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# **National FFA Career Development Events**

*A Special Project of the  
National FFA Foundation*

# National FFA Career Development Events

## General Information

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These are the official rules and regulations for National FFA Career Development Events for 2012-2016. Refer to the CDE webpage on [ffa.org](http://ffa.org) for the most up-to-date edition of the career development event handbook.

Prepared and published by the National FFA Organization. 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 except as expressly provided for in the National FFA Organization Constitution and Bylaws. The National FFA Organization affirms its belief in the value of all human beings and seeks diversity in its membership, leadership and staff.

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. National FFA Online, [www.ffa.org](http://www.ffa.org), FFA's Internet web site, can provide information about the National FFA Organization.

## **Philosophy of National FFA Career Development Events**

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 development events is to develop individual responsibilities, foster teamwork and promote communication while recognizing the value of ethical competition and individual achievement.

The activities in each career development 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 development events. National career development events should reflect instruction that currently takes place in the entire agricultural education program, including classroom instruction, laboratory instruction, individualized instruction and/or supervised agricultural experience. Career development events and awards are intended to be an outgrowth of instruction. Also, it is appropriate for the national organization to develop career development events and awards that stimulate instruction in emerging areas that reflect both current and future community, national and global work force needs. National FFA Career Development 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.

Career development 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**

Agriculture is a highly technical and ever-changing industry upon which everyone is dependent. In order to maintain agriculture as the nation's number one industry, it is crucial to understand the importance of agrisciences, marketing strategies, safe food production and continuous research. Strong, relevant agriscience programs are one way to can maintain the nation's agricultural edge.

The National AFNR Career Cluster Content Standards were developed as part of the National FFA 10 x 15 project to provide state agricultural education leaders and teachers with a forward-thinking guide for what students should know and be able to do through the study of agriculture. The National AFNR Career Cluster Content Standards should be used as 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 [www.agedlearning.org](http://www.agedlearning.org).

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

## Official CDE Rules and Policies – 2012-2016

### General Rules

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 rules and procedures to organize and implement the National FFA Career 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 Number of Scores for Team Total

Event	Official Dress Appropriate	Number of Participants Allowed (per team)	Number of Scores Counted for Team Score
Agricultural Communications	Yes	3	3
Agricultural Issues Forum	Optional	3-7	Team Score Event
Agricultural Technology and Mechanical Systems	No	4	Top 3 Scores
Agricultural Sales	Yes	4	4
Agronomy	Yes	4	4
Creed Speaking	Yes	1	N/A
Dairy Cattle Management and Evaluation	Yes	4	4
Dairy Cattle Handlers	Yes	1	N/A
Environmental and Natural Resources	No	4	4
Extemporaneous Public Speaking	Yes	1	N/A
Farm Business Management	Yes	4	Top 3 Scores
Floriculture	Yes	4	4
Food Science and Technology	Yes	4	4
Forestry	No	4	4
Horse Evaluation	Yes	4	Top 3 Scores
Job Interview	Yes	1	N/A
Livestock Evaluation	Yes	4	4
Marketing Plan	Yes	3	Team Score Event
Meats Evaluation and Technology	No	4	Top 3 Scores
Milk Quality and Products	Yes	4	4
Nursery/Landscape	Yes	4	Top 3 Scores
Parliamentary Procedure	Yes	6	Team Score Event
Poultry Evaluation	Yes	4	Top 3 Scores
Prepared Public Speaking	Yes	1	N/A
Veterinary Science	No	4	4

### **Eligibility of Participants**

- A. Each participant must be a current, bona fide, dues paying FFA member in good standing with the local chapter, state FFA association and the National FFA Organization during the school year which the participant qualified to participate at the national level.
  - 1. In the event a participant's name is not on the chapter's official roster for the years in which the dues were payable to the National FFA Organization, a past due membership processing fee, in addition to the dues, must be paid prior to the national event.
  - 2. National FFA membership staff will set the processing fee amount annually.
- B. The participant, at the national event, must:
  - 1. Be a high school FFA member; high school refers to grades 9-12. (A graduating senior is considered eligible to compete in state and national career development events up to and including his/her first national convention following graduation.)
  - 2. Have qualified as a 7th, 8th or 9th grade member to participate in the Creed speaking event.
  - 3. While in high school, be enrolled in at least one agricultural education course during the school year and/or follow a planned course of study; either course must include a supervised agricultural experience program, the objective of which is preparation for an agricultural career.
  - 4. If a student moves to a different chapter or a different state once a he/she has qualified as a state representative in a career development event, that student may be allowed to compete in the national event with the school he/she qualified with during the qualifying year.
- C. A student may not participate more than once in the same official National FFA Career Development Event.
- D. No student may participate in more than one National FFA Career Development Event each year.
- E. Each member participating in a National FFA Career Development Event must submit the proper *Waiver, Release of Liability and Consent to Medical Treatment Form* prior to start of event.

### **Selection and Certification of State Teams**

- A. Each state will submit a team declaration form by **June 1** prior to the national FFA convention. An entry processing fee will be charged for participation in each declared event with the exception of the dairy cattle handlers activity.
- B. Each team will be composed of the number of members determined by the specific event rules and formats. The members of a state team must be from the same chapter. Members must qualify in the career development event in which they are to participate at the national level. Teams must be selected at a state or interstate career development event 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.
  - 1. Online certification deadline: **September 15**.
  - 2. Online add/delete deadline: **Tuesday before convention at noon (Eastern)**.
- C. With extenuating circumstances a teacher may substitute another student from the chapter who may not have participated at a state qualifying event, with the exception of Creed speaking, dairy handlers activity, extemporaneous public speaking, job interview and prepared public speaking, which must be submitted and approved by state staff.

- D. The state supervisor of agricultural education or the executive secretary must certify that participants are eligible. If an ineligible student participates in any career development event, the member will be disqualified and may result in the disqualification of the team as well.
- E. All students must be certified online by the designated deadline. Once original certification has been completed, no member may be added without first deleting a member.
- F. The national organization will certify National FFA Career Development Event winners for international competition when states request, with the understanding that the state team will provide their own travel expenses.

### **Emergency Conditions**

Under emergency conditions a state team participating in a National FFA Career Development Event 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 would occur. Those individuals competing would still be eligible to qualify for individual awards, if applicable.

### **Disqualification**

- A. Any communication, verbal or non-verbal, between participants during a career development event will be sufficient cause to eliminate the team member involved from the career development event. The only exception to this would be communications between team members during the team activity portion of a given career development event.
- B. Teams or participants arriving after the career development event has begun may be disqualified or penalized.
- C. Any assistance given to a team member from any source other than the career development event officials or assistants will be sufficient cause to eliminate the team from the career development event.
- D. Event superintendents may stop any participant if they deem their manner to be hazardous either to themselves or others. Such action shall deem the individuals disqualified for that section of the career development event.
- E. Participants who start an event and do not complete the event without notifying event officials at the time of departure will be disqualified. This can affect the overall team rank and position. In some events this will also disqualify the entire team.
- F. Participants will not be allowed to 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.
- G. No participant shall gain 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.

### **Additions/Deletions of National Events**

- A. National FFA staff is expected to be proactive in developing new or initiating changes within existing career development events to ensure that they meet the needs of FFA members.
- B. If fifteen (15) state supervisors/executive secretaries develop a proposal for a new career development event, the national FFA staff will conduct a study for the validity of the career development event and make a recommendation to the chief executive officer. Representatives of these states must be from each of the FFA regions. The same process may be used to eliminate a national career development event.
- C. Three years following the initiation of a new career development event, at least fifteen (15) states should be participating. After the next three-year period, at least twenty-six (26) states should be participating in order to retain the event at the national level.

### **Rules Committee/Scoring Appeals Process**

- A. If a written appeal is filed within the seven (7) calendar days after results announcement, national CDE staff will review the appeal. Upon receiving input from team leader and division director, national CDE staff will accept or deny the appeal. The national CDE staff's recommendation will be shared with appeals committee and National FFA Chief Executive Officer for further input, if necessary.
  - 1. The written appeal must be filed with the Education Division staff responsible for scoring career development events within seven (7) calendar days of the results announcement and accompanied by a \$50 filing fee. The fee will be returned if the appeal is justified.
- B. The appeals committee will be chaired by the National FFA Awards, Recognition and Career Development Events 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) and the American Association for Agricultural Education (AAAE). The National FFA staff responsible for career development events will also serve on the committee.

### **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 request is approved at the state level, it must be forwarded, under the signature of the state advisor or executive secretary, to the career development events education specialist. After study by the appropriate FFA staff, a recommendation to grant or deny the appeal will be forward to the chief executive officer for his/her approval. The request must be submitted to the 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.



### **Selection of CDE Superintendents and CDE Committee Members**

- A. Nominations for CDE superintendents may come to National FFA staff from the following sources:
  - 1. standing CDE superintendent
  - 2. current CDE committee members
  - 3. state leadership
  - 4. Team Ag Ed partners
- B. CDE superintendents will be selected by national CDE staff and approved by the National FFA Chief Executive Officer.
- C. Each CDE superintendent will serve a three to five year term. At the end of the superintendent's term, a qualified replacement will assume the duties of superintendent.
- D. National FFA staff and CDE superintendents will select qualified individuals to serve on CDE committees. Selection of committee members will be based on:
  - 1. individual qualifications.
  - 2. recommendations from state leaders, current CDE committee members, CDE superintendents or National FFA staff.
  - 3. recommendations from Team Ag Ed partners.
  - 4. current rotational procedures developed by each CDE committee.
  - 5. provide diversity for the committee.
  - 6. commitment to serve a minimum of three years on the committee.
- E. Final approval of new committee members is the responsibility of the National FFA CDE staff with input and recommendations from CDE event superintendent and committee.

### **Sanctioning Events**

Sanctioning of non-national FFA competitive events (those competitive events conducted by organizations other than the National FFA Organization) as National FFA Career Development Events should occur when:

- 1. The highest quality event possible is conducted.
- 2. Organization conducting event and National FFA Organization agree that event can and should be sanctioned.
- 3. Event is recommended by the National FFA Staff responsible for CDEs with input and agreement from the Award and Recognition Advisory Committee and approved by the National FFA Chief Executive Officer.
- 4. National FFA is represented by staff responsible for career development events on the planning and implementation committee for each event.
- 5. Winners of the national sanctioned event will be recognized in the same manner as national career development events 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 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 required 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 at time of certification.

- 1. Special needs policy is posted on the CDE program page at [www.ffa.org/cde](http://www.ffa.org/cde)
- 2. Special needs request due: **August 15**

### **Written Document Penalties**

A penalty of 10% of the total points allotted will be assessed for the written documents received after the postmarked deadline. If the document is still not received seven days after the postmarked deadline, the team/individual may be subject to disqualification.

1. National staff will mark late entries as such.
2. Event officials will be notified of late entries at the time written documents are provided for judging.
3. Event superintendent will ensure that penalty is applied.

# National FFA Horse Evaluation Career Development Event

A Special Project of the National FFA Foundation

## Important Note

*Please thoroughly read the Introduction Section at the beginning of this handbook for complete rules and procedures that are relevant to all National FFA Career Development Events.*

## I. Purpose

The purpose of the National FFA Horse Evaluation Career Development Event is to:

- A. promote the study of and interest in equine science selection, care and well being, management and production through the agricultural education curriculum.
- B. encourage experiential learning through use of practical skills and applied knowledge.
- C. provide recognition for those who have demonstrated skills and competencies as a result of instruction in equine science.

## II. Objectives

- A. To instill leadership and motivate learning in the classroom through development of student skills in cooperative learning, observation, analysis and communication.
- B. To develop and exercise competitive spirit in a team atmosphere.
- C. To create a foundation for career choices by building an awareness of opportunities within the equine industry.
- D. To advance knowledge in equine science selection, care and well being, management and production of horses.
- E. To provide the opportunity to evaluate, make decisions and orally justify decisions on conformation traits and performance of horses.

## III. Agriculture, Food and Natural Resources (AFNR) Career Cluster Content Standards

With the recommendation of the National FFA Board of Directors, all national FFA programs have incorporated these standards to guide the direction and content of program materials and activities. Refer to Appendix A in this chapter of the handbook for a complete list of the measurable activities that participants will carry out in this event. For details about the incorporation of AFNR standards, refer to the Introduction chapter of the CDE handbook.

## IV. Event Rules

- A. Each team will be comprised of three or four members. The top three members' scores will be used to determine the total team score.
- B. It is highly recommended that participants wear FFA Official Dress for this event.
- C. All attire of riders and handlers and tack is legal in the selection classes.
- D. All in-hand classes will be judged as sound, and all performance classes will be judged as they go, in regard to soundness.
- E. AQHA novice rules will be used in Hunter Under Saddle and Western Pleasure classes in reference to head set and head carriage .
- F. Any participant in possession of an electronic device in the event area is subject to disqualification.

## V. Event Format

### A. Materials each participant needs to provide:

1. Clipboard
2. Two sharpened No. 2 pencils for placing classes
3. No pre-printed materials will be allowed during the team activity.

### B. Individual Activities

#### 1. Identification classes - 40 points

Participants will identify 10 breeds and/or colors and markings of horses and 10 tack and equipment items. Each problem will be worth 2 points each.

#### 2. Selection classes - 600 points

- a. There will be a total of eight classes judged, four classes of halter and four classes of performance events. There will be four classes of reasons, two reasons classes in each area. Classes will be approximately 12–15 minutes in length. All classes will be 50 points. Oral reasons should not exceed two minutes in length.
- b. Four halter classes will be judged. Halter classes may be represented by the following breeds and types: Quarter Horse, Conformation Hunter, Appaloosa, Arabian, Paint, American Saddle Bred and Morgan. All halter classes will be judged as sound.
- c. Four performance classes will be judged. Performance classes may include: Western Horsemanship, Hunt Seat Equitation, Western Pleasure, Western Riding, Reining, English Pleasure (Saddle Seat), Hunter Under Saddle (Hunt Seat), Trail and Hunter Hack. Performance classes will be judged as presented (unsoundness to be penalized accordingly). Patterns will be provided to the teams prior to the start of the event for all classes requiring patterns.
- d. There will be two oral reasons classes selected from Western Pleasure, Reining, English Pleasure (Saddle Seat) and Hunter Under Saddle (Hunt Seat). Note: Points will be deducted if participants use notes during oral reasons presentations.

### C. Team Activity – 250 points total

#### 1. *Part 1 – Practical Application Activities – 200 points (50 points per activity)*

Participants will be answering questions and gathering information from practical application activities. Teams will complete four activities. Participants will have ten minutes for each activity. Examples of practical activities include feed/hay selection and selecting equipment to properly shoe a horse.

#### 2. *Part 2 – Team Scenario and Presentation – 50 points*

Following completion of the practical application activities, this part of the team activity requires all members of the team to work cooperatively to complete the problem-solving portion. Teams will orally present solutions to problems found in the given scenario.

Teams will have ten minutes to organize and prepare information and ten minutes to present solutions to judges. Judges may ask clarifying questions to the teams. For a sample scenario, see the reference section of this handbook. Examples topics include:

- a. Nutrition
- b. Management
- c. Anatomy
- d. Marketing/current trends
- e. Animal welfare (care and well-being)

## VI. Scoring

The event is organized into the following parts, classes and point values:

	Individual	Team
<b>Identification Classes</b>		
Breed and/or colors & markings [1]	20	
Tack and Equipment [1]	20	
<b>Selection Classes</b>		
<i>Halter Class</i>		
Placings [4]	200	
Oral Reasons [2]	100	
<i>Performance Class</i>		
Placings [4]	200	
Oral Reasons [2]	100	
<b>Total Classes</b>	<b>640</b>	
<b>Team Activity</b>		
Practical Application Activities [4]		200
Team Scenario/Presentation		50
<b>Total Team Activity</b>		<b>250</b>
<b>Total Team Score*</b>		<b>2,170</b>

\* (top 3 individual's scores plus team activity)

## VII. Tiebreakers

Ties will be broken in the following order:

### A. Individual:

1. Oral reasons total
2. Performance classes total
3. Halter classes total

### B. Team:

1. Team oral reasons total
2. Team performance classes total
3. Team halter classes total

## VIII. Awards

Awards will be presented to individuals and/or teams based upon their rankings at the awards ceremony. Awards are sponsored by a cooperating industry sponsor(s) as a special project, and/or by the general fund of the National FFA Foundation.

Specialty awards certificates will be presented for the top five individuals in the following areas: Halter, Performance and Oral Reasons.

## IX. 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 Core Catalog - CDE Questions and Answers  
<http://shop.ffa.org/cde-qas-c1413.aspx>

Current Official AQHA Handbook

American Quarter Horse Association, Amarillo Texas – Video References <http://www.aqhastore.com/store/category/3/11/How-To/>

2002 edition of the AQHA Championship Judging Series <http://nhjtca.org/contentsales.html>

Heird, James C. and The American Quarter Horse Association, *Competitive Horse Judging*. First Edition. The American Quarter Horse Association, 1990.

Evans, J. Warren, Borton, Anthony, Hintz, Harold F., and Van Vleck, L. Dale, *The HORSE*, second edition. W. H. Freeman and Company, 41 Madison Avenue, New York, NY 10010  
ISBN 0-7167-1811-1

*Horse Industry Handbook*, published by the American Youth Horse Council. Order by calling 1-800-Try-AYHC <http://ayhc.com/resources.htm>

Equine Science Curriculum – a special project from the National Council for Agricultural Education <http://www.teamaged.org/council/index.php/resources/60>

Judging 101 <http://judging101.com/>

Tack Identification: *Horses and Tack*, Howard Ensminger and <http://teskeys.com/tack.html>

Oklahoma State University horse breed website <http://www.ansi.okstate.edu/breeds/horses/>

University of Kentucky Agripedia website <http://www.ca.uky.edu/agripedia/>

Official Judging Guide from each of the various breed associations and audiovisuals

## SAMPLE TEAM ACTIVITY SCENARIO

**Directions:** Your team has 10 minutes to read the problem statement, solve the problem, and decide how the team will respond to the judge. Your team will then have 5 minutes to respond orally to the judge. You may make and take notes.

This scenario, your responses and evidence of team work are worth 40 points.

**Scenario:** A 600-lb., four-month old Quarter Horse foal is presented with enlarged knees and fetlocks and seems stiff to move. The foal's hoof angle is steeper than the pastern angle and the pasterns seem to be getting steeper each week. The owner has been turning the mare and foal out days and in nights, but isn't sure how much exercise the foal is getting. The foal is nursing the dam and is receiving five pounds of oats and two pounds of soybean meal in addition to two flakes of alfalfa hay per day. The foal's body condition score is 7.0 and the dam is 4.0. The owner is very pleased with the grooming, hair coat, hoof quality, and general appearance of the foal.

Team response called for (orally to the judge):

- What are the symptoms that have you most concerned?
- What else would you ask? What do you think is causing the problem?
- What feeding changes do you recommend?
- What other long-term management recommendations would you make?

### Horse Evaluation CDE Team Activity Presentation Scorecard

State: \_\_\_\_\_

Team No: \_\_\_\_\_

	5-4 Excellent	3-2 Moderate	1-0 Poor	Weight	Total Points
<b>Organization</b> • <i>Did the team clearly introduce the presentation?</i> • <i>Did the presentation transition from introduction to body?</i> • <i>Was the conclusion of the presentation evident?</i>				x2	
<b>Content</b> • <i>Is the problem in the scenario addressed in the presentation?</i> • <i>Are the presented solutions feasible?</i>				x4	
<b>Presentation</b> • <i>Did the team speak articulately without hesitation?</i> • <i>Was the team extremely well poised?</i> • <i>Did the team make eye contact with the judge?</i> • <i>Were gestures purposeful and effective?</i>				x2	
<b>Evidence of Teamwork</b> • <i>Did each member participate?</i> • <i>Were excellent team dynamics and professionalism demonstrated?</i>				x2	
<b>Total Points</b>					



**Appendix A: AFNR Career Cluster Content Standards**

	<b>Performance Measurement Levels</b>	<b>Event Activity Addressing Measurement</b>	<b>Related Academic Standards</b>
<b>ABS.01.02. Performance Indicator: Apply principles of entrepreneurship in businesses.</b>			Social Studies: 7d
	<b>ABS.01.02.01.a.</b> Describe the meaning, importance and economic impact of entrepreneurship.	Team Activity	
<b>ABS.02.01. Performance Indicator: Compose and analyze a business plan for an enterprise.</b>			Language Arts: 3, 4, 5, 7 and 8 Social Studies: 7h
	<b>ABS.02.01.02.a.</b> Identify and observe ethical standards in planning and operating AFNR businesses.	Team Activity	
<b>ABS.02.03. Performance Indicator: Apply appropriate management skills to organize a business.</b>			Language Arts: 12 Social Studies: 7f
	<b>ABS.02.03.01.b.</b> Identify management types in AFNR businesses.	Team Activity	
<b>ABS.06.01. Performance Indicator: Conduct appropriate market and marketing research.</b>			Social Studies: 7b and 7h
	<b>ABS.06.01.01.c.</b> Implement and evaluate marketing strategies with agricultural commodities, products and services.	Team Activity	
<b>ABS.06.02. Performance Indicator: Develop a marketing plan.</b>			Language Arts: 3, 5, 7 and 8 Social Studies: 7b and 7d
	<b>ABS.06.02.01.b.</b> Perform a marketing analysis, including evaluation of the competitors, customers, international and domestic policy environment, regulations and rules, standards and AFNR business resources.	Team Activity	
<b>ABS.06.03. Performance Indicator: Develop strategies for marketing plan implementation.</b>			Social Studies: 7b and 7h
	<b>ABS.06.03.01.b.</b> Determine marketing strategies that are most likely to be effective in an AFNR business.	Team Activity	
<b>AS.02.02. Performance Indicator: Apply principles of comparative anatomy and physiology to uses within various animal systems.</b>			Science: C1, C5 and F2
	<b>AS.02.02.01.c.</b> Explain how the components and systems of animal anatomy and physiology relate to the production and use of animals.	Team Activity; Oral Reasons	
	<b>AS.02.02.06.c.</b> Explain the impact of animal body systems on performance, health, growth and reproduction.	Team Activity	

<b>AS.02.03. Performance Indicator: Select animals for specific purposes and maximum performance based on anatomy and physiology.</b>		Science: C5
AS.02.03.01.c. Evaluate and select animals to maximize performance based on anatomical and physiological characteristics that affect health, growth and reproduction.	Selection Classes	
AS.02.03.02.b. Assess an animal to determine if it has reached its optimal performance level based on anatomical and physiological characteristics.	Team Activity; Selection Classes	
<b>AS.03.01. Performance Indicator: Prescribe and implement a prevention and treatment program for animal diseases, parasites and other disorders.</b>		Science: C4, F1 and F5
AS.03.01.01.a. Explain methods of determining animal health and disorders.	Team Activity	
AS.03.01.02.a. Identify common diseases, parasites and physiological disorders that affect animals.	Team Activity	
AS.03.01.03.c. Design and implement a health maintenance and disease and disorder prevention plan for animals in their natural and/or confined environments.	Team Activity	
<b>AS.03.02. Performance Indicator: Provide for the biosecurity of agricultural animals and production facilities.</b>		Science: F5 and F6 Social Studies: 9d
AS.03.02.01.a. Explain the importance of biosecurity to the animal industry.	Team Activity	
<b>AS.04.01. Performance Indicator: Formulate feed rations to provide for the nutritional needs of animals.</b>		Math: 1C and 6B Science: A4 and C5
AS.04.01.01.b. Determine the relative nutritional value of feedstuffs by evaluating their general quality and condition.	Team Activity	
AS.04.01.02.b. Appraise the adequacy of feed rations using data from the analysis of feedstuffs, animal requirements and performance.	Team Activity	
<b>AS.05.03. Performance Indicator: Apply scientific principles in the selection and breeding of animals.</b>		Math: 6C Science: A4, C2 and E2
AS.05.03.01.c. Select a breeding system based on the principles of genetics.	Team Activity	
AS.05.03.04.a. Explain the advantages of major reproductive management practices, including estrous synchronization, superovulation, flushing and embryo transfer.	Team Activity	
AS.05.03.05.a. Discuss the uses and advantages and disadvantages of natural breeding and artificial insemination.	Team Activity	
<b>AS.06.01. Performance Indicator: Demonstrate safe animal handling and management techniques.</b>		Science: C6
AS.06.01.02.b. Design programs that assure the welfare of animals and prevent abuse or mistreatment.	Team Activity	

<b>AS.07.01. Performance Indicator: Design animal housing, equipment and handling facilities for the major systems of animal production.</b>		Science: C6 and F6
AS.07.01.01.b. Critique designs for an animal facility and prescribe alternative layouts and adjustments for the safe and efficient use of the facility.	Team Activity	
AS.07.01.02.b. Explain how modern equipment and handling facilities enhance the safe and economic production of animals.	Team Activity	
<b>AS.08.02. Performance Indicator: Evaluate the effects of environmental conditions on animals.</b>		Science: C6 and F4
AS.08.02.01.b. Describe the effects of environmental conditions on animal populations and performance.	Team Activity	
<b>CS.01.01. Performance Indicator: Action: Exhibit the skills and competencies needed to achieve a desired result.</b>		Social Studies: 4d and 4h
CS.01.01.01.c. Work independently and in group settings to accomplish a task.	Team Activity; Selection Classes	
CS.01.01.03.a. Exhibit good planning skills for a specific task or situation.	Team Activity	
CS.01.01.06.b. Assign project parts equitably amongst team members to achieve a given task.	Team Activity	
<b>CS.01.02. Performance Indicator: Relationships: Build a constituency through listening, coaching, understanding and appreciating others.</b>		Language Arts: 12 Social Studies: 4h
CS.01.02.04.c. Evaluate the effectiveness of team members.	Team Activity	
<b>CS.01.04. Performance Indicator: Character: Conduct professional and personal activities based on virtues.</b>		Social Studies: 4c and 4f
CS.01.04.04.c. Demonstrate respect for others.	Team Activity	
<b>CS.02.02. Performance Indicator: Social Growth: Interact with others in a manner that respects the differences of a diverse and changing society.</b>		Language Arts: 12 Social Studies: 1e
CS.02.02.02.c. Present oneself appropriately in various settings.	Team Activity	
<b>CS.02.04. Performance Indicator: Mental Growth: Demonstrate the effective application of reasoning, thinking and coping skills.</b>		Math: 6C Science: A4 Language Arts: 4 and 8
CS.02.04.01.c. Demonstrate critical and creative thinking skills while completing a task.	Team Activity; Selection Classes	
CS.02.04.02.c. Implement effective problem solving strategies.	Team Activity	
<b>CS.02.05. Performance Indicator: Emotional Growth: Demonstrate healthy responses to one's feelings.</b>		Social Studies: 4a
CS.02.05.03.c. Exhibit self confidence while in the workplace.	Team Activity; Oral Reasons	
<b>CS.03.01. Performance Indicator: Communication: Demonstrate oral, written and verbal skills.</b>		Language Arts: 4, 5 and 12
CS.03.01.03.c. Make effective business presentations.	Team Activity; Oral Reasons	

<b>CS.03.02. Performance Indicator: Decision Making –Analyze situations and execute an appropriate course of action.</b>			Science: A1 and A5 Social Studies: 1c and 4h
	CS.03.02.01.c. Make decisions for a given situation by applying the decision-making process.	Team Activity; Selection Classes	
	CS.03.02.02.c. Use problem-solving skills.	Team Activity; Selection Classes	
<b>CS.03.03. Performance Indicator: Flexibility / Adaptability: Describe traits that enable one to be capable and willing to accept change.</b>			Science: A2, A6 and E2 Language Arts: 7 Social Studies: 8a
	CS.03.03.03.c. Respond to feedback to improve a situation, skill or performance.	Team Activity	

**Appendix B: Related Academic Standards**

National academic standards for mathematics, science, English language arts and social studies related to this event are reported below. The statements are based on information in reports of the respective associations/organizations in the academic areas. Some adjustment of numbering was done to facilitate the process of alignment with the standards that have been developed in the pathways of the Agriculture, Food and Natural Resources (AFNR) Career Cluster.

The approach was to determine the presence of alignment between the content standards, expectations or thematic strands of the four academic areas and the performance indicators of the AFNR Standards. Supporting statements have been included to clarify content of the respective content standards, expectations or thematic strands. The statements were initially developed independently by the respective organizations and, therefore, are not parallel in wording and presentation. Occasionally minor editing was done to adjust the background or stem of a statement but not the statement itself.

**Mathematics**

1. Standard and Expectations: Number and Operations
  - 1C. Compute fluently and make reasonable estimates.
6. Standard and Expectations: Problem Solving
  - 6B. Solve problems that arise in mathematics in other contexts.
  - 6C. Apply and adapt a variety of appropriate strategies to solve problems.

**Science**

- A. Content Standard: Science as an Inquiry
  - A1. Identify questions and concepts that guide scientific investigation.
  - A4. Formulate and revise scientific explanations and models using logic and evidence.
  - A5. Recognize and analyze alternative explanations and models.
  - A6. Communicate and defend a scientific argument.
- C. Content Standard: Life Science
  - C1. The cell.
  - C2. Molecular basis of heredity.
  - C4. Interdependence of organisms.
  - C5. Matter, energy and organization in living systems.
  - C6. Behavior of organisms.
- E. Content Standard: Science and Technology
  - E2. Understanding about science and technology
- F. Content Standard: Science in Personal and Social Perspectives
  - F1. Personal and community health.
  - F2. Population growth.
  - F4. Environmental quality.
  - F5. Natural and human-induced hazards.
  - F6. Science and technology in local, national and global challenges.

**English Language Arts**

3. Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
12. Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information).

### **Social Studies**

#### **1. Thematic Strand: Culture**

- 1c. apply an understanding of culture and an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values and behavior patterns;
- 1e. demonstrate the value of cultural diversity, as well as cohesion, within and across groups;

#### **4. Thematic Strand: Individual Development and Identity**

- 4a. articulate personal connections to time, place and social/cultural systems;
- 4c. describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status and other group and cultural influences contribute to the development of a sense of self;
- 4d. apply concepts, methods and theories about the study of human growth and development, such as physical endowment, learning, motivation, behavior, perception, and personality;
- 4f. analyze the role of perceptions, attitudes, values and beliefs in the development of personal identity;
- 4h. work independently and cooperatively within groups and institutions to accomplish goals;

#### **7. Thematic Strand: Production, Distribution and Consumption**

- 7b. analyze the role that supply and demand, prices, incentives and profits play in determining what is produced and distributed in a competitive market system;
- 7d. describe relationships among the various economic institutions that comprise economic systems such as households, business firms, banks, government agencies, labor unions and corporations;
- 7f. compare how values and beliefs influence economic decisions in different societies;
- 7h. apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues;

#### **8. Thematic Strand: Science, Technology and Society**

- 8a. identify and describe both current and historical examples of the interaction and interdependence of science, technology and society in a variety of cultural settings;

#### **9. Thematic Strand: Global Connections**

- 9d. analyze the causes, consequences and possible solutions to persistent, contemporary and emerging global issues, such as health, security, resource allocation, economic development and environmental quality;