Career and Technical Education TEKS Review Draft Recommendations

Texas Essential Knowledge and Skills for Career and Technical Education Draft Recommendations
Agribusiness Work Group
Courses: Principles of Agriculture, Food, and Natural Resources; Agricultural Leadership, Research, and Communications; Professional Standards and Communication in Agriculture; Agribusiness Management and Marketing; Practicum in Agriculture, Food, and Natural Resources; Extended Practicum in Agriculture, Food, and Natural Resources

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The document reflects the final recommendations to the career and technical education (CTE) Texas Essential Knowledge and Skills (TEKS) that have been recommended by the State Board of Education's TEKS review work groups for: Principles of Agriculture, Food, and Natural Resources; Agricultural Leadership, Research, and Communications; Professional Standards and Communication in Agriculture; Agribusiness Management and Marketing; Practicum in Agriculture, Food, and Natural Resources; Extended Practicum in Agriculture, Food, and Natural Resources.

Proposed additions are shown in green font with underline (additions). Proposed deletions are shown in red font with strikethroughs (~~deletions~~). Text proposed to be moved from its current student expectation is shown in purple italicized font with strikethrough (~~*moved text*~~) and is shown in the proposed new location in purple italicized font with underlines (*new text location*). Numbering for the knowledge and skills statements in the document will be finalized when the proposal is prepared to file with the *Texas Register*.

Comments in the right-hand column provide explanations for the proposed changes. The following notations may be used as part of the explanations.

Abbreviation	**Description**
KS	refers to knowledge and skills statement
SE	Refers to student expectation
CCRS	refers to the College and Career Readiness Standards
CDS	refers to cross disciplinary standards in the CCRS
ELA	refers to English language arts standards in the CCRS
SS	refers to social studies standards in the CCRS
Gap Skills	refers to report on essential knowledge and skills aligned to in-demand high-wage occupations

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§127.XXX ~~130.2~~. Principles of Agriculture, Food, and Natural Resources (One Credit), Adopted 2024. ~~Adopted 2015~~.		
	TEKS with edits	Work Group Comments/Rationale
(a)	General requirements. This course is recommended for students in Grades 9-12. Students shall be awarded one credit for successful completion of this course.	
(b)	Introduction.	
(1)	Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.	
(2)	The Agriculture, Food, and Natural Resources Career Cluster focuses on the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources, including food, fiber, wood products, natural resources, horticulture, and other plant and animal products and ~~/~~resources.	
(3)	Principles of Agriculture, Food, and Natural Resources will allow students to explore major areas of agriculture, food, and natural resources, including organizations, agribusiness leadership and communications, plant science, animal science, food science and technology, agricultural technology and mechanical systems, and environmental and natural resources. ~~develop knowledge and skills regarding career and educational opportunities, personal development, globalization, industry standards, details, practices, and expectations.~~ To prepare for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge ~~in agriculture.~~ , acquire technical knowledge and skills related to the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, experience, apply, and transfer their knowledge and skills in a variety of settings.	Removed “globalization as an SE” Removed “in agriculture” - redundant More clear description of major areas of agriculture
(4)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	
(5)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	
(c)	Knowledge and skills.	
(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	Gap Knowledges: Work safety
(A)	identify career development, education, and entrepreneurship opportunities in the field of agriculture, food, and natural resources;	CCRS CDS.I.A.1.b., D.1.2.3.E.II.B.C.E.

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(B)	identify and demonstrate ~~apply competencies related to resources, information,~~ interpersonal ~~skills~~, problem solving, and critical thinking skills, ~~and systems of operation~~ in agriculture, food, and natural resources;	CCRS CDS.I.A.1.b., D.1.2.3.E.II.B.C.E. Align with AFNR level 1 & 2 employability skills
(C)	describe and demonstrate appropriate ~~knowledge of~~ personal and occupational safety~~,~~ and health practices for ~~environmental regulations, and first-aid policy in~~ the workplace;	CCRS.CDS. F.1.2.3.4 CCRS Science X.E. Align with AFNR level 1 & 2 employability skills
(D)	identify employers' expectations, including appropriate work habits, ethical conduct, and legal responsibilities; ~~analyze employers' expectations such as appropriate work habits, ethical conduct, legal responsibilities, and good citizenship skills; and~~	CCRS. ELA IA.2.E.1.2, F.1.2.3.4 Align with AFNR level 1 & 2 employability skills
(E)	describe and demonstrate characteristics of good citizenship such as stewardship, advocacy, and community leadership; and ~~identify careers in agriculture, food, and natural resources with required aptitudes in science, technology, engineering, mathematics, language arts, and social studies.~~	CCRS.CDS.II.A.B.C. Align with AFNR level 1 & 2 employability skills
(F)	identify training, education, and certification requirements for occupational choices.	Align with AFNR level 1 & 2 employability skills
(2)	The student develops a supervised agricultural ~~agriculture~~ experience program. The student is expected to:	2 will change per subcommittee recommendations. Gap Knowledges: Entrepreneurship, Recordkeeping, Budgeting Gap Skills: Develop collaborative business relationships, Establish long-term relationships with industry professionals Align to AFNR SAE skills
(A)	plan, propose, conduct, document, and evaluate a supervised agricultural ~~agriculture~~ experience program as an experiential learning activity;	CCRS.Science.II.A.E. CCRS.CDS.II.B. CCRS.Math.X.B. Align to AFNR SAE skills

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(B)	use appropriate ~~apply proper~~ record-keeping skills in a ~~as they relate to the~~ supervised agricultural ~~agriculture~~ experience program;	CCRS.Math. I.A. II.C. Gap Skills: Maintain operational records, files, or reports, Maintain purchasing records, Maintain record of expenses, Maintain sales records, Prepare financial reports Align to AFNR SAE skills
(C)	participate in youth agricultural leadership opportunities; ~~to create a well-rounded experience program; and~~	CCRS.CDS.I.A.B.C.D.E.F. CCRS. SS. I. C. 3. E. 1.2.3.4. F. 1.2. CCRS. ELA. III.A.IV.A. V. A. Align to AFNR SAE skills
(D)	review ~~produce~~ and participate in a local program of activities; and ~~using a strategic planning process.~~	CCRS.CDS.I.C.D.E.F. CCRS. ELA. III. IV. V. Align to AFNR SAE skills
(E)	create or update documentation of relevant agricultural experience such as community service, professional or classroom experiences.	Align to AFNR SAE skills
~~(3)~~	~~The student analyzes concepts related to global diversity. The student is expected to:~~	There is no emphasis on U.S. or TX agricultural markets
~~(A)~~	~~compare and contrast global agricultural markets, currency, and trends; and~~	
~~(B)~~	~~evaluate marketing factors and practices that impact the global markets.~~	
(3)	The student identifies the impact of the agriculture industry in Texas and the United States. The student is expected to:	Simplify Gap Knowledges: Agriculture and Food Production, Commodities and markets, Markets, Economics
(A)	identify top commodities, exports, and imports in Texas and the United States; and	CCRS SS. I.D1.a.2.a.b. IV.A.6.
(B)	identify regions of commodity production such as corn, wheat, dairy, cattle, cotton and explain the correlation between the region and the commodity.	CCRS SS. I.A.4.5.6.
(4)	The student explains the historical, current, and future significance of the agriculture, food, and natural resources industry. The student is expected to:	Gap Knowledges: Industry Trends
(A)	define agriculture and identify the sectors of the agricultural industry; ~~define the scope of agriculture;~~	CCRS SS.A.I.D., 2.3.4.5.6. CCRS Science X.C.D.E. CCRS.ELA.II.B
(B)	analyze the effect ~~scope of~~ agriculture, food, and natural resources has ~~and its effect~~ upon society;	CCRS SS. III.A.B. CCRS Science X.C.D. CCRS. ELA. II. IV. V.

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(C)	identify ~~evaluate~~ significant historical and current events and explain how they relate to the agriculture industry~~, food, and natural resources developments~~;	Clarify CCRS SS. I. A., B.C.D.III. IV. CCRS CDS B.2.3.C.D.E.F.
(D)	identify potential future scenarios for agriculture, food, and natural resources systems~~,~~ and their ~~including~~ global impacts;	CCRS. SS. I.A.2. D.1.a. CCRS CDS I.C.D.E.F
(E)	describe how emerging technologies *such as online mapping systems, drones, and robotics* ~~and globalization~~ impact~~s~~ agriculture, food, and natural resources; and	Moved from 9C; struck globalization because it is covered in 4D. CCRS.CDS.II.B.1.D CCRS.Science.IV.A.B.C. CCRS.ELA.II & III
(F)	compare ~~and contrast~~ issues impacting agriculture, food, and natural resources such as biotechnology, employment, safety, environment, and animal welfare issues.	CCRS Science X. C. D. E. CCRS.ELA.II.A7
(5)	The student understands opportunities for leadership development in student organizations within agriculture, food, and natural resources. The student is expected to: ~~The student analyzes the structure of agriculture, food, and natural resources leadership in student organizations. The student is expected to:~~	
(A)	identify the history, structure, and development of the agriculture, food, and natural resources student organization(s) and opportunities within such organizations; ~~develop and demonstrate leadership skills and collaborate with others to accomplish organizational goals and objectives;~~	CCRS. I.C.3.b. E.1. A.1.2. V.A.B CCRS ELA. III. IV. CCRS CDS.I.D.E.F.
(B)	develop and demonstrate leadership and personal growth skills and collaborate with others to accomplish organizational goals and objectives; and	CCRS SS I.C.E., V.A.B. CCRS CDS II.B.1.D.E.F. CCRS ELA. III. IV.
(C)	demonstrate use of parliamentary procedures when ~~democratic principles in~~ conducting ~~effective~~ meetings.	CCRS CDS. I.B.C.E.F. II. A. CCRS. SS. I.C.1.c. 3.E.1.
(6)	The student identifies opportunities for involvement in professional agricultural organizations. The student is expected to:	Added to include Agribusiness pathway
(A)	discuss the role of agricultural organizations in formulating public policy;	CCRS CDS. I.B.C.E.F. II. A. CCRS SS I.A.B.C.D, E, F CCRS. ELA I.IV.
(B)	develop strategies for effective participation in agricultural organizations; and	CCRS. ELA. III. IV. CCRS CDS II.B.1.D

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(C)	identify and discuss the purpose of various professional agricultural organizations.	CCRS.ELA.III & IV
(7) ~~(6)~~	The student demonstrates skills related to agribusiness, leadership, ~~personal~~ and communications ~~communication skills.~~ The student is expected to:	Added to include the program of study content
(A)	demonstrate written and oral communication skills appropriate for formal and informal situations such as prepared and extemporaneous presentations; ~~and~~	CCRS. ELA.I.4.A.E.F., III.A.1.
(B)	identify and demonstrate effective customer service ~~listening~~ skills, including appropriate listening techniques and responses; and ~~appropriate for formal and informal situations.~~	CCRS ELA IV.A.2.3.B.2.3
(C)	explain the impact of marketing and advertising on the agriculture industry.	Added SE to include agribusiness basic concepts
(8) ~~(7)~~	The student applies appropriate research methods to agriculture, food, and natural resources topics. The student is expected to:	CCRS Science. .I.B.1.
(A)	discuss major research and developments in the fields of agriculture, food, and natural resources;	CCRS ELA I. A.2.4.II. A.3. IV. V. CCRS Science I.A.B.D. IV.A.B.C.D. V.A.B.
~~(B)~~	~~use a variety of resources for research and development; and~~	CCRS ELA V.B.
(B) ~~(C)~~	explain scientific practices; ~~describe scientific methods of research.~~	CCRS Science. I.B.1. C 2. CCRS.ELA.II & III
(C) ~~(D)~~	apply ~~the~~ scientific practices ~~method~~ to independent research; and	CCRS. Science. I.A.B.C. CCRS. CDS. I.A.B.C.D.E.F.
(D) ~~(E)~~	present findings and conclusions based on research~~ed~~ performed using ~~the~~ scientific practices. ~~method.~~	CCRS. CDS. I.A.B.C.D.E.F. CCRS. ELA. I.III.
(9) ~~(8)~~	The student applies problem-solving, mathematical, and organizational skills in order to maintain financial or ~~and~~ logistical records. The student is expected to:	CCRS.Math.VI.B CCRS Math.VIII.A CCRS.ELA.III.A & IV.A Gap Skills: Prepare operational reports or presentations, Write business project or bid proposals, Analyze business or financial data and information Gap Knowledges: Algebra, Economics
(A)	identify the components of and develop a formal business plan for an agricultural enterprise; and	CCRS Math IX.B CCRS.ELA.I, II, III
(B)	develop, maintain, and analyze records for an agricultural enterprise.	CCRS.Math.VI.B CCRS.ELA.I & V

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~~(9)~~	~~The student uses information technology tools to access, manage, integrate, and create information related to agriculture, food, and natural resources. The student is expected to:~~	Removing because these are being implemented throughout the course.
~~(A)~~	~~apply technology applications such as industry-relevant software and Internet applications;~~	Removing because these are being implemented throughout the course.
~~(B)~~	~~use collaborative, groupware, and virtual meeting software;~~	This is nonessential because it is covered under professional communication.
~~(C)~~	~~analyze the benefits and limitations of emerging technology such *as online mapping systems, drones, and robotics; and*~~	Removing because these are being implemented throughout the course.
~~(D)~~	~~explain the benefits of computer-based and mobile application equipment in agriculture, food, and natural resources.~~	Removing because these fall into 4E.

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(10)	The student develops technical knowledge and skills related to plant and soil systems. The student is expected to:	Do we want to combine KS 10 & 11? "Plant and Soil Science" Gap Skills: Determine crops or timber ready for harvest, Identify diseased, weak, or undesirable trees or plants, Identify plant diseases, Mark crops or timber to be harvested, Attach identification information to products, items, or containers, Inspect growing environment, Identify characteristics of plants, crops, and tree species, Identify tree or plant species, Inspect plants, farm crops, or fields, Apply herbicides, fertilizers, or pesticides, Cultivate agricultural and aquacultural crops for harvesting, Harvest agricultural or aquacultural crops, Irrigate lawns, trees, plants, or crops, Plant agricultural crops, Transplant plants and crops, Clean agricultural, farming, or forestry tools, equipment, or machinery, Plan harvesting or cultivating activities, Classify materials or products according to specifications, Examine plants to detect illness, disease, or injury, Operate agricultural equipment or machinery, Determine condition of plants, flowers, shrubs, or trees Gap Skills Knowledges: Agricultural processes and practices, Agronomy, Crop inspection, Crop management, Crop physiology, Crop science, Crops, Entomology, Farm tools and implements, Fertilization, Nurseries, Plant disease, Plant growing conditions, Plant sciences, Planting, Seed science, Soil and water management, Soil conditions, Soil fertility, Soil science, Landscape management, Growing conditions, Harvest operations, Crop production operations, Biology, Principles of plant growth and cultivation
(A)	define plant and soil science and analyze the relevance of horticulture, agronomy, forestry, floriculture;	

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(B) ~~(A)~~	identify the components and properties of soils;	CCRS Science V.D.1.e.g. G.2.VII.A.1.2.
~~(B)~~	~~identify and describe the process of soil formation; and~~	
~~(C)~~	~~conduct experiments related to soil chemistry.~~	Strike out because upper level content
~~(11)~~	~~The student develops technical knowledge and skills related to plant systems. The student is expected to:~~	
(C) ~~(A)~~	describe the basic structure and functions of plant parts;	CCRS Science VI.A.1.2.3.4.5.6.B.3.4.5.6. CCRS.ELA.III
(D) ~~(B)~~	~~discuss and~~ identify and apply techniques related to plant germination, growth, and development;	Clarify CCRS Science VI.A.1.2.3.4.5.6.B.3.4.5.6.VII.A.1.2.
~~(C)~~	~~describe plant reproduction, genetics, and breeding;~~	Simplify
~~(D)~~	~~identify plants of importance to agriculture, food, and natural resources; and~~	Redundant
(E)	identify and use tools, equipment, and personal protective equipment common to plant and soil systems.	Science I.C.2.
(11) ~~(12)~~	The student develops technical knowledge and skills related to animal systems. The student is expected to:	Gap Skills: Anatomy and physiology, Animal husbandry, Animal science, Beef cattle production,
(A)	define animal science and analyze the relevance of selection, production, and marketing in the industry;	
(B) ~~(A)~~	~~describe animal growth and development;~~ define the roles and benefits of animals in agriculture;	Advanced, too broad
(C) ~~(B)~~	identify basic external ~~animal~~ anatomy of animals in agriculture; ~~and physiology~~;	Simplify CCRS.ELA.II.A-B CCRS. Science III. 3. V.D.
(D) ~~(C)~~	identify and classify ~~evaluate~~ breeds ~~and classes~~ of livestock; and	Clarify CCRS. Science III. B.3 V.D. CCRS.ELA.II.A-B
~~(D)~~	~~explain animal selection, reproduction, breeding, and genetics.~~	Advanced, animal selection is covered in evaluation of breeds and classes

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(E)	identify and use tools, equipment, and proper handling techniques related to animal systems.	Added safety and tools/equipment (the rest of the KS's have this SE also). Gap Skills: Handle wild, domestic, or farm animals CCRS. Science I.C.2.
(12) ~~(13)~~	The student describes the principles of food products and processing systems. The student is expected to:	Gap Knowledges: Dairy products and alternatives, Food Science, Food production
(A)	~~evaluate~~ identify food products and processing systems;	CCRS. Science. X.C.1.a.b. CCRS.ELA.II.B
(B)	identify emerging technologies and ~~determine~~ trends in global ~~world~~ food production;	Clarify CCRS. Science. IV.A.B. CCRS.ELA.II.B
(C)	compare various food labels;	Important CCRS.Math.VI.C CCRS.ELA.II.A7
(D) ~~(C)~~	discuss current issues in food production; and	CCRS.Math.VI.C CCRS. Science IV.A.B.C CCRS. SS IV. A. CCRS.ELA.II, III. & IV.
(E) ~~(D)~~	use tools, equipment, and personal protective equipment common to food products and processing systems.	Science I.C.2.
(13) ~~(14)~~	The student safely performs skills related to agricultural technology and mechanical systems. ~~basic power, structural, and technical system skills in agricultural applications~~. The student is expected to:	Changed to allow for more flexibility and align to program of study Gap Skills: Operate power or hand tools Gap Knowledges: Mechanics
(A)	identify the major disciplines of agricultural technology and mechanical systems ~~areas of power, structural, and technical systems~~;	CCRS.ELA.V.B CCRS.ELA.II.B CCRS. SS. V. A. CCRS. I.A.
(B)	demonstrate basic measuring practices with accuracy; ~~use safe and appropriate laboratory procedures and policies;~~	Important CCRS.Math.IV Covered in E

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(C)	create ~~proposals that include~~ a bill of materials~~,~~ and technical drawing for a proposed agricultural engineering project. ~~budget, schedule, drawings, and technical skills developed for basic power, structural, and technical system projects or structures~~;	flexibility for different districts/teachers CCRS.Math.IV CCRS.Math.IX CCRS.ELA.IA2
(D)	identify common building tools, materials and fasteners; and	CCRS.ELA.I.A.2 CCRS.Science.I.C.2
(E)	identify and use tools, equipment, and personal protective equipment common to agricultural technology and mechanical systems. ~~power, structural, and technical systems.~~	Science I.C.2. CCRS.ELA.IA2
(14) ~~(15)~~	The student explains the principles of environmental and natural resources. ~~relationship between agriculture, food, and natural resources and the environment.~~ The student is expected to:	
(A)	identify natural resources of economic importance in Texas;	Important CCRS.ELA.II.B CCRS. Science. VI. G. X.A.B.C.D.E.
(B)	discuss the relationship between agriculture and environmental and natural resources;	Important CCRS.ELA.III.A & IV.A CCRS Science V.C.VI.G. X.B.C.D.E. CCRS. SS. A.B.
~~(A)~~	~~determine the effects of agriculture, food, and natural resources upon safety, health, and the environment;~~	Related to the new B
(C) ~~(B)~~	identify and describe regulations and governmental programs related~~ing to safety, health, and~~ to environmental and natural resources such as water regulations, pesticide usage, or hunting and fishing laws; ~~systems in agriculture, food, and natural resources;~~	Clarify CCRS.Math.IV.B CCRS Science.X.B.1.2.E.1.4.5. CCRS.ELA.II.B
~~(C)~~	~~identify and design methods to maintain and improve safety, health, and environmental systems in agriculture, food, and natural resources;~~	Advanced
(D)	identify ~~research and analyze~~ alternative energy sources that stem from or impact environmental and natural resources; and ~~agriculture, food, and natural resources; and~~	Clarify CCRS Science.X.B.1.2.E.1.4.5. CCRS.ELA.II.B
(E)	identify and compare ~~evaluate~~ energy and water conservation methods.	CCRS Science.X.B.1.2.E.1.4.5.

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§127.XXX Agricultural Leadership, Research, and Communications (One Credit), Adopted 2024		
	TEKS with edits	Work Group Comments/Rationale
(a)	General requirements. This course is recommended for students in Grades 10-12. Prerequisite: one credit from courses in the Agriculture, Food, and Natural Resources Career Cluster. Students shall be awarded one credit for successful completion of this course. Successful completion of Principles of Agriculture, Food and Natural Resources is recommended for this course.	
(b)	Introduction.	
(1)	Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.	
(2)	The Agriculture, Food, and Natural Resources Career Cluster focuses on the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources, including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.	
(3)	Agricultural Leadership, Research and Communications will focus on challenging agriculture, food, and natural resources students to use higher level thinking skills, develop leadership abilities, employ standard research principles, and develop and communicate agricultural positions effectively with all stakeholders. To prepare for careers in agriculture, food and natural resources, students must attain academic skills and knowledge, acquire technical knowledge and skills related to the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings.	Consensus to add this description because it is at the end of all Ag course descriptions.
(4)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	
(5)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	
(c)	Knowledge and Skills	
(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	
(A)	identify career ~~development~~ and entrepreneurship opportunities for a chosen occupation in the field of agriculture and develop a plan for obtaining the education, training, and certifications required;	CCRS CDS.I.A.1.b., D.1.2.3.E.II.B.C.E. Align with other AFNR level 3 and 4 employability skills

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(B)	model professionalism by continuously exhibiting appropriate work habits, solving problems, taking initiative, communicating effectively, listening actively, and thinking critically; ~~apply competencies related to resources, information, interpersonal skills, and systems associated with leadership in agriculture;~~	CCRS CDS.I.A.1.b., D.1.2.3.E.II.B.C.E. Align with other AFNR level 3 and 4 employability skills
(C)	model appropriate personal and occupational safety and health practices and explain the importance of established safety and health protocols for the workplace; ~~research licensing, certification, and credentialing requirement;~~	Clarify, accepted TEA comment Align with other AFNR level 3 and 4 employability skills
(D)	analyze and interpret the rights and responsibilities, including ethical conduct and legal responsibilities of employers and employees; ~~identify employers' expectations, including appropriate work habits, ethical conduct, and legal responsibilities;~~	CCRS. CDS. I.C.D.E.F. Align with other AFNR level 3 and 4 employability skills
(E)	analyze the importance ~~demonstrate characteristics~~ of exhibiting good citizenship ~~such as stewardship, advocacy, and community leadership;~~ and describe the effects of good citizenship on the development of home, school, workplace, and community;	CCRS. CDS. D. E.F. CCRS. SS. I.C.3. E. Align with other AFNR level 3 and 4 employability skills
(F)	~~research career topics. using technology such as the Internet.~~	Clarify, accepted TEA comment CCRS ELA. II. III. V. Align with other AFNR level 3 and 4 employability skills
(2)	The student develops a supervised agricultural ~~agriculture~~ experience program. The student is expected to:	Change 2 per subcommittee recommendation Gap Skills: Develop collaborative business relationships, Establish long-term relationships with industry professionals Align with other AFNR SAE skills
(A)	plan, propose, conduct, document, and evaluate a supervised agricultural ~~agriculture~~ experience program as an experiential learning activity;	CCRS.Science.II.A.E. CCRS.CDS.I.A. II.B. CCRS.Math.X.B. Align with other AFNR SAE skills

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(B)	use appropriate ~~apply proper~~ record-keeping skills in a ~~as they relate to the~~ supervised agricultural ~~agriculture~~ experience program;	Gap Skills: Maintain operational records, files, or reports, Maintain purchasing records, Maintain record of expenses, Maintain sales records, Prepare financial reports CCRS. Math. B. CCRS CDS. I.B.C.E.F. II. A. Align with other AFNR SAE skills
(C)	participate in youth agricultural leadership opportunities ~~to create a well-rounded experience program~~; and	Gap Skills: Maintain relationships with external agencies, organizations, and communities CCRS.CDS.I.A.B.C.D.E.F. CCRS. SS. I. C. 3. E. 1.2.3.4. F. 1.2. CCRS. ELA. III.A.IV.A. V. A. Align with other AFNR SAE skills
(D)	review ~~produce~~ and participate in a local program of activities; and ~~using a strategic planning process.~~	CCRS.CDS.I.C.D.E.F. CCRS. ELA. III. IV. V. Align with other AFNR SAE skills
(E)	create or update documentation of relevant agricultural experience such as community service, professional or classroom experiences.	Align with other AFNR SAE skills
(3)	The student researches the qualities and characteristics of effective leaders within the agricultural industry. The student is expected to:	
(A)	identify past agricultural leaders, explain their contributions, and define how their contributions affected the industry;	CCRS.ELA.II.B
(B)	compare characteristics of effective leaders and explain how these traits enable~~d~~ them to enact meaningful change; and	Clarify CCRS.ELA.II.A7
(C)	analyze the leadership skills of a present-day leader in the field of agriculture and present findings.	CRS.ELA.III.A CCRS CDS. I.B.C.E.F. II. A.

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(4)	The student describes organizational leadership structures at the local, state, and national levels. The student is expected to:	
(A)	identify agricultural or ~~and~~ governmental leadership positions in the local community, explain their roles, and determine how their decisions affect production agriculture;	CCRS.ELA.II.B CCRS. SS. C.2.3
(B)	identify agricultural leadership positions at the state and national levels, explain their roles, and evaluate their impact;	CCRS.ELA.II.B
(C)	define and analyze the process in which laws, regulations, and policies are developed at the local, state, and national levels;	CCRS.ELA.II.A-B CCRS.ELA.III.A Gap Knowledges: Local, state, and federal agricultural laws and regulations, Local, state, and federal laws and regulations
(D)	evaluate a recent law affecting Agriculture, Food, and Natural Resources (AFNR) and analyze its impact on local agriculture; and	CCRS. SS. I.D.1.2.
(E)	identify the format used by local, state, or national government in developing legislation.	CCRS.ELA.II.B CCRS. SS. I.D.1.2.
(5)	The student develops skills needed to participate effectively in an organizational meeting. The student is expected to:	Gap Skills: Conduct business operations, analytics, or management presentations
(A)	investigate parliamentary laws, motions, and other procedures.	CCRS CDS. I.B.C.E.F. II. A. CCRS. SS. I.3.E.1.F.
(B)	apply parliamentary procedures to conduct organizational business meetings;	CCRS CDS. I.B.C.E.F. II. A. CCRS. SS. I.E.1.
(C)	debate and discuss issues in a clear, concise, and professional manner;	CCRS.ELA.III.A CCRS.ELA.IV.A
(D)	serve as presiding officer over an actual or mock organizational meeting; and	CCRS. CDS. I.B.
(E)	analyze an organizational meeting such as a chapter, district, area, or state meeting, local ~~school~~ board, and make recommendations to increase its overall efficiency and effectiveness.	Consensus to add more examples CCRS. CDS. I.B.
(6)	The student demonstrates an agriculture related technical skill ~~needed for agriculture~~ to stakeholders. ~~fellow students, adult learners, producers, and other agricultural clients.~~ The student is expected to:	Clarify
(A)	examine the components of an effective skills demonstration and create a list of essential characteristics;	CCRS.ELA.I.A
(B)	identify an agricultural skill, develop detailed instructions for performing that skill, and then demonstrate the skill with proficiency;	Clarify CCRS.ELA.II.B

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(C)	analyze the performance of a pre-identified skill and make recommendations to increase its overall efficiency and effectiveness; and	CCRS. CDS. 1.2.
(D)	evaluate the relevance of ~~determine~~ real-world applications for the demonstration process.	Clarify, CCRS ELA 1.A.3
(7)	The student ~~understands and explains the~~ asks questions, identifies problems, and conducts investigations to answer questions, or design solutions in agriculture. ~~scientific method~~. The student is expected to:	Clarify
(A)	~~identifies~~ identify the importance of using ~~the~~ scientific practices ~~process~~;	CCRS Science. A.B.D.E.
(B)	ask questions and define problems based on observations or data; ~~explain the scientific method;~~	CCRS Science. A.B.D.E.
(C)	collect, organize, and analyze quantitative and qualitative data; ~~provide historical examples of how the scientific method has been used;~~	CCRS Science III.B.I V. A.
~~(D)~~	~~apply the scientific method to independent research; and~~	CCRS.ELA.V.A-B CCRS Science I.A.B.C.D.E.
(D) ~~(E)~~	present findings and conclusions based on research~~ed~~ performed using ~~the~~ scientific practices. ~~Method.~~	CCRS.ELA.III.A V.C. CCRS Science I.E. CCRS. CDS. I.B.2.II.
(8)	The student examines the use of logic in debate, analysis, and dissemination of current issues ~~information~~ impacting the agricultural community. The student is expected to:	
(A)	identify the rules and responsibilities of the affirmative and negative positions in a debate; ~~identify common fallacies and incorrect argument methods;~~	Changed because this supports the logic and debate KS. CCRS.ELA.II.B CCRS. CDS. I.B.2.II.
(B)	use a variety of approaches to construct logical affirmative and negative cases in a debate; and ~~analyze popular debate and discussions and then point out fallacies; and~~	Clarify CRS.ELA.III.A IV.A. CCRS. CDS. I.B.2.II.
(C)	present an argument free of logical fallacies.	CCRS.ELA.II.A.5. III.A. CCRS. CDS. I.B.1.2.
(9)	The student identifies a controversial topic related to agriculture, and then develops an advocacy plan and presentation. The student is expected to:	
(A)	research and identify controversial areas of agriculture such as property rights, water rights, high fencing, cloning, growth supplements;	Clarify CCRS.ELA.II.B. V.A.B. CCRS. CDS. I.B.1.2.
(B)	explain and analyze all sides of a controversial agricultural issue;	CCRS. ELA.III.V. CCRS. CDS. I.B.1.2. C.

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(C)	develop an advocacy plan for supporting and opposing arguments ~~each point of view~~ and present the plan to diverse constituents.	Clarify CCRS.ELA.II.A5 CRS.ELA.III.A CCRS.ELA.IV.A CCRS. CDS. I.A.B.C.D.E.F.II. B.C.D.E.
(10)	The student presents and disseminates agricultural information using various media. The student is expected to:	
(A)	identify ~~examine~~ historical and traditional media outlets;	Clarify CCRS.ELA.II.B CCRS. CDS. I.A.B.C.D.E.F.II. B.C.D.E.
(B)	research and write agricultural articles for publication in print media outlets;	CCRS.ELA.V.A-C CCRS. CDS. I.A.B.C.D.E.F.II. B.C.D.E.
(C)	develop scripts for radio broadcasts or podcast productions and then effectively ~~use a radio broadcast to~~ communicate agricultural information using audio technology;	Clarify, less breakouts CCRS.ELA.III.A4-5 CCRS. CDS. I.A.B.C.D.E.F.II. B.C.D.E.
(D)	develop scripts for video broadcasts and then effectively use a video broadcast to communicate agricultural information; and	CCRS.ELA.III.A4-5 CCRS. CDS. I.A.B.C.D.E.F.II. B.C.D.E.
(E)	examine and critique various new ~~social~~ media platforms	CCRS. CDS. B.D.E.F.
(F)	disseminate agricultural information in a responsible, professional manner via ~~social~~ new media.	CCRS. ELA. I.A.1.2.3.4.5. V. CCRS. CDS. I.A.B.C.D.E.F.II. B.C.D.E.
(11)	The student disseminates agricultural information via presentations to groups of various sizes. The student is expected to:	
~~(A)~~	~~*examine historical and present day agricultural education;*~~	
(A) ~~(B)~~	select appropriate tone, language, and content for an intended audience; ~~analyze various group dynamics~~;	CCRS. ELA. III. IV
(B) ~~(C)~~	plan, develop, and deliver effective presentations; and	CCRS.ELA.III.A CCRS.ELA.IV.A CCRS. CDS. I.A.B.C.D.E.F.II. B.C.D.E.
(C) ~~(D)~~	~~analyze, evaluate, and~~ critique group presentations. ~~; and~~	CRS.ELA.III.A CCRS.ELA.IV.A CCRS. CDS. I.A.B.C.D.E.F.II. B.C.D.E.
~~(E)~~	~~*identify persons such as the County agent, governmental agencies such as the Natural Resources Conservation Service (NRCS), and advocacy groups such as Texas Agri-Life Extension service that are responsible for information dissemination and public agriculture education.*~~	

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(12)	The student evaluates and critiques diverse agriculture resources. The student is expected to:	
(A)	identify processes used in the evaluation of diverse agricultural resources;	CCRS.ELA.II.B
(B)	identify industry positions which require professional judgments on agricultural resources;	CCRS.ELA.II.B
(C)	compare, contrast, and evaluate agricultural resources and then make professional decisions using reliable methods of approach; and	CCRS.ELA.II.A7
(D)	explain and defend decisions made on the evaluation of agricultural resources.	CCRS. ELA. I.III.
(13)	The student understands the importance of agricultural education. The student is expected to:	
(A)	examine historical and present-day agricultural education;	CCRS. Science. V.C.G.X.C.D.E.
(B)	identify persons ~~such as the County agent~~, governmental agencies ~~such as the Natural Resources Conservation Service (NRCS)~~, and advocacy groups ~~such as Texas Agri-Life Extension service~~ that are responsible for information dissemination and ~~public~~ agricultural education; and	CCRS.ELA.II.B
(C)	explain the importance of agriculture education.	

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§127.XX ~~130.3~~. Professional Standards and Communication in Agribusiness (One ~~Half~~ Credit), Adopted 2024 ~~2015~~.		
TEKS with edits		Work list Comments/Rationale
(a)	General requirements. This course is recommended for students in Grades 10-12. Students shall be awarded one ~~half~~ credit for successful completion of this course. Successful completion of Principles of Agriculture, Food and Natural Resources is recommended for this course.	Consensus to recommend this course to be awarded one credit. New SEs recommended at the bottom. Consensus to recommend the course name to be changed to "Professional Standards and Communication in Agribusiness".
(b)	Introduction.	
(1)	Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.	
(2)	The Agriculture, Food, and Natural Resources Career Cluster focuses on the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources, including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.	
(3)	Professional Standards and Communication in Agribusiness primarily focuses on leadership, communication, employer-employee relations, and problem solving as they relate to agribusiness. To prepare for careers in agribusiness systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to leadership development and communications in agriculture ~~and the workplace~~, and develop knowledge and skills regarding agricultural career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.	Consensus to recommend the course name to be changed to "Professional Standards and Communication in Agribusiness".
(4)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	
(5)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	

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(c)	Knowledge and skills.	
(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	
(A)	identify career development, education, and entrepreneurship opportunities in the field of ~~related to~~ agribusiness;	CCRS.ELA.II.B Align to AFNR employability skills level 1&2
(B)	identify and demonstrate ~~apply competencies related to resources, information,~~ interpersonal ~~skills~~, problem solving, and critical thinking skills used ~~and systems of operation~~ in agriculture, food, and natural resources industries;	Align to AFNR employability skills level 1&2
(C)	describe and demonstrate appropriate personal and occupational safety and health practices for the workplace; ~~identify employers' expectations, including appropriate work habits, ethical conduct, and legal responsibilities;~~	CCRS.ELA.II.B Align to AFNR employability skills level 1&2
(D)	identify ~~demonstrate~~ employers' expectations, including ~~and~~ appropriate work habits, ethical conduct, and legal responsibilities;	Align to AFNR employability skills level 1&2
(E)	describe and demonstrate characteristics of good citizenship such as stewardship, advocacy, and community leadership; and	Align to AFNR employability skills level 1&2
(F)	identify training, education, and certification requirements for occupational choices. ~~research career topics using technology such as the Internet.~~	Align to AFNR employability skills level 1&2
(2)	The student develops a supervised agricultural ~~agriculture~~ experience program. The student is expected to:	2 will change per subcommittee recommendations. Gap Skills: Gap skills: Maintain operational records, files, or reports, Maintain personnel records, Maintain record of expenses, Maintain sales records Align with AFNR SAE skills
(A)	plan, propose, conduct, document, and evaluate a supervised agricultural ~~agriculture~~ experience program as an experiential learning activity;	Align with AFNR SAE skills
(B)	apply proper record-keeping skills as they relate to the supervised agricultural ~~agriculture~~ experience;	Align with AFNR SAE skills

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(C)	participate in youth agricultural leadership opportunities; ~~to create a well-rounded experience program; and~~	Align with AFNR SAE skills
(D)	review ~~produce~~ and participate in a local program of activities ~~using a strategic planning process.~~ ; and	Align with AFNR SAE skills
(E)	create or update documentation of relevant agricultural experience such as community service, professional or classroom experiences.	Align with AFNR SAE skills
(3)	The student understands the ~~demonstrates~~ professional development needed to be an effective leader ~~related to effective leadership~~ in agribusiness. The student is expected to:	
(A)	describe the importance of positive self-concept, social skills, and maintaining a professional image ~~with respect to cultural diversity~~;	Covered in SE (D)
(B)	identify various leadership styles;	CCRS.ELA.II.B
(C)	prepare personal resumes, letters of interest, employment applications, and follow up communications related to the hiring process; and	Important
(D)	explain the ~~use positive~~ interpersonal skills needed to work cooperatively with others from different cultures, genders, and backgrounds.	"Explain" is measurable in any school.
(4)	The student evaluates employer and employee responsibilities for occupations in agriculture, food, and natural resources. The student is expected to:	
(A)	identify and discuss work-related and agribusiness-related ethics;	CCRS.ELA.II.B CCRS.ELA.III.A-B
~~(B)~~	~~demonstrate methods for working effectively with others;~~	Very similar to 3D
(B) ~~(C)~~	identify and practice job interview ~~and evaluation~~ skills; and	Remove evaluation skills because specific job skills are listed in all other courses.
(C) ~~(D)~~	outline complaint and appeal processes in the workplace.	Gap Skills: Respond to employee concerns
(5)	The student communicates effectively through various mediums with groups and individuals. The student is expected to:	Gap Skills: Conduct business operations, analytics, or management presentations
(A)	identify ~~understand~~ elements of communication such as accuracy, relevance, rhetoric, and organization in informal, group discussions; formal presentations; and business-related, technical communication;	CCRS.ELA.II.B
(B)	describe how the style and content of spoken language varies in different contexts and influences the listener's understanding;	CCRS.ELA.IV.A-B

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(C)	evaluate ~~modify~~ aspects of presentations such as delivery, vocabulary, length, and purpose and modify based on audience;	CCRS.ELA.III.A-B
(D)	identify appropriate professional ~~written and verbal~~ communications in agribusiness such as correct usage of grammar and punctuation;	CCRS.ELA.II.B CCRS.ELA.IV.A-B Verbal is covered in 5A and 5B
~~(E)~~	~~demonstrate effective listening in a variety of settings;~~	CCRS.ELA.IV.A-B Duplication with 5F
(F)	identify and demonstrate nonverbal communication skills and effective listening strategies; and	CCRS.ELA.IV.A-B
(G)	discuss the importance of relationships and group organization.	CCRS.ELA.III.A-B
~~(6)~~	~~The student identifies professional agricultural communications using appropriate spoken communication techniques and procedures. The student is expected to:~~	
~~(A)~~	~~identify the importance of verbal and nonverbal communication;~~	Covered in 5F
(E) ~~(B)~~	demonstrate the importance of communicating factual and unbiased data and information obtained from reliable sources;	CCRS.ELA.III.A-B CCRS.ELA.IV.A-B
~~(C)~~	~~demonstrate speech preparation and delivery skills, such as using presentation software and technology etiquette; and~~	Covered in new 8A and 8B
~~(D)~~	~~plan and deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning.~~	Redundant
(7)	The student understands the dynamics of group collaboration. ~~The student demonstrates the factors of group and individual efficiency~~. The student is expected to:	Consensus to remove “individual” to clearly separate section KS(3) from KS(7). Individual vs. Group Communication
(A)	define the significance of personal and group goals;	CCRS.ELA.II.B
(B)	apply various ~~demonstrate~~ leadership traits to solve problems ~~when solving a problem such as risk-taking, focusing on results, decision-making, and empowering and investing in individuals~~ when leading a group;	CCRS.ELA.III.A-B CCRS.ELA.IV.A-B
(C)	discuss the importance of time management and teamwork;	CCRS.ELA.III.A-B
(D)	outline ~~list~~ the steps in the decision-making and problem-solving processes; and	CCRS.Math.VIII

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(E)	demonstrate a working knowledge of parliamentary ~~law~~ procedures.	Clarify Gap Skills: Conduct business operations, analytics, or management presentations
~~(8)~~	~~The student identifies opportunities for involvement in agribusiness professional organizations. The student is expected to:~~	Deleted and moved to Principles of AFNR
~~(A)~~	~~discuss the role of agricultural organizations in formulating public policy;~~	
~~(B)~~	~~develop strategies for effective participation in agricultural organizations; and~~	
~~(C)~~	~~identify and discuss the purpose of various professional agricultural organizations, such as the Texas Farm Bureau, Association of Soil and Water Conservation Districts, Texas and Southwestern Cattle Raisers Association, and Independent Cattlemen's Association and agricultural cooperatives, commodity associations, and breed associations.~~	
~~(9)~~	~~The student identifies and researches current agribusiness issues. The student is expected to:~~	Consensus to remove KS(9) because 9A is in Agribusiness Management and Marketing.
~~(A)~~	~~compare and contrast the marketing of agricultural and non-agricultural products; and~~	
~~(B)~~	~~describe the effects of urbanization on traditional agriculture.~~	9B does not relate to this course.
(8)	The student applies principles of design in visual media as it relates to agriculture. The student is expected to:	Validate credit for this course
(A)	explain the purpose of visual media;	Validate credit for this course
(B)	identify principles of design for visual media;	Validate credit for this course CCRS.ELA.II.B
(C)	create designs for a targeted purpose such as web design or print design in agribusiness; and	Validate credit for this course CCRS.ELA.I.A
(D)	interpret, evaluate, and justify artistic decisions in visual media related to agribusiness;	Validate credit for this course
(9)	The student demonstrates journalistic writing in agriculture. The student is expected to:	Validate credit for this course, inspired by journalism TEKS
(A)	differentiate news, feature, and opinion writing;	Validate credit for this course
(B)	create different forms of journalistic writing such as feature story, press release, and editorials; and	Validate credit for this course CCRS.ELA.I.A
(C)	identify and complete the steps to draft different forms of journalistic writing for a topic in agribusiness, including selecting a layout and revising and editing copy.	Validate credit for this course

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(10)	The student identifies new media being used in agriculture. The student is expected to:	Validate credit for this course New media is social media and applications, things that have not been traditionally used previously.
(A)	identify effective use of emerging technology in agriculture communications;	Validate credit for this course CCRS.ELA.II.B
(B)	propose a media campaign for an agricultural product or business;	Validate credit for this course CCRS.Math.IX.A
(C)	distinguish between appropriate and inappropriate uses of media; and	Validate credit for this course
(D)	practice digital citizenship.	Validate credit for this course
(11)	The student examines media laws and ethics related to agriculture communications. The student is expected to:	Validate credit for this course
(A)	define free speech, free press, defamation, and libel within communications;	Validate credit for this course
(B)	apply law and policies to communications;	Validate credit for this course
(C)	discuss ethical considerations related to media; and	Validate credit for this course CCRS.ELA.III.A-B
(D)	evaluate and practice safe, legal and responsible use of communication technologies.	Validate credit for this course
(12)	The student examines crisis management and risk communication in agriculture communications. The student is expected to:	Validate credit for this course
(A)	differentiate between crisis and risk communication;	Validate credit for this course CCRS.ELA.II.A1
(B)	create an outline for a crisis communication plan in agriculture; and	Validate credit for this course CCRS.ELA.I.A
(C)	analyze communication techniques, relevant communication networks, and organization communication strategies before, during and after a crisis.	Validate credit for this course

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§127.XX ~~130.4~~. Agribusiness Management and Marketing (One Credit), Adopted 2024 ~~2015~~.		
TEKS with edits		Work Group Comments/Rationale
(a)	General requirements. This course is recommended for students in Grades 10-12. Students shall be awarded one credit for successful completion of this course. Successful completion of Principles of Agriculture, Food and Natural Resources is recommended for this course. Successful completion of Principles of Agriculture, Food and Natural Resources is recommended for this course.	
(b)	Introduction.	
(1)	Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.	
(2)	The Agriculture, Food, and Natural Resources Career Cluster focuses on the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources, including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.	
(3)	Agribusiness Management and Marketing is designed to provide a foundation to agribusiness management and the free enterprise system. Instruction includes the use of economic principles such as supply and demand, budgeting, record keeping, finance, risk management, business law, marketing, and careers in agribusiness. To prepare for careers in agribusiness systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to agribusiness marketing and management and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.	
(4)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	
(5)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	
(c)	Knowledge and skills.	
(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	
(A)	identify career ~~development,~~ and entrepreneurship opportunities for a chosen occupation in the field of agribusiness systems science and develop a plan for obtaining the education, training, and certifications required ~~systems~~;	CCRS CDS.I.A.1.b., D.1.2.3.E.II.B.C.E. Align with AFNR employability skills for level 3&4

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(B)	model professionalism by continuously exhibiting *appropriate work habits*, solving problems, taking initiative, communicating effectively, listening actively, and thinking critically; ~~apply competencies related to resources, information, interpersonal skills, and systems of operation in agribusiness systems;~~	CCRS CDS.I.A.1.b., D.1.2.3.E.II.B.C.E. Align with AFNR employability skills for level 3&4
(C)	model appropriate ~~demonstrate knowledge of~~ personal and occupational safety and health practices and explain the importance of established safety and health protocols ~~in~~ for the workplace;	CCRS.CDS. F.1.2.3.4 CCRS Science X.E. Align with AFNR employability skills for level 3&4
(D)	analyze and interpret the rights and responsibilities, including ethical conduct, and legal responsibilities of employers and employees; and ~~identify employers' expectations, including *appropriate work habits;*~~	CCRS. ELA IA.2.E.1.2, F.1.2.3.4 CCRS. CDS. E.F. Align with AFNR employability skills for level 3&4
(E)	analyze the importance ~~demonstrate characteristics~~ of exhibiting good citizenship ~~such as stewardship, advocacy, and community leadership;~~ and describe the effects of good citizenship on the development of home, school, workplace, and community.	CCRS. CDS. E.F. Align with AFNR employability skills for level 3&4
~~(F)~~	~~research career topics using technology such as the Internet.~~	CCRS ELA V.A-C Align with AFNR employability skills for level 3&4
(2)	The student develops a supervised agricultural ~~agriculture~~ experience program. The student is expected to:	2 will change per subcommittee recommendations. Gap Skills: Develop collaborative business relationships, Establish long-term relationships with industry professionals Align with AFNR SAE skills
(A)	plan, propose, conduct, document, and evaluate a supervised agricultural ~~agriculture~~ experience program as an experiential learning activity;	CCRS ELA I.A2, 3, 5 Align with AFNR SAE skills
(B)	use appropriate ~~apply proper~~ record-keeping skills in a ~~as they relate to the~~ supervised agricultural ~~agriculture~~ experience program;	CCRS ELA I.A2, 3, 5 CCRS.Science.II.A.E. CCRS.CDS.II.B. CCRS.Math.X.B. Gap Skills: Maintain operational records, files, or reports, Maintain purchasing records, Maintain record of expenses, Maintain sales records, Prepare financial reports Align with AFNR SAE skills

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(C)	participate in youth agricultural leadership opportunities; ~~to create a well-rounded experience program; and~~	Gap Skills: Maintain relationships with external agencies, organizations, and communities CCRS.CDS.I.A.B.C.D.E.F. CCRS. SS. I. C. 3. E. 1.2.3.4. F. 1.2. CCRS. ELA. III.A.IV.A. V. A. Align with AFNR SAE skills
(D)	review ~~produce~~ and participate in a local program of activities ~~using a strategic planning process.~~; and	CCRS.CDS.I.C.D.E.F. CCRS. ELA. III. IV. V. Align with AFNR SAE skills
(E)	create or update documentation of relevant agricultural experience such as community service, professional, or classroom experiences.	Align with AFNR SAE skills
(3)	The student recognizes and explains roles within ~~teams, work units, departments,~~ organizations, inter-organizational systems, and the larger environment. The student is expected to:	Simplify
(A)	identify how ~~key~~ organizational systems affect ~~organizational~~ performance and the quality of products and services related to agriculture, food, and natural resources;	Simplify, CCRS ELA II. B
(B)	research and describe ~~demonstrate an understanding of~~ the global context of agricultural industries and careers; ~~and~~	CCRS. SS. III. A.B.
(C)	describe the nature and types of agribusiness organizations; and ~~to build an understanding of the scope of organizations.~~	Simplify CCRS. CDS. I.A.B.C. CCRS. CDS. III. A.B.
(D)	identify the sectors of agribusiness such as production, processing, and distribution.	Important, CCRS ELA II. B CCRS.Math.VI.A CCRS. CDS. I.A.B.C.
(4)	The student examines critical aspects of career opportunities in one or more agriculture, food, and natural resources careers. The student is expected to:	
(A)	research job descriptions ~~and interpret information~~ for one or more careers in agriculture, food, and ~~or~~ natural resources and analyze labor market trends; and	CCRS.ELA.V.A-C CCRS. CDS. I.A.B.C.
(B)	identify educational and credentialing requirements for one or more careers in agriculture, food, and natural resources.	CCRS.ELA.II.B CCRS. CDS. I.A.B.C.
(5)	The student defines and examines agribusiness management and marketing and its importance to agriculture and the ~~local and international~~ economy. The student is expected to:	Broad scope of agriculture Gap Skills: Monitor consumer or market trends, Monitor trends in world trade
(A)	describe different ~~the~~ roles and functions of management and leadership in agribusiness;	CCRS. SS. I.F.IV.A.B. CCRS. ELA. I.A.

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(B)	analyze the impact of management and marketing on the production, processing, and distribution of agricultural products;	Supports the KS statement
(C) ~~(B)~~	identify key economic principles of free enterprise and how they impact agribusiness; ~~and~~	CCRS.ELA.II.B CCRS. SS. I.D.
(D) ~~(C)~~	analyze the economic opportunities of agribusiness in a market or region; and ~~.~~	Clarify CCRS. SS. I.D.
(E)	identify how agribusiness management and marketing impact consumer and market trends.	Gap Skills: Monitor consumer or market trends
(6)	The student ~~defines~~ explains the importance of maintaining records and budgeting in agribusiness. The student is expected to:	Clarify Gap Knowledges: Budgeting
(A)	maintain and analyze ~~appropriate~~ agribusiness records such as payroll, employee benefits, ~~journals~~, inventories, ~~income and expense logs,~~ financial statements, and balance sheets to make informed business decisions;	Clarify CCRS.ELA.I.A.2, 3, 5 CCRS.Math.VI Gap Skills: Analyze business or financial data and information, Analyze operational or management reports to inform business decisions
(B)	research and identify loan and financing opportunities in ~~methods of obtaining~~ agribusiness ~~loans and financing~~; ~~and~~	Clarify, CCRS.EL.V.A-C CCRS.Math.VI Gap Skills: Coordinate financing activities
(C)	compare methods of capital resource acquisition as it pertains to agriculture.	CCRS.ELA.II.A1 CCRS. SS. III. A. 1.2.
(D)	apply a cost-benefit analysis to a budget for an agricultural business ~~*the decision-making process for budgeting issues*~~;	CCRS.Math.VIII.A,B
(7)	The student describes issues related to government policy and seeks opportunities to eliminate barriers for all stakeholders ~~recognizes concepts related to cultural diversity~~. The student is expected to:	
(A)	analyze methods of decision making;	CCRS. CDS. I.A.B.C.D.E.
(B)	examine the effects of government policies and regulations in making management decisions;	CCRS. SS.
(C)	describe the role ~~management~~ of human resources in ensuring equity in the workplace ~~with respect to cultural diversity~~; and	CCRS. SS. II. A.B.

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(D)	identify employee rights and laws pertaining to the workplace	Important for students to know when going into the work force. Gap Skills: Local, state, and federal agricultural laws and regulations, Local, state, and federal laws and regulations
(E) ~~(D)~~	identify laws pertaining to land and property ownership, ~~and~~ uses, taxes, wills, and liabilities; ~~and~~	CCRS.ELA.II.B Gap Skills: Local, state, and federal agricultural laws and regulations, Local, state, and federal laws and regulations
~~(E)~~	~~develop a personal economic philosophy.~~	Moved to KS 6
~~(8)~~	~~The student defines key issues of agribusiness success and failure. The student is expected to:~~	Combining KS 6 & 8
~~(A)~~	~~*apply the decision-making process for budgeting issues;*~~	Move to KS6
~~(B)~~	~~analyze business records and record-keeping procedures;~~	
~~(C)~~	~~determine methods of financing agribusiness;~~	Already in KS6
~~(D)~~	~~identify methods of obtaining capital resources; and~~	
~~(E)~~	~~*analyze agricultural commodity markets.*~~	Move to KS9
(8) ~~(9)~~	The student describes the marketing of agricultural products. The student is expected to:	
(A)	describe the purpose and importance of marketing agricultural products;	
(B)	develop a marketing plan for an agricultural business or product;	CCRS.Math.VI
~~(C)~~	~~identify the competitive environment and the impact of foreign markets;~~	Simplify, subsumed in D
(C) ~~(D)~~	compare ~~types of~~ various agribusiness markets and influence factors; ~~and~~	Clarify CCRS.ELA.II.A1
(E)	identify methods used in agriculture for ~~of~~ managing risk ~~such as hedging and crop insurance~~; and	CCRS.ELA.II.B
(F)	*analyze* and identify trends in *agricultural commodity markets*.	CCRS.Math.VI.A
(9) ~~(10)~~	The student ~~knows~~ understands the efficiency aspects of agribusiness management. The student is expected to:	Clarify Gap Skills: Write business project or bid proposals, Prepare financial reports Gap Knowledges: Entrepreneurship
(A)	use management software and information technology to create agricultural management and financial documents such as spreadsheets and databases;	CCRS.Math.IX.C

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(B)	identify components of and develop an agribusiness entrepreneurial plan; ~~based on personal economic philosophy~~;	Clarify CCRS.Math.X.B
(C)	identify components of and develop ~~a~~ an agribusiness financial management plan; and	CCRS.Math.X.B
(D)	create and present ~~a~~ an agriculture business proposal.	CCRS.ELA.III.A-B & IV.A-B CCRS.Math.IX & X

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§127.XX ~~130.31~~. Practicum in Agriculture, Food, and Natural Resources (Two Credits), Adopted 2024 ~~2015~~.		
	TEKS with edits	Work Group Comments/Rationale
(a)	General requirements. This course is recommended for students in Grades 11 and 12. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Agriculture, Food, and Natural Resources Career Cluster. Prerequisite: ~~Recommended prerequisite:~~ a minimum of two credits with one being a Level II or higher ~~one credit~~ from the courses in the Agriculture, Food, and Natural Resources Career Cluster. Students shall be awarded two credits for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.	
(b)	Introduction.	
(1)	Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.	
(2)	The Agriculture, Food, and Natural Resources Career Cluster focuses on the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources, including food, fiber, wood products, natural resources, horticulture, and other plant and animal products and ~~/~~ resources.	
(3)	Practicum in Agriculture, Food, and Natural Resources is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories. To prepare for careers in agriculture, food and natural resources, students must attain academic skills and knowledge, acquire technical knowledge and skills related to the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings.	
(4)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	
(5)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	

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(c)	Knowledge and skills.	
(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	
(A)	adhere to policies and procedures;	CCRS. CDS. I.E.F. Gap skill: Collaborate with others to develop business strategies, practices, or policies
(B)	demonstrate positive work behaviors ~~and attitudes,~~ including punctuality, time management, initiative, and cooperation;	CCRS. CDS. I.E.F.
(C)	apply constructive criticism and critical feedback from supervisor and peers to work performance;	Clarify
(D)	apply ethical reasoning to a variety of situations in order to make ethical decisions;	CCRS. CDS. I.E.F.
(E)	complete tasks with high standards to ensure quality products and services;	CCRS. CDS. I.F.
(F)	model professional appearance, including using appropriate dress, grooming, and personal protective equipment; and	CCRS. Science. I.C.1.2.3.
(G)	comply with practicum setting safety rules and regulations to maintain safe ~~and healthful~~ working conditions and environments.	CCRS. Science. I.C.1.2.3.
(H)	demonstrate a positive and productive work ethic by performing assigned tasks as directed;	We are aware that KS 1 and 2 are consistent throughout Ag courses, however, we feel that these SEs are vital to the Practicum course.
(I)	comply with all applicable rules, laws, and regulations in a consistent manner.	CCRS. Science. I.C.1.2.3. CCRS. CDS. 1.F
(2)	The student develops a supervised agricultural ~~agriculture~~ experience program. The student is expected to:	2 will change per subcommittee recommendations. Align with AFNR SAE skills
(A)	plan, propose, conduct, document, and evaluate a supervised agricultural ~~agriculture~~	CCRS.Science.II.A.E. CCRS.CDS.II.B. CCRS.Math.X.B. Align with AFNR SAE skills
(B)	use appropriate ~~apply proper~~ record-keeping skills in a ~~as they relate to the~~ the supervised agricultural ~~agriculture~~ experience program;	CCRS Math. IX. B. Gap skill: Maintain operational records, files, or reports, Maintain personnel records, Maintain record of expenses, Maintain sales records Align with AFNR SAE skills

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(C)	participate in youth agricultural leadership opportunities; ~~to create a well-rounded experience program; and~~	CCRS.CDS.I.A.B.C.D.E.F. CCRS. SS. I. C. 3. E. 1.2.3.4. F. 1.2. CCRS. ELA. III.A.IV.A. V. A. Align with AFNR SAE skills
(D)	review ~~produce~~ and participate in a local program of activities; and ~~using a strategic planning process.~~	CCRS.CDS.I.C.D.E.F. CCRS. ELA. III. IV. V. Align with AFNR SAE skills
(E)	create or update documentation of relevant agricultural experience such as community service, professional or classroom experiences.	Align with AFNR SAE skills
(3)	The student applies concepts of critical thinking and problem solving. The student is expected to:	
(A)	analyze elements of a problem to develop creative and innovative solutions in the agricultural workplace;	CCRS. CDS. I.A.C.
~~(B)~~	~~analyze information to determine value to the problem-solving task;~~	
(B) ~~(C)~~	compare ~~and contrast~~ alternative ways to solve a problem ~~alternatives using a variety of problem-solving and critical-thinking skills~~ in the agricultural workplace; and	CCRS.Math.VIII CCRS.ELA.II.A1 CCRS. CDS. I.A.C.
(C) ~~(D)~~	analyze data to inform agriculture operational decisions or activities. ~~conduct technical research to gather information necessary for decision-making.~~	CCRS.ELA.V.B-C CCRS.SCIENCE.V.C&D Gap skill: Analyze data to inform operational decisions or activities
(4)	The student demonstrates leadership and teamwork skills to accomplish goals and objectives. The student is expected to:	
(A)	analyze leadership characteristics such as ~~in relation to~~ trustworthiness, ~~trust,~~ positive attitude, integrity, and work ethic ~~willingness to accept key responsibilities in a work situation~~;	CCRS. CDS. I. C. D. E. F.
(B)	demonstrate teamwork skills through working cooperatively with others to achieve tasks in the agricultural workplace;	CCRS. CDS. I.A. 1.2. E. 2. CCRS. ELA. III. A.1.2.4.B IV. A.1.2.
(C)	demonstrate teamwork processes such as ~~that promote~~ team-building, consensus, continuous improvement, respect for the opinions of others, cooperation, adaptability, and conflict resolution in the agricultural workplace;	CCRS. CDS. I.A. 1.2. E. 2. CCRS. ELA. III. A.1.2.4.B IV. A.1.2.
(D)	demonstrate responsibility for shared group and individual work tasks in the agricultural workplace;	CCRS. CDS. I.A. 1.2. E. 2.

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(E)	establish and maintain effective working relationships using interpersonal skills in order to accomplish objectives and tasks; and	CCRS. CDS. I.A. 1.2. E. 2. CCRS. ELA. III. A.1.2.4.B IV. A.1.2. Gap skill: Develop collaborative business relationships, Establish long-term relationships with industry professionals, Maintain relationships with external agencies, organizations, and communities
~~(F)~~	~~demonstrate effective working relationships using interpersonal skills in order to accomplish objectives and tasks;~~	Combined with E
~~(G)~~	~~negotiate and work cooperatively with others using positive interpersonal skills; and~~	Deleted because it is very similar to (E)
(F) ~~(H)~~	demonstrate respect for all individuals~~, including those from different cultures, genders, and backgrounds, and value for diversity~~.	CCRS. CDS. I.A. 1.2. E. 2. CCRS. ELA. III. A.1.2.4.B IV. A.1.2. CCRS. SS. I.E.F. II. B.
(5)	The student demonstrates oral and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to:	
(A)	apply appropriate content knowledge, technical concepts, and vocabulary ~~when~~ to analyze ~~ing~~ information and follow~~ing~~ directions;	Clarify CCRS Science. I. A. CCRS CDS.II. D.3.E. CCRS ELA. II. A. III. A. IV. A.
(B)	use professional communication skills ~~employ verbal skills~~ when receiving ~~obtaining~~ and conveying information in the agricultural workplace;	CCRS.ELA.III.A CCRS CDA I.B.2.
(C)	identify and analyze information contained in ~~review, use, and apply~~ informational texts, Internet sites, or technical materials in the agricultural workplace ~~for occupational tasks~~;	CCRS.ELA.II.A
~~(D)~~	~~evaluate the reliability of information from informational texts, Internet sites, or technical materials and resources;~~	Combined with C to streamline and eliminate redundancy
(D) ~~(E)~~	evaluate ~~interpret~~ verbal and nonverbal cues and behaviors to enhance communication in the agricultural workplace;	CCRS. ELA. III. IV. CCRS. CDS. I. A. B.
(E) ~~(F)~~	apply active listening skills to receive ~~obtain~~ and clarify information in the agricultural workplace; and	CCRS. ELA. III. IV. CCRS. CDS. I. A. B.
(F) ~~(G)~~	produce ~~facilitate~~ effective written and oral communication in the agricultural workplace. ~~using academic skills~~.	CCRS. ELA. II. III. IV. CCRS. SS. V.A. B. CCRS. CDS. I. A. B.
~~(6)~~	~~The student develops management skills for agricultural resources. The student is expected to:~~	Remove due to irrelevance to student internships and specific pathways.
~~(A)~~	~~discuss the importance of agricultural and natural resources to individuals and society;~~	

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~~(B)~~	~~develop long-range land, water, and air quality management plans;~~	
~~(C)~~	~~practice equipment maintenance procedures;~~	
~~(D)~~	~~analyze the cost and maintenance of tools, equipment, and structures used in agriculture;~~	
~~(E)~~	~~describe and develop marketing strategies for agricultural and natural resources;~~	
~~(F)~~	~~decide between replacement, maintenance, repair, and reconditioning of agricultural vehicles and machinery; and~~	
~~(G)~~	~~describe and perform hazard analysis and follow safety laws.~~	
(6)	The student practices financial literacy as it relates to agriculture. The student is expected to:	Consensus to add financial literacy component Gap skills:
(A)	develop a budget based on personal financial goals;	CCRS.Math.IX.B Gap Skill: Analyze business or financial data and information
(B)	interpret the different components of a pay stub;	CCRS.Math.X.B
(C)	read and reconcile bank statements;	CCRS.Math.X.B
(D)	maintain financial records, including pay stubs, bank statements, and tax records;	CCRS.ELA.I.A.2 CCRS.Math.X.B
(E)	define credit and identify factors that impact the credit score;	CCRS.ELA.II.A.2 & II.B CCRS.Math.IX.B & X.B
(F)	identify methods to prevent identity theft; and	CCRS. Math. IX. B.
(G)	prepare or model how to complete a personal income tax form.	CCRS.Math.IX.B & X.B
(7)	The student demonstrates technical knowledge and skills required to pursue a career in the Agriculture, Food, and Natural Resources Career Cluster. The student is expected to:	
(A)	develop advanced technical knowledge and skills related to the individual ~~personal~~ occupational objective;	CCRS. Science I.C.2.
(B)	develop an individualized training plan	
(C) ~~(B)~~	evaluate personal strengths and weaknesses in technical skill proficiency;	CCRS. Science I.C.2.
(D) ~~(C)~~	explain ~~the principles of~~ safe operation of tools and equipment related to the practicum; and	CCRS. Science I.C.2. Gap skills - Operate agricultural equipment or machinery, Operate power or hand tools
(E)	identify the cost of supplies, tools, equipment, or structures related to the practicum;	SE in 6 moved here CCRS.ELA.II.A2 CCRS.Math.VI.A,C

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(F)	identify the importance of maintaining supplies, tools, equipment, or structures related to the practicum;	SE in 6 moved here
(G) ~~(D)~~	identify ~~pursue~~ opportunities for licensure or certification related to the chosen career path.	Clarify CCRS.ELA.II.A1
(8)	The student documents technical knowledge and skills. The student is expected to:	
(A)	create a professional portfolio that includes: ~~to include information such as:~~	Clarify CCRS.ELA.I.A CCRS CDS.II. A. C.
(i)	attainment of technical skill competencies;	CCRS. Science. III. B.C.D.
(ii)	licensures or certifications;	CCRS. CDS. I.A.1.B.1.2.
(iii)	recognitions, awards, ~~and~~ scholarships, or letters of recommendation;	Clarify CCRS. ELA. III. IV. CCRS. CDS. I. A. B.
(iv)	extended learning experiences such as community service and active participation in career and technical student organizations and professional organizations;	CCRS.CDS.I.A.B.C.D.E.F. CCRS. SS. I. C. 3. E. 1.2.3.4. F. 1.2. CCRS. ELA. III.A.IV.A. V. A.
(v)	a summary of individual practicum experience; ~~abstract of key points of the practicum;~~	Clarify
(vi)	a resume;	CCRS ELA. I.A. CCRS. CDS. B.1.
(vii)	samples of work; and	CCRS. ELA. I.III. CCRS. CDS. II. B.C.D.
(viii)	an evaluation from the practicum supervisor; and	CCRS. CDS. I. A. B. CCRS. ELA. III. A.
(B)	present the portfolio to interested stakeholders.	CCRS.ELA.III.A-B CCRS. CDS. I.B.2.D. E.

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§127.XX ~~130.32~~. Extended Practicum in Agriculture, Food, and Natural Resources (One Credit), Adopted 2024 ~~2015~~.		
	TEKS with edits	Work Group Comments/Rationale
(a)	General requirements. This course is recommended for students in Grades 11 and 12. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Agriculture, Food, and Natural Resources Career Cluster. Prerequisite: ~~Recommended prerequisite:~~ a minimum of two credits with one being a Level II or higher ~~one credit~~ from the courses in the Agriculture, Food, and Natural Resources Career Cluster. Corequisite: Practicum in Agriculture, Food, and Natural Resources. This course must be taken concurrently with Practicum in Agriculture, Food, and Natural Resources and may not be taken as a stand-alone course. Students shall be awarded one credit for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills. Successful completion of Principles of Agriculture, Food and Natural Resources is recommended for this course.	
(b)	Introduction.	
(1)	Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.	
(2)	The Agriculture, Food, and Natural Resources Career Cluster focuses on the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources, including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.	
(3)	Extended Practicum in Agriculture, Food, and Natural Resources, a corequisite course, is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories. To prepare for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge, acquire technical knowledge and skills related to the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings.	Consensus to add this for clarification and ease of course catalog descriptions for school districts. Highlighted is more detail added than Principles of Ag.
(4)	Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	
(5)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	

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(c)	Knowledge and skills.	
(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	
(A)	participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to agriculture, food, and natural resources;	CCRS CDS.I.A.1.b., D.1.2.3.E.II.B.C.E.
(B)	participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment;	CCRS CDS.I.A.1.b., D.1.2.3.E.II.B.C.E.
(C)	demonstrate professional standards ~~and personal qualities~~ needed to be employable such as punctuality, time management, initiative, and cooperation with increased fluency;	CCRS CDS.I.A.1.b., D.1.2.3.E.II.B.C.E.
~~(D)~~	~~complete tasks with high standards to ensure quality products and services;~~	Removed, this SE is in Practicum course
(E)	~~employ~~ demonstrate teamwork and conflict-management skills with increased fluency to achieve collective goals; and	CCRS CDS.I.A.1.b., D.1.2.3.E.II.B.C.E. CCRS ELA.III. IV.
(F)	~~employ~~ demonstrate planning and time-management skills and tools with increased fluency to enhance results and complete work tasks.	
(2)	The student develops a supervised agricultural experience program. The student is expected to:	2 will change per subcommittee recommendations. This KS and SEs are in all other Agriculture Courses. Gap skills: Maintain operational records, files, or reports, Maintain personnel records, Maintain record of expenses, Maintain sales records
(A)	plan, propose, conduct, document, and evaluate a supervised agricultural experience program as an experiential learning activity;	CCRS.Science.II.A.E. CCRS.CDS.II.B. CCRS.Math.IX. A. B.
(B)	use appropriate record-keeping skills in a supervised agricultural experience program;	CCRS. IX.A.B.
(C)	participate in youth agricultural leadership opportunities;	CCRS.CDS.I.A.B.C.D.E.F. CCRS. SS. I. C. 3. E. 1.2.3.4. F. 1.2. CCRS. ELA. III.A.IV.A. V. A.
(D)	review and participate in a local program of activities;	CCRS.CDS.I.C.D.E.F. CCRS. ELA. III. IV. V.

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(E)	create or update documentation of relevant agricultural experience such as community service, professional or classroom experiences.	
(3) ~~(2)~~	The student implements advanced professional communications strategies. The student is expected to:	
(A)	apply appropriate content knowledge, technical concepts, and vocabulary with increased fluency ~~when~~ to analyzing information and following directions;	CCRS.ELA.I
(B)	demonstrate verbal ~~and non-verbal communication~~ consistently in a clear, concise, and effective manner;	CCRS.ELA.III & IV Non-verbal, not concise. Split into new SE
(C)	demonstrate non-verbal communication consistently and effectively;	CCRS.ELA.III.A.1.5.
(D) ~~(C)~~	analyze, interpret, and effectively communicate information, data, and observations;	CCRS.ELA.I, II, III, IV CCRS CDS. I.B.2.D.
~~(D)~~	~~observe and interpret verbal and nonverbal cues and behaviors to enhance communication; and~~	Removed, this SE is in Practicum course
~~(E)~~	~~apply active listening skills to obtain and clarify information.~~	Removed, this SE is in Practicum course
(4) ~~(3)~~	The student applies concepts of critical thinking and problem solving. The student is expected to:	
(A)	apply ~~employ~~ critical-thinking skills with increased fluency both independently and ~~in groups~~ collaboratively to solve problems and make decisions; and	CCRS.Science.II.D
~~(B)~~	~~analyze elements of a problem to develop creative and innovative solutions; and~~	Removed, this SE is in Practicum course
(B) ~~(C)~~	demonstrate the use of content, technical concepts, and vocabulary when analyzing information and following directions.	CCRS.ELA.I & II CCRS Science III.C.
(5) ~~(4)~~	The student understands and applies proper safety techniques in the workplace. The student is expected to:	
(A)	demonstrate ~~an understanding of~~ and consistently follow workplace safety rules and regulations;	CCRS.ELA.II.A, D CCRS CDS. I. A.1.2.B. C.D.E.F. Measurability
(B)	demonstrate safe operation of tools and equipment;	CCRS.ELA.III CCRS. Science I. C.1. 3. Gap Skills: Operate agricultural equipment or machinery
(C)	troubleshoot equipment when operation fails;	Addition of troubleshooting
(D)	demonstrate safe handling and proper disposal of supplies;	Differentiation between supplies and tools and equipment CCRS.ELA.III CCRS. Science. I.C.

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(E) ~~(C)~~	identify unsafe conditions or practices ~~describe and perform hazard analysis~~; and	CCRS.ELA.I, III, IV CCRS Science I. C.
(F) ~~(D)~~	describe ~~demonstrate knowledge of~~ procedures for reporting and handling accidents and safety incidents.	CCRS.ELA.V CCRS Science I.C.
~~(5)~~	~~The student understands the professional, ethical, and legal responsibilities in agriculture, food, and natural resources. The student is expected to:~~	Consensus to remove this KS and the SEs because they fit better in the Practicum course. This course has to be taught concurrently with the Practicum course.
~~(A)~~	~~demonstrate a positive, productive work ethic by performing assigned tasks as directed;~~	
~~(B)~~	~~apply ethical reasoning to a variety of situations in order to make ethical decisions; and~~	
~~(C)~~	~~comply with all applicable rules, laws, and regulations in a consistent manner.~~	
(6)	The student documents growth in advanced technical knowledge and skills. ~~The student participates in an agriculture, food, or natural resources experience.~~ The student is expected to:	Consensus to change KS to better describe the SEs
~~(A)~~	~~conduct, document, and evaluate learning activities in a supervised agriculture, food, or natural resources experience;~~	Removed because this is in the KS 2
(A) ~~(B)~~	develop advanced technical knowledge and skills related to the student's occupational objective;	CCRS.ELA.V CCRS. CDS. I.A.B.C.D.E.F.
~~(C)~~	~~demonstrate proper record-keeping skills related to the supervised agriculture, food, or natural resources experience;~~	Removed because this SE is in the KS 2
~~(D)~~	~~practice equipment maintenance procedures, as appropriate;~~	Removed, this SE is in Practicum course
~~(E)~~	~~decide between replacement, maintenance, repair, and reconditioning of agricultural vehicles and machinery, as appropriate;~~	Removed, this SE is in Practicum course
(C) ~~(F)~~	demonstrate growth of technical skill competencies; and	CCRS.Math.X.B.3 CCRS. CDS. I.A.B.C.D.E.F.
(B) ~~(G)~~	evaluate personal strengths and weaknesses in technical skill proficiency; ~~and~~	CCRS.Math.X.B.3 CCRS. CDS. I.A.B.C.D.E.F.
~~(H)~~	~~collect representative work samples.~~	Removed, this SE is in Practicum course
(D)	update a professional portfolio.	Continue the portfolio from Practicum CCRS.ELA.I, II, III, IV

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