

California Career Technical Education Model Curriculum Standards

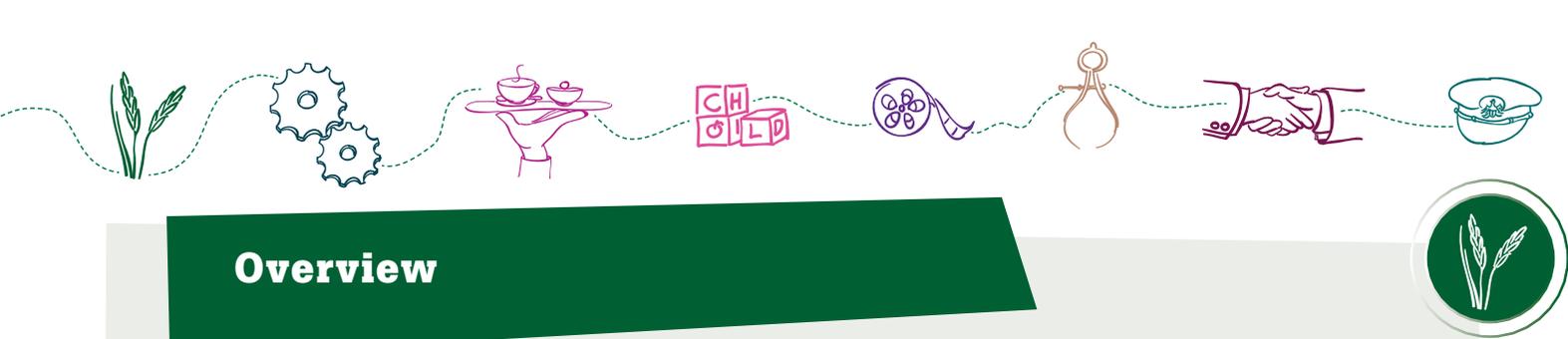




Table of Contents

Agriculture and Natural Resources

Overview.....	iii
California Standards for Career Ready Practice	vi
Sector Description.....	1
Knowledge and Performance Anchor Standards.....	2
1.0 Academics.....	2
2.0 Communications.....	2
3.0 Career Planning and Management.....	2
4.0 Technology.....	3
5.0 Problem Solving and Critical Thinking	3
6.0 Health and Safety.....	3
7.0 Responsibility and Flexibility	4
8.0 Ethics and Legal Responsibilities.....	4
9.0 Leadership and Teamwork.....	5
10.0 Technical Knowledge and Skills.....	6
11.0 Demonstration and Application.....	6
Pathway Standards.....	7
A. Agricultural Business Pathway.....	7
B. Agricultural Mechanics Pathway.....	10
C. Agriscience Pathway.....	14
D. Animal Science Pathway	17
E. Forestry and Natural Resources Pathway.....	21
F. Ornamental Horticulture Pathway.....	25
G. Plant and Soil Science Pathway	28
Academic Alignment Matrix	31
Contributors.....	47
References.....	48



Overview

The Career Technical Education (CTE) Model Curriculum Standards publication is organized for use as a complete document or for access to individual industry sectors and pathways. The document includes Standards for Career Ready Practice—which describe the knowledge and skills that students need prior to entering a career technical education program—as part of the career technical education sequence or as integrated elements of other course work in preparation for careers and college.

Each of the 15 industry sector sections includes a description, anchor standards, pathway standards, and an academic alignment matrix. The standards can be adjusted to be part of the curriculum (grades seven through twelve), provided through adult education, or included in community college programs. The document also lists the representatives who participated in each sector's content development and the references that were consulted to revise the CTE standards.

Standards for Career Ready Practice

California's Standards for Career Ready Practice, which follow this overview, are based on the Career Ready Practices of the Common Career Technical Core (CCTC), a state-led initiative sponsored by the National Association of State Directors of Career Technical Education Consortium (NASDCTEc):

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. (NASDCTEc 2012, 2)

California's 12 Standards for Career Ready Practice align with the state's CTE anchor standards and reflect the expectations from business and industry, labor and community organizations, and secondary and postsecondary education representatives from 42 participating states.

Anchor Standards

The 11 anchor standards build on the Standards for Career Ready Practice and are common across the 15 industry sectors. Content for these standards was drawn from several documents: "Preparing Students for the 21st Century Economy" (American Association of Colleges for Teacher Education and the Partnership for 21st Century Skills 2010); *How Should Colleges Prepare Students to Succeed in Today's Global Economy?* (Association of American Colleges and Universities and Peter D. Hart Research Associates, Inc. 2006); "Importance of Skills and Knowledge for College and Career Readiness," from *The MetLife Survey of the American Teacher: Preparing Students for College and Careers* (MetLife, Inc. 2011); and *Are They Really Ready to Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce* (The Conference Board et al. 2006).

Each anchor standard is followed by performance indicators using action verbs from the Beyond Knowledge Construct, presented in a hierarchical progression of simple tasks to more complex tasks. Performance indicators provide guidance for curriculum design and standards measurement.



The industry-sector anchor standards have been customized with selected additions to better reflect the needs and special conditions of each industry sector.

Anchor Standard 1 (Academics) guides users to sector-specific core academic standards related to each industry sector, which are listed in the alignment matrix at the end of each sector section. Anchor standards 2–10 are deliberately aligned with one of the Common Core English language arts standards, using similar language demonstrating the natural connections between the two subjects. Anchor Standard 11 (Demonstration and Application) highlights classroom, laboratory, and workplace learning specific to the individual sector and pathways.

Pathway Standards

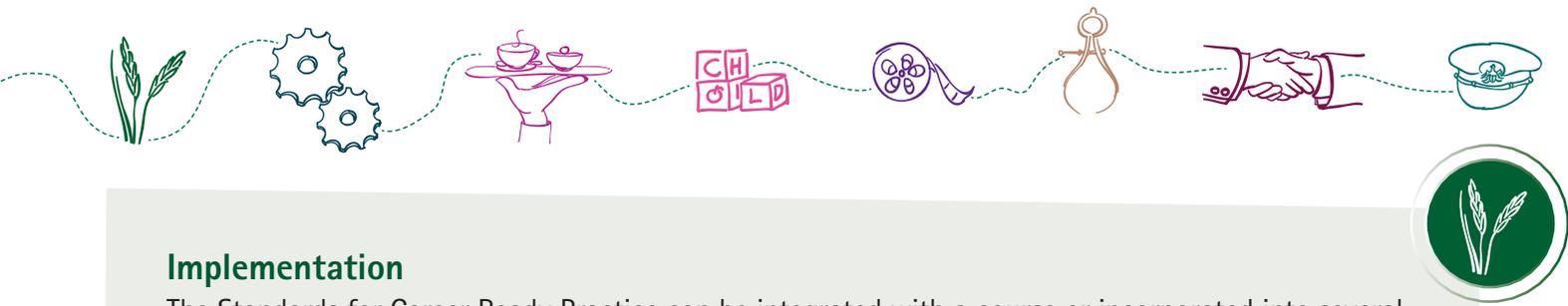
All 15 industry sectors contain multiple pathways. In order to be identified and listed for an industry sector, each pathway had to meet the following criteria:

- unique to an industry sector
- has an occupational focus
- consistent in size and scope
- composed of similar functions
- inclusive of all aspects of the industry
- includes 8–12 pathway-specific standards
- demonstrates sequence potential
- reasonable and appropriate for high school
- leads to high-skill, high-wage, or high-demand jobs
- sustainable and viable over the next 10 years

Academic Alignment Matrix

Each sector includes an academic alignment matrix that displays where a natural, obvious alignment occurs. Compiled by five teams of academic content experts in collaboration with industry-sector consultants, teachers, and other advisers, the alignment was selected if it was determined that the pathway standard would enhance, reinforce, or provide an application for a specific academic subject standard.

The alignment matrices include the subjects of Common Core English language arts and mathematics standards, history/social studies standards, and Next Generation Science Core Ideas. To assist with further review and implementation, each academic alignment is notated with specific pathway standards codes.



Implementation

The Standards for Career Ready Practice can be integrated with a course or incorporated into several courses over multiple school years (grades seven through twelve). The practices are expectations for all students, whether they are enrolled in a CTE program or following a more generalized course sequence. It is expected that all students who exit high school will be proficient in these practices.

The anchor standards are the basis for each of the pathways within each sector. These standards are designed to assist with the development of course curricula and instructional lesson plans; they describe what is to be taught and measured. In most cases, the teacher determines the sequence and strategies to be used to meet the needs of the student population he or she is serving.

The performance indicators that follow each standard offer guidance for both course design and student assessment. They are intended to guide course work as it is developed. The pathways organize the standards with a career focus, but they are not designed to be offered as single courses. Rather, the standards from each pathway are collected and organized into a sequence of learning. To meet local demands of business and industry and particular student populations, standards can be collected from more than one sector to create a course.

Using the academic alignment matrices as a resource, academic and CTE teachers can see where enhancements and support for both sets of standards can be initiated. CTE teachers can quickly identify academic standards that have a substantial relationship to their instruction. Likewise, academic teachers can specify individual academic standards and quickly identify related CTE standards, which will assist them in incorporating application and technology in their curricula and lessons.

The CTE Model Curriculum Standards are intended to serve the entire education community—from middle schools and high schools to postsecondary colleges and career training programs. A major aim of these standards is to prepare students for postsecondary education and training and to help them make a smooth transition into the workforce. In order for both the people and the economy of California to prosper, it is essential for all students to emerge from schools ready to pursue their career and college goals. Equipping all high school students with the knowledge and skills necessary to plan and manage their education and careers throughout their lives will help to guarantee these important outcomes. Strong CTE programs will continue to provide important educational opportunities to assist students as they pursue their dreams and strive for economic prosperity. The CTE Model Curriculum Standards are a resource for educators and the business world for ensuring high-quality CTE learning experiences and improved student outcomes in the twenty-first-century economy.



California Standards for Career Ready Practice

Standards for Career Ready Practice describe the fundamental knowledge and skills that a career-ready student needs in order to prepare for transition to postsecondary education, career training, or the workforce. These standards are not exclusive to a career pathway, a CTE program of study, a particular discipline, or level of education. Standards for Career Ready Practice are taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. Standards for Career Ready Practice are a valuable resource to CTE and academic teachers designing curricula and lessons in order to teach and reinforce the career-ready aims of the CTE Model Curriculum Standards and the Common Core State Standards.

1. Apply appropriate technical skills and academic knowledge.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and other work-related practices.

2. Communicate clearly, effectively, and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others, are active listeners who speak clearly and with purpose, and are comfortable with the terminology common to the workplace environment. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

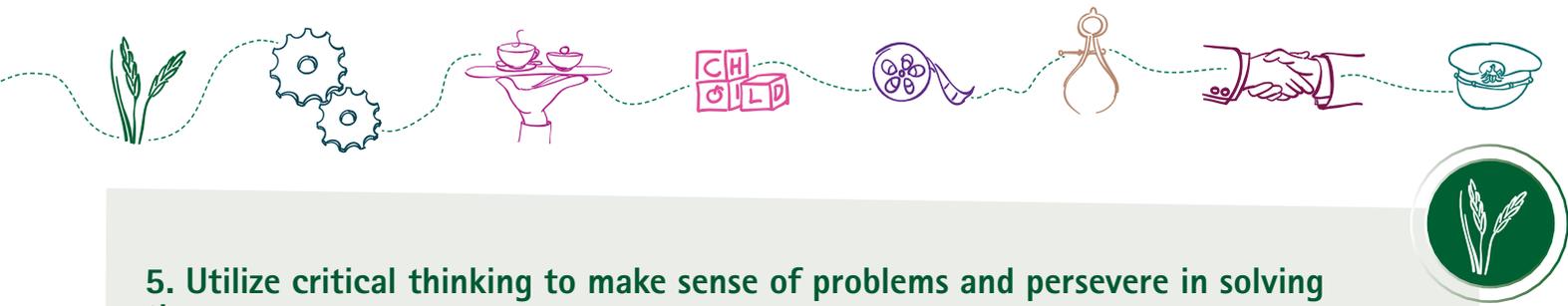
3. Develop an education and career plan aligned with personal goals.

Career-ready individuals take personal ownership of their own educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process and understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. Apply technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.





5. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve the problem and, once agreed upon, follow through to ensure the problem is resolved.

6. Practice personal health and understand financial literacy.

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. Act as a responsible citizen in the workplace and the community.

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them and think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management.

Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competence.

Career-ready individuals positively contribute to every team as both team leaders and team members. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation.

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.



11. Employ valid and reliable research strategies.

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, social, and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

Note: As stated previously, California's Standards for Career Ready Practice are based on the CCTC Career Ready Practices posted at <https://careertech.org/> (accessed June 8, 2016).



Agriculture and Natural Resources

Sector Description

The Agriculture and Natural Resources sector is designed to provide a foundation in agriculture for all agriculture students in California. Students engage in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and skill preparation in seven pathways. The pathways emphasize real-world, occupationally relevant experiences of significant scope and depth in Agricultural Business, Agricultural Mechanics, Agriscience, Animal Science, Forestry and Natural Resources, Ornamental Horticulture, and Plant and Soil Science. Integral components of classroom and laboratory instruction, supervised agricultural experience projects, and leadership and interpersonal skills development prepare students for continued training, advanced educational opportunities, or entry to a career.





Agriculture and Natural Resources Knowledge and Performance Anchor Standards

1.0 Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Agriculture and Natural Resources academic alignment matrix for identification of standards.

2.0 Communications

Acquire and accurately use Agriculture and Natural Resources sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)

- 2.1 Recognize the elements of communication using a sender-receiver model.
- 2.2 Identify barriers to accurate and appropriate communication.
- 2.3 Interpret verbal and nonverbal communications and respond appropriately.
- 2.4 Demonstrate elements of written and electronic communication, such as accurate spelling, grammar, and format.
- 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- 2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)

- 3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.
- 3.2 Evaluate personal character traits, such as trust, respect, and responsibility, and understand the impact they can have on career success.
- 3.3 Explore how information and communication technologies are used in career planning and decision making.
- 3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.
- 3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning.
- 3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.
- 3.7 Recognize the importance of small business in the California and global economies.
- 3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.
- 3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.



4.0 Technology

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Agriculture and Natural Resources sector workplace environment. (Direct alignment with WS 11-12.6)

- 4.1 Use electronic reference materials to gather information and produce products and services.
- 4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.
- 4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.
- 4.4 Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources.
- 4.5 Research past, present, and projected technological advances as they impact a particular pathway.
- 4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.
- 4.7 Demonstrate the use of appropriate tools and technology used in the Agriculture and Natural Resources sector.

5.0 Problem Solving and Critical Thinking

Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Agriculture and Natural Resources sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)

- 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
- 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
- 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.
- 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Agriculture and Natural Resources sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)

- 6.1 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions.
- 6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.



- 6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.
- 6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.
- 6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.
- 6.6 Maintain a safe and healthful working environment.
- 6.7 Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA).

7.0 Responsibility and Flexibility

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Agriculture and Natural Resources sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)

- 7.1 Recognize how financial management impacts the economy, workforce, and community.
- 7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to changing and varied roles and responsibilities.
- 7.4 Practice time management and efficiency to fulfill responsibilities.
- 7.5 Apply high-quality techniques to product or presentation design and development.
- 7.6 Demonstrate knowledge and practice of responsible financial management.
- 7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.
- 7.8 Explore issues of global significance and document the impact on the Agriculture and Natural Resources sector.

8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)

- 8.1 Access, analyze, and implement quality assurance standards of practice.
- 8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Agriculture and Natural Resources industry sector.
- 8.3 Demonstrate ethical and legal practices consistent with Agriculture and Natural Resources sector workplace standards.
- 8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.
- 8.5 Analyze organizational culture and practices within the workplace environment.



- 8.6 Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information.
- 8.7 Conform to rules and regulations regarding sharing of confidential information, as determined by Agriculture and Natural Resources sector laws and practices.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Future Farmers of America (FFA) career technical student organization. (Direct alignment with SLS 11-12.1b)

- 9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
- 9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills, as applied in groups, teams, and career technical student organization activities.
- 9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.
- 9.4 Explain how professional associations and organizations and associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities.
- 9.5 Understand that the modern world is an international community and requires an expanded global view.
- 9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.
- 9.7 Participate in interactive teamwork to solve real Agriculture and Natural Resources sector issues and problems.
- 9.8 Define the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
- 9.9 Identify the ways in which pre-professional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
- 9.10 Understand how to organize and structure work, individually and in teams, for effective performance and the attainment of goals.
- 9.11 Explain multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- 9.12 Demonstrate how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
- 9.13 Participate in group or team activities, including those offered by the student organization, that develop skills in leadership, cooperation, collaboration, and effective decision making.



10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Agriculture and Natural Resources sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)

- 10.1 Interpret and explain terminology and practices specific to the Agriculture and Natural Resources sector.
- 10.2 Comply with the rules, regulations, and expectations of all aspects of the Agriculture and Natural Resources sector.
- 10.3 Construct projects and products specific to the Agriculture and Natural Resources sector requirements and expectations.
- 10.4 Collaborate with industry experts for specific technical knowledge and skills.
- 10.5 Interpret and explain the aims, purposes, history, and structure of the FFA student organization and know the opportunities it makes available.
- 10.6 Manage, and actively engage in, a career-related, supervised agricultural experience.
- 10.7 Understand the importance of maintaining and completing the California Agricultural Record Book.
- 10.8 Maintain and troubleshoot equipment used in the agricultural industry.

11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Agriculture and Natural Resources anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the FFA career technical student organization.

- 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Agriculture and Natural Resources sector program of study.
- 11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.
- 11.3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.
- 11.4 Employ entrepreneurial practices and behaviors appropriate to Agriculture and Natural Resources sector opportunities.
- 11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.



A. Agricultural Business Pathway

In the Agricultural Business pathway, students learn about agricultural business operation and management. Topics include accounting, finance, economics, business organization, marketing, and sales.

Sample occupations associated with this pathway:



- Agriculture Inspector
- Farm and Ranch Manager
- Sales Representative
- Business Controller
- Agricultural Credit Manager

- A1.0 Demonstrate an understanding of decision-making processes within the American free-enterprise system.
 - A1.1 Differentiate among the components of the American free-enterprise system and other forms of economic systems.
 - A1.2 Distinguish among the main characteristics of individual proprietorships, partnerships, corporations, franchises, and cooperatives.
 - A1.3 Compare the advantages and disadvantages of the types of business ownership.
 - A1.4 Analyze appropriate decision-making tools and financial records to make key management decisions.
 - A1.5 Analyze physical production relationships to determine optimum use levels.
 - A1.6 Calculate the fixed and variable costs associated with the production of agricultural products and determine the output level that will yield maximum profit.
- A2.0 Explain the fundamental economic principles of agribusiness and agricultural production.
 - A2.1 Identify basic economic factors affecting agricultural production and agribusiness management decisions.
 - A2.2 Communicate basic agricultural economic terminology.
 - A2.3 Apply the law of supply and demand and evaluate its effect on price determination.
 - A2.4 Assess how agriculture uses scarce resources to meet the needs and demands of its consumers.
 - A2.5 Differentiate between elastic and inelastic supply and demand.
 - A2.6 Predict how the law of diminishing returns impacts agricultural production.
- A3.0 Explore the role of credit in agribusiness and agricultural production.
 - A3.1 Analyze the factors that determine the cost of credit in order to select optimum credit sources (e.g., the advantages and disadvantages of borrowing from the various types of credit providers and sources for short-term, intermediate-term, and long-term credit).



- A3.2 Research and discuss the criteria lenders use to evaluate repayment capacity.
- A3.3 Evaluate balance sheets and cash-flow statements to determine the ability to repay loans.
- A4.0 Use proper accounting principles and procedures to accomplish fiscal management and tax planning.
 - A4.1 Compare and contrast cash and accrual accounting systems.
 - A4.2 Demonstrate the use and describe the importance of budgets, income statements, balance sheets, and financial statements.
 - A4.3 Interpret the basis of taxation within the tax system and its impact on the economy, including the role of taxes in agribusiness.
 - A4.4 Analyze the role of depreciation and purchasing in tax planning and liability.
 - A4.5 Determine property values and complete a depreciation schedule.
 - A4.6 Formulate the tax obligations for an agribusiness.
- A5.0 Manage risk and uncertainty.
 - A5.1 Explore environmental issues that impact agribusiness.
 - A5.2 Determine the meaning and importance of risk and uncertainty.
 - A5.3 Describe alternative approaches to reducing risk, including the use of insurance for product liability, property, production or income loss, and for personnel life and health.
 - A5.4 Maintain appropriate evidence (e.g., Point of Origin, pick/pack dates, production records) to support and defend risk management.
 - A5.5 Identify best practices and include in farm planning to reduce risk.
 - A5.6 Prepare a comprehensive risk management and contingency plan.
- A6.0 Evaluate the role and value of agricultural organizations.
 - A6.1 Distinguish the benefits of private, public, and governmental organizations, including the value and impact of cooperatives.
 - A6.2 Understand how participation in organizations would be beneficial in supporting various agricultural operations.
 - A6.3 Identify, and electronically access, public and private agricultural organizations.
- A7.0 Understand agricultural marketing systems.
 - A7.1 Explain how marketing functions in a free-market society.
 - A7.2 Compare the advantages and disadvantages of the various marketing options for agricultural products and services.
 - A7.3 Analyze how the law of comparative advantage affects agricultural production.
 - A7.4 Explore the impact of advertising, promotion, and data analysis on the marketing of agricultural products and services.



- A7.5 Assess how promotion trends for agricultural products influence individuals.
- A7.6 Develop a marketing plan for an agricultural product or service.
- A8.0 Understand the sales of agricultural products and services.
 - A8.1 Determine the most effective methods for assessing customer needs and wants.
 - A8.2 Describe the stages in making a successful sale and the various techniques used to approach potential customers and overcome their objections.
 - A8.3 Examine the physiological and psychological factors that influence motivation to purchase, including the fundamental steps in making a purchase.
- A9.0 Differentiate among local, national, and international agricultural markets and communicate how trade affects the economy.
 - A9.1 Describe how the importance of agricultural imports and exports affects state and national economies.
 - A9.2 Summarize how governmental, economic, and cultural factors affect international trade.
 - A9.3 Compare and contrast United States trade policies with those of other important trading partners.
 - A9.4 Research how biotechnology affects trade and global economies.
 - A9.5 Evaluate how different cultural values affect agricultural production and marketing.
 - A9.6 Explain how negotiations and bargaining agreements affect trade agreements.
 - A9.7 Analyze agricultural marketing strategies in other parts of the world.



Agriculture and Natural Resources Pathway Standards

B. Agricultural Mechanics Pathway

The Agricultural Mechanics pathway prepares students for careers related to the construction, operation, and maintenance of equipment used by the agriculture industry. Basic agricultural mechanics skills and safety, standards B1.0 through B8.0, cover woodworking, electrical systems, plumbing, cold metal work, concrete, and welding technology. Advanced topics, standards B9.0 through B12.0, deal with metal fabrication, small engines, agriculture power and technology, and agriculture construction.

Sample occupations associated with this pathway:



- Agriculture Equipment Operator
- Farm Equipment Mechanic and Service Technician
- Agricultural Engineer
- Welder
- Equipment Fabricator

B1.0 Implement personal and group safety practices.

- B1.1 Practice the rules for personal and group safety while working in an agricultural mechanics environment.
- B1.2 Integrate accepted shop management procedures and a safe working environment.
- B1.3 Safely secure loads on a variety of vehicles.

B2.0 Apply the principles of basic woodworking.

- B2.1 Identify common wood products, lumber types, and sizes.
- B2.2 Measure and lay out lumber, calculating board feet and square feet.
- B2.3 Identify, select, and implement basic fastening systems.
- B2.4 Complete a woodworking project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, shaping, joining, and finishing.

B3.0 Demonstrate basic electricity principles and wiring practices commonly used in agriculture.

- B3.1 Explain the relationship between voltage, amperage, resistance, and power in single-phase alternating current (AC) circuits.
- B3.2 Use proper electrical test equipment for AC and direct current (DC) circuits.
- B3.3 Analyze and correct basic circuit problems (e.g., open circuits, short circuits, incorrect grounding).
- B3.4 Implement proper basic electrical circuit and wiring techniques using nonmetallic cable and conduit as defined by the National Electric Code (NEC).
- B3.5 Interpret basic agricultural electrical plans.
- B3.6 Complete an electrical project, including interpreting a plan, following NEC code, selecting materials and components, and completing a circuit.



- B4.0 Select and apply plumbing system practices commonly used in agriculture.
 - B4.1 Match appropriate basic plumbing fitting skills with a variety of materials, such as copper, polyvinyl chloride (PVC), steel, polyethylene, and acrylonitrile butadiene styrene (ABS).
 - B4.2 Explain the environmental influences on plumbing and irrigation system choices (e.g., filter systems, water disposal, drip vs. flood).
 - B4.3 Research and communicate how various plumbing and irrigation systems are used in agriculture.
 - B4.4 Complete a plumbing project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, joining, and testing.

- B5.0 Understand agricultural cold metal processes.
 - B5.1 Identify common metals, sizes, and shapes.
 - B5.2 Demonstrate basic tool-fitting skills.
 - B5.3 Properly lay out materials for a given project.
 - B5.4 Demonstrate basic cold metal processes (e.g., shearing, cutting, drilling, threading, bending).
 - B5.5 Complete a cold metal project, including interpreting a plan, developing a bill of materials, selecting materials, shaping, fastening, and finishing.

- B6.0 Understand concrete and masonry practices commonly used in agriculture.
 - B6.1 Identify and explain the use of concrete and masonry tools and demonstrate proper handling of concrete materials.
 - B6.2 Practice bed preparation, concrete forms layout, and construction.
 - B6.3 Complete a concrete or masonry project, including calculating volume, developing a bill of materials, assembling, mixing, placing, and finishing.

- B7.0 Understand oxy-fuel cutting and welding.
 - B7.1 Explain the role of heat and oxidation in the cutting process.
 - B7.2 Properly set up, adjust, shut down, and maintain an oxy-fuel system.
 - B7.3 Flame-cut metal with an oxy-fuel cutting torch.
 - B7.4 Fusion-weld mild steel with and without filler rod by using oxy-fuel equipment.
 - B7.5 Repair metal objects using a variety of techniques, such as brazing or hard surfacing.

- B8.0 Understand electric arc welding processes.
 - B8.1 Select, properly adjust, safely employ, and maintain appropriate welding equipment (e.g., gas metal arc welding, shielded metal arc welding, gas tungsten arc welding).
 - B8.2 Read welding symbols and plans, select electrodes, fit-up joints, and control heat and distortion.



- B8.3 Apply gas metal arc welding, shielded metal arc welding, or flux core arc welding processes to fusion-weld mild steel with appropriate welding electrodes and related equipment.
- B8.4 Weld a variety of joints in various positions.
- B9.0 Assimilate metallurgy principles and fabrication techniques.
 - B9.1 Define metallurgy principles, including distortion, hardening, tempering, and annealing.
 - B9.2 Operate and maintain various arc welding and cutting systems safely and appropriately.
 - B9.3 Operate and maintain fabrication tools and equipment safely and appropriately.
 - B9.4 Design project plans by using mechanical drawing techniques.
 - B9.5 Finish a metal project by implementing proper sequencing.
 - B9.6 Manipulate and finish metal by using a variety of tools, machines, and techniques (e.g., lathe, mill, CNC plasma, shears, press break, grinders, and sanders).
 - B9.7 Construct a welding project using any electric welding process, appropriate products, joints, and positions, which will include interpreting a plan, determining proper assembly sequence, developing a bill of materials and cutting list, selecting and acquiring materials, and developing a clear and concise fabrication contract.
- B10.0 Understand small and compact engines.
 - B10.1 Understand and explain engine theory, including the application of mathematical and/or physical science laws for both two- and four-stroke cycle engines.
 - B10.2 Differentiate among types of small engines and their applications.
 - B10.3 Identify small-engine parts and explain the various systems (e.g., fuel, ignition, compression, cooling, and lubrication systems).
 - B10.4 Troubleshoot and solve problems with small engines.
 - B10.5 Disassemble, inspect, adjust, and reassemble a small engine.
 - B10.6 Look up and order parts, apply repair and maintenance recommendations from a repair manual, and complete appropriate forms, including work orders.
- B11.0 Understand the principles and applications of various engines and machinery used in agriculture.
 - B11.1 Identify common agricultural machinery and implements.
 - B11.2 Calibrate, operate, and maintain equipment safely and efficiently.
 - B11.3 Summarize the theory, operation, and troubleshooting of various types of engines found on agricultural machinery, including cooling, fuel, and lubrication systems.
 - B11.4 Explain the theory, operation, and troubleshooting of hydraulic systems.
 - B11.5 Explain the theory, operation, and troubleshooting of power train and power take-off systems.
 - B11.6 Understand the theory and operation of 12-volt DC electronic and electrical systems (e.g., circuit design, starting, charging, and safety circuits).



- B12.0 Apply land measurement and construction techniques commonly used in agriculture.
 - B12.1 Describe common surveying techniques used in agriculture (e.g., leveling, land measurement, building layout, GPS).
 - B12.2 Draw and interpret architectural plans.
 - B12.3 Install single- and three-phase wiring and control systems found in agricultural structures, pumps, and irrigation systems.
 - B12.4 Install plumbing in agricultural structures (e.g., potable water, sewer, irrigation).
 - B12.5 Form, place, and finish concrete or masonry (e.g., concrete block).
 - B12.6 Construct agricultural structures by using wood framing and steel framing systems (e.g., barns, shops, greenhouses, animal structures).
 - B12.7 Develop clear and concise agricultural construction contracts.



Agriculture and Natural Resources Pathway Standards

C. Agriscience Pathway

The Agriscience pathway helps students acquire a broad understanding of a variety of agricultural areas, develop an awareness of the many career opportunities in agriculture, participate in occupationally relevant experiences, and work cooperatively with a group to develop and expand leadership abilities. Students study California agriculture, agricultural business, agricultural technologies, natural resources, and animal, plant, and soil sciences.

Sample occupations associated with this pathway:



- Research Assistant/Associate
- Water Quality Specialist
- Plant Scientist
- Agriscience Teacher
- Entomologist

- C1.0 Evaluate the role of agriculture in the California economy.
 - C1.1 Understand the history of the agricultural industry in California.
 - C1.2 Describe how California agriculture affects the quality of life.
 - C1.3 Analyze the interrelationship of California agriculture and society at the local, state, national, and international levels.
 - C1.4 Research the economic impact of leading California agricultural commodities.
 - C1.5 Assess the economic impact of major natural resources in California.
 - C1.6 Distinguish between the economic importance of major agricultural exports and imports.
 - C1.7 Explore factors that affect food safety and producers' responsibilities to consumers.
- C2.0 Examine the interrelationship between agriculture and the environment.
 - C2.1 Identify important agricultural environmental impacts on soil, water, and air.
 - C2.2 Explain current environmental challenges related to agriculture.
 - C2.3 Summarize how natural resources are used in agriculture.
 - C2.4 Compare and contrast practices for conserving renewable and nonrenewable resources.
 - C2.5 Research how new energy sources are developed from agricultural products (e.g., gas-cogeneration and ethanol).
- C3.0 Analyze the effects of technology on agriculture.
 - C3.1 Describe how technology affects the logistics of moving an agricultural commodity from producer to consumer.
 - C3.2 Understand how technology influences factors such as labor, efficiency, diversity, availability, mechanization, and communication.



- C3.3 Communicate public concern for technological advancements in agriculture, such as genetically modified organisms.
- C3.4 Research the laws and regulations concerning biotechnology.
- C3.5 Integrate the use of technology when collecting and analyzing data.
- C4.0 Determine the importance of animals, the domestication of animals, and the role of animals in modern society.
 - C4.1 Understand the evolution and roles of domesticated animals in society.
 - C4.2 Differentiate between domestication and natural selection.
 - C4.3 Compile the modern-day uses of animals and animal by-products.
 - C4.4 Defend various points of view regarding the use of animals.
 - C4.5 Research unique and alternative uses of animals (e.g., therapeutic riding programs and companion animals).
- C5.0 Compare the structure and function of plants, animals, bacteria, and viruses.
 - C5.1 Identify the function of cells.
 - C5.2 Analyze the anatomy and physiology of cells.
 - C5.3 Understand various cell actions, such as osmosis and cell division.
 - C5.4 Compare and contrast plant and animal cells, bacteria, and viruses.
- C6.0 Explore animal anatomy and systems.
 - C6.1 State the names, and find the locations, of the external anatomy of animals.
 - C6.2 Explain the anatomy and major functions of vertebrate systems, including digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory, and endocrine systems.
- C7.0 Comprehend basic animal genetics.
 - C7.1 Differentiate between genotype and phenotype and describe how dominant and recessive genes function.
 - C7.2 Compare genetic characteristics among cattle, sheep, swine, and horse breeds.
 - C7.3 Predict phenotype and genotype ratios by using a Punnett Square.
 - C7.4 Explain the fertilization process.
 - C7.5 Distinguish between the purpose and processes of mitosis and meiosis.
- C8.0 Understand fundamental animal nutrition and feeding.
 - C8.1 Identify types of nutrients required by farm animals (e.g., proteins, minerals, vitamins, carbohydrates, fats/oils, water).
 - C8.2 Analyze suitable common feed ingredients, including forages, roughages, concentrates, and supplements for ruminant, monogastric, equine, and avian digestive systems.
 - C8.3 Understand basic animal feeding guidelines and evaluate sample feeding programs for various species, including space requirements and economic considerations.



- C9.0 Evaluate basic animal health.
 - C9.1 Assess the appearance and behavior of a normal, healthy animal.
 - C9.2 Explain the ways in which housing, sanitation, and nutrition influence animal health and behavior.
 - C9.3 Analyze the causes and controls of common animal diseases.
 - C9.4 Summarize effective techniques for controlling parasites and explain why controlling parasites is important.
 - C9.5 Research the legal requirements for the procurement, storage, methods of application, and withdrawal times of animal medications, and know proper equipment handling and disposal techniques.

- C10.0 Explain soil science principles.
 - C10.1 Recognize the major soil components and types.
 - C10.2 Summarize how soil texture, structure, pH, and salinity affect plant growth.
 - C10.3 Assess water delivery and irrigation system options.
 - C10.4 Differentiate among the types, uses, and applications of amendments and fertilizers.

- C11.0 Analyze plant growth and development.
 - C11.1 Understand the anatomy and functions of plant systems and structures.
 - C11.2 Identify plant growth requirements.
 - C11.3 Discern between annual, biennial, and perennial life cycles.
 - C11.4 Examine sexual and asexual reproduction in plants.
 - C11.5 Understand photosynthesis and the roles of the sun, chlorophyll, sugar, oxygen, carbon dioxide, and water in the process.
 - C11.6 Summarize the respiration process in the breakdown of food and organic matter.

- C12.0 Understand fundamental pest management.
 - C12.1 Classify agricultural pests (e.g., insects, weeds, disease, and vertebrates).
 - C12.2 Compare chemical, mechanical, cultural, and biological methods of plant pest control.
 - C12.3 Analyze the major principles, advantages, and disadvantages of integrated pest management.

- C13.0 Design agricultural experiments using the scientific method.
 - C13.1 State the steps of the scientific method.
 - C13.2 Analyze an agricultural problem and devise a solution based on the scientific method.



D. Animal Science Pathway

In the Animal Science pathway, students study large, small, and specialty animals. Students explore the necessary elements, such as diet, genetics, habitat, and behavior, to create humane, ecologically, and economically sustainable animal production systems. The pathway includes the study of animal anatomy and physiology, nutrition, reproduction, genetics, health and welfare, animal production, technology, and the management and processing of animal products and by-products.

Sample occupations associated with this pathway:



- Veterinarian Technician
- Animal Caretaker/Kennel Operator
- Animal Breeder
- Ranch Manager
- Feed Nutritionist

- D1.0 Evaluate the necessary elements for proper animal housing and animal-handling equipment.
 - D1.1 Design an animal facility focusing on appropriate space and location requirements for habitat, housing, feed, and water.
 - D1.2 Select habitat and housing conditions and materials, such as indoor and outdoor housing, fencing materials, air flow/ventilation, and shelters, to meet the needs of various animal species.
 - D1.3 Interpret animal behaviors and execute protocols for safe handling of animals.
 - D1.4 Defend the purpose and the safe and humane use of animal husbandry tools, such as hoof trimmers, electric shears, elastrators, dehorning tools, and scales.
- D2.0 Apply principles of animal nutrition to ensure the proper growth, development, reproduction, and economic production of animals.
 - D2.1 Assess the flow of nutrients from the soil, through the animal, and back to the soil.
 - D2.2 Explore the principles for providing proper, balanced rations for a variety of production stages in ruminants and monogastrics.
 - D2.3 Compare the digestive processes of the ruminant, monogastric, avian, and equine digestive systems.
 - D2.4 Distinguish how animal nutrition is affected by the digestive, endocrine, and circulatory systems.
- D3.0 Apply principles of comparative anatomy and physiology to uses within various animal systems.
 - D3.1 Compare and contrast animal cells, tissues, organs, and body systems.
 - D3.2 Develop efficient procedures to produce consistently high-quality animals that are well suited for their intended purposes.
 - D3.3 Relate the importance of animal organs to the health, growth, and reproduction of animals.



- D4.0 Demonstrate understanding of animal reproduction, including the function of reproductive organs.
 - D4.1 Illustrate animal conception, including estrus cycles, ovulation, and insemination.
 - D4.2 Research the gestation process and basic fetal development.
 - D4.3 Explain the parturition process, including the identification of potential problems and their solutions.
 - D4.4 Select animal breeding methods based on reproductive and economic efficiency.
 - D4.5 Select a breeding system based on the principles of genetics.

- D5.0 Discuss animal inheritance and selection principles, including the structure and role of deoxyribonucleic acid (DNA).
 - D5.1 Evaluate a group of animals for desired qualities, and discern among them for breeding selection.
 - D5.2 Select animals, based on quantitative breeding values, for specific characteristics.
 - D5.3 Research and discuss current technology used to measure desirable traits.
 - D5.4 Predict phenotypic and genotypic results of a dominant and recessive gene pair.
 - D5.5 Research the role of mutations, both naturally occurring and artificially induced, and hybrids in animal genetics.

- D6.0 Prescribe and implement a prevention treatment program for animal diseases, parasites, and other disorders.
 - D6.1 Evaluate the signs of normal health in contrast to illness and disease.
 - D6.2 Analyze the importance of animal behavior in diagnosing animal sickness and disease.
 - D6.3 Research common pathogens, vectors, and hosts that cause disease in animals.
 - D6.4 Evaluate preventative measures for controlling and limiting the spread of diseases, parasites, and disorders among animals.
 - D6.5 Discuss procedures used at the local, state, and national levels to ensure biosecurity of the animal industry.
 - D6.6 Explain the health risk of zoonotic diseases to humans, their historical influence, and future implications.
 - D6.7 Discuss the impacts on local, national, and global economies, as well as on consumers and producers, when animal diseases are not appropriately contained and eradicated.

- D7.0 Explore common pasture and rangeland management practices and their impact on a balanced ecosystem.
 - D7.1 Evaluate a rangeland and identify methods of rangeland improvement used in an effective animal production program.
 - D7.2 Summarize how rangeland management practices affect pasture production, erosion control, and the general balance of the ecosystem.



- D7.3 Develop a management plan for rangelands, including how to calculate carrying capacity, for a variety of animal species and locations.
- D7.4 Evaluate a plan to balance rangeland use for animal grazing and for wildlife habitat.
- D8.0 Explain challenges associated with animal waste management.
 - D8.1 Assess treatment and disposal management systems for animal waste.
 - D8.2 Compare various methods for using animal waste and the environmental impacts associated with each method.
 - D8.3 Research the health and safety regulations that are an integral part of properly managed animal waste systems.
- D9.0 Assess animal welfare concerns and management practices that support animal welfare.
 - D9.1 Evaluate the early warning signs of animal distress and how to rectify the problem.
 - D9.2 Discuss consumer concerns with animal production practices relative to human health.
 - D9.3 Summarize federal and state animal welfare laws and regulations, such as those dealing with abandoned and neglected animals, animal fighting, euthanasia, and medical research.
 - D9.4 Research the regulations for humane transportation and harvesting of animals, such as those delineated by the U.S. Department of Agriculture (USDA) Food Safety and Inspection Service and the Humane Methods of Slaughter Act.
- D10.0 Demonstrate understanding of the production of large animals (e.g., cattle, horses, swine, sheep, goats) and small animals (e.g., poultry, cavy, rabbits).
 - D10.1 Formulate and implement optimum requirements for diet, genetics, habitat, and behavior in the production of large and small animals.
 - D10.2 Develop, maintain, and use growth and management records for large or small animals to make data-driven management decisions.
- D11.0 Demonstrate understanding of the production of specialty animals (e.g., fish, marine animals, llamas, and tall, flightless birds).
 - D11.1 Assess specialty animals' role in agriculture (e.g., fish farms, pack animals, working dogs).
 - D11.2 Explore the unique nutrition, health, and habitat requirements for specialty animals.
 - D11.3 Synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of specialty animals.
 - D11.4 Develop, maintain, and utilize growth and management records for specialty animals to make data-driven management decisions.



D12.0 Understand how animal products and by-products are processed and marketed.

D12.1 Research animal harvest, carcass inspection and grading, and meat processing safety regulations and practices and the removal and disposal of nonedible by-products, such as those outlined in Hazard Analysis and Critical Control Point, Sanitation Standard Operating Procedures, and good manufacturing practices documents.

D12.2 Compare the relative importance of the major meat, dairy, and egg classifications, including the per-capita consumption and nutritive value of those classifications.

D12.3 Discuss how meat-based, dairy, and egg retail products are produced.

D12.4 Describe how nonmeat products, such as wool, pelts, hides, and by-products, are harvested and processed.

D12.5 Evaluate how meat products and nonmeat products are marketed.

D12.6 Compare the value of animal by-products to nonagricultural industries.

D12.7 Apply point-of-origin safety and sanitation procedures in the production, harvest, handling, processing, and storing of meat products.



E. Forestry and Natural Resources Pathway

The Forestry and Natural Resources pathway helps students understand the relationships between California's natural resources and the environment. Topics include energy and nutrient cycles, water resources and management, soil conservation, wildlife preservation and management, forest and fire management, and lumber production. In addition, students study the outdoor recreation industry and multiple-use management.

Sample occupations associated with this pathway:



- Forestry Technician
- Park Ranger
- Fish Hatchery Technician
- Logging Operation Inspector
- Biological Science Technician

- E1.0 Understand the importance of energy and energy cycles.
 - E1.1 Diagram the oxygen, carbon, nitrogen, and water cycles.
 - E1.2 Differentiate between renewable and nonrenewable energy sources.
 - E1.3 Differentiate between natural resource management conservation strategies and preservation strategies.
 - E1.4 Compare the effects on air and water quality of using different forms of energy.
 - E1.5 Analyze the way in which human activities influence energy cycles and natural resource management.
- E2.0 Understand air and water use, their management practices, and conservation strategies.
 - E2.1 Explain the government's role in regulating air, soil, and water use management practices and conservation strategies.
 - E2.2 Research and discuss air and water conservation issues.
 - E2.3 Define appropriate water conservation measures.
 - E2.4 Interpret the component of a plan that monitors water quality.
 - E2.5 Interpret the component of a plan that monitors air quality.
 - E2.6 Analyze the way in which water management affects the environment and human needs.
- E3.0 Explore soil composition and soil management.
 - E3.1 Demonstrate techniques used to classify soils.
 - E3.2 Explain the reasons for, and importance of, soil conservation.
 - E3.3 Analyze soils found in the different natural resource management areas.



- E3.4 Develop and implement a soil management plan for a natural resource management area.
- E3.5 Understand how to analyze existing soil surveys to develop effective management plans.
- E4.0 Explore rangeland management.
 - E4.1 Map the locations of major U.S. and California rangeland areas.
 - E4.2 Summarize the interrelationship of rangeland management, the environment, wildlife management, and the livestock industry.
 - E4.3 Define practices used to improve rangeland quality.
 - E4.4 Analyze the carrying capacity in various rangelands for both wildlife species and domestic livestock.
 - E4.5 Distinguish among different browse and forage species in California rangelands.
 - E4.6 Evaluate a rangeland and develop a rangeland monitoring plan.
 - E4.7 Analyze the requirements and rights accompanying public land grazing permits and the government agencies involved (e.g., Bureau of Land Management and U.S. Forest Service) and abide by specific laws pertaining to natural resource systems.
- E5.0 Investigate wildlife management and habitat.
 - E5.1 Describe the relationship between habitat and wildlife population.
 - E5.2 List habitat requirements for different species and identify factors that influence population dynamics.
 - E5.3 Determine existing wildlife species populations.
 - E5.4 Explain mammalian and avian reproductive processes and infer how nutrition and habitat affect reproduction and population.
 - E5.5 Differentiate among a variety of management practices used to manage wildlife populations for hunting and other recreational purposes.
 - E5.6 Analyze the economic and environmental significance of sport hunting and fishing industries.
 - E5.7 Research and report on the purpose, history, terminology, and challenges of the Endangered Species Act and current activities related to the Act.
- E6.0 Understand aquatic resource use and management.
 - E6.1 Summarize the different types of aquatic resources.
 - E6.2 Identify and describe the major body parts, digestive systems, and reproductive organs of aquatic species.
 - E6.3 Determine the populations of existing aquatic species using a variety of methods.
 - E6.4 Analyze the relationship between water quality and aquatic species habitat.



- E6.5 Explore a variety of management practices for managing aquatic species for sport fishing and other purposes.
- E6.6 Make financial and production decisions and maintain growth and management records for a selected aquatic species.
- E7.0 Understand the outdoor recreation industry.
 - E7.1 List the potential environmental impacts of recreational activities and describe how to manage the resources affected.
 - E7.2 Demonstrate basic survival skills and first aid procedures.
 - E7.3 Construct and maintain trails.
 - E7.4 Select appropriate recreational gear for trips of varying types and durations and how to use it safely and appropriately (for minimum environmental impact).
 - E7.5 Set up a campsite for minimum environmental impact.
- E8.0 Explore basic plant physiology, anatomy, and taxonomy.
 - E8.1 Use scientific method to classify animals, including order, family, genus, and species.
 - E8.2 Use a dichotomous key to identify plants and animals.
 - E8.3 Identify local trees, shrubs, grasses, forbs, and wildlife species by common name.
 - E8.4 Recognize and explain the factors that influence plant growth, such as respiration, temperature, nutrients, and photosynthesis.
- E9.0 Explore the role of fire in natural resource management.
 - E9.1 Differentiate between desirable and undesirable fire in forest and rangeland ecosystems.
 - E9.2 Explain the significance of each of the components of the "fire triangle."
 - E9.3 Know appropriate wildland fire-suppression practices.
 - E9.4 Develop a fire-control plan.
 - E9.5 Use fire-control tools safely.
 - E9.6 Research and report on the training requirements for fire-suppression certification.
- E10.0 Implement forest management practices.
 - E10.1 Describe how social, political, and economic factors can affect the use of forests.
 - E10.2 Discuss the California Forest Practice Act and the requirements for Timber Harvest and Habitat Conservation Plans.
 - E10.3 Analyze forest management systems (e.g., sustained yield, watershed management, ecosystem management, multiple-use management).
 - E10.4 Analyze harvest and renewability (e.g., reseeding and thinning) systems and identify the impact of each on the land.



- E10.5 Explain silvicultural systems and skills and use appropriate related tools.
- E10.6 Identify and diagnose damage from destructive insects, diseases, and weather and choose methods for their management.
- E11.0 Understand the basic concepts of measurement, surveying, and mapping.
 - E11.1 Describe the Public Land Survey System.
 - E11.2 Use surveying equipment, including global positioning satellites, maps, and a compass, to determine area, boundaries, and elevation differences.
 - E11.3 Apply timber-cruising and log-scaling skills to determine timber and log volume for management and marketing.
 - E11.4 Create a management plan map that includes layer information and data points from global information systems.
- E12.0 Produce, harvest, process, and market products from natural resource industries.
 - E12.1 Explain the marketing processes and manufacturing standards for a variety of natural resource products, including mining, quarrying, and drilling.
 - E12.2 Process natural resource products adhering to manufacturing standards.
 - E12.3 Analyze the production of specialty and seasonal products from natural resources.
 - E12.4 Compare different wood types and their uses.
 - E12.5 Diagram lumber manufacturing processes.
- E13.0 Understand public and private land issues.
 - E13.1 Interpret the differences between publicly and privately held lands.
 - E13.2 Explain the differences between public land designations (e.g., State Park, National Forest, wilderness areas, wild and scenic areas).
 - E13.3 Compare the role of public and private property rights and how they affect agriculture.
 - E13.4 Describe the role of government in managing public and private property rights.



F. Ornamental Horticulture Pathway

The Ornamental Horticulture pathway prepares students for careers in the nursery, landscaping, and floral industries. Topics include plant identification, plant physiology, soil science, plant reproduction, nursery production, and floriculture, as well as landscaping design, installation, and maintenance.

Sample occupations associated with this pathway:



- Florist/Floral Designer
- Landscape Design/Architect
- Hydroponics Grower
- Botanical Specialist
- Nursery/Greenhouse Manager

- F1.0 Compare and contrast the hierarchical classification of plants.
 - F1.1 Practice how to classify and identify plants by order, family, genus, and species.
 - F1.2 Demonstrate how to identify plants by using a dichotomous key.
 - F1.3 Illustrate how common plant parts are used to classify the plants.
 - F1.4 Distinguish how to classify and identify plants by using botanical growth habits, landscape uses, and cultural requirements.
 - F1.5 Identify and select plants for local landscape applications.
- F2.0 Summarize plant physiology and growth principles.
 - F2.1 Understand plant systems, nutrient transportation, structure, and energy storage.
 - F2.2 Diagram the seed's essential parts and explain the functions of each.
 - F2.3 Explain how primary, secondary, and trace elements are used in plant growth.
 - F2.4 Experiment with the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
 - F2.5 Differentiate the tissues seen in a cross section of woody and herbaceous plants.
 - F2.6 Explore the factors that affect plant growth.
- F3.0 Demonstrate plant propagation techniques.
 - F3.1 Explain the different forms of sexual and asexual plant reproduction.
 - F3.2 Demonstrate the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, seeds).
 - F3.3 Utilize and monitor plant reproduction for the development of a saleable product.
- F4.0 Develop and implement a plan for basic integrated pest management.
 - F4.1 Read and interpret pesticide labels and understand safe pesticide management practices.



- F4.2 Research how pesticide regulations and government agencies affect agriculture.
- F4.3 Identify common horticultural pests and diseases and methods of controlling them.
- F4.4 Design an integrated approach to solving plant problems.
- F5.0 Summarize water and soil (media) management practices.
 - F5.1 Explain how basic soil science and water principles affect plant growth.
 - F5.2 Illustrate basic irrigation design and installation methods.
 - F5.3 Prepare and amend soils, implement soil conservation methods, and compare results.
 - F5.4 Research major issues related to water sources and water quality.
 - F5.5 Explain the components of soilless media and test the use of those media in various types of containers.
- F6.0 Apply ornamental plant nutrition practices.
 - F6.1 Analyze how primary and secondary nutrients and trace elements affect ornamental plants.
 - F6.2 Use basic nutrient testing procedures on soil and plant tissue.
 - F6.3 Analyze organic and inorganic fertilizers to understand their appropriate uses.
 - F6.4 Read and interpret labels to properly apply fertilizers.
- F7.0 Develop a plan for the selection, installation, and maintenance of turf.
 - F7.1 Explain the selection and management of landscape and sports field turf.
 - F7.2 Demonstrate how to select, install, and maintain a designated turf grass area.
 - F7.3 Distinguish how the use of turf benefits the environment.
- F8.0 Employ nursery production principles.
 - F8.1 Demonstrate the proper use of production facilities and common nursery equipment.
 - F8.2 Use common nursery production practices.
 - F8.3 Demonstrate how to propagate and maintain a horticultural crop to the point of sale.
 - F8.4 Design a marketing and merchandising strategy to use in nursery production.
- F9.0 Demonstrate the proper use of containers and horticultural tools, equipment, and facilities.
 - F9.1 Use different types of containers and demonstrate how to maintain growing containers in controlled environments.
 - F9.2 Operate and maintain selected hand and power equipment safely and appropriately.
 - F9.3 Select proper tools for specific horticultural jobs.
 - F9.4 Install landscape components and electrical, land, and water features.



F10.0 Understand basic landscape planning, design, construction, and maintenance.

F10.1 Utilize terms associated with landscape and design in appropriate context.

F10.2 Produce a residential design, including how to render design to scale using design technology and principles.

F10.3 Use proper landscape planting and maintenance practices.

F10.4 Prune ornamental shrubs, trees, and fruit trees.

F10.5 Produce clear and concise landscape business contracts.

F11.0 Understand basic floral design principles.

F11.1 Demonstrate the use of plant materials and tools.

F11.2 Apply basic design principles to products and designs.

F11.3 Handle, prepare, and arrange cut flowers appropriately.

F11.4 Develop a marketing and merchandising strategy to use in the floral industry.



G. Plant and Soil Science Pathway

The Plant and Soil Science pathway covers topics such as plant classification, physiology, reproduction, plant breeding, biotechnology, and pathology. In addition, students learn about soil management, water, pests, and equipment, as well as cultural and harvest practices.

Sample occupations associated with this pathway:



Soil Conservationist
Environmental Analyst
Plant and Soil Scientist
Crop Consultant
Pest Control Advisor

G1.0 Apply plant classification principles.

- G1.1 Classify and identify plants by order, family, genus, and species.
- G1.2 Practice how to identify plants by using a dichotomous key.
- G1.3 Demonstrate how common plant parts are used to classify the plants.
- G1.4 Communicate the differences between, and uses of, native and nonnative plants.
- G1.5 Distinguish the differences between monocots and dicots.
- G1.6 Explain the differences between plants under production and weeds.

G2.0 Explore cell biology.

- G2.1 Compare differences between prokaryotic cells and plant and animal eukaryotic cells and how viruses differ from them in complexity and general structure.
- G2.2 Test plant cellular function reactions when plants are grown under different conditions.
- G2.3 Explain functions organelles play in the health of the cell.
- G2.4 Recognize the part of the cell that is responsible for the genetic information that controls plant growth and development.
- G2.5 Summarize plant inheritance principles, including the structure and role of DNA.
- G2.6 List which organelles in plant cells carry out photosynthesis.

G3.0 Understand plant physiology and growth principles.

- G3.1 Investigate plant systems, nutrient transportation, and energy storage.
- G3.2 Label the seed's essential parts and describe their functions.
- G3.3 Discern how primary, secondary, and trace elements are used in plant growth.
- G3.4 Research the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.



- G3.5 Identify the tissues seen in a cross section of woody and herbaceous plants.
- G3.6 Conduct experiment(s) testing the factors that affect plant growth and predict plant response.
- G4.0 Demonstrate an understanding of sexual and asexual reproduction of plants.
 - G4.1 Explain the different forms of sexual and asexual plant reproduction.
 - G4.2 Demonstrate the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, and seeds).
 - G4.3 Use the proper sterile technique used in tissue culture.
- G5.0 Assess pest problems and management.
 - G5.1 Demonstrate how to categorize insects as pests, beneficial or neutral, and describe their roles.
 - G5.2 Explain the role of other pests, such as nematodes, molds, mildews, and weeds.
 - G5.3 Compare and contrast conventional, sustainable, and organic management methods to prevent or treat plant disease symptoms.
 - G5.4 Use integrated pest management to prevent, treat, and control plant disease symptoms (including conventional, sustainable, and organic management methods).
 - G5.5 Research how biotechnology can be used to manage pests.
- G6.0 Assess the role of soils in plant production.
 - G6.1 Understand soil types, soil texture, structure, and bulk density and explain the U.S. Department of Agriculture (USDA) soil-quality rating procedure.
 - G6.2 Analyze soil properties necessary for successful plant production, including pH, electrical conductivity (EC), and essential nutrients.
 - G6.3 Explain soil biology and diagram the cycles in nature as related to the soil food chain.
 - G6.4 Research how soil biology affects the environment and natural resources.
- G7.0 Integrate effective tillage and soil conservation management practices.
 - G7.1 Plan how to effectively manage and conserve soil through conventional, minimum, conservation, and no-tillage irrigation and through drainage and tillage practices.
 - G7.2 Assess how global positioning systems, surveying, laser leveling, and other tillage practices conserve soil.
 - G7.3 Use tools such as the USDA and the local Resource Conservation District soil survey maps to determine appropriate soil management practices.
- G8.0 Evaluate effective water management practices.
 - G8.1 Summarize California water history, current issues, water rights, water law, and water transfer through different distribution projects throughout the state.
 - G8.2 Research and describe the local, state, and federal agencies that regulate water quality and availability in California.



- G8.3 Define the definition of a watershed and explain how it is used to measure water quality.
- G8.4 Explain effective water management and conservation practices, including the use of tailwater ponds.
- G8.5 Use water-testing standards and perform bioassay and macro-invertebrate protocols to assess water quality.
- G9.0 Explain the concept of an "agrosystem" approach to production.
 - G9.1 Identify and classify the plants and animals in an agricultural system (as producers, consumers, or decomposers).
 - G9.2 Compare and contrast the elements of conventional, sustainable, and organic production systems.
 - G9.3 Differentiate among the components of "whole-system management."
- G10.0 Apply local crop management and production practices.
 - G10.1 Practice local cultural techniques, including monitoring, pruning, fertilization, planting, irrigation, harvest treatments, processing, and packaging practices for various tree, grain, hay, and vegetable classes.
 - G10.2 Explain common marketing and shipping characteristics of local commodities.
 - G10.3 Interpret general maturity and harvest-time guidelines for specific local plant products.
 - G10.4 Apply point-of-origin safety and sanitation procedures in the production, harvesting, handling, processing, and storing of edible plant products.
- G11.0 Demonstrate competence in applications of scientific principles and techniques in plant science.
 - G11.1 Research how changing technology, such as micro-propagation, biological pest controls, and genetic engineering (including DNA extraction and gel electrophoresis), affects plant production, yields, and management.
 - G11.2 Explain the various technology advancements that affect plant and soil science, such as global positioning systems, global information systems, variable rate technology, and remote sensing.
 - G11.3 Assess how herbicide-resistant plant genes can affect the environment.
 - G11.4 Communicate how genetic engineering techniques have been used to improve crop yields.
 - G11.5 Compare and contrast the effects of agricultural biotechnology, including genetically modified organisms, on the agriculture industry and the larger society and the pros and cons of such use.



Academic Alignment Matrix

		PATHWAYS						
		A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
AGRICULTURE AND NATURAL RESOURCES								
ENGLISH LANGUAGE ARTS								
Reading Standards for Literacy in Science and Technical Subjects – RLST (Standard Area, Grade Level, Standard #)								
9–10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C13.0	D1.0, D2.0, D3.0, D5.0, D6.0, D7.0, D9.0, D10.0, D11.0, D12.0	E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0	F1.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G3.0, G4.0, G6.0, G7.0, G8.0, G10.0	
9–10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9–10 texts and topics</i> .		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C5.0, C6.0, C9.0, C10.0, C11.0, C13.0	D5.0, D6.0, D7.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0	G6.0, G7.0, G8.0, G10.0	
9–10.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force, friction, reaction force, energy</i>).		A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0, C8.0, C9.0, C10.0, C11.0, C12.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G2.0, G3.0, G4.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0
9–10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.		A3.0, A4.0, A6.0, A8.0	B1.0, B9.0, B12.0	C10.0, C11.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, G10.0, D11.0, D12.0	E3.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0	F1.0, F2.0, F3.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G3.0, G4.0, G6.0, G7.0, G10.0
11–12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, 11.0, B12.0	C13.0	D1.0, D2.0, D3.0, D5.0, D6.0, D7.0, D9.0, D10.0, D11.0, D12.0	E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E12.0	F1.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G3.0, G4.0, G6.0, G7.0, G8.0, G10.0	



Academic Alignment Matrix

	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
AGRICULTURE AND NATURAL RESOURCES							
Reading Standards for Literacy in Science and Technical Subjects – RLST (Standard Area, Grade Level, Standard #) <i>(continued)</i>							
1-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11-12 texts and topics</i> .	A2.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C5.0, C6.0, C7.0, C8.0, C10.0, C11.0	D5.0, D6.0, D7.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0	G6.0, G7.0, G8.0, G10.0
Writing Standards – WS (Standard Area, Grade Level, Standard #)							
9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	A1.0, A2.0, A5.0, A7.0, A9.0	B12.0		D1.0	E3.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0		G3.0, G8.0, G11.0
9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B9.0, B10.0, B12.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0, C8.0, C9.0, C10.0, C11.0, C12.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G2.0, G3.0, G4.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0
9-10.8 Gather relevant information from multiple authoritative print and digital sources (primary and secondary) using advanced searches effectively; assess the usefulness of each source in answering the research questions; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citations.	A1.0, A2.0, A5.0, A6.0, A7.0, A9.0	B12.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0, C8.0, C9.0, C10.0, C11.0, C12.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G2.0, G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0



Academic Alignment Matrix

	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
Writing Standards – WS (Standard Area, Grade Level, Standard #) <i>(continued)</i>							
9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B9.0, B10.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0, C8.0, C9.0, C10.0, C11.0, C12.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G2.0, G3.0, G4.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0
11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	A1.0, A2.0, A5.0, A7.0, A9.0	B12.0	C13.0	D1.0	E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0		G3.0, G8.0, G11.0
11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B9.0, B10.0, B12.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0, C8.0, C9.0, C10.0, C11.0, C12.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G2.0, G3.0, G4.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0
11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B9.0, B10.0		D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G2.0, G3.0, G4.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0
11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	A2.0, A5.0, A7.0, A9.0,	B11.0, B12.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0, C8.0, C9.0, C10.0, C11.0, C12.0, C13.0	D1.0, D4.0, D5.0, D6.0, D7.0, D9.0	E2.0, E3.0, E5.0, E10.0, E13.0	F8.0, F11.0	G5.0, G6.0, G8.0, G11.0



Academic Alignment Matrix

		PATHWAYS						
		A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
AGRICULTURE AND NATURAL RESOURCES								
MATHEMATICS								
Algebra – A–CED – Creating Equations								
<i>Create equations that describe numbers or relationships</i>								
1. Create equations and inequalities in one variable including ones with absolute value and use them to solve problems in and out of context, including equations arising from linear functions. 1.1 Judge the validity of an argument according to whether the properties of real numbers, exponents, and logarithms have been applied correctly at each step.		C13.0		E10.0				
Algebra – A–APR – Arithmetic with Polynomials and Rational Expressions								
<i>Perform arithmetic operations on polynomials</i>								
1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication: add, subtract, and multiply polynomials, and divide polynomials by monomials. Solve problems in and out of context. (Common Core Standard A-APR-11)		C13.0						
Algebra – A–REI – Reasoning with Equations and Inequalities								
<i>Solve equations and inequalities in one variable</i>								
3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. 3.1 Solve equations and inequalities involving absolute value. (CA Standard Algebra I – 3.0 and CA Standard Algebra II – 1.0)		C13.0	D5.0	E10.0				



Academic Alignment Matrix

AGRICULTURE AND NATURAL RESOURCES	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
Functions – F-IF – Interpreting Functions							
<i>Interpret functions that arise in applications in terms of the context</i>							
4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.	A1.0, A2.0		C13.0	D5.0			
Geometry – G-CO – Congruence							
<i>Make geometric constructions</i>							
12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.		B6.0, B9.0, B12.0		D1.0	E11.0	F5.0, F10.0	G7.0
Geometry – G-MD – Geometric Measurement and Dimensions							
<i>Explain volume formulas and use them to solve problems</i>							
3. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.		B6.0, B12.0		D1.0, D7.0	E4.0, E11.0	F5.0, F10.0	G7.0
Geometry – G-MG – Modeling with Geometry							
<i>Apply geometric concepts in modeling situations</i>							
2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).		B4.0, B6.0, B11.0, B12.0	C8.0, C10.0	D1.0, D7.0	E4.0, E9.0, E11.0	F5.0, F7.0, F10.0, F11.0	G7.0



Academic Alignment Matrix

	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
AGRICULTURE AND NATURAL RESOURCES							
Geometry – G-SRT – Similarity, Right Triangles, and Trigonometry							
<i>Define trigonometric ratios and solve problems involving right triangles</i>							
8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. 8.1 Know and use angle and side relationships in problems with special right triangles, such as 30°, 60°, and 90° triangles and 45°, 45°, and 90° triangles. (CA Standard Geometry – 20.0)		B6.0, B9.0, B12.0		D1.0	E11.0	F10.0	
Statistics and Probability – S-IC – Making Inferences and Justifying Conclusions							
<i>Understand and evaluate random processes underlying statistical experiments</i>							
1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population. <i>Make inferences and justify conclusions from sample surveys, experiments, and observational studies</i>	A1.0, A2.0		C3.0	D11.0	E3.0, E4.0, E5.0, E6.0, E9.0, E10.0	F5.0	G7.0, G11.0
3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.	A1.0, A2.0, A7.0		C7.0, C13.0	D5.0	E1.0, E10.0, E11.0, E12.0		G3., G6.0
5. Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.	A1.0, A2.0		C3.0	D11.0	E3.0, E4.0, E5.0, E6.0, E9.0, E10.0	F5.0	G7.0, G11.0



Academic Alignment Matrix

	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
AGRICULTURE AND NATURAL RESOURCES							
Statistics and Probability – S-ID – Interpreting Categorical and Quantitative Data							
<i>Summarize, represent, and interpret data on a single count or measurement variable</i>							
1. Represent data with plots on the real number line (dot plots, histograms, and box plots).	A1.0, A2.0		C3.0	D11.0	E4.0, E5.0, E6.0	F5.0	G7.0
2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.	A1.0, A2.0		C3.0	D11.0	E4.0, E5.0, E6.0	F5.0	G7.0
<i>Interpret linear models</i>							
7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.	A1.0, A2.0		C3.0	D11.0	E4.0, E5.0, E6.0	F5.0	G7.0
SCIENCE							
Scientific and Engineering Practices – SEP							
1. Asking questions (for science) and defining problems (for engineering)		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F9.0, F10.0	G1.0, G2.0, G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0
2. Developing and using models		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C2.0, C5.0, C6.0, C7.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F10.0	G1.0, G2.0, G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0



Academic Alignment Matrix

		PATHWAYS						
		A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
AGRICULTURE AND NATURAL RESOURCES								
Scientific and Engineering Practices – SEP <i>(continued)</i>								
3. Planning and carrying out investigations		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B9.0, B12.0	C2.0, C4.0, C5.0, C9.0, C12.0, C13.0	D1.0, D2.0, D6.0	E7.0	F2.0, F3.0, F4.0, F5.0, F6.0, F10.0	G2.0, G3.0, G5.0	
4. Analyzing and interpreting data		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B12.0	C1.0, C4.0, C5.0, C8.0, C12.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F8.0, F10.0	G1.0, G2.0, G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0	
5. Using mathematics and computational thinking		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B9.0, B12.0	C7.0, C13.0	D1.0, D2.0, D6.0, D10.0, D11.0, D12.0	E5.0, E6.0, E7.0, E10.0, E12.0, E13.0	F2.0, F3.0, F4.0, F5.0, F6.0, F10.0	G2.0, G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G11.0	
6. Constructing explanations (for science) and designing solutions (for engineering)		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D10.0, D11.0, D12.0	E5.0, E6.0, E7.0, E10.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G2.0, G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0	
7. Engaging in argument from evidence		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C2.0, C4.0, C13.0	D1.0, D2.0, D6.0, D8.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E9.0, E10.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G2.0, G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0	
8. Obtaining, evaluating, and communicating information		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C3.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G2.0, G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0	



Academic Alignment Matrix

	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
AGRICULTURE AND NATURAL RESOURCES							
Crosscutting Concept – CC							
1. Patterns		B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C7.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G2.0, G3.0, G4.0, G5.0, G6.0, G8.0, G9.0, G10.0, G11.0
2. Cause and effect: Mechanism and explanation		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E9.0, E10.0, E11.0	F2.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0	G2.0, G3.0, G4.0, G6.0, G8.0, G9.0, G10.0, G11.0
3. Scale, proportion, and quantity		B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E9.0, E10.0, E11.0	F1.0, F2.0, F6.0, F7.0, F8.0, F9.0, F10.0	G1.0, G2.0, G3.0, G6.0, G8.0, G9.0, G10.0, G11.0
4. Systems and system models		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B12.0	C5.0, C6.0, C11.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0	G1.0, G2.0, G3.0, G6.0, G8.0, G9.0, G10.0, G11.0
5. Energy and matter: Flows, cycles, and conservation		B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B12.0	C2.0, C13.0	D1.0, D2.0, D6.0, D7.0, D8.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E9.0, E10.0, E11.0	F2.0, F9.0, F10.0	G2.0, G3.0, G6.0, G8.0, G9.0, G11.0
6. Structure and function		B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C5.0, C6.0, C10.0, C11.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0	G1.0, G2.0, G3.0, G5.0, G6.0, G8.0, G9.0, G10.0, G11.0



Academic Alignment Matrix

	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
AGRICULTURE AND NATURAL RESOURCES							
Crosscutting Concept – CC <i>(continued)</i>							
7. Stability and change		B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C13.0	D1.0, D2.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E9.0, E10.0, E11.0	F2.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0	G2.0, G3.0, G5.0, G6.0, G8.0, G9.0, G10.0, G11.0
Physical Sciences – PS							
PS1: Matter and Its Interactions							
PS1.A: Structure and Properties of Matter		B5.0, B7.0, B9.0	C8.0	D8.0, D12.0	E1.0	F6.0	
PS1.B: Chemical Reactions							
PS2: Motion and Stability: Forces and Interactions							
PS2.A: Forces and Motion		B10.0, B11.0, B12.0					
PS2.B: Types of Interactions							
PS2.C: Stability and Instability in Physical Systems		B4.0					
PS3: Energy							
PS3.A: Definitions of Energy							
PS3.B: Conservation of Energy and Energy Transfer		B3.0, B7.0, B8.0, B9.0, B12.0					
PS3.C: Relationship Between Energy and Forces							
PS3.D: Energy in Chemical Processes and Everyday Life							
PS3.D: Energy in Chemical Processes and Everyday Life			C6.0, C8.0, C9.0, C11.0	D2.0, D3.0, D4.0, D6.0	E8.0	F2.0	
PS4: Waves and Their Applications in Technologies for Information Transfer							
PS4.A: Wave Properties		B12.0					



Academic Alignment Matrix

	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
Life Sciences – LS							
LS1: From Molecules to Organisms: Structures and Processes							
LS1.A: Structure and Function			C5.0, C6.0, C8.0, C9.0, C10.0, C11.0	D2.0, D3.0, D4.0, D5.0, D6.0 D10.0 D11.0	E3.0, E5.0, E6.0, E8.0	F1.0, F2.0, F3.0, F4.0, F6.0	G1.0, G2.0, G3.0, G4.0, G5.0, G6.0
LS1.B: Growth and Development of Organisms			C5.0, C7.0, C8.0 C11.0	D5.0, D10.0, D11.0 D12.0	E8.0	F2.0, F3.0 F4.0, F5.0, F7.0, F8.0	G2.0, G3.0, G4.0, G5.0
LS1.C: Organization for Matter and Energy Flow in Organisms			C4.0, C5.0, C11.0	D8.0	E8.0	F2.0, F7.0	G2.0, G3.0
LS1.D: Information Processing	A8.0			D3.0, D1.0			
LS2: Ecosystems: Interactions, Energy, and Dynamics							
LS2.A: Interdependent Relationships in Ecosystems			C9.0, C10.0, C11.0, C12.0	D6.0, D.70, D8.0, D12.0	E2.0, E3.0, E8.0	F2.0, F4.0	G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0
LS2.B: Cycles of Matter and Energy Transfer in Ecosystems			C11.0	D2.0, D7.0	E1.0, E8.0	F2.0, F4.0, F6.0, F8.0	G3.0, G5.0
LS2.C: Ecosystems Dynamics, Functioning, and Resilience			C11.0	D7.0	E4.0, E5.0, E6.0, E8.0, E9.0 E10.0	F2.0, F4.0	G3.0, G5.0, G10.0
LS2.D: Social Interactions and Group Behavior			C2.0, C9.0	D1.0, D10.0, D11.0			
LS3: Heredity: Inheritance and Variation of Traits							
LS3.A: Inheritance of Traits			C3.0, C7.0, C11.0	D3.0, D5.0	E8.0	F2.0, F3.0	G3.0, G4.0, G11.0
LS3.B: Variation of Traits			C7.0, C12.0	D3.0, D5.0	E8.0	F2.0, F3.0	G3.0, G4.0, G11.0



Academic Alignment Matrix

	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
Life Sciences – LS (continued)							
LS4: Biological Evolution: Unity and Diversity							
LS4.B: Natural Selection			C3.0, C4.0, C9.0, C11.0, C12.0	D6.0			G11.0
LS4.C: Adaptation							
LS4.D: Biodiversity and Humans	A9.0		C4.0, C12.0		E2.0, E8.0		G11.0
Earth and Space Sciences – ESS							
ESS2: Earth's Systems							
ESS2.A: Earth Materials and Systems			C1.0, C2.0		E1.0, E2.0		
ESS2.C: The Roles of Water in Earth's Surface Processes							
ESS2.E: Biogeology			C10.0		E1.0, E6.0		G8.0
ESS3: Earth and Human Activity							
ESS3.A: Natural Resources			C1.0, C2.0		E3.0, E4.0, E9.0	F5.0	G5.0
ESS3.B: Natural Hazards			C1.0				
ESS3.C: Human Impacts on Earth Systems			C4.0		E4.0, E5.0, E7.0, E10.0		G9.0, G11.0
Engineering, Technology, and the Applications of Science – ETS							
ETS1: Engineering Design							
ETS1.A: Defining and Delimiting an Engineering Problem		B3.0, B4.0, 5.0, B6.0, B7.0, 8.0, B9.0, B10.0, B11.0, B12.0					
ETS1.B: Developing Possible Solutions						F10.0	G7.0, G8.0
ETS1.C: Optimizing the Design Solution							



Academic Alignment Matrix

		PATHWAYS						
AGRICULTURE AND NATURAL RESOURCES		A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
Engineering, Technology, and the Applications of Science – ETS (continued)								
ETS2: Links Among Engineering, Technology, Science, and Society			B1.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C1.0, C2.0	D2.0, D5.0, D6.0, D7.0, D8.0, D10.0, D11.0, D12.0	E1.0, E2.0 E3.0, E4.0, E5.0, E6.0, E9.0, E10.0, E11.0, E12.0	F2.0, F3.0, F4.0, F5.0, F6.0, F8.0, F9.0, F10.0	G2.0, G3.0, G4.0, G5.0, G6.0, G7.0, G8.0, G10.0, G11.0
ETS2.A: Interdependence of Science, Engineering, and Technology								
ETS2.B: Influence of Engineering, Technology, and Science on Society and the Natural World								
HISTORY/SOCIAL SCIENCE								
Principles of Economics – PE								
12.1 Students understand common economic terms and concepts and economic reasoning.								
12.1.1. Examine the causal relationship between scarcity and the need for choices.		A2.0						
12.1.2. Explain opportunity cost and marginal benefit and marginal cost.		A2.0						
12.1.3. Identify the difference between monetary and non-monetary incentives and how changes in incentives cause changes in behavior.		A2.0						
12.1.4. Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.		A2.0				E2.0, E13.0		
12.2 Students analyze the elements of America's market economy in a global setting.								
12.2.1. Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.		A2.0						



Academic Alignment Matrix

	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
AGRICULTURE AND NATURAL RESOURCES							
Principles of Economics – PE (continued)							
12.2.2. Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.	A1.0, A2.0						
12.2.3. Explain the roles of property rights, competition, and profit in a market economy.	A1.0, A2.0, A3.0, A4.0, A5.0, A7.0, A8.0, A9.0						
12.2.4. Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.	A2.0, A7.0, A9.0						
12.2.5. Understand the process by which competition among buyers and sellers determines a market price.	A1.0, A2.0, A7.0, A9.0						
12.2.6. Describe the effect of price controls on buyers and sellers.	A2.0, A7.0						
12.2.7. Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.	A9.0						
12.2.8. Explain the role of profit as the incentive to entrepreneurs in a market economy.	A1.0, A2.0, A7.0						
12.2.10. Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.	A2.0						
12.4 Students analyze the elements of the U.S. labor market in a global setting.							
12.4.3. Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.	A2.0						
12.4.4. Explain the effects of international mobility of capital and labor on the U.S. economy.	A9.0						



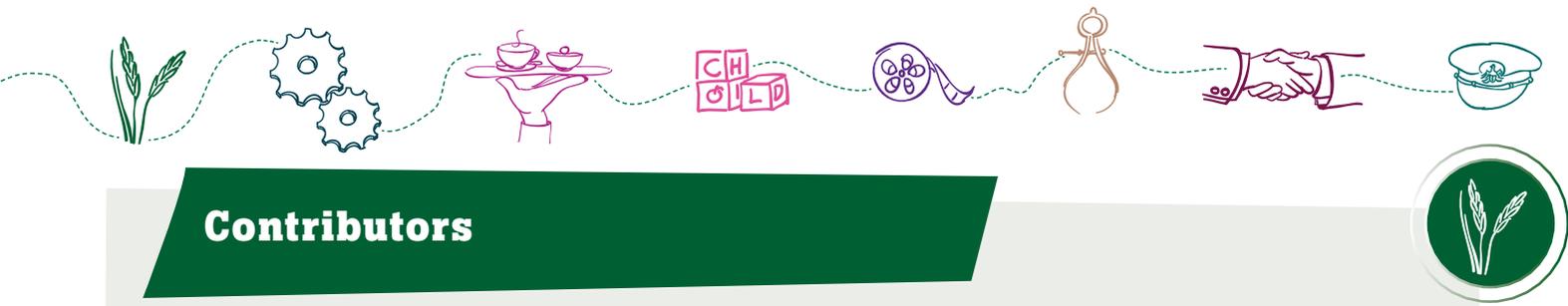
Academic Alignment Matrix

	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
AGRICULTURE AND NATURAL RESOURCES							
Principles of Economics – PE (continued)							
12.6 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States' borders.							
12.6.1. Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere.	A9.0						
12.6.2. Compare the reasons for and the effects of trade restrictions during the Great Depression compared with present-day arguments among labor, business, and political leaders over the effects of free trade on the economic and social interests of various groups of Americans.	A9.0						
12.6.3. Understand the changing role of international political borders and territorial sovereignty in a global economy.	A9.0						
12.6.4. Explain foreign exchange, the manner in which exchange rates are determined, and the effects of the dollar's gaining (or losing) value relative to other currencies.	A9.0						
12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.							
12.7.5. Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders.					E2.0		



Academic Alignment Matrix

	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
AGRICULTURE AND NATURAL RESOURCES							
U.S. History and Geography – US							
11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.							
11.6.3. Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California.			C1.0				
11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.							
11.11.5. Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.					E2.0, E10.0, E13.0		
11.11.7. Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.					E2.0		



Contributors

Agriculture and Natural Resources

Bob Heuvel, Administrator, California Department of Education

Hugh Mooney, Education Consultant, California Department of Education

Standards Review Team

Don Borges, Director, Agricultural Education Tech Prep, Modesto Junior College

Glen Casey, Professor, California Polytechnic State University, San Luis Obispo

Karen Dalton–Wemp, Owner, Mission Vineyard Sheep

Bill Loveridge, Retired Instructor

Cindy Rohde, Instructor, Pierce Joint Unified School District

Mike Rourke, Instructor, Trinity County Office of Education

Rosco Vaughn, Professor, California State University, Fresno

Standards Writing Team

Karen Dalton–Wemp, Owner, Mission Vineyard Sheep

Jill Sperling, Instructor, Kingsburg Joint Union High School District



References

- ACT. 2010. *A First Look at the Common Core and College and Career Readiness*. <http://www.act.org/research/policymakers/pdf/FirstLook.pdf> (accessed December 4, 2012).
- American Association of Colleges for Teacher Education (AACTE) and the Partnership for 21st Century Skills. 2010. "Preparing Students for the 21st Century Economy." <http://www.edsynergy.org/wp-content/uploads/2011/07/PREPARING-STUDENTS-FOR-THE-21ST-CENTURY-ECONOMY-3.doc> (accessed December 4, 2012).
- Anderson, Lorin W., David R. Krathwohl, Peter W. Airasian, Kathleen A. Cruikshank, Richard E. Mayer, Paul R. Pintrich, James Rahts, and Merlin C. Wittrock. 2001. *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Pearson.
- Association of American Colleges and Universities. 2007. *College Learning for the New Global Century*. http://www.aacu.org/advocacy/leap/documents/GlobalCentury_final.pdf (accessed December 4, 2012).
- Association of American Colleges and Universities and Peter D. Hart Research Associates, Inc. 2006. *How Should Colleges Prepare Students to Succeed in Today's Global Economy?* <http://www.aacu.org/leap/documents/Re8097abcombined.pdf> (accessed December 4, 2012).
- California Department of Education. 2006. *California Career Technical Education Model Curriculum Standards, Grades Seven Through Twelve*. <http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf> (accessed December 4, 2012).
- . 2007. *Career Technical Education Framework for California Public Schools, Grades Seven Through Twelve*. <http://www.cde.ca.gov/ci/ct/sf/documents/cteframework.pdf> (accessed December 4, 2012).
- California Employment Development Department. 2010. *California's Green Economy: Summary of Survey Results*. <http://www.labormarketinfo.edd.ca.gov/contentpub/GreenDigest/CA-Green-Economy-SummarySurveyResults.pdf> (accessed December 4, 2012).
- Children Now. 2010. *California Report Card 2011–12: Setting the Agenda for Children*. http://www.childrennow.org/uploads/documents/reportcard_2011.pdf [Link no longer valid] (accessed December 4, 2012).
- The Conference Board, Partnership for 21st Century Skills, Corporate Voices for Working Families, and the Society for Human Resource Management. 2006. *Are They Really Ready to Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce*. http://www.shrm.org/research/surveyfindings/documents/are_they_really_ready_to_work_survey_report.pdf (accessed December 4, 2012).
- Conley, David T. 2010. *College and Career Ready: Helping All Students Succeed Beyond High School*. San Francisco: Jossey-Bass.
- Conley, David T., Kathryn V. Drummond, Alicia de Gonzalez, Jennifer Rooseboom, and Odile Stout. 2011. *Reaching the Goal: The Applicability and Importance of the Common Core State Standards to College and Career Readiness*. Eugene, OR: Educational Policy Improvement Center. <http://www.epiconline.org/publications/documents/ReachingtheGoal-FullReport.pdf> (accessed December 4, 2012).
- Darling-Hammond, Linda, Ruth Chung Wei, Alethea Andree, Nikole Richardson, and Stelios Orphanos. 2009. *Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad*. Palo Alto, CA: National Staff Development Council and the School Redesign Network at Stanford University. <http://learningforward.org/docs/pdf/nsdcstudy2009.pdf> (accessed December 4, 2012).



- Institute of Education Sciences, National Center for Education Statistics. 2012. *The Condition of Education*. <http://nces.ed.gov/programs/coe/> (accessed December 4, 2012).
- International Center for Leadership in Education. 2012. "Rigor/Relevance Framework." Rexford, NY. <http://www.leadered.com/rrr.html> [Link no longer valid] (accessed December 4, 2012).
- Intersegmental Committee of the Academic Senates (ICAS) of the California Community Colleges. 2002. *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities*. <http://asccc.org/sites/default/files/AcademicLiteracy.pdf> (accessed December 4, 2012).
- Kober, Nancy, and Diane Stark Rentner. 2011. *States' Progress and Challenges in Implementing Common Core State Standards*. Washington, DC: Center on Education Policy. <http://www.cep-dc.org/displayDocument.cfm?DocumentID=343> (accessed December 4, 2012).
- Marzano, Robert J., and John S. Kendall. 2007. *The New Taxonomy of Educational Objectives*. 2nd ed. Thousand Oaks, CA: Corwin Press. <http://www.marzanoresearch.com/site/default.aspx> [Link no longer valid] (accessed December 4, 2012).
- MetLife, Inc. 2011. *The MetLife Survey of the American Teacher: Preparing Students for College and Careers*. https://www.metlife.com/assets/cao/contributions/foundation/american-teacher/MetLife_Teacher_Survey_2010.pdf (accessed December 6, 2012).
- National Association of State Directors of Career Technical Education Consortium (NASDCTEc). 2011. "CTE and College and Career Ready Standards: Preparing Students for Further Education and Careers." Silver Spring, MD. <http://www.careertech.org/> (accessed December 4, 2012).
- . 2012. "Introduction to the Common Career Technical Core."
- National Center for Education Statistics. 2008. *Trends in International Mathematics and Science Study 2007*. <http://nces.ed.gov/timss/index.asp> (accessed December 4, 2012).
- National Governors Association, Council of Chief State School Officers, and Achieve, Inc. 2008. *Benchmarking for Success: Ensuring U.S. Students Receive a World-Class Education*. Washington, DC: National Governors Association. <http://www.nga.org/files/live/sites/NGA/files/pdf/0812BENCHMARKING.PDF> (accessed December 4, 2012).
- Organisation for Economic Co-operation and Development (OECD). 2011. *Strong Performers and Successful Reformers in Education: Lessons from PISA for the United States*. Paris, France. <http://www.oecd.org/pisa/46623978.pdf> (accessed December 4, 2012).
- Owen Wilson, Leslie. 2006. "Dr. Leslie Owen Wilson's Curriculum Pages: Beyond Bloom—A New Version of the Cognitive Taxonomy." Stevens Point, WI: University of Wisconsin—Stevens Point. <http://www4.uwsp.edu/education/lwilson/curric/newtaxonomy.htm> (accessed December 4, 2012).
- Public Broadcasting Service (PBS). 2012. PBS TeacherLine: Professional development for PreK–12 educators. <http://www.pbs.org/teacherline> (accessed December 4, 2012).
- United States Department of Labor, Employment and Training Administration. 2009. "Secretary's Commission on Achieving Necessary Skills." <http://wdr.doleta.gov/SCANS/> (accessed December 4, 2012).
- WestEd, the California Department of Education, and the California Community Colleges Chancellor's Office. 2008. *2008–2012 California State Plan for Career Technical Education*. http://www.schoolsmovingup.net/cte/downloads/cteplan_122808.pdf (accessed December 5, 2012).