

*Wyoming*

Marketing Plan  
Handbook

2017-2021

## Purpose

*The marketing plan event is designed to assist students with developing practical skills in the marketing process through the development and presentation of a marketing plan. Students research and present a marketing plan for an agricultural product, supply or service. It is intended as a competitive activity involving a team of three persons working for an actual local agribusiness, either an existing or start-up enterprise, to support the outreach mission of FFA.*

Local chapters may involve the entire chapter, a specific agriculture class or a three person team in the development of the plan. A three person team will present the results of primary research involving the local community that provides a reasonable and logical solution to a marketing problem. Understanding of the marketing process is manifested in the marketing plan, which is presented in a written plan and in a live presentation to qualified judges. Though only three individuals are on a team, any number of students may assist with the primary and secondary research.

## Objectives

Through participation in the national event, participants will be able to:

- To encourage students to demonstrate an understanding of the marketing plan process.
- To provide an activity to focus student and community attention on the agrimarketing curriculum.
- To encourage students to explore and prepare for possible careers in agrimarketing.
- To help develop partnerships and improve relations between industry, local FFA chapters and the general public.

## Event Rules

A team representing a state will consist of three members listed at the state and national levels from the same chapter. Only the three certified team members can take an active role in the presentation of materials and use of technology during the presentation.

It is highly recommended that participants wear FFA Official Dress for this event.

At least three qualified judges will be used. Judges should be selected to represent a mix of industry, education and communication and will have a sufficient understanding of the marketing planning process.

- The judges' written evaluations will be distributed at the awards ceremony.
- Teams will receive their rank for the written plans.
- A timekeeper will be provided.

## Event Rules

### EQUIPMENT

Equipment provided at the event site:

- Two tripod easels
- One LCD projector with standard VGA cable
- One screen
- One AV cart including power strip and extension cord
- One table
- Three chairs

Students should not assume there will be Internet connectivity at the event site. If teams plan to use Internet resources, it is recommended that they are embedded into the media presentations.

It is the responsibility of the team to provide any additional equipment.

### WRITTEN PLAN (100 POINTS)

#### Instructions

A marketing plan should be focused on the end consumer. This is not a business plan.

- Teams should select an actual local agribusiness, either an existing or start-up enterprise, that serves the community and decide on the product or service for the marketing plan. Teams should work with an off-campus organization. They should not use their chapter as a client.
- Emphasis should be placed on the “value added” concept using marketing techniques to increase the value of products or services.
- A marketing plan is concerned with the future. Historical information is very valuable, but the actual plan must be a projection. A plan presented in the current year should be developed for the following year. A three-year timeframe may be needed, which would mean the inclusion of the two years following the current year.
- The project outline should include the following aspects of the marketing process:
  - **Brief description of product or service attributes: size, quality, etc. (5 points)**
  - **Market analysis (30 points)**
    - Client’s status in current market
    - Trends in the industry
    - Buyer profile and behavior
    - Competition’s SWOT analysis
    - Product’s/client’s SWOT analysis

- Primary research results (surveys, focus groups, interviews)
- **Business proposition (20 points)**
  - Develop a mission statement
  - Make key planning assumptions (cite sources of information)
  - Have short and long-term goals - must be measurable, specific, attainable and have completion dates
  - Identify target market – specific market segments which achieve the goals
- **Strategies and action plan (25 points)**
  - Product
  - Price
  - Place
  - Promotion
  - Position
- **Projected budget (10 points)**

The budget should be future oriented and include the current year plus two additional years in advance.

  - Cost of strategies
  - Pro forma income statement which details the realistic costs and returns of the marketing strategies
  - Calculate the financial return of the marketing plan
- **Evaluation (5 points)**
  - Benchmarks to track progress toward goals
  - Identify tools to measure established benchmarks
  - Recommendations for alternative strategies, if benchmarks are not reached
- **Technical and business writing skills (5 points)**

## Procedures

A copy of the written plan, in PDF format (no larger than 20 megabytes) must be uploaded by date set by State Advisor and Superintendent.

- A penalty of 10 percent will be assessed for documents received after upload deadline.
- If written plan is not received seven days after the upload deadline, the team may be subject to 25 point deduction.
- Chapter number MUST be on the written plan title page. If not included, a penalty will be assessed to the written plan.

The document should not exceed eight single-sided, 8.5"x11" pages and must be ten point or larger type size. Different formats and page sizes can be used as long as the document does not exceed the equivalent of eight single-sided, 8.5" x 11" pages. A five point deduction will be applied to all marketing plans that do not follow these

guidelines.

- Title page - one page
  - Project title
  - State name
  - Chapter name
  - Chapter number
  - Year
- Text and appendices - seven pages
  - Marketing plan
  - Surveys
  - Graphs
  - Maps
  - Promotional pieces
- Written expression is important. Attention should be given to language, general appearance, structure and format.

### **LIVE PRESENTATION (200 POINTS)**

The team assumes the role of a marketing consultant. The judges assume the role of the selected client.

Each team will be allowed five minutes to set up before their 15 minute time allowance begins. After the presentation, teams are required to reset the equipment as they found it.

In the case of equipment failure, every effort will be made to rectify the problem as quickly as possible; however, at the judges' discretion, a team may be asked to move forward with the presentation. A back-up plan is recommended.

The live presentation should not exceed fifteen minutes. Five points will be deducted from the final score for each minute or major fraction thereof, over fifteen minutes for the presentation. The timekeeper shall be responsible for keeping an accurate record of time.

Each member of the team should participate in the question and answer session.

- The presentation will be followed by five minutes' maximum of clarifying questions. Additionally three general marketing questions will then be asked.

Visual aids are only limited by your imagination. Do not assume that the lights can be adjusted or the competition room can be drastically remodeled. Scoring will be based on how effectively visual aids are used, not how

elaborate they are. Remember that visual aids should enhance and clarify what the speakers are saying; not replace them. Visual aids, i.e., flyers, promotional materials, webpage, advertisements, mailers, etc., should support the marketing effort and not the product itself. If props don't enhance the presentation, they should not be used.

Before the presentation, teams are allowed to hand judges one single-sided, 8.5"x11" page with changes/corrections to the written plan. No other handouts or samples are allowed.

## Scoring

*Teams will be ranked in numerical order on the basis of the final score to be determined by each judge without consultation.*

The judges' ranking of each team then shall be added, and the winner will be the team whose total ranking is the lowest. Other placings will be determined in the same manner (low rank method of selection). All event scorecards are at the end of this chapter of the handbook.

### TIEBREAKER

Ties will be broken based on the greatest number of low ranks. Team low ranks will be counted and the team with the greatest number of low ranks will be declared the winner. If a tie still exists, then the event superintendent will rank the teams' written plan scores. The team with the lowest rank from the response to questions will be declared the winner. If a tie still exists then the team's raw scores will be totaled. The team with the greatest total of raw points will be declared the winner.

## Awards

*Awards will be presented to individuals and/or teams based upon their rankings at State FFA Convention.*

## Resources

This list of references is not intended to be all-inclusive. Other sources may be utilized, and teachers are encouraged to make use of the very best instructional materials available. The following list contains references that may prove helpful during event preparation.

- National FFA Core Catalog
  - National Career Development Event Questions and Answers: [FFA.org](http://FFA.org)
  - Power of Demonstration DVD: <http://shop.FFA.org>
- Agricultural Marketing Resource Center: <http://www.agmrc.org/>
- Final Hall Presentations

# Written Marketing Plan Rubric

100 points

CHAPTER		STATE		TEAM NUMBER		
INDICATOR	Very strong evidence of skill present 5–4 points	Moderate evidence of skill present 3–2 points	Strong evidence of skill not present 1–0 points	Points Earned	Weight	Total Points
<b>Description of product/client status</b>	The plan contains details of the products/services; from the customer’s point of view, and identifies key competitors and how the product/service is positioned to compete.	The plan describes the products/services; however, detail on the features, benefits, and competitors is lacking.	Little to no information is provided on the product /service, its features and benefits, or its competitors.		x 1	
<b>Market Analysis</b>						
<b>Client’s status in current market</b>	Information is thoroughly and clearly reported, including such things as the type of product/service, current marketing efforts, current knowledge about customers and competitors, etc.	Information is for the most part, thoroughly and clearly reported. But some information that may be critical to the marketing plan is missing.	Information is provided, but there is a great deal of potentially important information missing.		x 1	
<b>Industry trends</b>	Describes how major trends and information helped identify immediate opportunity.	Describes major trends that could impact this industry in the near future.	Gives a brief history of the industry, but does not demonstrate understanding of trends.		x 1	
<b>Buyer profile and behavior</b>	Describes in-depth the buyer in the customer profiles buying roles, buying behavior, and buyer decision making process.	Briefly describes the buyer in the customer profiles buying roles, buying behavior, and buyer decision making process.	The buyer profile section is incomplete.		x 1	
<b>Competition’s SWOT analysis</b>	A thorough SWOT analysis is provided, and reasoning for each item in the SWOT is provided and logical.	SWOT analysis is provided, but there are some missing points and reasoning for each item is not always thoroughly provided and/or logical.	SWOT analysis is provided, but there are missing points and there is no reasoning provided for the items.		x 1	
<b>Product/client’s SWOT analysis</b>	A thorough SWOT analysis is provided, and reasoning for each item in the SWOT is provided and logical.	SWOT analysis is provided, but there are some missing points and reasoning for each item is not always thoroughly provided and/or logical.	SWOT analysis is provided, but there are missing points and there is no reasoning provided for the items.		x 1	
<b>Primary Research results (survey, focus groups, interviews)</b>	Excellent plan for collection of data justified with many facts from current business environment.	Adequate data collection plan justified with a few facts from business environment.	Data collection plan is unorganized and not supported by business environment.		x 1	



INDICATOR	Very strong evidence of skill present 5–4 points	Moderate evidence of skill present 3–2 points	Strong evidence of skill not present 1–0 points	Points Earned	Weight	Total Points
<b>Business Proposal</b>						
Mission statement	Useful mission statement that is relevant to the business.	Mission statement is not totally relevant to the business.	Irrelevant use, not matching business use		x 1	
Key planning assumption	Identifies and validates key assumptions in the strategy.	Identifies and validates most of the key assumptions in the strategy.	Does not surface the key assumptions or validation for the strategy.		x 1	
Short and long-term goals	Short- and long-term business goals are attainable and time-bound.	Short- and long-term business goals may not be attainable or they're not time-bound.	Goals are missing or are irrelevant to the business.		x 1	
Target market	Clearly identified by demographics and product/service meets needs/wants of target group.	Somewhat identified by demographics and product/service may meet needs/wants of target group.	Not identified by demographics and product/service does not meet needs/wants of target group.		x 1	
<b>Strategies and Action Plan</b>						
Product	Clearly evident what product/service is being provided.	Somewhat evident what product/service is being provided.	Unclear what product/service is being provided.		x 1	
Price	Includes the pricing structure and explains why/how these prices were determined.	Includes the pricing structure but does not explain how the prices were determined.	Does not provide complete pricing structure; some products or services are missing. No rationale for the pricing strategy is given.		x 1	
Place	Location is very convenient for target market.	Location is accessible for target market.	Location is not very convenient for target market.		x 1	
Promotion	Promotional material makes target market clearly aware of what the product/service is, what it does and where it is available.	Promotional material makes target market somewhat aware of what the product/service is, what it does and where it is available.	Promotional materials does not make target market aware of what the product/service is, what it does and where it is available.		x 1	
Position	Unique selling position (USP) in the market clearly determined.	Unique selling position (USP) in the market is somewhat determined.	Unique selling position (USP) in the market is not determined.		x 1	
<b>Budget ( income statement, costs, returns, accuracy)</b>						
	Income statement is complete and demonstrates a reasonable return on investment (ROI); all calculations are accurate and accurately categorized.	Income statement is complete and demonstrates a questionable return on investment (ROI); most calculations are accurate and accurately categorized.	Income statement is not complete and demonstrates an unreasonable return on investment (ROI); most calculations are inaccurate and inaccurately categorized.		x 2	

INDICATOR	Very strong evidence of skill present 5–4 points	Moderate evidence of skill present 3–2 points	Strong evidence of skill not present 1–0 points	Points Earned	Weight	Total Points
<b>Evaluation</b>						
	Evaluates data or criteria in a way that reflects an in-depth understanding of the product/service.	Evaluates data or criteria in a way that reflects some basic understanding of the product/service.	Has difficulty evaluating important data or criteria, which demonstrate a lack of understanding of the product/service.		x 1	
<b>Technical Business Writing</b>						
	The plan contains no more than five spelling or grammatical errors. If any sources have been referenced, proper citations have been used. The plan is formatted according to the handbook.	The plan contains more than five spelling or grammatical errors. Citations, if needed, have been cited correctly. The plan is formatted according to the handbook.	The plan has many spelling or grammatical errors. No citations have been provided. The plan has not been formatted appropriately.		x 1	
Deduction: Written plan received after post-mark. Deduct 10 percent of possible plan score or 10 points.						
Deduction: Five points deducted for incorrect written plan format.						
<b>WRITTEN MARKETING PLAN TOTAL POINTS</b>						

JUDGE'S NAME

JUDGE'S SIGNATURE

DATE

# Marketing Plan Presentation Rubric

## 200 points

CHAPTER	STATE			TEAM NUMBER		
INDICATOR	Very strong evidence of skill present 5–4 points	Moderate evidence of skill present 3–2 points	Strong evidence of skill not present 1–0 points	Points Earned	Weight	Total Score
<b>Marketing Process (Understanding and clear presentation of the six parts of the marketing plan)</b>						
<b>Brief description/client status</b>	Clear and engaging description of a want or unmet need in the market using data to support claims is presented.	Somewhat clear description of a want or unmet need in the market is presented.	Unclear description of a want or unmet need in the market is presented.		x 1	
<b>Marketing analysis</b> <ul style="list-style-type: none"> <li>▪ Status in market</li> <li>▪ Industry trends</li> <li>▪ Buyer profile</li> <li>▪ SWOT analysis</li> </ul>	Clear and compelling narrative that seamlessly integrates all important market research concepts from the written plan into the presentation.	Clear narrative that integrates some market research concepts from the written plan into the presentation.	No clear narrative or demonstration of market research concepts from the written plan in the presentation.		x 2	
<b>Primary research</b>	Market is clearly explained using primary market research tools to persuasively support that the business in the presentation.	Market is somewhat explained and demonstrates the use of some primary market research tools to support the business in the presentation.	Market is not explained and do not demonstrate the use of primary market research tools in the presentation.		x 7	
<b>Business proposal</b> <ul style="list-style-type: none"> <li>▪ Mission statement</li> <li>▪ Key planning assumptions</li> <li>▪ Goals</li> <li>▪ Target market</li> </ul>	Clear and compelling narrative that seamlessly integrates all important business concepts from the written plan into the presentation.	Clear narrative that integrates some business concepts from the written plan into the presentation.	No clear narrative that demonstrates business concepts from the written plan in the presentation.		x 3	
<b>Strategies/action plan</b> <ul style="list-style-type: none"> <li>▪ Product</li> <li>▪ Price</li> <li>▪ Place,</li> <li>▪ Promotion,</li> <li>▪ Position</li> </ul>	Strategies/actions plans from the written plan are pervasively included into the presentation.	Some strategies/action plan from the written plan are included in the presentation.	No clear presentation of strategies/action plans are included in the presentation.		x 6	
<b>Budget</b> <ul style="list-style-type: none"> <li>▪ ROI</li> <li>▪ Cost of strategies</li> </ul>	Clear and compelling narrative that seamlessly integrates all important financial concepts from the written plan into the presentation.	Clear narrative that integrates some financial concepts from the written plan into the presentation.	No clear narrative or demonstration of financial concepts from the written plan in the presentation.		x 5	

<b>INDICATOR</b>	<b>Very strong evidence of skill present 5–4 points</b>	<b>Moderate evidence of skill present 3–2 points</b>	<b>Strong evidence of skill not present 1–0 points</b>	<b>Points Earned</b>	<b>Weight</b>	<b>Total Score</b>
<b>Evaluation</b> <ul style="list-style-type: none"> <li>▪ Benchmarks</li> <li>▪ Measuring tools</li> <li>▪ Alternative strategies</li> </ul>	Clear and compelling narrative that seamlessly integrates all of the important evaluation information from the written plan is included in the presentation.	A narrative that integrates some evaluation information from the written plan is included in the presentation.	No clear demonstration of evaluation information from the written plan is included in the presentation.		x 2	
<b>Communication</b>	Speaks with confidence, presence, poise and eye contact; excellent use of grammar enhances the entire presentation. All members participated equally.	Some problems with pauses, pacing and/or eye contact and language; includes grammar that is average. Two members took an active role in the presentation.	Reads from notes, rarely looks at audience; has problems with pronunciation and/or very low level of grammar is used. All members did not participate equally		x 4	
<b>Question and Answers</b>	Knowledge is evident and provides a clear, concise well-thought out answer to the questions	Provides answers that are somewhat unclear and at times does not answer questions.	Seems caught off guard by questions and either does not answer the question or provides a rambling answer		x 10	
Presentation Total Points						
Deduction: Five points for each minute, or major fraction thereof, presentation went over 15 minutes.						
Written Plan Total Points						
Sub-total (written and presentation)						
<b>NET TOTAL POINTS</b>						
<b>TEAM RANKING</b>						

# Agriculture, Food and Natural Resources Content Standards

Measurement Assessed	Where measured in event	Academic Content Standards Addressed
<b>ABS.03.01. Performance Indicator: Develop, assess and manage cash budgets to achieve AFNR business goals.</b>		
ABS.03.01.01.b. Examine and interpret cash budgets for AFNR businesses.	Written plan	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.03.01.01.c. Develop cash budgets for AFNR businesses.	Written plan	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.03.01.02.b. Examine and identify strategies to manage components of cash budgets to minimize liabilities and maximize profit in AFNR businesses (e.g., delayed payment of expenses, prepayment of expenses, etc.).	Written plan	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.03.01.02.c. Predict the impact of management decisions on cash budgets in AFNR businesses.	Written plan	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
<b>ABS.05.01. Performance Indicator: Analyze the role of markets, trade, competition and price in relation to an AFNR business sales and marketing plans.</b>		
ABS.05.01.01.b. Analyze the role of trade and price in the market structure as it relates to AFNR businesses.	Written plan	AFNR Career Cluster, Statement 7 AFNR Career Cluster – Agribusiness Systems Pathway, Statement 1 Financial Investing: Benchmarks: Grade 12, Statement 13

ABS.05.01.01.c. Evaluate and predict future trends for a specific AFNR product as related to markets, trade and price (e.g., corn, oil, wheat, etc.).	Written plan	AFNR Career Cluster, Statement 7 AFNR Career Cluster – Agribusiness Systems Pathway, Statement 1 Financial Investing: Benchmarks: Grade 12, Statement 13
ABS.05.01.02.b. Compare and contrast different forms of market competition and how they can be applied to different AFNR businesses.	Written plan	AFNR Career Cluster, Statement 7 AFNR Career Cluster – Agribusiness Systems Pathway, Statement 1 Financial Investing: Benchmarks: Grade 12, Statement 13
ABS.05.01.02.c. Design and conduct experiments to determine market competition effectiveness of different AFNR businesses.	Written plan	AFNR Career Cluster, Statement 7 AFNR Career Cluster – Agribusiness Systems Pathway, Statement 1 Financial Investing: Benchmarks: Grade 12, Statement 13
<b>ABS.05.03. Performance Indicator: Assess marketing principles and develop marketing plans to accomplish AFNR business objectives.</b>		
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.).	Written plan	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 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 7
ABS.05.03.01.c. Deconstruct and analyze current AFNR marketing plans to determine the effectiveness of implementation of marketing principles and alternative marketing strategies.		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 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 7

<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>Written plan</p>	<p>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          Buying Goods &amp; Services: Benchmarks: Grade 12, Statements 1          Buying Goods &amp; Services: Benchmarks: Grade 12, Statements 3          Buying Goods &amp; Services: Benchmarks: Grade 12, Statements 4          Buying Goods &amp; 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>Written plan</p>	<p>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          Buying Goods &amp; Services: Benchmarks: Grade 12, Statements 1          Buying Goods &amp; Services: Benchmarks: Grade 12, Statements 3          Buying Goods &amp; Services: Benchmarks: Grade 12, Statements 4          Buying Goods &amp; Services: Benchmarks: Grade 12, Statements 7</p>
<p>ABS.05.03.03.b. Perform a market analysis to gather information for marketing plans for AFNR businesses (e.g., evaluation of competitors, customers, domestic and international policy, regulations and rules, standards, etc.).</p>	<p>Written plan</p>	<p>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          Buying Goods &amp; Services: Benchmarks: Grade 12, Statements 1          Buying Goods &amp; Services: Benchmarks: Grade 12, Statements 3          Buying Goods &amp; Services: Benchmarks: Grade 12, Statements 4          Buying Goods &amp; Services: Benchmarks: Grade 12, Statements 7</p>

ABS.05.03.03.c. Construct comprehensive marketing plans for AFNR businesses.	Written plan	<p>AFNR Career Cluster – Agribusiness Systems Pathway, Statement 4</p> <p>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</p> <p>Buying Goods &amp; Services: Benchmarks: Grade 12, Statements 1          Buying Goods &amp; Services: Benchmarks: Grade 12, Statements 3          Buying Goods &amp; Services: Benchmarks: Grade 12, Statements 4          Buying Goods &amp; Services: Benchmarks: Grade 12, Statements 7</p>
<b>CS.02.01. Performance Indicator: Research geographic and economic data related to AFNR systems.</b>		
CS.02.01.02.b. Analyze a set of economic data and analyze how it impacts an AFNR system.	Written plan	
CS.02.01.02.c. Devise a strategy to solve a problem in an AFNR system using a set of economic data.	Written plan	
<b>CRP.04.01. Performance Indicator: Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.</b>		
CRP.04.01.01.b. Analyze use of verbal and non-verbal communication strategies in workplace situations.	Presentation	<p>AFNR Career Cluster, Statement 2          AFNR Career Cluster, Statement 3</p>
CRP.04.01.01.c. Evaluate other’s verbal and non-verbal communications (e.g., speeches, presentations, oral reports, etc.) and propose recommendations for improvement in clarity, logic, purpose and professionalism.	Presentation	<p>AFNR Career Cluster, Statement 2          AFNR Career Cluster, Statement 3</p>
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.	Presentation	<p>AFNR Career Cluster, Statement 2          AFNR Career Cluster, Statement 3</p>



CRP.04.01.02.c. Evaluate personal strengths and areas for growth with regard to speaking formally and informally with clarity, logic, purpose and professionalism, and identify ways to improve.	Presentation	AFNR Career Cluster, Statement 2 AFNR Career Cluster, Statement 3
<b>CRP.04.02. Performance Indicator: Produce clear, reasoned and coherent written communication in formal and informal settings.</b>		
CRP.04.02.01.b. Compare and contrast the structure of different forms of written communication.	Written plan	AFNR Career Cluster, Statement 7
CRP.04.02.01.c. Evaluate the effectiveness of different forms of written communication for achieving their intended purpose.	Written plan	AFNR Career Cluster, Statement 7
<b>CRP.04.03. Performance Indicator: Model active listening strategies when interacting with others in formal and informal settings.</b>		
CRP.04.03.01.b. Apply active listening strategies (e.g., be attentive, observe non-verbal cues, ask clarifying questions, etc.).	Presentation	
CRP.04.03.01.c. Evaluate personal effectiveness and devise a plan to improve active listening skills.	Presentation	
CRP.04.03.02.b. Assess active listening strategies by observing others in formal and informal settings.	Presentation	
CRP.04.03.02.c. Model active listening strategies in formal and informal settings.	Presentation	
<b>CRP.05.01. Performance Indicator: Assess, identify and synthesize the information and resources needed to make decisions that positively impact the workplace and community.</b>		
CRP.05.01.01.b. Analyze how the process of decision making is used in workplace and community situations.	Written plan	
CRP.05.01.01.c. Evaluate workplace and community decision-making processes and devise strategies for improvement.	Written plan	

CRP.05.01.02.b. Analyze past workplace and community situations to determine if appropriate information and resources were used to make an effective decision.	Written plan	
CRP.05.01.02.c. Evaluate workplace and community situations and recommend the information and resources needed to support good decisions.	Written plan	
CRP.05.01.03.b. Analyze workplace and community decisions and assess the information and resources used to make those decisions.	Written plan	
CRP.05.01.03.c. Synthesize information and resources and apply to workplace and community situations to make positive decisions.	Written plan	
<b>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.</b>		
CRP.05.02.01.b. Apply a structured decision-making process to improve workplace and community situations.	Written plan	
CRP.05.02.01.c. Evaluate and defend decisions applied in the workplace and community situations.	Written plan	
CRP.05.02.02.b. Assess past decisions made in workplace and community and analyze their effects on environmental, social and economic situations.	Written plan	
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.	Written plan	
<b>CRP.06.01. Performance Indicator: Synthesize information, knowledge and experience to generate original ideas and challenge assumptions in the workplace and community.</b>		
CRP.06.01.01.b. Synthesize information, knowledge and experiences to generate ideas for workplace and community situations.	Entire event	

CRP.06.01.01.c. Evaluate workplace and community situations and devise strategies to apply original ideas.	Written plan	
CRP.06.01.02.b. Analyze how assumptions can impact outcomes in a variety of workplace and community situations.	Written plan	
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.	Written plan	
<b>CRP.07.01. Performance Indicator: Select and implement reliable research processes and methods to generate data for decision-making in the workplace and community.</b>		
CRP.07.01.01.b. Analyze how different research methods are used to generate data in a variety of situations.	Written plan	
CRP.07.01.01.c. Evaluate business' and organizations' use of research methods and processes and propose recommendations for improvement.	Written plan	
CRP.07.01.02.b. Assess the positives and negatives of using different research strategies and methods to generate data for workplace and community decisions.	Written plan	
CRP.07.01.02.c. Design plans for use and implementation of reliable research methods to generate data for decision making in workplace and community situations.	Written plan	
<b>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.</b>		
CRP.07.02.01.b. Assess data sources for reliability and validity.	Written plan	
CRP.07.02.01.c. Propose valid and reliable data sources to use when considering the adoption of new technologies, practices and ideas.	Written plan	

CRP.07.02.02.b. Assimilate data to assist in making a decision about the adoption of a new technology, practice or idea by workplaces and community organizations.	Written plan	
CRP.07.02.02.c. Create and defend proposals for new technologies, practices and ideas using valid and reliable data sources.	Written plan	
<b>CRP.08.01. Performance Indicator: Apply reason and logic to evaluate workplace and community situations from multiple perspectives.</b>		
CRP.08.01.01.b. Apply steps for critical thinking to a variety of workplace and community situations.	Whole event	
CRP.08.01.01.c. Evaluate how applying critical thinking skills can impact workplace and community situations.		
CRP.08.01.02.b. Assess solutions to workplace and community problems for evidence of reason, logic and consideration of multiple perspectives.	Whole event	
CRP.08.01.02.c. Devise strategies to apply reason, logic and input from multiple perspectives to solve workplace and community problems.	Whole event	
CRP.08.02. Performance Indicator: Investigate, prioritize and select solutions to solve problems in the workplace and community.	Whole event	
CRP.08.02.01.b. Assimilate and prioritize potential solutions to solve problems in the workplace and community.	Whole event	
CRP.08.02.01.c. Devise strategies to evaluate the effectiveness of solutions for resolving workplace and community problems.	Whole event	
CRP.08.02.02.b. Apply decision-making processes to generate possible solutions to solve workplace and community problems.	Whole event	

CRP.08.02.02.c. Evaluate and select solutions with greatest potential for success to solve workplace and community problems.	Whole event	
<b>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.</b>		
CRP.12.01.01.b. Formulate action plans to complete team-oriented projects in the workplace and community, including plans for personal contributions.	Whole event	
CRP.12.01.01.c. Evaluate the effectiveness of team-oriented projects at work and in the community and make recommendations for future improvements.	Whole event	
CRP.12.01.02.b. Apply consensus building techniques to accomplish results in team-oriented situations.	Whole event	
CRP.12.01.02.c. Devise and implement methods to obtain feedback from team members on their experiences after completing workplace and community projects.	Whole event	
CRP.12.01.03.b. Assess the need and benefit for cultural and global competency in team settings at work and in the community.	Whole event	
CRP.12.01.03.c. Evaluate personal level of cultural and global competence and implement plans for growth and improvement in workplace and community situations.	Whole event	