

July 2010

**Florida Department of Education
Curriculum Framework**

Program Title: Agricultural Communications
Program Type: Career Preparatory
Career Cluster: Agriculture, Food and Natural Resources

Secondary – Career Preparatory	
Program Number	8117000
CIP Number	0101080200
Grade Level	9-12, 30, 31
Standard Length	3 credits
Teacher Certification	AGRICULTUR 1 @2
CTSO	FFA
SOC Codes (all applicable)	27-3099
Facility Code	[203] http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Agriculture, Food and Natural Resources career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the agriculture communications sector of the Agriculture, Food and Natural Resources career cluster.

The content includes but is not limited to instruction in instruction in animal and plant production and processing; agriculture marketing and communications; employability skills; mathematics; basic science; biological sciences; and human-relations skills.

Program Structure

This program is a planned sequence of instruction consisting of three courses and one occupational completion point. Planned and supervised agricultural experiences (SAE) must be provided through one or more of the following: (1) directed laboratory experience, (2) student project, (3) placement for experience, or (4) cooperative education.

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
	8106810	Agriscience Foundations 1	1 credit		2
	8117010	Agricultural Communications 2	1 credit		2
A	8117020	Agricultural Communications 3	1 credit	27-3099	2

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

Career and Technical Student Organization (CTSO)

FFA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the program-specific OJT framework apply.

Essential Skills

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program.

(www.fldoe.org/workforce/dwdframe/rtf/essential_skills.rtf)

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if

needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (ESE) will need modifications to meet their special needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular occupational completion point (OCP) or a modified occupational completion point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP(s)/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number (for eligible students with disabilities).

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Bright Futures/Gold Seal Scholarship

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx.

Fine Arts/Practical Arts Credit

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation. For additional information refer to <http://www.fldoe.org/schools/pdf/ListPracticalArtsCourses.pdf>.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Describe the history of agriculture and its influence on the global economy.
- 02.0 Practice agriscience safety skills and procedures.
- 03.0 Apply scientific and technological principles to agriscience issues.
- 04.0 Apply environmental principles to the agricultural industry.

- 05.0 Investigate and utilize basic scientific skills and principles in plant science.
- 06.0 Investigate and utilize basic scientific skills and principles in animal science.
- 07.0 Demonstrate the use of agriscience tools, equipment, and instruments.
- 08.0 Demonstrate agribusiness, employability & human relation skills.
- 09.0 Apply leadership and citizenship skills.
- 10.0 Investigate the communications sector of the agricultural industry.
- 11.0 Identify the forms of communication.
- 12.0 Demonstrate oral communications skills.
- 13.0 Investigate printed agricultural media.
- 14.0 Utilize photography and graphics in agriculture communications.
- 15.0 Use the internet in agriculture communications.
- 16.0 Develop and edit agriculture publications.
- 17.0 Compose a technical paper.
- 18.0 Write scripts for a media broadcast.
- 19.0 Advertise and Market an agricultural product
- 20.0 Conduct interviews.
- 21.0 Discuss ethical and professional issues in agriculture communications.
- 22.0 Develop materials for a broadcast.
- 23.0 Demonstrate Leadership, employability, and human-relations skills.

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**Florida Department of Education
Student Performance Standards**

Course Title: Agriscience Foundations I
Course Number: 8106810
Course Credit: 1

Course Description:

This course is designed to develop competencies in the areas of agricultural history and the global impact of agriculture; career opportunities; scientific and research concepts; biological and physical science principles; environmental principles; agriscience safety; principles of leadership; and agribusiness, employability, and human relations skills in agriscience. Laboratory-based activities are an integral part of this course. These include the safe use and application of appropriate technology, scientific testing and observation equipment.

01.0 Describe the history of agriculture and its influence on the global economy--The student will be able to:

This standard supports the following Sunshine State Standards: SC.912.E.5.7; SC.912.L.14.1; SC.912.L.15.13; SC.912.L.17.1, 5, 13, 18, 20; SC.912.N.4.2; MA.912.A.2.1; MA.912.S.3.1, 3

- 01.01 Investigate the origin and history of agriculture and its relationship to science and technology.
- 01.02 Analyze the impact of agriculture on the local, state, national and global economy.
- 01.03 Identify significant career patterns/shifts in the history of the agricultural industry.
- 01.04 Examine the role of the agricultural industry in the interaction of population, food, energy, and the environment.

02.0 Practice agriscience safety skills and procedures --The student will be able to:

This standard supports the following Sunshine State Standards: SC.912.L.14.6; SC.912.L.15.4; SC.912.L.16.7, 10; SC.912.L.17.12, 14, 15, 16, 18; SC.912.N.1.1, 2, 3; SC.912.N.4.2; SC.912.P.8.7; MA.012.A.2.1, 2;

- 02.01 Identify the common causes and prevention of accidents in agriscience operations.
- 02.02 Demonstrate proper safety precautions and use of personal protective equipment.
- 02.03 Evaluate the food safety responsibilities that occur along the food supply chain.
- 02.04 Extract and utilize pertinent information from a container label and/or Material Safety Data Sheet (MSDS) following Environmental Protection Agency (EPA), Worker Protection Standard, and Occupational Safety and Health Agency (OSHA) regulations.
- 02.05 Identify proper disposal of hazardous waste materials and biohazards.
- 02.06 Describe emergency procedures.

03.0 Apply scientific and technological principles to agriscience issues--The student will be able to:

This standard supports the following Sunshine State Standards: SC.912.E.7.8; SC.912.L.14.2, 3, 4, 5, 6, 8; SC.912.L.15.14, 15; SC.912.L.16.1, 2, 3, 4, 7, 9, 10, 12, 14, 15, 16, 17; SC.912.N.1.1, 2, 3, 4, 6, 7; SC.912.N.2.2, 5; SC.912.N.3.1; SC.912.N.4.1; MA.912.S.3.1, 9; MA.912.S.4.2; MA.912.S.5.1, 3; MA.912.S.5.2, 3, 4, 5

- 03.01 Employ scientific measurement skills.
- 03.02 Demonstrate safe and effective use of common laboratory equipment.
- 03.03 Identify the parts and functions of plant and animal cells.
- 03.04 Describe the phases of cell reproduction.
- 03.05 Implement the scientific method and science process skills through the design and completion of an agriscience research project.
- 03.06 Interpret, analyze, and report data.
- 03.07 Investigate DNA and genetics applications in agriscience including the theory of probability.
- 03.08 Evaluate advances in biotechnology that impact agriculture (e.g. transgenic crops, biological controls, etc.).

04.0 Apply environmental principles to the agricultural industry --The student will be able to:

This standard supports the following Sunshine State Standards: SC.912.E.6.1, 4; SC.912.E.7.1, 4, 6, 7, 8; SC.912.L.17.4, 7, 8, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20; SC.912.L.18.12

- 04.01 Research how different climactic and geological activity influences agriculture.
- 04.02 Describe various ecosystems as they relate to the agriculture industry.
- 04.03 Describe the environmental resources (soil, water, air) necessary for agriculture production.
- 04.04 Identify regulatory agencies that impact agricultural practices.
- 04.05 Apply Best Management Practices that enhance the natural environment.
- 04.06 Identify conservation practices related to natural resources.

05.0 Investigate and utilize basic scientific skills and principles in plant science --The student will be able to:

This standard supports the following Sunshine State Standards: SC.912.E.5.4; SC.912.L.14.2, 3, 5, 6, 7, 8, 9, 53; SC.912.L.15.9, 14, 15; SC.912.L.17.6, 12, 16, 17, 19; SC.912.L.18.7, 8, 9; SC.912.P.8.5, 7; MA.912.A.2.1; MA.912.S.3.2

- 05.01 Identify and describe the specializations within the plant science industry.
- 05.02 Categorize plants based on specific characteristics according to industry and scientific standards.
- 05.03 Examine the processes of plant growth including photosynthesis and respiration.
- 05.04 Identify the nutrients required for plant growth from the periodic table and explain their functions.
- 05.05 Analyze information from a fertilizer label.
- 05.06 Propagate and grow plants through sexual and/or asexual reproduction.
- 05.07 Investigate the impacts of various pests and propose solutions for their control.
- 05.08 Investigate the nature and properties of food, fiber, and by-products from plants.

05.09 Explore career opportunities in plant science.

06.0 Investigate and utilize basic scientific skills and principles in animal science --The student will be able to:

This standard supports the following Sunshine State Standards: SC.912.L.14.11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 22, 28, 29, 31, 32, 33, 34, 36, 40, 41, 42, 43, 45, 46, 47, 48, 51; SC.912.L.15.4, 5, 6, 7; SC.912.L.16.3, 4; SC.912.L.17.11, 12, 13, 15, 16, 17, 18.19

- 06.01 Explain the economic importance of animals and the products obtained from animals.
- 06.02 Categorize animals according to use, type, breed, and scientific classification.
- 06.03 Illustrate correct terminologies for animal species and conditions (e.g. age, sex, etc.) within those species.
- 06.04 Compare basic internal & external anatomy of animals.
- 06.05 Demonstrate scientific practices in the management, health, safety, and technology of the animal agriculture.
- 06.06 Discuss animal welfare issues.
- 06.07 Investigate the nature and properties of food, fiber, and by-products from animals.
- 06.08 Explore career opportunities in animal science.

07.0 Demonstrate the use of agriscience tools, equipment, and instruments --The student will be able to:

This standard supports the following Sunshine State Standards: SC.912.L.14.4; SC.912.P.12.2; SC.912.P.12.3 SC.912.P.12.4; SC.912.P.12.9; MA.912.A.1.4, 5, 8; MA.912.A.2.1; MA.912.G.3.1; MA.912.G.8.6; MA.912.S.3.2

- 07.01 Select and demonstrate proper use of agriscience tools, equipment, and instruments.
- 07.02 Examine various physical science principles as applied in selected mechanical applications (e.g. levers, pulleys, hydraulics, and internal combustion).
- 07.03 Solve time, distance, area, volume, ratio, proportion, and percentage problems in agriscience.
- 07.04 Service and maintain agriscience equipment, instruments, facilities, and supplies.

08.0 Demonstrate agribusiness, employability & human relation skills --The student will be able to:

This standard supports the following Sunshine State Standards: MA.912.A.1.4, 5; MA.912.F.5.1, 2, 7

- 08.01 Develop, implement, and maintain work based learning through Supervised Agricultural Experiences (SAE).
- 08.02 Utilize a record keeping system to collect, interpret, and analyze data.
- 08.03 Enhance oral communications through telephone, interview and presentation skills.
- 08.04 Enhance written communication by developing resumes and business letters.
- 08.05 Demonstrate interpersonal (nonverbal) communication skills.
- 08.06 Demonstrate good listening skills.

09.0 Apply leadership and citizenship skills --The student will be able to:

- 09.01 Identify and describe leadership characteristics.
- 09.02 Identify opportunities to apply acquired leadership skills.
- 09.03 Identify and demonstrate ways to be an active citizen.
- 09.04 Participate in community based learning activities.
- 09.05 Demonstrate the ability to work cooperatively.
- 09.06 Conduct formal and informal meetings using correct parliamentary procedure skills.
- 09.07 Identify the opportunities for leadership development available through the National FFA Organization and/or professional organizations.

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**Florida Department of Education
Student Performance Standards**

Course Title: Agricultural Communications 2
Course Number: 8117010
Course Credit: 1

Course Description:

This course is designed to develop competencies in the communications sector of the agricultural industry including instruction in developing and editing materials for printed media and media broadcast, utilizing photography and graphics, the importance of the internet in communications, writing technical papers and media scripts and ethical and professional issues in the industry.

10.0 Investigate the communications sector of the agricultural industry --The student will be able to:

- 10.01 Describe the importance of communications in American agriculture.
- 10.02 Discuss career opportunities in agriculture communications including the educational requirements.
- 10.03 Identify professional organizations related to agriculture communications.
- 10.04 Identify the impact of communications to the agriculture industry and to society.

11.0 Identify the forms of communication --The student will be able to:

- 11.01 Explain the purpose of communication.
- 11.02 Explain the different types of communication.
- 11.03 Describe the various forms of communication.
- 11.04 Identify communication barriers and determine methods of overcoming these barriers.

12.0 Demonstrate oral communications skills --The student will be able to:

- 12.01 Determine types of speeches.
- 12.02 Identify the importance of public speaking skills in career development.
- 12.03 Explain the characteristics of an effective public speaker.
- 12.04 Explain the steps necessary to prepare a speech.
- 12.05 Conduct an audience analysis.
- 12.06 Acquire information from a variety of sources for writing a speech.
- 12.07 Construct visual aids for an oral presentation.
- 12.08 Present a prepared speech.
- 12.09 Present an extemporaneous speech.

13.0 Investigate printed agricultural media --The student will be able to:

- 13.01 Describe the components of various styles in written articles.
- 13.02 Describe libel, slander, copyright, intellectual property.
- 13.03 Compose an advanced story, a feature story, a follow-up story and a cover story on an agricultural topic for a local newspaper.

- 13.04 Define the components of an editorial.
 - 13.05 Describe the components of a press release.
 - 13.06 Write a press release.
 - 13.07 Explain the importance of press releases to the agriculture industry.
- 14.0 Utilize Photography and Graphics in Agriculture Communications --The student will be able to:
- 14.01 Identify the types of photography and graphic design and describe the importance of each to agriculture communications.
 - 14.02 Photograph agricultural subjects.
 - 14.03 Demonstrate the use of technology, software, and hardware used in photography and graphic design.
- 16.0 Develop and edit agriculture publications --The student will be able to:
- 16.01 Explain and apply the components of an agriculture publication.
 - 16.02 Use the appropriate software to create layout format for an agriculture publication.
 - 16.03 Use the *Associated Press Stylebook and Libel Manual* to edit an agriculture publication.
 - 16.04 Identify common mistakes in agriculture publications.
- 18.0 Write scripts for a media broadcast--The student will be able to:
- 18.01 Compare and contrast the difference between conversational script writing and normal conversation.
 - 18.02 Describe the importance of grammar and punctuation in writing scripts.
 - 18.03 Compare the relationship of active and passive voice in script writing.
 - 18.04 Describe the relevance of jargon, clichés, metaphors, absolute words, pomposity in script writing.
- 20.0 Conduct interviews--The student will be able to:
- 20.01 Research information for an interview.
 - 20.02 Identify the types of interview questions.
 - 20.03 Write interview questions.
 - 20.04 Conduct an interview.
 - 20.05 Conduct follow-up procedures.
- 21.0 Discuss ethical and professional issues in agriculture communications--The student will be able to:
- 21.01 Demonstrate characteristics of a responsible/ethical reporter, broadcaster, and editor.
 - 21.02 Adhere to all media deadlines.
- 22.0 Develop materials for a broadcast--The student will be able to:
- 22.01 Define public service announcement.
 - 22.02 Demonstrate proper tone and voice inflection for radio and television.

- 22.03 Record a 30, 60, and 90 second public service announcement.
- 23.0 Demonstrate leadership, employability, and human-relations skills--The student will be able to:
 - 23.01 Conduct a job search for a career in agriculture communications.
 - 23.02 Develop a Resume.
 - 23.03 Identify documents that may be required when applying for a job in the agriculture communication field.
 - 23.07 Identify and demonstrate proper human relation skills.

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**Florida Department of Education
Student Performance Standards**

Course Title: Agricultural Communications 3
Course Number: 8117020
Course Credit: 1

Course Description:

This course is designed to develop competencies in the communications sector of the agricultural industry including instruction in developing and editing materials for printed media and media broadcast, utilizing photography and graphics, the importance of the internet in communications, writing technical papers and media scripts, ethical and professional issues in the industry, and advertising and marketing.

- 10.0 Investigate the communications sector of the agricultural industry--The student will be able to:
- 10.05 Describe ethical behavior in the agriculture communications industry.
- 11.0 Identify the forms of communication--The student will be able to:
- 11.05 Compare the relationship between leadership and communication.
- 12.0 Demonstrate oral communications skills--The student will be able to:
- 12.10 Present a speech using visual aids and non-verbal cues.
12.11 Evaluate a speech.
- 13.0 Investigate printed agricultural media--The student will be able to:
- 13.08 Develop a brochure/flyer to promote an agriculture product, activity or event.
- 14.0 Utilize Photography and Graphics in Agriculture Communications--The student will be able to:
- 14.05 Crop and edit photographs and graphics to enhance an article or press release.
14.06 Write effective captions/cutlines for photographs and graphics.
14.07 Create a magazine layout, brochure, poster, newsletter, and/or display for an agriculture product or event.
- 15.0 Use the internet in agriculture communications--The student will be able to:
- 15.01 Compare and contrast the methods of delivering a message via the World Wide Web.
15.02 Communicate via email.
15.03 Research internet sites relevant to agriculture communications.
15.04 Demonstrate an understanding of web design software and language.
15.05 Develop/Design an agriculture website.

- 17.0 Compose a technical paper--The student will be able to:
- 17.01 Write a report for the agriculture industry using industry standard format.
 - 17.02 Compile a list of references and provide a summary of each reference.
- 18.0 Write scripts for a media broadcast--The student will be able to:
- 18.05 Create a one dimensional radio script.
 - 18.06 Create a two dimensional television script.
 - 18.07 Demonstrate the correct speed of delivery for radio or television. 4
 - 18.08 Demonstrate voice inflection when reading scripts.
- 19.0 Advertise and market an agricultural product--The student will be able to:
- 19.01 Define marketing.
 - 19.02 Define Advertising.
 - 19.03 Create a marketing and advertising plan.
 - 19.04 Create a marketing campaign.
 - 19.05 Define public relations.
- 21.0 Discuss ethical and professional issues in agriculture communications--The student will be able to:
- 21.03 Define the following terms and discuss their relationship to agriculture: environmental ethics, bioethics, animal ethics, business ethics, and ethical leadership.
 - 21.04 Discuss the importance of confidentiality in agriculture communications.
 - 21.05 Respond appropriately to negative, positive and ambivalent reactions to published and broadcasted agriculture media.
- 22.0 Develop materials for a broadcast--The student will be able to:
- 22.04 Record a news story for radio or television.
- 23.0 Demonstrate Leadership, employability, and human-relations skills--The student will be able to:
- 23.04 Complete a job application form.
 - 23.05 Demonstrate competence in job interview techniques.
 - 23.06 Identify or demonstrate appropriate responses to criticism.