS and/or GPS technologies within irrigation.
<b>Unit 8: Pest Management</b>		
	1.	Identify and describe various pest management strategies (e.g., uniform rate, variable rate, and spot treatment).
	2.	Identify how to choose a pest management strategy.
	3.	Compare and contrast traditional methods vs. methods using newer technology for pest detection.

	4.	Interpret agronomic benefit of treatment.
	5.	Identify and discuss common methods farmers use to control pests.
	6.	Identify and discuss actions that incorporate GIS and/or GPS technologies within pest management.
<b>Unit 9: Harvesting and Economics</b>		
	1.	Identify and describe the patterns of yield.
	2.	Compare and contrast maximized yields vs. optimized yields.
	3.	Assess farm economic sustainability.
	4.	Identify and discuss common equipment farmers use in the harvesting process.
	5.	Develop a logical argument for adopting one specific technology on the farm.
	6.	Identify and discuss actions that incorporate GIS and/or GPS technologies within harvesting and economics.
<b>Unit 10: Immersion Into FFA and Supervised Agriculture Experience (SAE) for All</b>		
	1.	Participate in local, state, and/or national FFA activities that provide opportunities for leadership development and career exploration.
	2.	Apply concepts learned from the school-based agricultural education program to continue progression of immersion SAEs.
	3.	Identify potential college and career opportunities in precision agriculture.

## Appendix: Industry Standards

### Framework for AFNR Content Standards and Performance Elements Crosswalk for Diversified Agriculture— Precision Agriculture

	Unit	1	2	3	4	5	6	7	8	9	10
AFNR											
ABS- Agribusiness Systems		X		X		X	X	X	X	X	X
AS- Animal Systems							X		X		
BS- Biotechnology			X	X	X	X	X	X	X	X	
CRP- Career Ready Practices		X				X		X		X	X
CS- AFNR Cluster Skill		X			X	X	X	X	X	X	X
ES- Environmental Service Systems		X	X	X	X	X	X	X	X	X	
FPP- Food Products and Processing Systems		X			X	X	X	X	X	X	
NRS- Natural Resource Systems		X	X	X	X		X	X		X	
PS- Plant Systems		X		X	X	X	X	X	X	X	
PST- Power, Structural, and Technical Systems		X	X	X	X	X	X	X	X	X	

### AFNR Pathway Content Standards and Performance Elements

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**ABS AGRIBUSINESS SYSTEMS**  
**AS ANIMAL SYSTEMS**  
**BS BIOTECHNOLOGY**  
**CRP CAREER READY PRACTICES**  
**CS AGRICULTURE FOOD AND NATURAL RESOURCES CLUSTER SKILL**  
**ES ENVIRONMENTAL SERVICE SYSTEMS**  
**FPP FOOD PRODUCTS AND PROCESSING SYSTEMS**  
**NRS NATURAL RESOURCE SYSTEMS**  
**PS PLANT SYSTEMS**  
**PST POWER, STRUCTURAL, AND TECHNICAL SYSTEMS**

## Agribusiness Systems Career Pathway Content Standards

The Agribusiness Systems (ABS) Career Pathway encompasses the study of agribusinesses and their management including, but not limited to, record keeping, budget management (cash and credit), and business planning, and sales and marketing. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the planning, development, application and management of agribusiness systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- **Common Career Technical Core (CCTC) Standards** – These are the standards for Agribusiness Systems (AG-ABS) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.
- **Performance Indicators** – These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.

**ABS.01. CCTC Standard:** Apply management planning principles in AFNR businesses.

**ABS.01.01. Performance Indicator:** Apply micro- and macroeconomic principles to plan and manage inputs and outputs in an AFNR business.

**ABS.01.02. Performance Indicator:** Read, interpret, evaluate and write statements of purpose to guide business goals, objectives and resource allocation.

**ABS.01.03. Performance Indicator:** Devise and apply management skills to organize and run an AFNR business in an efficient, legal and ethical manner.

**ABS.01.04. Performance Indicator:** Evaluate, develop and implement procedures used to recruit, train and retain productive human resources for AFNR businesses.

**ABS.02. CCTC Standard:** Use record keeping to accomplish AFNR business objectives, manage budgets and comply with laws and regulations.

**ABS.02.01. Performance Indicator:** Apply fundamental accounting principles, systems, tools and applicable laws and regulations to record, track and audit AFNR business transactions (e.g., accounts, debits, credits, assets, liabilities, equity, etc.).

**ABS.02.02. Performance Indicator:** Assemble, interpret and analyze financial information and reports to monitor AFNR business performance and support decision-making (e.g., income statements, balance sheets, cash-flow analysis, inventory reports, break-even analysis, return on investment, taxes, etc.).

**ABS.03. CCTC Standard:** Manage cash budgets, credit budgets and credit for an AFNR business using generally accepted accounting principles.

**ABS.03.01. Performance Indicator:** Develop, assess and manage cash budgets to achieve AFNR business goals.



**ABS.03.02. Performance Indicator:** Analyze credit needs and manage credit budgets to achieve AFNR business goals.

**ABS.04. CCTC Standard:** Develop a business plan for an AFNR business.

**ABS.04.01. Performance Indicator:** Analyze characteristics and planning requirements associated with developing business plans for different types of AFNR businesses.

**ABS.04.02. Performance Indicator:** Develop production and operational plans for an AFNR business.

**ABS.04.03. Performance Indicator:** Identify and apply strategies to manage or mitigate risk.

**ABS.05. CCTC Standard:** Use sales and marketing principles to accomplish AFNR business objectives.

**ABS.05.01. Performance Indicator:** Analyze the role of markets, trade, competition and price in relation to an AFNR business sales and marketing plans.

**ABS.05.02. Performance Indicator:** Assess and apply sales principles and skills to accomplish AFNR business objectives.

**ABS.05.03. Performance Indicator:** Assess marketing principles and develop marketing plans to accomplish AFNR business objectives.

## **Animal Systems Career Pathway Content Standards**

The Animal Systems (AS) Career Pathway encompasses the study of animal systems, including content areas such as life processes, health, nutrition, genetics, and management and processing, as applied to small animals, aquaculture, exotic animals, livestock, dairy, horses and/or poultry. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of animal systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- ***Common Career Technical Core (CCTC) Standards*** – These are the standards for Animal Systems (AG-AS) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.
- ***Performance Indicators*** – These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.

**AS.01. CCTC Standard:** Analyze historic and current trends impacting the animal systems industry.

**AS.01.01. Performance Indicator:** Evaluate the development and implications of animal origin, domestication and distribution on production practices and the environment.

**AS.01.02. Performance Indicator:** Assess and select animal production methods for use in animal systems based upon their effectiveness and impacts.

- AS.01.03. Performance Indicator:** Analyze and apply laws and sustainable practices to animal agriculture from a global perspective.
- AS.02. CCTC Standard:** Utilize best-practice protocols based upon animal behaviors for animal husbandry and welfare.
- AS.02.01. Performance Indicator:** Demonstrate management techniques that ensure animal welfare.
- AS.02.02. Performance Indicator:** Analyze procedures to ensure that animal products are safe for consumption (e.g., use in food system, etc.).
- AS.03. CCTC Standard:** Design and provide proper animal nutrition to achieve desired outcomes for performance, development, reproduction and/or economic production.
- AS.03.01. Performance Indicator:** Analyze the nutritional needs of animals.
- AS.03.02 Performance Indicator:** Analyze feed rations and assess if they meet the nutritional needs of animals.
- AS.03.03 Performance Indicator:** Utilize industry tools to make animal nutrition decisions.
- AS.04. CCTC Standard:** Apply principles of animal reproduction to achieve desired outcomes for performance, development and/or economic production.
- AS.04.01. Performance Indicator:** Evaluate animals for breeding readiness and soundness.
- AS.04.02. Performance Indicator:** Apply scientific principles to select and care for breeding animals.
- AS.04.03 Performance Indicator:** Apply scientific principles to breed animals.
- AS.05. CCTC Standard:** Evaluate environmental factors affecting animal performance and implement procedures for enhancing performance and animal health.
- AS.05.01. Performance Indicator:** Design animal housing, equipment and handling facilities for the major systems of animal production.
- AS.05.02. Performance Indicator:** Comply with government regulations and safety standards for facilities used in animal production.
- AS.06. CCTC Standard:** Classify, evaluate and select animals based on anatomical and physiological characteristics.
- AS.06.01. Performance Indicator:** Classify animals according to taxonomic classification systems and use (e.g. agricultural, companion, etc.).
- AS.06.02. Performance Indicator:** Apply principles of comparative anatomy and physiology to uses within various animal systems.
- AS.06.03. Performance Indicator:** Select and train animals for specific purposes and maximum performance based on anatomy and physiology.
- AS.07. CCTC Standard:** Apply principles of effective animal health care.
- AS.07.01. Performance Indicator:** Design programs to prevent animal diseases, parasites and other disorders and ensure animal welfare.

**AS.07.02. Performance Indicator:** Analyze biosecurity measures utilized to protect the welfare of animals on a local, state, national, and global level.

**AS.08. CCTC Standard:** Analyze environmental factors associated with animal production.

**AS.08.01. Performance Indicator:** Design and implement methods to reduce the effects of animal production on the environment.

**AS.08.02. Performance Indicator:** Evaluate the effects of environmental conditions on animals and create plans to ensure favorable environments for animals.

## **Common Career Technical Core Career Ready Practices Content Standards**

The CCTC CRPs encompass fundamental skills and practices that all students should acquire to be career ready such as: responsibility, productivity, healthy choices, maintaining personal finances, communication, decision-making, creativity and innovation, critical-thinking, problem solving, integrity, ethical leadership, management, career planning, technology use and cultural/global competency. Students completing a program of study in any AFNR career pathway will demonstrate the knowledge, skills and behaviors that are important to career ready through experiences in a variety of settings (e.g., classroom, CTSO, work-based learning, community etc.).

**DEFINITIONS:** Within each pathway, the standards are organized as follows:

- **Common Career Technical Core (CCTC) Standards** – These are the standards for CRPs from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.
- **Performance Indicators** –These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a CTE program of study.

**CRP.01. CCTC Standard:** Act as a responsible and contributing citizen and employee.

**CRP.01.01. Performance Indicator:** Model personal responsibility in the workplace and community.

**CRP.01.02 Performance Indicator:** Evaluate and consider the near-term and long-term impacts of personal and professional decisions on employers and community before taking action.

**CRP.01.03. Performance Indicator:** Identify and act upon opportunities for professional and civic service at work and in the community.

**CRP.02. CCTC Standard:** Apply appropriate academic and technical skills.

**CRP.02.01. Performance Indicator:** Use strategic thinking to connect and apply academic learning, knowledge and skills to solve problems in the workplace and community.

**CRP.02.02. Performance Indicator:** Use strategic thinking to connect and apply technical concepts to solve problems in the workplace and community.

**CRP.03. CCTC Standard:** Attend to personal health and financial well-being.

**CRP.03.01. Performance Indicator:** Design and implement a personal wellness plan.

**CRP.03.02. Performance Indicator:** Design and implement a personal financial management plan.

**CRP.04. CCTC Standard:** Communicate clearly, effectively and with reason.

**CRP.04.01. Performance Indicator:** Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.

**CRP.04.02. Performance Indicator:** Produce clear, reasoned and coherent written and visual communication in formal and informal settings.

**CRP.04.03. Performance Indicator:** Model active listening strategies when interacting with others in formal and informal settings.

**CRP.05. CCTC Standard:** Consider the environmental, social and economic impacts of decisions.

**CRP.05.01. Performance Indicator:** Assess, identify and synthesize the information and resources needed to make decisions that positively impact the workplace and community.

**CRP.05.02. Performance Indicator:** Make, defend and evaluate decisions at work and in the community using information about the potential environmental, social and economic impacts.

**CRP.06. CCTC Standard:** Demonstrate creativity and innovation.

**CRP.06.01. Performance Indicator:** Synthesize information, knowledge and experience to generate original ideas and challenge assumptions in the workplace and community.

**CRP.06.02. Performance Indicator:** Assess a variety of workplace and community situations to identify ways to add value and improve the efficiency of processes and procedures.

**CRP.06.03. Performance Indicator:** Create and execute a plan of action to act upon new ideas and introduce innovations to workplace and community organizations.

**CRP.07. CCTC Standard:** Employ valid and reliable research strategies.

**CRP.07.01. Performance Indicator:** Select and implement reliable research processes and methods to generate data for decision-making in the workplace and community.

**CRP.07.02. Performance Indicator:** Evaluate the validity of sources and data used when considering the adoption of new technologies, practices and ideas in the workplace and community.

**CRP.08. CCTC Standard:** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP.08.01. Performance Indicator:** Apply reason and logic to evaluate workplace and community situations from multiple perspectives.

**CRP.08.02. Performance Indicator:** Investigate, prioritize and select solutions to solve problems in the workplace and community.

**CRP.08.03. Performance Indicator:** Establish plans to solve workplace and community problems and execute them with resiliency.

**CRP.09. CCTC Standard:** Model integrity, ethical leadership and effective management.

**CRP.09.01. Performance Indicator:** Model characteristics of ethical and effective leaders in the workplace and community (e.g. integrity, self-awareness, self-regulation, etc.).

**CRP.09.02. Performance Indicator:** Implement personal management skills to function effectively and efficiently in the workplace (e.g., time management, planning, prioritizing, etc.).

**CRP.09.03. Performance Indicator:** Demonstrate behaviors that contribute to a positive morale and culture in the workplace and community (e.g., positively influencing others, effectively communicating, etc.).

**CRP.10. CCTC Standard:** Plan education and career path aligned to personal goals.

**CRP.10.01. Performance Indicator:** Identify career opportunities within a career cluster that match personal interests, talents, goals and preferences.

**CRP.10.02. Performance Indicator:** Examine career advancement requirements (e.g., education, certification, training, etc.) and create goals for continuous growth in a chosen career.

**CRP.10.03. Performance Indicator:** Develop relationships with and assimilate input and/or advice from experts (e.g., counselors, mentors, etc.) to plan career and personal goals in a chosen career area.

**CRP.10.04. Performance Indicator:** Identify, prepare, update and improve the tools and skills necessary to pursue a chosen career path.

**CRP.11. CCTC Standard:** Use technology to enhance productivity.

**CRP.11.01. Performance Indicator:** Research, select and use new technologies, tools and applications to maximize productivity in the workplace and community.

**CRP.11.02. Performance Indicator:** Evaluate personal and organizational risks of technology use and take actions to prevent or minimize risks in the workplace and community.

**CRP.12. CCTC Standard:** Work productively in teams while using cultural/global competence.

**CRP.12.01. Performance Indicator:** Contribute to team-oriented projects and builds consensus to accomplish results using cultural global competence in the workplace and community.

**CRP.12.02. Performance Indicator:** Create and implement strategies to engage team members to work toward team and organizational goals in a variety of workplace and community situations (e.g., meetings, presentations, etc.).

## **Agriculture, Food, and Natural Resources Cluster Skill Content Standards**

The AFNR Cluster Skills (CS) encompasses the study of fundamental knowledge and skills related to all AFNR professions. Students completing a program of study in any AFNR career

pathway will demonstrate fundamental knowledge of the nature, scope and relationships of AFNR systems and the skills necessary for analysis of current and historical issues and trends; application of technologies; safety, health and environmental practices; stewardship of natural resources; and exploration of career opportunities.

Within each pathway, the standards are organized as follows:

- **Common Career Technical Core (CCTC) Standards** – These are the standards for Agriculture, Food and Natural Resources Career Cluster® (AG) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.
- **Performance Indicators** –These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.

**CS.01. CCTC Standard:** Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster.

**CS.01.01. Performance Indicator:** Research, examine and discuss issues and trends that impact AFNR systems on local, state, national and global levels.

**CS.01.02. Performance Indicator:** Examine technologies and analyze their impact on AFNR systems.

**CS.01.03. Performance Indicator:** Identify public policies and examine their impact on AFNR systems.

**CS.02. CCTC Standard:** Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster and the role of agriculture, food and natural resources (AFNR) in society and the economy.

**CS.02.01. Performance Indicator:** Research and use geographic and economic data to solve problems in AFNR systems.

**CS.02.02. Performance Indicator:** Examine the components of the AFNR systems and assess their impact on the local, state, national and global society and economy.

**CS.03. CCTC Standard:** Examine and summarize the importance of health, safety and environmental management systems in AFNR workplaces.

**CS.03.01. Performance Indicator:** Identify and explain the implications of required regulations to maintain and improve safety, health and environmental management systems.

**CS.03.02. Performance Indicator:** Develop and implement a plan to maintain and improve health, safety and environmental compliance and performance.

**CS.03.03. Performance Indicator:** Apply health and safety practices to AFNR workplaces.

**CS.03.04. Performance Indicator:** Use appropriate protective equipment and demonstrate safe and proper use of AFNR tools and equipment.

- CS.04. CCTC Standard:** Demonstrate stewardship of natural resources in AFNR activities.
- CS.04.01. Performance Indicator:** Identify and implement practices to steward natural resources in different AFNR systems.
- CS.04.02. Performance Indicator:** Assess and explain the natural resource related trends, technologies and policies that impact AFNR systems.
- CS.05. CCTC Standard:** Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources career pathways.
- CS.05.01. Performance Indicator:** Evaluate and implement the steps and requirements to pursue a career opportunity in each of the AFNR career pathways (e.g., goals, degrees, certifications, resumes, cover letter, portfolios, interviews, etc.).
- CS.06. CCTC Standard:** Analyze the interaction among AFNR systems in the production, processing and management of food, fiber and fuel and the sustainable use of natural resources.
- CS.06.01. Performance Indicator:** Examine and explain foundational cycles and systems of AFNR.
- CS.06.02. Performance Indicator:** Analyze and explain the connection and relationships between different AFNR systems on a national and global level.

## Biotechnology Systems Career Pathway Content Standards

The Biotechnology Systems (BS) Career Pathway encompasses the study of using data and scientific techniques to solve problems concerning living organisms with an emphasis on applications to agriculture, food and natural resource systems. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of biotechnology in the context of AFNR.

Within each pathway, the standards are organized as follows:

- **National Council for Agricultural Education (NCAE) Standard\*** – These are the standards set forth by the National Council for Agricultural Education for Biotechnology Systems. They define what students should know and be able to do after completing instruction in a program of study focused on applying biotechnology to AFNR systems.
  - **Performance Indicators** – These statements distill each performance element into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related performance element at the conclusion of a program of study in this area.
- BS.01. NCAE Standard:** Assess factors that have influenced the evolution of biotechnology in agriculture (e.g., historical events, societal trends, ethical and legal implications, etc.).
- BS.01.01. Performance Indicator:** Investigate and explain the relationship between past, current and emerging applications of biotechnology in agriculture (e.g., major innovators, historical developments, potential applications of biotechnology, etc.).

**BS.01.02. Performance Indicator:** Evaluate the scope and implications of regulatory agencies on applications of biotechnology in agriculture and protection of public interests (e.g., health, safety, environmental issues, etc.).

**BS.01.03. Performance Indicator:** Analyze the relationship and implications of bioethics, laws and public perceptions on applications of biotechnology in agriculture (e.g., ethical, legal, social, cultural issues).

**BS.02. NCAE Standard:** Demonstrate proficiency by safely applying appropriate laboratory skills to complete tasks in a biotechnology research and development environment (e.g., standard operating procedures, record keeping, aseptic technique, equipment maintenance, etc.).

**BS.02.01. Performance Indicator:** Read, document, evaluate and secure accurate laboratory records of experimental protocols, observations and results.

**BS.02.02. Performance Indicator:** Implement standard operating procedures for the proper maintenance, use and sterilization of equipment in a laboratory.

**BS.02.03. Performance Indicator:** Apply standard operating procedures for the safe handling of biological and chemical materials in a laboratory.

**BS.02.04. Performance Indicator:** Safely manage and dispose of biological materials, chemicals and wastes according to standard operating procedures.

**BS.02.05. Performance Indicator:** Examine and perform scientific procedures using microbes, DNA, RNA and proteins in a laboratory.

**BS.03. NCAE Standard:** Demonstrate the application of biotechnology to solve problems in Agriculture, Food and Natural Resources (AFNR) systems (e.g., bioengineering, food processing, waste management, horticulture, forestry, livestock, crops, etc.).

**BS.03.01. Performance Indicator:** Apply biotechnology principles, techniques and processes to create transgenic species through genetic engineering.

**BS.03.02. Performance Indicator:** Apply biotechnology principles, techniques and processes to enhance the production of food through the use of microorganisms and enzymes.

**BS.03.03. Performance Indicator:** Apply biotechnology principles, techniques and processes to protect the environment and maximize use of natural resources (e.g., biomass, bioprospecting, industrial biotechnology, etc.).

**BS.03.04. Performance Indicator:** Apply biotechnology principles, techniques and processes to enhance plant and animal care and production (e.g., selective breeding, pharmaceuticals, biodiversity, etc.).

**BS.03.05. Performance Indicator:** Apply biotechnology principles, techniques and processes to produce biofuels (e.g., fermentation, transesterification, methanogenesis, etc.).

**BS.03.06. Performance Indicator:** Apply biotechnology principles, techniques and processes to improve waste management (e.g., genetically modified organisms, bioremediation, etc.).

## Environmental Service Systems Career Pathway Content Standards



The Environmental Service Systems (ESS) Career Pathway encompasses the study of systems, instruments and technology used to monitor and minimize the impact of human activity on environmental systems. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of environmental service systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- **Common Career Technical Core (CCTC) Standards** – These are the standards for Environmental Service Systems (AG-ESS) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.
- **Performance Indicators** – These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.

**ESS.01. CCTC Standard:** Use analytical procedures and instruments to manage environmental service systems.

**ESS.01.01. Performance Indicator:** Analyze and interpret laboratory and field samples in environmental service systems.

**ESS.01.02. Performance Indicator:** Properly utilize scientific instruments in environmental monitoring situations (e.g., laboratory equipment, environmental monitoring instruments, etc.).

**ESS.02. CCTC Standard:** Evaluate the impact of public policies and regulations on environmental service system operations.

**ESS.02.01. Performance Indicator:** Interpret and evaluate the impact of laws, agencies, policies and practices affecting environmental service systems.

**ESS.02.02. Performance Indicator:** Compare and contrast the impact of current trends on regulation of environmental service systems (e.g., climate change, population growth, international trade, etc.).

**ESS.02.03. Performance Indicator:** Examine and summarize the impact of public perceptions and social movements on the regulation of environmental service systems.

**ESS.03. CCTC Standard:** Develop proposed solutions to environmental issues, problems and applications using scientific principles of meteorology, soil science, hydrology, microbiology, chemistry and ecology.

**ESS.03.01. Performance Indicator:** Apply meteorology principles to environmental service systems.

**ESS.03.02. Performance Indicator:** Apply soil science and hydrology principles to environmental service systems.

**ESS.03.03. Performance Indicator:** Apply chemistry principles to environmental service systems.

**ESS.03.04. Performance Indicator:** Apply microbiology principles to environmental service systems.

**ESS.03.05. Performance Indicator:** Apply ecology principles to environmental service systems.

**ESS.04. CCTC Standard:** Demonstrate the operation of environmental service systems (e.g., pollution control, water treatment, wastewater treatment, solid waste management and energy conservation).

**ESS.04.01. Performance Indicator:** Use pollution control measures to maintain a safe facility and environment.

**ESS.04.02. Performance Indicator:** Manage safe disposal of all categories of solid waste in environmental service systems.

**ESS.04.03. Performance Indicator:** Apply techniques to ensure a safe supply of drinking water and adequate treatment of wastewater according to applicable rules and regulations.

**ESS.04.04. Performance Indicator:** Compare and contrast the impact of conventional and alternative energy sources on the environment and operation of environmental service systems.

**ESS.05. CCTC Standard:** Use tools, equipment, machinery and technology common to tasks in environmental service systems.

**ESS.05.01. Performance Indicator:** Use technological and mathematical tools to map land, facilities and infrastructure for environmental service systems.

**ESS.05.02. Performance Indicator:** Perform assessments of environmental conditions using equipment, machinery and technology.

## **Food Products and Processing Systems Career Pathway Content Standards**

The Food Products and Processing Systems (FPP) Career Pathway encompasses the study of food safety and sanitation; nutrition, biology, microbiology, chemistry and human behavior in local and global food systems; food selection and processing for storage, distribution and consumption; and the historical and current development of the food industry. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of food products and processing systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- ***Common Career Technical Core (CCTC) Standards*** – These are the standards for Food Products and Processing Systems (AG-FPP) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.
- ***Performance Indicators*** – These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to

demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.

**FPP.01. CCTC Standard:** Develop and implement procedures to ensure safety, sanitation and quality in food product and processing facilities.

**FPP.01.01. Performance Indicator:** Analyze and manage operational and safety procedures in food products and processing facilities.

**FPP.01.02. Performance Indicator:** Apply food safety and sanitation procedures in the handling and processing of food products to ensure food quality.

**FPP.01.03. Performance Indicator:** Apply food safety procedures when storing food products to ensure food quality.

**FPP.02. CCTC Standard:** Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.

**FPP.02.01. Performance Indicator:** Apply principles of nutrition and biology to develop food products that provide a safe, wholesome and nutritious food supply for local and global food systems.

**FPP.02.02. Performance Indicator:** Apply principles of microbiology and chemistry to develop food products to provide a safe, wholesome and nutritious food supply for local and global food systems.

**FPP.02.03. Performance Indicator:** Apply principles of human behavior to develop food products to provide a safe, wholesome and nutritious food supply for local and global food systems.

**FPP.03. CCTC Standard:** Select and process food products for storage, distribution and consumption.

**FPP.03.01. Performance Indicator:** Implement selection, evaluation and inspection techniques to ensure safe and quality food products.

**FPP.03.02. Performance Indicator:** Design and apply techniques of food processing, preservation, packaging and presentation for distribution and consumption of food products.

**FPP.03.03. Performance Indicator:** Create food distribution plans and procedures to ensure safe delivery of food products.

**FPP.04. CCTC Standard:** Explain the scope of the food industry and the historical and current developments of food product and processing.

**FPP.04.01. Performance Indicator:** Examine the scope of the food industry by evaluating local and global policies, trends and customs for food production.

**FPP.04.02. Performance Indicator:** Evaluate the significance and implications of changes and trends in the food products and processing industry in the local and global food systems.

**FPP.04.03. Performance Indicator:** Identify and explain the purpose of industry organizations, groups and regulatory agencies that influence the local and global food systems.

## Natural Resource Systems Career Pathway Content Standards

The Natural Resource Systems (NRS) Career Pathway encompasses the study of the management, protection, enhancement and improvement of soil, water, wildlife, forests and air as natural resources. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of natural resource systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- **Common Career Technical Core (CCTC) Standards** – These are the standards for Natural Resource Systems (AG-NRS) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.
- **Performance Indicators** – These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.

**NRS.01. CCTC Standard:** Plan and conduct natural resource management activities that apply logical, reasoned and scientifically based solutions to natural resource issues and goals.

**NRS.01.01. Performance Indicator:** Apply methods of classification to examine natural resource availability and ecosystem function in a particular region.

**NRS.01.02. Performance Indicator:** Classify different types of natural resources in order to enable protection, conservation, enhancement and management in a particular geographical region.

**NRS.01.03. Performance Indicator:** Apply ecological concepts and principles to atmospheric natural resource systems.

**NRS.01.04. Performance Indicator:** Apply ecological concepts and principles to aquatic natural resource systems.

**NRS.01.05. Performance Indicator:** Apply ecological concepts and principles to terrestrial natural resource systems.

**NRS.01.06. Performance Indicator:** Apply ecological concepts and principles to living organisms in natural resource systems.

**NRS.02. CCTC Standard:** Analyze the interrelationships between natural resources and humans.

**NRS.02.01. Performance Indicator:** Examine and interpret the purpose, enforcement, impact and effectiveness of laws and agencies related to natural resource management, protection, enhancement and improvement (e.g., water regulations, game laws, historic preservation laws, environmental policy, etc.).

**NRS.02.02. Performance Indicator:** Assess the impact of human activities on the availability of natural resources.

**NRS.02.03. Performance Indicator:** Analyze how modern perceptions of natural resource management, protection, enhancement and improvement change and develop over time.

**NRS.02.04. Performance Indicator:** Examine and explain how economics affects the use of natural resources.

**NRS.02.05. Performance Indicator:** Communicate information to the public regarding topics related to the management, protection, enhancement, and improvement of natural resources.

**NRS.03. CCTC Standard:** Develop plans to ensure sustainable production and processing of natural resources.

**NRS.03.01. Performance Indicator:** Sustainably produce, harvest, process and use natural resource products (e.g., forest products, wildlife, minerals, fossil fuels, shale oil, alternative energy, recreation, aquatic species, etc.).

**NRS.03.02. Performance Indicator:** Demonstrate cartographic skills, tools and technologies to aid in developing, implementing and evaluating natural resource management plans.

**NRS.04. CCTC Standard:** Demonstrate responsible management procedures and techniques to protect, maintain, enhance, and improve natural resources.

**NRS.04.01. Performance Indicator:** Demonstrate natural resource protection, maintenance, enhancement and improvement techniques.

**NRS.04.02. Performance Indicator:** Diagnose plant and wildlife diseases and follow protocols to prevent their spread.

**NRS.04.03. Performance Indicator:** Prevent or manage introduction of ecologically harmful species in a particular region.

**NRS.04.04. Performance Indicator:** Manage fires in natural resource systems.

## Plant Science Systems Career Pathway Content Standards

The Plant Systems (PS) Career Pathway encompasses the study of plant life cycles, classifications, functions, structures, reproduction, media and nutrients, as well as growth and cultural practices through the study of crops, turfgrass, trees, shrubs and/or ornamental plants. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of plant systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- **Common Career Technical Core (CCTC) Standards** – These are the standards for Plant Systems (AG-PS) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.
- **Performance Indicators** – These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.

- PS.01. CCTC Standard:** Develop and implement a crop management plan for a given production goal that accounts for environmental factors.
- PS.01.01. Performance Indicator:** Determine the influence of environmental factors on plant growth.
- PS.01.02. Performance Indicator:** Prepare and manage growing media for use in plant systems.
- PS.01.03. Performance Indicator:** Develop and implement a fertilization plan for specific plants or crops.
- PS.02. CCTC Standard:** Apply principles of classification, plant anatomy, and plant physiology to plant production and management.
- PS.02.01. Performance Indicator:** Classify plants according to taxonomic systems.
- PS.02.02. Performance Indicator:** Apply knowledge of plant anatomy and the functions of plant structures to activities associated with plant systems.
- PS.02.03. Performance Indicator:** Apply knowledge of plant physiology and energy conversion to plant systems.
- PS.03. CCTC Standard:** Propagate, culture and harvest plants and plant products based on current industry standards.
- PS.03.01. Performance Indicator:** Demonstrate plant propagation techniques in plant system activities.
- PS.03.02. Performance Indicator:** Develop and implement a management plan for plant production.
- PS.03.03. Performance Indicator:** Develop and implement a plan for integrated pest management for plant production.
- PS.03.04. Performance Indicator:** Apply principles and practices of sustainable agriculture to plant production.
- PS.03.05. Performance Indicator:** Harvest, handle and store crops according to current industry standards.
- PS.04. CCTC Standard:** Apply principles of design in plant systems to enhance an environment (e.g. floral, forest landscape, and farm).
- PS.04.01. Performance Indicator:** Evaluating, identifying and preparing plants to enhance an environment.
- PS.04.02. Performance Indicator:** Create designs using plants.

## Power, Structural and Technical Systems Career Pathway Content Standards

The Power, Structural and Technical Systems (PST) Career Pathway encompasses the study of agricultural equipment, power systems, alternative fuel sources and precision technology, as well as woodworking, metalworking, welding and project planning for agricultural structures. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of power, structural and technical systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- **Common Career Technical Core (CCTC) Standards** – These are the standards for Power, Structural and Technical Systems (AG-PST) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.
- **Performance Indicators** – These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.

**PST.01. CCTC Standard:** Apply physical science principles and engineering applications to solve problems and improve performance in AFNR power, structural and technical systems.

**PST.01.01. Performance Indicator:** Apply physical science and engineering principles to assess and select energy sources for AFNR power, structural and technical systems.

**PST.01.02. Performance Indicator:** Apply physical science and engineering principles to design, implement and improve safe and efficient mechanical systems in AFNR situations.

**PST.01.03. Performance Indicator:** Apply physical science principles to metal fabrication using a variety of welding and cutting processes (e.g., SMAW, GMAW, GTAW, fuel-oxygen and plasma arc torch, etc.).

**PST.02. CCTC Standard:** Operate and maintain AFNR mechanical equipment and power systems.

**PST.02.01. Performance Indicator:** Perform preventative maintenance and scheduled service to maintain equipment, machinery and power units used in AFNR settings.

**PST.02.02. Performance Indicator:** Operate machinery and equipment while observing all safety precautions in AFNR settings.

**PST.03. CCTC Standard:** Service and repair AFNR mechanical equipment and power systems.

**PST.03.01. Performance Indicator:** Troubleshoot, service and repair components of internal combustion engines using manufacturers' guidelines.

**PST.03.02. Performance Indicator:** Service electrical systems and components of mechanical equipment and power systems using a variety of troubleshooting and/or diagnostic methods.

**PST.03.03. Performance Indicator:** Utilize manufacturers' guidelines to diagnose and troubleshoot malfunctions in machinery, equipment and power source systems (e.g., hydraulic, pneumatic, transmission, steering, suspension, etc.).

**PST.04. CCTC Standard:** Plan, build and maintain AFNR structures.

**PST.04.01. Performance Indicator:** Create sketches and plans for AFNR structures.

**PST.04.02. Performance Indicator:** Determine structural requirements, specifications and estimate costs for AFNR structures

**PST.04.03. Performance Indicator:** Follow architectural and mechanical plans to construct, maintain and/or repair AFNR structures (e.g., material selection, site preparation and/or layout, plumbing, concrete/masonry, etc.).

**PST.04.04. Performance Indicator:** Apply electrical wiring principles in AFNR structures.

**PST.05. CCTC Standard:** Use control, monitoring, geospatial and other technologies in AFNR power, structural and technical systems.

**PST.05.01. Performance Indicator:** Apply computer and other technologies (e.g., robotics, CNC, UAS, etc.) to solve problems and increase the efficiency of AFNR systems.

**PST.05.02. Performance Indicator:** Prepare and/or use electrical drawings to design, install and troubleshoot electronic control systems in AFNR settings.

**PST.05.03. Performance Indicator:** Apply geospatial technologies to solve problems and increase the efficiency of AFNR systems.