



NATIONAL FFA  
CAREER AND LEADERSHIP  
DEVELOPMENT EVENTS



# CAREER AND LEADERSHIP DEVELOPMENT HANDBOOKS 2017-2021

# Official Policies and Procedures for National FFA Career and Leadership Development Events for 2017–2021.

*Refer to the National FFA Career Development Event (CDE) and Leadership Development Event (LDE) webpage on [FFA.org](http://FFA.org) for the most up-to-date edition of the career and leadership development event handbook.*

## *Contact:*

Career Development Events Education Specialist  
National FFA Center  
6060 FFA Drive  
P.O. Box 68960  
Indianapolis, IN 46268-0960  
[cde@FFA.org](mailto:cde@FFA.org)

## FFA Vision

Students whose lives are impacted by FFA and agricultural education will achieve academic and personal growth, strengthen American agriculture and provide leadership to build healthy local communities, a strong nation and a sustainable world.

## FFA Mission

FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.

## The Agricultural Education Mission

Agricultural education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems.

The National FFA Organization is a resource and support organization that does not select, control, or supervise state association, local chapter or individual member activities. Educational materials are developed by FFA in cooperation with the U.S. Department of Education as a service to state and local agricultural education agencies.

The National FFA Organization affirms its belief in the value of all human beings and seeks diversity in its membership, leadership and staff as an equal opportunity employer.



## Philosophy

*The National FFA Organization is dedicated to organizing experiences that will meet the future needs of students while accomplishing the current purposes of agricultural education.*

The primary goal of career and leadership development events is to develop individual college and career readiness skills through personal growth and premier leadership.

Individuals will be challenged to develop critical thinking skills and effective decision-making skills, foster teamwork and promote communication while recognizing the value of ethical competition and individual achievement.

The activities in each event:

- Include problem solving, critical thinking and teamwork skills, where appropriate.
- Encourage appreciation for diversity by reducing barriers to participation among members.
- Develop general leadership and recognize individual and team achievement.
- Promote concentrated focus on future needs of members and society.

*The National FFA Organization assumes the leadership role in developing and continuously improving relevant FFA career and leadership development events.*

National events should reflect instruction that currently takes place in the entire agricultural education program, including classroom instruction, laboratory instruction, instruction in leadership and supervised agricultural experience (SAE) programs. Events are intended to be an outgrowth of instruction. Also, it is appropriate for the national organization to develop events and awards that stimulate instruction in emerging areas that reflect both current and future community, national and global workforce needs. Those events should be developed with significant input from FFA members, teachers, partners, respective industry sponsors and others involved in agricultural education. The National FFA Organization continues to encourage accessibility and provide opportunities for achievement and recognition for students with diverse backgrounds.

Events that include team activities should be based on cooperation and teamwork while recognizing the value of competition and individual achievement. Where appropriate, team activities will be included that require two or more members from one chapter working cooperatively.

# Agriculture, Food and Natural Resources (AFNR)

## Career Cluster Content Standards

The agriculture, food and natural resources (AFNR) industry is a highly technical and ever-changing sector of the global economy upon which everyone is dependent. We will continue to meet national and global demand for a safe and abundant food, fiber and fuel supply if we invest in the growth and development of the human capital for the AFNR industry. Strong, relevant AFNR Career and Technical Education (CTE) programs that are informed by industry and education stakeholders are one way we can meet workforce needs now and in the future.

The National Council for Agricultural Education has provided permission to the National FFA Organization for the use of the National AFNR Career Cluster Content Standards in the development of their educational resource materials. The National Council for Agricultural Education are the owners and developers of the National AFNR Career Cluster Content Standards © 2016 and reserve all rights to the original material that is used here with permission. In addition, The National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation (NASDCTE/NCTEF) have provided permission to use the Common Career and Technical Core (CCTC) Standards in support of this project. NASDCTE/NCTEF are the owners and developers of the Common Career and Technical Core (CCTC) Standards © 2012 and reserve all rights to the original material that is used here with permission.

The National AFNR Career Cluster Content Standards are a guide to develop well-planned curriculum in agriscience education to be delivered to students throughout the country. For a complete copy of the AFNR Career Cluster Content Standards, please visit [FFA.org/thecouncil/afnr](http://FFA.org/thecouncil/afnr).

The National FFA Organization has adopted the AFNR Career Cluster Content Standards and integrated them into national award and recognition programs for the benefit of members, school administration and agriculture as a whole. Details outlining the incorporation of the standards in careers and leadership development events can be found at the end of each event in the CDE/LDE handbook.

## 2017–2021 Official CDE/LDE Policies and Procedures

*Violations of any of the following rules may be grounds for the event superintendent to disqualify the participants.*

National FFA staff and event superintendents will use the published policies and procedures to organize and implement the National FFA Career and Leadership Development Events. Event activities may not be conducted due to lack of necessary materials, expertise or extreme impact to event budgets. Teams that are certified to compete will receive the current event format in a team orientation packet prior to the convention.

## Official Dress Recommendations, Number of Participants and Scores for Team Total

| Career Development Event                       | Official Dress Appropriate | Number of Participants Allowed (per team) | Number of scores Counted for Team Score |
|--|----------------------------|---|---|
| Agricultural Communications                    | Yes                        | 4   | 4                                       |
| Agricultural Technology and Mechanical Systems | No                         | 4   | 4                                       |
| Agricultural Sales                             | Yes                        | 4   | 4                                       |
| Agromony                                       | Yes                        | 4   | 4                                       |
| Dairy Cattle Management and Evaluation         | Yes                        | 4   | 4                                       |
| Dairy Cattle Handlers (Activity only)          | Dairy white                | 1   | N/A                                     |
| Environmental and Natural Resources            | No                         | 4   | 4                                       |
| Farm and Agribusiness Management               | Yes                        | 4   | 4                                       |
| Floriculture                                   | Yes                        | 4   | 4                                       |
| Food Science and Technology                    | Yes                        | 4   | 4                                       |
| Forestry                                       | No                         | 4   | 4                                       |
| Horse Evaluation                               | Yes                        | 4   | 4                                       |
| Livestock Evaluation                           | Yes                        | 4   | 4                                       |
| Marketing Plan                                 | Yes                        | 3   | Team Score Event                        |
| Meats Evaluation and Technology                | No                         | 3   | 3                                       |
| Milk Quality and Products                      | Yes                        | 4   | 4                                       |
| Nursery/Landscape                              | Yes                        | 4   | 4                                       |
| Poultry Evaluation                             | Yes                        | 4   | 4                                       |
| Veterinary Science                             | No                         | 4   | 4                                       |
|  |                            |   |   |
|  |                            |   |   |
| Leadership Development Event                   | Official Dress Appropriate | Number of Participants Allowed (per team) | Number of scores Counted for Team Score |
| Agricultural Issues Forum                      | Optional                   | 3-7                                       | Team Score Event                        |
| Conduct of Chapter Meetings                    | Yes                        | 7   | Team Score Event                        |
| Creed Speaking                                 | Yes                        | 1   | N/A                                     |
| Employment Skills                              | Yes                        | 1   | N/A                                     |
| Extemporaneous Public Speaking                 | Yes                        | 1   | N/A                                     |
| Parliamentary Procedure                        | Yes                        | 6   | Team Score Event                        |
| Prepared Public Speaking                       | Yes                        | 1   | N/A                                     |



## ELIGIBILITY OF PARTICIPANTS

Each participant must be a current dues-paying FFA member in good standing with the local chapter, state FFA association and the National FFA Organization during the school year in which the participant qualified to participate at the national level.

In the event that a participant's name is not on the chapter's official roster for the year in which the dues were owed, a past due membership processing fee, in addition to the dues, must be paid prior to the national event. The National FFA Organization will set the processing fee amount annually.

The participant, at the national event, must

- Be a secondary education (grades 7 to 12) FFA member during the school year in which the participant qualified to participate at the national level.
- A graduating senior is considered eligible to compete in state and national CDEs/LDEs up to and including his or her first national convention following graduation.
- Have qualified as a seventh, eighth or ninth grade member to participate in the Creed Speaking and Conduct of Chapter Meetings LDEs.
- Be enrolled in at least one agricultural education course during the school year in which the participant qualified to participate at the national level and/or follow a planned course of study. Either course must include a supervised agricultural experience (SAE) program, the objective of which is preparation for the agricultural career.
- Submit, prior to start of event, the proper National FFA Organization Release, Waiver, and Indemnity form.

If a student moves to a different chapter or different state once he or she has qualified as a state representative in a CDE/LDE that student may be allowed to compete in the national event with the school he or she qualified with during the qualifying year.

A student may not participate more than once in the same official CDE/LDE. No student may participate in more than one National FFA CDE/LDE each year.

## SELECTION AND CERTIFICATION OF PARTICIPANTS

Each state will submit an electronic declaration form by June 1 prior to the National FFA Convention & Expo.

- An entry processing fee will be charged for participation in each declared event with the exception of the dairy cattle handlers' activity.
- Each team will be composed of the number of members determined by the specific event policies, procedures and format.
- All members of a state team must be from the same chapter.
- Members must qualify in the event in which they are to participate at the national level.
- Teams must be selected at a state or interstate CDE/LDE held between the immediate previous national FFA convention and prior to the national FFA convention in which they are participating.
- States that qualify more than one year out must request and submit a written waiver for approval by the certification deadline.
- **Online add/delete deadline is Tuesday before convention at noon (Eastern Daylight Time).**
- If a state's representative withdraws after the online document submission date, a replacement will not be allowed. This includes prepared public speaking, agricultural issues forum, employment skills, marketing plan and agricultural communications.
- The state supervisor of agricultural education or the executive secretary must certify that participants are eligible. If an ineligible student participates in any career or leadership development event, the member will be disqualified, and it may result in the disqualification of the team as well.
- All students must be certified online by Sept. 1. Once original certification has been completed, **no member may be added without first deleting a member.**

- With extenuating circumstances, a teacher/advisor may substitute another student from the chapter who may not have participated at a state qualifying event.
  - **Exception:** Creed speaking, dairy handlers' activity, extemporaneous public speaking, employment skills and prepared public speaking must be submitted and approved by state staff prior to the national convention in which the member is to participate.

### *Onsite Add/Delete Process*

If a circumstance arises once the chapter has arrived at the convention location, the onsite add/delete process must be used to substitute the member on the team.

Onsite add/delete forms must be submitted no later than one hour prior to the team orientation meeting or the first official event activity as listed in the schedule of events. Advisors will need to report to the onsite CDE office to secure and submit the add/delete form(s) as well as the National FFA Organization Release, Waiver, and Indemnity form for the member(s) to be added.

Members added to any team during the onsite add/delete process must meet all eligibility and membership requirements as prescribed in the handbook.

### *Emergency Conditions*

Under emergency conditions a state team participating in a CDE/LDE may be made up of less than the required members.

States must still certify teams prior to the national FFA convention, but fewer than the required members could compete if an emergency condition such as illness, death in the family or an act of God were to occur. Those individuals competing would still be eligible to qualify for individual awards, if applicable.

## **DISQUALIFICATION**

A member or team may be disqualified from an event if:

- There is any communication, verbal or non-verbal, between participants during the event. The only exception to this would be communications between team members during the team activity portion of a given event.
- Teams or participants arrive after the event has started.
- Any assistance is given to a team member from any source other than the event officials or assistants.
- Event superintendents stop any participants for manners they deem to be hazardous to themselves or others. Such action shall deem the individuals disqualified for that section of the event.
- Participants start the event and do not complete the event without notifying event officials at the time of departure. This can affect the overall team rank and position. In some events, this will also disqualify the entire team.
- Participants utilize personal electronic communication devices, other than those approved by the event officials, during the entire course of the event. Participants who access personal electronic communication devices without prior approval of the event officials will be disqualified.
- Participant, team, advisor or coach gains access to real materials that will be utilized by the event committee during competition. Any team, participant, advisor or coach reported and proven to do so will be disqualified from the national event.

## APPEAL PROCESS

*Appeals can only be filed if there is a scoring error.*

If a written appeal for scoring issues only is filed within the seven calendar days after results announcement, the national staff will review the appeal.

Upon receiving input from the team leader and division director, the national staff will accept or deny the appeal. The national staff's recommendation will be shared with appeals committee, which consists of members from the Awards and Recognition Advisory Committee and FFA chief operating officer for further input, if necessary.

The written appeal must be filed with the National FFA Organization's CDE/LDE education specialist responsible for scoring the event within seven calendar days of the results announcement and accompanied by a \$50 filing fee. The fee will be returned if the appeal is justified.

Appeals should be mailed to this address:

CDE/LDE Education Specialist  
6060 FFA Drive, P.O. Box 68960  
Indianapolis, IN 46268-0960

The appeals committee will be chaired by the National FFA Awards and Recognition Advisory Committee chairperson who will in turn appoint a representative of each of the following organizations:

- National Association of Supervisors of Agricultural Education (NASAE).
- National Association of Agricultural Educators (NAAE).
- American Association for Agricultural Education (AAAE).
- National FFA Organization CDE/LDE Education Specialist.

Any ruling on the appeal provided by the FFA chief operating officer will be considered final.

## WAIVER OF FFA RULES

Any local chapter seeking a waiver of a national FFA policy or procedure must submit in writing to the chapter's state FFA association office.

If the waiver request is approved at the state level, it must be forwarded, under the signature of the state advisor or executive secretary, to the career and leadership development events education specialist.

After study by the appropriate FFA staff, a recommendation to grant or deny the waiver will be forwarded to the chief operating officer for his or her approval.

The request must be submitted to national FFA staff at least 30 days prior to the scheduled event or due date for which the waiver is requested.

This policy does not supersede any current FFA policy for appeals already established for a particular FFA program.

## SANCTIONING EVENTS

Sanctioning of non-national FFA competitive events (those competitive events conducted by organizations other than the National FFA Organization) as a CDE/LDE should occur when the following criteria apply:

- The highest quality event possible is conducted.
- The organization conducting the event and National FFA Organization agree that the event can and should be sanctioned.
- The event is recommended by the National FFA CDE/LDE education specialist with input and agreement from the award and recognition advisory committee and approved by the FFA chief operating officer.
- The National FFA Organization is represented by a staff member responsible for CDE/LDE on the planning and implementation committee for each event.

Winners of the national sanctioned event will be recognized in the same manner as national CDE/LDE winners are currently recognized.



**OFFICIAL DRESS**

Participants are expected to observe the National FFA Code of Ethics and the proper use of the FFA jacket during career and leadership development events. (Please reference the latest edition of the Official FFA Manual.)

Official FFA Dress is highly recommended for all participants where appropriate and is recommended for the awards presentation and recognition.

**ACCESSIBILITY FOR ALL STUDENTS**

All special needs requests and appropriate documentation as outlined in the special needs request policy must be submitted by Aug. 15.

Special needs policy is posted on the CDE/LDE program page at [FFA.org/cde](https://ffa.org/cde).

**WRITTEN DOCUMENT PENALTIES**

A penalty of 10 percent of the total points allotted will be assessed for the written documents received after the online submission deadline.

If the document is still not received seven days after the postmarked deadline, the team/individual may be subject to disqualification.

- National FFA staff will mark late entries as such.
- Event officials will be notified of late entries at the time written documents are evaluated and scored.
- Event superintendent will ensure that penalty is applied.



# AGRICULTURAL COMMUNICATIONS

2017-2021



NATIONAL FFA  
CAREER AND LEADERSHIP  
DEVELOPMENT EVENTS

**IMPORTANT NOTE**

Please thoroughly read the introduction section located on [FFA.org/cdeintro](https://www.ffa.org/cdeintro) for complete rules and procedures that are relevant to all National FFA Career/Leadership Development Events.

## Purpose

*The purpose of the agricultural communications career development event is to excite and inspire students to develop basic skills relevant to the agricultural communications industry. Students will be equipped with strong communication skills and will have developed the ability to work collaboratively to effectively communicate and advocate for the industry of agriculture.*

## Event Rules

- Teams will consist of four members.
- It is highly recommended that participants wear FFA Official Dress for this event.
- Team members will work together to prepare a written media plan prior to the National FFA Convention & Expo. The team will also be responsible for presenting the plan at the national event and completing individual practicums and tests.
- During the practicum portion of the event, one team member will be responsible for completing a web design activity, one team member will be responsible for completing a video production activity, one team member will be responsible for completing a journalistic writing activity and one team member will be responsible for completing an opinion writing activity
- Any participant in possession of an electronic device during the quizzes is subject to disqualification. Recording devices are not allowed during the press conference.

## Event Format

Each November following the National FFA Convention & Expo, the agricultural communications CDE committee will release event specifications for the next year. The specifications will outline the scenario to be used for the media plan and presentation as well as the specific practicum activities and software. This information can be found on [FFA.org](https://www.ffa.org).

### EQUIPMENT

**Needed:** Students must provide pens and pencils. For practicums, writers and designers are encouraged to bring a laptop or other device for word processing or design.

#### *Provided:*

- Easel
- Projector screen
- Table

**Note:** Teams may bring additional equipment for the media plan presentation as long as they are able to set up and tear down equipment in the time allowed for the presentation.

For practicums, members may be provided these items:

- PC computer.
- Printer.
- Blank paper.
- Digital photographs.
- Dummy text.
- Logos.
- Any other necessary materials.

# Team Activities

## AGRICULTURE-RELATED MEDIA PLAN (200 POINTS/TEAM)

Teams will play the role of communications consultants and will develop a media plan for an assigned scenario. The scenario will identify a client with a communications need and a budget. Please reference the current event specifications on the CDE webpage. At the national event, the team will make a pitch (oral presentation) of the media plan.

Scenarios are based around agricultural advocacy. Teams will develop a media plan from the following rotating topics.

### *Tell a local FFA Story*

- The focus could include one of the following subjects:
  - FFA member (2017)
  - FFA chapter (2019)
  - FFA advisor (2021)
  - State FFA association
  - FFA alumni/supporter

### *Advocate the industry of agriculture to consumers*

- The focus could include one of the following subjects:
  - Farmer/rancher (2018)
  - Commodity (2020)
  - Farmers market
  - Community garden
  - Farm to table
  - A local opportunity for public relations not tied to FFA

### *A media plan is a written document that describes the following items:*

- **Objectives:** What the group wants to accomplish with the media plan.
- **Target Audience:** A description of who the client is trying to reach, including demographic data.
- **Strategic plan and tactics:** The ways in which the objectives can be accomplished, including a social media plan.
- **Timeline:** When the objectives will be accomplished.
- **Evaluation:** How the results will be measured.
- **Budget:** Teams may not go over a maximum of \$5,000.
- **References.**

### *Guidelines for media plan*

- Eight to 10 typed pages not including cover page, table of contents, references or appendices.
- Double-spaced with 1-inch margins.
- Paginated (numbered pages not including cover page).
- 12-point Times New Roman font (not including display text or headings).
- Submitted electronically in PDF format to the National FFA Organization by the designated deadline at [FFA.org](https://www.ffa.org) on the CDE certification page.
- Formatted and edited according to the *Publication Manual of the American Psychological Association* (APA) when citing sources.



**THE MEDIA PLAN MUST INCLUDE THE FOLLOWING SECTIONS (POINTS WILL BE DEDUCTED FOR MISSING OR INCOMPLETE SECTIONS):**

*Cover page*

- Must include the title of the media plan, CDE name, state, chapter name, team member names and year
- May include a creative design

*Table of contents*

*Introduction and overview*

- Two pages maximum
- Introduction
  - A brief background of the issue/topic and a statement of the problem establishing the need for this media plan.
- Overview
  - A brief preview of what is contained in the plan and how it will benefit the client.
  - Objectives of the media plan

*Audience*

- One page maximum
- Who the client is trying to reach (target audience) with the media plan
- The demographic characteristics of the intended audience.
- Note: teams may have a primary and a secondary audience

*Strategic plan*

- Three to four pages maximum
- Key messages or themes to communicate to the audience
- Explanation of how the objectives will be met
- Plan to attract media attention using social media
- Description of how the plan will be executed

*Social media tactic of the strategic plan*

A social media plan is required that addresses the following items:

- Social media platforms to be used
- Plan to gain followers
- Plan to engage followers
- General idea for the messages to be posted
- One-page example post must be provided as an appendix (can include Facebook posts, tweets, Instagram photos and others)
- Content of the “About” section of pages

*Timeline*

- One page maximum
- Explanation of the duration of the plan and the timing of the media tactics

### Evaluation

- One page maximum
- Description of proposed methods to determine if the media plan objectives were met
- What are the key performances? (How will you measure that you are successful?)
- Examples may include number of participants, impressions, likes, shares, retweets, circulation of publications and number of video views.

### Budget and justification

- One page maximum
- Table of all costs associated with implementing the media plan
- Explain why you have allocated this amount for each activity.

### Conclusion

- One page maximum
- A final summary of key points related to the strategic plan and a statement persuading the client that the plan is a good solution to the communication problem.
- Not a restatement of the introduction and overview

### References

- Formatted and edited according to the *Publication Manual of the American Psychological Association* (APA).
- Appendices/Examples
- One page of social media posts
- Three to five other communication examples
- Suggestions include mock up or example of website, links to student-created video, press releases, blogs and op-eds

### Appendices

- Include three to five examples in the appendices.
- Examples of tactics include but are not limited to
  - Broadcast advertising.
  - Print advertising.
  - Press releases.
  - Fliers.
  - Brochure.
  - website.
  - Blogging.
  - Displays.

### Submission

An electronic copy of the media plan in PDF format (no larger than 20 megabytes) must be uploaded by Sept. 1, 5 p.m. Eastern. Upload instructions are on FFA.org. A penalty of 10 percent of available media plan points will be assessed for any late submissions. If the document is not received seven days after the deadline, the team may be subject to disqualification. Additionally, no chapter certification changes will be accepted after Sept. 1 for agricultural communications. States qualifying after the Sept. 1 deadline will have 10 days from the state qualifying event date to submit their media plan.

**MEDIA PLAN PITCH — PRESENTATION (175 POINTS/TEAM)**

- The team should present the media plan as if pitching it to the client identified in the scenario.
- The presentation should follow the structure of the written media plan.
- Teams should bring examples of materials that would be used in the execution of the plan (e.g., social media, broadcast advertising, print advertising, press releases, fliers, brochures, website, blogging and displays).
- Each team member must participate in the presentation.
- Each team will be allowed 15 minutes to present its media plan to a panel of judges, who will play the role of the client. Five points will be deducted for each major fraction of a minute over the 15 minutes allowed for the presentation. Following the presentation, judges will be allowed five minutes to ask questions.
- Teams will have a total of 10 minutes for setting-up and tearing-down equipment (e.g., five minutes to set up and five minutes to tear down).
- Provided equipment includes an easel, projector screen and table.
- In the case of equipment failure, the team may be asked to move forward with the presentation. A backup plan is recommended.
- The team presentation will be conducted in two rounds: preliminary (three to five flights) and finals (one flight). The top team from each preliminary flight will advance to the final round.
- Preliminary presentation flights will be seeded by media plan scores. Flights are announced during the team orientation meeting at the start of the event.

**Note:** Teams may bring additional equipment for the presentation as long as they are able to set up and tear down equipment in the time allowed.

# Individual Activities

## TESTS

### *Editing exercise (25 points/individual; 100 points/team)*

Because editing is a critical skill for all communicators, each team member will complete an editing exercise. They will be given a printed document that contains 25 mistakes. In correcting the mistakes, team members will be required to use correct proofreading marks (see *Associated Press Stylebook*). Style, grammar, punctuation and spelling mistakes will be included. Team members will NOT be able to use the style manual or a dictionary during this exercise.

### *Communications quiz (25 points/individual; 100 points/team)*

Each team member will complete a quiz that covers general knowledge of the agricultural communications industry. Questions may come from any section of the listed references excluding sports guidelines. Team members will NOT be able to use the style manual or a dictionary during this exercise.

### *Practicums (100 points/individual; 400 points/team)*

The practicums will consist of four individual events. Each team must assign a member to one of the following areas prior to arriving at the national event:

- Web design.
- Video production.
- Journalistic writing.
- Opinion writing.

All teams will meet in a central location for an orientation and press conference. Teams will be seated by practicum group. All team members will be given an orientation at the beginning of the practicums to last no more than 10 minutes.

The press conference will be held immediately before the scheduled practicums. Each team member will receive a press packet with background information on the agricultural topic and expert to use during the event. An expert will speak on a current agricultural topic for 20 minutes. Students will be provided with paper to take notes if they wish. After the 20-minute presentation, the non-writers will be dismissed to a different area to complete their assigned practicums.

The writers will then be involved in a 10-minute question and answer period with the expert (speaker). Each writer will stand to be recognized before asking a question. Writers may ask more than one question; however, the expert will attempt to address questions from as many different participants as possible. No electronic devices of any kind, including tape recorders and cell phones, will be allowed during this portion of the event. Upon completion of the 10-minute question and answer session, remaining participants will be dismissed to complete their assigned practicums.

## WEB DESIGN

Each designer will use the press packet and information that was gathered in the press conference to develop a WordPress site. The objective is to communicate the press conference speaker's organization through appropriate design, navigation and use of provided photos and graphics. The designer may use the provided WordPress templates or customize the template. Each participant will have 90 minutes to complete the practicum.

## VIDEO PRODUCER

Students will be given a selection of video clips, photos, and music and will create a 60 to 90 second video that promotes the client's product or service. Students will not be recording a voice track. Participants will have 90 minutes to complete the practicum. Students may be provided a laptop. Students will need to provide their own headphones.

**JOURNALISTIC WRITERS**

Writers will write a journalistic piece based on the press packet and information that was gathered in the press conference. It should be written for an appropriate audience, have a strong focus and lead (opening paragraph) and include a headline. The story will then be word processed by the student on a computer and turned in to be scored. Participants will have 90 minutes to complete the practicum.

The activity will rotate annually through the following journalistic pieces:

- Press release (2017, 2020).
- News story (2018, 2021).
- Feature story (2019).

**OPINION WRITERS**

Writers are to write a piece that takes a position and support it with evidence based on the press packet and information that was gathered in the press conference. It should be written for an appropriate audience, have a strong focus and lead (opening paragraph) and include a headline. The story will then be word processed by the student on a computer and turned in to be scored. Participants will have 90 minutes to complete the practicum.

The activity will rotate annually through the following opinion pieces:

- A blog post (250–300 words) (2017, 2020).
- An op-ed (500–750 words) (2018, 2021).
- A letter to the editor (300–500 words) (2019).



## Scoring

Participants will be ranked in numerical order based on the final score to be determined by each judge without consultation. The judge's ranking of each participant shall then be added, and the winner will be the participant whose total ranking is the lowest. Other placings will be determined in the same manner (use the low-point method of selection). Weighted rank scoring will be implemented to maintain point value emphasis between individual and team events. The criteria and points can be found on the scorecards.

| Event                                   | Points              |
|---|---------------------|
| Media plan — proposal                   | 200                 |
| Media plan pitch — presentation         | 175                 |
| <b>Tests — 200 points possible</b>      |                     |
| Communications quiz                     | 100 (25 pts/member) |
| Editing exercise                        | 100 (25 pts/member) |
| <b>Practicums — 400 points possible</b> |                     |
| Web design practicum                    | 100                 |
| Video producer practicum                | 100                 |
| Journalistic writing practicum          | 100                 |
| Opinion writing practicum               | 100                 |
| <i>Total individual score possible</i>  | <i>150</i>          |
| <b>TOTAL TEAM SCORE POSSIBLE</b>        | <b>975</b>          |

### TIEBREAKERS

*Team tiebreakers will be settled in the following order:*

1. Combined individual practicum rank score.
2. Proposal rank.
3. Presentation rank.
4. Media plan.

*Individuals tiebreakers will be settled in the following order:*

1. Practicum score.
2. Communications quiz score.
3. Editing exercise score.

## Awards

Awards will be presented at the awards ceremony to individuals and/or teams based upon their rankings. Specialty awards will be given to the high individual in each practicum area. Awards are sponsored by cooperating industry sponsors as a special project and/ or by the general fund of the National FFA Foundation.

## References

*This list of references is not intended to be all-inclusive.*

Other sources may be utilized, and teachers are encouraged to make use of the very best instructional materials available. The following list contains references that may prove helpful during event preparation.

- National FFA CDE Page — Past CDE Material ([FFA.org/resources/cde/questions-and-answers](https://www.ffa.org/resources/cde/questions-and-answers)).
- Associated Press Stylebook and Libel Manual.
- Microsoft® Office computer program.
- Adobe® Creative Suite (most current edition).
- Bivins, T. Public Relations Writings: The Essentials of Style and Format, 4th edition. McGraw- Hill Higher Education, ISBN 0-844-20351-3.
- Harrower, T. Newspaper Designer's Handbook, 5th edition. McGraw-Hill Higher Education. ISBN 0-07-249291-0.
- Kalbfeld, B. Associated Press Broadcast News Handbook. McGraw-Hill Higher Education, ISBN 0-07-136388-2.
- Telg, R. and T. Irani. Agricultural Communication in Action: A Hands-On Approach, 1st edition. Cengage/Delmar Publishing, ISBN 1111317143 (Online versions available).

# Media Plan — Proposal Scorecard

| Chapter  | State |  | Team Number    |            |
|--|-------|--|----------------|------------|
|  |       |  | Possible Score | Team Score |
| Plan includes all requirements <ul style="list-style-type: none"> <li>Cover page, titles and names on cover page, table of contents, does not exceed page limit, double spaced, one-inch margins, page numbers, required headings (-1 point per missing item)</li> </ul>                             |       |  | 10             |            |
| Proposal is relevant to scenario <ul style="list-style-type: none"> <li>Entire narrative focuses on addressing client's specific public communication needs.</li> </ul>  |       |  | 10             |            |
| Overview (Executive summary) <ul style="list-style-type: none"> <li>Adequately explains the plan without having to read the entire document</li> </ul>   |       |  | 10             |            |
| Introduction <ul style="list-style-type: none"> <li>Provides adequate background of the issue; clearly states the problem objectives and need for plan; describes how the plan will benefit the client</li> </ul>  |       |  | 15             |            |
| Description of audience <ul style="list-style-type: none"> <li>Clearly describes (including demographics) who is targeted with the media plan</li> </ul>   |       |  | 15             |            |
| Detailed strategic plan <ul style="list-style-type: none"> <li>Clearly states objectives; explains how objectives will be met; explains why chosen mediums are appropriate to meet objectives; describes how plan will be executed; clearly states and explains social media plan tactics</li> </ul> |       |  | 30             |            |
| Timeline <ul style="list-style-type: none"> <li>Explains duration of plan and timing of media tactics</li> </ul>   |       |  | 10             |            |
| Evaluation <ul style="list-style-type: none"> <li>Proposes methods to determine if the objectives were met</li> </ul>  |       |  | 15             |            |
| Budget <ul style="list-style-type: none"> <li>Explains all costs associated with implementing the media plan</li> </ul>  |       |  | 20             |            |
| Conclusion   |       |  | 10             |            |
| Appendices <ul style="list-style-type: none"> <li>Quality of communications documents (three required)</li> </ul>  |       |  | 30             |            |
| Quality of writing <ul style="list-style-type: none"> <li>Grammar, spelling, punctuation, capitalization, sentence structure</li> </ul>  |       |  | 25             |            |
| <b>TOTAL POINTS EARNED OUT OF 200 POSSIBLE</b>   |       |  |                |            |

# Media Plan Pitch — Presentation Scorecard

175 POINTS

| Chapter                                | State  |   |   | Team Number   |        |             |
|--|--|---|---|---------------|--------|-------------|
| INDICATOR                              | Very strong evidence of skill<br>5–4 points  | Moderate evidence of skill<br>3–2 points  | Weak evidence of skill<br>1–0 points  | Points Earned | Weight | Total Score |
| Examples                               | <ul style="list-style-type: none"> <li>Examples are vivid, precise and clearly explained</li> <li>Examples are original, logical and relevant</li> </ul>   | <ul style="list-style-type: none"> <li>Examples are usually concrete, sometimes need clarification</li> <li>Examples are effective, but need more originality or thought</li> </ul>   | <ul style="list-style-type: none"> <li>Examples are abstract or not clearly defined</li> <li>Examples are sometimes confusing, leaving the listeners with questions</li> </ul>  |               | X 5    |             |
| Confidence in speaking                 | <ul style="list-style-type: none"> <li>Speaks very articulately</li> <li>Never has the need for unnecessary pauses or hesitation when speaking</li> <li>Speaks at the right pace to be clear</li> <li>Pronunciation of words is very clear and intent is apparent</li> </ul> | <ul style="list-style-type: none"> <li>Sometimes speaks articulately</li> <li>Occasionally has the need for a long pause or moderate hesitation when speaking</li> <li>Speaks at the right pace most of the time, but shows some nervousness</li> <li>Pronunciation of words is usually clear, sometimes vague</li> </ul> | <ul style="list-style-type: none"> <li>Rarely articulate</li> <li>Frequently hesitates or has long, awkward pauses while speaking</li> <li>Pace is too fast; nervous</li> <li>Pronunciation of words is difficult to understand; unclear</li> </ul> |               | X 3    |             |
| Being detail-oriented; provide details | <ul style="list-style-type: none"> <li>Is able to stay fully detail-oriented</li> <li>Always provides details that support the issue to communicate the key concepts of the plan; is well organized</li> </ul>   | <ul style="list-style-type: none"> <li>Is mostly good at being detail-oriented</li> <li>Usually provides details that are supportive of the issue to communicate the plan; displays good organizational skills</li> </ul>   | <ul style="list-style-type: none"> <li>Has difficulty being detail-oriented</li> <li>Sometimes overlooks details that could be very beneficial to the issue; not enough detail provided; lacks organization</li> </ul>                              |               | X 3    |             |
| Speaking unrehearsed and naturally     | <ul style="list-style-type: none"> <li>Speaks unrehearsed with comfort and ease</li> <li>Speaks effectively without losing focus and with organized thoughts and concise answers</li> </ul>  | <ul style="list-style-type: none"> <li>Speaks unrehearsed mostly with comfort and ease, but sometimes seems nervous or unsure</li> <li>Speaks effectively, but has to stop and think and sometimes gets off focus</li> </ul>  | <ul style="list-style-type: none"> <li>Shows nervousness or seems unprepared when speaking unrehearsed</li> <li>Seems to ramble or speaks before thinking</li> </ul>  |               | X 3    |             |

| INDICATOR                                      | Very strong evidence of skill<br>5–4 points  | Moderate evidence of skill<br>3–2 points   | Weak evidence of skill<br>1–0 points  | Points Earned | Weight | Total Score |
|--|--|--|---|---------------|--------|-------------|
| All team members participated                  | <ul style="list-style-type: none"> <li>All team members took an active role in the presentation.</li> </ul>  | <ul style="list-style-type: none"> <li>Two to three team members took an active role in the presentation.</li> </ul>   | <ul style="list-style-type: none"> <li>One team member took an active role in the presentation.</li> </ul>  |               | X 3    |             |
| Use of visual aids                             | <ul style="list-style-type: none"> <li>Visual aids add clarity and support what is being said during the presentation.</li> </ul>                                  | <ul style="list-style-type: none"> <li>Visual aids add some clarity and support to what is being said during the presentation.</li> </ul>                                | <ul style="list-style-type: none"> <li>Visual aids add little to no clarity and support to what is being said during the presentation.</li> </ul>                         |               | X 3    |             |
| Media plan                                     | <ul style="list-style-type: none"> <li>Key elements of the media plan are clearly communicated</li> <li>Strong understanding of chosen media is present</li> </ul> | <ul style="list-style-type: none"> <li>Key elements of the media plan are vaguely communicated</li> <li>Vague understanding of chosen media is present</li> </ul>        | <ul style="list-style-type: none"> <li>Key elements of the media plan are not communicated</li> <li>Little to no understanding of chosen media is present</li> </ul>      |               | X 3    |             |
| Questions and answers                          | <ul style="list-style-type: none"> <li>Correctly responds to judges' questions</li> <li>Answers show familiarity with subject matter</li> </ul>                    | <ul style="list-style-type: none"> <li>Is somewhat able to correctly respond to judges' questions</li> <li>Answers show vague familiarity with subject matter</li> </ul> | <ul style="list-style-type: none"> <li>Is unable to correctly respond to judges' questions</li> <li>Answers do not reflect any familiarity with subject matter</li> </ul> |               | X 12   |             |
| <b>TOTAL POINTS EARNED OUT OF 175 POSSIBLE</b> |  |  |   |               |        |             |



# Journalistic Writing Practicum Scorecard

100 POINTS

Chapter

State

Team Number

|  | High<br>5–4<br>points | Middle<br>3–2<br>points | Low<br>1–0<br>points | Weight | Total<br>Points |
|--|-----------------------|-------------------------|----------------------|--------|-----------------|
| Lead/focus                                     |                       |                         |                      | x 3    |                 |
| Accuracy of information and quotes             |                       |                         |                      | x 3    |                 |
| Clarity and conciseness                        |                       |                         |                      | X 2    |                 |
| Correct style (AP)                             |                       |                         |                      | X 2    |                 |
| Depth of coverage                              |                       |                         |                      | X 2    |                 |
| Header/headline                                |                       |                         |                      | X 2    |                 |
| Grammar, spelling, punctuation and word choice |                       |                         |                      | X 2    |                 |
| Organization and format                        |                       |                         |                      | X 2    |                 |
| Accomplishment of purpose                      |                       |                         |                      | X 2    |                 |
| <b>TOTAL POINTS OUT OF 100 POSSIBLE</b>        |                       |                         |                      |        |                 |

# Opinion Writing Practicum Scorecard

**100 POINTS**

Chapter

State

Team Number

|  | Possible Score | Member Score |
|--|----------------|--------------|
| Lead/focus                                       | 15             |              |
| Accuracy of information and quotes               | 15             |              |
| Clarity and conciseness                          | 10             |              |
| Correct style (AP)                               | 10             |              |
| Takes a position that is supported with evidence | 10             |              |
| Header/headline                                  | 10             |              |
| Grammar, spelling, punctuation and word choice   | 10             |              |
| Organization and format                          | 10             |              |
| Accomplishment of purpose                        | 10             |              |
| <b>TOTAL POINTS OUT OF 100 POSSIBLE</b>          |                |              |

# Web Page Design Practicum Scorecard

**100 POINTS**

Chapter

State

Team Number

|  | Possible Score | Member Score |
|--|----------------|--------------|
| Overall attractiveness of site (color, font choice, readability, font size consistent)                                     | 20             |              |
| Technical skills specific to activity <ul style="list-style-type: none"> <li>• Outlined in event specifications</li> </ul> | 20             |              |
| Use of design principles   | 15             |              |
| Neatness and creativity  | 15             |              |
| Choice and placement of photo(s) and graphic(s)  | 15             |              |
| Usability and navigation of site (links work, files named properly, links show up)   | 15             |              |
| <b>TOTAL POINTS EARNED OUT OF A 100 POSSIBLE</b>   |                |              |

# Electronic Media Practicum Promotional Video Scorecard

100 POINTS

Chapter

State

Team Number

|   | Possible Score | Member Score |
|---|----------------|--------------|
| Solid promotional value   | 20             |              |
| Tells a story   | 20             |              |
| Use of provided materials (Used numerous clips, no repeated shots, chose appropriate clips) | 15             |              |
| Quality of video editing (no black flashes, jump cuts or other erratic movements)           | 15             |              |
| Audio editing (correct volume, no clipping, correct use of natural sound)                   | 15             |              |
| Creativity  | 10             |              |
| Stayed within time limit  | 5              |              |
| <b>TOTAL POINTS EARNED OUT OF A 100 POSSIBLE</b>  |                |              |

## Team Scorecard

975 POINTS

---

Chapter State Team Number

|  | Possible Score | Member Score |
|--|----------------|--------------|
| Practicum scores   | 400            |              |
| Media plan proposal  | 200            |              |
| Media plan presentation  | 175            |              |
| Test scores<br>Communications quiz – 100 points (25 points/member)<br>Editing exercise – 100 points (25 points/member) | 200            |              |
| <b>TOTAL POINTS EARNED OUT OF 975 POSSIBLE</b>   |                |              |



# Agriculture, Food and Natural Resources Content Standards

| Measurements Assessed   | Event Activities Addressing Measurements   | Related Academic Standards  |
|---|--|---|
| <b>ABS.02.02. Performance Indicator: 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, etc.).</b> |  |   |
| 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, etc.).  | Media plan proposal<br>Media plan presentation<br>Communications quiz<br>Editing exercise<br>Web design practicum<br>Video producer practicum<br>Journalistic writing practicum<br>Opinion writing practicum | CCSS.ELA-LITERACY.W.9-10.9<br>CCSS.ELA-LITERACY.W.11-12.9<br>CCSS.ELA-LITERACY.RH.9-10.7<br>CCSS.ELA-LITERACY.RH.11-12.7<br>CCSS.MATH.CONTENT.HSS.ID.C.7<br>CCSS.MATH.CONTENT.HSS.IC.B.6<br>CCSS.MATH.CONTENT.HSN.Q.A.1<br>Savings: Benchmarks: Grade 12, Statements 3<br>Savings: Benchmarks: Grade 12, Statements 4<br>Savings: Benchmarks: Grade 12, Statements 6<br>Savings: Benchmarks: Grade 12, Statements 7<br>Financial Investing: Benchmarks: Grade 12, Statement 2 |
| ABS.02.02.01.c. Recommend financial reports to assemble to support specific AFNR business decisions (e.g., evaluating efficiency, profitability, net worth, financial ratios, etc.).  | Media plan proposal<br>Media plan presentation   | CCSS.ELA-LITERACY.W.9-10.9<br>CCSS.ELA-LITERACY.W.11-12.9<br>CCSS.ELA-LITERACY.RH.9-10.7<br>CCSS.ELA-LITERACY.RH.11-12.7<br>CCSS.MATH.CONTENT.HSS.ID.C.7<br>CCSS.MATH.CONTENT.HSS.IC.B.6<br>CCSS.MATH.CONTENT.HSN.Q.A.1<br>Savings: Benchmarks: Grade 12, Statements 3<br>Savings: Benchmarks: Grade 12, Statements 4<br>Savings: Benchmarks: Grade 12, Statements 6<br>Savings: Benchmarks: Grade 12, Statements 7<br>Financial Investing: Benchmarks: Grade 12, Statement 2 |
| 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.).  | Media plan proposal<br>Media plan presentation   | CCSS.ELA-LITERACY.W.9-10.9<br>CCSS.ELA-LITERACY.W.11-12.9<br>CCSS.ELA-LITERACY.RH.9-10.7<br>CCSS.ELA-LITERACY.RH.11-12.7<br>CCSS.MATH.CONTENT.HSS.ID.C.7<br>CCSS.MATH.CONTENT.HSS.IC.B.6<br>CCSS.MATH.CONTENT.HSN.Q.A.1<br>Savings: Benchmarks: Grade 12, Statements 3<br>Savings: Benchmarks: Grade 12, Statements 4<br>Savings: Benchmarks: Grade 12, Statements 6<br>Savings: Benchmarks: Grade 12, Statements 7<br>Financial Investing: Benchmarks: Grade 12, Statement 2 |

|   |  |   |
|---|--|---|
| 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.). | Media plan proposal<br>Media plan presentation | CCSS.ELA-LITERACY.W.9-10.9<br>CCSS.ELA-LITERACY.W.11-12.9<br>CCSS.ELA-LITERACY.RH.9-10.7<br>CCSS.ELA-LITERACY.RH.11-12.7<br>CCSS.MATH.CONTENT.HSS.ID.C.7<br>CCSS.MATH.CONTENT.HSS.IC.B.6<br>CCSS.MATH.CONTENT.HSN.Q.A.1<br>Savings: Benchmarks: Grade 12, Statements 3<br>Savings: Benchmarks: Grade 12, Statements 4<br>Savings: Benchmarks: Grade 12, Statements 6<br>Savings: Benchmarks: Grade 12, Statements 7<br>Financial Investing: Benchmarks: Grade 12, Statement 2 |
| <b>ABS.03.01. Performance Indicator: Develop, assess and manage cash budgets to achieve AFNR business goals.</b>  |  |   |
| ABS.03.01.01.b. Examine and interpret cash budgets for AFNR businesses.   | Media plan proposal<br>Media plan presentation | CCSS.ELA-LITERACY.RH.9-10.7<br>CCSS.ELA-LITERACY.RH.11-12.7<br>CCSS.ELA-LITERACY.L.9-10.6<br>CCSS.ELA-LITERACY.L.11-12.6<br>CCSS.ELA-LITERACY.RST.9-10.4<br>CCSS.ELA-LITERACY.RST.11-12.4<br>CCSS.MATH.CONTENT.HSS.IC.B.6   |
| ABS.03.01.01.c. Develop cash budgets for AFNR businesses.   | Media plan proposal<br>Media plan presentation | CCSS.ELA-LITERACY.RH.9-10.7<br>CCSS.ELA-LITERACY.RH.11-12.7<br>CCSS.ELA-LITERACY.L.9-10.6<br>CCSS.ELA-LITERACY.L.11-12.6<br>CCSS.ELA-LITERACY.RST.9-10.4<br>CCSS.ELA-LITERACY.RST.11-12.4<br>CCSS.MATH.CONTENT.HSS.IC.B.6   |
| ABS.03.01.02.b. Examine and identify strategies to manage components of cash budgets to minimize liabilities and maximize profit in AFNR businesses (e.g., delayed payment of expenses, prepayment of expenses, etc.).    | Media plan proposal<br>Media plan presentation | CCSS.ELA-LITERACY.RH.9-10.7<br>CCSS.ELA-LITERACY.RH.11-12.7<br>CCSS.ELA-LITERACY.L.9-10.6<br>CCSS.ELA-LITERACY.L.11-12.6<br>CCSS.ELA-LITERACY.RST.9-10.4<br>CCSS.ELA-LITERACY.RST.11-12.4<br>CCSS.MATH.CONTENT.HSS.IC.B.6   |
| ABS.03.01.02.c. Predict the impact of management decisions on cash budgets in AFNR businesses.  | Media plan proposal<br>Media plan presentation | CCSS.ELA-LITERACY.RH.9-10.7<br>CCSS.ELA-LITERACY.RH.11-12.7<br>CCSS.ELA-LITERACY.L.9-10.6<br>CCSS.ELA-LITERACY.L.11-12.6<br>CCSS.ELA-LITERACY.RST.9-10.4<br>CCSS.ELA-LITERACY.RST.11-12.4<br>CCSS.MATH.CONTENT.HSS.IC.B.6   |

**ABS.05.01. Performance Indicator: Analyze the role of markets, trade, competition and price in relation to an AFNR business sales and marketing plans.**

|   |   |  |
|---|---|--|
| ABS.05.01.01.b. Analyze the role of trade and price in the market structure as it relates to AFNR businesses.   | Media plan proposal<br>Media plan presentation<br>Communications quiz | AFNR Career Cluster, Statement 7<br>AFNR Career Cluster – Agribusiness Systems Pathway, Statement 1<br>Financial Investing: Benchmarks: Grade 12, Statement 13 |
| ABS.05.01.01.c. Evaluate and predict future trends for a specific AFNR product as related to markets, trade and price (e.g., corn, oil, wheat, etc.). | Media plan proposal<br>Media plan presentation<br>Communications quiz | AFNR Career Cluster, Statement 7<br>AFNR Career Cluster – Agribusiness Systems Pathway, Statement 1<br>Financial Investing: Benchmarks: Grade 12, Statement 13 |
| ABS.05.01.02.b. Compare and contrast different forms of market competition and how they can be applied to different AFNR businesses.                  | Media plan proposal<br>Media plan presentation<br>Communications quiz | AFNR Career Cluster, Statement 7<br>AFNR Career Cluster – Agribusiness Systems Pathway, Statement 1<br>Financial Investing: Benchmarks: Grade 12, Statement 13 |
| ABS.05.01.02.c. Design and conduct experiments to determine market competition effectiveness of different AFNR businesses.                            | Media plan proposal<br>Media plan presentation<br>Communications quiz | AFNR Career Cluster, Statement 7<br>AFNR Career Cluster – Agribusiness Systems Pathway, Statement 1<br>Financial Investing: Benchmarks: Grade 12, Statement 13 |

**ABS.05.03. Performance Indicator: Assess marketing principles and develop marketing plans to accomplish AFNR business objectives.**

|  |   |  |
|--|---|--|
| ABS.05.03.03.b. Perform a market analysis to gather information for marketing plans for AFNR businesses (e.g., evaluation of competitors, customers, domestic and international policy, regulations and rules, standards, etc.). | Media plan proposal<br>Media plan presentation<br>Communications quiz | AFNR Career Cluster – Agribusiness Systems Pathway, Statement 4<br>CCSS.ELA-LITERACY.L.9-10.6<br>CCSS.ELA-LITERACY.L.11-12.6<br>CCSS.ELA-LITERACY.RST.9-10.4<br>CCSS.ELA-LITERACY.RST.11-12.4<br>CCSS.ELA-LITERACY.W.9-10.2<br>CCSS.ELA-LITERACY.W.11-12.2<br>CCSS.ELA-LITERACY.RH.9-10.7<br>CCSS.ELA-LITERACY.RH.11-12.7<br>CCSS.ELA-LITERACY.SL.9-10.6<br>CCSS.ELA-LITERACY.SL.11-12.6<br>Buying Goods & Services: Benchmarks: Grade 12, Statements 1<br>Buying Goods & Services: Benchmarks: Grade 12, Statements 3<br>Buying Goods & Services: Benchmarks: Grade 12, Statements 4<br>Buying Goods & Services: Benchmarks: Grade 12, Statements 7 |
| ABS.05.03.03.c. Construct comprehensive marketing plans for AFNR businesses.   | Media plan proposal<br>Media plan presentation                        | AFNR Career Cluster – Agribusiness Systems Pathway, Statement 4<br>CCSS.ELA-LITERACY.L.9-10.6<br>CCSS.ELA-LITERACY.L.11-12.6<br>CCSS.ELA-LITERACY.RST.9-10.4<br>CCSS.ELA-LITERACY.RST.11-12.4  |

|   |              |   |
|---|--------------|---|
|   |              | CCSS.ELA-LITERACY.W.9-10.2<br>CCSS.ELA-LITERACY.W.11-12.2<br>CCSS.ELA-LITERACY.RH.9-10.7<br>CCSS.ELA-LITERACY.RH.11-12.7<br>CCSS.ELA-LITERACY.SL.9-10.6<br>CCSS.ELA-LITERACY.SL.11-12.6<br>Buying Goods & Services: Benchmarks: Grade 12, Statements 1<br>Buying Goods & Services: Benchmarks: Grade 12, Statements 3<br>Buying Goods & Services: Benchmarks: Grade 12, Statements 4<br>Buying Goods & Services: Benchmarks: Grade 12, Statements 7 |
| <b>CS.01.01. Performance Indicator: Examine issues and trends that impact AFNR systems on local, state, national and global levels.</b> |              |   |
| CS.01.01.01.b. Analyze and document AFNR issues and their impact on local, state, national and global levels.                           | Entire event |   |
| CS.01.01.01.c. Evaluate and explain AFNR issues and their impacts to audiences with limited AFNR knowledge.                             | Entire event |   |
| CS.01.01.02.b. Analyze current trends in AFNR systems and predict their impact on local, state, national and global levels.             | Entire event |   |
| CS.01.01.02.c. Evaluate emerging trends and the opportunities they may create within the AFNR systems.                                  | Entire event |   |
| <b>CS.02.01. Performance Indicator: Research geographic and economic data related to AFNR systems.</b>                                  |              |   |
| CS.02.01.02.b. Analyze a set of economic data and analyze how it impacts an AFNR system.  | Entire event |   |
| CS.02.01.02.c. Devise a strategy to solve a problem in an AFNR system using a set of economic data.                                     | Entire event |   |

**CS.02.02. Performance Indicator: Examine the components of the AFNR systems and their impact on the local, state, national and global society and economy.**

|   |              |  |
|---|--------------|--|
| CS.02.02.02.b. Assess how people within societies on local, state, national and global levels interact with AFNR systems on a daily, monthly or yearly basis. | Entire event |  |
| CS.02.02.03.b. Assess the economic impact of an AFNR system on a local, state, national and global level.   | Entire Event |  |

**CS.04.02. Performance Indicator: Assess the natural resource related trends, technologies and policies that impact AFNR systems.**

|   |  |                                  |
|---|--|----------------------------------|
| CS.04.02.01.b. Analyze natural resources trends and technologies and document how they impact AFNR systems (e.g., climate change, green technologies, water resources, etc.). | Entire event                                   | AFNR Career Cluster, Statement 7 |
| CS.04.02.01.c. Defend or challenge natural resources trends and technologies based upon an assessment of their impact on AFNR systems.  | Entire event                                   | AFNR Career Cluster, Statement 7 |
| CS.04.02.02.b. Create and propose a hypothetical natural resources policy that will impact current AFNR systems (e.g., for water resources, land use, air quality, etc.).     | Entire event                                   | AFNR Career Cluster, Statement 7 |
| CS.04.02.02.c. Design strategies for implementing a new natural resources policy that will positively impact AFNR systems.  | Media plan proposal<br>Media plan presentation | AFNR Career Cluster, Statement 7 |

**CRP.01.02 Performance Indicator: Evaluate and consider the near-term and long-term impacts of personal and professional decisions on employers and community before taking action.**

|   |   |  |
|---|---|--|
| CRP.01.02.02.b. Analyze the pros and cons of professional decisions based upon impact on employers and community.                     | Media plan proposal<br>Media plan presentation  |  |
| CRP.01.02.02.c. Make and defend professional decisions after evaluating their near- and long-term impacts on employers and community. | Media plan proposal<br>Media plan presentation<br>Web design practicum<br>Video producer practicum<br>Journalistic writing practicum<br>Opinion writing practicum |  |

**CRP.02.01. Performance Indicator: Use strategic thinking to connect and apply academic learning, knowledge and skills to solve problems in the workplace and community.**

|   |   |  |
|---|---|--|
| CRP.02.01.01.b. Assess workplace problems and identify the most appropriate academic knowledge and skills to apply. | Media plan proposal<br>Media plan presentation  |  |
| CRP.02.01.02.b. Assess community problems and identify the most appropriate academic knowledge and skills to apply. | Media plan proposal<br>Media plan presentation<br>Web design practicum<br>Video producer practicum<br>Journalistic writing practicum<br>Opinion writing practicum |  |

**CRP.02.02. Performance Indicator: Use strategic thinking to connect and apply technical concepts to solve problems in the workplace and community.**

|   |  |  |
|---|--|--|
| CRP.02.02.01.b. Assess workplace problems and distinguish the most appropriate technical concepts to apply. | Media plan proposal<br>Media plan presentation |  |
| CRP.02.02.02.b. Assess community problems and identify the most appropriate technical concepts to apply.    |  |  |

**CRP.04.01. Performance Indicator: Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.**

|  |   |  |
|--|---|--|
| CRP.04.01.01.b. Analyze use of verbal and non-verbal communication strategies in workplace situations.   | Media plan proposal<br>Media plan presentation<br>Web design practicum<br>Video producer practicum<br>Journalistic writing practicum<br>Opinion writing practicum |  |
| CRP.04.01.02.b. Apply strategies for speaking with clarity, logic, purpose and professionalism in a variety of situations in formal and informal settings.                                       | Media plan presentation   |  |
| CRP.04.01.02.c. Evaluate personal strengths and areas for growth with regard to speaking formally and informally with clarity, logic, purpose and professionalism, and identify ways to improve. | Media plan presentation   |  |

**CRP.04.02. Performance Indicator: Produce clear, reasoned and coherent written communication in formal and informal settings.**

|  |   |  |
|--|---|--|
| CRP.04.02.01.b. Compare and contrast the structure of different forms of written communication.  | Media plan proposal<br>Media plan presentation<br>Web design practicum<br>Video producer practicum<br>Journalistic writing practicum<br>Opinion writing practicum |  |
| CRP.04.02.01.c. Evaluate the effectiveness of different forms of written communication for achieving their intended purpose.   | Media plan proposal<br>Media plan presentation<br>Web design practicum<br>Video producer practicum<br>Journalistic writing practicum<br>Opinion writing practicum |  |
| CRP.04.02.02.b. Apply techniques for ensuring clarity, logic and coherence to edit written communications (e.g., emails, reports, presentations, technical documents, etc.). | Media plan proposal<br>Media plan presentation<br>Web design practicum<br>Video producer practicum<br>Journalistic writing practicum<br>Opinion writing practicum |  |
| CRP.04.02.02.c. Compose clear and coherent written documents (e.g., agendas, audio-visuals, drafts, forms, etc.) for formal and informal settings.                           | Media plan proposal<br>Media plan presentation<br>Web design practicum<br>Video producer practicum<br>Journalistic writing practicum<br>Opinion writing practicum |  |

**CRP.04.03. Performance Indicator: Model active listening strategies when interacting with others in formal and informal settings.**

|  |                         |  |
|--|-------------------------|--|
| CRP.04.03.01.b. Apply active listening strategies (e.g., be attentive, observe non-verbal cues, ask clarifying questions, etc.). | Media plan presentation |  |
| CRP.04.03.01.c. Evaluate personal effectiveness and devise a plan to improve active listening skills.                            | Media plan presentation |  |
| CRP.04.03.02.b. Assess active listening strategies by observing others in formal and informal settings.                          | Media plan presentation |  |
| CRP.04.03.02.c. Model active listening strategies in formal and informal settings.   | Media plan presentation |  |



**CRP.05.01. Performance Indicator: Assess, identify and synthesize the information and resources needed to make decisions that positively impact the workplace and community.**

|  |  |  |
|--|--|--|
| CRP.05.01.01.b. Analyze how the process of decision making is used in workplace and community situations.  | Media plan proposal<br>Media plan presentation |  |
| CRP.05.01.01.c. Evaluate workplace and community decision-making processes and devise strategies for improvement.  | Media plan proposal<br>Media plan presentation |  |
| CRP.05.01.02.b. Analyze past workplace and community situations to determine if appropriate information and resources were used to make an effective decision. | Media plan proposal<br>Media plan presentation |  |
| CRP.05.01.02.c. Evaluate workplace and community situations and recommend the information and resources needed to support good decisions.                      | Media plan proposal<br>Media plan presentation |  |
| CRP.05.01.03.b. Analyze workplace and community decisions and assess the information and resources used to make those decisions.                               | Media plan proposal<br>Media plan presentation |  |
| CRP.05.01.03.c. Synthesize information and resources and apply to workplace and community situations to make positive decisions.                               | Media plan proposal<br>Media plan presentation |  |

**CRP.05.02. Performance Indicator: Make, defend and evaluate decisions at work and in the community using information about the potential environmental, social and economic impacts.**

|   |  |  |
|---|--|--|
| CRP.05.02.01.b. Apply a structured decision-making process to improve workplace and community situations.   | Media plan proposal<br>Media plan presentation |  |
| CRP.05.02.02.b. Assess past decisions made in workplace and community and analyze their effects on environmental, social and economic situations. | Media plan proposal<br>Media plan presentation |  |

**CRP.06.01. Performance Indicator: Synthesize information, knowledge and experience to generate original ideas and challenge assumptions in the workplace and community.**

|   |  |  |
|---|--|--|
| CRP.06.01.01.b. Synthesize information, knowledge and experiences to generate ideas for workplace and community situations.   | Media plan proposal<br>Media plan presentation |  |
| CRP.06.01.01.c. Evaluate workplace and community situations and devise strategies to apply original ideas.  | Media plan proposal<br>Media plan presentation |  |
| CRP.06.01.02.b. Analyze how assumptions can impact outcomes in a variety of workplace and community situations.   | Media plan proposal<br>Media plan presentation |  |
| CRP.06.01.02.c. Devise strategies (e.g., ask questions, brainstorm ideas, present facts and information, etc.) to challenge common assumptions in workplace and community situations. | Media plan proposal<br>Media plan presentation |  |

**CRP.06.02. Performance Indicator: Assess a variety of workplace and community situations to identify ways to add value and improve the efficiency of processes and procedures.**

|  |  |  |
|--|--|--|
| CRP.06.02.02.b. Predict and communicate potential gains in efficiency and value-added from implementing an improved process or procedure.  | Media plan proposal<br>Media plan presentation |  |
| CRP.06.03.01.b. Assess and communicate the risks and benefits of applying new ideas and innovations to the workplace and community.  | Media plan proposal<br>Media plan presentation |  |
| CRP.06.03.01.c. Design a plan of action to introduce a new idea or innovation into the workplace and community.  | Media plan proposal<br>Media plan presentation |  |
| CRP.06.03.02.c. Evaluate and execute strategies for using stakeholder input and feedback to improve a plan of action for introducing a new idea or innovation into the workplace or community. | Media plan proposal<br>Media plan presentation |  |

**CRP.07.01. Performance Indicator: Select and implement reliable research processes and methods to generate data for decision-making in the workplace and community.**

|  |  |  |
|--|--|--|
| CRP.07.01.01.b. Analyze how different research methods are used to generate data in a variety of situations.   | Media plan proposal<br>Media plan presentation |  |
| CRP.07.01.01.c. Evaluate businesses' and organizations' use of research methods and processes and propose recommendations for improvement.                       | Media plan proposal<br>Media plan presentation |  |
| CRP.07.01.02.b. Assess the positives and negatives of using different research strategies and methods to generate data for workplace and community decisions.    | Media plan proposal<br>Media plan presentation |  |
| CRP.07.01.02.c. Design plans for use and implementation of reliable research methods to generate data for decision making in workplace and community situations. | Media plan proposal<br>Media plan presentation |  |

**CRP.07.02. Performance Indicator: Evaluate the validity of sources and data used when considering the adoption of new technologies, practices and ideas in the workplace and community.**

|  |  |  |
|--|--|--|
| CRP.07.02.01.b. Assess data sources for reliability and validity.  | Media plan proposal<br>Media plan presentation |  |
| CRP.07.02.01.c. Propose valid and reliable data sources to use when considering the adoption of new technologies, practices and ideas.                             | Media plan proposal<br>Media plan presentation |  |
| CRP.07.02.02.b. Assimilate data to assist in making a decision about the adoption of a new technology, practice or idea by workplaces and community organizations. | Media plan proposal<br>Media plan presentation |  |
| CRP.07.02.02.c. Create and defend proposals for new technologies, practices and ideas using valid and reliable data sources.                                       | Media plan proposal<br>Media plan presentation |  |

**CRP.08.01. Performance Indicator: Apply reason and logic to evaluate workplace and community situations from multiple perspectives.**

|  |  |  |
|--|--|--|
| CRP.08.01.01.b. Apply steps for critical thinking to a variety of workplace and community situations.  | Media plan proposal<br>Media plan presentation |  |
| CRP.08.01.01.c. Evaluate how applying critical thinking skills can impact workplace and community situations.                                  | Media plan proposal<br>Media plan presentation |  |
| CRP.08.01.02.b. Assess solutions to workplace and community problems for evidence of reason, logic and consideration of multiple perspectives. | Media plan proposal<br>Media plan presentation |  |
| CRP.08.01.02.c. Devise strategies to apply reason, logic and input from multiple perspectives to solve workplace and community problems.       | Media plan proposal<br>Media plan presentation |  |

**CRP.08.03. Performance Indicator: Establish plans to solve workplace and community problems and execute them with resiliency.**

|  |  |  |
|--|--|--|
| CRP.08.03.01.b. Analyze and determine the best problem-solving model to apply to workplace and community problems. | Media plan proposal<br>Media plan presentation |  |
| CRP.08.03.02.b. Create plans to solve workplace and community problems.  | Media plan proposal<br>Media plan presentation |  |

**CRP.11.01. Performance Indicator: Research, select and use new technologies, tools and applications to maximize productivity in the workplace and community.**

|  |   |  |
|--|---|--|
| CRP.11.01.01.b. Analyze advantages and disadvantages of new technologies, tools and applications to maximize productivity in the workplace and community.                  | Media plan proposal<br>Media plan presentation<br>Web design practicum<br>Video producer practicum<br>Journalistic writing practicum<br>Opinion writing practicum |  |
| 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. | Media plan proposal<br>Media plan presentation<br>Web design practicum<br>Video producer practicum<br>Journalistic writing practicum<br>Opinion writing practicum |  |

|  |   |  |
|--|---|--|
| CRP.11.01.02.b. Select, apply and use new technologies, tools and applications in workplace and community situations to maximize productivity.   | Media plan proposal<br>Media plan presentation<br>Web design practicum<br>Video producer practicum<br>Journalistic writing practicum<br>Opinion writing practicum |  |
| CRP.11.01.02.c. Evaluate effectiveness and make recommendations for using new technologies, tools and applications in the workplace and community.   | Media plan proposal<br>Media plan presentation<br>Web design practicum<br>Video producer practicum<br>Journalistic writing practicum<br>Opinion writing practicum |  |
| <b>CRP.12.01. Performance Indicator: Contribute to team-oriented projects and build consensus to accomplish results using cultural global competence in the workplace and community.</b>   |   |  |
| CRP.12.01.01.b. Formulate action plans to complete team-oriented projects in the workplace and community, including plans for personal contributions.  | Media plan proposal<br>Media plan presentation<br>Web design practicum<br>Video producer practicum<br>Journalistic writing practicum<br>Opinion writing practicum |  |
| CRP.12.01.02.b. Apply consensus building techniques to accomplish results in team-oriented situations.   | Media plan proposal<br>Media plan presentation<br>Web design practicum<br>Video producer practicum<br>Journalistic writing practicum<br>Opinion writing practicum |  |
| CRP.12.01.03.b. Assess the need and benefit for cultural and global competency in team settings at work and in the community.  | Media plan proposal<br>Media plan presentation<br>Web design practicum<br>Video producer practicum<br>Journalistic writing practicum<br>Opinion writing practicum |  |
| <b>CRP.12.02. Performance Indicator: Create and implement strategies to engage team members to work toward team and organizational goals in a variety of workplace and community situations (e.g., meetings, presentations, etc.).</b> |   |  |
| CRP.12.02.01.b. Assess team dynamics and match strategies to increase team member engagement.  | Media plan proposal<br>Media plan presentation<br>Web design practicum<br>Video producer practicum<br>Journalistic writing practicum<br>Opinion writing practicum |  |
| CRP.12.02.02.b. Select strategies to engage team members and apply in a variety of situations.   | Media plan proposal<br>Media plan presentation<br>Web design practicum  |  |

|  |  |  |
|--|--|--|
|  | <p>Video producer practicum</p> <p>Journalistic writing practicum</p> <p>Opinion writing practicum</p> |  |
|--|--|--|