

## National AFNR Content Standards, Revised 2015

CRP.04.02. Produce clear, reasoned and coherent written and visual communication in formal and informal settings.

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

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

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

CRP.08.01. Apply reason and logic to evaluate workplace and community situations from multiple perspectives.

CS.01.01. Research, examine and discuss issues and trends that impact AFNR systems on local, state, national and global levels.

CS.03.01. Identify and explain the implications of required regulations to maintain and improve safety, health and environmental management systems.

ABS.05.03. Assess marketing principles and develop marketing plans to accomplish AFNR business objectives.

FPP.02.01. Apply principles of nutrition and biology to develop food products that provide a safe, wholesome and nutritious food supply for local and global food systems.

FPP.03.01. Implement selection, evaluation and inspection techniques to ensure safe and quality food products.

FPP.03.02. Design and apply techniques of food processing, preservation, packaging and presentation for distribution and consumption of food products.

FPP.04.01. Examine the scope of the food industry by evaluating local and global policies, trends and customs for food production.

FPP.04.02. Evaluate the significance and implications of changes and trends in the food products and processing industry in the local and global food systems.

## **New York State Next Generation English Language Arts Learning Standards**

11-12R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration.

11-12R3: In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop.

11-12R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text.

11-12R5: In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal.

11-12R6: Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement).

11-12R7: In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question, or solve a problem.

11-12W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

11-12W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

11-12W6: Conduct research through self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation.

11-12W7: Gather relevant information from multiple sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism, over reliance on one source, and follow a standard format for citation.

11-12SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

11-12SL2: Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral). Evaluate the credibility and accuracy of each source, and note any discrepancies among the data to make informed decisions and solve problems.

11-12SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the premises and connections among ideas, diction, and tone.

11-12SL4: Present claims, findings, and supporting evidence, conveying a clear and distinct perspective; alternative or opposing perspectives are addressed; organization, development, substance, and style are appropriate to task, purpose, and audience.

11-12SL5: Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.

11-12SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

11-12L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

11-12L6: Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.