### Course/Subject:
Supervised Agricultural Experience/Agriculture

### Grade:
9-12

### Supervised Agricultural Experience Profile

### Suggested Timeline:
Keep up to date during course

### Grade Level Summary
This course does not meet during the regular school day, but credits outside-of-class experiences incorporated into the agricultural science or engineering course the student is currently taking. An SAE or a Supervised Agricultural Experience is a student-managed project where FFA members own and operate an agricultural business, get a job or internship, plan and conduct scientific experiments or explore careers within the agricultural industry. The agricultural science and engineering instructors supervise these outside of class projects as students maintain accurate records within the online Agricultural Experience Tracker (AET) record keeping system. Experiences are based off of the knowledge and skills taught in the agricultural science and engineering courses and customized to the student’s selected career objective.

### Grade Level Units
- Unit 1: Supervised Agricultural Experience Profile
- Unit 2: FFA Involvement
- Unit 3: Financial
- Unit 4: Supervised Agricultural Experience Journal
- Unit 5: Supervised Agricultural Experience Site Visits

### Unit Title
Supervised Agricultural Experience Profile

### Unit Summary
During this unit, students will keep record of classes attended at Northern High School, manage their personal resume, and explore agriculture career pathways. Students will also explore their educational and career interests through [www.theaet.com](http://www.theaet.com)

### Unit Essential Questions:
1. Why is it important to build your resume?
2. What is the importance of accurate records?

### Key Understandings:
1. Personal Resume
2. Career Pathways in Agriculture
3. Educational Transcript

### Focus Standards Addressed in the Unit:

<table>
<thead>
<tr>
<th>Standard Number</th>
<th>Standard Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRP.10.01.</td>
<td>Identify career opportunities within a career cluster that match personal interests, talents, goals and preferences.</td>
</tr>
<tr>
<td>CRP.10.02.</td>
<td>Examine career advancement requirements (e.g., education, certification, training, etc.) and create goals for continuous growth in a chosen career.</td>
</tr>
<tr>
<td>CRP.10.04.</td>
<td>Identify, prepare, update and improve the tools and skills necessary to pursue a chosen career path.</td>
</tr>
<tr>
<td>ABS.01.02.</td>
<td>Read, interpret, evaluate and write statements of purpose to guide business goals, objectives and resource allocation.</td>
</tr>
</tbody>
</table>
**Important Standards Addressed in the Unit:**

**ABS.01.03.** Devise and apply management skills to organize and run an AFNR business in an efficient, legal and ethical manner.

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### Misconceptions:

<table>
<thead>
<tr>
<th>Misconceptions</th>
<th>Proper Conceptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Once you have a job, you never need to create a resume.</td>
<td>1. You should continually have a resume and keep it updated.</td>
</tr>
</tbody>
</table>

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### Knowledge & Concepts | Skills & Competencies | Dispositions & Practices

- Career Exploration
- Obtaining quality references
- Creating a project goal
- Resume Writing
- Interview Skills
- Identifying strengths and weaknesses
- Responsibility
- Ethical judgment

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### Academic Vocabulary:

- Objective
- Cover Letter
- Improvement SAE
- Entrepreneurship SAE
- Placement SAE
- Supplemental SAE
- Research SAE
- Exploratory SAE

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### Assessments:

- Project Reports

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### Differentiation:

- Demonstrations
- Video clips
- Hands on learning
- IEP accommodations

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### Interdisciplinary Connections:

- English
- Business

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### Additional Resources:

- [www.theaet.com](http://www.theaet.com)
- Power Points
- Guidance Department

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**Created By:** Meagan Smyers
SAE I-IV
Grades 9-12
Unit #2

Course/Subject: SAE I-IV/ Agriculture
Grade: 9-12
FFA Involvement
Suggested Timeline: Throughout the project

<table>
<thead>
<tr>
<th>Grade Level Summary</th>
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<tbody>
<tr>
<td>This course does not meet during the regular school day, but credits outside-of-class experiences incorporated into the agricultural science or engineering course the student is currently taking. An SAE or a Supervised Agricultural Experience is a student-managed project where FFA members own and operate an agricultural business, get a job or internship, plan and conduct scientific experiments or explore careers within the agricultural industry. The agricultural science and engineering instructors supervise these outside of class projects as students maintain accurate records within the online Agricultural Experience Tracker (AET) record keeping system. Experiences are based off of the knowledge and skills taught in the agricultural science and engineering courses and customized to the student’s selected career objective.</td>
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<tbody>
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<tr>
<td>Unit 5: Supervised Agricultural Experience Site Visits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FFA Involvement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>During this unit, students will maintain records of their involvement within the FFA organization. Students will document FFA functions attended, event results, committee involvement, and FFA offices held.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit Essential Questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How can FFA shape your leadership abilities?</td>
</tr>
<tr>
<td>2. How can FFA help build a solid career foundation?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Understandings:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Career Development Events</td>
</tr>
<tr>
<td>2. Leadership Development Events</td>
</tr>
</tbody>
</table>

Focus Standards Addressed in the Unit:

<table>
<thead>
<tr>
<th>Standard Number</th>
<th>Standard Description</th>
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</thead>
<tbody>
<tr>
<td>CRP.12.02.</td>
<td>Create and implement strategies to engage team members to work toward team and organizational goals in a variety of workplace and community situations (e.g., meetings, presentations, etc.).</td>
</tr>
<tr>
<td>CRP.02.</td>
<td>Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.</td>
</tr>
<tr>
<td>CRP.09.</td>
<td>Model integrity, ethical leadership and effective management. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem. They thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</td>
</tr>
</tbody>
</table>
Important Standards Addressed in the Unit:

Misconceptions: Proper Conceptions:
1. FFA is for students who want to become farmers. 1. FFA is the world's largest youth leadership organization.
2. Future Farmers of America 2. The National FFA Organization

<table>
<thead>
<tr>
<th>Knowledge &amp; Concepts</th>
<th>Skills &amp; Competencies</th>
<th>Dispositions &amp; Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Roberts Rules of Order</td>
<td>● Social Skills</td>
<td>● Leadership</td>
</tr>
<tr>
<td>● Career Development Events—knowledge in individual areas of interest.</td>
<td>● Leadership Skills</td>
<td>● Responsibility</td>
</tr>
<tr>
<td>● Social Skills</td>
<td>● Running a proper meeting</td>
<td></td>
</tr>
</tbody>
</table>

Academic Vocabulary:

<table>
<thead>
<tr>
<th>● CDE</th>
<th>● Chairman</th>
</tr>
</thead>
<tbody>
<tr>
<td>● LDE</td>
<td>● Robert’s Rule of Order</td>
</tr>
<tr>
<td>● Parliamentary Procedure</td>
<td>● Program of Activities</td>
</tr>
<tr>
<td>● Regional</td>
<td></td>
</tr>
<tr>
<td>● Area</td>
<td></td>
</tr>
<tr>
<td>● Chapter</td>
<td></td>
</tr>
</tbody>
</table>

Assessments:

- Project Reports

Differentiation:

- Demonstrations
- Video clips
- Hands on learning
- IEP accommodations

Interdisciplinary Connections:

- English
- Math
- Science
- Business

Additional Resources:

- [www.theaet.com](http://www.theaet.com)
- Power Points
- [www.ffa.org](http://www.ffa.org)
- [www.paffa.org](http://www.paffa.org)

Created By: Meagan Smyers
Grade Level Summary

This course does not meet during the regular school day, but credits outside-of-class experiences incorporated into the agricultural science or engineering course the student is currently taking. An SAE or a Supervised Agricultural Experience is a student-managed project where FFA members own and operate an agricultural business, get a job or internship, plan and conduct scientific experiments or explore careers within the agricultural industry. The agricultural science and engineering instructors supervise these outside of class projects as students maintain accurate records within the online Agricultural Experience Tracker (AET) record keeping system. Experiences are based off of the knowledge and skills taught in the agricultural science and engineering courses and customized to the student’s selected career objective.

Grade Level Units

Unit 1: Supervised Agricultural Experience Profile
Unit 2: FFA Involvement
Unit 3: Financial
Unit 4: Supervised Agricultural Experience Journal
Unit 5: Supervised Agricultural Experience Site Visits

Unit Title

Financial

Unit Summary

During this unit, students will record beginning values, SAE cash entries, SAE non cash entries, SAE Paychecks, non current items, and non- SAE entries. Students will also have an area to track loans if they are involved in the project.

Unit Essential Questions:

1. What is financial stability?
2. What is your net worth?

Key Understandings:

1. Inventory
2. Cash Entries
3. Expenses
4. Investments
5. Withdraw
6. Deposit

Focus Standards Addressed in the Unit:

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>CRP.03.</td>
<td>Attend to personal health and financial well-being. Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</td>
</tr>
<tr>
<td>CRP.03.02.</td>
<td>Design and implement a personal financial management plan.</td>
</tr>
</tbody>
</table>
**ABS.02.01.** Apply fundamental accounting principles, systems, tools and applicable laws and regulations to record, track and audit AFNR business transactions (e.g., accounts, debits, credits, assets, liabilities, equity, etc.).

**ABS.03.** Manage cash budgets, credit budgets and credit for an AFNR business using generally accepted accounting principles.

**Important Standards Addressed in the Unit:**

**ABS.05.** Use sales and marketing principles to accomplish AFNR business objectives.

<table>
<thead>
<tr>
<th>Misconceptions:</th>
<th>Proper Conceptions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students are too young to start a business.</td>
<td>1. Students can develop a successful business through a SAE project that continues through adulthood.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge &amp; Concepts</th>
<th>Skills &amp; Competencies</th>
<th>Dispositions &amp; Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Keeping a checking record</td>
<td>● Saving Money</td>
<td>● Learning to Learn</td>
</tr>
<tr>
<td>● Learning how to inventory and calculate depreciation of items</td>
<td>● Sound Investments</td>
<td>● Ethical Decision Making</td>
</tr>
<tr>
<td>● Non-Cash Income</td>
<td>● Managing Money</td>
<td></td>
</tr>
<tr>
<td>● Non-Cash Transactions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Academic Vocabulary:**

| ● Depreciation Expense | ● SAE Labor Exchange | ● Gift |
| ● Capital Item Usage | ● Non-SAE Labor Exchange | ● Used at Home |
| ● Non-Cash Income | ● Non-Cash Transfer | ● Transfer to a Capital Item |
| ● Non-Cash Transactions | | |

**Assessments:**

- Project Reports
- On Site Visits

**Differentiation:**

- Demonstrations
- Video clips
- Hands on learning
- IEP accommodations

**Interdisciplinary Connections:**

- English
- Math

**Additional Resources:**

- [www.theaet.com](http://www.theaet.com)
- Power Points
- Guidance Department

**Created By:** Meagan Smyers
Grade Level Summary

This course does not meet during the regular school day, but credits outside-of-class experiences incorporated into the agricultural science or engineering course the student is currently taking. An SAE or a Supervised Agricultural Experience is a student-managed project where FFA members own and operate an agricultural business, get a job or internship, plan and conduct scientific experiments or explore careers within the agricultural industry. The agricultural science and engineering instructors supervise these outside of class projects as students maintain accurate records within the online Agricultural Experience Tracker (AET) record keeping system. Experiences are based off of the knowledge and skills taught in the agricultural science and engineering courses and customized to the student’s selected career objective.

Grade Level Units

- Unit 1: Supervised Agricultural Experience Profile
- Unit 2: FFA Involvement
- Unit 3: Financial
- Unit 4: Supervised Agricultural Experience Journal
- Unit 5: Supervised Agricultural Experience Site Visits

Unit Title

Supervised Agricultural Experience Journal

Unit Summary

During this unit, students will keep detailed entries on their SAE project, classroom activities pertaining to their project, community service activities, and FFA activities.

Unit Essential Questions:

1. How can journaling improve your project goals?

Key Understandings:

1. Daily use of a recordkeeping system and recording all instances of time and monetary investments
2. Reporting of SAE outcomes
3. Organize records for future opportunities, including: employment, scholarships, grants and college enrollment and assistance in starting a business

Focus Standards Addressed in the Unit:

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<tbody>
<tr>
<td>ABS.04.02.02.a.</td>
<td>Devise strategies to illustrate the production process of an AFNR business to produce a specific agricultural product.</td>
</tr>
<tr>
<td>ABS.04.01.01.c.</td>
<td>Demonstrate the application of entrepreneurial skills to conceptualize an AFNR business (e.g., idea generation, opportunity analysis, risk assessment, etc.).</td>
</tr>
<tr>
<td>CS.05.01.01.c.</td>
<td>Evaluate progress toward AFNR career goals and identify opportunities for improvement and necessary adjustments to one’s plan of action</td>
</tr>
<tr>
<td>CRP.10.04.01.b.</td>
<td>Organize personal information (e.g., goals, experiences, education, achievements, work examples, etc.) to prepare and continuously update a set of tools to aid in the pursuit of a career path.</td>
</tr>
</tbody>
</table>
Important Standards Addressed in the Unit:

Misconceptions:
1. Only students living/working on farms may have an SAE project.

Proper Conceptions:
1. There are numerous SAE project opportunities that are not limited to farm work.

Knowledge & Concepts
- Responsible documentation-- care to make sure there are no gaps in time frames that are unexplained.

Skills & Competencies
- Accurate Record Keeping
- Grammar usage
- Career skills developed during individualized project

Dispositions & Practices
- Responsibility
- Ethical Judgment

Academic Vocabulary:
- Entrepreneurship SAE
- Placement SAE
- Supplemental SAE
- Improvement SAE
- Research SAE
- Exploratory

Assessments:
- Project Reports
- On Site Visits

Differentiation:
- Demonstrations
- Video clips
- Hands on learning
- IEP accommodations

Interdisciplinary Connections:
- English

Additional Resources:
- www.theaet.com
- Power Points
- Guidance Department

Created By: Meagan Smyers
Grades 9-12
Unit #5

Course/Subject: SAE I-IV/ Agriculture
Grade: 9-12
Supervised Agricultural Experience Site Visits
Suggested Timeline: multiple site visits throughout duration of project

Grade Level Summary
This course does not meet during the regular school day, but credits outside-of-class experiences incorporated into the agricultural science or engineering course the student is currently taking. An SAE or a Supervised Agricultural Experience is a student-managed project where FFA members own and operate an agricultural business, get a job or internship, plan and conduct scientific experiments or explore careers within the agricultural industry. The agricultural science and engineering instructors supervise these outside of class projects as students maintain accurate records within the online Agricultural Experience Tracker (AET) record keeping system. Experiences are based off of the knowledge and skills taught in the agricultural science and engineering courses and customized to the student’s selected career objective.

Grade Level Units
Unit 1: Supervised Agricultural Experience Profile
Unit 2: FFA Involvement
Unit 3: Financial
Unit 4: Supervised Agricultural Experience Journal
Unit 5: Supervised Agricultural Experience Site Visits

Unit Title
Supervised Agricultural Experience Site Visits

Unit Summary
During this unit, a teacher will visit students on site to evaluate their SAE Project. Reason that this will be done is to; 1. Verify that the student does, indeed, have an SAE program. 2. Make sure the student is applying what is taught. 3. Teach skills. There is still a need to teach skills on an individual basis 4. Look for problems that need to be fixed and give advice. 5. See how the student is performing in placement situations and provide advice as appropriate 6. Public relations. Since society has become more urbanized, people today may not understand the modern program of agricultural education. They may not understand why agriculture is taught in the public schools. The teacher has a golden opportunity to promote agricultural education during the SAE visit. The benefits of getting to know the community better through SAE visitation and to know the parents and student better still are valid today.

Unit Essential Questions:
1. How can your Agriculture Instructor help with your project?
2. What are your SAE problem areas?

Key Understandings:
1. Individualized Learning Experience
2. Serves to Answer Questions
3. Refine Techniques
4. Review Safety

Focus Standards Addressed in the Unit:

<table>
<thead>
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<th>Standard Number</th>
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</table>

8/8/2017 Page 9
CRP.01.01. Model personal responsibility in the workplace and community.

CRP.02. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

Important Standards Addressed in the Unit:

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<th>Misconceptions:</th>
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<tbody>
<tr>
<td>1. Students do not need to be present during an SAE visit.</td>
<td>1. An SAE visit is a vital component to a successful project. Students must be present in order to gain the most out of the site visit. The teacher and student will work through daily operations, refine techniques taught in class, look for safety hazards, and answer questions that one may have.</td>
</tr>
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</thead>
<tbody>
<tr>
<td>● Assist you in achieving project objectives</td>
<td>● Refine learned skills from the classroom</td>
<td>● Responsibility</td>
</tr>
<tr>
<td>● Relate SAE projects to your career interest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Grade your project plan, records and SAE outcome</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Academic Vocabulary:

| ● Objective | ● Safety |
| ● Outcomes | ● Investment |
| ● Growth |

Assessments:

- Project Reports
- On Site Visits

Differentiation:

- Demonstrations
- Video clips
- Hands on learning
- IEP accommodations

Interdisciplinary Connections:

- English
- Math

Additional Resources:

- [www.theaet.com](http://www.theaet.com)
- Power Points
- Guidance Department