

Agricultural Economics 105 Dual Credit Common Core State Standards Alignment June 2013

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Unit	Reading CCSS	Writing CCSS
1- Basics of Agribusiness Management	1,2, 3, 4, 5, 7, 8, 9	1, 2, 4, 6, 10
2 -	2, 3, 4, 6, 7, 10	2, 8
3 - Basics of Economic Principles	1, 2, 4, 5, 6, 7, 8, 9	1, 2, 4, 5, 9
4 - Advanced Economic Principles	1, 3, 4, 5, 6, 7, 9	1, 2, 4, 7, 8
5 -	1,2,3,4,5, 6, 7, 8, 9, 10	1, 2, 4, 9
6 - TIG Welding	3, 4, 9	2, 6,
7 - AWS Symbols	3, 4, 10	1, 2, 4, 6
8 - Metals and Fabrication	1, 2, 3, 4, 5, 7, 8, 9, 10	2, 4, 6
9 - Principles of 2 & 4 Stroke Cycle Operation	1, 3, 4, 9	1, 6, 7, 8, 9, 10
10 - Construction of the Internal Combustion Gasoline Engine	2, 3, 4, 7, 9	1, 7, 8, 9, 10
11 - Measuring Devices	2, 3, 4, 7, 9	1, 6, 7, 8, 9
12. - Fuel and Carburetion Systems	2, 3, 4, 7, 9	1, 6, 7, 8, 9
13. - Governor Systems	1, 2, 4, 9, 10	1, 2, 4, 9
14. - Lubrication and Cooling Systems	1, 2, 4, 9, 10	1, 2, 4, 6
15. - Parts and Mechanics Manual Usage	2, 3, 4, 9, 10	2, 4, 9
16. - Trouble Shooting and Tune-up Procedure	2, 3, 4, 7, 9, 10	2, 4
17. - Electrical Wiring	1, 2, 3, 4, 6, 7, 8, 10	1, 2, 4, 7, 9
18. - Cost Effective Construction Technique	2, 3, 4, 7, 10	2, 4, 6,

Course Name: Ag Econ 105

Unit Name: 1 - Basics of Agribusiness Management

Unit Objectives:

1. Match terms associated with the basics of agribusiness management to their definitions.
2. Describe agribusiness management.
3. List the characteristics of a good manager. (Goal 3.3, Objective 2)
4. Arrange in order the steps in decision making. (Goal 3.3, Objective 2)
5. List sources of information for making decisions, including your own business records.
6. List factors that affect the starting of an agribusiness. (Goal 3.3, Objective 2)
7. List regulatory items that need to be evaluated before starting a business. (Goal 3.3, Objective 2)
8. Define productivity.
9. Describe how to determine market potential.
10. Label the basic types of business structures in the United States.(Goal3.3,Objective1)
11. Distinguish among the main characteristics of individual proprietorships, partnerships, corporations, and LLC's.
12. List the unique characteristics of subchapter S corporations and cooperatives.
13. Match methods of involving non-owners in a business to descriptions of those methods.
14. Design a partnership agreement.
15. Describe national income accounting.
16. List the categories used to compute gross national product based on expenditures.
17. List the categories used to compute gross national product based on income.
18. List the types of income used to compute national income.

Preferred Common Core Standards for Instruction

RST.11-12.1 – Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (A3, A12)

RST.11-12.2 - Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (A2, A8, A15, A14)

RST.11-12.3 - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. (A14)

RST.11-12.4 - 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 *grades 11–12 texts and topics*. (A1, A8)

RST.11-12.5 - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. (A11, A10)

RST.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (A16, A17)

RST.11-12.8 - Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (A15, A18)

RST.11-12.9 - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. (A14)

WHST.11-12.1- Write arguments focused on discipline-specific content.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. (A4, A7)

b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. (A3, A6)

WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (A14, A9)

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (A2, A9, A15)

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (A13)

d. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). (A2, A8, A5)

WHST.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (A2, A9, A15)

WHST.11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (A14)

WHST.11-12.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (A5)

WHST.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. (A5)

Course Name: Ag Ec 105

Unit Name: 2 – Government Organizations Affecting Agriculture

Unit Objectives:

1. Match terms associated with the role of agencies in agriculture to their correct definitions.
2. List the primary state agencies involved with Idaho agriculture.
3. List the major objectives of the United States Department of Agriculture.
4. Match major agricultural agencies to their primary purpose.
5. Select services provided by the Agricultural Marketing Service.
6. Match the primary types of Farm Service Agency to their descriptions.
7. Describe the primary services provided by the NRCS.
8. Select characteristics of the soil conservation districts.
9. List the primary government agencies involved with agricultural credit.
10. Describe the Farm Credit System and the organizations that are part of it.
11. Describe three services provided by the Cooperative Extension Service.
12. Describe the three services provided by the Analytical Services Lab.
13. Describe the creation, purpose and funding of agricultural commodity commissions.
14. Construct a chart of agencies in the local area including the services they provide.

Preferred Common Core Standards for Instruction

RST.11-12.1 – Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (B14)

RST.11-12.2 - Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (B7, B10, B11, B12, B13)

RST.11-12.3 - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. (B14)

RST.11-12.4 - 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 *grades 11–12 texts and topics*. (B1, B2, B3, B4, B5, B6, B7, B8, B9)

RST.11-12.5 - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. (B4)

RST.11-12.6 - Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. (B11, B12)

RST.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (B2)

RST.11-12.8 - Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (B14)

RST.11-12.9 - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. (B5)

WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. (B7, B8)

WHST.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. (B13)

WHST.11-12.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (B13)

WHST.11-12.9 - Draw evidence from informational texts to support analysis, reflection, and research. (B14)

Course Name: Ag Ec 105

Unit Name: 3 - Basics of Economic Principles

Unit Objectives:

1. Match terms associated with basic economic principles to their correct definitions.
2. Define economics. (Goal 3.1, Objective 1)
3. Define an economic system. (Goal 3.1, Objective 3)
List the three basic questions that must be answered by every economic system.
(Goal 3.1, Objective 3)
4. List and define the basic economic systems. (Goal 3.2, Objective 1) (Goal 4.2, Objective 1)
5. Select the basic beliefs of capitalism. (Goal 3.1, Objective 3)
7. Write the main characteristic of pure competition.
8. List functions of money.
9. Name the ways the Federal Reserve System can increase the money supply.
(Goal 3.2, Objective 2)(Goal 3.3, Objective 3)
10. Name three ways the Federal Reserve System can decrease the money supply.
(Goal 3.2, Objective 2) (Goal 3.3, Objective 3)
11. Explain the difference between monetary and fiscal policy. (Goal 3.3, Objective 5)
(Goal 3.2, Objective 2)
12. Describe the role prices play in economics. (Goal 3.1, Objective 2)
13. Describe the reasons prices paid to the farmer do not tend to rise with inflation.
14. Describe how supply and demand affect prices. (Goal 4.2, Objective 2)
15. List the factors that affect prices other than supply and demand.(Goal4.2,Objective2)

16. Explain the purpose of labor unions. (Goal 3.3, Objective 4)
17. Describe the reasons price cycles occur. (Goal 3.3, Objective 6)
18. Distinguish among supplementary, complementary, competitive and independent enterprises.
19. List the advantages of diversification.
20. List the advantages of specialization.
21. Define money.
22. List the functions of money.
23. Identify the types of financial institutions.
24. Describe the Federal Reserve System.
25. List the functions of the Federal Reserve System.
26. Discuss the impact of savings on our national economy.
27. List and define the phases of a business cycle.(Goal 3.3, Objective 6)
28. List the causes of the business cycle.
29. List and define the indicators of the business cycle.
30. List and define the types of unemployment.
31. Define inflation.
32. List and define the types of inflation.
33. Distinguish among various types of assets.
34. Distinguish among various types of liabilities.
35. Discuss the impact of savings on our national economy.

Preferred Common Core Standards for Instruction

RST.11-12.1 – Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (C4, C5, C8, C15, C19, C20, C22, C25, C27, C28, C29, C30, C32)

RST.11-12.2 - Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (C2, C3, C6, C12, C13, C14, C17, C21, C24)

RST.11-12.4 - 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 *grades 11–12 texts and topics*. (C1, C2, C3, C21, C31)

RST.11-12.5 - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. (C11, C18, C23, C33, C34)

RST.11-12.6 - Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. (C26, C35)

RST.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (C26, C35)

RST.11-12.8 - Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (C26, C35)

RST.11-12.9 - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. (C26, C35)

WHST.11-12.1- Write arguments focused on discipline-specific content.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. (C9, C10)

b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. (C19, C20),

c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (C1, C11, C13, C14)

e. Provide a concluding statement or section that follows from or supports the argument presented. (C7)

WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (C12, C14, C17, C26, C35)

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (C11, C12, C13, C14, C17, C24)

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (C1)

e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). (C7)

WHST.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (C11, C12, C13, C14, C17, C24)

WHST.11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (C11, C16)

WHST.11-12.9 - Draw evidence from informational texts to support analysis, reflection, and research. (C11, C13, C14, C16, C17, C26, C33, C34, C35)

Course Name: Ag Econ 105

Unit Name: 4 – Advanced Economic Principles

Unit Objectives:

1. Match terms associated with advanced economic principles to their correct definitions.
2. Select the product an area would produce using the principle of comparative advantage.
3. Describe the substitution principle.
4. Describe the concept of diminishing returns.
5. Distinguish among the stages of production.
6. Calculate fixed (ownership), variable (operating), and total costs.
7. Determine the maximum profit point or the number of inputs at which maximum net return is realized.
8. Determine where to allocate resources using the equi-marginal principle.
9. Calculate marginal cost and marginal return.

Preferred Common Core Standards for Instruction

RST.11-12.1 – Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (D2, D3)

RST.11-12.3 - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. (D6, D9)

RST.11-12.4 - 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 *grades 11–12 texts and topics*. (D1)

RST.11-12.5 - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. (D6)

RST.11-12.6 - Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. (D5, D9)

RST.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (D9)

RST.11-12.9 - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. (D5, D7)

WHST.11-12.1 - Write arguments focused on discipline-specific content.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. (D2)

b. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (D8)

c. Provide a concluding statement or section that follows from or supports the argument presented. (D7)

WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (D3, D4)

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (D6, D9)

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (D2)

d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. (D4)

e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). (D2)

WHST.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (D3, D4)

WHST.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. (D4, D7)

WHST.11-12.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (D7)

Course Name: Ag Ec 105

Unit Name: 5 – Agricultural Credit

Unit Objectives:

1. Match terms associated with agricultural credit to their correct definitions.
2. Describe in a short paragraph, the role of credit in agriculture.
3. List the primary principles to observe in using credit to be considered by a potential borrower.
4. Distinguish among the short-term, intermediate and long-term basis.
5. Define production credit and consumption credit.
6. List factors to consider in selecting a source of credit.
7. Match sources of credit to a list of advantages and disadvantages.
8. List the primary factors a lender might consider in evaluating a loan application.
9. List the factors affecting repayment capacity.
10. List the factors that affect the cost of credit and explanation of personal credit score.
11. Match types of interest to their proper explanation.
12. Determine the actual interest rate.
13. Identify types of savings and investment programs. (Goal 3.4, Objective 1)
14. Calculate interest expense. (Goal 3.4, Objective 1)
15. Select the most appropriate lending institution. (Goal 3.4, Objective 1)

Preferred Common Core Standards for Instruction

RST.11-12.1 – Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (E3)

RST.11-12.2 - Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (E8)

RST.11-12.3 - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. (E8, E10, E9)

RST.11-12.4 - 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 *grades 11–12 texts and topics*. (E1, E2, E3, E6, E8, E9, E10)

RST.11-12.5 - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. (E7, E11)

RST.11-12.6 - Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. (E8, E15, E14, E13, E12)

RST.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (E2, E3)

RST.11-12.9 - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. (E2)

RST.11-12.10 - By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently. (E2)

WHST.11-12.1- Write arguments focused on discipline-specific content.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. (E2)

b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. (E2)

c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (E2)

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (E2)

e. Provide a concluding statement or section that follows from or supports the argument presented. (E2)

WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (E2)

a. Introduce a topic and organize complex ideas, concepts, and information so that each

new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (E2)

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (E2)

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (E2)

d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. (E2)

e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). (E2)

WHST.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (E2)

WHST.11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (E2)

WHST.11-12.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (E5)

WHST.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. (E13)

WHST.11-12.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (E15)

WHST.11-12.9 - Draw evidence from informational texts to support analysis, reflection, and research. (E2)

WHST.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. (E2)

Course Name: Ag Econ 105

Unit Name: 6 – Agricultural Records

Unit Objectives:

1. Write a check. (Goal 3.4, Objective 1)
2. Describe how and where to endorse a check. (Goal 3.4, Objective 1)
3. List & describe the three types of check endorsements. (Goal 3.4, Objective 1)
4. Fill out a deposit slip. (Goal 3.4, Objective 1)
5. Reconcile a checkbook register and bank statement. (Goal 3.4, Objective 1)
6. Complete a budget on the computer.
7. Enter daily journal records on the computer.
8. Describe the purposes of enterprise records.
9. Match terms associated with the introduction to farm records to their definitions.
10. List the reasons for keeping records.
11. Match types of records to their descriptions.
12. Distinguish between the two methods of accounting.
13. Describe the two basic systems of keeping books.
14. List items of planning information that can be included in enterprise records.
15. List the reasons for keeping records of farm products used at home.
16. Describe the ways to allocate overhead expenses to the various enterprises.
17. List the steps in finding and correcting errors in records.
18. List the purposes for calculating depreciation.
19. Understand straight-line, declining balance and MACRS methods of depreciation.
20. Demonstrate at least 3 methods of depreciation.
21. Describe the criteria of depreciable property for tax purposes.
22. Describe the information needed to figure depreciation.

23. List the purposes of an inventory.
24. List the principles in taking an inventory.
25. Describe methods of determining the value of various assets for an inventory.
26. Describe how to determine the basis of an asset.
27. Distinguish between inventory values and depreciation values.
28. Complete an inventory record.

Preferred Common Core Standards for Instruction

RST.11-12.1 – Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (F8, F9, F15, F17, F18, F23, F26)

RST.11-12.2 - Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (F3, F5, F10, F12, F13, F21, F22, F27)

RST.11-12.3 - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. (F1, F2, F4, F25, F28)

RST.11-12.4 - 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 *grades 11–12 texts and topics*. (F9)

RST.11-12.5 - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. (F11, F19)

RST.11-12.6 - Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. (F24, F27)

RST.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (F20, F28)

RST.11-12.8 - Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (F6, F7, F14)

RST.11-12.9 - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept,

resolving conflicting information when possible. (F17)

RST.11-12.10 - By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently. (F9)

WHST.11-12.1- Write arguments focused on discipline-specific content.

- a.** Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. (F7, F8, F21, F26)
- b.** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. (F13, F17, F27)
- c.** Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (F13, F20, F27)
- d.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (F13, F21, F22, F25, F26)
- e.** Provide a concluding statement or section that follows from or supports the argument presented. (F13, F21, F22, F25, F26)

WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a.** Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (F8, F14)
- b.** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (F10, F16, F23, F24)
- c.** Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (F22, F24)
- d.** Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. (F12, F20)
- e.** Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). (F8, F16, F21, F22, F25)

WHST.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (F7)

WHST.11-12.5 - Develop and strengthen writing as needed by planning, revising, editing,

rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (F7, F12, F24)

WHST.11-12.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (F5, F7, F19)

WHST.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. (F19, F21, F27)

WHST.11-12.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (F12, F21)

WHST.11-12.9 - Draw evidence from informational texts to support analysis, reflection, and research.(F9)

WHST.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. (F7, F19, F28)

Course Name: Ag Econ 105

Unit Name: 7 – Financial Balance Sheet

Unit Objectives:

1. Understand that net worth statement, balance sheet and financial statements are synonymous terms.
2. Understand that Owner Equity and net worth are synonymous terms.
3. Distinguish between current and non-current assets.
4. Distinguish between current and non-current liabilities.
5. Determine net worth “owner equity”.
6. Calculate and understand solvency and liquidity ratios.
7. Comparing balance sheet from year to year.
8. Understand how to use ratios to evaluate the health of a business.
9. Complete a balance sheet on the computer.

Preferred Common Core Standards for Instruction

RST.11-12.1 – Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (G1, G2, G3, G4, G8)

RST.11-12.2 - Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (G1, G8)

RST.11-12.3 - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. (G7, G8, G9)

RST.11-12.4 - 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 *grades 11–12 texts and topics*. (G1, G2, G5)

RST.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (G7, G8, G9)

RST.11-12.8 - Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (G7, G8)

RST.11-12.9 - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. (K1, K2, K3, K4)

WHST.11-12.1- Write arguments focused on discipline-specific content.

b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. (G6)

c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (G6, G7)

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from or supports the argument presented. (G1, G2, G5, G6, G7, G8)

WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (G7, G8)

e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).(G7, G8)

WHST.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (G6)

WHST.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. (G9)

Course Name: Ag Econ 105

Unit Name: 8 – Financial Income Statement

Unit Objectives:

1. Understand that net worth statement, balance sheet and financial statements are synonymous terms.
2. Understand that Owner Equity and net worth are synonymous terms.
3. Distinguish between current and non-current assets.
4. Distinguish between current and non-current liabilities.
5. Determine net worth “owner equity”.
6. Calculate and understand solvency and liquidity ratios.
7. Comparing balance sheet from year to year.
8. Understand how to use ratios to evaluate the health of a business.
9. Complete a balance sheet on the computer.

Preferred Common Core Standards for Instruction

RST.11-12.1 – Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (H1, H2, H4, H5)

RST.11-12.2 - Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (H1, H2, H3, H5)

RST.11-12.3 - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. (H7, H8, H9)

RST.11-12.4 - 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 *grades 11–12 texts and topics*. (H1, H2, H4, H5, H6, H7, H8)

RST.11-12.5 - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.(H4)

RST.11-12.6 - Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. (H9)

RST.11-12.8 - Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (H9)

RST.11-12.9 - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.(H10)

WHST.11-12.1- Write arguments focused on discipline-specific content.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. (H5)

b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. (H2)

WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.(H10)

WHST.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (H10)

WHST.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. (H9)

WHST.11-12.9 - Draw evidence from informational texts to support analysis, reflection, and research. (K2, K4, K5)

Course Name: Ag Econ 105

Unit Name: 10 – Cash Flow

Unit Objectives:

1. Define cash flow summary and cash flow estimate.
2. Select characteristics of cash flow records.
3. Describe benefits of cash flow planning.
4. Describe the steps in making a cash flow estimate.
5. List the methods for altering cash flow.
6. Complete an example cash flow estimate.

Preferred Common Core Standards for Instruction

RST.11-12.1 – Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (J5)

RST.11-12.2 - Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (J1, J3, J4, J6)

RST.11-12.3 - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. (J5, J6)

RST.11-12.4 - 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 *grades 11–12 texts and topics*. (J1)

RST.11-12.5 - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. (J2)

RST.11-12.6 - Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. (J5)

RST.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (J6)

RST.11-12.8 - Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (J3, J4)

RST.11-12.9 - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. (J6)

WHST.11-12.1- Write arguments focused on discipline-specific content.

b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. (J6)

c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (J2)

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (J6)

e. Provide a concluding statement or section that follows from or supports the argument presented. (J1, J3, J4)

WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (J5)

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (J3)

e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). (J5)

WHST.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (J3)

WHST.11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (J6)

WHST.11-12.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (J5)

WHST.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. (J5)

WHST.11-12.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation. (J6)

WHST.11-12.9 - Draw evidence from informational texts to support analysis, reflection, and research. (J6)

Course Name: Ag Econ 105

Unit Name: 11 – Taxes

Unit Objectives:

1. Match terms associated with taxes to their correct definitions.
2. Describe the purpose of taxes.
3. List the purposes of tax planning.
4. Match the types of taxes to their descriptions.
5. Select statements true about the progressive income tax.
6. Select the types of property subject to property tax.
7. List six types of records and information helpful for tax management.
8. Describe the options available for tax accounting periods.
9. Describe the methods of reporting income for tax purposes.
10. Describe the time requirements in income tax payment.
11. Distinguish between taxable and non-taxable items.
12. List deductible business expenses.
13. Distinguish between tax management strategies to increase and decrease income.
14. Complete a Schedule F federal tax form and transfer information to a Form 1040.

Preferred Common Core Standards for Instruction

RST.11-12.1 – Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (K2, K5, K11)

RST.11-12.2 - Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (K1, K2, K5, K6, K7, K13)

RST.11-12.3 - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. (K14)

RST.11-12.4 - 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 *grades 11–12 texts and topics*. (K1, K4, K7)

RST.11-12.6 - Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. (K2, K3, K5, K12, K13)

RST.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.(K13)

RST.11-12.9 - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.(K11)

WHST.11-12.1- Write arguments focused on discipline-specific content.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. (K8, K9, K10)

b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. (K3, K8, K9, K10, K12)

c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (K3, K4, K8, K9, K10)

e. Provide a concluding statement or section that follows from or supports the argument presented. (K8, K9, K10)

WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (K13)

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.(K13)

d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. (K2)

e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). (K2, K8, K9, K10, K13)

WHST.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (K2, K8, K9, K10, K13, K14)

WHST.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. (K13)

WHST.11-12.9 - Draw evidence from informational texts to support analysis, reflection, and research. (K2, K8, K9, K10, K13)

Course Name: Ag Econ 105

Unit Name: 12 – Insurance

Unit Objectives:

1. Match terms associated with insurance to their correct definitions.
2. Write the basic purpose of insurance.
3. Match the types of insurance to their descriptions.
4. List three questions to answer in deciding whether to insure against a loss.
5. List the circumstances or actions for which a farmer could be liable.
6. Describe the types of health insurance.
7. Distinguish between the two basic types of life insurance.
8. Select items that influence the cost of property insurance.
9. List the basic rules for buying property insurance.
10. Describe the benefits of crop insurance.
11. Select features of insurance provided by the Federal Crop Insurance Corporation.
12. Select characteristics of livestock insurance.
13. Match type of automobile insurance coverage to their descriptions.
14. Evaluate an insurance program and make recommendations for improvements.

Preferred Common Core Standards for Instruction

RST.11-12.1 – Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (L9)

RST.11-12.2 - Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (L2, L8)

RST.11-12.3 - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific

results based on explanations in the text. (L14)

RST.11-12.4 - 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 *grades 11–12 texts and topics*. (L1, L3, L6, L9, L12, L13)

RST.11-12.5 - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. (L3, L7)

RST.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (L5, L14)

RST.11-12.8 - Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (L4, L5)

RST.11-12.9 - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. (L10)

WHST.11-12.1 - Write arguments focused on discipline-specific content.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. (L2, L4, L8)

b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. (L5, L9)

c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (L14)

e. Provide a concluding statement or section that follows from or supports the argument presented. (L14)

WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (L2, L7, L8)

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (L10, L12)

c. Use varied transitions and sentence structures to link the major sections of the text,

create cohesion, and clarify the relationships among complex ideas and concepts. (L5)
d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. (L2)

WHST.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (L2)

WHST.11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (L14)

WHST.11-12.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (L4, L7, L13)

WHST.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. (L10, L11)

WHST.11-12.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (L14)

WHST.11-12.9 - Draw evidence from informational texts to support analysis, reflection, and research. (L14)

Course Name: Ag Ec 105

Unit Name: 13 – Marketing

Unit Objectives:

1. Match terms associated with marketing to their correct definitions.
2. Describe the different types of marketing functions.
3. List the tools of marketing.
4. Match the jobs involved with buying and selling to their descriptions.
5. Describe the types of markets.
6. Describe the importance of grades and standards.
7. Describe how the conditions of time, location and form affect the market price.
8. Select characteristics of marketing orders.
9. List the factors affecting grain quality and price.
10. List the different marketing strategies.
11. Match the types of costs that need to be evaluated when determining marketing strategy to their descriptions.
12. List the points to consider when forward contracting.
13. List the guidelines for developing a forward contract.
14. Distinguish between hedging and speculation.
15. Select characteristics of the futures market.
16. Select guidelines to follow when hedging.
17. List characteristics of marketers.

18. Conduct a survey of local marketing practices.

19. Develop a marketing plan for a commodity.

Preferred Common Core Standards for Instruction

RST.11-12.1 – Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (M3, M8, M9, M10, M12, M13, M15, M16, M17)

RST.11-12.2 - Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (M2, M5, M6, M7)

RST.11-12.3 - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. (M18, M19)

RST.11-12.4 - 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 *grades 11–12 texts and topics*. (M1)

RST.11-12.5 - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. (M2, M5, M10, M11)

RST.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (M18, M19)

RST.11-12.9 - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. (M18, M19)

WHST.11-12.1- Write arguments focused on discipline-specific content.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. (M8, M12, M15, M16)

b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. (M6, M7, M11, M12)

WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (M7, M18, M19)

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended

definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (M18, M19)

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (M4, M11)

d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. (M18, M19)

e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). (M19)

WHST.11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (M2, M5, M6, M7, M14)

WHST.11-12.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (M18)

WHST.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. (M18)

WHST.11-12.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (M19)

WHST.11-12.9 - Draw evidence from informational texts to support analysis, reflection, and research. (M19)

Course Name: Ag Econ 105

Unit Name: 14 - Purchasing

Unit Objectives:

1. List the advantages and the disadvantages of purchasing new equipment.
2. List the advantages and the disadvantages of purchasing used equipment.
3. Define the terms lease and rental (when referring to machinery and equipment).
4. Describe typical machinery and equipment rental practices.
5. Describe the situations in which renting machinery may be beneficial.
6. Describe the situations in which owning machinery is the best alternative.
7. Describe the situations in which leasing machinery is the best alternative.
8. List factors to consider when deciding to trade machinery and equipment.
9. List factors to consider when renting or leasing land.
10. Research costs involved with purchasing, renting and leasing machinery and equipment.

Preferred Common Core Standards for Instruction

RST.11-12.1 – Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (N8, N9)

RST.11-12.2 - Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (N3)

RST.11-12.3 - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. (N10)

RST.11-12.4 - 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 *grades 11–12 texts and topics*. (N3, N8, N9)

RST.11-12.5 - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. (N1, N2, N8, N9)

RST.11-12.6 - Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. (N4)

RST.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (N5, N6, N7)

RST.11-12.8 - Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (N10)

RST.11-12.9 - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. (N5, N6, N7)

RST.11-12.10 - By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently. (N1, N2, N3, N4)

WHST.11-12.1- Write arguments focused on discipline-specific content.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. (N5, N6, N7)

b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. (N5, N6, N7)

c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (N5, N6, N7)

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (N4, N5, N6, N7)

e. Provide a concluding statement or section that follows from or supports the argument presented. (N10)

WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (N3, N4)

b. Develop the topic thoroughly by selecting the most significant and relevant facts,

extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (N5) (N6) (N7)

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (N5-7)

d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. (N10)

e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). (N10)

WHST.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (N4, N5, N6, N7)

WHST.11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (N4, N5, N6, N7)

WHST.11-12.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (N10)

WHST.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. (N3, N4, N5, N6, N7)

WHST.11-12.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (N5, N6, N7)

WHST.11-12.9 - Draw evidence from informational texts to support analysis, reflection, and research. (N4, N5, N6, N7)

WHST.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. (N10)

Course Name: Ag Econ 105

Unit Name: 15 – Agricultural Law

Unit Objectives:

1. Match terms related to agricultural law to their correct definitions.
2. List four sources of law.
3. List and define the two types of contracts.
4. List the four elements necessary for a contract.
5. Select types of contracts which fall under the statute of fraud.
6. Identify the situations in which farmers risk nonpayment for their farm commodities.
7. Describe in detail the definition of float and its effect on sellers.
8. Define forward contract.
9. Discuss the risk that farmers face when forward contracting if the buyer declares bankruptcy.
10. State the ways that farmers can protect their commodities.
11. Discuss cash farm leases, including the definition, two advantages and two disadvantages for the landlord, and two advantages and two disadvantages for the tenant.
12. Discuss crop share farm leases, including the definition, two advantages and two disadvantages for the landlord, and two advantages and two disadvantages for the tenant.
13. Describe in detail a farmer's liability by negligence.
14. List and describe the three types of farm visitors, their responsibilities and the landowners responsibilities concerning injury liability.
15. Discuss the Doctrine of Attractive Nuisance.
16. List and define the three types of employees and outline employer liabilities for the acts of each.
17. List employer responsibilities to employees.

18. Define estate planning.
19. Define real property and personal property.
20. List the reasons for having a will.
21. Discuss four components of a will.
22. Define real property.
23. Define estate.
24. List and define the two types of real property estates.
25. List the methods of acquiring real property ownership.
26. Define deed.
27. List and define the two major types of deeds.
28. List the characteristics of a deed.
29. Describe an abstract of title.
30. Describe title insurance.
31. List two methods of describing real property.
32. List the reasons for appraising land and buildings.
33. List the factors necessary to determine real property values.
34. Match terms associated with insurance to their correct definitions.
35. Write the basic purpose of insurance.
36. Match the types of insurance to their descriptions.
37. Describe various rights of ownership (Right-of-ways, zoning, mineral, water, conservation easements).
38. Describe the characteristics of choosing effective counsel.
39. Discuss fencing laws in Idaho.
40. Describe Open Range.
41. Discuss how to handle stray animals.
42. Describe how to handle and apply chemicals.

43. Discuss the concerns of pollution from agricultural business.
44. Discuss brand laws in Idaho.
45. Discuss animal diseases in Idaho.

Preferred Common Core Standards for Instruction

RST.11-12.1 – Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (O11, O12, O15)

RST.11-12.2 - Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (O16)

RST.11-12.3 - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. (O25)

RST.11-12.4 - 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 *grades 11–12 texts and topics*. (O2, O3, O4)

RST.11-12.5 - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. (O16, O21, O24, O27)

RST.11-12.6 - Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. (O13)

RST.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (O37)

RST.11-12.8 - Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (O37)

RST.11-12.9 - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.(O33)

RST.11-12.10 - By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently. (O9)

WHST.11-12.1- Write arguments focused on discipline-specific content.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. (O7)

b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. (O7)

c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (O11, O12)

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (O7, O11, O12)

e. Provide a concluding statement or section that follows from or supports the argument presented. (O13)

WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (029)

a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (030)

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.(038)

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (011)

d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. (012)

e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). (013)

WHST.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (037)

WHST.11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (038)

WHST.11-12.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (039)

WHST.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. (O43)

WHST.11-12.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (O44)

WHST.11-12.9 - Draw evidence from informational texts to support analysis, reflection, and research. (O45)

WHST.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. (O38)

Course Name: Ag Ec 105

Unit Name: 16 – Consumer Rights, Responsibilities and Spending

Unit Objectives:

1. Match terms associated with consumer rights, responsibilities and spending to their correct definitions.
2. Identify the periods of the development of the consumer movement.
3. List consumer rights. (Goal 3.4, Objective 2)
4. List consumer responsibilities. (Goal 3.4, Objective 2)
5. Name the federal consumer protection laws.
6. List the consumer protection agencies.
7. List the advertising practices considered harmful to consumers.
8. List the objectionable sales practices.
9. List and define two fraudulent sales practices.
10. List the guidelines customers can follow to protect themselves from unfair or fraudulent sales practices.
11. Discuss how to solve consumer problems.
12. List the basic buying principles.

Preferred Common Core Standards for Instruction

RST.11-12.1 – Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (P2, P5, P6)

RST.11-12.2 - Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
(P3, P4)

RST.11-12.4 - 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 *grades 11–12 texts and topics*. (P1, P5)

RST.11-12.5 - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. (P8, P9)

RST.11-12.6 - Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. (P11)

RST.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (P11)

RST.11-12.8 - Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (P3, P4)

RST.11-12.9 - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. (P7, P8)

WHST.11-12.1- Write arguments focused on discipline-specific content.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. (P11)

b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. (P11)

c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (P12)

e. Provide a concluding statement or section that follows from or supports the argument presented. (P11)

WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (P10)

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (P7, P8, P9)

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (P10)

e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). (P11)

WHST.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (P3, P4)

WHST.11-12.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (P7)

WHST.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. (P11)

WHST.11-12.9 - Draw evidence from informational texts to support analysis, reflection, and research. (P5, P6, P12)

Course Name: Ag Econ 105

Unit Name: 17 - National and International Economy and Trade

Unit Objectives:

1. Match terms associated with national and international economy and trade with their correct definitions.
2. Describe the benefits of international trade. (Goal 5.1, Objective 1,2,3)
3. List the restrictions on international trade. (Goal 5.1, Objective 1,2,3)
4. List the arguments against free trade. (Goal 5.1, Objective 1, 2 ,3)
5. List the arguments for free trade. (Goal 5.1, Objective 1,2,3)
6. Explain the Reciprocal Trade Agreements Act. (Goal 5.1, Objective 1,2,3)
7. Explain the General Agreements on Tariffs and Trade (GATT) and World Trade Organization (WTO). (Goal 5.1, Objective 1,2,3)

Preferred Common Core Standards for Instruction

RST.11-12.1 – Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (Q3, Q4,Q5)

RST.11-12.2 - Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (Q2, Q3, Q4, Q5)

RST.11-12.4 - 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 *grades 11–12 texts and topics*. (Q1)

RST.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (Q3, Q4, Q5)

RST.11-12.8 - Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (Q2, Q18)

RST.11-12.9 - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. (Q6)

WHST.11-12.1- Write arguments focused on discipline-specific content.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. (Q3, Q4, Q5)

b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. (Q3, Q4, Q5)

WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (Q7)

a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (Q2)

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (Q2, Q6, Q7)

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (Q3, Q4, Q5)

e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). (Q2, Q3, Q4, Q5)

WHST.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Q2, Q6, Q7)

WHST.11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Q6, Q7)

WHST.11-12.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (Q3, Q4, Q5)

WHST.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. (Q3, Q4, Q5)

