

<b>Proposed Changes (Other than wording of titles)</b> <i>Mergers are made to reduce redundancy and to insure there is enough material to support the 5E format.</i>	<b>New Library (77 lessons)</b>	<b>Learning Objectives</b>	<b>AFNR Standard</b>
	<b>UNIT A. AGRIBUSINESS PRINCIPLES</b>		
	<b>Problem Area 1. Introduction to Agribusiness</b>		
<ul style="list-style-type: none"> <li>• Merge existing lessons ABR B2-2 with A1-1.</li> <li>• Cover production, agriservice, processing and distribution, agriservice, marketing, and economics and trade.</li> <li>• Include an activity researching a local agribusiness.</li> </ul>	A1-1 The Scope of Agribusiness	<ol style="list-style-type: none"> <li>1 Describe the types of agribusiness.</li> <li>2 Determine the scope and the economic impact of agribusiness at the local, state, national, and international levels.</li> <li>3 Describe resources required of agribusiness.</li> </ol>	<p>ABS.01.03.01.a. Define and provide examples of management skills used to organize an AFNR business (e.g., management types, organizational structures, time management techniques, conducting business agreements, etc.).</p> <p>ABS.01.03.01.b. Analyze the effectiveness of different management skills used in an AFNR business.</p>
<ul style="list-style-type: none"> <li>• <b>NEW LESSON.</b> The original lesson discussed career preparation rather than career opportunities (career prep is covered in AFNR library)</li> <li>• Include an activity in which the student explores one or more careers.</li> </ul>	A1-2 Agribusiness Careers	<ol style="list-style-type: none"> <li>1 Describe career opportunities related to production agriculture.</li> <li>2 Describe career opportunities in agriservice.</li> <li>3 Describe career opportunities in processing and distribution.</li> <li>4 Describe career opportunities in marketing.</li> <li>5 Describe career opportunities in economics and trade.</li> </ol>	<p>CRP.10.01.01.a. Determine personal interests, talents, goals and preferences for potential careers.</p> <p>CRP.10.01.01.b. Assess and select areas for growth and improvement based upon analysis of personal interests for potential careers.</p> <p>CRP.10.01.01.c. Plan a career path based on personal interests, goals, talents and preferences.</p> <p>CRP.10.01.02.a. Examine career clusters and identify potential career opportunities based on personal interests, talents, goals and preferences.</p> <p>CRP.10.01.02.b. Analyze skills needed for potential careers and compare and contrast skills needed with personal interests, talents, goals and preferences.</p> <p>CRP.10.01.02.c. Match potential career opportunities in career clusters with personal interests, talents, goals and preferences.</p>
	<b>UNIT B AGRIBUSINESS</b>		
	<b>Problem Area 1. Business Structures</b>		
<ul style="list-style-type: none"> <li>• Merge existing lessons ABR B1-1, B1-2, and B1-8.</li> <li>• Include an activity where the students compare and contrast sole proprietorships, partnerships, and franchises.</li> </ul>	B1-1 Sole Proprietorships, Partnerships, and Franchises	<ol style="list-style-type: none"> <li>1 Describe characteristics of a sole proprietorship.</li> <li>2 List advantages and disadvantages of a sole proprietorship.</li> <li>3 Examine types of business partnerships.</li> <li>4 Explain the advantages, disadvantages, and other considerations associated with a partnership.</li> <li>5 Define franchise, franchisor, and franchisee.</li> <li>6 Explain the advantages and disadvantages of franchises.</li> </ol>	<p>ABS.04.01.02.a. Categorize the characteristics of the types of ownership structures used in AFNR businesses (e.g., sole proprietorships, cooperatives, partnerships and corporations).</p> <p>ABS.04.01.02.b. Compare and contrast business plans for different types of ownership structures used in AFNR businesses.</p> <p>ABS.04.01.02.c. Generate conclusions about the successes and failures of AFNR businesses within the global economics system as related to the business ownership structure.</p>
<ul style="list-style-type: none"> <li>• Merge existing lessons ABR B1-3 with B1-4.</li> <li>• Delete information on identifying major U.S. and worldwide stock exchanges and how to buy stock. Stock purchasing is covered in E1-5 Financial Investments.</li> </ul>	B1-2 Corporations and Their Governance	<ol style="list-style-type: none"> <li>1 Examine characteristics of a corporation and the types of corporations.</li> <li>2 Contrast C and S corporations.</li> <li>3 Analyze the corporation governance and management structure.</li> <li>4 Distinguish between the types of corporate stock, and define dividend.</li> </ol>	<p>ABS.04.01.02.a. Categorize the characteristics of the types of ownership structures used in AFNR businesses (e.g., sole proprietorships, cooperatives, partnerships and corporations).</p> <p>ABS.04.01.02.b. Compare and contrast business plans for different types of ownership structures used in AFNR businesses.</p> <p>ABS.04.01.02.c. Generate conclusions about the successes and failures of AFNR businesses within the global economics system as related to the business ownership structure.</p>
<ul style="list-style-type: none"> <li>• Merge ABR B1-5, B1-6, and B1-7</li> <li>• Material in the lessons will need to be merged to eliminate redundancy and to streamline the lesson.</li> </ul>	B1-3 Cooperatives and Their Governance	<ol style="list-style-type: none"> <li>1 Define cooperative, and describe the history of cooperatives.</li> <li>2 Describe the types of cooperatives and the principles on which cooperative operate.</li> <li>3 Explain the cooperative ownership structure.</li> <li>4 Describe membership criteria, and determine the role/duties of the members, board of directors, and manager in a cooperative.</li> <li>5 Explain the advantages and disadvantages of cooperatives.</li> </ol>	<p>ABS.04.01.02.a. Categorize the characteristics of the types of ownership structures used in AFNR businesses (e.g., sole proprietorships, cooperatives, partnerships and corporations).</p> <p>ABS.04.01.02.b. Compare and contrast business plans for different types of ownership structures used in AFNR businesses.</p> <p>ABS.04.01.02.c. Generate conclusions about the successes and failures of AFNR businesses within the global economics system as related to the business ownership structure.</p>
	<b>Problem Area 2. Establishing the Agribusiness</b>		
<ul style="list-style-type: none"> <li>• Merge content in existing objectives 1 and 2.</li> <li>• Drop content of existing objective 3 unless the writer deems it important.</li> </ul>	B2-1 Entrepreneurship	<ol style="list-style-type: none"> <li>1 Define entrepreneurship, and identify characteristics of an entrepreneur.</li> <li>2 Describe the advantages and disadvantages of being an entrepreneur.</li> </ol>	<p>ABS.04.01.01.a. Describe the meaning, importance and economic impact of entrepreneurship on the AFNR industry and larger economy.</p> <p>ABS.04.01.01.b. Classify the characteristics of successful entrepreneurs in AFNR businesses.</p> <p>ABS.04.01.01.c. Demonstrate the application of entrepreneurial skills to conceptualize an AFNR business (e.g., idea generation, opportunity analysis, risk assessment, etc.).</p>

<ul style="list-style-type: none"> <li>• <b>NEW LESSON</b></li> <li>• Refer to CTE BMM C1-1 Identify Business Goals: Profit, Use material from objectives 1 and 2 in ABR B2-5 Preparing a Business Plan.</li> </ul>	B2-2 Business Goals – Profit/Loss	<ol style="list-style-type: none"> <li>1 Explain why business goals are established, categorize goals, and examine ways to accomplish goals.</li> <li>2 Explain how to develop SMART business goals.</li> <li>3 Explain important underlying business concepts relating to the goal of profitability.</li> </ol>	<p>ABS.01.02.02.a. Identify the meaning and importance of goals and objectives in AFNR business enterprises.</p> <p>ABS.01.02.02.b. Prepare short-term, intermediate and long-term goals and objectives that are consistent with the statements of purpose for an AFNR business.</p> <p>ABS.01.02.02.c. Evaluate AFNR business goals and objectives, then make revisions based on data and observations.</p>
<ul style="list-style-type: none"> <li>• Merged ABR B2-3 with B2-4.</li> <li>• Avoid key terms that would be redundant with other lessons, like advertising, agribusiness, and franchises.</li> <li>• Avoid material that is covered in other lessons, such as benefits to ownership.</li> </ul>	B2-3 Agribusiness Start Up	<ol style="list-style-type: none"> <li>1 Analyze methods of establishing an agribusiness.</li> <li>2 Examine considerations in locating of an agribusiness.</li> <li>3 Investigate the initial costs of establishing a business, and explore methods to obtain resources at a reasonable cost.</li> <li>4 Explain how market research can be used in establishing an agribusiness.</li> </ol>	<p>ABS.04.01.01.a. Describe the meaning, importance and economic impact of entrepreneurship on the AFNR industry and larger economy.</p> <p>ABS.04.01.01.b. Classify the characteristics of successful entrepreneurs in AFNR businesses.</p> <p>ABS.04.01.01.c. Demonstrate the application of entrepreneurial skills to conceptualize an AFNR business (e.g., idea generation, opportunity analysis, risk assessment, etc.).</p>
<ul style="list-style-type: none"> <li>• Merge subject matter, interest approaches, and lab activities from ABR B2-5 with material from CTE BMM C5-1 Identify the Purpose of a Business Plan, C5-2 Identify the Components of a Business Plan, and C5-3 Assessment and Creation of Business Plans</li> <li>• As an activity, create a business plan for a fictitious company.</li> </ul>	B2-4 Business Plan Preparation	<ol style="list-style-type: none"> <li>1 Explain the purpose and importance of a business plan.</li> <li>2 Explain how to develop a business plan.</li> </ol>	<p>ABS.04.01.03.a. Research and describe the components to include in a business plan for an AFNR business.</p> <p>ABS.04.01.03.b. Analyze the information needed and strategies to obtain the information to complete an AFNR business plan (e.g., SMART goals and objectives, needs assessment, cash flow projection, etc.).</p> <p>ABS.04.01.03.c. Prepare a business plan for an AFNR business.</p>
<b>Problem Area 3. The Business Plan</b>			
<ul style="list-style-type: none"> <li>• Revise existing ABR B3-1: Business Management.</li> <li>• E-unit content should be reorganized to match objectives.</li> </ul>	B3-1 Business Management	<ol style="list-style-type: none"> <li>1 Analyze the five major areas of business management.</li> <li>2 Compare the levels of business management.</li> <li>3 Describe the skills that effective business managers possess.</li> <li>4 Examine the responsibilities and challenges business managers face.</li> </ol>	<p>ABS.01.03.01.a. Define and provide examples of management skills used to organize an AFNR business (e.g., management types, organizational structures, time management techniques, conducting business agreements, etc.).</p> <p>ABS.01.03.01.b. Analyze the effectiveness of different management skills used in an AFNR business.</p> <p>ABS.01.03.01.c. Devise strategies to improve the operation of AFNR businesses using management skills.</p>
<ul style="list-style-type: none"> <li>• Revise existing ABR B3-2: Identifying Sources of Business Risk.</li> <li>• Coordinate the human resource risk in this lesson with information in B3-7 Human Resource Management to limit redundancy.</li> </ul>	B3-2 Sources of Business Risk	<ol style="list-style-type: none"> <li>1 Define risk and risk tolerance, and explain how businesses manage risk.</li> <li>2 Identify sources of risks.</li> </ol>	<p>ABS.04.03.01.a. Assess and classify sources of risk for an AFNR business (e.g., financial risk, public perception of company, etc.).</p> <p>ABS.04.03.01.b. risk management strategies for AFNR businesses (e.g., cash flow projection, analyze market trends, etc.).</p> <p>ABS.04.03.01.c. Determine methods to match risk management strategies to risk situations in an AFNR business.</p>
<ul style="list-style-type: none"> <li>• Revise existing ABR B3-3: Insuring the Agribusiness.</li> </ul>	B3-3 Agribusiness Insurance	<ol style="list-style-type: none"> <li>1 Explain the principles of insurance as they relate to agribusinesses.</li> <li>2 Identify the primary categories and the specific types of insurance.</li> <li>3 Explain factors to consider when selecting insurance and an insurance company.</li> <li>4 Explain the process of filing an insurance claim.</li> </ol>	<p>ABS.04.03.02.a. Research and summarize examples that illustrate the importance of risk and uncertainty within AFNR businesses.</p> <p>ABS.04.03.02.b. Analyze alternative approaches to reducing risk for AFNR businesses (e.g., insurance for product liability, property, production or income loss for personnel life and health, etc.).</p> <p>ABS.04.03.02.c. Prepare a comprehensive risk management and contingency plan for an AFNR business.</p>
<ul style="list-style-type: none"> <li>• Revise existing ABR B3-4: Hiring and Managing Employees.</li> <li>• The existing content in the E-unit should be reorganized and sections combined.</li> <li>• Include Department/Organizational Charts</li> </ul>	B3-4 Employee Management	<ol style="list-style-type: none"> <li>1 Describe how to recruit personnel.</li> <li>2 Explain how personnel are trained and evaluated.</li> <li>3 Recognize federal laws or regulations in recruiting, hiring, and promoting employees.</li> <li>4 Describe how to organize employees within the business.</li> </ol>	<p>ABS.01.04.01.a. Research and explain the meaning and functions of human resources in AFNR businesses (e.g., recruitment, evaluate employee performance, employee record management, compensation, etc.).</p> <p>ABS.01.04.01.b. Create methods to describe specific positions and structures of an AFNR business to share with human resources (e.g., job descriptions, business information sheet, pamphlet, etc.).</p> <p>ABS.01.04.01.c. Establish and maintain appropriate records and reports on human resources in AFNR businesses (e.g., personal records, absenteeism record, payroll data, employee requests, etc.).</p> <p>ABS.01.04.02.a. Identify and explain programs used in AFNR businesses to recruit, train and retain employees and define their purpose (e.g., career development, training plans, recruitment plans, evaluation programs, etc.).</p> <p>ABS.01.04.02.b. Analyze and evaluate programs used to recruit, train and retain employees based on their effectiveness.</p> <p>ABS.01.04.02.c. Design guidelines and programs to recruit, train and retain employees in AFNR businesses.</p>

<p>• <b>NEW LESSON</b></p>	<p>B3-5 Employees versus Contractors</p>	<p>1 Determine the legal differences between employees and contractors. 2 Calculate the cost differences to employers between employees and contractors. 3 Explain the differences in taxes paid by employers, employees and contractors.</p>	<p>ABS.01.04.01.a. Research and explain the meaning and functions of human resources in AFNR businesses (e.g., recruitment, evaluate employee performance, employee record management, compensation, etc.). ABS.01.04.01.b. Create methods to describe specific positions and structures of an AFNR business to share with human resources (e.g., job descriptions, business information sheet, pamphlet, etc.). ABS.01.04.01.c. Establish and maintain appropriate records and reports on human resources in AFNR businesses (e.g., personal records, absenteeism record, payroll data, employee requests, etc.).</p>
<p>• <b>Revise existing ABR B3-5 Providing Benefits and Professional Incentives for Employees</b> • <b>Refer to CTE BMM H4-7 Benefit and Compensation Packages for additional subject matter.</b></p>	<p>B3-6 Employee Incentives</p>	<p>1 Explain pay system options for employees. 2 Describe financial incentive options for employees. 3 Explain fringe benefit options for employees. 4 Describe work schedule options for employees.</p>	<p>ABS.01.04.03.a. Research and summarize purposes and objectives of benefit and compensation plans for AFNR businesses. ABS.01.04.03.b. Generate compliant and competitive benefit and compensation plans for AFNR business employees. ABS.01.04.03.c. Create recommendations for AFNR employers to improve current benefit and compensation plans (e.g., how to motivate employees, recognize productivity, equitably compensate, etc.).</p>
<p>• <b>Merge ABR B3-6 Employment Legislation with ABR B3-7 Managing Human Resource Risk.</b> • <b>Aspects of this lesson should complement ABR B3-2 Sources of Business Risk.</b></p>	<p>B3-7 Human Resource Management</p>	<p>1 Describe child labor laws applicable to agribusiness. 2 Explain minimum wage laws. 3 Explain legislation affecting migrant labor and alien workers. 4 Describe factors that influence human risk. 5 Explain how employers can manage human risk. 6 Describe employer liability for employee acts and injuries.</p>	<p>ABS.01.04.01.a. Research and explain the meaning and functions of human resources in AFNR businesses (e.g., recruitment, evaluate employee performance, employee record management, compensation, etc.). ABS.01.04.01.b. Create methods to describe specific positions and structures of an AFNR business to share with human resources (e.g., job descriptions, business information sheet, pamphlet, etc.). ABS.01.04.01.c. Establish and maintain appropriate records and reports on human resources in AFNR businesses (e.g., personal records, absenteeism record, payroll data, employee requests, etc.).</p>
<p>• <b>Revise existing ABR B3-8 Distributing and Transporting Products</b> • <b>Refer to CTE BMM C2-4 The Role of Distribution in Marketing for related subject matter.</b> • <b>Add information comparing the methods of transport in terms of dollar costs and environmental costs.</b></p>	<p>B3-8 Product Distribution</p>	<p>1 Analyze the production/distribution chain. 2 Explain the five most important physical distribution activities. 3 Explain transportation methods used to move materials and goods. 4 Describe required forms that apply to the distribution of agricultural products.</p>	<p>ABS.04.02.01.a. Identify and define the components of operational plans in AFNR businesses (e.g., location, supply and inventory management, production and distribution, organization structure, etc). ABS.04.02.01.b. Compare and contrast the strengths and weaknesses of operational plans from different AFNR businesses to determine best practices. ABS.04.02.01.c. Make recommendations to improve operational plans for an AFNR business based on best practices.</p>
<p>• <b>Revise existing ABR B4-1: The Time Value of Money</b> • <b>Additional information and problems can be found in CTE lessons BMM B4-3 Simple Interest Applications and BMM B4-4 Compound Interest Applications.</b></p>	<p><b>Problem Area 4. Agribusiness Finance</b> B4-1 The Time Value of Money - <b>Saving Money</b></p>	<p>1 Describe the time value of money. 2 Explain the concepts of simple and compound interest. 3 Explain the concept of discounting. 1 Recognize the need for liquidity to meet the three types of demand for money. (<i>transaction demand, precautionary demand, and investment/speculative demand</i>) 2 Differentiate among the various types of saving options and explain the concept of interest. (<i>i.e. savings account, certificate of deposit, money market accounts, T-bills, notes, bonds</i>) 3 Describe the time value of money and calculate interest using simple interest formula. 4 Calculate future and present values using compounding and discounting formulas.</p>	<p>ABS.03.02.01.a. Research and summarize the characteristics of different types of credit instruments available to AFNR businesses (e.g., lines of credit, operating notes, alternative sources of capital, etc.). ABS.03.02.01.b. Analyze AFNR business needs to determine the necessity of loans for business operation. ABS.03.02.01.c. Analyze and assemble the information needed to obtain credit for AFNR businesses.</p>
<p>• <b>Revise existing ABR B4-3: Evaluating Sources of Credit</b> • <b>Refer to CTE BMM B5-6 Determine Sources of Credit for additional subject matter.</b></p>	<p>B4-2 Sources of Credit - <b>Financing an Agribusiness</b></p>	<p>1 Compare and contrast the sources of personal or business loans. 2 Describe the function of credit cards, and investigate their advantages and disadvantages. 3 Describe charge accounts. 1 Differentiate among the various sources of credit for individuals or business financing. (<i>i.e. equity capital, start-up capital, term loans, lines of credit, credit cards, charge accounts</i>) 2 Recognize why individuals and businesses may find it necessary to borrow money and assess how much borrowed capital is needed. (<i>i.e. capital purchases, cash flow – periods of low income, high expenses</i>) 3 Describe the characteristics of preferred lenders and determine how to choose a lender. (<i>pros / cons of various sources – commercial banks, credit unions, government backed financing, individuals, sellers, family</i>)</p>	<p>ABS.03.02.01.a. Research and summarize the characteristics of different types of credit instruments available to AFNR businesses (e.g., lines of credit, operating notes, alternative sources of capital, etc.). ABS.03.02.01.b. Analyze AFNR business needs to determine the necessity of loans for business operation. ABS.03.02.01.c. Analyze and assemble the information needed to obtain credit for AFNR businesses. ABS.03.02.02.a. Examine and interpret the terms and conditions associated with credit instruments used in AFNR businesses (e.g., repayment terms, APR, grace periods, personal liability, interest rates, etc.). ABS.03.02.02.b. Compare and contrast strategies to responsibly manage credit budgets in AFNR businesses. ABS.03.02.02.c. Analyze AFNR business needs and recommend appropriate uses of available credit budgets to meet goals.</p>

<ul style="list-style-type: none"> <li>• Revise existing ABR B4-2: The Concept of Borrowing Money</li> <li>• Refer to CTE BMM B5-7 Evaluate the Concept of Borrowing Money for additional subject matter.</li> <li>• Lessons B4-2, B4-3, and B4-4 should complement one another and redundancy should be avoided.</li> </ul>	B4-3 Loans	<ol style="list-style-type: none"> <li>1 Describe preferred borrower characteristics and preferred lender characteristics.</li> <li>2 Explain credit and how to establish credit.</li> <li>1 Examine the non-interest costs associated with loans. (<i>service fees, closing costs, loan origination fees, late charges, etc.</i>)</li> <li>2 Describe how the character of a potential borrower influences their creditworthiness. (<i>overview of 5 C's of Credit - character, capacity, capital, collateral, conditions; credit history, credit scores</i>)</li> <li>3 Describe how capacity and capital influences the creditworthiness of a potential borrower. (<i>ability to cover operating expenses, net worth, solvency, leverage</i>)</li> <li>4 Describe how collateral requirements and loan conditions may vary due to the creditworthiness of a potential borrower. (<i>loan security, loan terms – length of term, down payment, repayment terms, amortized, APR, rates, etc.</i>)</li> </ol>	<p>ABS.03.02.01.a. Research and summarize the characteristics of different types of credit instruments available to AFNR businesses (e.g., lines of credit, operating notes, alternative sources of capital, etc.).</p> <p>ABS.03.02.01.b. Analyze AFNR business needs to determine the necessity of loans for business operation.</p> <p>ABS.03.02.01.c. Analyze and assemble the information needed to obtain credit for AFNR businesses.</p>
<ul style="list-style-type: none"> <li>• Revise existing ABR B4-4: Calculating the Cost of Credit.</li> <li>• Refer to CTE BMM B5-7 Evaluate the Concept of Borrowing Money for additional information on calculating interest rates.</li> </ul>	B4-4 Credit Costs	<ol style="list-style-type: none"> <li>1 Investigate factors that determine loan interest rates.</li> <li>2 Compare the advantages and disadvantages of fixed and floating loans.</li> <li>3 Explain how to calculate simple interest.</li> <li>1 Investigate factors that influence loan interest rates.</li> <li>2 Compare the advantages and disadvantages of fixed and floating loans and explain how the amortization process works on installment loans.</li> <li>3 Describe the function of credit cards and investigate their advantages and disadvantages.</li> <li>4 Differentiate among the concepts principal, simple interest, and compound interest.</li> <li>4 Explain how to calculate compound interest.</li> </ol>	<p>ABS.03.02.02.a. Examine and interpret the terms and conditions associated with credit instruments used in AFNR businesses (e.g., repayment terms, APR, grace periods, personal liability, interest rates, etc.).</p> <p>ABS.03.02.02.b. Compare and contrast strategies to responsibly manage credit budgets in AFNR businesses.</p> <p>ABS.03.02.02.c. Analyze AFNR business needs and recommend appropriate uses of available credit budgets to meet goals.</p>
<b>Problem Area 5. Record Keeping and Financial Management of an Agribusiness</b>			
<ul style="list-style-type: none"> <li>• Revise ABR B6-1: Record Keeping</li> <li>• Refer to CTE BMM C6-1 Record-Keeping Methods for additional subject matter.</li> </ul>	B5-1 Financial Accounting and Reporting	<ol style="list-style-type: none"> <li>1 Analyze the types of financial statements and their functions.</li> <li>2 Describe the characteristics of good record keeping.</li> </ol>	<p>ABS.02.02.01.a. Compare and contrast the different types of financial reports (e.g., income statements, cash flow statements, equity statements, etc.) and their frequency of use (e.g., daily, weekly, monthly, quarterly, annual) for monitoring AFNR business performance.</p> <p>ABS.02.02.01.b. Prepare and interpret financial reports to describe the performance of AFNR businesses (e.g., efficiency, profitability, net worth, financial ratios, working capital ratio, leverage, etc.).</p> <p>ABS.02.02.01.c. Recommend appropriate financial reports to assemble to support specific AFNR business decisions (e.g., evaluating efficiency, profitability, net worth, financial ratios, etc.).</p>
<ul style="list-style-type: none"> <li>• Revise ABR B6-2: Assets and Liabilities</li> <li>• Refer to CTE BMM C6-2 Identify Net Worth, Cash Flow, Income Statements, and Computerized Record Keeping H3-2 Financial Statement Interpretation for additional subject matter.</li> </ul>	B5-2 The Balance Sheet	<ol style="list-style-type: none"> <li>1 Describe the types of business assets.</li> <li>2 Describe the types of business liabilities.</li> <li>3 Explain how a balance sheet is used to obtain numerical amounts needed to calculate ratios that suggest a business's liquidity.</li> </ol>	<p>ABS.02.02.01.b. Prepare and interpret financial reports to describe the performance of AFNR businesses (e.g., efficiency, profitability, net worth, financial ratios, working capital ratio, leverage, etc.).</p> <p>ABS.02.02.01.c. Recommend appropriate financial reports to assemble to support specific AFNR business decisions (e.g., evaluating efficiency, profitability, net worth, financial ratios, etc.).</p>
<ul style="list-style-type: none"> <li>• Revise ABR B6-3: Calculating Net Worth.</li> <li>• Refer to CTE BMM C6-2 Identify Net Worth, Cash Flow, Income Statements, and Computerized Record Keeping for additional subject matter.</li> </ul>	B5-3 The-Net Worth Statement	<ol style="list-style-type: none"> <li>1 Explain how net worth is determined.</li> <li>2 Describe how the analysis of net worth statements can be used to determine the financial health of a business, calculate measures of liquidity, and calculate business solvency.</li> </ol>	<p>ABS.02.02.01.b. Prepare and interpret financial reports to describe the performance of AFNR businesses (e.g., efficiency, profitability, net worth, financial ratios, working capital ratio, leverage, etc.).</p> <p>ABS.02.02.01.c. Recommend appropriate financial reports to assemble to support specific AFNR business decisions (e.g., evaluating efficiency, profitability, net worth, financial ratios, etc.).</p>
<ul style="list-style-type: none"> <li>• Revise ABR B6-4: Developing an Income Statement</li> <li>• Refer to CTE BMM C6-2 Identify Net Worth, Cash Flow, Income Statements, and Computerized Record Keeping for additional subject matter.</li> </ul>	B5-4 The Income Statement	<ol style="list-style-type: none"> <li>1 Differentiate cash and non-cash revenue and cash expenses and non-cash expenses.</li> <li>2 Explain the functions of an income statement.</li> <li>3 Explain how to calculate business profitability ratios using an income statement.</li> </ol>	<p>ABS.02.02.01.b. Prepare and interpret financial reports to describe the performance of AFNR businesses (e.g., efficiency, profitability, net worth, financial ratios, working capital ratio, leverage, etc.).</p> <p>ABS.02.02.01.c. Recommend appropriate financial reports to assemble to support specific AFNR business decisions (e.g., evaluating efficiency, profitability, net worth, financial ratios, etc.).</p>
<ul style="list-style-type: none"> <li>• Revise ABR B6-5: Developing a Statement of Cash Flows</li> <li>• Refer to CTE BMM C6-2 Identify Net Worth, Cash Flow, Income Statements, and Computerized Record Keeping for additional subject matter.</li> </ul>	B5-5 The Statement of Cash Flows	<ol style="list-style-type: none"> <li>1 Define net worth, and explain the determinants of net worth.</li> <li>2 Explain the elements of cash flow statements.</li> <li>3 Explain the elements of income statements.</li> <li>4 Identify computerized record-keeping resources.</li> </ol>	<p>ABS.02.02.01.b. Prepare and interpret financial reports to describe the performance of AFNR businesses (e.g., efficiency, profitability, net worth, financial ratios, working capital ratio, leverage, etc.).</p> <p>ABS.02.02.01.c. Recommend appropriate financial reports to assemble to support specific AFNR business decisions (e.g., evaluating efficiency, profitability, net worth, financial ratios, etc.).</p>

<ul style="list-style-type: none"> <li>• <b>Revise ABR B6-6: Developing and Analyzing Budgets</b></li> <li>• <b>Refer to CTE BMM CTE BMM C6-3 Budgets and Financial Analysis Records for additional subject matter.</b></li> </ul>	B5-6 Budget Development and Analysis	<ol style="list-style-type: none"> <li>1 Explain definitions of accounting, budget, and financial analysis ratio.</li> <li>2 Identify examples of budgets.</li> <li>3 Identify examples of financial analysis ratios.</li> </ol>	<p>ABS.03.01.01.a. Compare and contrast components of cash budgets (e.g., anticipated revenue, production costs, overhead costs, profit, etc.) and identify the appropriate components to include in a budget given the nature of the AFNR enterprise.</p> <p>ABS.03.01.01.b. Examine and interpret cash budgets for AFNR businesses.</p> <p>ABS.03.01.01.c. Develop cash budgets for AFNR businesses.</p> <p>ABS.03.01.02.a. Research and summarize factors that impact management of cash budgets in AFNR businesses (e.g., changes in price of inputs/outputs, financial investment performance, capital purchases, human resources, etc.).</p> <p>ABS.03.01.02.b. Examine and identify strategies to manage components of cash budgets to minimize liabilities and maximize profit in AFNR businesses (e.g., delayed payment of expenses, prepayment of expenses, etc.).</p> <p>ABS.03.01.02.c. Predict the impact of management decisions on cash budgets in AFNR businesses.</p>
<ul style="list-style-type: none"> <li>• <b>Revise ABR B6-7: Managing Financial Risk.</b></li> </ul>	B5-7 Financial Risk	<ol style="list-style-type: none"> <li>1 Describe factors that influence financial risk.</li> <li>2 Explain the fundamentals of financial diversification.</li> <li>3 Explain enterprise diversification in agriculture.</li> <li>4 Describe the role of flexibility in managing financial risk.</li> </ol>	<p>ABS.04.03.01.a. Assess and classify sources of risk for an AFNR business (e.g., financial risk, public perception of company, etc.).</p> <p>ABS.04.03.01.b. risk management strategies for AFNR businesses (e.g., cash flow projection, analyze market trends, etc.).</p> <p>ABS.04.03.01.c. Determine methods to match risk management strategies to risk situations in an AFNR business.</p> <p>ABS.04.03.02.a. Research and summarize examples that illustrate the importance of risk and uncertainty within AFNR businesses.</p> <p>ABS.04.03.02.b. Analyze alternative approaches to reducing risk for AFNR businesses (e.g., insurance for product liability, property, production or income loss for personnel life and health, etc.).</p> <p>ABS.04.03.02.c. Prepare a comprehensive risk management and contingency plan for an AFNR business.</p>
<ul style="list-style-type: none"> <li>• <b>Merge ABR B6-8 Maintaining an Inventory of Assets with B6-9 Maintaining Inventory Records.</b></li> <li>• <b>Refer to CTE AC B1-8 Inventory Valuation: FIFO and LIFO, AC B1-9 Inventory Valuation: Perpetual and Periodic, and BMM I2-1 Basic Arithmetic Skills with a Business Inventory for additional subject matter.</b></li> </ul>	B5-8 Managing Inventory Assets	<ol style="list-style-type: none"> <li>1 Explain why it is important to maintain an accurate inventory of assets.</li> <li>2 Describe inventory categories.</li> <li>3 Explain the costs associated with maintaining an inventory.</li> <li>4 Describe the relationship between inventory and lost sales.</li> <li>5 Explain methods used to determine the cost of inventory.</li> </ol>	<p>ABS.02.02.02.a. Research and summarize strategies for tracking, reporting and managing inventory in AFNR businesses (e.g., spreadsheets, databases, word processing, networked systems and the Internet, etc.).</p> <p>ABS.02.02.02.b. Use accounting information to prepare financial reports associated with inventory in AFNR businesses (e.g., cost of goods sold, margins on goods, etc.).</p> <p>ABS.02.02.02.c. Create recommendations to improve management of inventory in AFNR businesses (e.g., maintaining optimal levels, calculating costs of carrying input and output inventory, supply chain management, etc.).</p>
<ul style="list-style-type: none"> <li>• <b>Revise ABR B6-10: Calculating Depreciation</b></li> <li>• <b>Refer to CTE AC B1-13 Fixed Assets for additional subject matter.</b></li> </ul>	B5-9 Depreciation	<ol style="list-style-type: none"> <li>1 Explain why assets are depreciated, and identify examples of depreciable assets.</li> <li>2 Calculate depreciation using the straight-line method.</li> <li>3 Calculate depreciation using the sum-the-digits method.</li> <li>4 Calculate depreciation using the double declining-balance method.</li> </ol>	<p>ABS.02.01.01.a. Examine and describe accounting systems and procedures used for record keeping in AFNR businesses (e.g., cash vs. accrual systems, identification of appropriate accounts, double-entry accounting, entry of debits and credits, etc.).</p> <p>ABS.02.01.01.b. Evaluate the implementation and appropriateness of accounting systems and procedures used for record keeping in AFNR businesses</p> <p>ABS.02.01.01.c. Select appropriate accounting systems and develop accounting procedures to maintain records for AFNR businesses</p>
<ul style="list-style-type: none"> <li>• <b>NEW LESSON</b></li> <li>• <b>Refer to CTE AC B1-7 Forecasting Skills for guidance.</b></li> </ul>	B5-10 Financial Forecasting	<ol style="list-style-type: none"> <li>1 Review forecasting and forecasting skills.</li> <li>2 Explain forecasting strategies.</li> </ol>	<p>ABS.03.01.02.a. Research and summarize factors that impact management of cash budgets in AFNR businesses (e.g., changes in price of inputs/outputs, financial investment performance, capital purchases, human resources, etc.).</p> <p>ABS.03.01.02.b. Examine and identify strategies to manage components of cash budgets to minimize liabilities and maximize profit in AFNR businesses (e.g., delayed payment of expenses, prepayment of expenses, etc.).</p> <p>ABS.03.01.02.c. Predict the impact of management decisions on cash budgets in AFNR businesses.</p>
<b>Problem Area 6: Taxes</b>			



• <b>NEW LESSON</b>	B7-4 Marketing Analysis	1 Explain how marketing analysis is related to a business plan. 2 Explain how to identify a target market. 3 Examine methods for determining the effectiveness of marketing efforts. 4 Compare the costs of marketing efforts versus revenue generated.	ABS.05.03.01.c. Deconstruct and analyze current AFNR marketing plans to determine the effectiveness of implementation of marketing principles and alternative marketing strategies.
• <b>Revise ABR B8-12: Apply E-Commerce in the Agribusiness.</b>	B7-5 E-Commerce Marketing	1 Identify the benefits of a website and E-commerce sales to an agribusiness. 2 Examine the basic components and content of a business website.	ABS.05.03.02.a. Research and categorize different strategies used in marketing programs for AFNR businesses (e.g., Internet, direct to customer, social media, etc.). ABS.05.03.02.b. Compare and contrast the strategies of marketing for products and services used in AFNR businesses (e.g., direct marketing, commodities, etc.). ABS.05.03.02.c. Devise plans to implement and evaluate marketing strategies for products and services used in AFNR businesses.
• <b>NEW LESSON</b>	B7-6 Social Media Marketing	1 Define social media marketing and its common tools. 2 Describe the steps in creating a social marketing plan. 3 Explain the use of common social media platforms. 4 Examine methods for building a social media following.	ABS.05.03.02.a. Research and categorize different strategies used in marketing programs for AFNR businesses (e.g., Internet, direct to customer, social media, etc.). ABS.05.03.02.b. Compare and contrast the strategies of marketing for products and services used in AFNR businesses (e.g., direct marketing, commodities, etc.). ABS.05.03.02.c. Devise plans to implement and evaluate marketing strategies for products and services used in AFNR businesses.
• <b>Revise ABR B8-4: Pricing Agricultural Products and Services.</b> • <b>Refer to CTE BMM C2-5 Demonstrate a Knowledge of Product Pricing and Target Marketing Strategies for additional subject matter.</b>	B7-7 Pricing	1 Explain the major pricing objectives. 2 Describe the basic pricing methods. 3 Explain the different pricing strategies. 4 Calculate markup amounts and percentages on retail products.	ABS.05.01.01.b. Analyze and describe the role of trade and price in the market structure as it relates to AFNR businesses.
• <b>Revise ABR B8-6: Packaging and Labeling Products.</b>	B7-8 Packaging and Labeling	1 Describe the importance of packaging. 2 Explain package design considerations. 3 List the important information on labeling	FPP.03.02.04.a. Summarize types of materials and methods used in food packaging and presentation. FPP.03.02.04.b. Analyze the degree of desirable food qualities of foods stored in various packaging. FPP.03.02.04.c. Construct and implement methods of selecting packaging materials to store a variety of food products. PS.03.05.05.b. Demonstrate techniques for grading, handling and packaging plants and plant products for distribution.
• <b>Revise ABR B8-5: Advertising and Promoting Products and Services.</b> • <b>Refer to CTE BMM C2-2 Define the Role of Advertising and BMM C2-3 Demonstrate the Importance of the Various Advertising Techniques for additional subject matter.</b> • <b>Refer to HC5E I3-2: Advertising and Displaying Horticultural Products for additional material.</b>	B7-9 Advertising	1 Identify the functions and five Ws of advertising. 2 Describe methods used to advertise. 3 Explain how to create an advertisement. 4 Examine the cost-benefit analysis of advertising.	ABS.05.03.01.a. Identify and explain marketing principles used in AFNR businesses (e.g., 4 P's-product, place, price, promotion; attention, interest, desire, action, etc.). ABS.05.03.01.b. Assess and select appropriate alternative marketing strategies (e.g. value-adding, branding, niche marketing, etc.) for AFNR businesses using established marketing principles ABS.05.03.01.c. Deconstruct and analyze current AFNR marketing plans to determine the effectiveness of implementation of marketing principles and alternative marketing strategies.
• <b>Revise ABR B8-7: Displaying Products.</b> • <b>Refer to HC5E I3-2: Advertising and Displaying Horticultural Products for additional material.</b>	B7-10 Displaying Products	1 Identify types of displays. 2 Explain the elements of design used in retail displays. 3 Explain the principles of design used in retail displays. 4 Explain the steps used to create a retail display.	ABS.05.03.01.a. Identify and explain marketing principles used in AFNR businesses (e.g., 4 P's-product, place, price, promotion; attention, interest, desire, action, etc.). ABS.05.03.01.b. Assess and select appropriate alternative marketing strategies (e.g. value-adding, branding, niche marketing, etc.) for AFNR businesses using established marketing principles ABS.05.03.01.c. Deconstruct and analyze current AFNR marketing plans to determine the effectiveness of implementation of marketing principles and alternative marketing strategies.
• <b>Merge ABR B8-10: Selling Agricultural Products and Services with B8-11: Using the Six-Step Selling Process</b> • <b>Refer to HC5E I3-3: Selling Horticultural Products for additional material.</b>	B7-11 Sales	1 Identify the characteristics of an effective salesperson. 2 Compare and contrast relationship marketing and selling. 3 Describe the customer buying process. 4 Explain the six steps in the selling process.	ABS.05.02.01.a. Identify and explain components of the sales process for AFNR businesses (e.g., understanding needs, develop solutions, close sale, etc.). ABS.05.02.01.b. Apply the sales process to AFNR businesses and communicate ways of accomplishing the businesses' goals and objectives. ABS.05.02.01.c. Analyze the sales process of AFNR businesses and create methods to suggest improvements. ABS.05.02.02.a. Research and summarize examples of different types of sales calls used in AFNR businesses (e.g., cold calls, face-to-face meetings, follow up calls, etc.). ABS.05.02.02.b. Assess different customer reactions that could be encountered during different types of sales calls used in AFNR businesses and prepare an appropriate response (e.g., objections, competitor prices, competing products, post-sale service, complaints about product, etc.). ABS.05.02.02.c. Create strategies for developing plans for different types of sales calls used in AFNR businesses.

<ul style="list-style-type: none"> <li>• <b>Revise ABR B8-9: Relating and Dealing with Customers.</b></li> </ul>	B7-12 Customer Relations	<ol style="list-style-type: none"> <li>1 Explain how to identify customers, and examine methods used to maintain a customer base.</li> <li>2 Determine how to effectively deal with customer complaints.</li> <li>3 Describe basic telephone skills for current and prospective customers.</li> </ol>	<p>CRP.02.02.01.a. Identify opportunities to apply technical concepts to solve problems in the workplace (e.g., identify how to: increase sales, better customer service, reduce inputs, reduce waste, ensure sustainability, etc.).</p> <p>CRP.02.02.01.b. Assess workplace problems and distinguish the most appropriate technical concepts to apply.</p>
<ul style="list-style-type: none"> <li>• <b>NEW LESSON</b></li> <li>• <b>Address economic conditions, customer relationship, and payment patterns under objective 3.</b></li> </ul>	B7-13 Customer Collections	<ol style="list-style-type: none"> <li>1 Explain the impact of customer collections on cash flow.</li> <li>2 Describe the common steps in the customer collection process.</li> <li>3 Explain factors to consider before making collections.</li> </ol>	<p>ABS.03.01.02.a. Research and summarize factors that impact management of cash budgets in AFNR businesses (e.g., changes in price of inputs/outputs, financial investment performance, capital purchases, human resources, etc.).</p> <p>ABS.03.01.02.b. Examine and identify strategies to manage components of cash budgets to minimize liabilities and maximize profit in AFNR businesses (e.g., delayed payment of expenses, prepayment of expenses, etc.).</p> <p>ABS.03.01.02.c. Predict the impact of management decisions on cash budgets in AFNR businesses.</p>
	<b>Unit C: ECONOMICS AND TRADE</b>		
	<b>Problem Area 1. Basic Economic Principles</b>		
<ul style="list-style-type: none"> <li>• <b>Revise ABR C1-1: Agribusiness in a Free Enterprise System. Delete content in existing objective 1. Expand discussion with other objectives.</b></li> </ul>	C1-1 The Free Enterprise System	<ol style="list-style-type: none"> <li>1 Distinguish the types of economic systems.</li> <li>2 Describe characteristics of the American economy.</li> <li>3 Explain the specialization of agricultural economics.</li> </ol>	<p>ABS.01.01.03.a. Define and research the nature of monetary policies in different global economic systems (e.g., traditional economic system, command economic system, market economic system, mixed economic system, etc.).</p> <p>ABS.01.01.03.b. Assess the monetary policy in different countries and explain how it impacts AFNR businesses.</p> <p>ABS.01.01.03.c. Create recommendations for change in monetary policy according to a scenario related to an AFNR business.</p>
<ul style="list-style-type: none"> <li>• <b>Revise ABR C1-2: The Basics of Economics</b></li> <li>• <b>Information from the existing lesson plan was not used in the existing E-unit. Refer to both the lesson plan and E-unit when revising the E-unit.</b></li> </ul>	C1-2 Economic Principles	<ol style="list-style-type: none"> <li>1 Examine the major components of economics.</li> <li>2 Explain how scarcity of resources applies to economics.</li> <li>3 Compare microeconomics and macroeconomics.</li> <li>4 Describe the resources needed in agribusiness.</li> </ol>	<p>ABS.01.01.01.a. Examine and provide examples of microeconomic principles related to decisions about AFNR business inputs and outputs (e.g., supply, demand and equilibrium, elasticity, diminishing returns, opportunity cost, etc.).</p> <p>ABS.01.01.01.b. Apply microeconomic principles to calculate values associated with different inputs and outputs in AFNR businesses (e.g., price, point of equilibrium, opportunity costs, marginal costs, etc.).</p> <p>ABS.01.01.01.c. Create strategies to maximize the efficiency of AFNR business inputs and outputs using microeconomic principles.</p>
<ul style="list-style-type: none"> <li>• <b>Revise ABR C1-5: Supply and Demand</b></li> <li>• <b>Refer to CTE BMM C9-1 Interpret Supply and Demand Charts and Their Impact on the Economy of the Business for subject matter content.</b></li> <li>• <b>Include economic circumstances that affect supply and demand.</b></li> <li>• <b>Information from the existing lesson plan was not used in the existing E-unit. Refer to both the lesson plan and E-unit when revising the E-unit.</b></li> </ul>	C1-3 Supply and Demand	<ol style="list-style-type: none"> <li>1 Explain how the laws of supply and demand interact and impact the economy.</li> <li>2 Use analytical methods to identify and describe patterns and relationships in data, solve problems, and predict results.</li> <li>3 Describe and interpret numerical relationships using graphs.</li> </ol>	<p>ABS.01.01.01.a. Examine and provide examples of microeconomic principles related to decisions about AFNR business inputs and outputs (e.g., supply, demand and equilibrium, elasticity, diminishing returns, opportunity cost, etc.).</p> <p>ABS.01.01.01.b. Apply microeconomic principles to calculate values associated with different inputs and outputs in AFNR businesses (e.g., price, point of equilibrium, opportunity costs, marginal costs, etc.).</p> <p>ABS.01.01.01.c. Create strategies to maximize the efficiency of AFNR business inputs and outputs using microeconomic principles.</p>
<ul style="list-style-type: none"> <li>• <b>Revise ABR C1-6: Elasticity.</b></li> <li>• <b>Information from the existing lesson plan was not used in the existing E-unit. Refer to both the lesson plan and E-unit when revising the E-unit.</b></li> </ul>	C1-4 Elasticity	<ol style="list-style-type: none"> <li>1 Explain the economic concept of elasticity.</li> <li>2 Calculate the elasticity of demand and elasticity of supply.</li> </ol>	<p>ABS.01.01.01.a. Examine and provide examples of microeconomic principles related to decisions about AFNR business inputs and outputs (e.g., supply, demand and equilibrium, elasticity, diminishing returns, opportunity cost, etc.).</p> <p>ABS.01.01.01.b. Apply microeconomic principles to calculate values associated with different inputs and outputs in AFNR businesses (e.g., price, point of equilibrium, opportunity costs, marginal costs, etc.).</p> <p>ABS.01.01.01.c. Create strategies to maximize the efficiency of AFNR business inputs and outputs using microeconomic principles.</p>
<ul style="list-style-type: none"> <li>• <b>Revise ABR C1-7: Law of Diminishing Returns.</b></li> <li>• <b>Information from the existing lesson plan was not used in the existing E-unit. Refer to both the lesson plan and E-unit when revising the E-unit.</b></li> </ul>	C1-5 Marginal Cost vs. Marginal Revenue	<ol style="list-style-type: none"> <li>1 Explain the production function as related to the Law of Diminishing Returns.</li> <li>2 Analyze the cost of production.</li> <li>3 Describe the Rule of Profit.</li> <li>4 Explain profit maximization.</li> </ol>	<p>ABS.01.01.01.a. Examine and provide examples of microeconomic principles related to decisions about AFNR business inputs and outputs (e.g., supply, demand and equilibrium, elasticity, diminishing returns, opportunity cost, etc.).</p> <p>ABS.01.01.01.b. Apply microeconomic principles to calculate values associated with different inputs and outputs in AFNR businesses (e.g., price, point of equilibrium, opportunity costs, marginal costs, etc.).</p> <p>ABS.01.01.01.c. Create strategies to maximize the efficiency of AFNR business inputs and outputs using microeconomic principles.</p>
<ul style="list-style-type: none"> <li>• <b>Revise ABR C1-4 Choice.</b></li> <li>• <b>Information from the existing lesson plan was not used in the existing E-unit. Refer to both the lesson plan and E-unit when revising the E-unit.</b></li> </ul>	C1-6 Consumers and Choices	<ol style="list-style-type: none"> <li>1 Distinguish between wants and needs.</li> <li>2 Explain how scarcity necessitates choice, and identify factors involved in making choices.</li> <li>3 Examine the concept of utility and types of utility.</li> </ol>	

<ul style="list-style-type: none"> <li>• <b>Revise ABR C1-3: Macroeconomics</b></li> <li>• <b>Information from the existing lesson plan was not used in the existing E-unit. Refer to both the lesson plan and E-unit when revising the E-unit.</b></li> </ul>	C1-7 Macroeconomics	<ol style="list-style-type: none"> <li>1 Describe how macroeconomics terms are used to assess the health of an economy.</li> <li>2 Analyze the impact of inflation and deflation on individuals, businesses, and the economy.</li> <li>3 Examine the stages of the business cycle.</li> </ol>	<p>ABS.01.01.02.a. Examine and provide examples of macroeconomic principles related to AFNR businesses (e.g., Gross Domestic Product, inflation, capital accounts, unemployment rate, etc.).</p> <p>ABS.01.01.02.b. Analyze and describe the relationship between AFNR business and industry outputs and domestic and global macroeconomic trends (e.g., Gross Domestic Product, national income, rate of growth, price levels, etc.).</p> <p>ABS.01.01.02.c. Analyze the impact of the current macroeconomic environment on decisions related to AFNR businesses.</p>
	<b>Problem Area 2. International Trade</b>		
<ul style="list-style-type: none"> <li>• <b>Revise ABS D1-1: The International Economy</b></li> <li>• <b>Be sure to provide up to date data.</b></li> </ul>	C2-1 Economics of International Trade	<ol style="list-style-type: none"> <li>1 Describe the three economic classifications of countries.</li> <li>2 Identify the agricultural products that are produced by the largest countries.</li> <li>3 Explain worldwide trends in agricultural production and food consumption.</li> </ol>	<p>ABS.05.01.01.a. Distinguish and explain markets related to AFNR businesses (e.g. commodity markets, energy markets, etc.).</p> <p>ABS.05.01.01.b. Analyze and describe the role of trade and price in the market structure as it relates to AFNR businesses.</p> <p>ABS.05.01.01.c. Evaluate and predict future trends for a specific AFNR product as related to markets, trade and price (e.g., corn, oil, wheat, etc.).</p>
<ul style="list-style-type: none"> <li>• <b>Revise ABS D1-2: Exporting and Importing Agricultural Products</b></li> <li>• <b>Be sure to provide up to date data.</b></li> </ul>	C2-2 Exporting and Importing Agricultural Products	<ol style="list-style-type: none"> <li>1 Define international trade and its benefits to the global economy.</li> <li>2 Identify the largest importers and exporters of agricultural products.</li> <li>3 Describe the types and amounts of agricultural products traded by the United States.</li> <li>4 Explain the concepts of absolute advantage and comparative advantage.</li> </ol>	<p>ABS.05.01.01.a. Distinguish and explain markets related to AFNR businesses (e.g. commodity markets, energy markets, etc.).</p> <p>ABS.05.01.01.b. Analyze and describe the role of trade and price in the market structure as it relates to AFNR businesses.</p> <p>ABS.05.01.01.c. Evaluate and predict future trends for a specific AFNR product as related to markets, trade and price (e.g., corn, oil, wheat, etc.).</p>
<ul style="list-style-type: none"> <li>• <b>Revise ABS D1-3: Trade Agreements and Barriers</b></li> <li>• <b>Use case studies for an activity.</b></li> </ul>	C2-3 Trade Agreements and Barriers	<ol style="list-style-type: none"> <li>1 Describe actions and policies that control or affect trade between countries.</li> <li>2 Explain balance of trade.</li> <li>3 Explain reasons for restricting trade.</li> <li>4 Describe the role of the World Trade Organization and trade agreements that influence international trade.</li> <li>5 Describe foreign-exchange rate, why exchange rates fluctuate, and how exchange rates influence international trade.</li> </ol>	<p>ABS.05.01.02.a. Research and summarize different forms of market competition found in AFNR businesses (e.g., direct competitors, indirect competitors, replacement competitors, etc).</p> <p>ABS.05.01.02.b. Compare and contrast different forms of market competition and how they can be applied to different AFNR businesses.</p> <p>ABS.05.01.02.c. Design and conduct experiments to determine market competition effectiveness of different AFNR businesses.</p>
	<b>Problem Area 3. Commodity Trading</b>		
<ul style="list-style-type: none"> <li>• <b>Merge B9-1 Introduction to Commodity Trading with B9-2 Commodity Exchanges and Trade Centers</b></li> </ul>	C3-1 Commodity Trading	<ol style="list-style-type: none"> <li>1 Explain methods of marketing commodities.</li> <li>2 Investigate the impact of basis on marketing, and demonstrate the ability to calculate basis.</li> <li>3 Describe the major commodity exchanges.</li> <li>4 Distinguish between speculators and hedgers.</li> </ol>	<p>ABS.05.01.01.a. Distinguish and explain markets related to AFNR businesses (e.g. commodity markets, energy markets, etc.).</p> <p>ABS.05.01.01.b. Analyze and describe the role of trade and price in the market structure as it relates to AFNR businesses.</p> <p>ABS.05.01.01.c. Evaluate and predict future trends for a specific AFNR product as related to markets, trade and price (e.g., corn, oil, wheat, etc.).</p>
<ul style="list-style-type: none"> <li>• <b>Revise ABS B9-3: The Futures Market</b></li> </ul>	C3-2 The Futures Market	<ol style="list-style-type: none"> <li>1 Describe the futures market, and examine the advantages and disadvantages of futures trading.</li> <li>2 Describe components of futures contracts.</li> <li>3 Explain the process of buying and selling futures.</li> <li>4 Explain how to interpret commodity prices and how futures fluctuate.</li> </ol>	<p>ABS.05.01.01.a. Distinguish and explain markets related to AFNR businesses (e.g. commodity markets, energy markets, etc.).</p> <p>ABS.05.01.01.b. Analyze and describe the role of trade and price in the market structure as it relates to AFNR businesses.</p> <p>ABS.05.01.01.c. Evaluate and predict future trends for a specific AFNR product as related to markets, trade and price (e.g., corn, oil, wheat, etc.).</p>
<ul style="list-style-type: none"> <li>• <b>Revise ABS B9-4: Hedging.</b></li> <li>• <b>Information from the existing lesson plan was not used in the existing E-unit. Refer to both the lesson plan and E-unit when revising the E-unit.</b></li> </ul>	C3-3 Hedging	<ol style="list-style-type: none"> <li>1 Describe the hedging process, and examine the advantages and disadvantages of hedging.</li> <li>2 Distinguish between short and long hedges.</li> <li>3 Explain how to make educated hedging decisions.</li> </ol>	<p>ABS.05.01.01.a. Distinguish and explain markets related to AFNR businesses (e.g. commodity markets, energy markets, etc.).</p> <p>ABS.05.01.01.b. Analyze and describe the role of trade and price in the market structure as it relates to AFNR businesses.</p> <p>ABS.05.01.01.c. Evaluate and predict future trends for a specific AFNR product as related to markets, trade and price (e.g., corn, oil, wheat, etc.).</p>
<ul style="list-style-type: none"> <li>• <b>Revise ABS B9-5: Options.</b></li> <li>• <b>Information from the existing lesson plan was not used in the existing E-unit. Refer to both the lesson plan and E-unit when revising the E-unit.</b></li> </ul>	C3-4 Options	<ol style="list-style-type: none"> <li>1 Describe the process of using options on futures contracts.</li> <li>2 Distinguish between put and call options, and explain why options are used.</li> <li>3 Describe how option pricing is determined.</li> <li>4 Explain the advantages and disadvantages of trading options.</li> </ol>	<p>ABS.05.01.01.a. Distinguish and explain markets related to AFNR businesses (e.g. commodity markets, energy markets, etc.).</p> <p>ABS.05.01.01.b. Analyze and describe the role of trade and price in the market structure as it relates to AFNR businesses.</p> <p>ABS.05.01.01.c. Evaluate and predict future trends for a specific AFNR product as related to markets, trade and price (e.g., corn, oil, wheat, etc.).</p>

<ul style="list-style-type: none"> <li>• <b>Revise ABS B9-6: Applying Trading Techniques.</b></li> <li>• <b>Be sure to update material to address today's technology.</b></li> <li>• <b>Information from the existing lesson plan was not used in the existing E-unit. Refer to both the lesson plan and E-unit when revising the E-unit.</b></li> </ul>	C3-5 Trading Techniques	<ol style="list-style-type: none"> <li>1 Explain why futures are used in agricultural marketing.</li> <li>2 Describe considerations in selecting a broker.</li> <li>3 Explain how to place various types of orders.</li> <li>4 Investigate the role of a performance bond deposit and bond calls.</li> </ol>	<p>ABS.05.01.01.a. Distinguish and explain markets related to AFNR businesses (e.g. commodity markets, energy markets, etc.).</p> <p>ABS.05.01.01.b. Analyze and describe the role of trade and price in the market structure as it relates to AFNR businesses.</p> <p>ABS.05.01.01.c. Evaluate and predict future trends for a specific AFNR product as related to markets, trade and price (e.g., corn, oil, wheat, etc.).</p>
<ul style="list-style-type: none"> <li>• <b>Revise ABS B9-7: Fundamental and Technical Analysis.</b></li> <li>• <b>Provide an activity requiring students to read and/or create charts.</b></li> </ul>	C3-6 Fundamental and Technical Analysis	<ol style="list-style-type: none"> <li>1 Compare and contrast fundamental analysis and technical analysis.</li> <li>2 Identify supply-and-demand factors that may affect the price of agricultural commodities.</li> <li>3 Determine how price, volume, and open interest are used by technical analysts to predict price movements.</li> <li>4 Predict price movements by analyzing charts.</li> </ol>	<p>CS.02.01.02.a. Identify and examine economic data related to AFNR systems (e.g., commodity markets, food marketing, food and nutritional assistance programs, etc.).</p> <p>CS.02.01.02.b. Analyze and interpret a set of economic data and explain how it impacts an AFNR system.</p> <p>CS.02.01.02.c. Devise a strategy to solve a problem in an AFNR system using a set of economic data</p>
	<b>UNIT D. LAW</b>		
	<b>Problem Area 1. Agricultural Law</b>		
<ul style="list-style-type: none"> <li>• <b>Revise ABS E1-2: Contracts.</b></li> </ul>	D1-1 Contracts	<ol style="list-style-type: none"> <li>1 Explain the elements of a contract.</li> <li>2 Explain when implied contracts are valid and when written contracts are required.</li> <li>3 Explain various actions that may be taken when a contract is breached.</li> </ol>	
<ul style="list-style-type: none"> <li>• <b>Revise ABS E1-4: Deeds and Land Ownership.</b></li> </ul>	D1-2 Deeds and Land Ownership	<ol style="list-style-type: none"> <li>1 Define deed, and explain its parts.</li> <li>2 Explain warranty and quitclaim deeds and how they are recorded.</li> <li>3 Explain the need for legal descriptions and two systems used to describe land.</li> </ol>	
<ul style="list-style-type: none"> <li>• <b>Revise ABS E1-5: Leases and Leasing</b></li> </ul>	D1-3 Leases and Leasing	<ol style="list-style-type: none"> <li>1 Explain leasing applications in agriculture.</li> <li>2 Explain common types of land leases used in agriculture.</li> <li>3 Describe various types of non-real estate leases used in agriculture.</li> </ol>	
<ul style="list-style-type: none"> <li>• <b>Revise ABS E1-6: Ownership Rights and Responsibilities.</b></li> <li>• <b>Case studies may be appropriate.</b></li> </ul>	D1-4 Ownership Rights and Responsibilities	<ol style="list-style-type: none"> <li>1 Explain ownership and types of property.</li> <li>2 Explain the historical basis of private property.</li> <li>3 Identify the responsibilities of landowners.</li> <li>4 Describe methods of protection of private property.</li> </ol>	
<ul style="list-style-type: none"> <li>• <b>Revise ABS E1-7: Fence Laws.</b></li> <li>• <b>Case studies may be appropriate.</b></li> </ul>	D1-5 Fence Laws	<ol style="list-style-type: none"> <li>1 Describe the historical basis of fence laws.</li> <li>2 Describe liabilities associated with animal trespass.</li> <li>3 Explain liabilities associated with animals on roads.</li> <li>4 Explain landowner rights in regard to the destruction of animals.</li> </ol>	<p>AS.05.02.02.a. Distinguish between the types of laws and regulations pertaining to animal systems.</p> <p>AS.05.02.02.b. Analyze the structure of laws pertaining to animal systems.</p> <p>AS.05.02.02.c. Evaluate the impact of laws pertaining to animal systems.</p>
<ul style="list-style-type: none"> <li>• <b>Revise ABS E1-8: Estate Planning.</b></li> </ul>	D1-6 Estate Planning	<ol style="list-style-type: none"> <li>1 Explain estate planning and its importance.</li> <li>2 Describe types of property ownership involving more than one person.</li> <li>3 Explain the functions of a will and the components of a will.</li> </ol>	
	<b>Unit E: Personal Finances</b>		
	<b>Problem Area 1. Personal Financial Management</b>		
<ul style="list-style-type: none"> <li>• <b>Revise ABR B5-1: Personal Finances and Goals.</b></li> <li>• <b>Refer to CTE BMM B6-1, Identify Personal Financial Goals for additional material.</b></li> <li>• <b>Details on maintaining a checking account are moved to E1-2 Personal Financial Documents.</b></li> </ul>	E1-1 Personal Finances and Goals	<ol style="list-style-type: none"> <li>1 Define wealth as it pertains to an individual.</li> <li>2 Create a budget.</li> <li>3 Describe investment and savings strategies.</li> </ol>	<p>CRP.03.02.02.a. Examine and categorize personal financial practices (e.g., earning, spending, use of management tools, credit, etc.).</p> <p>CRP.03.02.02.b. Analyze the effectiveness of a personal financial management plan and explain how this practice may contribute to future financial independence.</p> <p>CRP.03.02.02.c. Design, implement and evaluate a personal financial management plan</p>
<ul style="list-style-type: none"> <li>• <b>NEW LESSON</b></li> <li>• <b>Use information from existing ABR B5-1</b></li> <li>• <b>Refer to CTE BMM B5-10 Personal Financial Documents: Check Registers and Bank Statements for subject matter.</b></li> </ul>	E1-2 Personal Financial Documents	<ol style="list-style-type: none"> <li>1 Identify the sections of a check register.</li> <li>2 Record deposits and checks in a check register.</li> <li>3 Complete a bank reconciliation statement.</li> </ol>	<p>CRP.03.02.01.a. Research and examine components in a personal financial management plan (e.g., income, expense, budgeting, savings, credit, etc.).</p> <p>CRP.03.02.01.b. Analyze management tools available for managing personal finances (e.g., software, calendars, banks, financial institutions, etc.).</p> <p>CRP.03.02.01.c. Appraise and select management tools to include in a personal financial management plan.</p>
<ul style="list-style-type: none"> <li>• <b>NEW LESSON</b></li> <li>• <b>Refer to CTE BMM B5-4 Determine Budgeting Concepts for subject matter.</b></li> </ul>	E1-3 Personal Budgeting	<ol style="list-style-type: none"> <li>1 Categorize types of living expenses.</li> <li>2 Explain how to analyze spending habits.</li> <li>3 Explain how to create a budget for personal finances.</li> <li>4 Explain the importance of an emergency fund for financial security.</li> </ol>	<p>CRP.03.02.01.a. Research and examine components in a personal financial management plan (e.g., income, expense, budgeting, savings, credit, etc.).</p> <p>CRP.03.02.01.b. Analyze management tools available for managing personal finances (e.g., software, calendars, banks, financial institutions, etc.).</p> <p>CRP.03.02.01.c. Appraise and select management tools to include in a personal financial management plan.</p>

<ul style="list-style-type: none"> <li>• <b>NEW LESSON</b></li> <li>• Refer to CTE BMM B5-6 Determine Sources of Credit and BMM B5-7 Evaluate the Concept of Borrowing Money</li> <li>• Include information on establishing credit, credit card costs, interest for subject matter.</li> <li>• There may be some related information in the revised ABR B4-3 Sources of Credit and B4-4 Credit Costs.</li> </ul>	E1-4 Credit	<ol style="list-style-type: none"> <li>1 Explain how credit and debit cards work.</li> <li>2 Explain how to obtain credit and debit cards, accrual of interest, and fees and payments.</li> <li>3 Explain how student loans and car loans are structured.</li> </ol>	<p>CRP.03.02.01.a. Research and examine components in a personal financial management plan (e.g., income, expense, budgeting, savings, credit, etc.).</p> <p>CRP.03.02.01.b. Analyze management tools available for managing personal finances (e.g., software, calendars, banks, financial institutions, etc.).</p> <p>CRP.03.02.01.c. Appraise and select management tools to include in a personal financial management plan.</p>
<ul style="list-style-type: none"> <li>• <b>Revise ABR Refer to CTE BMM B4-6 ATM Banking, B4-7 Online Banking, and B4-8 Banking Options</b></li> <li>• Refer to CTE BMM B5-8 Compare Various Types of Investments for subject matter.</li> </ul>	E1-5 Financial Investments	<ol style="list-style-type: none"> <li>1 Describe and compare characteristics of various types of investments.</li> <li>2 Describe how liquidity and risk factor into investment decisions.</li> <li>3 Examine the importance of retirement planning, and identify the types of investments used in retirement accounts.</li> </ol>	<p>CRP.03.02.01.a. Research and examine components in a personal financial management plan (e.g., income, expense, budgeting, savings, credit, etc.).</p> <p>CRP.03.02.01.b. Analyze management tools available for managing personal finances (e.g., software, calendars, banks, financial institutions, etc.).</p> <p>CRP.03.02.01.c. Appraise and select management tools to include in a personal financial management plan.</p>
<ul style="list-style-type: none"> <li>• <b>Merge ABR lessons B5-3, B5-4, B5-5, and B5-6.</b></li> </ul>	E1- 6 Personal Insurance	<ol style="list-style-type: none"> <li>1 Explain the function of vehicle insurance, and define common vehicle insurance terms.</li> <li>2 Describe the types of vehicle insurance coverage.</li> <li>3 Compare vehicle insurance plans and rates from various companies, and explain how to file a claim.</li> <li>4 Determine the function of health insurance, and define common health insurance terms.</li> <li>5 Compare health insurance plans.</li> <li>6 Describe the functions of life insurance, and discuss types of life insurance.</li> </ol>	<p>CRP.03.02.02.a. Examine and categorize personal financial practices (e.g., earning, spending, use of management tools, credit, etc.).</p> <p>CRP.03.02.02.b. Analyze the effectiveness of a personal financial management plan and explain how this practice may contribute to future financial independence.</p> <p>CRP.03.02.02.c. Design, implement and evaluate a personal financial management plan</p>
<ul style="list-style-type: none"> <li>• <b>NEW LESSON</b></li> <li>• Refer to CTE BMM B5-7 for subject matter.</li> </ul>	E1-7 Online Banking	<ol style="list-style-type: none"> <li>1 Explain the evolution of online banking.</li> <li>2 Describe the benefits of online banking.</li> <li>3 Explain technologies supporting online banking.</li> </ol>	<p>CRP.11.01.01.a. Identify and summarize new technologies, tools and applications to use in workplace and community situations.</p> <p>CRP.11.01.01.b. Analyze advantages and disadvantages of new technologies, tools and applications to maximize productivity in the workplace and community.</p> <p>CRP.11.01.01.c. Construct effective communications to explain the features, benefits and risks of new technologies, tools and applications in the workplace and community.</p>
<p><b>General note: Writers should define the subject of each lesson as a key term (i.e., net worth) before going on the explain concepts.</b></p>			
















<p>What is the title of the lesson you are reviewing? Please include the lesson code and title (ex. B3-4 Employee Management).</p>	<p>Do you feel this is a relevant lesson for an Agribusiness course at the high school level? (Use the other option to provide any notes)</p>	<p>Do you feel the learning objectives are appropriate for this lesson?</p>

Is there any additional content that you feel is missing and recommend to be included in this lesson?	These lessons will be revised into the 5E format and writers will include a learning activity for each of the 5 E's (Engage, Explore, Explain, Elaborate, Evaluate). What learning activities do you recommend be included in this lesson that relate to the current content?	What additional lab activities or learning activities do you suggest be added to this lesson. Current lab activities are found on the pages labeled LS at the top.

<p>Please include any other thoughts you would like to make us aware of related to your review of this lesson.</p>	<p>What resources do you recommend for the revision of this lesson? This could be a textbook, webpage or any other source of information that would be helpful for a writer creating the content fo the new lesson.</p>			


What is the title of the lesson you are reviewing? Please include the lesson code and title (ex. B3-4 Employee Management).	Do you feel this is a relevant lesson for an Agribusiness course at the high school level? (Use the other option to provide any notes)	Do you feel the learning objectives are appropriate for this lesson?
B1-1 Sole Proprietorships, Partnerships, and Franchises	Yes	Yes
B1-2 Corporations and Their Governance	Yes	Yes
B1-3 Cooperatives and Their Governance	Yes	Yes

<p>Is there any additional content that you feel is missing and recommend to be included in this lesson?</p>	<p>These lessons will be revised into the 5E format and writers will include a learning activity for each of the 5 E's (Engage, Explore, Explain, Elaborate, Evaluate). What learning activities do you recommend be included in this lesson that relate to the current content?</p>	<p>What additional lab activities or learning activities do you suggest be added to this lesson. Current lab activities are found on the pages labeled LS at the top.</p>
<p>No</p>	<p>None</p>	<p>None</p>
<p>An explanation on the benefits of owning stock in a corporation. Why would someone buy stock? What happens if the stock increases in value? What happens if the stock decreases in value?</p>	<p>Explore an agriculture corporation in your local area--C, S or LLC and elaborate on why those corporations are not sole proprietorships or partnerships.</p>	<p>An activity about agricultural related corporations could be included in this lesson. Just like the Interest Approach, there are a small number of companies that sell chemical, seed, process meat, ect.</p>
<p>In Lesson 1-7 Cooperatives as Unique Corporations, include a section on Operations of a Corporation similar to the Operations of a Cooperative that is already included in the lesson. This is a great summary of how a cooperative works and a similar explanation about a corporations would be helpful as well.</p>	<p>Explore the cost of purchasing a franchise for you community. What franchise would you bring in? Why? How much would it cost? Would it be worth it?</p>	<p>NA</p>

<p>Please include any other thoughts you would like to make us aware of related to your review of this lesson.</p>	<p>What resources do you recommend for the revision of this lesson? This could be a textbook, webpage or any other source of information that would be helpful for a writer creating the content fo the new lesson.</p>			
<p>Effective lesson</p>	<p>None</p>			
<p>I'm not sure that the place for explaining the other types of corporations is under the section, Disadvantages of a C-Corporation. I think this should have it's own section within the lesson. I also like the inclusion of some examples in the sole proprietor lesson related to liability and profits. I think similar examples should be included in this lesson as well to help students better understand how to set up and operate a corporation.</p>	<p>John Deere Farm and Ranch Business Management textbook</p>			
<p>I really like the Franchise lesson--I have not included a lesson of this type in my ag. business class in the past, but it is a great way to help students understand the advantage and disadvantages of small town business versus larger recognizable company names.</p>	<p>NA</p>			


What is the title of the lesson you are reviewing? Please include the lesson code and title (ex. B3-4 Employee Management).	Do you feel this is a relevant lesson for an Agribusiness course at the high school level? (Use the other option to provide any notes)	Do you feel the learning objectives are appropriate for this lesson?
B2-1 Entrepreneurship	Yes	Yes
B2-2 Business Goals – Profit/Loss	Yes	Yes
B2-3 Agribusiness Start Up	Yes	Yes
B2-4 Business Plan Preparation	Yes	Yes

Is there any additional content that you feel is missing and recommend to be included in this lesson?	These lessons will be revised into the 5E format and writers will include a learning activity for each of the 5 E's (Engage, Explore, Explain, Elaborate, Evaluate). What learning activities do you recommend be included in this lesson that relate to the current content?	What additional lab activities or learning activities do you suggest be added to this lesson. Current lab activities are found on the pages labeled LS at the top.
No	I like the activity already in the lesson about researching a successful entrepreneur.	NA
NA	Possible activity might be to have a local--city or county person come in to talk to the class about the zoning laws that relate to their area.	NA
NA	I like to activity of evaluating a local agribusiness and recommending improvements.	NA
NA	Engaging with a local loan officer to discuss with the students what items they would need to have to present to a banker when establishing a business.	Possibly including an example business plan--a simple one that would be comparable to what a high school student may have for a lawn mowing business for example.

Please include any other thoughts you would like to make us aware of related to your review of this lesson.	What resources do you recommend for the revision of this lesson? This could be a textbook, webpage or any other source of information that would be helpful for a writer creating the content fo the new lesson.			
NA	NA			
NA	NA			
NA	NA			
NA	NA			


What is the title of the lesson you are reviewing? Please include the lesson code and title (ex. B3-4 Employee Management).	Do you feel this is a relevant lesson for an Agribusiness course at the high school level? (Use the other option to provide any notes)	Do you feel the learning objectives are appropriate for this lesson?	Is there any additional content that you feel is missing and recommend to be included in this lesson?

<p>These lessons will be revised into the 5E format and writers will include a learning activity for each of the 5 E's (Engage, Explore, Explain, Elaborate, Evaluate). What learning activities do you recommend be included in this lesson that relate to the current content?</p>	<p>What additional lab activities or learning activities do you suggest be added to this lesson. Current lab activities are found on the pages labeled LS at the top.</p>	<p>Please include any other thoughts you would like to make us aware of related to your review of this lesson.</p>	<p>What resources do you recommend for the revision of this lesson? This could be a textbook, webpage or any other source of information that would be helpful for a writer creating the content for the new lesson.</p>


What is the title of the lesson you are reviewing? Please include the lesson code and title (ex. B3-4 Employee Management).	Do you feel this is a relevant lesson for an Agribusiness course at the high school level? (Use the other option to provide any notes)	Do you feel the learning objectives are appropriate for this lesson?
B4-1 The Time Value of Money	Yes	No
B4-1 The Time Value of Money	Yes	Yes

B4-2 Loans	Yes	No
B4-2 Loans	Yes	Yes
B4-2 Loans	Yes	Yes

B4-3 Sources of Credit	Yes	No
B4-3 Sources of Credit	Yes	Yes
B4-4 Credit Costs	Yes	No

B4-4 Credit Costs	Yes	Yes
-------------------	-----	-----

<p>Is there any additional content that you feel is missing and recommend to be included in this lesson?</p>	<p>These lessons will be revised into the 5E format and writers will include a learning activity for each of the 5 E's (Engage, Explore, Explain, Elaborate, Evaluate). What learning activities do you recommend be included in this lesson that relate to the current content?</p>	<p>What additional lab activities or learning activities do you suggest be added to this lesson. Current lab activities are found on the pages labeled LS at the top.</p>
<p>Here are my recommended learning objectives:</p> <ol style="list-style-type: none"> <li>1. Recognize the need for liquidity to meet the three types of demand for money. (transaction demand, precautionary demand, and investment/speculative demand)</li> <li>2. Differentiate among the various types of saving options and explain the concept of interest. (i.e. savings account, certificate of deposit, money market accounts, T-bills, notes, bonds)</li> <li>3. Describe the time value of money and calculate interest using simple interest formula.</li> <li>4. Calculate future and present values using compounding and discounting formulas.</li> </ol>	<p>Calculate interest using the simple interest formula.          Calculate future and present values using compounding and discounting formulas.          Calculate Annual Percentage Yield (APY).</p>	<p>Include many sample problems to provide an adequate opportunity for students develop their ability to calculate interest using the simple interest formula, calculate future and present values using compounding and discounting formulas, and calculate Annual Percentage Yield (APY).</p>
<p>If not discussed in another lesson under B4-1 objective 1 c 2 - could there be a conversation about cost of living adjustments? Perhaps there is a better place, but this is something students don't inherently understand.  <a href="https://www.ssa.gov/cola/">https://www.ssa.gov/cola/</a></p>	<p>As students to have parents give them an item they purchased during a given year and extrapolate it's value to today's dollars. Is the current item priced higher than that or lower? Why? Example, chainsaw purchased for \$270 in 1975 is worth _____ dollars in 2020.</p>	<p>Can a worksheet be created where students calculate interest paid on equipment/machinery? How much could they save by paying extra principal each year, etc.</p>

<p>Here are my suggested learning objectives (with notes in parentheses)</p> <ol style="list-style-type: none"> <li>1. Examine the non-interest costs associated with loans. (service fees, closing costs, loan origination fees, late charges, etc.)</li> <li>2. Describe how the character of a potential borrower influences their creditworthiness. (overview of 5 C's of Credit - character, capacity, capital, collateral, conditions; credit history, credit scores)</li> <li>3. Describe how capacity and capital influences the creditworthiness of a potential borrower. (ability to cover operating expenses, net worth, solvency, leverage)</li> <li>4. Describe how collateral requirements and loan conditions may vary due to the creditworthiness of a potential borrower. (loan security, loan terms – length of term, down payment, repayment terms, amortized, APR, rates, etc).</li> </ol>	<p>Provide several varying scenarios – who would you lend money to? Why?</p>	<p>Activity outlining potential non-interest costs - closing costs etc. Activity demonstrating what factors influence credit scores Scenarios that include net worth statements, etc - analyze who is over leveraged, has the ability to repay the loan, etc.</p>
<p>I think the objective 2 should be taught from the banking standard of using the 6 C's and specifically list them as character, capacity, capital, collateral, conditions and credit score.</p>	<p>Students should go through the process of determining what their 6 C's tell about them. A worksheet style activity should do just fine to help them explore and justify how they are a good candidate based on those.</p>	<p>Students should go through the process of determining what their credit score is if there is one. During this segment of class we also have a local bank lender for Agriculture come in and teach the kids what they're looking for. The lenders give the students an application to complete just like they were looking for a loan.</p>
<p>I think the objective 2 should be taught from the banking standard of using the 6 C's and specifically list them as character, capacity, capital, collateral, conditions and credit score.</p>	<p>Students should go through the process of determining what their 6 C's tell about them. A worksheet style activity should do just fine to help them explore and justify how they are a good candidate based on those.</p>	<p>Students should go through the process of determining what their credit score is if there is one. During this segment of class we also have a local bank lender for Agriculture come in and teach the kids what they're looking for. The lenders give the students an application to complete just like they were looking for a loan.</p>

<p>Here are my recommended learning objectives (with notes in parentheses)</p> <ol style="list-style-type: none"> <li>1. Differentiate among the various sources of credit for individuals or business financing. (i.e. equity capital, start-up capital, term loans, lines of credit, credit cards, charge accounts)</li> <li>2. Recognize why individuals and businesses may find it necessary to borrow money and assess how much borrowed capital is needed. (i.e. capital purchases, cash flow – periods of low income, high expenses)</li> <li>3. Describe the characteristics of preferred lenders and determine how to choose a lender. (pros / cons of various sources – commercial banks, credit unions, government backed financing, individuals, sellers, family)</li> </ol>	<p>Include multiple example cash statements - analyze the statements and determine when and how much additional capital is needed.</p>	<p>Invite loan officers to speak to the class regarding their role, how they entered the profession, and what they should look for in a lender.</p>
<p>I'm not sure the appropriate term for the credit that is given by auto dealerships for car loans not through your typical bank, or when purchasing equipment. Today it seems that companies are making the arrangement for the credit more than the individual going to the bank to make their own arrangements.</p>		<p>See above. An example where say Sally has a \$1250 balance but she can only pay \$750 this month. Determine the balance next month with remaining balance, interest and additional purchases of \$500. What additional money would be added if a payment would be missed. How does this affect your credit score?</p>
<p>Here are my suggested learning objectives:</p> <ol style="list-style-type: none"> <li>1. Investigate factors that influence loan interest rates.</li> <li>2. Compare the advantages and disadvantages of fixed and floating loans and explain how the amortization process works on installment loans.</li> <li>3. Describe the function of credit cards and investigate their advantages and disadvantages.</li> <li>4. Differentiate among the concepts principal, simple interest, and compound interest.</li> </ol>	<p>Calculate simple and compound interest problems.          Calculate Annual Percentage Rate (APR)          Credit Card Minimum Payment Calculator Activity</p>	<p>Provide scenarios outlining when borrowing may be needed – analyze 2 options, select the best option considering loan interest rates and terms.          Provide scenarios – lease vs buy (with a loan) decisions (i.e. equipment, etc)</p>

<p>No, I think this is sufficient.</p>	<p>I find greatest benefit for the student in comparing interest rate changes in the final payment of a loan. Many people don't realize that when purchasing a house for example, you'll pay approximately double the selling amount depending on the interest rate.</p>	<p>I have noticed that for some LS activities there are teacher keys and for some there are not. I'm sure teachers would appreciate the key :)</p>
--	--	--

<p>Please include any other thoughts you would like to make us aware of related to your review of this lesson.</p>	<p>What resources do you recommend for the revision of this lesson? This could be a textbook, webpage or any other source of information that would be helpful for a writer creating the content fo the new lesson.</p>			
<p>I would suggest changing the title of the lesson from "The Time Value of Money" to "Saving" or "Saving Money"</p>	<p>Financial Management in Agriculture (Interstate), Agribusiness Decision and Dollars, Many online resources on the topic.</p>			
<p>This appears to be a broken link.   <a href="http://www.investopedia.com/university/beginner/">http://www.investopedia.com/university/beginner/</a></p>	<p>listed above.</p>			

<p>I would suggest making this the third lessons within this problem area - after sources of credit.</p>	<p>No specific resource but there are many online resources on the 5 C's of Credit</p>			
<p>Finances are critical for students to understand. Kids can't think they will build a successful business using only cash on hand. It's painstakingly slow and a lot of opportunity is missed. Maybe a hint at opportunity cost could be helpful in this unit from the standpoint that if you don't expand your business may die.</p>	<p>Use your local ag lender to assist.</p>			
<p>Finances are critical for students to understand. Kids can't think they will build a successful business using only cash on hand. It's painstakingly slow and a lot of opportunity is missed. Maybe a hint at opportunity cost could be helpful in this unit from the standpoint that if you don't expand your business may die.</p>	<p>Use your local ag lender to assist.</p>			

<p>Maybe a new lesson title - "Financing Your Agribusiness"</p>	<p>Numerous online resources are available on the topic. The writer will need to locate or create sample net worth and cash flow statements.</p>			
<p>Discussion on how credit scores are affected by these accounts both positive and negative. What is the impact of missing a payment, carrying a balance, etc.</p>	<p><a href="https://www.discover.com/credit-cards/resources/how-does-my-credit-card-interest-work/#:~:text=Credit%20card%20interest%20is%20what,then%20added%20to%20your%20bill.">https://www.discover.com/credit-cards/resources/how-does-my-credit-card-interest-work/#:~:text=Credit%20card%20interest%20is%20what,then%20added%20to%20your%20bill.</a></p>			
<p>none</p>	<p>Agribusiness Decisions and Dollars; Online resources</p>			

<p>Using auto and home loans connects with many students because they understand their parents and some of them have those types of loans. It's an easy bridge from there to a business loan.</p> <p>Is there a place for pay day loans? We called a provider for that and it was an astronomical APR. They don't generally give you that rate in their advertisements.</p>	<p><a href="https://www.fdic.gov/consumers/assistance/protection/loans.html">https://www.fdic.gov/consumers/assistance/protection/loans.html</a></p>			
---	--	--	--	--




--	--	--

What is the title of the lesson you are reviewing? Please include the lesson code and title (ex. B3-4 Employee Management).	Do you feel this is a relevant lesson for an Agribusiness course at the high school level? (Use the other option to provide any notes)	Do you feel the learning objectives are appropriate for this lesson?
B5-1 Financial Accounting and Reporting	Yes	Yes
B5-1 Financial Accounting and Reporting	Yes	Yes
B5-1 Financial Accounting and Reporting	Yes	Yes

B5-2 The Balance Sheet	Yes	Yes
B5-2 The Balance Sheet	Yes	Yes
B5-3 The Net Worth Statement	Yes	Yes
B5-3 The Net Worth Statement	Yes	Yes

B5-4 The Income Statement	Yes	Yes
B5-4 The Income Statement	Yes	Yes
B5-5 The Statement of Cash Flows	Yes	Yes

B5-5 The Statement of Cash Flows	Yes	Yes
B5-6 Budget Development and Analysis	Yes	Yes
B5-6 Budget Development and Analysis	Yes	Yes
B5-6 Budget Development and Analysis	Yes	Yes

B5-7 Financial Risk

Yes

Yes

B5-7 Financial Risk

Yes

Yes

B5-8 Managing Inventory Assets

Yes

Yes

B5-8 Managing Inventory Assets

Yes

Yes

B5-9 Depreciation

Yes

Yes

B5-9 Depreciation

Yes

Yes

B5-10 Financial Forecasting

Yes

Yes

<p>Is there any additional content that you feel is missing and recommend to be included in this lesson?</p>	<p>These lessons will be revised into the 5E format and writers will include a learning activity for each of the 5 E's (Engage, Explore, Explain, Elaborate, Evaluate). What learning activities do you recommend be included in this lesson that relate to the current content?</p>	<p>What additional lab activities or learning activities do you suggest be added to this lesson. Current lab activities are found on the pages labeled LS at the top.</p>
<p>Include introductory descriptions for additional examples of record keeping instruments such as cash flow projections/statements, balance sheets, income statements, etc.. Inventory is explained by definition and example but there is a jump to assets without linking to the topic. Explain assets and categories when describing inventory. We should be introducing concepts that will be explained in greater detail in subsequent lessons.</p>	<p>I like the simple interest approach used when demonstrating the importance of record keeping on the current lesson. Tracking your money on a daily basis to demo transactions. Checking account transactions and reconciliation. Additional practice exercises on inventory examples, transactions, and budgets.</p>	<p>Additional practice exercises on inventory examples, transactions, and budgets.</p>
<p>I think this is a great introductory lesson on record keeping for a freshman/sophomore level. It covers the important documents and terms. I do think that depreciation needs more explanation to it. That typically is a hard concept for students to grasp of what can be depreciated. The VM of depreciation in objective one should be moved to objective three. I do like the E-unit handout. Very student friendly and easy to understand-however not all the links work. I could find 2 of the documents by searching for them.</p>	<p>*Introduction to lesson: examples of inventories, budgets, profit/loss statements--have students decide what business they would want and give solid reasons why. This could be a one time activity or you could add various records for each as you go through the unit and they could see how the business is doing that they choose.  *Prepare a personal inventory and what items depreciate.  *Idea for a small business (maybe something like selling smoothies at lunch) and they need to come up with the inventory they would need and budget. (Depending on age level could be bigger--greenhouse plant sales--maybe a project you are making in the lab area)</p>	<p>*Examples of taxes not only for businesses, but students who have to file.  *Transaction details in a role-play situation of a business.  *Bring in a business person from the community, maybe a banker to talk about what records they use daily or what they look for before giving loans.</p>
<p>I feel there needs to be an activity for students to actually balance a checkbook based on a sample of spending and earnings. I think local banks would be willing to donate some check registers or a person could make a sample check register just on regular paper with similar columns.</p> <p>Is there a place here to discuss the difference b/w a credit union and a bank?</p>	<p>In a financial planning lesson I have a local financial advisor come for a visit or two to the classroom and discuss some of the basics about investing for the future. Most kids are blown away by the amount they need to save in tomorrow's dollars to be equivalent to today's buying power.</p>	<p>I would like to see an activity students go through demonstrating the value of investing in equities for retirement over the long haul. For example, person 1 invests \$100 per week from the time they're 18, compared to someone who doesn't start until they're 40, how much would they have to save per week to 'catch up'.</p>

<p>Is there any thought given to combining the "Balance Sheet" and "Net Worth Statement" lessons into one lesson? The lessons would be taught back-to-back anyway in a agribusiness curriculum. The content for the combined lesson plan would be large but there is overlapping of concepts presently in both plans.</p>	<p>Additional lab activities identifying assets (current and non-current) and liabilities (current and non-current). Since Agribusiness courses are taught for consumer education requirements in many school districts, lessons provide non-farm examples of the identification and importance of assets, liabilities, and net worth statements in financial literacy.</p>	<p>No current lab activities on lesson plan for assets and liabilities. Lab activities will be needed to identify assets and liabilities and then practice exercises that identify and reinforce the difference between current and non-current categories. Additionally, students struggle with the current portion of long term debt that is paid each year. Lessons stress the correct categorization of the assets and liabilities, personal and business, before items are transferred to the financial statement.</p>
<p>I didn't see owners equity discussed for the balance sheet.</p>	<p>Students need to complete a balance sheet given specific items and their values. A sample scenario</p>	<p>See above</p>
<p>Include a wide variety of net worth statement form examples that students will come in contact with in the business world. Some forms are very detailed by sections and others are practically blank. Understanding the meaning of the ratio calculations demonstrates how the net worth statement affects the personal and business financial situation. Ratio analysis needs to be explained with practice exercises and assessments. Students are instructed on what banks are looking for with these ratio calculations and results.</p>	<p>This content hits home with students when they are applying for a loan, automobile or other, from a financial institution. Engagement with the lesson kicks in with that scenario and emphasizes the importance of what they are doing with the money they are receiving and the financial decisions they make on a daily basis. Provide different examples of net worth statements along with financial data to complete the statements and calculate the ratios for the different examples. Provide students with analysis of the ratio calculations to demonstrate how financial institutions use the results to analyze loan applications.</p>	<p>Build upon the example provided in the current lesson. Provide some different net worth statement form examples. Provide different examples of net worth statements along with financial data to complete the statements and calculate the ratios for the different examples. Provide students with analysis of the ratio calculations to demonstrate how financial institutions use the results to analyze loan applications.</p>
<p>I think the content is adequate. I can see some students having difficulty with this unit due to the formulas and what they will perceive as technical differences between the terms current, total and capital</p>	<p>To ingrain these concepts, students must have many exposures to using the formulas. I recommend multiple games that can be played with the students using the numbers, predicted outcomes and calculated outcomes.</p>	<p>see activity in resource below</p>

<p>Expand the use of the business profitability ratios and their meaning to business owners and financial personnel. More examples of cash and accrual accounting.</p>	<p>Additional lab worksheets involving income statements in various forms. Activities identifying cash and non-cash income (revenue) and expenses. Calculation of profitability ratios and their applications to business operation and financial status in agribusiness. Exercises demonstrating importance to consumer as well as the business with non-farm examples of the relevance of this financial instrument. Local community resources (banker, loan officer, financial strategist, etc.) that uses these financial tools in their occupation and how they analyze the data in the decision-making process.</p>	<p>Expand the use of various income statement forms a business operator may use daily. More examples of identifying cash and non-cash income and expenses. More practice calculating profitability ratios and analysis of the meaning of ratio calculation results.</p>
<p>no</p>	<p>Solving income statement with given scenario</p>	<p>As with previous lessons, I think having a business scenario would be appropriate from top to bottom. I think a business example of a floral shop, feed store, veterinarian office, etc would be great examples. It would be neat to follow the same business example throughout for consistency. It would also be cool to let the students make choices along the way about the operation of the business which could produce different outcomes. That would work great for having competitive groups in class. They would prepare the same reports with different data.</p>
<p>If we are teaching the lessons on Net worth and Income Statements prior to this lesson, then a brief review during the introductory portion of this lesson would satisfy those objectives. Numerous examples of cash flow statement forms should be used since the design of these forms will vary drastically. Also, since many districts offer 1:1 instruction with chromebooks and/or laptops, students can find computerized versions online or use spreadsheets to design their own cash flow statements for classroom use. Differentiate between cash flow projection (budget) and cash flow statements (actual data) .</p>	<p>Lab activities designed to identify cash inflows and outflows. The numerous forms of cash flow statements available and the use of the computer to design cash flow statements using spreadsheets and spread sheet formulas on a basic level. Increase decision-making skills with data from cash flow statements. Explain how net worth and income statements blend with cash flow statements as an effective financial tool.</p>	<p>Agriculture cash flow lab activities include various forms that could be customized to be used by a production operation, agriculture supply store, or a custom application business. This is where the computer applications fit into the lesson plan. I am a huge proponent of the application of these financial tools, the "why" of the need to learn this lesson to all students.</p>

<p>I recommend adding the two methods of direct and indirect cash flows.</p>	<p>Use some video links and create an Edpuzzle for a video such as:   <a href="https://www.youtube.com/watch?v=mZBjslYrLvM">https://www.youtube.com/watch?v=mZBjslYrLvM</a></p>	<p>See above - additional to this a crossword activity may help students to continue to set in place some of the terminology.</p>
<p>Expanding the examples of budgets in addition to the partial budget. Practice exercises for enterprise budgets, break-even problems, and financial ratios.</p>	<p>Engage students by examining the budgets of student SAE projects and determining the resources used to develop those budgets. Emphasize the role and importance of budgets in conducting the daily operations of the business. Include lab worksheets to demonstrate how financial tools such as break-even, partial budgets, enterprise budgets, and ratios are used to aid in the decision-making process. Students in class develop a budget for a school business such as the greenhouse.</p>	<p>Include lab worksheets to demonstrate how financial tools such as break-even, partial budgets, enterprise budgets, and ratios are used to aid in the decision-making process.</p>
<p>I recommend a stronger connection to business goals in objective 1.</p>	<p>There are many apps that students can download</p>	<p>Some examples of the above note using android or iPhone apps. I would let students choose an app to use. This will build collaboration between students and relieve the teacher of choosing an app that the students don't like. Let them choose several to try if they like.   <a href="https://www.androidauthority.com/best-android-budget-apps-for-money-management-586807/">https://www.androidauthority.com/best-android-budget-apps-for-money-management-586807/</a></p>
<p>previously answered</p>	<p>same</p>	<p>same</p>

<p>Comparison of loan rates among various financial institutions as a student project.</p>	<p>Student interviews with local producers, bankers, loan officers, etc. concerning financial risk topics. Lab activities concerning comparison of loan terms and financial risk scenarios. Comparison of loan rates among various financial institutions as a student project.</p>	<p>Expand lab activities for financial risk applications utilizing computer resources. Financial portfolio components. Student projects used to identify examples of agribusinesses demonstrating enterprise diversification, production economies, and geographic diversification.</p>
<p>I didn't notice any discussion of vertical integrations. Teachers who have experience with businesses that were very specific and went out of business could give insight and pose challenge examples to the students as to why the business went out.</p>	<p>Using the idea below teachers could use a project idea like that with partners or small groups and presentations to engage all 5 E's.</p>	<p>Last year I had students develop their own businesses toward the end of the semester. Their semester exam ended up being a business project where students presented their business plan. Students may enjoy a project where they create a business idea of their own even if it's not a traditional ag business and work with a partner to determine risks involved.</p>

<p>The merging of the lessons is an excellent choice. I think placing this lesson after the lesson on assets shows their importance in the success of the business and then you can transition into the depreciation lesson. Certain aspects of agriculture are easy to see. For example, if a plant is not doing well, it turns brown and dies. If an animal is not doing well, it gets sick and sometimes dies. But how do we “see” if a business is not doing well? What do we look at/for? Numbers.</p>	<p>Use a deck of cards to compare the different categories of assets to colors, suits, face cards, and number cards. Pass out the entire deck evenly to the class. When student receive their cards ask them how they could categorize them. In card games, some cards have higher values, so talk about value or worth.</p>	<p>From the internet, print out some statistics for your favorite college or professional sport. For instance, print the season statistics for all of the NFL quarterbacks and distribute copies to students. Get them to take note of all the different statistical categories. Allow them to select who they think is best, but make them defend their choice using statistics. Compare the similarities of using data to evaluating athletes, to using data to evaluate a business</p>
<p>I would like to see discussion or mention of different inventory techniques such as 'just in time' inventory. Masterbrand is the largest cabinet manufacturer in the US If not the world. They supply big box companies like Lowe's and Home Depot. Inventory issues are HUGE for them. I heard about a situation when they were doing an audit and found a stock pile of a part they had on hand. When they assessed the prevalence of using that part they determined they had 30 years of inventory for that part. What a wast of space and capital!</p>	<p>Use a video about the management of inventory by Amazon including their bar-code system and robots that move through the factory bringing parts to employees that package the items.</p>	<p>Have students take an item and break it down into it's basic parts. Produce an inventory sku for that part and list them. Have the students forecast the projected sales of the item and analyze the inventory needs such as space, capital, opportunity costs related to the use of capital for a stock pile, etc.</p>

<p>ACRS (Accelerated Cost Recovery System), Units of Production Method</p>	<p>Use a deck of cards to compare the different categories of assets to colors, suits, face cards, and number cards. Pass out the entire deck evenly to the class. When student receive their cards ask them how they could categorize them. In card games, some cards have higher values, so talk about value or worth.</p>	<p>Students should complete the inventory statement of their SAE and calculate depreciation for the non-current assets. Students create a Straight-line depreciation calculator using an Excel spreadsheet. Depreciate a asset using different methods and ask the students which method they would choose for that asset and why they made that particular choice.</p>
<p>I would like to have more material about how depreciation can affect your taxes and how it can be viewed as a benefit.</p> <p>Two depreciation systems from IRS - MARCS and ARCS</p>	<p>Teach the students how to write a basic formula in excel or google sheets to do the work of depreciation for them.</p>	<p>Have students use some of the depreciation calculators as well as doing the math by hand so they have experience with both.</p>

Most farmers and ranchers still prefer to concentrate on production rather than planning, record keeping and marketing. However, the escalation in input costs, the ability to access capital, and greater volatility in commodity markets make financial and risk management skills very important. These concepts are difficult to instruct and comprehend at the secondary level.

Evaluation and revision of agribusiness goals.

No access to the CTE lesson referred in the spreadsheet. Cash Flow projections tend to be used in forecasting financial scenarios for the business. Budgeting tools that project future business operations and aid in decision-making.

<p>Please include any other thoughts you would like to make us aware of related to your review of this lesson.</p>	<p>What resources do you recommend for the revision of this lesson? This could be a textbook, webpage or any other source of information that would be helpful for a writer creating the content fo the new lesson.</p>			
<p>Introduce the option of record keeping by computer to assist written forms of keeping records. Perhaps examples of record keeping software.</p>	<p>John Deere Farm and Ranch Business Management curriculum. Interactive web tools such as quizlet, kahoot, playposit, edpuzzle, plickers, and socrative can be used to design student learning for engagement, elaboration, and evaluation. The instructor can use these tools for classroom and individual instruction.</p>			
<p>In the lesson plan I would add more detail to Objective 1B. Those unfamiliar with the business world would be appreciative of what are the other records used in each of those areas. I don't think long explanations are needed but the naming of those documents would be good as a preview to what I hope they would be teaching next.</p> <p>I am not sure the purpose of the VM's? Are they reminders of concepts? To be used as a note base? Are they to provide guidance for activity's? It is important to have something to give the students however the purpose needs to be there as well. Maybe these become the activity guides in the new format?</p>	<p>The Johne Deer Farm and Ranch Management curriculum is good.</p>			
<p>Depending on how many activities one goes into and how much a person wants to dive into the retirement idea with their kids, this lesson may be more than a week long which is ok with me.</p>	<p>Connections needed with financial advisors and the local banks.</p>			

<p>Some resources identify a sub-category of non-current liabilities and assets as intermediate which includes items with a life between one and ten years. Machinery, equipment, and automobiles fit in this category for example. Its still under non-current but some resources identify it separate. Buildings and land remained under Long Term assets and their mortgages remained under long term liabilities.</p>	<p>John Deere Farm and Ranch Business Management Textbook, Decisions and Dollars Textbook, Quizlet flashcards website, Kahoot Interactive Review website, Plickers website uses flashcards for teacher to check student understanding during the lesson, moneyskill.org website is designed for financial literacy but portions discuss assets and liabilities, moneyinstructor.com is similar to moneyskill.org, Playposit (educannon) allows instructor to insert questions into videos to check student understanding during the viewing of the video, Khan academy provides numerous financial and business tutorials to supplement instruction.</p>			
<p>Key takeaways outside of definitions etc needs to be that balance sheets are: #1 a SNAPSHOT in time #2 they should balance</p>	<p><a href="https://sba.thehartford.com/finance/accounting/balance-sheet-tips/#:~:text=Balance%20sheets%20include%20three%20sections,%20Liabilities%20%2B%20Shareholders'%20Equity.">https://sba.thehartford.com/finance/accounting/balance-sheet-tips/#:~:text=Balance%20sheets%20include%20three%20sections,%20Liabilities%20%2B%20Shareholders'%20Equity.</a></p>			
<p>These financial forms can be intimidating but the importance of financial decisions made now influences both personal and business financial success. The approach can utilize farm and non-farm examples to the demographic nature of students taking agribusiness classes to satisfy a consumer education requirement. The emphasis shifts from making money to what are you doing with the money you are making. The explanation and elaboration sections of the lesson are very critical to aid in student understanding of content.</p>	<p>John Deere Farm and Ranch Business Management Text, Decisions and Dollars Text, Web tools including quizlet, kahoot, edpuzzle, playposit, you tube, plickers, khan academy, moneyskill, moneyinstructor, h&amp;r block budget challenge have activities to engage students in classroom instruction. These web tools allow instructors to evaluate student understanding and allow for student collaboration with the instructor and with their peers.</p>			
<p>Just as stated above this is a lesson that is key and is going to be more difficult than previous lessons in ag bus.</p>	<p><a href="https://www.stlouisfed.org/~media/education/curriculum/pdf/making-personal-finance-decisions-lesson-2a.pdf">https://www.stlouisfed.org/~media/education/curriculum/pdf/making-personal-finance-decisions-lesson-2a.pdf</a></p>			

<p>Expansion beyond simple revenue and expenses is critical to the understanding by the student of the role and importance of the income statement. Record keeping to the consumer and agribusiness owner has to evolve beyond numbers and emphasize the analysis of the data.</p>	<p>John Deere Farm and Ranch Business Management text, Decisions and Dollars Text. Web tools for student engagement and evaluation include Quizlet, Kahoot, Plickers, Moneyskill, Moneyinstructor. Videos from YouTube and Khan Academy. Instructional videos with questions embedded can be found or designed using Playposit. Edpuzzle has instructional content. H&amp;R Block has a Budget Challenge program I have inserted into Agribusiness content to help with the Consumer Education requirement.</p>			
<p>VM-E is a good visual and aide for the students to use as a 'cheat sheet' instead of trying to memorize each of the formulas.</p>	<p>I often search up and find videos such as this to help the students see similar information I'm presenting from someone else.</p> <p><a href="https://www.youtube.com/watch?v=QDXA8EPl01U">https://www.youtube.com/watch?v=QDXA8EPl01U</a></p>			
<p>Additional cash flow lab activities using data examples, especially student design of a financial cash flow projection and/or statement used in the decision-making process.</p>	<p>John Deere Farm and Ranch Business Management, Decisions and Dollars Text, Student review flashcards with Quizlet, Student engagement and review with Kahoot, Student understanding can be measured during the lesson using the Plickers program, YouTube videos can be embedded with questions using Playposit to assess student understanding of content.</p>			

<p>It's key that students understand the relationship between the income stmt, balance sheet and the cash flow stmt. and that certain figures must align from one type of statement to the other.</p>	<p>I found an interesting at Investopedia, which I use for many of my financial lessons.</p> <p><a href="https://www.investopedia.com/investing/what-is-a-cash-flow-statement/">https://www.investopedia.com/investing/what-is-a-cash-flow-statement/</a></p>			
<p>Interactive spreadsheets are available for students to develop budgets and/or students can design their own to calculate agribusiness budgets. There must be follow-up on the application of the budgets and the analysis of the financial ratios to show their importance.</p>	<p>John Deere Farm and Ranch Business Management Text          Decisions and Dollars Text          Quizlet website (Flashcards and Interactive Review activities)          Kahoot website (Interactive testing and review activities)          Plickers website (Teacher –led check up of student understanding during the lesson)          Moneyskill website          Moneyinstructor website          H&amp;R Block Budget Challenge          Penn State Extension Website          Oklahoma State University Extension Website          Agribusiness: Principles of Management Text          Iowa State University Extension and Outreach Website</p>			
<p>Building on previously experienced uses of money assuming we're dealing with sophomore to senior level students will really help them understand budgeting. Every student should have a personal budget anyway!</p>	<p>There is a teacher version for this website as well.</p> <p><a href="https://www.practicalmoneyskills.com/assets/pdfs/lessons/lev_4/L4Activities1.pdf">https://www.practicalmoneyskills.com/assets/pdfs/lessons/lev_4/L4Activities1.pdf</a></p>			
<p>I forgot to mention earlier, that as I use the MyCaert lessons on a daily basis in my agriculture classes I find it very frustrating when links to resources are broken. I understand it happens and it's difficult to know about every one, but it's frequent. On this lesson all of the listed links are non-functional!</p>	<p>same</p>			

<p>Emphasize the importance of diversification</p>	<p> <a href="https://www.chicagofed.org/publications/agletter/index">https://www.chicagofed.org/publications/agletter/index</a>  <a href="https://www.ers.usda.gov/topics/farm-practices-management/risk-management/risk-in-agriculture/">https://www.ers.usda.gov/topics/farm-practices-management/risk-management/risk-in-agriculture/</a>  <a href="https://www.compeer.com/Home/Educational-Opportunities">https://www.compeer.com/Home/Educational-Opportunities</a>            John Deere Farm and Ranch Business Management Text            Decisions and Dollars Text            Quizlet website (Flashcards and Interactive Review activities)            Kahoot website (Interactive testing and review activities)            Plickers website (Teacher –led check up of student understanding during the lesson)            Moneyskill website            Moneyinstructor website            H&amp;R Block Budget Challenge            Penn State Extension Website            Oklahoma State University Extension Website            Agribusiness: Principles of Management Text            Iowa State University Extension and Outreach Website         </p>			
<p>The first link in this e-unit is broken.</p>	<p>National FFA has some resources located here that I have used in the past: <a href="https://www.ffa.org/resource_tag/risk-management/">https://www.ffa.org/resource_tag/risk-management/</a></p>			

<p>All business have to set goals in order to analyze how their business is doing in comparison to the same time last year, in comparison to other businesses of their type and in comparison to where they want to be headed. Agriculture businesses are just like any other business. Who can tell me what a common goal would be for a wheat or corn farmer? (Bushels per acre, inputs per acre, marketing costs, grain storage costs, fuel spent per bushel produced, profit per bushel or acre, etc.) Exactly – good examples. What about for a beef producer? (Pounds of gain per pound of feed, calving percentage, death loss percentage, weaning weight, birth weight, body score, breeding percentage, pounds of beef harvested, etc.). Those are all examples of efficiency factors or business goals set by agriculture businesses.</p>	<p><a href="https://agecoext.tamu.edu/wp-content/uploads/2016/10/E.-Resource-Inventory.pdf">https://agecoext.tamu.edu/wp-content/uploads/2016/10/E.-Resource-Inventory.pdf</a>  <a href="https://agrilife.org/econ/files/2013/03/Resource-Inventory.pdf">https://agrilife.org/econ/files/2013/03/Resource-Inventory.pdf</a>  <a href="http://ffa.cccs.edu/colorado-agricultural-education-curriculum/">http://ffa.cccs.edu/colorado-agricultural-education-curriculum/</a>  <a href="https://www.chicagofed.org/publications/agletter/index">https://www.chicagofed.org/publications/agletter/index</a>  <a href="https://www.ers.usda.gov/topics/farm-practices-management/risk-management/risk-in-agriculture/">https://www.ers.usda.gov/topics/farm-practices-management/risk-management/risk-in-agriculture/</a>  <a href="https://www.compeer.com/Home/Educational-Opportunities">https://www.compeer.com/Home/Educational-Opportunities</a>  John Deere Farm and Ranch Business Management Text  Decisions and Dollars Text  Quizlet website (Flashcards and Interactive Review activities)  Kahoot website (Interactive testing and review activities)  Plickers website (Teacher –led check up of student understanding during the lesson)  Moneyskill website  Moneyinstructor website  H&amp;R Block Budget Challenge  Penn State Extension Website  Oklahoma State University Extension Website  Agribusiness: Principles of Management Text  Iowa State University Extension and Outreach Website</p>			
<p>Inventory is a really big deal in all businesses. I am glad to see both inventory units are being combined, they should be!</p>	<p><a href="https://www.youtube.com/watch?v=zERrqLFotSY">https://www.youtube.com/watch?v=zERrqLFotSY</a></p>			

<p>Explain and discuss the reasons why different depreciation methods exist for businesses to choose from when working their finances. Depreciation as a non-cash expense used to reduce income for taxation purposes can be a difficult concept to comprehend by the student. The purpose of depreciation is to match the cost of a productive asset, that has a useful life of more than a year, to the revenues earned by using the asset.</p>	<p><a href="https://agecoext.tamu.edu/wp-content/uploads/2016/10/E.-Resource-Inventory.pdf">https://agecoext.tamu.edu/wp-content/uploads/2016/10/E.-Resource-Inventory.pdf</a>  <a href="https://agrilife.org/econ/files/2013/03/Resource-Inventory.pdf">https://agrilife.org/econ/files/2013/03/Resource-Inventory.pdf</a>  <a href="http://ffa.cccs.edu/colorado-agricultural-education-curriculum/">http://ffa.cccs.edu/colorado-agricultural-education-curriculum/</a>  <a href="https://www.chicagofed.org/publications/agletter/index">https://www.chicagofed.org/publications/agletter/index</a>  <a href="https://www.ers.usda.gov/topics/farm-practices-management/risk-management/risk-in-agriculture/">https://www.ers.usda.gov/topics/farm-practices-management/risk-management/risk-in-agriculture/</a>  <a href="https://www.compeer.com/Home/Educational-Opportunities">https://www.compeer.com/Home/Educational-Opportunities</a>  <a href="https://corporatefinanceinstitute.com/resources/knowledge/accounting/types-depreciation-methods/">https://corporatefinanceinstitute.com/resources/knowledge/accounting/types-depreciation-methods/</a>  <a href="https://www.thebalancesmb.com/depreciation-and-business-taxes-updated-398220">https://www.thebalancesmb.com/depreciation-and-business-taxes-updated-398220</a>  John Deere Farm and Ranch Business Management Text  Decisions and Dollars Text  Quizlet website (Flashcards and Interactive Review activities)  Kahoot website (Interactive testing and review activities)  Plickers website (Teacher –led check up of student understanding during the lesson)  Moneyskill website  Moneyinstructor website  H&amp;R Block Budget Challenge  Penn State Extension Website  Oklahoma State University Extension Website  Agribusiness: Principles of Management Text  Iowa State University Extension and Outreach Website</p>			
<p>The first link (IRS) is broken. If this is supposed to be the link to the IRS information on customary depreciation schedules, please repair it. If this is not that link, consider adding one for that document.</p>	<p>MARCS depreciation  <a href="https://www.investopedia.com/terms/m/macrs.asp">https://www.investopedia.com/terms/m/macrs.asp</a></p>			

<p>Here is where the instructor can tie in the importance of the balance sheet, cash flow statement, and the income statement. Only by analyzing the components of all three financial statements and their interrelationships can a clear picture of financial position and performance be developed. In agricultural businesses, planning may be even more vital because of the inherent uncertainty associated with agricultural production. Some important sources of uncertainty include production risk, price risk, financial (or interest rate) risk, and changes in government programs.</p>	<p> <a href="https://agecoext.tamu.edu/wp-content/uploads/2016/10/E.-Resource-Inventory.pdf">https://agecoext.tamu.edu/wp-content/uploads/2016/10/E.-Resource-Inventory.pdf</a>  <a href="https://agrilife.org/econ/files/2013/03/Resource-Inventory.pdf">https://agrilife.org/econ/files/2013/03/Resource-Inventory.pdf</a>  <a href="http://ffa.cccs.edu/colorado-agricultural-education-curriculum/">http://ffa.cccs.edu/colorado-agricultural-education-curriculum/</a>  <a href="https://www.chicagofed.org/publications/agletter/index">https://www.chicagofed.org/publications/agletter/index</a>  <a href="https://www.ers.usda.gov/topics/farm-practices-management/risk-management/risk-in-agriculture/">https://www.ers.usda.gov/topics/farm-practices-management/risk-management/risk-in-agriculture/</a>  <a href="https://www.compeer.com/Home/Educational-Opportunities">https://www.compeer.com/Home/Educational-Opportunities</a>  <a href="https://corporatefinanceinstitute.com/resources/knowledge/accounting/types-depreciation-methods/">https://corporatefinanceinstitute.com/resources/knowledge/accounting/types-depreciation-methods/</a>  <a href="https://www.thebalancesmb.com/depreciation-and-business-taxes-updated-398220">https://www.thebalancesmb.com/depreciation-and-business-taxes-updated-398220</a>  <a href="https://study.com/academy/topic/business-financial-forecasting.html">https://study.com/academy/topic/business-financial-forecasting.html</a>  <a href="https://kwhs.wharton.upenn.edu/lesson-plan-map-nbea/">https://kwhs.wharton.upenn.edu/lesson-plan-map-nbea/</a>  <a href="https://simventure.com/evolution/wp-content/uploads/2016/12/Finance-Basics-TG.pdf">https://simventure.com/evolution/wp-content/uploads/2016/12/Finance-Basics-TG.pdf</a>  <a href="https://www.cteonline.org/curriculum/outline/agricultural-business-cte-online-model/YNiiR4">https://www.cteonline.org/curriculum/outline/agricultural-business-cte-online-model/YNiiR4</a>  <a href="https://communities.naae.org/community/instruction/abm/content">https://communities.naae.org/community/instruction/abm/content</a>  <a href="https://www.georgiaffa.org/curriculum2/topic.aspx?TID=42">https://www.georgiaffa.org/curriculum2/topic.aspx?TID=42</a>  <a href="http://ngfn.org/resources/ngfn-cluster-calls/assessment-tools-for-improving-farmer-financial-skills">http://ngfn.org/resources/ngfn-cluster-calls/assessment-tools-for-improving-farmer-financial-skills</a>          John Deere Farm and Ranch Business Management Text          Decisions and Dollars Text          Quizlet website (Flashcards and Interactive Review activities)          Kahoot website (Interactive testing and review activities)          Plickers website (Teacher –led check up of student understanding during the lesson)          Moneyskill website          Moneyinstructor website          H&amp;R Block Budget Challenge          Penn State Extension Website          Oklahoma State University Extension Website       </p>			
---	---	--	--	--








--	--	--

What is the title of the lesson you are reviewing? Please include the lesson code and title (ex. B3-4 Employee Management).	Do you feel this is a relevant lesson for an Agribusiness course at the high school level? (Use the other option to provide any notes)	Do you feel the learning objectives are appropriate for this lesson?
B6-1 The United States Tax System	Yes	Yes
B6-1 The United States Tax System	Yes	Yes
B6-1 The United States Tax System	Yes	No
B6-2 Federal and State Income Taxes	Yes	Yes

B6-2 Federal and State Income Taxes	Yes	Yes
B6-2 Federal and State Income Taxes	Yes	Yes
B6-2 Federal and State Income Taxes	Yes	No

B6-3 Property Taxes	Yes	Yes
B6-3 Property Taxes	Yes	Yes
B6-3 Property Taxes	Yes	Yes
B6-4 Sales Tax	Yes	Yes

B6-4 Sales Tax	Yes	Yes
B6-4 Sales Tax	Yes	No

<p>Is there any additional content that you feel is missing and recommend to be included in this lesson?</p>	<p>These lessons will be revised into the 5E format and writers will include a learning activity for each of the 5 E's (Engage, Explore, Explain, Elaborate, Evaluate). What learning activities do you recommend be included in this lesson that relate to the current content?</p>	<p>What additional lab activities or learning activities do you suggest be added to this lesson. Current lab activities are found on the pages labeled LS at the top.</p>
<p>* Estate and Inheritance Taxes are controversial, especially in Rural America. So, I would expand on that issue          * Now that NAFTA is being dismantled, Tariffs are having a significant impact on Trade and Production and Consumer costs. This could lead to some interesting discussion and debate.          * Discussion on Tax Reform efforts</p>	<p>* Have students develop a Promotional Ad for the use of Property Taxes for Schools, Police and Fires, and Roads. This is debated in communities whenever tax reform and tax referendums come up.          * Have the students debate Progressive Tax Systems.          * Calculate Capital Gains taxes for a small business scenario. If students have entrepreneurial SAE projects, they could even use their own business enterprise even if it wouldn't qualify as a Capital Gains tax</p>	<p>* Consider an Income Tax Problem. Give the students Hours Worked and an Hourly Wage to be able to calculate Gross Earnings. Then have them calculate State and Federal Income Tax and FICA Taxes to be able to determine the Net Earnings. Have the students, who are employed, bring in their paystubs as examples. Many of these can be accessed online, which makes it easier for the kids to keep these for their records.          * I like the Problem on the % of the Budget provided by Tax Dollars Schools and Fire and Police</p>
<p>Tax history, careers needing knowledge of taxes</p>	<p>Researching local jobs using tax knowledge, research county and city tax rates: sales and property, income</p>	<p>Researching local jobs using tax knowledge, research county and city tax rates: sales and property, income</p>
<p>Here are my suggested learning objectives:</p> <ol style="list-style-type: none"> <li>1. Investigate and defend the characteristics of an effective tax system (include comparison of proportional, progressive, and regressive taxes).</li> <li>2. Summarize the history of the U.S. tax system.</li> <li>3. Examine the types of taxes imposed at the local and state level and describe how they are utilized.</li> <li>4. Examine the types of taxes imposed at the federal level and describe how they are utilized.</li> </ol>	<p>Each student select a local, state, or federal program / initiative that is, in their opinion, money well spent - do oral presentation/ summary.          Each student select a local, state, or federal program / initiative that is, in their opinion, money poorly spent - do oral presentation/ summary.</p>	<p>"what if" scenarios of various tax structures - make a decision as far as which one is the closest to the perfect tax system – write an essay defending your choice based on how it impacts taxpayers, society, and government.</p>
<p>Expand the Eunit to include more descriptions of each section of the 1040</p>	<p>Elaborate on on W4, who fills it out, when does it get filled out. Elaborate more on W2, practice transferring numbers to 1040, expand description of 1040EZ, 1040. Talk about 1099 forms,</p>	<p>Hands on with forms, transferring numbers, fill out a W4, read a 1099, read a W2. Know</p>

<p>I feel that an Eunit needs to be developed to explain Schedule A, Schedule B, Schedule C and Schedule F. Explain the parts of each schedule, why use them, activities that encourage students to fill the schedules forms out,</p>	<p><a href="https://apps.irs.gov/app/understandingTaxes/teacher/index.jsp">https://apps.irs.gov/app/understandingTaxes/teacher/index.jsp</a></p> <p><a href="https://www.moneyinstructor.com/taxes.asp">https://www.moneyinstructor.com/taxes.asp</a></p>	<p>How can teachers download updated tax forms yearly, Activities that engage students in filling out Tax schedules</p>
<p>* There is no sample problems for the students to work through before they are directed to complete the Tax Form problems.(See notes provided below)          * I'm seeing a similar concern here...students need guided practice before any independent practice can be assigned          * I would like to see an emphasis on Service/ Charitable donations tied to tax deductlons. Anything that we can do to promote charities is a good thing for young people.</p>	<p>* Students debate Flat Rate vs. Progressive Rate Income Tax          * Revised Income Tax Form Problem          * Interpreting W2 Forms.          Employed students can bring in their own personal W2 forms</p>	<p>* I liked Problem LS-A: Calculating State and Federal Taxes          * Problem LS-B is not feasible as presented. It simply directs students to find a form, without providing any instructions on completing the form. Without step by step instructions, there is no way the students would be able to complete this. Many of these forms provide instructions, but students should be provided with a sample W2 Form and 1040 Tax Form. Use the sample W2 Form for students to be able to identify taxable earnings and tax withholdings. Then have them carry these figures to a 1040 Form.          * Career Inventory to access average salaries for different careers. Then compare the Standardized Deductions for the different salaries. I like the idea of illustrating the benefits of higher paid careers to young people who are still in the career exploration phase.</p>
<p>Here are my suggested learning objectives:          1. Examine current federal income-tax brackets and compare state income tax rates.          2. Explain income tax terminology needed to complete forms. (head of household, adjusted gross income, taxable income, gross pay, payroll taxes, withholdings, itemized versus standard deduction, etc)          3. Identify the purpose of common IRS forms (I-9, W-2, W-4, 1040, 1099) and determine how each is used during the tax cycle (include important dates of the tax cycle)          4. Distinguish between tax credits and tax deductions and analyze strategies used to minimize income taxes (including the advantages of hiring a tax accountant versus doing it yourself).</p>	<p>Calculate individual federal income tax using different rates and based on gross income          Calculate Adjusted Gross Income when provided various scenarios/problems/info.          Read a pay stub and describe the different deductions</p>	<p>Complete a 1040 form for individuals with a variety of backgrounds and personal situations (dependent vs. independent, part-time vs. full-time, etc.)          File a tax return for a fictional person using Intuit Education's TurboTax simulation</p>

<ul style="list-style-type: none"> <li>* Depreciation is introduced, but a more thorough study of Depreciation Methods and calculating annual depreciation.</li> <li>* Alternative Energy</li> <li>* Using and Interpreting Soil Maps. See the problem detailed below.</li> </ul>	<ul style="list-style-type: none"> <li>* Expanding on the Interest Approach provided: Have students develop a personal Net Worth listing all of their personal assets and how they are valued. Then students could identify each asset as Real or Personal Property.</li> <li>* In VM-A: Assessing Property Values... you illustrate the Wind Turbines. This is an excellent opportunity to introduce Alternative Energy and how it affects property values. You could have the students investigate the effects of Solar Powered homes on property values.</li> <li>* Comparison of property values with Wind Turbines built on the land. Calculate whether the reimbursements for Wind Turbines are offsetting loss of production.</li> <li>* Have students brainstorm uses for Functionally Obsolete property. They could investigate wildlife habitats.</li> </ul>	<ul style="list-style-type: none"> <li>* Using the Zillow website provided to access property values for their own homes</li> <li>* I like the concept of the LS-A : Property Tax problem, but it is overwhelming for a student to understand. There are no practice problems to give students guided practice. You are also introducing new concepts in the problem without providing instruction on these concepts. Specifically in the problem you are referencing the debasing of Productivity Indices, but there is no instruction on how this is done. If this is going to be a feasible problem, you would need to provide step by step instructions to the students. It is a good illustrative problem, but it could be way too much for the average student.</li> <li>* I like the Career Connection provided with the Property Assessor, but I would expand on this. Bring in a Real Estate Appraiser and Interview them on the factors affecting the property value. Students could be challenged to identify ways to improve the value of real estate or property.</li> <li>* Expand on the Soil Types project...Have the students access a Soil Map of the land plot that they live on. They can identify the Soil Types and compare their Productivity Index.</li> </ul>
<p>See my email on Tax lessons I sent Ron Biondo</p>	<p>Research your states percentage of property tax vs adjacent state property taxes</p>	<p>Calculating Property taxes, What are the major budget items of your local school, Research what taxing bodies are on your property tax bill.</p>
<p>No changes suggested to the learning objectives.</p>	<p>Estate Tax Activity – implications for farmers and property owners. Ask as assessor to talk about property tax assessment process.</p>	<p>Appeal your property's value assessment</p>
<ul style="list-style-type: none"> <li>* Investigate Sales Tax Deductions on Capital Purchases</li> <li>* Excise Taxes on Biofuels...Have the students compare how these excise taxes compare with those on fossil fuels. Pure Biodiesel normally doesn't have an excise tax, but many of your blended biofuels are taxed. What effect is this having on the industry.</li> <li>* Study the Tax Credits for Biofuels</li> </ul>	<ul style="list-style-type: none"> <li>* Have students study Where Do your Tax Dollars Go?</li> <li>* Expand on the project to Compare State Sales Taxes....Why do some states have no Sales Tax? Which states have the highest Sales Tax Rates? Why?</li> <li>* Compare City and County Sales Taxes</li> </ul>	<ul style="list-style-type: none"> <li>* LS-A: Computing Sales Tax Problems....This is good, but it would be helpful to provide a more detailed sample problem</li> <li>* Debating Excise Taxes...Have them consider the rationale for these taxes. How might this affect Tobacco farmers?</li> </ul>

	<p>Research the percentage of taxes received from your states Gaming machine tax</p> <p>Research the percentage of taxes received from your states lottery income</p> <p>Research the percentage of taxes received from your states liquor sales tax</p>	<p>Labs - add sales tax to a truck purchase.</p>
<p>Here are my suggested learning objectives:</p> <ol style="list-style-type: none"> <li>1. Summarize the various types of sales taxes and examine examples of sales tax exemptions.</li> <li>2. Examine the reporting requirements and processes for sales taxes.</li> <li>3. Analyze other forms of taxes such as tolls, user fees, title or registration fees, licensure fees.</li> </ol>	<p>Poll or other method to evaluate the effectiveness of excise/sin taxes</p>	<p>Compute sales tax given the principal amounts and the tax rate.</p>

<p>Please include any other thoughts you would like to make us aware of related to your review of this lesson.</p>	<p>What resources do you recommend for the revision of this lesson? This could be a textbook, webpage or any other source of information that would be helpful for a writer creating the content fo the new lesson.</p>			
<p>* I would strongly encourage providing Practice Problems for the students to work through as guided practice prior to assigning Accounting type problems.  * Make these lessons as interactive as possible. The topic, as a whole, can be overwhelming to a student. So there is a clear need to make the curriculum more hands on.  * Assists with math problems. Many of our students struggle with basic math calculations. So, a step by step guide for these problems would be helpful</p>	<p>* The IRS provides a good reference on the How's and Why's of Taxes. It provides a Teacher and a Student Site. It is provided on the IRS.gov website, which is listed in the Student's E Unit. Then students should be directed to search for the "Understanding Taxes" on this site.  * I've used the Tax Foundation link, and it is good. It is continually updated.  * I like the MyCaert Careers link, but I don't necessarily see a direct connection to a discussion on Taxes. A career connection might be having the students interview a Property Tax Appraisor or the school's Payroll Director.</p>			
<p>none</p>	<p>none</p>			
<p>none</p>	<p>Decisions and Dollars and online resources</p>			
<p>I would like to see an entire Eunit dedicated to just the parts of a 1040 form, more depth. I read comments online parents and graduates feel unprepared with knowledge of taxes.</p>	<p><a href="https://apps.irs.gov/app/understandingTaxes/teacher/index.jsp">https://apps.irs.gov/app/understandingTaxes/teacher/index.jsp</a></p>			

none	<a href="https://apps.irs.gov/app/understandingTaxes/teacher/index.jsp">https://apps.irs.gov/app/understandingTaxes/teacher/index.jsp</a>  <a href="https://www.moneyinstructor.com/taxes.asp">https://www.moneyinstructor.com/taxes.asp</a>			
<p>* Tax Rates need to be updated . These lessons are using 2009 Tax Rates. (See the website that I provided below for updated figures.)</p> <p>* I do like the Interest Approach on Progressive Taxes. It illustrates an excellent point of discussion.</p>	<p>Updated Tax Rates:  <a href="http://www.smartasset.com">www.smartasset.com</a>. This website will continually provide updated tax rates</p>			
none	Decisions and Dollars and online resources			

<p>The Problem provided in the student reference is an illustration for the need to break down large problems into smaller and more manageable parts for students.</p>	<p>* Soil Surveys for every county can be accessed on line. These will provide the Soil Maps for the students to analyze.</p>			
<p>none</p>	<p>none</p>			
<p>None</p>	<p>Online resources</p>			
<p>* Sales tax figures must be updated. References state that Sales Tax Rates range from 3.5% to 7.25%. This currently is 4.44% to 9.53% for 2020. * Listing of States with no Sales Tax includes Alaska, which has now imposed a Retail Level tax. So, listing Alaska as a state with no tax is no longer valid.</p>	<p>* The link for the Tax Foundation was not working, but this website is much more updated now (<a href="http://www.taxfoundation.org">www.taxfoundation.org</a>)</p>			

No	<a href="https://www.ngpf.org/curriculum/taxes/">https://www.ngpf.org/curriculum/taxes/</a>			
I suggest changing the lesson title to "Sales Taxes and Other Taxes"	Online resources			





<p>What is the title of the lesson you are reviewing? Please include the lesson code and title (ex. B3-4 Employee Management).</p>	<p>Do you feel this is a relevant lesson for an Agribusiness course at the high school level? (Use the other option to provide any notes)</p>	<p>Do you feel the learning objectives are appropriate for this lesson?</p>
<p>B7-1 Types of Markets</p>	<p>Yes</p>	<p>Yes</p>
<p>B7-2 Marketing Agricultural Products and Services</p>	<p>Yes</p>	<p>Yes</p>

B7-3 The Marketing Plan	Yes	Yes
B7-4 E-Commerce Marketing	Yes	Yes
B7-5 Social Media Marketing	Yes	Yes
B7-6 Pricing	Yes	Yes

B7-7 Packaging and Labeling	Yes	Yes
B7-8 Advertising	Yes	Yes
B7-9 Displaying Products	Yes	Yes
B7-10 Sales	Yes	Yes

B7-10 Sales	Yes	Yes
-------------	-----	-----

B7-11 Marketing Analysis	Yes	Yes
B7-12 Customer Relations	Yes	Yes
B7-13 Customer Collections	Yes	Yes

<p>Is there any additional content that you feel is missing and recommend to be included in this lesson?</p>	<p>These lessons will be revised into the 5E format and writers will include a learning activity for each of the 5 E's (Engage, Explore, Explain, Elaborate, Evaluate). What learning activities do you recommend be included in this lesson that relate to the current content?</p>	<p>What additional lab activities or learning activities do you suggest be added to this lesson. Current lab activities are found on the pages labeled LS at the top.</p>
<p>No</p>	<p>What is currently suggested are still appropriate if the teacher uses relatable social and domestic examples that students easily relate to.</p>	<p>An activity for the types of mergers could be given. This could entail accessing Wikipedia and search for: "List of the largest mergers and acquisitions". Students choose a 2-3 companies from the teacher's list that they would be familiar with. They are to determine what type of merger they believe took place from the dialogue on the website.</p>
<p>None - well done</p>	<p>This learning activity may have already been included in this lesson: Invite guest business person to the class that can spotlight the value added features of their product or service; i.e., a Farmers Market certified organic produce vendor or a well respected Crop Consultant.</p>	<p>Bring samples of locally produced private label food products, i.e., fruit preserves, vegetables, unique canned goods, etc., and compare to generic or big box store brands labeled equivalent food items. Have the students compare ingredients, appearance, and taste between the two comparable items. Note pricing on the private label vs. the generic brands. Have students make a quality comparison list of the products and determine if there are value added qualities justifying the price asked for each comparable product.</p> <p>Another activity could be students make up a business product they would sell or a service they could provide. The student assignment would be creating an appealing business logo that would enhance their "branding" recognition. Have the class give the pros and cons of the logos created based on key qualities brought out in the lesson.</p>

No	No ideas beyond what is currently being used.	<p>1) Activity for Obj. 2-II.b.- Situation Analysis - Place students in a group of 3-4. Require students to do a SWOT analysis of a local favorite restaurant or entertainment/ recreation center, etc., from their perspective as the owner/manager of the facility. The task is to build a dialogue of their understanding of the strengths and challenges of being a successful business owner/ manager.</p> <p>2) Have students identify and relate to the sectors of marketing and sales previously covered as they watch the video "Marketing your Farm Products", <a href="https://www.youtube.com/watch?v=U0daHaToSvg">youtube.com/watch?v=U0daHaToSvg</a></p>
No	I believe the current 5 E's all have good activities in this lesson.	None
Since its a new lesson, I don't have any content available to review.	N/A	N/A Lesson activities could likely be created based on content from the suggested website resources.
None	Reference resource for pricing lab activity Obj. 2 II.D - <a href="http://www.colbert.k12.al.us">www.colbert.k12.al.us</a>	There are many useful and related activity labs in this lesson already.

No	Connect Obj. 2 activity with youtube.com video "Packaging that Sells" (Part 1 and Part 2) to replace unavailable iPod video.	Obj. 2 activity beginning with youtube.com video "Case Study - Packaging that Sells". Students can be given an opportunity to view the first part of this video, stop video, and ask students to decide which item gained the most orders.
None, but just need to note that the Interest Approach "Honda" video is unavailable. I have listed a couple alternatives in the Resources area.	Current learning activities are thorough.	None
No	Good connection with the 5-E's. Might suggest a video as a learning activity similar to a virtual field trip. The video covers many marketing concepts, so it may be determined it has a place in another lesson. Consider: youtube.com/watch?v=WtJXV2VAdfA	LS-A could include an optional learning activity focused on students creating a Farmers Market table display. Have color prints of various life size garden vegetables and fruits commonly found at a Farmers Market. Put 2-3 students together to create their best version of an appealing sales table of these fruits and vegetables. Their display will be laid out and drawn on poster first, and later create a 3-D version with acquired props. They may have to gather items (boxes, baskets, table cloths, etc.) from friends and relatives that would enhance the appearance and function of their sales table for the day of their display. Each groups' display will be positively critiqued by the students and suggestions for what could improve their display.
No, very thorough.	None	Maybe multiple role playing opportunities for segments of the 6 steps would be recommended with either student to student role playing or student to adult volunteer (teacher or local sales person(s)).

<p>Some of the content should be revised to reflect what is published by National FFA for the Ag Sales CDE. I will email Doug the manual that has a lot of great information in it. They also use the textbook ProSelling. The links within the current e unit are all expired which makes me question some of the content. The most outdated I believe is the six step selling process. The National Ag Sales Manual lists five steps. The link to the six step selling process in the e-unit looks to be from a foreign website. The Pro Selling book also highlights the buying process as well, which should be updated on this lesson. Another thing missing is the term rapport or building rapport. I think it should be a central focus of the lesson. All in all, you could create this lesson use the outline provided in the ag sales manual.</p>	<p>Engage- There are plenty of videos of selling situations on youtube. One that is my go too is produced by national ffa and shows the steps in the sales process. Students could watch and answer questions about that.</p> <p>Explore- Feature and Benefits are a huge part of the sales process and could be classified as a whole learning objective. Students should be able to look at their products and compare in against others, determining what features set it apart AND how that will benefit the customer. This could easily be done using agricultural equipment. Take three lawn mowers, compare and contrast the features of each, and if you were a salesman, how could you explain that as a benefit to the customer.</p> <p>Explain- There has to be an actual sales pitch part of this lesson. It is very common for an ag sales contestant to sell off of a "specification" sheet. Maybe the assignment is first to create a spec sheet for an agricultural product to use in a sales call. I could provide some examples. Then provide some example customer profiles for teacher to use and set up a mock sales situation. Rubric should be developed using the five steps in the sales process provided in the national ffa handbook.</p> <p>Elaborate- There are many sales people in our local communities. Setting up a panel for a teacher should be fairly easy. Great way to elaborate on the skills needed to be a salesman.</p> <p>Evaluate- Looking at the other 5E lesson plans, this is usually some sort of formal assessment.</p>	<p>Most all activities are described above.</p>
--	---	---

<p>It probably doesn't matter where this lesson is placed within the Ag Sales and Marketing curriculum, but my personal feeling is this lesson would be better suited to follow Lesson B7-3 "The Marketing Plan" because the majority of the objectives are closely associated as components of a good marketing plan.</p>	<p>A learning activity that could be introduced would be the class surveying themselves for everyone's like or dislike of a product(s) and how its currently marketed. An example could be soft serve ice cream and its availability locally. Identify the number of businesses offering soft serve ice cream, the variety of flavors offered, variety of other food and drink items offered, which current businesses products and buying experience are most favored, etc. The survey data will help the class determine the market opportunity for a new soft serve shop, the products with the greatest public demand, and which existing businesses are the greatest competition. Use the results to target the products to offer the public and what segment of the public will be the target market.</p>	<p>There may be items of interest at this website that is a broad area of the Market Plan and analysis content. Could use an example of an agriculture company in the complete process of a market analysis and its components.</p>
<p>No</p>	<p>Nothing to add or change</p>	<p>Nothing to add or change</p>
<p>None</p>	<p>??</p>	<p>??</p>

<p>Please include any other thoughts you would like to make us aware of related to your review of this lesson.</p>	<p>What resources do you recommend for the revision of this lesson? This could be a textbook, webpage or any other source of information that would be helpful for a writer creating the content fo the new lesson.</p>			
<p>N/A</p>	<p>The Wikipedia search noted above.</p>			
<p>The web resource URL's currently listed are no longer available but the resource can be found with an extended search for key words from the title or publisher.</p>	<p>Website article: "11 Unique Branding Ideas to Consider in 2020" and a video at Youtube.com titled "Graphic Design and Branding Process"</p>			

None	Good resource reference: <a href="http://www.teach-nology.com/subject_matter/business">www.teach-nology.com/subject_matter/business</a> "Great Ways to Teach Students about Marketing"			
Its a trivial thing, but I would suggest choosing a different background formatting in the PowerPoint for this lesson. There is an object that floats across the screen that prevents slide movement forward or backward until it has moved from one side to the other. Slows down mobility between slides and is a distraction from the text content as the object moves from one side to another. I found myself staring at the thing as it moved across instead of reading the content.	None			
In my mind it is a very appropriate and timely lesson addition.	Obj. 1 - <a href="http://www.buffer.com/social-media-marketing">www.buffer.com/social-media-marketing</a> "What is Social Media Marketing" Obj. 2 - <a href="http://www.sproutsocial.com/insights/social-media-marketing-strategy/">www.sproutsocial.com/insights/social-media-marketing-strategy/</a> Obj. 3 - <a href="http://www.biteable.com/social-media-marketing-tools/">www.biteable.com/social-media-marketing-tools/</a> "15 Must Have Social Media Marketing Tools for 2020" Obj. 4 - <a href="http://www.impactbnd.com/blog/growsocial-media-following/">www.impactbnd.com/blog/growsocial-media-following/</a> "How to Grow a Social Media Following in 2020 - 9 Essential Steps"			
None	There may be something gained from this video: <a href="http://study.com/academy/lesson/marketing-games-for-students.html">study.com/academy/lesson/marketing-games-for-students.html</a>			

<p>LS-A Designing Product Packaging question 3 cannot be answered (Apple vs. Microsoft) because of the missing "iPod" video on youtube.com.</p>	<p>Resource: Emerging Packaging Patterns at <a href="http://www.packagingstrategies.com">www.packagingstrategies.com</a> : Is an article on global packaging trends for 2020. Maybe a substitute for unavailable "iPod" video  Resource: <a href="http://Parklane.com">Parklane.com</a>  Resource: <a href="http://youtube.com">youtube.com</a> "Logo and Package Design / Full Process"  Resource: <a href="http://www.valpak.co.uk/docs/default/external-publications/incpen_why_products_are_packaged_the_way_they_are.pdf">www.valpak.co.uk/docs/default/external-publications/incpen_why_products_are_packaged_the_way_they_are.pdf</a>.</p>			
<p>Very brief overview of the expansion toward e-Commerce emphasized by this video resource: <a href="http://youtube.com/watch?v=t49JkYAoE">youtube.com/watch?v=t49JkYAoE</a> "The Future of Retail" which may relate to Objective 2; however, this video may actually fit in a different lesson in the Ag Sales and Marketing series.</p>	<p><a href="http://youtube.com/watch?v=0xzN6FM5x_E">youtube.com/watch?v=0xzN6FM5x_E</a> "Flex Tape" commercial ...and/or...  <a href="http://youtube.com/watch?v=3t6bLugtJkQ">youtube.com/watch?v=3t6bLugtJkQ</a> 2014 Chevy Commercial - Maddie</p>			
<p>N/A</p>	<p>Obj. 4 - <a href="http://youtube.com/watch?v=_GgLM4tZX0Y">youtube.com/watch?v=_GgLM4tZX0Y</a> Farmers Market: Preparation and Booth Set Up</p>			
<p>Combining the Sales unit with the 6 Steps makes a very large lesson unit, yet the combination is likely justified with this probably being the most heavily utilized lesson if FFA members are competing in the Ag Sales CDE.</p>	<p>It may be too advanced in some areas, but an article (with video supplements) at <a href="http://learn.g2.com/sales-pitch">learn.g2.com/sales-pitch</a> "How to Give a Killer Sales Pitch" could be useful for the 6 Step selling process of the lesson. You could potentially dissect portions of the video shorts to identify distinct segments of the 6 Steps. *This could also be a potential learning activity for the teacher to strengthen their knowledge in managing existing student's practice sales activities.</p>			

<p>The learning objectives can be taught in a very creative way and I am excited to potentially see them adopted. I think all of the links in the current e-units should be looked at to see if they are creditable. The most relevant content can be found in the national ag sales manual and in the proselling text book.</p>	<ul style="list-style-type: none"> <li>- ProSelling Text</li> <li>- National Ag Sales Manual</li> </ul>			
--	---	--	--	--

None	<p>1) 7 Ways to Evaluate Your Marketing Plan <a href="http://www.smallbusiness.chron.com/7-ways-evaluate-marketing-plan-58331.html">www.smallbusiness.chron.com/7-ways-evaluate-marketing-plan-58331.html</a></p> <p>2) How to Define Your Target Market <a href="http://www.inc.com/guides/2010/06/defining-your-target-market.html">www.inc.com/guides/2010/06/defining-your-target-market.html</a></p> <p>3) How Much Should You Be Spending on Marketing? <a href="http://www.nuphoriq.com/create-a-marketing-budget">www.nuphoriq.com/create-a-marketing-budget</a></p>			
None	<p>Look for newer content material (if needed) at: 1) <a href="http://www.talkroute.com">www.talkroute.com</a> "11 Sure Ways to Keep Your Customers Coming Back"</p> <p>2) <a href="http://www.entrepreneur.com/article/240625">www.entrepreneur.com/article/240625</a> "4 Strategies to Keep Customers Coming Back"</p> <p>3) <a href="http://www.trainingmag.com/content/how-to-handle-customer-complaints/resource">www.trainingmag.com/content/how-to-handle-customer-complaints/resource</a></p>			
None	<p>Content resources: 1) <a href="https://www.rmahq.org/credit-risk-management-best-practices-techniques/">https://www.rmahq.org/credit-risk-management-best-practices-techniques/</a></p> <p>2) <a href="https://www.growthforce.com/blog/5-collections-strategies-to-improve-cash-flow">https://www.growthforce.com/blog/5-collections-strategies-to-improve-cash-flow</a></p>			




--	--	--


What is the title of the lesson you are reviewing? Please include the lesson code and title (ex. B3-4 Employee Management).	Do you feel this is a relevant lesson for an Agribusiness course at the high school level? (Use the other option to provide any notes)	Do you feel the learning objectives are appropriate for this lesson?	Is there any additional content that you feel is missing and recommend to be included in this lesson?
C1-1 The Free Enterprise System	Yes	Yes	I would encourage some research on agriculture commodities on % amount of GDP for your state.
C1-2 Economic Principles	Yes	Yes	History of agriculture business and the way things have evolved into a few large firms in control. This has had a devastating effect on agriculture during this time.
C1-3 Supply and Demand	Yes	Yes	Corona virus discussion impacting S and D will be talked about for years to come. The toilet paper shortage and meat shortages.

C1-4 Elasticity	Yes	Yes	Interest approach - what would you do if you got out of school today and gas prices have doubled? What if gas prices were cut in half? You can only/buy a limited amount of gas (tank full) no matter the price. The short term you are going to buy gasoline no matter the price in the long run that may change, buy a more fuel efficient car.
C1-6 Consumers and Choices	Yes	Yes	The choices of colleges could be talked about during this lesson. When I am recruiting I talk about the economics of a community college.
C1-6 Consumers and Choices	Yes	Yes	A good example for diminishing returns is BOGO. You will pay full price for the first item and will buy the second one for half off.

C1-6 Consumers and Choices	Yes	Yes	Property Value and Appraisal - NRCS programs that are available can set a floor price for land values.
C1-7 Macroeconomics	Yes	Yes	Interest approach students should compare their state unemployment to US to see if the state is doing better or worse than the US. Maybe possibly even local area unemployment.

<p>These lessons will be revised into the 5E format and writers will include a learning activity for each of the 5 E's (Engage, Explore, Explain, Elaborate, Evaluate). What learning activities do you recommend be included in this lesson that relate to the current content?</p>	<p>What additional lab activities or learning activities do you suggest be added to this lesson. Current lab activities are found on the pages labeled LS at the top.</p>	<p>Please include any other thoughts you would like to make us aware of related to your review of this lesson.</p>	<p>What resources do you recommend for the revision of this lesson? This could be a textbook, webpage or any other source of information that would be helpful for a writer creating the content for the new lesson.</p>
<p>Top commodities by state and possibly by county - <a href="https://www.nass.usda.gov/index.php">https://www.nass.usda.gov/index.php</a></p>	<p>I like to include interview components and think this is a good opportunity to have students interview an older farmer and discuss farming practice in the past as it relates to economics. We have seen an unbelievable shift from labor to capital.</p>		<p><a href="https://www.nass.usda.gov/index.php">https://www.nass.usda.gov/index.php</a></p>
<p>Evaluate - Students should also take a personal inventory of their land, labor, capital, and management as it pertains to starting a small business on their own,</p>	<p>I have students select a couple of potential side businesses based on their resources. During a group sharing time they select what they feel is the best idea. Students then develop a Facebook page, web page or you tube commercial for their business.</p>	<p>Economics is everywhere and students must become aware that all decisions impact them economically. Going to community college vs university vs private college has an economic impact.</p>	<p><a href="https://www.sidehustlenation.com/">https://www.sidehustlenation.com/</a></p>
<p>Chart showing the price of corn over the years is a great discussion on how the US has built a great demand while greatly increasing supply.</p>	<p>I like to discuss ticket scalping and how that relates to supply and demand. Also the concept of forward contracting in the fact I can sell a super bowl ticket before I have one. Arizona law requires that scalping is legal in the designated area, place for buyers and sellers to come together.</p>	<p>I try to teach demand curve separate and then follow up with supply curve. After they get a good understanding of both of those do I put that on the same graph "market price". I am also surprised how much these lessons follow my lessons I am teaching in ag econ, but from the students response not much information is being retained from the high school.</p>	<p><a href="http://doc.cat-v.org/economics/bar_stool_economics">http://doc.cat-v.org/economics/bar_stool_economics</a></p>

<p>I like to get a piece of elastic, talk about changing prices. If steak goes down in price you may actually pay more total dollars for steak.</p>	<p>This is where you need to have students draw the demand curves with different data points to change the angle based on elasticity.</p>	<p>This is a difficult concept for students to understand. They need to focus on substitute goods as well. Beef vs pork vs chicken and the consumer dollar.</p>	<p><a href="https://www.extension.iastate.edu/agdm/wholefarm/pdf/c5-207.pdf">https://www.extension.iastate.edu/agdm/wholefarm/pdf/c5-207.pdf</a></p>
<p>One of my favorite econ lab activities (and most expensive) is the auction I hold. I hand out monopoly money to students and ask them if it is real. What would make it real? It takes awhile but they finally get to the point that if they could buy something. Then I get out auction items to sell which they can buy. Not all students get the same amount of pay at the beginning. I sell candy, extra credit points, lotto tickets and students have to choose where to spend money. My favorite story was when a girl that works at the uptown pizza store traded a large pizza for \$1,000 of monopoly money. She wanted the extra credit.</p>	<p>If you do the donuts and the auction activities that will pretty will cover this lesson.</p>	<p>I like to have students measure utility with powdered donuts. I bring in a bag of the small donuts and ask for a volunteer to eat donuts. As they eat each one they give it a satisfaction score on a scale of 1-10. As they get past 10 or so the scores quickly decline and will get all the way to zero when they are stuffed. Then you can graph the results.</p>	<p><a href="https://cdn.ramseysolutions.net/education/hs/personal_finance/media/teacher_resources/ch6/Activity_Opportunity_Cost.pdf">https://cdn.ramseysolutions.net/education/hs/personal_finance/media/teacher_resources/ch6/Activity_Opportunity_Cost.pdf</a></p>
<p>Students should use their own vehicle to determine fixed cost, variable cost, total cost, and cost per mile to drive. Teaching at a community college the driving expense is more than they anticipate. So this lab can be counterproductive.</p>	<p>Break even cost to produce ag commodities is important. The students on the production farm try to evaluate the break even cost on their farm. I try to pair students up with t a farmer that do not have production cost.</p>	<p>Short run vs long run is a good discussion. I may still produce corn this year but on the long run may want to change.</p>	<p>FAST Tools - crop budget forms</p>

<p>I like to have students interview someone who has bought farmland many years ago about the prices at the time and they can estimate the today's value using some of the resources. Today is doesn't take many acres to equal \$1 million in value.</p>	<p>I have students investigate a land auction coming up. Using Acrevalue and Soil Web Survey to make a prediction on land selling price. Then after the sale we can see who had the best answer.</p>	<p>The ROI on farmland over time continues to make land a good investment. With the increase in value the opportunity cost for money in the bank may exceed cash rent.</p>	<p><a href="https://www.acrevalue.com/map/IL/?lat=39.795093&amp;lng=-89.50478&amp;zoom=7">https://www.acrevalue.com/map/IL/?lat=39.795093&amp;lng=-89.50478&amp;zoom=7</a> Hertz Land Management has a monthly newsletter that would be helpful as well.</p>
<p>Consumer Price Index and how it relates to inflation/math problem. Make sure they compare apples to apples</p>	<p>History lesson on agriculture in the 80's with 20% interest and high inflation. Farm crisis was very similar to the housing crisis in 2008.</p>		<p><a href="https://www.usdebtclock.org/">https://www.usdebtclock.org/</a></p>




What is the title of the lesson you are reviewing? Please include the lesson code and title (ex. B3-4 Employee Management).	Do you feel this is a relevant lesson for an Agribusiness course at the high school level? (Use the other option to provide any notes)	Do you feel the learning objectives are appropriate for this lesson?
C2-1 Economics of International Trade	Yes	Yes
C2-1 Economics of International Trade	Yes	No
C2-2 Exporting and Importing Agricultural Products	Yes	Yes

C2-2 Exporting and Importing Agricultural Products	Yes	Yes
C2-3 Trade Agreements and Barriers	Yes	Yes
C2-3 Trade Agreements and Barriers	Yes	Yes

<p>Is there any additional content that you feel is missing and recommend to be included in this lesson?</p>	<p>These lessons will be revised into the 5E format and writers will include a learning activity for each of the 5 E's (Engage, Explore, Explain, Elaborate, Evaluate). What learning activities do you recommend be included in this lesson that relate to the current content?</p>	<p>What additional lab activities or learning activities do you suggest be added to this lesson. Current lab activities are found on the pages labeled LS at the top.</p>
<p>Update numbers to current information - All slides</p>	<p>Have students draw a country out of a hat and then compare it to the USA and the top producing country</p>	<p>LS??? I only see Powerpoint Slides</p>
<p>Overall addressing more (throughout the unit, not just this lesson) of the political, socio-, cultural and economic issues that surround international agriculture. In the resources section on this form, I've included a number of links that add more content on these topics.</p>	<p>One of the challenges of teaching International Agriculture is that it is literally studying the whole world, which can be daunting and make it hard for a teacher to know where to start. However, this same idea makes it an ideal unit for utilizing the 5E format, because there are so many different case studies that students could do in teams and questions that they could develop. Giving students countries and having them decide how they would compare those countries. What questions would they ask? What information would they need? Then have them go find that information, chart it and compare. Also potential for students to start their own countries and then draw cards that tell them what type of land or government or population they have. They then have to figure out how to work with the surrounding countries to make trades. This should be able to quickly illustrate why international agriculture is so complex.</p>	
<p>Update all slides with current information</p>	<p>Have groups of students develop graphs or pie charts for various commodities and present to class.</p>	<p>LS???</p>

<p>As stated in the first lesson, at some point in the unit more focus could be put on the cultural, political and socio-economics effects on trade and vice versa. Also potential in the overall unit to address international agricultural effect on hungry, poverty and health around the world.</p>	<p>Have students discover what comparative advantage and absolute advantage are by setting up group simulations. All groups can build our two different items. Each group has a different amount of each of the raw materials needed to make their product. One group will be able to easily produce all that they need and have others to trade for or sell. Some groups will see that it is better to use their resources towards one item over the other and have extras to trade or sell. Great videos and articles on some of the resources included that would make for exploration and elaborate type of activities with students reflecting on their views.</p>	<p>Listed above. Students could also have a capstone project or lab exploring one country throughout the lessons and adding to it as they look at new aspects of international agriculture.</p>
<p>Update numbers. NAFTA --&gt; USMCA</p>	<p>Have students write a paper comparing USMCA to EU or NAFTA</p>	<p>LS???</p>
<p>As stated in earlier reviews from International Ag, there are opportunities to explore more of the cultural, political (this unit starts to do that), and socio-economic issues of trade. Along with elaborating in this unit (not necessarily this lesson) on the effects of world hunger, poverty and health on international agriculture.</p>	<p>Potential for more case studies for students to explore the complexities of international agriculture. Also can have class simulations where there are a variety of countries that have unique resources, laws, governments, etc. Can give them options to add barriers to their trade and have them see how it effects their GNI and draw conclusions.</p>	<p>The Foundation for Teaching Economics had some student lessons that could be adapted more specifically for agriculture and some already were. Along with suggestions above and in the other International Agriculture Lesson Reviews.</p>

<p>Please include any other thoughts you would like to make us aware of related to your review of this lesson.</p>	<p>What resources do you recommend for the revision of this lesson? This could be a textbook, webpage or any other source of information that would be helpful for a writer creating the content fo the new lesson.</p>			
<p>Generally effective if updated with current numbers.</p>	<p>FAO &amp; USDA databases</p>			
<p>Some of the learning objectives are appropriate, just need to be updated to current terminology that is used in international studies. I think the Malthusian theory could be removed or it needs a lot more explanation and exploration into it's validity. Understanding GNI vs GDP. Also adding to this unit career based lesson on the jobs within International Agriculture.</p>	<p><a href="https://www.princetonreview.com/college-majors/144/international-agriculture">https://www.princetonreview.com/college-majors/144/international-agriculture</a> (Careers in International Ag)  <a href="https://agsci.psu.edu/international/intad">https://agsci.psu.edu/international/intad</a> (Penn State International Agriculture Program)  <a href="https://asiasociety.org/mapping-nation/toolkit">https://asiasociety.org/mapping-nation/toolkit</a> (Activities &amp; Graphics)  <a href="https://agricorps.org/">https://agricorps.org/</a>  <a href="http://www.fao.org/home/en/">http://www.fao.org/home/en/</a> (Content)  <a href="https://www.un.org/en/development/desa/policy/wesp/wesp_current/2014wesp_country_classification.pdf">https://www.un.org/en/development/desa/policy/wesp/wesp_current/2014wesp_country_classification.pdf</a> (Content)</p>			
<p>Good concepts. Need to update data with current information</p>	<p>FAO &amp; USDA databases</p>			

<p>Biggest need is updating to more current figures or linking to pages that stay updated. Some terminology updates to be made as well.</p>	<p><a href="https://www.usda.gov/topics/trade">https://www.usda.gov/topics/trade</a> (Content)  <a href="https://www.investopedia.com/ask/answers/033115/what-difference-between-comparative-advantage-and-absolute-advantage.asp">https://www.investopedia.com/ask/answers/033115/what-difference-between-comparative-advantage-and-absolute-advantage.asp</a> (Videos on Comparative vs absolute advantage)  <a href="https://asiasociety.org/mapping-nation/toolkit">https://asiasociety.org/mapping-nation/toolkit</a> (Activities &amp; Graphics)  <a href="https://agricorps.org/">https://agricorps.org/</a></p>			
<p>Good if made current and NAFTA info replaced with USMCA info.</p>	<p>EU, FAO, USDA and US Department of Commerce websites and databases.</p>			
<p>Update on information, as there are new trade policies that could be included, along with updating outdated information.</p>	<p><a href="https://ustr.gov/trade-agreements/free-trade-agreements/north-american-free-trade-agreement-nafta">https://ustr.gov/trade-agreements/free-trade-agreements/north-american-free-trade-agreement-nafta</a> (content)  <a href="https://nationalaglawcenter.org/overview/international-trade/">https://nationalaglawcenter.org/overview/international-trade/</a> (content)  <a href="https://www.fte.org/teachers/teacher-resources/lesson-plans/tradelessons/">https://www.fte.org/teachers/teacher-resources/lesson-plans/tradelessons/</a> (activities)</p>			



What is the title of the lesson you are reviewing? Please include the lesson code and title (ex. B3-4 Employee Management).

Do you feel this is a relevant lesson for an Agribusiness course at the high school level? (Use the other option to provide any notes)

Do you feel the learning objectives are appropriate for this lesson?

C3

C3-1 Commodity Trading	Yes	Yes
------------------------	-----	-----

C3-1 Commodity Trading

Yes

Yes


<p>Is there any additional content that you feel is missing and recommend to be included in this lesson?</p>	<p>These lessons will be revised into the 5E format and writers will include a learning activity for each of the 5 E's (Engage, Explore, Explain, Elaborate, Evaluate). What learning activities do you recommend be included in this lesson that relate to the current content?</p>	<p>What additional lab activities or learning activities do you suggest be added to this lesson. Current lab activities are found on the pages labeled LS at the top.</p>
--	--	---

Intro to Comm Marketing:

Page 2 – cash sale

Delete under disadvantages - one of the riskiest (it actually is the least riskiest from a transaction stance – it is complete. Holding grain is riskier for many reason) I suggest replacing “there is no price protection” with “There is no benefit from higher prices once completed”

Deferred Pricing Agreement:

Needs to include this statement – Seller is an unsecured creditor to the buyer – this type of contract is not covered by the grain insurance fund many states provide to producers against failure of the buyer to pay.

Also note, most elevators call this contract Delayed Pricing instead of Deferred Pricing- it many times is confused with Deferred Payment which is different.

Page 4 – Basis contract:

Futures price can be set at any time prior to delivery and in some cases post -delivery. Price must be set or rolled forward by 1st notice day of the aligned futures contract.

Some basis contracts allow producer to take up to 80% of the value of the commodity once delivered. If that is the case the producer has risk of repayment back to the buyer if the commodity drops more than 20% of the value between from payment to futures price being set.

Commodity Exchange:

Add:

Understanding the financial leverage provided in using commodity markets along with the risk involved is essential

Futures Market section:

Add:

Commodity futures prices can go to negative values if deemed appropriate by certain cash market conditions

Page 2 – remove frozen pork bellies – no longer traded

Expanding your knowledge should include an exercise showing profit or loss on a futures market trade.

Technical Analysis:

Seems complete and in simple terms

would incorporate elevator manager, and area commodities broker as guest speaker

real or video field trip to CME would bring more meaning to course content

1. Electronic Trading Platforms  
2. Compare Agricultural vs. Non-Agricultural Commodity Market Influences

**Engagement Activities:**  
A hypothetical discussion on whether or not students would like to lock-in prices of common objects that they purchase is great. I also like to introduce students to a mock trading scenario before they know much of anything about commodity trading. I typically do a joint lesson on basic principles of Econ when teaching trading, so the mock scenario is a good way to put them in the mindset of a trader or farmer using the markets.

**Explore Activities:**  
Provide a brief synopsis of a given year in a specific commodity without giving away the cause of those price shifts. For example, show students graphs of 2012 or the 2005/06 era. Have those students hypothesize why these price shifts occurred, and then research historical events in agriculture to develop causal relationships. The idea is that they draw connections from world events (like 2012 drought or ethanol subsidy in 05/06) to commodity markets and business decisions.

**Explain Activities:**  
I use a series of analogies to explain the different methods of marketing, and students have to compare and contrast each type. Students should identify the similarities between trading methods vs. differences. Another marketing scenario can be helpful here as well. These marketing scenarios should be able to be completed in one day as a team or individual.

**Elaboration Activities:**  
Students should create a notes page or pocket-guide for commodity basics. I have students generate a multi-circled Venn diagram to compare/contrast methods of commodity marketing. Students could also create children's books or some other booklet to tell the story of how markets historically evolved from agricultural trading to sophisticated financial dealings. To elaborate on the roles involved, I would develop a modified version of the telephone

The commodity scenarios I am describing would be essential. Three of these would suffice, and I would be happy to share what I have already. Some lab sheets for those historical trading connections would be great - something to pass out and shuffle so that students seem to have a variation of things to research independently, like their own little mystery. I would also appreciate some premade note sheets with graphic organizers or Venn-diagrams. Rules for the telephone trading game would be great. Maybe a modified version of Pit using regular playing cards. That final two- or three-day trading scenario would be ideal. This would inspire great discussion. I have the perfect example to show the writers for this.


<p>Please include any other thoughts you would like to make us aware of related to your review of this lesson.</p>	<p>What resources do you recommend for the revision of this lesson? This could be a textbook, webpage or any other source of information that would be helpful for a writer creating the content fo the new lesson.</p>			
--	---	--	--	--

--	--	--	--	--

set up a trading exercise in the class with each student picking their commodity

CME has handouts and Booklets to help understand terms trading etc

--	--	--

Combining B9-1 and B9-2 is going to result in a lot of information for one distinct lesson. While I feel that the subject goes well together, much of the historical information from B9-2 is only relative or important in the right context, and I personally only briefly address the historical context of commodity trading. I would just caution the writer of this lesson to be aware of the practicality of so much information.

I would like to share my personal teaching materials that I have developed based on this content. I would also recommend the writer utilize educational tools from CME Group. Historical pricing data from CME is extremely important, and for historical context I would recommend reviewing FarmDoc publications from the University of Illinois - respective to the time period of interest. Sometimes even just glancing at the headlines from those publications can generate a useful sense of what was happening in the markets.


--	--	--

--	--	--

--	--	--

--	--	--


What is the title of the lesson you are reviewing? Please include the lesson code and title (ex. B3-4 Employee Management).	Do you feel this is a relevant lesson for an Agribusiness course at the high school level? (Use the other option to provide any notes)	Do you feel the learning objectives are appropriate for this lesson?
D1-1 Contracts	Yes	No

<p>Is there any additional content that you feel is missing and recommend to be included in this lesson?</p>	<p>These lessons will be revised into the 5E format and writers will include a learning activity for each of the 5 E's (Engage, Explore, Explain, Elaborate, Evaluate). What learning activities do you recommend be included in this lesson that relate to the current content?</p>	<p>What additional lab activities or learning activities do you suggest be added to this lesson. Current lab activities are found on the pages labeled LS at the top.</p>
<p>Biggest recommendation is to infuse more activities and discussion into the lesson. Content seems fine, just more need for elaboration on concepts.</p>	<p>Putting students into groups and dealing with case studies. Having them review contracts and identify missing parts. Throughout the Ag Law Unit, debates are another valuable activity to give students a chances to use what they are learning about contracts or law to argue one side or the other. Example activities can be found in the resources link and could be a model for more agricultural specific examples.</p>	<p>Having students create contracts along with activities listed above.</p>

<p>Please include any other thoughts you would like to make us aware of related to your review of this lesson.</p>	<p>What resources do you recommend for the revision of this lesson? This could be a textbook, webpage or any other source of information that would be helpful for a writer creating the content fo the new lesson.</p>			
<p>Learning objectives are not bad, just add more on what students will be able to do or create. Students will be able to create a basic elements with all required parts.</p>	<p>Resources: <a href="https://www.justgreatlawyers.com/how-to-teach-kids-about-why-contracts-and-laws-are-important">https://www.justgreatlawyers.com/how-to-teach-kids-about-why-contracts-and-laws-are-important</a> (Activities)  <a href="https://study.com/academy/lesson/parties-to-a-contract-promisor-promisee-beneficiary.html">https://study.com/academy/lesson/parties-to-a-contract-promisor-promisee-beneficiary.html</a> (Videos explain parts of a contract)  <a href="https://www.americanbar.org/groups/public_education/resources/">https://www.americanbar.org/groups/public_education/resources/</a> (Potential activities &amp; content)</p>			


What is the title of the lesson you are reviewing? Please include the lesson code and title (ex. B3-4 Employee Management).	Do you feel this is a relevant lesson for an Agribusiness course at the high school level? (Use the other option to provide any notes)	Do you feel the learning objectives are appropriate for this lesson?	Is there any additional content that you feel is missing and recommend to be included in this lesson?
E1 Personal Finance			FICO Scores - How are the calculated, what do they mean, how to improve your FICO score how to buy property, how to buy a house, what are inspections, What is a mortgage!
E1- 6 Personal Insurance	Yes	Yes	ABR B5-3
E1- 6 Personal Insurance	Yes	Yes	ARB B5:5 I don't think there is any content missing.
E1- 6 Personal Insurance	Yes	Yes	ABR B5:6

E1-1 Personal Finances and Goals	Yes	Yes	difference between wealth and income
E1-2 Personal Financial Documents	Yes	Yes	no

E1-2 Personal Financial Documents	Yes	Yes	ABR: B5-1 is very detailed and I think that is very good for HS students!
E1-3 Personal Budgeting	Yes	Yes	identify needs vs wants; decision-making

E1-4 Credit	Yes	Yes	difference of credit cards (student/ secured) how does credit card interest work
E1-5 Financial Investments	Yes	Yes	Careers associated with finance

E1-5 Financial Investments	Yes	Yes	This is lesson ABR B5-2
E1-6 Personal Insurance	Yes	Yes	ID theft renter's insurance

E1-7 Online Banking	Yes	Yes	Direct Deposit online bill pay schedule bill pay
Personal Finance			Into to the Stock Market

<p>These lessons will be revised into the 5E format and writers will include a learning activity for each of the 5 E's (Engage, Explore, Explain, Elaborate, Evaluate). What learning activities do you recommend be included in this lesson that relate to the current content?</p>	<p>What additional lab activities or learning activities do you suggest be added to this lesson. Current lab activities are found on the pages labeled LS at the top.</p>	<p>Please include any other thoughts you would like to make us aware of related to your review of this lesson.</p>	<p>What resources do you recommend for the revision of this lesson? This could be a textbook, webpage or any other source of information that would be helpful for a writer creating the content for the new lesson.</p>
<p>Calculating and comparing different life insurance types</p>	<p>See above, also having an insurance sales person come in and talk with them about price comparison between buying at 18 versus age 40</p>	<p>This is a great lesson, but another one of those that gets brushed over that is really important.</p>	<p>Working through actual prices for them at 18 versus the cost at 40 and comparing whole life and term.</p>
<p>I have said this on all of these and I feel like a broken record BUT an agent coming in and showing them comparison numbers and showing them if they have an accident how much they will have to pay and save with the various policies.</p>		<p>I also suggest that you make the powerpoints a little longer in slide number but with less material on each slide.</p>	<p>an agent</p>
<p>I think this looks good, might want to add a slide about riders for jewelry or other big expense items</p>	<p>Again comparing apples to apples and showing what the plan costs but what a claim would cost across the board.</p>	<p>I also suggest that you make the powerpoints a little longer in slide number but with less material on each slide.</p>	<p>an agent</p>

<p>Creating budgets while reading through student activity groups (FFA, FCCLA) project plans, Creating a budget for an retired family member, discussion of wealth vs. income and identifying how these are different; student driven project - create an escape box by balancing budgets, selecting investments, and answering questions pertaining to personal savings options; present a budget proposal; identify investment options/ strategies at different ages and how that affects overall savings/ retirement (if I start to save \$5/day at age 18, what will it look like at 65?) (if I don't start saving until age 30, how much will need to saved each day to get to same level at \$5/day at age 18) Further activities on investments will resurface in lesson E1-5</p>	<p>budget building activities,</p>	<p>turn the table around for the students, have them analyze a budget. there are times we focus on teaching the appropriate parts to a budget but we often don't have time to have students serve as the evaluator of a budget</p>	<p><a href="https://www.hsfpp.org/resources/resources-library.aspx">https://www.hsfpp.org/resources/resources-library.aspx</a></p>
<p>Identify the parts of a bank register, parts of a check, parts of a bank statement Write-out checks, learn how to properly fix a mistake when writing a check How to void a check Research check fraud and how simple mistakes can lead to fraud Check writing practices presentation by an accountant or representative from a local bank Work through bill payment scenarios when writing checks and recording in register How to record activity in a register if a check was not used How to endorse a check Evaluate a bank reconciliation statement</p>	<p>Have students practice signing their name (many students do not know how to read or write using cursive). This may sound elementary, but it is true. There are several apps available for students to use to keep track of finances (Checkbook-Account Tracker as an example)</p>	<p>is this practice almost obsolete? However, I feel it is extremely necessary to learn how to identify funds coming-in and going-out of an account to get a full feel of account activity. Check register is not a common practice as it once was. As many students will never have to write a check but they have to grasp the concept.</p>	<p>Office 365 offers many templates for free (Checkbook register is an example). <a href="https://www.moneyinstructor.com/checks.asp">https://www.moneyinstructor.com/checks.asp</a></p>

<p>I would suggest a lab activity balancing a check book, writing a deposit slip, writing a check, etc</p>	<p>See the previous answer balancing a check book, writing a deposit</p>	<p>There are a lot of things on the power point that I think could be stream lined.</p>	<p>This lesson is unique that I think a local banking center would be able to provide useful materials for the classroom to keep it as up to date as possible.</p>
<p>identify common living expenses, analyze how living expenses can increase/decreased based on location  Discussion of how will your career determine how and where you live  Identify independent living - how much will it cost to move (turn-off/turn-on utilities, costs with buying/selling a home/vs/renting, costs of mover/rental of van/truck) - how will a roommate help with expenses - what is the costs of simple furniture/appliances  create a monthly budget  Elaborate on Consumer Awareness and how proper decision-making can maintain spending habits  solve a scenario of a family who needs to build an emergency fund who is already on a tight budget  Use the envelope system by David Ramsey as a classroom project</p>	<p>series of questions to ask...What should I wear, Where should I eat...how we answer these questions should be within our budget, if we answer these questions and our activity takes us over budget, then what are the repercussions</p>	<p>relate to emergency fund - how changes in our society (COVID-19) forces people to plan for or "wish-they-had" an emergency fund</p>	<p>See E1-1 for budgeting  Apps like NerdWallet provide financial guidance  <a href="http://www.incharge.org">www.incharge.org</a> - provides financial literacy for high school students</p>

<p>create a video of how a credit card works          Find a credit card that is forcing a consumer to sign-up to save x% at point of purchase in the long run how will that decision impact your overall credit          Analyze the topic of how to build credit responsibility          How to protect credit history - How to read a credit report          Research student/auto loans, practice filing the proper paperwork          Perform a mock loan closing with local banking personal</p>	<p>practice filling out forms - what information is needed - do students know or do they have to ask a parent</p>	<p>Students must fully grasp the concept of a bank register, then using a credit/debit card will be more successful - they have to understand how the money moves -</p>	<p>watch David Ramsey videos on credit cards/debit cards          Visa - developed an educational video game - Visa Financial Football          New York Times - I owe you lesson - <a href="https://learning.blogs.nytimes.com/2009/05/20/i-owe-you/">https://learning.blogs.nytimes.com/2009/05/20/i-owe-you/</a></p>
<p>work through calculators to discover best options for investments          Use Foundationsu.com - investing calculator available for students to use, also use the goal tracker and the retirement planning calculator.          Create a portfolio for their lives and careers - encourage students to think about their financial future          Use Banzai - provides financial scenarios          Assign a reading assignment (bankrate.com - 10 best retirement plans) - create cliff notes          Financial terms - students develop a game to learn key glossary terms used in mortgage and finance</p>	<p>The stock market game</p>	<p>none</p>	<p>The stock market game          Schwab has a resource called MoneyWise - activities directed to students learning how to pay attention to savings          Use a tracker like Mint.com to help identify what they are spending money on when it could be invested or saved          MyMoney.gov - another great website to learn about real-life personal finance          National Personal finance Challenge - online challenge</p>

<p>Following a few of the markets discussed for a period of time to see how they grow.</p>	<p>Potential research into the different types of stock sectors</p>	<p>I wonder if savings and treasury bonds need to be covered in as much detail? 30 years ago they were the go to, today are they even used? Covering the Mutual Funds and Stocks more I feel would be the way to go.</p>	<p>I think this would be a very beneficial time to bring in a financial investor and have them discuss their job and how they make decisions and what the different strategies they recommend with the students. May also be a good resource for you all to use to build and up date this lesson. I definitely think some of the detail about some of the older investment styles could be removed.</p>
<p>How much insurance is needed? Talk to an agent Discover vehicle insurance basic - compare companies and coverage Have students determine what influences insurance premium Explore state insurance department - what are the policies and regulations around health and auto insurance in their particular state Compare a risk profile of an individual - would you insure them? Find health care plans from variety of sources - choose one plan that best fits their needs Have students be able to explain to another student who is not currently in class how standard features of a health plan operate (deductibles, co-pays, doctor networks)</p>	<p>Read through a renters insurance agreement - why is it important to read the fine print?</p>	<p>Understanding people willingness to accept risk just as their occupation/lifestyle = price of insurance People can lower insurance premiums by behaving in ways that show they pose a lower risk</p>	<p>consumer-action.org - Successful homeownership Horacemann.com - provides a great guide to insurance</p>

<p>Research the history of online banking          Create cartoons to show how to get the most out of online banking (<a href="https://bettermoneyhabits.bankofamerica.com/en/personal-banking/checking-account-information">https://bettermoneyhabits.bankofamerica.com/en/personal-banking/checking-account-information</a>)          How did online banking become the mainstream?          Create an advertisement showcasing the benefits of online banking (video or audio)          Engage with a local banker to explore options of online banking          Compare apps that enhance the online banking forum          Interview adults (wide-range-of-age) of their use with online banking, discover their comfort level - Build this interview into a survey - Build this into a social science research experiment</p>	<p>Surfacing ID Theft and it's relationship to online banking</p>	<p>lesson needs to be tied bank to E1-2 - need to be able to identify the amount of money coming in versus how much money is going out</p>	<p>Use online banking simulation - <a href="https://www.moneyinstructor.com/onlinebanking.asp">https://www.moneyinstructor.com/onlinebanking.asp</a>  <a href="https://www.ngpf.org/blog/activity/simulation-activity-how-does-online-banking-work/">https://www.ngpf.org/blog/activity/simulation-activity-how-does-online-banking-work/</a>  <a href="https://www.fdic.gov/about/learn/learning/index.html">https://www.fdic.gov/about/learn/learning/index.html</a></p>
<p>How to invest, define the different funds. Growth, Income, Agressive, Bond funds</p>			





