Main Core Competencies we mapped to our **FarmSafe in the Classroom** activities. Activities will include codes from this list that map to the standards identified will indicate codes. Note that only key components from these standards that are used in our mapping are listed in the table, below The first table is common core information. The second table is the new National Council for Ag Education's Content Standards for Agriculture, Food, and Natural Resources

- CCTE are Common Career Technical Core, by *National Association of State Directors of Career Technical Education Consortium (NASDCTEc)*
- Common Core State Standards Initiative is From Common Core State Standards for English Language Arts & Literacy / Social Studies, Science, and Technical Subjects -- Reading Standards for Literature (RSL) and Writing Standards for Literature (WSL)
- The 2024 National Council for Agricultural Education Content Standard (*Note we are using the new FPS codes in lieu of the old CS codes*)

Standard	Code	Description
CCTE Practices (link)	CTSE3	Attend to personal health and financial well-being
	CTSE4	Communicate clearly, effectively, and with reason
	CTSE5	Consider environmental, social, and economic impacts of decisions
	CTSE6	Demonstrate creativity and innovation
	CTSE8	Use critical thinking to make sense of problems and persevere in solving them
	CTSE11	Use technology to enhance productivity
	CTSE12	Work productively in teams while using cultural/global competence
	AG1	Analyze how issues, trends, technologies and public policies impact systems in this core
	AG3	Examine and summarize the importance of health, safety and environmental management systems in AFNR businesses
Common Core: Reading (link)	RSL1	Cite Evidence
	RSL6	Analyze the author's purpose in providing an explanation, describing and issue, or identifying an unresolved issue
	RSL7	Integrate or translate technical information into visual or mathematical expression
	RSL8	Distinguish between data sources: evaluate whether data supports conclusions; challenge conclusions with other sources of information
	RSL9	Compare and contrast information from multiple sources, identifying contradictions and resolving conflicting information when possible
Common Core: Writing (link)	WSL1	Prepare written arguments evaluating evidence of claims
	WSL2	Prepare written informative/explanatory text using precise language
	WSL4	Produce clear and coherent writing targeting a specific audience
	WSL6	Use technology to generate/share written products
	WSL8	Gather new information, assess credibility and accuracy, and prepare text while avoiding plagiarism
	WSL9	Draw evidence from informational text to support analysis, reflection, research

2024 National Council for Agricultural Education Content Standard Components mapped to in FarmSafe in the Classroom ([reference](#))

Program	Performance Indicator	Description
Career Ready Practices Standard (AFNR)	CRP.01.02	Explain the short-term and long-term impacts of personal and professional decisions on employers and community before taking action. (*Note: this includes health)* (a) Classify impacts; (b) Assess pro/con of impacts on self/others; (c) Evaluate personal decisions
	CRP.04.01	04.01.02: Demonstrate personal ability to speak with clarity, logic, purpose and professionalism
	CRP.04.02.02b	Produce clear, reasoned and coherent written and visual communication that is adapted to the audience's need (both formal and informal settings)
	CRP.05.01.02c	Recommend the information and resources needed to support decision-making in workplace and community situations.
	CRP.05.02.01 &02	Make, defend, and evaluate decisions at work and in the community using information about the potential environmental, social and economic impacts; 05.02.01a List areas; 05.02.01c: evaluate decisions; 05.02.02: review information about E/S/E impacts; 05.02.02b Analyze past decisions and their effects on E/S/E; 05.02.02c: Recommend decisions for a given workplace and community situation based on positive impact in E/S/E.
	CRP.06.01	Synthesize information, knowledge and experience to generate original ideas and challenge assumptions in the workplace/community
	CRP.06.03	Create and execute a plan of action for new ideas and introduce innovations to workplace and community organizations (01.b=examine risks and benefits; 02.a List stakeholders to provide input; 02b: analyze input)
	CRP.07.02	Evaluate the validity of sources of data used when considering the adoption of new technologies, practices and ideas
Foundational Pathway Skill (AFNR)	FPS.03.01	Identify and explain the implications of required regulations to maintain and improve safety, health, and environmental management systems .01: ID regulations/ procedures, evaluate S/H/E promotion .02: Summarize importance, analyze regs; develop compliance methods
	FPS.03.02	Develop and implement a plan to maintain and improve health, safety, and environmental compliance and performance .01: ID components of required plans; analyze effectiveness at workplace, create plan .02: ID examples of plans; prepare plans to improve, develop strategy to educate employees on compliance/performance
	FPS.03.03	Apply H&S practices to AFNR workplaces .02: Emergency response (ID, Assess, create) .03: ID how to avoid H/S risks; Discuss 1st aid; Evaluate workplace for 1st aid .04: Describe risk of contamination/injury; select responses to contamination/injury; Create plan to mitigate contamination/injury
	FPS.03.04	Use appropriate PPE and demonstrate safe and proper use of AFNR tools/equipment: .01: ID PPE for safe use of tools/eqpt; Demonstrate PPE adherence; design plans to ensure use of PPE .02: ID /demonstrate / chooses standard tools, equipment, and safety procedures for ANFN tasks

		.03: Outline/demonstrate/design operating instructions for operation, storage & maintenance of tools and equipment-related AFNR tasks
	FPS.08.04	Assess the importance of health and safety in the AFNR workplace (a) define; (b) analyze, (c) design
	FPS.08.05	Evaluate the nature and role that agriculture plays in society, the environment, and the economy: (a) ID or (b) research and analyze or (c) apply knowledge of - issues / trends / technologies and public policies that impact ARNR systems
Animal Systems	AS.07.02.02	Biosecurity: ID / analyze health risks of /Evaluate effectiveness of prevention of zoonotic diseases and
Education, Communication, Leadership	ECL.04.02	ID/apply and demonstrate communication skills .01: (a) ID; (b) use; (c) critique written communication messages about AFNR .02: (a) ID; (b) use; (c) critique visual communication messages .03: (a) ID; (b) use; (c) critique various verbal communication message
Plant System	PS.03.06.01	(a) Describe how safety is ensured at each stage of harvesting, hauling, and storing; (b) analyze practices to maintain a safe product through harvest, processing, storage and shipment; (c) demonstrate practices that govern safe plant production, distribution and use/consumption.
Power, Structural and Technical Systems	PST.01.02.02c	Design a process to implement the safe use of AFNR related tools, machinery and equipment
	PST.01.02.03a	ID types of safety hazards associated with different systems (SDS, pesticide labels, owner's manual, color codes) For C: Develop safety plan for different AFNR related mechanical systems ensuring compliance with industry standards
	PST.02.01.01	C: design a plan to communicate processes and procedures (LOTO, PFAS) for preventative maintenance and service and schedule for equipment, machinery, and power units used in AFNR power, structural and technical systems.
	PST.02.02.01a	Summarize the safe use of equipment, machinery and power units
	PST.02.02.02a	ID safety hazards associated with equipment, machinery and power units used in ANFR power, structural and technical systems (e.g., caution, warning, danger, etc.)
	PST.05.03c	Analyze and interpret data from maps using geospatial technologies