### Standards

<table>
<thead>
<tr>
<th>Standards</th>
<th>G-W Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9.1 Personal Financial Literacy</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Strand A: Income and Careers</strong></td>
<td></td>
</tr>
<tr>
<td>9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.</td>
<td>117-125 Career Sectors in Agriculture</td>
</tr>
<tr>
<td>9.1.4.A.2 Identify potential sources of income.</td>
<td>405-410 Market, Niche Market</td>
</tr>
<tr>
<td></td>
<td>412-415 Accounting for Profitability</td>
</tr>
<tr>
<td>9.1.8.A.1 Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.</td>
<td>461</td>
</tr>
<tr>
<td>9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.</td>
<td>99-103 Agricultural Education</td>
</tr>
<tr>
<td>9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.</td>
<td>103-110 Developing an SAE Plan</td>
</tr>
<tr>
<td><strong>Standards</strong></td>
<td><strong>G-W Content</strong></td>
</tr>
<tr>
<td>---------------</td>
<td>----------------</td>
</tr>
<tr>
<td>9.1.8.A.4 Relate earning power to quality of life across cultures</td>
<td>466-467</td>
</tr>
<tr>
<td>9.1.8.A.5 Relate how the demand for certain skills determines an individual’s earning power.</td>
<td>464-466 Supply and Demand</td>
</tr>
<tr>
<td>9.1.8.A.6 Explain how income affects spending decisions.</td>
<td>414-415 Cash Flow Statement, Return on Investment</td>
</tr>
<tr>
<td>9.1.12.A.4 Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.</td>
<td>55-56 Personal Leadership, 99-110 Agricultural Education, 115 Know and Understand #2, 7</td>
</tr>
<tr>
<td>9.1.12.A.5 Analyze how the economic, social, and political conditions of a time period can affect the labor market.</td>
<td>21-25 Early Agriculture on a Global Scale, Agriculture in North America</td>
</tr>
<tr>
<td>9.1.12.A.6 Summarize the financial risks and benefits of entrepreneurship as a career choice.</td>
<td>108-114 Time, Money, Equipment Facilities, Record keeping</td>
</tr>
<tr>
<td>9.1.12.A.8 Analyze different forms of currency and how currency is used to exchange goods and services.</td>
<td>408-410 Accounting for Value, 412-413 Accounting for Profitability</td>
</tr>
</tbody>
</table>

**Strand B: Money Management**

<table>
<thead>
<tr>
<th><strong>Standards</strong></th>
<th><strong>G-W Content</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1.4.B.3 Explain what a budget is and why it is important.</td>
<td>407-408 Financial Plan</td>
</tr>
<tr>
<td>9.1.4.B.4 Identify common household expense categories and sources of income.</td>
<td>9-13 Areas of Agriculture</td>
</tr>
<tr>
<td>9.1.4.B.5 Identify ways to earn and save.</td>
<td>412-415 Accounting for Profitability</td>
</tr>
<tr>
<td>9.1.8.B.2 Construct a simple personal savings and spending plan based on various sources of income.</td>
<td>408-414 Accounting for Value</td>
</tr>
<tr>
<td>9.1.8.B.4 Relate the concept of deferred gratification to [investment,] meeting financial goals, and building wealth.</td>
<td>403-415 Business Planning</td>
</tr>
<tr>
<td>9.1.8.B.5 Explain the effect of the economy on personal income, individual and family security, and consumer decisions.</td>
<td>34-35 Driving Factors</td>
</tr>
<tr>
<td>9.1.8.B.8 Develop a system for keeping and using financial records.</td>
<td>110-114 SAE Record keeping</td>
</tr>
<tr>
<td>9.1.12.B.5 Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.</td>
<td>143 STEM and Academic Activities #3</td>
</tr>
<tr>
<td>9.1.12.B.6 Design and utilize a simulated budget to monitor progress of financial plans.</td>
<td>407-408 Time Investment, Financial Plan</td>
</tr>
<tr>
<td>Standards</td>
<td>G-W Content</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>9.1.12.B.9 Research the types and characteristics of various financial</td>
<td>403 Business Planning</td>
</tr>
<tr>
<td>organizations in the community (e.g., banks, credit unions, check-cashing</td>
<td>410-413 Assets, Liabilities, Loans, Interest, Net Worth</td>
</tr>
<tr>
<td>stores, et. al.).</td>
<td></td>
</tr>
<tr>
<td>9.1.12.B.10 Develop a plan that uses the services of various financial</td>
<td>403-414 Business Planning</td>
</tr>
<tr>
<td>institutions to meet personal and family financial goals.</td>
<td></td>
</tr>
</tbody>
</table>

**Strand E: Becoming a Critical Consumer**

<table>
<thead>
<tr>
<th>Standards</th>
<th>G-W Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1.4.E.1 Determine factors that influence consumer decisions related to</td>
<td>39 Informed Consumers</td>
</tr>
<tr>
<td>money.</td>
<td></td>
</tr>
<tr>
<td>9.1.8.E.1 Explain what it means to be a responsible consumer and the</td>
<td>39 Informed Consumers</td>
</tr>
<tr>
<td>factors to consider when making consumer decisions.</td>
<td>41 Know and Understand #15</td>
</tr>
<tr>
<td>9.1.8.E.7 Evaluate how fraudulent activities impact consumers, and</td>
<td>415 Business Ethics</td>
</tr>
<tr>
<td>justify the creation of consumer protection laws.</td>
<td></td>
</tr>
<tr>
<td>9.1.8.E.8 Recognize the techniques and effects of deceptive advertising.</td>
<td>415 Business Ethics</td>
</tr>
<tr>
<td>9.1.12.E.1 Evaluate the appropriateness of different types of monetary</td>
<td>408-415 Accounting for Value; Accounting for Profitability</td>
</tr>
<tr>
<td>transactions (e.g., electronic transfer, check, certified check, money</td>
<td></td>
</tr>
<tr>
<td>order, gift card, barter) for various situations.</td>
<td></td>
</tr>
<tr>
<td>9.1.12.E.4 Evaluate how media, bias, purpose, and validity affect the</td>
<td>415 Business Ethics</td>
</tr>
<tr>
<td>prioritization of consumer decisions and spending.</td>
<td>445 Nature of Consumption in the United States</td>
</tr>
<tr>
<td></td>
<td>449-451 Consumer Demand; Examples of Local Food Systems</td>
</tr>
</tbody>
</table>

**9.2 Career Awareness, Exploration, and Preparation**

**Strand A: Career Awareness**

<table>
<thead>
<tr>
<th>Standards</th>
<th>G-W Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.2.4.A.1 Identify reasons why people work, different types of work,</td>
<td>125-128 Selecting a Career</td>
</tr>
<tr>
<td>and how work can help a person achieve personal and professional goals.</td>
<td></td>
</tr>
<tr>
<td>9.2.4.A.2 Identify various life roles and civic and work-related</td>
<td>60-61 Opportunities to Lead</td>
</tr>
<tr>
<td>activities in the school, home, and community.</td>
<td></td>
</tr>
<tr>
<td>9.2.4.A.3 Investigate both traditional and nontraditional careers and</td>
<td>8–9 Employment in Agriculture</td>
</tr>
<tr>
<td>relate information to personal likes and dislikes.</td>
<td>117–126 Career Sectors in Agriculture</td>
</tr>
<tr>
<td>Standards</td>
<td>G-W Content</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</td>
<td>126-130 Selecting a Career</td>
</tr>
</tbody>
</table>

**Strand B: Career Exploration**

<table>
<thead>
<tr>
<th>Standards</th>
<th>G-W Content</th>
</tr>
</thead>
</table>
| 9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success. | 8–9 Employment in Agriculture  
117–126 Career Sectors in Agriculture  
126-130 Selecting a Career |
| 9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan. | 98-105 Experiential Learning  
115 Know and Understand #1, 2, 9, 12  
116 Thinking Critically #1 |
| 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. | 50-58 Types of Leadership  
64-71 Communication Basics |
| 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally. | 117-125 Career Sectors in Agriculture  
139 Know and Understand #1-2 |
| 9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online. | 403-406 Business Planning |
| 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce. | 131-137 Getting Hired |
| 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions. | 72-73 Communication Systems  
131-137 Getting Hired |
### Strand C: Career Preparation

| 9.2.12.C.1 Review career goals and determine steps necessary for attainment. | 38 STEM Connection  
96–143 Agriculture as a Career  
98 Experiential Learning through Agriculture (SAE)  
103 1st paragraph  
108-109  
116 Know and Understand #12, 13  
112 Career Connection  
115 Know and Understand #7  
116 #1–3 Thinking Critically  
117-137 Your Career in Agriculture  
142-143 STEM and Academic Activities #1–4  
154 SAE Connection  
227-229 Social Science  
255 #1 Extending Your Knowledge  
408 SAE Connection  
418 #1 Thinking Critically  
1041 # Thinking Critically |
| 9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals. | 98-105  
112 Career Connection  
115 Know and Understand #1-3, 9, 12  
116 Thinking Critically #1  
117 3rd paragraph  
125 2nd paragraph |
| 9.2.12.C.3 Identify transferable career skills and design alternate career plans. | 116 Thinking Critically #1  
55–57 Personal Leadership  
98-105  
125–128 Selecting a Career  
128–130 Preparing to be an Employee  
138 Know and Understand #1, 3, 13, 14  
142 Check Your Understanding #1 |
| 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education. | 119-125 |
| 9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures. | 112 Career Connection  
115 Know and Understand #3  
117 3rd paragraph  
125 2nd paragraph |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.2.12.C.6</td>
<td>Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.</td>
<td>38 STEM Connection 96–143 Agriculture as a Career 98 Experiential Learning through Agriculture (SAE) 103 1st paragraph 112 Career Connection 115 Know and Understand #3, 7 116 #1–3 Thinking Critically 117-137 Your Career in Agriculture 142-143 #1–4 STEM and Academic Activities 154 SAE 227-229 Social Science 255 #1 Extending Your Knowledge 408 SAE Connection 418 #1 Thinking Critically 1041 # Thinking Critically</td>
</tr>
<tr>
<td>9.2.12.C.7</td>
<td>Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.</td>
<td>147-150</td>
</tr>
<tr>
<td>9.2.12.C.9</td>
<td>Analyze the correlation between personal and financial behavior and employability.</td>
<td>128–130 134–136</td>
</tr>
</tbody>
</table>

### 9.3 Career and Technical Education
**Content Area: 21st Century Life and Careers**
**Agriculture, Food, and Natural Resources Career Cluster®**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard</td>
<td>Page Range</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>9.3.12.AG.2 Evaluate the nature and scope of the Agriculture, Food &amp; Natural Resources Career Cluster and the role of agriculture, food and natural resources (AFNR) in society and the economy.</td>
<td>12, 117-139 Your Career in Agriculture, Lesson 3.2, 139 Review #1-17, 142-143 Skill Development: STEM Activities #1-4, 143 Communicating about Agriculture #1-3</td>
<td></td>
</tr>
<tr>
<td>9.3.12.AG.3 Examine and summarize the importance of health, safety and environmental management systems in AFNR businesses.</td>
<td>121-122, 147–148 Why so Many Rules?, 148–149 Child Labor, 149 The Department of Labor (DOL), 149-150 Agricultural and Nonagricultural Rules, 150–151 Hazardous Jobs, 151–512 Working Hours, 152–153 Questions for Your Employer, 156 Review, Know and Understand #1–13, 157 Activity, Thinking Critically #1–2</td>
<td></td>
</tr>
<tr>
<td>9.3.12.AG.4 Demonstrate stewardship of natural resources in AFNR activities.</td>
<td>1030-1041 Stewardship of Natural Resources Lesson 16.3, 1041 Analyze and Apply #1-3, 1041 Thinking Critically #1-3, 1046 Communicating about Agriculture #2, 1047 Extending Your Knowledge #3</td>
<td></td>
</tr>
<tr>
<td>9.3.12.AG.5 Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food &amp; Natural Resources Career Pathways.</td>
<td>112 Career Connection, 115 Know and Understand #3, 117 3rd paragraph, 125 2nd paragraph, 117-139 Your Career in Agriculture, Lesson 3.2, 139 Review #1-17, Career Connections throughout text</td>
<td></td>
</tr>
<tr>
<td>9.3.12.AG.6 Analyze the interaction among AFNR systems in the production, processing and management of food, fiber and fuel and the sustainable use of natural resources.</td>
<td>35-39</td>
<td></td>
</tr>
</tbody>
</table>

**Pathway: Agribusiness Systems (AG-BIZ)**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Page Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.3.12.AG-BIZ.2 Use record keeping to accomplish AFNR business objectives, manage budgets and comply with laws and regulations.</td>
<td>110-114, 116 Know and Understand #15</td>
</tr>
<tr>
<td>9.3.12.AG-BIZ.3 Manage cash budgets, credit budgets and credit for an AFNR business using generally accepted accounting principles.</td>
<td>405-406, 443-444</td>
</tr>
<tr>
<td>9.3.12.AG-BIZ.4 Develop a business plan for an AFNR business.</td>
<td>403-414, 418 Thinking Critically #1</td>
</tr>
<tr>
<td>Pathway: Animal Systems (AG-ANI)</td>
<td></td>
</tr>
<tr>
<td>---------------------------------</td>
<td>--</td>
</tr>
</tbody>
</table>
| 9.3.12.AG-ANI.1 Analyze historic and current trends impacting the animal systems industry. | 242-247  
508-509 Beef Industry in the United States  
526 Dairy Industry in the United States  
538 Equine Industry in the United States  
541 The Horse Industry |
| 9.3.12.AG-ANI.2 Utilize best-practice protocols based upon animal behaviors for animal husbandry and welfare. | 242-247  
510 Production Cycle of Beef Cattle  
513 Herd (Beef) Behavior  
514 Handling (Beef) Cattle  
529 Production Cycle of Dairy Cattle  
533 Handling (Dairy) Cattle  
540 Production Cycle of Horses  
552 Horse Behavior  
553 Handling Horses |
| 9.3.12.AG-ANI.3 Design and provide proper animal nutrition to achieve desired outcomes for performance, development, reproduction and/or economic production. | 480-496  
498 Know and Understand #1-10  
498 Thinking Critically #1 |
| 9.3.12.AG-ANI.4 Apply principles of animal reproduction to achieve desired outcomes for performance, development and/or economic production. | 186-187  
233-235  
242-247 |
| 9.3.12.AG-ANI.5 Evaluate environmental factors affecting animal performance and implement procedures for enhancing performance and animal health. | 186-187  
258-268  
513 Maintaining Herd (Beef) Health  
531 The Milking Parlor  
532 Maintaining Herd (Dairy) Health  
549 Maintaining Herd (Equine) Health |
### 9.3.12.AG-ANI.6 Classify, evaluate and select animals based on anatomical and physiological characteristics.

- 508
- 526
- 516-522 Breeds of Beef Cattle
- 517-520 *Bos Taurus* Cattle Breeds
- 521-522 *Bos Indicus* Cattle Breeds
- 533-535 Breeds of Dairy Cattle
- 548 Conformation (horses)
- 555-562 Breeds of Equines
- 555 Types of Equines
- 574-575 Common Chicken Terms
- 581-582
- 606-609
- 618-622
- 630-632

### 9.3.12.AG-ANI.7 Apply principles of effective animal health care.

- 186-187
- 513 Maintaining Herd (Beef) Health
- 532 Maintaining Herd (Dairy) Health
- 549 Maintaining Herd (Equine) Health

### Pathway: Environmental Service Systems (AG-ENV)

#### 9.3.12.AG-ENV.1 Use analytical procedures and instruments to manage environmental service systems.

- 35-39

#### 9.3.12.AG-ENV.2 Evaluate the impact of public policies and regulations on environmental service system operations.

- 156 Know and Understand #13
- 298
- 313
- 325-328

#### 9.3.12.AG-ENV.3 Develop proposed solutions to environmental issues, problems and applications using scientific principles of meteorology, soil science, hydrology, microbiology, chemistry and ecology.

- 232-247
- 249 Know and Understand #4, 5

#### 9.3.12.AG-ENV.4 Demonstrate the operation of environmental service systems (e.g., pollution control, water treatment, wastewater treatment, solid waste management and energy conservation).

- 299-308
- 319 Know and Understand #1-5

#### 9.3.12.AG-ENV.5 Use tools, equipment, machinery and technology common to tasks in environmental service systems.

- 333-363
- 384-390
<table>
<thead>
<tr>
<th>Pathway: Food Products &amp; Processing Systems (AG-FD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.3.12.AG-FD.1 Develop and implement procedures to ensure safety, sanitation and quality in food product and processing facilities.</td>
</tr>
</tbody>
</table>
| 9.3.12.AG-FD.2 Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products. | 29  
33–36  
39  
222–225  
232–242  
284 |
| 9.3.12.AG-FD.3 Select and process food products for storage, distribution and consumption. | 461-465  
469 Know and Understand #8-10 |
| 9.3.12.AG-FD.4 Explain the scope of the food industry and the historical and current developments of food products and processing. | 10, 16–29  
33–39  
443–451  
454–467  
470–474 |

<table>
<thead>
<tr>
<th>Pathway: Natural Resources Systems (AG-NR)</th>
</tr>
</thead>
</table>
| 9.3.12.AG-NR.1 Plan and conduct natural resource management activities that apply logical, reasoned and scientifically based solutions to natural resource issues and goals. | 1034–1039  
1041 Thinking Critically #1–3 |
| 9.3.12.AG-NR.2 Analyze the interrelationships between natural resources and humans. | 6–7, 24, 35  
1002–1014  
1030–1039 |
| 9.3.12.AG-NR.3 Develop plans to ensure sustainable production and processing of natural resources. | 35-39, 461 |
| 9.3.12.AG-NR.4 Demonstrate responsible management procedures and techniques to protect or maintain natural resources. | 1030–1039  
1041 Analyze and Apply #3  
1041 Thinking Critically #1–3 |

<table>
<thead>
<tr>
<th>Pathway: Plant Systems (AG-PL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.3.12.AG-PL.1 Develop and implement a crop management plan for a given production goal that accounts for environmental factors.</td>
</tr>
</tbody>
</table>
| 9.3.12.AG-PL.2 Apply the principles of classification, plant anatomy and plant physiology to plant production and management. | 737-752  
755 Know and Understand #1-4 |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Page Ranges</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.3.12.AG-PL.3</td>
<td>Propagate, culture and harvest plants and plant products based on current industry standards.</td>
<td>757-770 772 Know and Understand #5-6, 18</td>
</tr>
<tr>
<td>9.3.12.AG-PL.4</td>
<td>Apply principles of design in plant systems to enhance an environment (e.g., floral, forest, landscape and farm).</td>
<td>821-828</td>
</tr>
</tbody>
</table>

**Pathway: Power, Structural, & Technical Systems (AG-PST)**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Page Ranges</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.3.12.AG-PST.1</td>
<td>Apply physical science principles and engineering applications to solve problems and improve performance in AFNR power, structural and technical systems.</td>
<td>210–217, 222–225 219 Analyze and Apply #1–2 219–220 Thinking Critically #1–2</td>
</tr>
<tr>
<td>9.3.12.AG-PST.2</td>
<td>Operate and maintain AFNR mechanical equipment and power systems.</td>
<td>158 2nd paragraph 159 1st paragraph 174 Thinking Critically #1 380-383 Power Systems 384 Technical Systems 392 Analyze and Apply #2 1008–1012</td>
</tr>
<tr>
<td>9.3.12.AG-PST.3</td>
<td>Service and repair AFNR mechanical equipment and power systems.</td>
<td>158 2nd paragraph 159 1st paragraph 174 Thinking Critically #1 380-383 Power Systems 384 Technical Systems 392 Analyze and Apply #2</td>
</tr>
<tr>
<td>9.3.12.AG-PST.5 Use control, monitoring, geospatial and other technologies in AFNR power, structural and technical systems.</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td></td>
<td>35-37 Technology and Agriculture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>41 Analyze and Apply #1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>278-289 Emerging Agricultural Technology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>291 Know and Understand #1-2</td>
<td></td>
</tr>
</tbody>
</table>

### Career Ready Practices

| CRP 1. Act as a responsible and contributing citizen and employee. | 12 Natural Resources |
| | 52–54 Characteristics of a Good Leader |
| | 58 Conflict Resolution |
| | 64–73 Communication Skills in the Agricultural Industry |
| | 76 Analyze and Apply #1–3 |
| | 78–86 Conducting Meetings in Agricultural Organizations |
| | 121 Agricultural Processing |
| | 128–130 Preparing to Be an Employee |
| | 139 Analyze and Apply #1 |
| | 143 Language Arts, STEM and Academic Activities #4 |
| | 153–154 Maintaining a Safe Environment |
| | 298–317 Energy Systems |
| | 325–326 Rules and Regulations |
| | 399 Writing, Communicating about Agriculture #2 |
| | 425 Business Ethics |
| | 525 Thinking Critically #1 |
| | 1046 STEM and Academic Activities #5–6 |
| | 1046 Communicating about Agriculture #1–3 |
| | 1047 Extending Your Knowledge #3 |
| | 1080 Speaking, Communicating about Agriculture #2 |
| CRP 2. Apply appropriate academic and technical skills. | 52–54 Characteristics of a Good Leader  
64–73 Communication Skills in the Agricultural Industry  
76 Analyze and Apply #1–3  
95 Extending Your Knowledge #1 & 3  
98–114 Experiential Learning through Agriculture (SAE)  
116 Thinking Critically #1–3  
129 SAE Connection  
129–130 Important Skills  
154 Supervised Agricultural Experience (SAE)  
157 #3 Thinking Critically  
211–217 The Scientific Method  
255 #1 Extending Your Knowledge  
333–337 Measuring Tools  
371–374 Measuring  
399 STEM and Academic Activities #1–2  
408 SAE Connection  
418 Thinking Critically #1  
419–432 Practical Mathematics in Agriculture #1–2  
438 Technology, STEM and Academic Activities #2 |
|---|---|
| CRP 3. Attend to personal health and financial well-being. | 113 Recording Finances  
407–408 Financial Plan  
412–415 Accounting for Profitability  
417 Analyze and Apply #2 |
| CRP 4. Communicate clearly and effectively and with reason. | 31 Analyze and Apply #1  
47 Communicating about Agriculture Speaking and Listening #4  
52–54 Characteristics of a Good Leader  
64–73 Communication Skills in the Agricultural Industry  
75 Know and Understand #1, 3, 5, 6, 11  
75–76 Review, Know and Understand #1–16  
76 Analyze and Apply #1–3  
76 Thinking Critically #1  
78–86 Conducting Meetings in Agricultural Organizations  
94 Technology; STEM and Academic Activities #2  
121 Agricultural Processing  
128–130 Preparing to Be an Employee  
139 Analyze and Apply #1  
143 Language Arts STEM and Academic Activities #4  
232–247 Biotechnology in Agriculture  
249 Thinking Critically #1–2  
278–289 Emerging Technology in Agriculture  
290–291 Review and Assessment  
331–365 Agricultural Tools and Equipment  
399 Writing, Communicating about Agriculture #2  
415 Business Ethics  
498 Thinking Critically #1  
914 Communicating about Agriculture #1–2  
1046 STEM and Academic Activities #5–6 |
| CRP 5. Consider the environmental, social and economic impacts of decisions. | 31 Analyze and Apply #1  
47 Speaking and Listening, Communicating about Agriculture #4  
52–54 Characteristics of a Good Leader  
64–73 Communication Skills in the Agricultural Industry  
76 Analyze and Apply #1–3  
78–86 Conducting Meetings in Agricultural Organizations  
94 Technology, STEM and Academic Activities #2  
121 Agricultural Processing  
128–130 Preparing to Be an Employee  
139 Analyze and Apply #1  
143 Language Arts, STEM and Academic Activities #4  
232–247 Biotechnology in Agriculture  
249 Thinking Critically #1–2  
278–289 Emerging Technology in Agriculture  
290–291 Review and Assessment  
331–365 Agricultural Tools and Equipment  
399 Writing; Communicating about Agriculture #2  
415 Business Ethics  
498 Thinking Critically #1  
914 Communicating about Agriculture #1–2  
1046 STEM and Academic Activities #5–6 |
| CRP 6. Demonstrate creativity and innovation. | 52–54 Characteristics of a Good Leader  
56–57 Etiquette  
57–58 Team Leadership  
59 Servant Leadership  
59–60 Followership  
60–61 Opportunities to Lead  
63 Analyze and Apply #1–5  
64–73 Communication Skills in the Agricultural Industry  
95 Extending Your Knowledge #1, 3  
94 STEM and Academic Activities #4–5  
129–130 Important Skills  
157 Thinking Critically #2–3  
219 Analyze and Apply #1–2  
219–220 Thinking Critically #1–2  
211–217 The Scientific Method  
228 Communication  
435 Thinking Critically #1  
439 Extending Your Knowledge #1  
469 Thinking Critically #2  
454–467 Global Food Systems  
813 Introductory Paragraph |
| CRP 7. Employ valid and reliable research strategies. | 31 Analyze and Apply #1  
41 Thinking Critically #1–2  
46–47 STEM and Academic Activities #1–5  
47 Communicating about Agriculture #1–5  
63 Thinking Critically #1  
52–54 Characteristics of a Good Leader  
94 Technology; STEM and Academic Activities #2  
95 Extending Your Knowledge #1, 3  
129–130 Important Skills  
157 Thinking Critically #3  
210–217  
211–217 The Scientific Method  
219 Analyze and Apply #1–2  
219–220 Thinking Critically #1–2  
249 Thinking Critically #1–2  
399 Reading and Writing, Communicating about Agriculture #3  
498 Thinking Critically #1  
571 Communicating about Agriculture #1–2  
601 Thinking Critically #1  
647 Speaking, Communicating about Agriculture #2  
830 Thinking Critically #1–2  
914 Communicating about Agriculture #1–2 |
| CRP 8. Utilize critical thinking to make sense of problems and persevere in solving them. | 52–54 Characteristics of a Good Leader  
95 Extending Your Knowledge #1, 3  
129–130 Important Skills  
157 Thinking Critically #3  
210–217  
211–217 The Scientific Method  
219 Analyze and Apply #1–2  
219–220 Thinking Critically #1–2  
435 Thinking Critically #1 |
| CRP 9. Model integrity, ethical leadership and effective management. | 52–54 Characteristics of a Good Leader  
79–81 Conducting a Meeting  
89 Thinking Critically #1–9  
121 Agricultural Processing  
129–130 Important Skills  
325–326 Rules and Regulations  
415 Business Ethics  
Hunter’s Code of Ethics and Courtesy |
| CRP 10. Plan education and career paths aligned to personal goals. | 38 STEM Connection  
96–143 Agriculture as a Career  
98 Experiential Learning through Agriculture (SAE)  
103 1st paragraph  
108-110  
112 Career Connection  
115 Know and Understand #7  
116 Thinking Critically #1–3  
117-137 Your Career in Agriculture  
142-143 STEM and Academic Activities #1–4  
154 SAE  
227-229 Social Science  
255 Extending Your Knowledge #1  
408 SAE Connection  
418 Thinking Critically #1 |
| CRP 11. Use technology to enhance productivity. | 31 Analyze and Apply #1  
47 Speaking and Listening, Communicating about Agriculture #4  
73 Social Media  
94 Technology, STEM and Academic Activities #2  
232–247 Biotechnology in Agriculture  
249 Thinking Critically #1–2  
278–289 Emerging Technology in Agriculture  
290–291 Review and Assessment  
295 Reading and Speaking, Communicating about Agriculture #2  
331–365 Agricultural Tools and Equipment  
498 Thinking Critically #1  
601 Thinking Critically #1  
830 Thinking Critically #1–2  
914 Communicating about Agriculture #1–2  
1046 Math, STEM and Academic Activities #5  
1047 Extending Your Knowledge #2, 4 |
| CRP 12. Work productively in teams while using cultural global competence. | 21–22 Early Agriculture on a Global Scale  
33 Population Growth  
52–54 Characteristics of a Good Leader  
56–57 Etiquette  
57–58 Team Leadership  
59 Servant Leadership  
59–60 Followership  
60–61 Opportunities to Lead  
63 Analyze and Apply #1–5  
64–73 Communication Skills in the Agricultural Industry  
94 STEM and Academic Activities #4–5  
95 Extending Your Knowledge #1, 3  
157 Thinking Critically #2  
228 Communication  
439 Extending Your Knowledge #1  
454–467 Global Food Systems  
469 Thinking Critically #2  
813 Introductory Paragraph |