



# Careers and Literacy of Agriculture Middle School Course

## Course Description

Agricultural knowledge enrichment and career exploration instruction is provided. Other instruction may include leadership, FFA and Supervised Agricultural Experiences (SAE).

## Course Code: 018002

## Program(s) of Study to which this course applies:

- All programs of study in the Agriculture, Food and Natural Resources career cluster

Course Framework	Crosswalk to Common Core Academic Standards	Crosswalk to Nebraska Academic Standards	Crosswalk to Nebraska Career Readiness Standards	Crosswalk Clarifications
<b>Standard 1. Students will define the components of the agricultural industry.</b>				
Benchmark 1.1 Define the agricultural industry through the Agriculture, Food, and Natural Resources career field.  <u>Sample performance indicators:</u> <ul style="list-style-type: none"> <li>Develop a class definition of the Agriculture, Food, and Natural Resources career field.</li> <li>Diagram Agriculture, Food, and Natural Resources career field, cluster, and pathways.</li> <li>Complete Kuder® Career Search with Person Match.</li> <li>Complete Kuder® Skills Assessment.</li> </ul>	N/A	N/A	N/A	



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<p>Benchmark 1.2 Describe the seven career pathways within the Agriculture, Food, and Natural Resources career field.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>• Research Agriculture, Food, and Natural Resources pathways.</li> <li>• Identify careers that may be present in more than one pathway (Example: Plant scientist in both plant and animal systems).</li> <li>• Create multimedia presentations on each pathway to be shared with the rest of the class.</li> </ul>	<p>ELA.SL.6-8.4 ELA.WHST.6-8.2.b</p>	<p>LA.8.2.1.b LA.8.3.1.a</p> <p>SS.12.2.6.d</p>	<p>CR.2.B.1 CR.2.C.1 CR.10.A.1</p>	<p>When students <i>describe</i> information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students’ presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.6-8.2.b, ELA.SL.6-8.4; NE: CR.2.B.1, CR.2.C.1, LA.8.2.1.b, LA.8.3.1.a).</p>
<p>Benchmark 1.3 Correlate appropriate careers with each of the seven Agriculture, Food, and Natural Resources career pathways.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>• List career titles affiliated with each career pathway.</li> <li>• Organize careers by educational requirements.</li> </ul>	<p>N/A</p>	<p>N/A</p>	<p>CR.10.A.1 CR.10.B.1</p>	
<p>Benchmark 1.4 Evaluate Agriculture, Food, and Natural Resources career trends.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>• Research local, state, and national career opportunities within the Agriculture, Food, and Natural Resources career field.</li> <li>• Identify career growth areas in Agriculture, Food, and Natural Resources.</li> <li>• Identify atypical careers in Agriculture, Food, and Natural Resources.</li> </ul>	<p>N/A</p>	<p>N/A</p>	<p>CR.10.A.1 CR.10.B.1</p>	



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<p>Benchmark 1.5 Research a career within the selected pathway interest area, and summarize information in written text.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>Select an agricultural career from the Agriculture, Food, and Natural Resources pathways.</li> <li>Research job tasks and conditions, interests, skills, and work values, education and experience, salary and outlook, and related occupations of the selected agricultural career.</li> </ul>	<p>ELA.WHST.6-8.7-9</p>	<p>LA.8.4.1.a-c LA.8.1.6.j</p>	<p>CR.5.B.1 CR.9.A.2 CR.10.A.1 CR.10.B.1</p>	<p>The depth of students' investigations, and thus the research standards that apply, will be determined by the nature of the task. (CC: ELA WHST.6-8.7-9; NE: CR.5.B.1, CR.9.A.2, LA.8.4.1, LA. 8.1.6).</p>
<p><b>Standard 2. Students will explore agricultural literacy concepts.</b></p>				
<p>Benchmark 2.1 Explore local, state, and national agricultural production opportunities.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>Develop a production map of local, state, and national agriculture.</li> <li>Identify local agricultural producers.</li> <li>Visit a local farm or production site.</li> <li>Identify careers present within these production sites.</li> </ul>	<p>N/A</p>	<p>N/A</p>	<p>CR.10.B.1</p>	
<p>Benchmark 2.2 Illustrate the path that food takes from farm to table.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>Select an agricultural product produced in the local agricultural community.</li> <li>Diagram the steps this product goes through from farm to table.</li> </ul>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	



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<ul style="list-style-type: none"> <li>Research historical advancements in production and processing of this product.</li> <li>Create a farm to table presentation to be shared with elementary school students.</li> </ul>				
<p>Benchmark 2.3 Map the direct and indirect relationships of Agriculture, Food, and Natural Resources with careers.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>Identify all careers, agricultural and other, involved in bringing the agricultural product from farm to table.</li> <li>Connect typically non-agricultural careers with the Agriculture, Food, and Natural Resources career field.</li> </ul>	N/A	N/A	N/A	
<p><b>Standard 3. Students will outline skills necessary to enter college and the workplace.</b></p>				
<p>Benchmark 3.1 Identify college and career ready skills.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>Develop class definitions of the college and career ready skills from the Nebraska Career Education model.</li> <li>Create and perform skit, acting out a scenario using a particular college and career ready skill.</li> </ul>	N/A	N/A	CR.1.B.1	
<p>Benchmark 3.2 Develop educational pathway to reach career goal.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>Select cluster area of interest based on Kuder® survey results.</li> <li>Select high school core classes to meet cluster objective.</li> <li>Select elective high school classes to meet cluster objective.</li> </ul>	N/A	N/A	CR.1.B.1 CR.10.A.1	



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<ul style="list-style-type: none"> <li>Review graduation requirements.</li> <li>Research college entrance requirements.</li> <li>Complete 6-year plan (4 years high school, 2 years post-secondary).</li> </ul>				
<p>Benchmark 3.3 Explore current job opportunities in career of choice.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>Research current employment options for a selected career.</li> <li>Review secondary and post-secondary educational requirements and training necessary for a selected career.</li> <li>Evaluate job prospects through job postings (newspapers, websites, etc.).</li> <li>Attend a job fair.</li> </ul>	N/A	N/A	CR.10.A.1	
<p>Benchmark 3.4 Develop materials to apply for a sample job.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>Create a resume.</li> <li>Create a cover letter.</li> <li>Develop online portfolio through Nebraska Career Connections.</li> <li>Develop possible interview questions and responses.</li> <li>Participate in mock interviews.</li> </ul>	ELA.WHST.6-8.4	LA.8.2.2	CR.10.C.1–2	
<p><b>Standard 4. Students will explore leadership and entrepreneurship opportunities within Agriculture, Food, and Natural Resources.</b></p>				
<p>Benchmark 4.1 Illustrate the relationship between classroom instruction, leadership opportunities, and entrepreneurial skills.</p>	N/A	N/A	N/A	



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<p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>• Diagram the three-circle agricultural education Venn diagram.</li> <li>• Explain the relationship between the overlapped areas of the Venn diagram, showing that classroom, SAE, and FFA are interconnected.</li> <li>• Illustrate an unbalanced diagram, with strong and weak areas of an agricultural education program.</li> </ul>				
<p>Benchmark 4.2 Identify Agriculture, Food, and Natural Resources courses offered at the middle and high school levels.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>• Read agricultural education course titles and descriptions.</li> <li>• Determine courses of interest that may be beneficial for a particular Agriculture, Food, and Natural Resources career pathway.</li> </ul>	N/A	N/A	CR.10.A.3 CR.10.D.2	
<p>Benchmark 4.3 Explore opportunities within the National FFA Organization.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>• Explore the National FFA Organization website to research the organization and opportunities at the local, state, national, and international levels.</li> <li>• Attend a local FFA chapter meeting.</li> <li>• Interview chapter FFA officer about their experiences in the National FFA Organization.</li> <li>• Participate in local and district FFA speaking competitions.</li> <li>• Assist with local FFA chapter activities.</li> </ul>	N/A	N/A	CR.10.A.1	



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<p>Benchmark 4.4 Explore career opportunities within Supervised Agricultural Experience programs.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>• Develop classroom definition of Supervised Agricultural Experience (SAE).</li> <li>• Describe the three main SAE types: Entrepreneurship, Placement, and Agriscience/Exploratory.</li> <li>• Brainstorm three different examples for each SAE type.</li> <li>• Create electronic brochure advertising an SAE idea.</li> <li>• List career opportunities present within a selected Supervised Agricultural Experience program.</li> </ul>	N/A	N/A	CR.10.A.1	
<p>Benchmark 4.5 Explore other leadership opportunities present within Agriculture, Food, and Natural Resources.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>• List and research different professional organizations within a career pathway.</li> <li>• Write letter to professional organizations requesting additional information.</li> <li>• Invite professional organization representative to classroom to speak on current agricultural issues.</li> <li>• “Like” or “Follow” professional organizations on Facebook or Twitter.</li> </ul>			CR.10.A.1	
<p><b>Standard 5. Students will analyze current issues in Agriculture, Food, and Natural Resources.</b></p>				
<p>Benchmark 5.1 Identify, summarize, and analyze current developments in selected career pathway within the Agriculture, Food, and Natural Resources career field.</p>	<p>ELA.WHST.6-8.2.b ELA.SL.6-8.4</p>	<p>LA.8.2.1.b LA.8.3.1.a LA.8.1.6.d</p>	<p>CR.2.B.1 CR.2.C.1 CR.8.C.2</p>	<p>When students <i>summarize</i> information or ideas, they communicate their knowledge through either speaking or</p>



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<p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>• Read articles from newspapers, online publications, and other current event magazines to locate current issues in Agriculture, Food, and Natural Resources pathways.</li> <li>• Design multimedia project summarizing the agricultural issue and its corresponding pathway.</li> </ul>				<p>writing. To demonstrate full knowledge on the topic, students' presentations must include all the main ideas and relevant details on the subject. (CC: ELA.WHST.6-8.2.b; ELA.SL.6-8.4; NE: CR.2.B.1, CR.2.C.1, LA.12.2.1.b, LA.12.3.1.a).</p>
<p>Benchmark 5.2 Analyze the credibility of agricultural issues as presented in the media.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>• Identify industry partners (Nebraska Cattlemen, Nebraska Pork Producers, etc.) that provide viable information pertaining to agricultural issues.</li> <li>• Identify other sources that may provide a biased viewpoint on agricultural issues.</li> <li>• Compare and contrast biased and viable information sources.</li> </ul>	ELA.RST.6-5.7	LA.8.4.1.a	CR.5.A.1	
<p>Benchmark 5.3 Learn and practice advocacy efforts in the Agriculture, Food, and Natural Resources career field.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>• Debate agricultural issues.</li> <li>• Correspond with lawmakers pertaining to current bills and legislation related to Agriculture, Food, and Natural Resources.</li> <li>• Visit the State Capitol during the Unicameral session to observe floor debate and the legislative process.</li> <li>• Invite an agricultural advocate (Nebraska Farm Bureau, Corn Board, state senator, etc.) to speak to the class on agricultural lobbying and policy-making.</li> </ul>	N/A	N/A	CR.3.C.1	





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<p><b>Standard 6. Students will create risk management strategies as related to a particular pathway and career within the Agriculture, Food, and Natural Resources career field.</b></p>				
<p>Benchmark 6.1 Define risk management.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>Develop a class definition of risk management.</li> <li>Identify risks in the classroom and laboratory through scavenger hunt.</li> <li>Summarize current event related to a recent safety accident and identify how the accident can be prevented.</li> </ul>	ELA.RST.6-8.4	LA.8.1.5.a	CR.3.B.4	
<p>Benchmark 6.2 Research safety data as it pertains to the Agriculture, Food, and Natural Resources career field.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>Define OSHA and the OSHA-recommended workplace procedures.</li> <li>Research and report OSHA workplace injury, illness, and fatalities statistics.</li> <li>Develop multimedia presentation/safety poster on the risks present within the selected pathway in Agriculture, Food, and Natural Resources.</li> <li>Acquire OSHA certification as a middle/high school student.</li> </ul>	ELA.WHST.6-8.7-9	LA.8.4.1.a-c LA.8.1.6.j	CR.5.B.1 CR.9.A.2 CR.3.B.4	The depth of students' investigations, and thus the research standards that apply, will be determined by the nature of the task. (CC: ELA WHST.6-8.7-9; NE: CR.5.B.1, CR.9.A.2, LA.8.4.1, LA. 8.1.6).
<p>Benchmark 6.3 Develop a safety awareness plan for the working environment pertaining to a career of choice.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> <li>Describe safety role of teachers and students within the classroom and laboratory.</li> </ul>	N/A	N/A	CR.3.B.4	



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<ul style="list-style-type: none"> <li>Report risk management strategies, pertaining to a career field of choice, as part of the National Risk Management Essay Contest.</li> <li>Demonstrate safety procedures to elementary students in a “Safety Fair” environment.</li> </ul>				



*Reference Standards Sources*

- KS = Career Clusters Knowledge and Skills Statements. Revised 2008. National Career and Technical Education Foundation, Silver Spring, MD. [www.careerclusters.org](http://www.careerclusters.org).
- (additional reference standards listed)

*Contributors*

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**Other:**

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**Other Information**

Suggestions for innovative teaching and learning strategies:	<ul style="list-style-type: none"> <li>• Elementary Career Mentoring Projects</li> <li>• Career Discussion Panels</li> <li>• Industry Guest Speakers</li> <li>• Industry Tours</li> </ul>
Related assessments:	<ul style="list-style-type: none"> <li>• Kuder® Career Search with Person Match</li> <li>• OSHA Certification Test</li> <li>• Kuder® Skills Assessment</li> </ul>
Extended learning opportunities:	<ul style="list-style-type: none"> <li>• SAE Development</li> <li>• FFA Quizbowl Competition</li> <li>• Local and District FFA Speaking Competitions</li> <li>• FFA Community Service Opportunities</li> </ul>