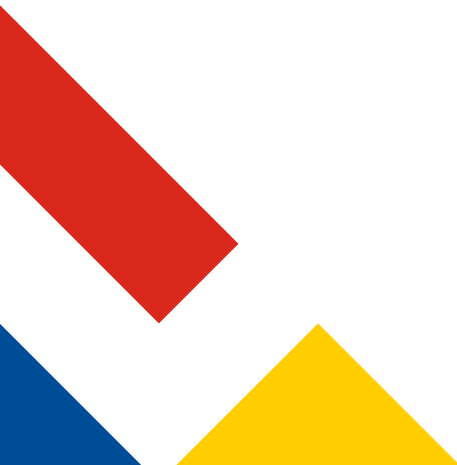


WASHINGTON
FFA ASSOCIATION



Nursery Landscape Career Development Event Handbook

Revised 2022



Purpose & Objectives

Purpose

The purpose of the National FFA Nursery/Landscape Career Development Event is to promote career interest, encourage proficiency development and recognize excellence in participants of the event which includes all aspects of the industry to produce, market, utilize and maintain landscape plants (woody and herbaceous plants and turf grasses), as well as related production and landscaping products, equipment and services including design.

Objectives

- **Nursery/Landscape Principles:** To apply nursery and landscape principles and practices as they impact residential, commercial, public and recreational applications.
- **Plant Materials:** To demonstrate the ability to identify, select and utilize nursery and landscape plants (interior/exterior), landscape materials and turf grasses commonly used in the United States.
- **Plant Disorders:** To demonstrate the ability to identify unhealthy plant conditions due to pests, nutritional/physiological disorders and mechanical/chemical injury.
- **Cultural Practices:** To demonstrate knowledge of the principles and skills involved in propagation, growth requirements, growing techniques, harvesting, sustainability, marketing and maintenance of interior and exterior landscape plants and turf grasses.
- **Design and Construction:** To demonstrate knowledge of the principles and techniques of landscape design, estimating and construction.
- **Supplies and Equipment:** To demonstrate the ability to identify, select, use and maintain appropriate supplies and equipment for nursery and landscape operations, including equipment and procedures in mechanization and automation.
- **Safety:** To demonstrate knowledge of safety practices in nursery and landscape operations.
- **Interpersonal Relations:** To demonstrate skills in oral and written business communications.
- **Business Management:** To demonstrate an understanding of marketing principles and business management as well as proper sales and service skills.
- **Records and Reports:** To demonstrate the ability to prepare estimates and complete financial statements.

Event Rules

*****If there are any questions or issues, the state FFA advisor will make the final decision*****

- Each team will be comprised five team members. The top four individual scores and the team activity and skills challenge scores will be used to determine the final team score.
- It is highly recommended that participants wear FFA Official Dress.
- Under no circumstances will any participant be allowed to touch or handle plant materials or other specimens during the event except as expressly permitted in certain practicums.
- Any participant in possession of an electronic device other than a calculator, in the event area is subject to disqualification.

Event Format

The event is comprised of the following activities:

Individual activities consist of a written exam, identification, landscape estimating, and individual practicums.

Team activities consist of evaluating, planning or suggesting changes to a landscape plan.

Equipment

Participants must provide:

- Two No. 2 pencils
- Clean, notes free clipboard
- Non-programmable calculator
 - Calculators used in this event should be battery operated, nonprogrammable and silent with large keys and large displays. Calculators may have only these functions: addition, subtraction, multiplication, division, equals, percent, square root, +/- key and one memory register. No other calculators are allowed to be used during the event.

Team Activities

TEAM ACTIVITY (50 POINTS PER CONTESTANT PLUS 100 TEAM POINTS)

This practicum involves team members working together to accomplish an assignment. It is designed to evaluate individual and group contributions in coordination and cooperation of knowledge, evaluation and decision-making. The team activity has two parts, described below:

Team Activity

- The team members work as a group to evaluate, plan or suggest changes to a landscape plan. The team will have 20 minutes for preparation, 5 minutes to present and 5 minutes for questions. Notepaper and other supplies, and resources, will be available. References will not be needed beyond what is provided for this preparation section. Judge(s) will be observing and scoring teamwork during this time but will not interact with the team. If needed, the team may ask the judge(s) basic questions about the assignment or materials provided.
- Team activities may be operated in different rooms to allow for completion of all team activities in the time allowed. Rooms are to rank their teams 1, 2, 3 etc. the teams are scored in 10 point increments (200, 190, 180, etc). There is an allowance to increase increments to 20 points as needed.
- Scoring criteria for the team preparation and presentation portions are given on the "Team Activity" scorecards found in the Nursery Landscape Manual.

Individual Activities

GENERAL KNOWLEDGE EXAMINATION (250 POINTS PER CONTESTANT)

Objective questions will be prepared on topics reflecting subject areas in the objectives. This phase will evaluate the participant's knowledge and understanding of basic horticultural principles in producing, marketing, using and maintaining landscape plants and turf. Participants will record their answers on a scantron form. Each question will be worth 5 points. Washington FFA will utilize a 500-question test bank that is generated from test questions from local contests. The Test bank will be updated each year to rotate a portion of the questions and duplicate questions will be removed and replaced with new questions. Local contest should create new questions for each contest.

IDENTIFICATION OF PLANTS, PESTS, DISORDERS, BENEFICIAL INSECTS, EQUIPMENT AND SUPPLIES (250 POINTS PER CONTESTANT)

Washington FFA will utilize a local plant, pest, disorder, insect, equipment, and supply list NOT the list provided by National FFA. The plant list will be provided in the current Nursery Landscape Operations Manual.

Participants will identify items selected from the provided list covering the following categories:

- Plant materials will be presented as intact, live specimens, photos, plant parts or any combination.
- Pests and disorders will be presented as a damaged specimen, photograph or preserved specimen, herbarium sheet, insect mount, etc.
- Beneficial insects and other organisms that benefit the landscape by feeding on harmful organisms.
- Equipment and supplies will be either an intact item or photograph.
- Each specimen will be designated by a station number. When the participant identifies the item, its name is then located on the identification list. The participant then records the number by that name on the score sheet at the respective station number.
- Each participant will be provided a copy of the list at the event site. No specimens or items may be touched or handled in any way.

LANDSCAPE ESTIMATING (200 POINTS PER CONTESTANT)

This practicum is designed to evaluate participant knowledge of and ability in:

- Evaluating a landscape design.
- Reading a landscape drawing.
- Determining materials needed to execute a landscape plan.
- Maintenance estimating and bidding.
- Evaluating factors that affect profitability of a landscape business.

A landscape drawing and scratch paper will be provided to the participants. There will be objective questions about the landscape plan. Participants will record their answers using either the scoresheet provided or a scantron form.

INDIVIDUAL PRACTICUMS

Each student on a Nursery Landscape team will complete a different individual practicum.

Verbal Customer Assistance (50 points per contestant)

This interpersonal relations practicum is designed to evaluate participant knowledge of and ability in:

- Verbal communication.
- Sales and customer assistance skills.
- Plant materials, plant culture and problems.
- Nursery and landscape supplies and equipment.

The participant will assume the role of a business customer service representative (garden center or other related business or an educational agency) responding to an assistance need of the customer or client (the judge). General themes might include, but are not limited to, the following: clinical diagnosis or recommendations; care advice; sales of plants, equipment, treatments; deal with complaints.

Each participant will be located at a separate station with ten minutes allotted to review the materials and information provided prior to arrival of the judge. These materials may be handled and referred to as appropriate for the conversation with the judge. Scoring criteria are listed on the respective scorecard.

Written Customer Assistance (50 points per contestant)

This interpersonal relations practicum has the same objectives as in Phase 6: Verbal Customer Assistance applied to written communication.

- Written communication
- Sales and customer assistance skills
- Plant material, plant culture and problems
- Nursery and landscape supplies and equipment

The participant will assume the role of a customer service representative or the representative of an education agency, such as the extension service. A copy of correspondence about a plant, landscape or business question will be provided, along with the appropriate response information. Each participant will compose an appropriate response in handwritten or electronic format. Thirty minutes will be allowed for this practicum. Scoring criteria are presented on the “Written Customer Assistance Scorecard”.

Nursery Propagation or Potting (50 points per contestant)

This practicum is designed to evaluate participant knowledge of and ability in performing fundamental nursery production practices. All participants will perform one of the following exercises. The selected exercise will not be announced prior to the start of the event. Judges will ask clarifying questions of the students.

- **Propagating Nursery Stock:** Each participant will be furnished a stock plant, or stock plant material, rooting flat and media, rooting hormone, a hand pruner, a label and marking pen. Personal propagating knives or pruners are allowed, if desired. Participants are to prepare the cuttings and place them in the media with a single label.
- **Potting Nursery Stock:** Each participant will be furnished a supply of plants, nursery containers of appropriate size and growing media. Hand pruners, a label and a marking pen will also be provided. Personal pruners are allowed, if desired. The participants will pot the plants, one per container, using standard nursery practices. Plant division or grading of liners may be involved. One finished container will be labeled.

An official will observe and score each participant during the practicum. Following completion of the assigned practicum the official will ask questions regarding the propagation or potting activity. Scoring criteria are listed on the respective scorecards.

Assessment and Solutions (50 Points per contestant)

- There are 2 assessment and solutions practicums; Mechanical and Turf.
- These practicums are designed to evaluate participant knowledge and ability to perform basic mechanical and turf related skills associated with the nursery landscape industry.
- These are problem solving practicums which will consist of 10 questions worth 5 points each.

MECHANICAL ASSESSMENT AND SOLUTION

Could include questions on:

Equipment maintenance
Tools from the plant ID list provided
Equipment Parts
Equipment Set up

An operating manual may be presented with answer choices for maintenance needs, corrective actions, or operating specifications.

Examples of possible choices:

Low oil
Uneven height setting
Blades need sharpening
Incorrect gas

Equipment will be placed to allow the participant to observe all pertinent areas without handling the item. If handling

should be required allowance for this will be stated in the question.

TURF ASSESSMENT AND SOLUTION

Could include questions on:

- Determining equipment specifications
- Identify tools, materials or equipment associated with the turn and lawn care industry
- Determining pre-check operations
- Determine the proper lawn care procedures or equipment operations choice
- Identify the proper procedure for hardscape products, irrigation pipe assembly, retaining wall installation etc.
- Determine or identify the proper chemical handling procedures (fertilizer, pesticide, fungicide etc) or application rate

Scoring

| Activities | Individual Points | Team Points |
|------------------------|-------------------|-------------|
| General Knowledge Exam | 250 | 1000 |
| Identification | 250 | 1000 |
| Landscape Estimating | 200 | 800 |
| Individual Practicums | 50 | 200 |
| Three Team Activities | | 300 |
| Maximum Points | 750 | 3300 |

TIEBREAKERS

INDIVIDUAL

1. General Knowledge Exam
2. Identification
3. Landscape Estimating

TEAM

1. Team Skills Challenge
2. Team Preparation and Presentation scores
3. Team General Knowledge Exam score (Top 4 individuals from team)

References

The following list of references is a guide to team training.

Some content areas have more than one title listed. This reflects the wide array of quality references available for this event. No single reference is recommended as superior over others in that area. Multiple references are desirable as no single source is comprehensive for the entire nursery/landscape event. References other than those listed may be equally valuable resources, along with the many video and computer-based training aids available.

NATIONAL FFA CORE CATALOG

- Nursery/Landscape CDE materials: <http://shop.ffa.org>
- CDE Q&A's: [FFA.org](http://ffa.org)

GENERAL REFERENCES

- Introduction to Horticulture. Current edition. Charles B. Schroeder, Eddie Dean Seagle, Lorrie M. Felton, John M. Ruter, William Terry Kell, and Gerard Krewer. Prentice-Hall, Inc., Englewood Cliffs, NJ. ISBN 0130364134
- Introductory Horticulture. Current edition. H. Edward Reiley and Carroll L. Shry, Jr. Clifton Park, NY: Delmar Cengage Learning. ISBN 9781435480391
- Ornamental Horticulture. Current edition. Jack Ingels. Delmar Publishers Inc., Albany, NY. ISBN-13: 9781435498167
- Introduction to Plant and Soil Science and Technology. Current edition. Ronald J. Biondo and Jasper S. Lee. Prentice-Hall, Inc., Englewood Cliffs, NJ. ISBN 0813432162

LANDSCAPE

- Landscaping Principles and Practices. Current edition. Jack Ingels. Delmar Publishers Inc., Albany, NY. ISBN 13: 9781428376410
- Landscaping Construction. Current edition. David Sauter. Delmar Publishers Inc., Albany, NY. ISBN 143549718X
- Introduction to Landscaping: Design, Construction, and Maintenance. Current edition. Ronald J. Biondo and Charles B. Schroeder. Prentice-Hall, Inc., Englewood Cliffs, NJ. ISBN 0133626385
- Landscape Training Manuals for Installation, Irrigation, and Maintenance Technicians. Current edition . National Association of Landscape Professionals, 950 Herndon Pkwy, Suite 450, Herndon, VA 20170 <http://www.landscapetechnician.net>

TURF

- Turfgrass Science and Management. Current edition. Robert D. Emmons. Delmar Publishers Inc., Albany, NY. ISBN 10: 1418013307
- Turfgrass Management. Current edition. A.J. Turgeon. Prentice-Hall, Inc. Boston. ISBN 0137074352

NURSERY

- Plant Propagation: Principles and Practices. Current edition. Hudson T. Hartmann, Fred T. Davies, Jr., Dale E. Kester, and Robert L. Genieve. Prentice Hall, Boston. ISBN 0135014492
- American Standard for Nursery Stock. Current edition. American Association of Nurserymen, Inc., 1250 I St., NE, Suite 500, Washington, DC. (available as a pdf file free to nonmembers at http://americanhort.org/documents/ANSI_Nursery_Stock_Standards_AmericanHort_2014.pdf)

SECONDARY REFERENCES

- Practical Horticulture. Current edition. Laura W. Rice and Robert P. Rice. Prentice-Hall, Inc., Englewood Cliffs, NJ. ISBN 0135038669
- Landscape Design: A Practical Approach. Current edition. Leroy G. Hannebaum. PrenticeHall, Inc., Upper Saddle River, NJ. ISBN 0130105813
- Manual of Woody Landscape Plants. Current edition. Michael A. Dirr. Stipes Publishing Co., Champaign, IL. ISBN 978-1-58874-868-3
- A Field Guide to Woody Landscape Plants of the Southeast. Current edition. Rex Bishop. Tea Olive Productions. Marietta, GA. ISBN 097253430X
- Nursery Management: Administration and Culture. Current edition. Harold Davidson, Roy Mecklenburg, and Curtis Peterson. Prentice-Hall, Upper Saddle River, NJ. ISBN 0138579962
- Landscape Plants, Their Identification, Culture, and Use. Current edition. Ferrell M. Bridwell. Delmar Thomson Learning, Albany, NY. ISBN 0766836347
- Know It and Grow It III: A Guide to the Identification and Use of Landscape Plants. Current edition. Carl

E. Whitcomb. Lacebark, Inc. Stillwater, OK. ISBN 0961310910

- Manual of Herbaceous Ornamental Plants. Current edition. Steven M. Still. Stipes Publishing Co., Champaign, IL. ISBN 0-87563-433-8.
- Herbaceous Perennial Plants: A Treatise on Their Identification, Culture, and Garden Attributes. Current edition. Allan M. Armitage, Stipes Publishing Co., Champaign, IL. ISBN 978-1-58874-868-3.
- Landscape Construction Procedures, Techniques, and Design. Current edition. Floyd Giles. Stipes Publishing Co., Champaign, IL. ISBN 0875638848
- The Turf Problem Solver: Case Studies and Solutions for Environmental, Cultural, and Pest Problems. Current edition. A.J. Turgeon and J.M. Vargas, Jr. J. Wiley, Hoboken, NJ. ISBN 9780471736196.

TRADE PERIODICALS

- American Nurseryman. American Nurserymen Publishing Co., Chicago, IL.
<http://www.amerinursery.com/>
- Grounds Maintenance. Primedia, Overland Park, KS., www.grounds-mag.com/
- Turf Magazine, plus several other on-line titles. Moose River Media LLC. www.turfmagazine.com/
- Interiorscape.com: A Forum for Interior Plantscape Professionals. www.interiorscape.com/

INDUSTRY CATALOGS

Many horticultural supply company catalogs can be utilized for reference support on tools, equipment and supplies that may not be illustrated in other sources.

- A.M. Leonard, Inc., 665 Spiker Road, Piqua, OH 45356 (513/773-2697 or
<http://www.amleo.com/index1.html>)
- Hummert International, 4500 Earth City Expressway, Earth City, Mo. 63045, 800-325-3055 /phone
<https://www.hummert.com>

WEBSITES AND PROBLEM SAMPLES

Visit the National FFA website at <http://www.ffa.org> for information on career development events, access to prior-year event materials and links to additional study aids. Additional links and resources will be included as they are developed or identified, along with the following links of the CDE sponsors:

- <http://www.stihlusa.com/information/>
- <http://www.kubota.com>
- <http://www.arysta-na.com>
- <http://www.treefund.org>
- <https://www.landscapeprofessionals.org/>

All Nursery Landscape CDE Scorecards and lists are found in the current Nursery Landscape Operations Manual on the Washington FFA Nursery Landscape webpage.

AFNR Content Standards

| MEASUREMENT ASSESSED | Where measured in event | Academic Content Standards Addressed |
|---|-------------------------|---|
| 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.01.03.01a. Define and provide examples of management skills used to organize an AFNR business (e.g., management types, organizational structures, time management techniques, conducting business agreements, etc.). | Exam | CCSS.ELA-LITERACY.SL.9-10.6 CCSS.ELA-LITERACY.SL.11-12.6 CCSS.ELA-LITERACY.L.9-10.6 CCSS.ELA-LITERACY.L.11-12.6 CCSS.ELA-LITERACY.RST.9-10.4 CCSS.ELA-LITERACY.RST.11-12.4 |
| 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.02.02.02.a. Identify and examine strategies for tracking, reporting and managing inventory in AFNR businesses (e.g., spreadsheets, databases, word processing, networked systems and the Internet, etc.). | Exam | CCSS.ELA-LITERACY.W.9-10.9 CCSS.ELA-LITERACY.W.11-12.9 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.RH.11-12.7 CCSS.MATH.CONTENT.HSS.ID.C.7 CCSS.MATH.CONTENT.HSS.IC.B.6 CCSS.MATH.CONTENT.HSN.Q.A.1 Savings: Benchmarks: Grade 12, Statements 3 Savings: Benchmarks: Grade 12, Statements 4 Savings: Benchmarks: Grade 12, Statements 6 Savings: Benchmarks: Grade 12, Statements 7 Financial Investing: Benchmarks: Grade 12, Statement 2 |
| ABS.03.01. Performance Indicator: Develop, assess and manage cash budgets to achieve AFNR business goals. | | |
| ABS.03.01.01.a. Compare and contrast components of cash budgets used in AFNR businesses (e.g., anticipated revenue, production costs, overhead costs, profit, etc.). | Exam | CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.RH.11-12.7 CCSS.ELA-LITERACY.L.9-10.6 CCSS.ELA-LITERACY.L.11-12.6 CCSS.ELA-LITERACY.RST.9-10.4 CCSS.ELA-LITERACY.RST.11-12.4 CCSS.MATH.CONTENT.HSS.IC.B.6 |

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| ABS.03.01.02.a. Research and summarize factors that impact management of cash budgets in AFNR businesses (e.g., changes in price of inputs/outputs, financial investment performance, capital purchases, human resources, etc.). | Exam | CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.RH.11-12.7 CCSS.ELA-LITERACY.L.9-10.6 CCSS.ELA-LITERACY.L.11-12.6 CCSS.ELA-LITERACY.RST.9-10.4 CCSS.ELA-LITERACY.RST.11-12.4 CCSS.MATH.CONTENT.HSS.IC.B.6 |
| ABS.04.01. Performance Indicator: Analyze characteristics and planning requirements associated with developing business plans for different types of AFNR businesses. | | |
| ABS.04.01.02.a. Categorize the characteristics of the types of ownership structures used in AFNR businesses (e.g., sole proprietorships, cooperatives, partnerships and corporations). | Exam | CCSS.ELA-LITERACY.L.9-10.6 CCSS.ELA-LITERACY.L.11-12.6 CCSS.ELA-LITERACY.RST.9-10.4 CCSS.ELA-LITERACY.RST.11-12.4 CCSS.ELA-LITERACY.W.9-10.2 CCSS.ELA-LITERACY.W.11-12.2 CCSS.ELA-LITERACY.W.9-10.9 CCSS.ELA-LITERACY.W.11-12.9 |
| ABS.04.03. Performance Indicator: Identify and apply strategies to manage or mitigate risk. | | |
| ABS.04.03.01.a. Research and classify sources of risk for an AFNR business. | Exam | CCSS.ELA-LITERACY.L.9-10.6 CCSS.ELA-LITERACY.L.11-12.6 CCSS.ELA-LITERACY.RST.9-10.4 CCSS.ELA-LITERACY.RST.11-12.4 CCSS.ELA-LITERACY.W.9-10.2 CCSS.ELA-LITERACY.W.11-12.2 CCSS.ELA-LITERACY.W.9-10.9 CCSS.ELA-LITERACY.W.11-12.9 |
| ABS.05.02. Performance Indicator: Assess and apply sales principles and skills to accomplish AFNR business objectives. | | |
| ABS.05.02.01.a. Identify and explain components of the sales process for AFNR businesses (e.g., understanding needs, develop solutions, close sale, etc.). | Verbal, Team Activity | CCSS.ELA-LITERACY.SL.9-10.6 CCSS.ELA-LITERACY.SL.11-12.6 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.RH.11-12.7 Buying Goods & Services: Benchmarks: Grade 12, Statements 1 Buying Goods & Services: Benchmarks: Grade 12, Statements 3 Buying Goods & Services: Benchmarks: Grade 12, Statements 4 Buying Goods & Services: Benchmarks: Grade 12, Statements 5 |
| ABS.05.03. Performance Indicator: Assess marketing principles and develop marketing plans to accomplish AFNR business objectives. | | |
| ABS.05.03.01.a. Identify and explain marketing principles used in AFNR businesses (4 P's-product, place, price, promotion; attention, interest, desire, action, etc.). | Verbal, Team Activity | AFNR Career Cluster – Agribusiness Systems Pathway, Statement 4 CCSS.ELA-LITERACY.L.9-10.6 CCSS.ELA-LITERACY.L.11-12.6 CCSS.ELA-LITERACY.RST.9-10.4 CCSS.ELA-LITERACY.RST.11-12.4 CCSS.ELA-LITERACY.W.9-10.2 CCSS.ELA-LITERACY.W.11-12.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.RH.11-12.7 CCSS.ELA-LITERACY.SL.9-10.6 CCSS.ELA-LITERACY.SL.11-12.6 |

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| | | <p>Buying Goods & Services: Benchmarks: Grade 12, Statements 1</p> <p>Buying Goods & Services: Benchmarks: Grade 12, Statements 3</p> <p>Buying Goods & Services: Benchmarks: Grade 12, Statements 4</p> <p>Buying Goods & Services: Benchmarks: Grade 12, Statements 7</p> |
| <p>ABS.05.03.01.b. Assess alternative marketing strategies as related to marketing principles for AFNR businesses (e.g. value-adding, branding, niche marketing, etc.).</p> | <p>Team Activity</p> | <p>AFNR Career Cluster – Agribusiness Systems Pathway, Statement 4</p> <p>CCSS.ELA-LITERACY.L.9-10.6</p> <p>CCSS.ELA-LITERACY.L.11-12.6</p> <p>CCSS.ELA-LITERACY.RST.9-10.4</p> <p>CCSS.ELA-LITERACY.RST.11-12.4</p> <p>CCSS.ELA-LITERACY.W.9-10.2</p> <p>CCSS.ELA-LITERACY.W.11-12.2</p> <p>CCSS.ELA-LITERACY.RH.9-10.7</p> <p>CCSS.ELA-LITERACY.RH.11-12.7</p> <p>CCSS.ELA-LITERACY.SL.9-10.6</p> <p>CCSS.ELA-LITERACY.SL.11-12.6</p> <p>Buying Goods & Services: Benchmarks: Grade 12, Statements 1</p> <p>Buying Goods & Services: Benchmarks: Grade 12, Statements 3</p> <p>Buying Goods & Services: Benchmarks: Grade 12, Statements 4</p> <p>Buying Goods & Services: Benchmarks: Grade 12, Statements 7</p> |
| <p>ABS.05.03.02.a. Examine and categorize strategies used in marketing programs for AFNR businesses (e.g., Internet, direct to customer, social media, etc.).</p> | <p>Team Activity</p> | <p>AFNR Career Cluster – Agribusiness Systems Pathway, Statement 4</p> <p>CCSS.ELA-LITERACY.L.9-10.6</p> <p>CCSS.ELA-LITERACY.L.11-12.6</p> <p>CCSS.ELA-LITERACY.RST.9-10.4</p> <p>CCSS.ELA-LITERACY.RST.11-12.4</p> <p>CCSS.ELA-LITERACY.W.9-10.2</p> <p>CCSS.ELA-LITERACY.W.11-12.2</p> <p>CCSS.ELA-LITERACY.RH.9-10.7</p> <p>CCSS.ELA-LITERACY.RH.11-12.7</p> <p>CCSS.ELA-LITERACY.SL.9-10.6</p> <p>CCSS.ELA-LITERACY.SL.11-12.6</p> <p>Buying Goods & Services: Benchmarks: Grade 12, Statements 1</p> <p>Buying Goods & Services: Benchmarks: Grade 12, Statements 3</p> <p>Buying Goods & Services: Benchmarks: Grade 12, Statements 4</p> <p>Buying Goods & Services: Benchmarks: Grade 12, Statements 7</p> |
| <p>ABS.05.03.02.b. Compare and contrast the strategies of marketing for products and services used in AFNR businesses (e.g., direct marketing, commodities, etc.).</p> | <p>Team Activity</p> | <p>AFNR Career Cluster – Agribusiness Systems Pathway, Statement 4</p> <p>CCSS.ELA-LITERACY.L.9-10.6</p> <p>CCSS.ELA-LITERACY.L.11-12.6</p> <p>CCSS.ELA-LITERACY.RST.9-10.4</p> <p>CCSS.ELA-LITERACY.RST.11-12.4</p> <p>CCSS.ELA-LITERACY.W.9-10.2</p> <p>CCSS.ELA-LITERACY.W.11-12.2</p> <p>CCSS.ELA-LITERACY.RH.9-10.7</p> <p>CCSS.ELA-LITERACY.RH.11-12.7</p> <p>CCSS.ELA-LITERACY.SL.9-10.6</p> <p>CCSS.ELA-LITERACY.SL.11-12.6</p> |

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| | | <p>Buying Goods & Services: Benchmarks: Grade 12, Statements 1</p> <p>Buying Goods & Services: Benchmarks: Grade 12, Statements 3</p> <p>Buying Goods & Services: Benchmarks: Grade 12, Statements 4</p> <p>Buying Goods & Services: Benchmarks: Grade 12, Statements 7</p> |
| <p>ABS.05.03.02.c. Devise plans to implement and evaluate marketing strategies for products and services used in AFNR businesses.</p> | <p>Team Activity</p> | <p>AFNR Career Cluster – Agribusiness Systems Pathway, Statement 4</p> <p>CCSS.ELA-LITERACY.L.9-10.6</p> <p>CCSS.ELA-LITERACY.L.11-12.6</p> <p>CCSS.ELA-LITERACY.RST.9-10.4</p> <p>CCSS.ELA-LITERACY.RST.11-12.4</p> <p>CCSS.ELA-LITERACY.W.9-10.2</p> <p>CCSS.ELA-LITERACY.W.11-12.2</p> <p>CCSS.ELA-LITERACY.RH.9-10.7</p> <p>CCSS.ELA-LITERACY.RH.11-12.7</p> <p>CCSS.ELA-LITERACY.SL.9-10.6</p> <p>CCSS.ELA-LITERACY.SL.11-12.6</p> <p>Buying Goods & Services: Benchmarks: Grade 12, Statements 1</p> <p>Buying Goods & Services: Benchmarks: Grade 12, Statements 3</p> <p>Buying Goods & Services: Benchmarks: Grade 12, Statements 4</p> <p>Buying Goods & Services: Benchmarks: Grade 12, Statements 7</p> |
| <p>ABS.05.03.03.a. Research and define the purpose, components and developmental processes of marketing plans for AFNR businesses.</p> | <p>Team Activity</p> | <p>AFNR Career Cluster – Agribusiness Systems Pathway, Statement 4</p> <p>CCSS.ELA-LITERACY.L.9-10.6</p> <p>CCSS.ELA-LITERACY.L.11-12.6</p> <p>CCSS.ELA-LITERACY.RST.9-10.4</p> <p>CCSS.ELA-LITERACY.RST.11-12.4</p> <p>CCSS.ELA-LITERACY.W.9-10.2</p> <p>CCSS.ELA-LITERACY.W.11-12.2</p> <p>CCSS.ELA-LITERACY.RH.9-10.7</p> <p>CCSS.ELA-LITERACY.RH.11-12.7</p> <p>CCSS.ELA-LITERACY.SL.9-10.6</p> <p>CCSS.ELA-LITERACY.SL.11-12.6</p> <p>Buying Goods & Services: Benchmarks: Grade 12, Statements 1</p> <p>Buying Goods & Services: Benchmarks: Grade 12, Statements 3</p> <p>Buying Goods & Services: Benchmarks: Grade 12, Statements 4</p> <p>Buying Goods & Services: Benchmarks: Grade 12, Statements 7</p> |
| <p>CS.03.01. Performance Indicator: Identify required regulations to maintain and improve safety, health and environmental management systems.</p> | | |
| <p>CS.03.01.02.a. Summarize the importance of safety, health and environmental management in the workplace.</p> | <p>Skills</p> | <p>AFNR Career Cluster, Statement 6</p> |
| <p>CS.03.03. Performance Indicator: Apply health and safety practices to AFNR worksites.</p> | | |
| <p>CS.03.03.03.a. Examine and categorize examples of how to avoid health or safety risks in AFNR worksites.</p> | <p>Skills</p> | |

| CS.03.04. Performance Indicator: Use appropriate protective equipment and demonstrate safe and proper use of AFNR tools and equipment. | | |
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| CS.03.04.01.a. Identify and differentiate the appropriate protective equipment for the safe use and operation of specific tools and equipment. | Skills | |
| CS.03.04.02.a. Identify standard tools, equipment and safety procedures related to AFNR tasks. | Skills, ID | |
| CS.03.04.03.a. Read and interpret operating instructions related to operation, storage and maintenance of tools and equipment related AFNR tasks. | Skills | |
| CS.03.04.03.b. Assess and demonstrate appropriate operation, storage and maintenance techniques for AFNR tools and equipment. | Skills | |
| CS.04.01. Performance Indicator: Identify and implement practices to steward natural resources in different AFNR systems. | | |
| CS.04.01.01.a. Define stewardship of natural resources and distinguish how it connects to AFNR systems. | Exam | AFNR Career Cluster, Statement 2 AFNR Career Cluster, Statement 3 |
| CS.04.01.01.b. Analyze available practices to steward natural resources in AFNR systems (e.g., wildlife and land conservation, soil and water practices, ecosystem management, etc.). | Exam | AFNR Career Cluster, Statement 2 AFNR Career Cluster, Statement 3 |
| 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.02.01.01.a. Distinguish opportunities to apply academic learning to solve problems in the workplace (e.g., identify how to: increase productivity, reduce costs, lower inputs, etc.). | Team Activity | |
| CRP.02.01.01.b. Assess workplace problems and identify the most appropriate academic knowledge and skills to apply. | Team Activity | |
| CRP.02.01.02.a. Distinguish opportunities to apply academic learning to solve problems in the community (e.g., identify how to: stop businesses from closing, increase access to emergency services, eliminate hunger, reduce unemployment, etc.). | Team Activity | |
| CRP.02.02. Performance Indicator: Use strategic thinking to connect and apply technical concepts to solve problems in the workplace and community. | | |
| CRP.02.02.01.a. Identify opportunities to apply technical concepts to solve problems in the workplace (e.g., identify how to: increase sales, better customer service, reduce inputs, reduce waste, ensure sustainability, etc.). | Team Activity, Written Customer Assistance | |

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| CRP.02.02.01.b. Assess workplace problems and distinguish the most appropriate technical concepts to apply. | Written Customer Assistance, Team Activity | |
| CRP.02.02.02.a. Identify opportunities to apply technical concepts to solve problems in the community (e.g., identify how to: ensure safe routes to schools, reduce vandalism, reduce air pollution, etc.). | Team Activity, Written Customer Assistance | |
| CRP.02.02.02.b. Assess community problems and identify the most appropriate technical concepts to apply. | Team Activity, Written Customer Assistance | |
| CRP.04.01. Performance Indicator: Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings. | | |
| CRP.04.01.01.a. Identify and categorize strategies for ensuring clarity, logic, purpose and professionalism in verbal and non-verbal communication (e.g., vocal tone, organization of thoughts, eye contact, preparation, etc.). | Sales, Written Customer Assistance | |
| CRP.04.01.02.a. Examine and assess personal ability to speak with clarity, logic, purpose and professionalism in formal and informal settings (e.g., speeches, interviews, presentations, oral reports, etc.). | Sales | |
| CRP.04.01.02.b. Apply strategies for speaking with clarity, logic, purpose and professionalism in a variety of situations in formal and informal settings. | Sales | |
| CRP.04.02. Performance Indicator: Produce clear, reasoned and coherent written communication in formal and informal settings. | | |
| CRP.04.02.02.b. Apply techniques for ensuring clarity, logic and coherence to edit written communications (e.g., emails, reports, presentations, technical documents, etc.). | Written Customer Assistance | |
| CRP.04.02.02.c. Compose clear and coherent written documents (e.g., agendas, audio-visuales, drafts, forms, etc.) for formal and informal settings. | Written Customer Assistance | |
| CRP.04.03. Performance Indicator: Model active listening strategies when interacting with others in formal and informal settings. | | |
| CRP.04.03.01.a. Research and summarize components of active listening (e.g., eye contact, have an open mind, restate, etc.). | Exam | |
| CRP.04.03.01.b. Apply active listening strategies (e.g., be attentive, observe non-verbal cues, ask clarifying questions, etc.). | Sales, Team Activity | |
| CRP.04.03.02.c. Model active listening strategies in formal and informal settings. | Sales, Team Activity | |

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.

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| CRP.05.02.01.a. Examine areas in the workplace and community where decisions will make a positive impact. | Team Activity | |
| CRP.05.02.01.b. Apply a structured decision-making process to improve workplace and community situations. | Team Activity | |
| CRP.05.02.01.c. Evaluate and defend decisions applied in the workplace and community situations. | Team Activity | |
| CRP.05.02.02.a. Examine information about environmental, social and economic impacts when making decisions in the workplace and community. | Team Activity | |
| CRP.05.02.02.b. Assess past decisions made in workplace and community and analyze their effects on environmental, social and economic situations. | Team Activity | |
| CRP.05.02.02.c. Evaluate workplace and community situations and propose decisions to be made based upon the positive impact made on environment, social and economic areas. | Team Activity | |

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

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| CRP.06.01.01.a. Identify and summarize steps for generating ideas used in the workplace and community. | Team Activity | |
| CRP.06.01.01.b. Synthesize information, knowledge and experiences to generate ideas for workplace and community situations. | Team Activity | |
| CRP.06.01.01.c. Evaluate workplace and community situations and devise strategies to apply original ideas. | Team Activity | |
| CRP.06.01.02.a. Define “assumption” and identify different types and sources of assumptions that could impact effectiveness in workplace and community situations. | Team Activity | |
| CRP.06.01.02.b. Analyze how assumptions can impact outcomes in a variety of workplace and community situations. | Team Activity | |
| CRP.06.01.02.c. Devise strategies (e.g., ask questions, brainstorm ideas, present facts and information etc.) to challenge common assumptions in workplace and community situations. | Team Activity | |

| 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. | | |
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| CRP.06.03.01.a. Examine workplace and community situations to identify opportunities for improvement through the introduction of new ideas and innovations. | Team Activity | |
| CRP.06.03.01.b. Assess and communicate the risks and benefits of applying new ideas and innovations to the workplace and community. | Team Activity | |
| CRP.06.03.01.c. Design a plan of action to introduce a new idea or innovation into the workplace and community. | Team Activity | |
| CRP.06.03.02.a. Identify individuals and organizations (i.e., stakeholders) that need to provide input and feedback on new ideas or innovation prior to implementation in the workplace or community. | Team Activity | |
| CRP.06.03.02.b. Elicit and assimilate input and feedback from individuals and organizations about new ideas or innovations for the workplace or community. | Team Activity | |
| CRP.06.03.02.c. Evaluate and execute strategies for using stakeholder input and feedback to improve a plan of action for introducing a new idea or innovation into the workplace or community. | Team Activity | |
| 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.07.02.02.a. Categorize potential technologies, practices and ideas that could be adopted by workplaces and community organizations. | Team Activity | |
| CRP.08.01. Performance Indicator: Apply reason and logic to evaluate workplace and community situations from multiple perspectives. | | |
| CRP.08.01.01.b. Apply steps for critical thinking to a variety of workplace and community situations. | Team Activity, Skills | |
| CRP.08.01.02.b. Assess solutions to workplace and community problems for evidence of reason, logic and consideration of multiple perspectives. | Team Activity | |
| CRP.08.02. Performance Indicator: Investigate, prioritize and select solutions to solve problems in the workplace and community. | | |
| CRP.08.02.01.a. Investigate and summarize potential tools and resources used to solve problems in the workplace and community. | Team Activity | |
| CRP.08.02.01.b. Assimilate and prioritize potential solutions to solve problems in the workplace and community. | Team Activity, Written Customer Assistance | |

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| CRP.08.02.02.a. Identify and summarize steps in the decision-making process to solve workplace and community problems. | Team Activity, Written Customer Assistance | |
| CRP.08.02.02.b. Apply decision-making processes to generate possible solutions to solve workplace and community problems. | Team Activity, Written Customer Assistance | |
| CRP.08.03. Performance Indicator: Establish plans to solve workplace and community problems and execute them with resiliency. | | |
| CRP.08.03.02.a. Identify and analyze the elements of a plan for solving workplace and community problems (e.g., budget, timeline, etc.). | Team Activity | |
| CRP.08.03.02.b. Create plans to solve workplace and community problems. | Team Activity | |
| 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.09.03.02.c. Model respectful and purposeful behaviors that contribute to positive morale and culture in the workplace and community (e.g., effectively communicating, recognizing accomplishments of others, etc.). | Team Activity, Written Customer Assistance, Sales | |
| 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.12.01.01.a. Differentiate the strengths and talents of all team members needed to complete projects in the workplace and community. | Team Activity, Skills | |
| CRP.12.01.01.b. Formulate action plans to complete team-oriented projects in the workplace and community, including plans for personal contributions. | Team Activity, Skills | |
| CRP.12.01.02.b. Apply consensus building techniques to accomplish results in team-oriented situations. | Team Activity | |
| 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.). | | |
| CRP.12.02.01.b. Assess team dynamics and match strategies to increase team member engagement. | Team Activity, Skills | |
| CRP.12.02.02.b. Select strategies to engage team members and apply in a variety of situations. | Team Activity, Skills | |
| 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.01.02.01.a. Research and examine the characteristics used to identify trees and woody plants.ID, | Exam | AFNR Career Cluster – Natural Resources Systems Pathway, Statement 3 CCSS.ELA-LITERACY.RST.11-12.1 |

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| | | CCSS.ELA-LITERACY.RST.11-12.7 CCSS.ELA-LITERACY.RST.11-12.8 CCSS.ELA-LITERACY.WHST.9-10.2 CCSS.ELA-LITERACY.WHST.11-12.2 CCSS.ELA-LITERACY.WHST.9-10.7 CCSS.ELA-LITERACY.WHST.11-12.7 CCSS.ELA-LITERACY.WHST.9-10.9 CCSS.ELA-LITERACY.WHST.11-12.9 CCSS.MATH.CONTENT.HSN-Q.A.1 CCSS.MATH.CONTENT.HSN-Q.A.2 HS-ESS3-2 |
| NRS.01.02.01.b. Apply identification techniques to determine the species of a tree or woody plant. | Exam | AFNR Career Cluster – Natural Resources Systems Pathway, Statement 3 CCSS.ELA-LITERACY.RST.11-12.1 CCSS.ELA-LITERACY.RST.11-12.7 CCSS.ELA-LITERACY.RST.11-12.8 CCSS.ELA-LITERACY.WHST.9-10.2 CCSS.ELA-LITERACY.WHST.11-12.2 CCSS.ELA-LITERACY.WHST.9-10.7 CCSS.ELA-LITERACY.WHST.11-12.7 CCSS.ELA-LITERACY.WHST.9-10.9 CCSS.ELA-LITERACY.WHST.11-12.9 CCSS.MATH.CONTENT.HSN-Q.A.1 CCSS.MATH.CONTENT.HSN-Q.A.2 HS-ESS3-2 |
| NRS.01.02.02.a. Research and examine the characteristics used to identify herbaceous plants. ID, | Exam | AFNR Career Cluster – Natural Resources Systems Pathway, Statement 3 CCSS.ELA-LITERACY.RST.11-12.1 CCSS.ELA-LITERACY.RST.11-12.7 CCSS.ELA-LITERACY.RST.11-12.8 CCSS.ELA-LITERACY.WHST.9-10.2 CCSS.ELA-LITERACY.WHST.11-12.2 CCSS.ELA-LITERACY.WHST.9-10.7 CCSS.ELA-LITERACY.WHST.11-12.7 CCSS.ELA-LITERACY.WHST.9-10.9 CCSS.ELA-LITERACY.WHST.11-12.9 CCSS.MATH.CONTENT.HSN-Q.A.1 CCSS.MATH.CONTENT.HSN-Q.A.2 HS-ESS3-2 |
| NRS.01.02.02.b. Apply identification techniques to determine the species of an herbaceous plant. | ID | AFNR Career Cluster – Natural Resources Systems Pathway, Statement 3 CCSS.ELA-LITERACY.RST.11-12.1 CCSS.ELA-LITERACY.RST.11-12.7 CCSS.ELA-LITERACY.RST.11-12.8 CCSS.ELA-LITERACY.WHST.9-10.2 CCSS.ELA-LITERACY.WHST.11-12.2 CCSS.ELA-LITERACY.WHST.9-10.7 CCSS.ELA-LITERACY.WHST.11-12.7 CCSS.ELA-LITERACY.WHST.9-10.9 CCSS.ELA-LITERACY.WHST.11-12.9 CCSS.MATH.CONTENT.HSN-Q.A.1 CCSS.MATH.CONTENT.HSN-Q.A.2 HS-ESS3-2 |
| NRS.01.02.03.a. Research and examine the characteristics used to identify wildlife and insects. | ID | AFNR Career Cluster – Natural Resources Systems Pathway, Statement 3 CCSS.ELA-LITERACY.RST.11-12.1 CCSS.ELA-LITERACY.RST.11-12.7 CCSS.ELA-LITERACY.RST.11-12.8 CCSS.ELA-LITERACY.WHST.9-10.2 |

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| NRS.01.02.03.b. Apply identification techniques to determine the species of wildlife or insect. | ID | AFNR Career Cluster – Natural Resources Systems Pathway, Statement 3 CCSS.ELA-LITERACY.RST.11-12.1 CCSS.ELA-LITERACY.RST.11-12.7 CCSS.ELA-LITERACY.RST.11-12.8 CCSS.ELA-LITERACY.WHST.9-10.2 CCSS.ELA-LITERACY.WHST.11-12.2 CCSS.ELA-LITERACY.WHST.9-10.7 CCSS.ELA-LITERACY.WHST.11-12.7 CCSS.ELA-LITERACY.WHST.9-10.9 CCSS.ELA-LITERACY.WHST.11-12.9 CCSS.MATH.CONTENT.HSN-Q.A.1 CCSS.MATH.CONTENT.HSN-Q.A.2 HS-ESS3-2 |
| NRS.01.05. Performance Indicator: Apply ecological concepts and principles to terrestrial natural resource systems. | | |
| NRS.01.05.04.a. Compare and contrast techniques associated with soil management (e.g., soil survey and interpretation, erosion control, etc.). | Exam | AFNR Career Cluster, Statement 1 AFNR Career Cluster – Animal Systems Pathway, Statement 3 AFNR Career Cluster – Natural Resources Systems Pathway, Statement 3 CCSS.ELA-LITERACY.RST.11-12.1 CCSS.ELA-LITERACY.RST.11-12.7 CCSS.ELA-LITERACY.RST.11-12.8 CCSS.MATH.CONTENT.HSS-ID.A.1 CCSS.MATH.CONTENT.HSS-IC.A.1 CCSS.MATH.CONTENT.HSS-IC.B.6 HS-ESS3-4 HS-ESS3-2 |
| NRS.01.06. Performance Indicator: Apply ecological concepts and principles to living organisms in natural resource systems. | | |
| NRS.01.06.02.a. Research and summarize examples of invasive species. | Exam | AFNR Career Cluster, Statement 1 AFNR Career Cluster – Animal Systems Pathway, Statement 3 AFNR Career Cluster – Natural Resources Systems Pathway, Statement 3 CCSS.ELA-LITERACY.RST.11-12.1 CCSS.ELA-LITERACY.RST.11-12.8 CCSS.ELA-LITERACY.WHST.9-10.2 CCSS.ELA-LITERACY.WHST.11-12.2 CCSS.ELA-LITERACY.WHST.9-10.5 CCSS.ELA-LITERACY.WHST.11-12.5 CCSS.ELA-LITERACY.WHST.9-10.7 CCSS.ELA-LITERACY.WHST.11-12.7 CCSS.ELA-LITERACY.WHST.9-10.9 CCSS.ELA-LITERACY.WHST.11-12.9 HS-LS4-4 HS-LS4-6 HS-ESS3-4 |

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

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| NRS.02.05.01.a. Examine ways in which a message regarding natural resources may be communicated to the public through standard media sources (e.g., press, radio, TV, public appearances, etc.). | Team Activity | AFNR Career Cluster, Statement 2 AFNR Career Cluster, Statement 3 STEM Career Cluster, Statement 2 STEM Career Cluster, Statement 3 |
| NRS.02.05.01.b. Assess the effectiveness of different methods for communicating natural resource messages. | Team Activity | AFNR Career Cluster, Statement 2 AFNR Career Cluster, Statement 3 STEM Career Cluster, Statement 2 STEM Career Cluster, Statement 3 |
| NRS.02.05.01.c. Devise a strategy for communicating a natural resources message through media. | Team Activity | AFNR Career Cluster, Statement 2 AFNR Career Cluster, Statement 3 STEM Career Cluster, Statement 2 STEM Career Cluster, Statement 3 |
| NRS.02.05.02.a. Research how social media and the Internet have changed how people perceive and utilize natural resources (e.g., greater awareness of conservation issues, calls to action, etc.). | Team Activity | AFNR Career Cluster, Statement 2 AFNR Career Cluster, Statement 3 STEM Career Cluster, Statement 2 STEM Career Cluster, Statement 3 |
| NRS.02.05.02.b. Assess how to most effectively communicate a message about the conservation, management, enhancement and improvement of natural resources via social media and the Internet. | Team Activity | AFNR Career Cluster, Statement 2 AFNR Career Cluster, Statement 3 STEM Career Cluster, Statement 2 STEM Career Cluster, Statement 3 |
| NRS.02.05.02.c. Anticipate and predict how messages about the conservation, management, enhancement and improvement of natural resources will change because of social media and the Internet. | Team Activity | AFNR Career Cluster, Statement 2 AFNR Career Cluster, Statement 3 STEM Career Cluster, Statement 2 STEM Career Cluster, Statement 3 |
| NRS.02.05.03.a. Examine how communication can be used to influence behavior, call people to action and instill a sense of civic behavior related to the conservation, management, enhancement and improvement of natural resources. | Team Activity | AFNR Career Cluster, Statement 2 AFNR Career Cluster, Statement 3 STEM Career Cluster, Statement 2 STEM Career Cluster, Statement 3 |
| NRS.02.05.03.b. Analyze and summarize examples of how communication can be used to influence behavior, call people to action and instill a sense of civic behavior related to the conservation, management, enhancement and improvement of natural resources. | Team Activity | AFNR Career Cluster, Statement 2 AFNR Career Cluster, Statement 3 STEM Career Cluster, Statement 2 STEM Career Cluster, Statement 3 |
| NRS.02.05.03.c. Create a communication plan to influence the behavior of people, call people to action and instill a sense of civic behavior related to the conservation, management, enhancement and improvement of natural resources. | Team Activity | AFNR Career Cluster, Statement 2 AFNR Career Cluster, Statement 3 STEM Career Cluster, Statement 2 STEM Career Cluster, Statement 3 |

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

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| <p>NRS.04.02.01.b. Analyze a plant disease based on its symptoms, identify if the disease needs to be reported to authorities and determine which authorities it should be reported to.</p> | <p>ID</p> | <p>CCSS.ELA-LITERACY.RST.11-12.7 CCSS.ELA-LITERACY.RST.11-12.8 CCSS.ELA-LITERACY.WHST.11-12.2 CCSS.ELA-LITERACY.WHST.11-12.7 CCSS.ELA-LITERACY.WHST.11-12.8 CCSS.ELA-LITERACY.WHST.11-12.9 CCSS.MATH.CONTENT.HSN-Q.A.1 CCSS.MATH.CONTENT.HSN-Q.A.2 CCSS.MATH.CONTENT.HSN-Q.A.3 HS-LS2-7</p> |
| <p>NRS.04.03.01.a. Categorize harmful and beneficial insects, as well as signs of insect damage to natural resources.</p> | <p>ID</p> | <p>CCSS.ELA-LITERACY.RST.11-12.1 CCSS.ELA-LITERACY.RST.11-12.7 CCSS.ELA-LITERACY.RST.11-12.8 CCSS.ELA-LITERACY.WHST.9-10.5 CCSS.ELA-LITERACY.WHST.11-12.5 CCSS.ELA-LITERACY.WHST.9-10.7 CCSS.ELA-LITERACY.WHST.11-12.7 CCSS.MATH.CONTENT.HSN-Q.A.1 CCSS.MATH.CONTENT.HSN-Q.A.2 CCSS.MATH.CONTENT.HSN-Q.A.3 CCSS.MATH.CONTENT.HSS-ID.A.1 CCSS.MATH.CONTENT.HSS-IC.A.1 CCSS.MATH.CONTENT.HSS-IC.B.6 HS-LS2-7 HS-LS4-6</p> |
| <p>NRS.04.03.01.b. Analyze signs of insect infestation, identify if it needs to be reported to authorities and determine which authorities it should be reported to.</p> | <p>ID</p> | <p>CCSS.ELA-LITERACY.RST.11-12.1 CCSS.ELA-LITERACY.RST.11-12.7 CCSS.ELA-LITERACY.RST.11-12.8 CCSS.ELA-LITERACY.WHST.9-10.5 CCSS.ELA-LITERACY.WHST.11-12.5 CCSS.ELA-LITERACY.WHST.9-10.7 CCSS.ELA-LITERACY.WHST.11-12.7 CCSS.MATH.CONTENT.HSN-Q.A.1 CCSS.MATH.CONTENT.HSN-Q.A.2 CCSS.MATH.CONTENT.HSN-Q.A.3 CCSS.MATH.CONTENT.HSS-ID.A.1 CCSS.MATH.CONTENT.HSS-IC.A.1 CCSS.MATH.CONTENT.HSS-IC.B.6 HS-LS2-7 HS-LS4-6</p> |

PS.01.01. Performance Indicator: Determine the influence of environmental factors on plant growth.

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| <p>PS.01.01.02.a. Identify and summarize the effects of air and temperature on plant metabolism and growth.</p> | <p>Exam</p> | |
| <p>PS.01.01.03.a. Identify and summarize the effects of water quality on plant growth, (e.g., pH, dissolved solids, etc.).</p> | <p>Exam</p> | |
| <p>PS.01.01.03.b. Analyze and describe plant responses to water conditions.</p> | <p>Exam</p> | |

| PS.01.02. Performance Indicator: Prepare and manage growing media for use in plant systems | | |
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| PS.01.02.01.a. Identify the major components of growing media and describe how growing media support plant growth. | Exam, Prop/Pot | |
| PS.01.02.01.b. Describe the physical and chemical characteristics of growing media and explain the influence they have on plant growth. | Exam, Prop/Pot | |
| PS.01.02.02.a. Identify the categories of soil water. | | |
| PS.01.02.02.b. Discuss how soil drainage and water-holding capacity can be improved. | Exam | |
| PS.01.03. Performance Indicator: Develop and implement a fertilization plan for specific plants or crops. | | |
| PS.01.03.01.a. Identify the essential nutrients for plant growth and development and their major functions (e.g., nitrogen, phosphorous, potassium, etc.). | Exam, Prop, Skills | CCSS.MATH.CONTENT.HSN.Q.A.2 CCSS.MATH.CONTENT.HSN.Q.A.3 |
| PS.01.03.01.b. Analyze the effects of nutrient deficiencies and symptoms and recognize environmental causes of nutrient deficiencies. | Exam, ID | CCSS.MATH.CONTENT.HSN.Q.A.2 CCSS.MATH.CONTENT.HSN.Q.A.3 |
| PS.01.03.02.a. Discuss the influence of pH and cation exchange capacity on the availability of nutrients. | Exam | CCSS.MATH.CONTENT.HSN.Q.A.2 CCSS.MATH.CONTENT.HSN.Q.A.3 |
| PS.01.03.04.a. Identify fertilizer sources of essential plant nutrients; explain fertilizer formulations, including organic and inorganic; and describe different methods of fertilizer application. | Exam | CCSS.MATH.CONTENT.HSN.Q.A.2 CCSS.MATH.CONTENT.HSN.Q.A.3 |
| PS.01.03.04.b. Calculate the amount of fertilizer to be applied based on nutrient recommendation and fertilizer analysis. | Skills | CCSS.MATH.CONTENT.HSN.Q.A.2 CCSS.MATH.CONTENT.HSN.Q.A.3 |
| PS.01.03.04.c. Calibrate application equipment to meet plant nutrient needs. | Skills | CCSS.MATH.CONTENT.HSN.Q.A.2 CCSS.MATH.CONTENT.HSN.Q.A.3 |
| PS.01.03.06.a. Summarize the impact of environmental factors on nutrient availability (e.g., moisture, temperature, pH, etc.). | Exam | CCSS.MATH.CONTENT.HSN.Q.A.2 CCSS.MATH.CONTENT.HSN.Q.A.3 |
| PS.02.01. Performance Indicator: Classify plants according to taxonomic systems. | | |
| PS.02.01.01.a. Identify and summarize systems used to classify plants based on specific characteristics. | Exam | |
| PS.02.02. Performance Indicator: Apply knowledge of plant anatomy and the functions of plant structures to activities associated with plant systems. | | |
| PS.02.02.01.a. Identify structures in a typical plant cell and summarize the function of plant cell organelles. | Exam | HS-LS1-4 |

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| PS.02.02.02.a. Identify and summarize the components, the types and the functions of plant roots. | Exam, Prop | HS-LS1-4 |
| PS.02.02.03.a. Identify and summarize the components and the functions of plant stems. | Exam | HS-LS1-4 |
| PS.02.02.04.a. Research and summarize leaf morphology and the functions of leaves. | Exam | HS-LS1-4 |
| PS.02.02.04.b. Analyze how leaves capture light energy and summarize the exchange of gases. | Exam | HS-LS1-4 |
| PS.02.03. Performance Indicator: Apply knowledge of plant physiology and energy conversion to plant systems. | | |
| PS.02.03.01.a. Summarize the importance of photosynthesis to plant life on earth and the process of photosynthesis, including the types (c3, c4, Cam), its stages (e.g., light-dependent and light independent reactions), and its products and byproducts. | Exam | HS-LS1-5 |
| PS.03.01. Performance Indicator: Demonstrate plant propagation techniques in plant system activities. | | |
| PS.03.01.01.a. Identify examples of and summarize pollination, cross-pollination and self-pollination of flowering plants. | Exam | |
| PS.03.01.03.a. Summarize optimal conditions for asexual propagation and demonstrate techniques used to propagate plants by cuttings, division, separation, layering, budding and grafting. | Exam, Prop | |
| PS.03.02. Performance Indicator: Develop and implement a management plan for plant production | | |
| PS.03.02.01.a. Research and summarize the importance of starting with pest- and disease-free propagation material. | Prop | CCSS.ELA-Literacy.RI.9-10.1 CCSS.ELA-Literacy.RI.9-10.8 CCSS.ELA-Literacy.RST.9-10.3 CCSS.ELA-Literacy.WHST.9-10.2 CCSS.ELA-Literacy.WHST.9-10.4 CCSS.ELA-Literacy.WHST.9-10.9 |
| PS.03.02.01.b. Inspect propagation material for evidence of pests or disease. | Prop | CCSS.ELA-Literacy.RI.9-10.1 CCSS.ELA-Literacy.RI.9-10.8 CCSS.ELA-Literacy.RST.9-10.3 CCSS.ELA-Literacy.WHST.9-10.2 CCSS.ELA-Literacy.WHST.9-10.4 CCSS.ELA-Literacy.WHST.9-10.9 |
| PS.03.02.02.a. List and summarize the reasons for preparing growing media before planting. | Exam | CCSS.ELA-Literacy.RI.9-10.1 CCSS.ELA-Literacy.RI.9-10.8 CCSS.ELA-Literacy.RST.9-10.3 CCSS.ELA-Literacy.WHST.9-10.2 CCSS.ELA-Literacy.WHST.9-10.4 CCSS.ELA-Literacy.WHST.9-10.9 |
| PS.03.02.05.a. Summarize the stages of plant growth and the reasons for controlling plant growth. Exam | | CCSS.ELA-Literacy.RI.9-10.1 CCSS.ELA-Literacy.RI.9-10.8 CCSS.ELA-Literacy.RST.9-10.3 CCSS.ELA-Literacy.WHST.9-10.2 |

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| PS.03.02.06.a. Identify and categorize structures and technologies used for controlled atmosphere production of plants. Exam | | CCSS.ELA-Literacy.RI.9-10.1 CCSS.ELA-Literacy.RI.9-10.8 CCSS.ELA-Literacy.RST.9-10.3 CCSS.ELA-Literacy.WHST.9-10.2 CCSS.ELA-Literacy.WHST.9-10.4 CCSS.ELA-Literacy.WHST.9-10.9 |
| PS.03.03. Performance Indicator: Develop and implement a plan for integrated pest management for plant production. | | |
| PS.03.03.01.a. Identify and categorize plant pests, diseases and disorders. | ID | |
| PS.03.03.01.b. Identify and analyze major local weeds, insect pests and infectious and noninfectious plant diseases. | ID | |
| PS.03.03.03.a. Identify and summarize pest control strategies associated with integrated pest management and the importance of determining economic threshold. | Exam | |
| PS.03.03.04.a. Distinguish between risks and benefits associated with the materials and methods used in plant pest management. | Exam (Nursery/Turf), Skills | |
| PS.03.05. Performance Indicator: Harvest, handle and store crops according to current industry standards. | | |
| PS.03.05.04.a. Identify and categorize plant preparation methods for storing and shipping plants and plant products. | Exam | CCSS.ELA-Literacy.RST.9-10.3 CCSS.ELA-Literacy.RST.9-10.4 CCSS.ELA-Literacy.WHST.9-10.2a |
| PS.03.05.05.a. Summarize the reasons for preparing plants and plant products for distribution. | Exam | CCSS.ELA-Literacy.RST.9-10.3 CCSS.ELA-Literacy.RST.9-10.4 CCSS.ELA-Literacy.WHST.9-10.2a |
| PS.04.01. Performance Indicator: Evaluating, identifying and preparing plants to enhance an environment. | | |
| PS.04.01.01.a. Identify and categorize plants by their purpose (e.g., floral plants, landscape plants, house plants, etc.). | Exam, ID | |
| PS.04.01.02.a. Summarize the applications of design in agriculture and ornamental plant systems. | Exam | |
| PS.04.02. Performance Indicator: Create designs using plants. | | |
| PS.04.02.02.a. Identify and categorize tools used for design (e.g., computer landscape software, drawing tools, florist tools, etc.). | Exam | AFNR Career Cluster – Natural Resources Systems Pathway, Statement 3 AFNR Career Cluster – Plant Systems Pathway, Statement 2 STEM Career Cluster, Statement 4 |
| PS.04.02.02.a. Identify and categorize tools used for design (e.g., computer landscape software, drawing tools, florist tools, etc.). | Exam | |

| PST.01.02. Performance Indicator: Apply physical science and engineering principles to design, implement and improve safe and efficient mechanical systems in AFNR situations. | | |
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| PST.01.02.02.a. Identify the tools, machines and equipment needed to construct and/or fabricate a project in AFNR. | Exam, Skills, ID | HS-PS3-1 HS-PS3-3 |
| PST.01.02.02.b. Calculate the maintenance and purchase cost of tools, machines and equipment used in AFNR. | Skills | HS-PS3-1 HS-PS3-3 |
| PST.01.02.03.a. Examine owner's manuals to classify the types of safety hazards associated with different mechanical systems used in AFNR (e.g., caution, warning, danger, etc.). | Skills | HS-PS3-1 HS-PS3-3 |
| PST.01.02.03.b. Select, maintain and demonstrate the proper use of tools, machines and equipment used in different AFNR related mechanical systems. | Skills | HS-PS3-1 HS-PS3-3 |
| PST.01.02.03.c. Conduct a safety inspection of tools, machines and equipment used in different AFNR related mechanical systems. | Skills | HS-PS3-1 HS-PS3-3 |
| PST.02.01. Performance Indicator: Perform preventative maintenance and scheduled service to maintain equipment, machinery and power units used in AFNR settings. | | |
| PST.02.01.01.a. Maintain the cleanliness and appearance of equipment, machinery and power units used in AFNR power, structural and technical systems to assure proper functionality. | Skills | |
| PST.02.01.02.a. Examine operator's manuals to determine recommendations for servicing filtration systems and maintaining fluid levels on equipment, machinery and power units used in AFNR power, structural and technical systems. | Skills | |
| PST.02.02. Performance Indicator: Operate machinery and equipment while observing all safety precautions in AFNR settings. | | |
| PST.02.02.02.a. Examine and identify safety hazards associated with equipment, machinery and power units used in AFNR power, structural, and technical systems (e.g., caution, warning, danger, etc.). | Skills | |
| PST.02.02.02.b. Apply safety principles and applicable regulations to operate equipment, machinery and power units used in AFNR power, structural and technical systems. | Skills | |
| PST.02.02.02.c. Adjust equipment, machinery and power units for safe and efficient operation in AFNR power, structural and technical systems. | Skills | |

| PST.04.01. Performance Indicator: Create sketches and plans for AFNR structures. | | |
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| PST.04.01.01.a. Interpret and explain the meaning of symbols used in sketches of agricultural structures. | Exam, Estimate | |
| PST.04.01.01.b. Apply scale measurement and dimension to develop sketches of agricultural structures. | Exam, Estimate | |
| PST.04.01.02.a. Read and interpret the parts and/or views of plans for agricultural structures. | Exam, Estimate | |
| PST.04.04.02.b. Construct plans for agricultural structures using current technology (e.g., drafting software, computer-aided design, etc.). | Estimate | |
| PST.04.02. Performance Indicator: Determine structural requirements, specifications and estimate costs for AFNR structures | | |
| PST.04.02.01.a. Summarize and categorize the information needed to complete a bill of materials and cost estimate for an AFNR structure. | Estimate | |
| PST.04.02.01.b. Analyze a project plan to prepare a bill of materials and an estimate of material costs. | Estimate | |
| PST.04.02.01.c. Create a project cost estimate, including materials, labor and management for an AFNR structure. | Estimate | |

