

Agriculture, Food, and Natural Resources (AFNR) Frameworks 2021

## Section 8 – Agribusiness Systems (ABS) Pathway Frameworks

### Introduction

The Agribusiness Systems (ABS) Career Pathway encompasses the study of agribusinesses and their management including, but not limited to, record keeping, budget management (cash and credit), business planning, and sales and marketing. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the planning, development, application, and management of agribusiness systems in AFNR settings.

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### Recommended ABS Courses and Pathway Sequence

Students concentrating on the ABS pathway should complete a sequence of at least two courses within the following course offerings based their career goals and interests.

| **Introductory Courses** | **Intermediate Courses** | **Advanced Courses** |
| --- | --- | --- |
| 01 Principles of Ag., Food, and Natural Resources02 Advanced Principles of Ag., Food, and Natural Resources03 Principles of AFNR Biology (Science-Elective Credit)04 Advanced Principles of AFNR Biology (Science-Elective Credit)05 Agribusiness and Farm Business Management | 06 Advanced Agribusiness and Farm Business Management07 Agricultural Economics08 Agricultural and Applied Economics (Economics Credit)09 Agribusiness Finance and Accounting10 Agribusiness Sales11 Agribusiness Marketing12 Agricultural Communications and Journalism | 13 Agricultural Education, Research, and Development14 Specialty and Emerging Agribusiness Systems Topics93 Extended/ Summer AFNR Work-Based Learning (SAE) and Leadership (FFA)94 Agricultural Leadership Development95 Agricultural Career Seminar96 Advanced Agricultural Career Seminar97 AFNR Work Experience: Immersion SAE (Adv. Internship/Placement, Entrepreneurship, Research) |

### Recommended Work-Based Learning (WBL) and SAEs within ABS

A Supervised Agricultural Experience (SAE) is a student-led, instructor-supervised, Work-Based Learning (WBL) experience that results in measurable outcomes within a predefined, agreed upon set of AFNR Technical Standards and Career Ready Practices aligned to a Career Plan of study. SAE teaches technical skills and knowledge within the psychomotor domain of learning. SAE includes both experiential learning (i.e., pre-WBL) and WBL (federally defined as sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments, at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction; Sec. 3 [20 U.S.C. 2302] 55).

SAE/WBL is a required component of an AFNR program, first established in the Smith-Hughes Act (1917) and reinforced in each of the federal Perkins Career and Technical Education (CTE) Acts (1984 – I; 1990 – II;
1998 – III; 2006 – IV; 2018 – V, Public Law No. 115-224). Minnesota also requires WBL/SAE as a component of CTE Program Approval (Minn. R. 3505). Table 1 has example SAE opportunities within this pathway, as defined by the National Council for AFNR Education, Perkins V legislation, and the Minnesota Department of Education.

#### Table 1. Examples of WBL/SAE Curricula and Programs within ABS

| **SAE Program Area** | **Examples, Non-Exhaustive** |
| --- | --- |
| Experiential Learning (Foundational SAE; Pre-WBL) | * Career exploration
* Farm management training at a local bank
* Job shadowing a farm crop business consultant
* Volunteer for a CSA or local Farmer’s Market
* Field trip to audit and tax company that specializes in AFNR
 |
| Internship (Placement SAE; Immersion WBL) | * Working for an agricultural marketing/advertising firm
* Working at a bank in agricultural lending
* Working for a commodity processor
* Working for a leadership development consulting firm
 |
| Apprenticeship (Placement SAE; Immersion WBL) | * More than 450 hours in an internship, combined with coursework
* Contact MDE for support
 |
| Entrepreneurship (Entrepreneurship SAE; Immersion WBL) | * Starting a natural resource consulting firm
* Creating your own agricultural communications company
* Starting a local farmers market
* Custom commodity processing
 |
| Research (Research SAE; Immersion WBL) | * Consumer research perceptions of grass-fed beef
* Corn yield research/fertilizer
* Student perception of courses in agricultural business
 |
| School-Based Enterprise (School-Based SAE; Simulated WBL) | * Greenhouse Management/Operations SBE WBL
* Community Supported Ag/School Farm Operations SBE WBL
* Animal Production/School Farm Operations SBE WBL
 |
| FFA Work-Based Learning and SAE Proficiency Award Areas | * Agricultural Communications
* Agricultural Sales
* Agricultural Services
 |

### Recommended Social-Emotional Learning (SEL) and FFA Opportunities within ABS

The National FFA Organization (FFA) is a student-led, instructor-supervised, Career and Technical Student Organization (CTSO) that results in measurable outcomes within a predefined, agreed upon set of AFNR Social-Emotional Standards and Career Ready Practices aligned to a Career Plan of study. FFA teaches social-emotional and leadership skills and knowledge within the affective domain of learning. FFA includes programs that provide essential employability skills such as critical thinking, consensus building, communication, teamwork, and leadership. FFA was founded in 1928 and is federally defined as intracurricular (i.e., within the curriculum; cf. extracurricular: external, co-curricular: alongside) and an integral part (i.e., necessary to form the whole) of School-Based AFNR Education (Public Law No. 116-7).

Leadership/FFA is a required component of an AFNR program, formalized in the FFA Federal Charter in 1950 (Public Law No. 116-7) and reinforced in federal Perkins CTE Acts (1984 – I; 1990 – II; 1998 – III; 2006 – IV;
2018 – V, Public Law No. 115-224). Minnesota also requires leadership/FFA as a component of CTE Program Approval (Minn. R. 3505). Table 2 has example FFA opportunities with this pathway, as defined by the National Council for AFNR Education, Perkins V legislation, Department of Education, and the Minnesota FFA Association.

#### Table 2. Examples of SEL/FFA Curricula and Programs within ABS

| **FFA Program Area** | **Examples, Non-Exhaustive** |
| --- | --- |
| Student Development Programs (Growing Leaders) | * Officer and committee leadership opportunities
* Fruit sales, fundraising, and salesmanship programs
* Recruitment programs
 |
| Community Development/ Service (Building Communities) | * Economic development service
* Organize a charity event
 |
| Literacy, Advocacy, and Safety (Strengthening Agriculture) | * Agriscience fair
* Ag Issues presentation
 |
| Conferences, Conventions, and Banquets | * InTENse
* Horizon conference
 |
| Career Development Events (CDE) | * Agricultural Sales
* Commodity challenge
* Farm Business Management
* Risk management essay
 |
| Leadership Development Events (LDE) | * Agricultural Issues Forum
* Employment Skills
* Marketing Plan
* Prepared Public Speaking
* Extemporaneous Speaking
 |

### MN.ABS.01: Agribusiness Economics and Management

Apply management planning principles in AFNR businesses.

#### Performance Indicator MN.ABS.01.01

Apply micro- and macro-economic principles to plan and manage inputs and outputs in an AFNR business.

| **Introductory Course Benchmarks** | **Intermediate Course Benchmarks** | **Advanced Course Benchmarks** |
| --- | --- | --- |
| ABS.01.01.01.a. Examine, apply, and provide examples of microeconomic principles related to decisions about AFNR business inputs and outputs (e.g., trade-offs, supply, demand and equilibrium, elasticity, diminishing returns, productivity, opportunity cost). | 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, trade-offs, opportunity costs, marginal costs, productivity). | ABS.01.01.01.c. Create strategies to maximize the efficiency of AFNR business inputs and outputs using microeconomic principles. |
| 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). | 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). | ABS.01.01.02.c. Analyze the impact of the current macroeconomic environment on decisions related to AFNR businesses. |
| 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). | ABS.01.01.03.b. Define, assess, 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). | ABS.01.01.03.c. Create recommendations for change in monetary policy according to a scenario related to an AFNR business. |

**MN.ABS.01: Agribusiness Economics and Management, Continued**

Apply management planning principles in AFNR businesses.

#### Performance Indicator MN.ABS.01.02

Read, interpret, evaluate, and write statements of purpose to guide business goals, objectives, and resource allocation.

| **Introductory Course Benchmarks** | **Intermediate Course Benchmarks** | **Advanced Course Benchmarks** |
| --- | --- | --- |
| ABS.01.02.01.a. Read and interpret statements of purpose (e.g., vision, mission statement, charter). | ABS.01.02.01.b. Assess different approaches for creating statements of purpose for AFNR businesses and choose an appropriate approach to meet organizational needs. | ABS.01.02.01.c. Create and disseminate statements of purpose for activities in AFNR businesses. |
| ABS.01.02.02.a. Identify the meaning and importance of goals and objectives in AFNR business enterprises. | 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. | ABS.01.02.02.c. Evaluate AFNR business goals and objectives, then make revisions based on data and observations. |

#### Performance Indicator MN.ABS.01.03

Apply management skills to organize and run an AFNR business in an efficient, legal, and ethical manner.

| **Introductory Course Benchmarks** | **Intermediate Course Benchmarks** | **Advanced Course Benchmarks** |
| --- | --- | --- |
| 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). | ABS.01.03.01.b. Analyze the effectiveness of different management skills used in an AFNR business. | ABS.01.03.01.c. Devise strategies to improve the operation of AFNR businesses using management skills. |
| ABS.01.03.02.a. Identify and interpret appropriate local, state, federal, international and industry regulations that impact the management and operation of AFNR businesses. | ABS.01.03.02.b. Assess and describe the positive and negative impact of local, state, federal, international and industry regulations on the management and operation of AFNR businesses. | ABS.01.03.02.c. Devise management or operational strategies to address and adhere to local, state, federal, international and industry regulations. |
| ABS.01.03.03.a. Identify and evaluate the presence or lack of ethical standards in planning and operating AFNR businesses. | ABS.01.03.03.b. Analyze the importance of using ethical standards and develop methods to communicate ethical standards within AFNR businesses. | ABS.01.03.03.c. Design methods for AFNR businesses to implement ethical standards in management skills (e.g., management types, organizational structures, time management techniques, conducting business agreements). |

### MN.ABS.02: Agribusiness Recordkeeping and Budgets

Use record keeping to accomplish AFNR business objectives, manage budgets, and comply with laws and regulations.

#### Performance Indicator MN.ABS.02.01

Apply fundamental accounting principles, systems, tools and applicable laws and regulations to record, track, and audit AFNR business transactions (e.g., accounts, debits, credits, assets, liabilities, equity).

| **Introductory Course Benchmarks** | **Intermediate Course Benchmarks** | **Advanced Course Benchmarks** |
| --- | --- | --- |
| 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). | ABS.02.01.01.b. Evaluate the implementation and appropriateness of accounting systems and procedures used for record keeping in AFNR businesses. | ABS.02.01.01.c. Select appropriate accounting systems and develop accounting procedures to maintain records for AFNR businesses. |
| ABS.02.01.02.a. Define and summarize the features of different tools and services for recording, tracking, and auditing AFNR business transactions(e.g., electronic tools, paper-based tools, consultative services, online services, banking services). | ABS.02.01.02.b. Compare and contrast the benefits and limitations of different tools and services for recording, tracking, and auditing AFNR business transactions (e.g., convenience, costs, data security). | ABS.02.01.02.c. Recommend and select tools and services to track, record and audit AFNR business transactions that meet business needs and priorities(e.g., electronic and paper-based systems). |

**MN.ABS.02: Agribusiness Recordkeeping and Budgets, Continued**

Use record keeping to accomplish AFNR business objectives, manage budgets, and comply with laws and regulations.

#### Performance Indicator MN.ABS.02.02

Assemble, interpret, and analyze financial information and reports to monitor AFNR business performance and support decision-making (e.g., income statements, balance sheets, cash-flow analysis, inventory reports, break-even analysis, return on investment, taxes).

| **Introductory Course Benchmarks** | **Intermediate Course Benchmarks** | **Advanced Course Benchmarks** |
| --- | --- | --- |
| ABS.02.02.01.a. Compare and contrast the different types of financial reports (e.g., income statements, cash flow statements, equity statements) and their frequency of use (e.g., daily, weekly, monthly, quarterly, annual) for monitoring AFNR business performance. | 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). | 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). |
| ABS.02.02.02.a. Define and summarize strategies for tracking, reporting, and managing inventory in AFNR businesses (e.g., spreadsheets, databases, word processing, networked systems, and the Internet). | 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). | 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). |
| ABS.02.02.03.a. Define and classify different types of taxes that may be paid by AFNR businesses (e.g., income, property, sales, employment, estate). | ABS.02.02.03.b. Analyze and describe reporting requirements for different types of taxes paid by AFNR businesses (e.g., income, property, sales, employment). | ABS.02.02.03.c. Assemble financial information to prepare tax filings for AFNR businesses. |

### MN.ABS.03: Agribusiness Accounting

Manage cash budgets, credit budgets, and credit for an AFNR business using generally accepted accounting principles.

#### Performance Indicator MN.ABS.03.01

Develop, assess, and manage cash budgets to achieve AFNR business goals.

| **Introductory Course Benchmarks** | **Intermediate Course Benchmarks** | **Advanced Course Benchmarks** |
| --- | --- | --- |
| ABS.03.01.01.a. Compare and contrast components of cash budgets (e.g., anticipated revenue, production costs, overhead costs, profit) and identify the appropriate components to include in a budget given the nature of the AFNR enterprise. | ABS.03.01.01.b. Examine, develop, and interpret cash budgets for AFNR businesses. | ABS.03.01.01.c. Develop cash budgets for AFNR businesses. |
| ABS.03.01.02.a. Define 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). | 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). | ABS.03.01.02.c. Predict the impact of management decisions on cash budgets in AFNR businesses. |

**MN.ABS.03: Agribusiness Accounting, Continued**

Manage cash budgets, credit budgets, and credit for an AFNR business using generally accepted accounting principles.

#### Performance Indicator MN.ABS.03.02

Analyze credit needs and manage credit budgets to achieve AFNR business goals.

| **Introductory Course Benchmarks** | **Intermediate Course Benchmarks** | **Advanced Course Benchmarks** |
| --- | --- | --- |
| ABS.03.02.01.a. Define 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). | 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). | 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. |

### MN.ABS.04: Agribusiness Planning and Operations

Develop a business plan for an AFNR business.

#### Performance Indicator MN.ABS.04.01

Analyze characteristics and planning requirements associated with developing business plans for different types of AFNR businesses.

| **Introductory Course Benchmarks** | **Intermediate Course Benchmarks** | **Advanced Course Benchmarks** |
| --- | --- | --- |
| ABS.04.01.01.a. Describe the meaning, importance, and economic impact of entrepreneurship on the AFNR industry and larger economy. | ABS.04.01.01.b. Classify the characteristics of successful entrepreneurs in AFNR businesses. | ABS.04.01.01.c. Demonstrate the application of entrepreneurial skills to conceptualize an AFNR business (e.g., idea generation, opportunity analysis, risk assessment). |
| 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). | ABS.04.01.02.b. Compare and contrast business plans for different types of ownership structures used in AFNR businesses. | 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. |
| ABS.04.01.03.a. 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). | ABS.04.01.03.b. Prepare a business plan for an AFNR business. | ABS.04.01.03.c. Implement a business plan for an AFNR business. |

**MN.ABS.04: Agribusiness Planning and Operations, Continued**

Develop a business plan for an AFNR business.

#### Performance Indicator MN.ABS.04.02

Develop production and operational plans for an AFNR business.

| **Introductory Course Benchmarks** | **Intermediate Course Benchmarks** | **Advanced Course Benchmarks** |
| --- | --- | --- |
| 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). | 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. |
| ABS.04.02.02.a. Define strategies to illustrate the production process of an AFNR business to produce a specific agricultural product. | ABS.04.02.02.b. Identify and assess alternative production systems for a specific agricultural product. | ABS.04.02.02.c. Create strategies to improve the production process of an agricultural product for an AFNR facility (e.g., SWOT, strengths, weaknesses, opportunities, and threats; supply chain management). |

#### Performance Indicator MN.ABS.04.03

Identify and apply strategies to manage or mitigate risk.

| **Introductory Course Benchmarks** | **Intermediate Course Benchmarks** | **Advanced Course Benchmarks** |
| --- | --- | --- |
| ABS.04.03.01.a. Assess and classify sources of risk for an AFNR business (e.g., financial risk, public perception of company). | ABS.04.03.01.b. risk management strategies for AFNR businesses (e.g., cash flow projection, analyze market trends). | ABS.04.03.01.c. Determine methods to match risk management strategies to risk situations in an AFNR business. |
| ABS.04.03.02.a. Define and summarize examples that illustrate the importance of risk and uncertainty within AFNR businesses. | 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). | ABS.04.03.02.c. Prepare a comprehensive risk management and contingency plan for an AFNR business. |

### MN.ABS.05: Agribusiness Sales and Marketing

Use sales and marketing principles to accomplish AFNR business objectives.

#### Performance Indicator MN.ABS.05.01

Analyze the role of markets, trade, competition, and price in relation to an AFNR business sales and marketing plans.

| **Introductory Course Benchmarks** | **Intermediate Course Benchmarks** | **Advanced Course Benchmarks** |
| --- | --- | --- |
| ABS.05.01.01.a. Distinguish and explain markets related to AFNR businesses (e.g., commodity markets, energy markets). | ABS.05.01.01.b. Analyze and describe the role of trade and price in the market structure as it relates to AFNR businesses. | 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). |
| ABS.05.01.02.a. Define and compare different forms of market competition found and how they can be applied to different AFNR businesses in AFNR businesses (e.g., direct competitors, indirect competitors, replacement competitors). | ABS.05.01.02.b. Compare and contrast different forms of market competition and how they can be applied to different AFNR businesses. | ABS.05.01.02.c. Design and conduct experiments to determine market competition effectiveness of different AFNR businesses. |
| ABS.05.01.03.a. Explain how AFNR market supply is based on seller’s cost and the number of sellers in the market, while demand is a reflection of each buyer’s willingness and ability to pay and the number of buyers in the market. | ABS.05.01.03.b. Use AFNR demand and supply curves to explain how the equilibrium price and quantity in a market is determined as buyers and sellers adjust their offers in response to shortages or surpluses. | ABS.05.01.03.c. Explain how changes (shifts) in the demand and supply of an AFNR item result in changes in its market price and quantity; explain how these shifts can lead to changes in prices and quantities in other markets. |

**MN.ABS.05: Agribusiness Sales and Marketing, Continued**

Use sales and marketing principles to accomplish AFNR business objectives.

#### Performance Indicator MN.ABS.05.02

Assess and apply sales principles and skills to accomplish AFNR business objectives.

| **Introductory Course Benchmarks** | **Intermediate Course Benchmarks** | **Advanced Course Benchmarks** |
| --- | --- | --- |
| ABS.05.02.01.a. Identify and explain components of the sales process for AFNR businesses (e.g., understanding needs, develop solutions, close sale). | 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. Define and summarize examples of different types of sales calls used in AFNR businesses (e.g., cold calls, face-to-face meetings, follow up calls). | 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). | ABS.05.02.02.c. Create strategies for developing plans for different types of sales calls used in AFNR businesses. |

**MN.ABS.05: Agribusiness Sales and Marketing, Continued**

Use sales and marketing principles to accomplish AFNR business objectives.

#### Performance Indicator MN.ABS.05.03

Assess marketing principles and develop marketing plans to accomplish AFNR business objectives.

| **Introductory Course Benchmarks** | **Intermediate Course Benchmarks** | **Advanced Course Benchmarks** |
| --- | --- | --- |
| 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). | ABS.05.03.01.b. Assess and select appropriate alternative marketing strategies (e.g., value-adding, branding, niche marketing) 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. |
| ABS.05.03.02.a. Define and categorize different strategies used in marketing programs for AFNR businesses (e.g., internet, direct to customer, social media). | 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). | ABS.05.03.02.c. Devise plans to implement and evaluate marketing strategies for products and services used in AFNR businesses. |
| ABS.05.03.03.a. Define and summarize the purpose, components, and process to develop marketing plans for AFNR businesses. | ABS.05.03.03.b. Perform a market analysis to gather information for marketing plans for AFNR businesses (e.g., evaluation of competitors, customers, domestic and international policy, regulations and rules, standards). | ABS.05.03.03.c. Construct comprehensive marketing plans for AFNR businesses. |

### Primary AFNR Pathways that Align with ABS

[Section 4 – Animal Systems (AS) Pathway Frameworks 53](#_Toc74934947)

A primary AFNR pathway encompassing the study of animal systems, including content areas such as life processes, health, nutrition, genetics, management, and processing, as applied to small animals, aquaculture, exotic animals, livestock, dairy, horses and/or poultry. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application, and management of animal systems in AFNR settings.

[Section 5 – Plant Systems (AS) Pathway Frameworks 73](#_Toc74934961)

A primary AFNR pathway encompassing the study of plant life cycles, classifications, functions, structures, reproduction, media, and nutrients, as wells as growth and cultural practices through the study of crops, turf grass, trees, shrubs, and ornamental plants. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application, and management of plant systems in AFNR settings.

[Section 6 – Natural Resources & Environmental Service Systems (NRES) Pathway Frameworks 89](#_Toc74934971)

A primary AFNR pathway encompassing the study of the management, protection, enhancement, and improvement of soil, water, wildlife, forests, and air as natural resources as well as the study of systems, instruments, and technology used to monitor and minimize the impact of human activity on environmental systems. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application, and management of natural resource and environmental service systems in AFNR settings.

[Section 7 – Power, Structural, and Technical Systems (PST) Pathway Frameworks 120](#_Toc74934986)

A sprimary AFNR pathway encompassing the study of agricultural equipment, power systems, alternative fuel sources, and precision technology, as well as woodworking, metalworking, welding, and project planning for agricultural structures. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application, and management of power, structural, and technical systems in AFNR settings.