BALTIC SCHOOL DISTRICT 49-1

**COURSE GUIDELINES**

**[Ag Business Internship CTE 8201]**

**[Grades (11)-12]**

1. **Philosophy:**

Agriculture businesses produce, market and sell and their goods and services, leading to many related positions at these businesses. Skills related to selling and marketing products greatly enhances the success of an employee in an agribusiness operation. Agribusiness Internship is designed to provide students with skills that focus on job preparatory skills as well as employee tasks necessary in agricultural occupations and its many career opportunities in the Agribusiness Systems Career Pathway. Classroom and laboratory content may be enhanced by utilizing appropriate equipment and technology. Mathematics, English and human relations skills will be reinforced in the course. Work-based learning strategies appropriate for this course are school-based enterprises and field trips. Opportunities for application of clinical and leadership skills are provided through directed and closely supervised internships, participation in FFA activities, conferences and skills competition such as sales related career development events and proficiency awards. Each student will be expected to complete a Supervised Agricultural Experience Program/Internship.

The purpose of this course is to assist students in developing their knowledge, attitudes, skills and aspirations employability in the broad agricultural setting. The goal of this course is to encourage students explore and develop post-secondary employment values. Students in this program desire to develop and expand their leadership roles.

# Course/Grade Description

Students in this course will develop and strengthen skills, in the areas including, but not limited to:

Job applications, Job interviews, Personal strengths and Character traits, Marketing plans, Merchandising/ Selling, Inventory management, Ag production in the U.S. and South Dakota, Global goods/food/service needs,

International agriculture trade.

Students will create an E-portfolio (Employment Skills Portfolio), which will stand as their evidence of progress towards gaining higher understanding and skills attainment in both the classroom and in the Training environment.

Students will be **REQUIRED** to reach 96% completion in the E-portfolio, present a portfolio presentation before a panel of judges, maintain employment/placement in their internship according to the contract, (developed between the student, parent and district), and training agreement or, are unable to maintain passing grades in other academic courses, will not be allowed to be placed in, or continue placement (during school hours) in their internship. Students that do not comply with the general course requirements, the lawful requirements of employment in an educational training setting or, guidelines set by the Baltic School Board will not receive credit for the course.

1. Sequence/Organization of Standards

**ABSM1.1 Use written and oral skills to seek and obtain an agricultural job.**

Examples:

 Interpret the role of an employee in an agribusiness. ***Chapter 17 Leadership***

 Write appropriate letters needed for employment including letter of application and follow-up letter. ***Chapter 16 Leadership***

 Compose a resume. ***Chapter 16 Leadership, Resume writing workshop***

 Prepare a job application. ***Chapter 16 Leadership, FFA Job interview Practice Materials***

 Participate in a job interview. ***Chapter 16 Leadership, Moc-interview***

**ABSM1.2 Apply knowledge of personality traits and development to improve.**

Examples:

 Identify positive personality traits. ***Myers Briggs, SD MYLife***

 Describe personal strengths. ***Chapter 13 Leadership, Writing piece Who Are You***

 Develop a plan for personal improvement. ***Chapter 13 Leadership, Identification of Weaknesses***

 Use steps for systematic problem solving. ***Chapter 11 Leadership. Analytical approach***

**ABSM2.1 Write a marketing plan for a product based on marketing objectives.**

Examples:

 Recognize objectives of marketing. ***FFA.org CDE Ag Sales CDE Instructional, Billboard and pamphlet project***

 Choose goods and services to market. ***FFA.org CDE Ag Sales CDE practicum, Widget project***

 Interpret product potential. ***FFA.org CDE Ag Sales CDE Practice materials,***

 Promote products and services. ***FFA.org CDE Ag Sales CDE practicum, Commercials***

 Advertise products and services. ***FFA.org CDE Ag Sales CDE Practice materials, Investor Portfolio***

**ABSM2.2 Merchandise products and services to meet the needs of acustomer.**

Examples:

 Differentiate skills needed in selling. ***Chapter 17 Leadership***

 Differentiate groups of customers. ***FFA.org CDE Ag Sales CDE practicum***

 Outline steps in making a sale. ***FFA.org CDE Ag Sales CDE practicum***

 Approach a customer. ***FFA.org CDE Ag Sales CDE practicum***

 Develop a sales presentation. ***FFA.org CDE Ag Sales CDE practicum***

 Handle resistance effectively. ***Chapter 13 Leadership***

 Close a sale. ***FFA.org CDE Ag Sales CDE practicum***

**ABSM3.1 Apply reading comprehension, writing and math skills in inventory management.**

Examples:

 Prepare a sales ticket. ***FFA.org CDE Ag Sales CDE practicum***

 Make change on a cash sale. ***Consumer Math Change handout***

 Read a parts catalog. ***Technical Reading Component***

 Interpret inventory control systems. ***Internet Materials***

 Complete a purchase order, invoice and shipping orders for accuracy. ***Guest Speaker***

 Calculate product margin. ***Ag Marketing and Commodity Materials***

**ABSM4.1 Locate areas of agricultural importance and determine the competitive advantage for production of agricultural products.**

Examples:

 Locate the six US production regions and what they raise. ***Agriscience Fundamentals Chapt 12***

 Identify South Dakota agricultural products and how they rank in the United States. ***South Dakota Ag Statistics handbook***

 Identify agricultural products exported to other countries. . ***South Dakota Ag Statistics handbook***

**ABSM4.2 Develop an awareness of food production and global needs to determine how needs can be met.**

Examples:

 Compare food needs of a country to the commodities they produce. ***Ag Marketing and Commodity Materials***

 Identify world trading communities such as European Union, North American Free Trade Agreement, etc. ***Ag Marketing and Commodity Materials***

 Compare economic factors of various countries to the United States. ***Ag Marketing and Commodity Materials. Global Agricultural Trade material***

 Discuss factors affecting world food stocks including weather, government trade policies and domestic issues. ***Global Agricultural Trade material***

**ABSM4.3 Examine the process in developing nations as trading partners for the goal of exploring potential foreign trade.**

Examples:

 Discuss the effects of US government policy on trading. ***Global Agricultural Trade material, EIP***

 Analyze how current issues affect trading between countries. ***Global Agricultural Trade material***

 Determine monetary exchange between countries. ***Global Agricultural Trade material***

 Examine major seaports and trading routes in the world. ***Global Agricultural Trade material***

 Outline trading procedures and records needed to ship a product to a foreign country. ***Global Agricultural Trade material***

1. Assessment

6-9 Weeks Employability Development (coursework prior to placement in training envioronment)

 Must be completed to fulfill all course guidelines with a success rate of 90%, in order to continue on the supervised placement segment of the course. Students who fail to complete with this level of proficiency will be required to reattempt the tasks that do not reach satisfactory skill attainment.

9-12 Weeks Intense Monitor, Internship/Employment Placement

 The initial period of placement will be intensely monitored for progress and development in the training environment. Students must submit, and comply with their submitted schedule or, have prior notification to the Teacher and Training Supervisor. This section not only ensures good Mentor/Mentee relationships but, that and understanding is developed in the responsibilities of the program. It also ensures that students are in a safe, healthy and productive working environment. If the supervisor or site visitor has concerns or if students are found in violation they may need to terminate internship and find alternative suitable placement for the program or, may be subject to loss of credit.

16 Weeks Supervised Internship/Employment Placement

Students will continue E-Portfolio development and record keeping through this period with spot checks, developing on-the-job skills.

2 Week Capstone Experience

During this time students will finalize their portfolio and present them to the panel of judges, as well as have an exit interview with the supervisor.

1. Instructional Delivery

Handouts: ***Resume, Cover Letter, Letter of application, application, Interview conduct, and Personal evaluation.***

Demonstration and presentation:

 ***Interview, Presentation, Research***

Writing: ***Research paper, impromptu topic writings, Work Logs***

Speaking: ***Public Speaking, Formal and informal Language usage***

 ***Workplace Legalities piece***

Local businesspeople and mentors,

Videos, textbooks, technology equipment, quizzes and semester test.

 **Leadership, Agriscience, Marketing and Commodities and**

VI. Instructional Materials

Text Leadership (Text)

AET.com

South Dakota My Life.com

FFA Student Manual

 SAE Student Manuals

 Agriscience Fundamentals

Leadership- Personal Development and Career Success, Delmar Pub.

 FFA.org

 Online resources