



SAE I-IV Grades 9-12

Unit #1

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

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:

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

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:

1. Once you have a job, you never need to create a resume.

Proper Conceptions:

1. You should continually have a resume and keep it updated.
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
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- 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
-

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
 - Power Points
 - Guidance Department
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SAE I-IV Grades 9-12

Unit #2

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

Unit Essential Questions: 1. How can FFA shape your leadership abilities? 2. How can FFA help build a solid career foundation?	Key Understandings: 1. Career Development Events 2. Leadership Development Events
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Focus Standards Addressed in the Unit:

Standard Number	Standard Description
CRP.12.02.	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.).
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.
CRP.09.	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.

Important Standards Addressed in the Unit:

Misconceptions:

1. FFA is for students who want to become farmers.
2. Future Farmers of America

Proper Conceptions:

1. FFA is the world's largest youth leadership organization.
 2. The National FFA Organization
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none">• Roberts Rules of Order• Career Development Events—knowledge in individual areas of interest.	<ul style="list-style-type: none">• Social Skills• Leadership Skills• Running a proper meeting	<ul style="list-style-type: none">• Leadership• Responsibility

Academic Vocabulary:

- CDE
- LDE
- Parliamentary Procedure

- Chairman
- Robert's Rule of Order
- Program of Activities

- Regional
 - Area
 - Chapter
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Assessments:

- Project Reports
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Differentiation:

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

Interdisciplinary Connections:

- English
 - Math
 - Science
 - Business
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Additional Resources:

- www.theaet.com
 - Power Points
 - www.ffa.org
 - www.paffa.org
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SAE I-IV Grades 9-12

Unit #3

Course/Subject: SAE I- IV/ Agriculture	Grade: 9-12	Financial	Suggested Timeline: Throughout the project
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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
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Focus Standards Addressed in the Unit:

Standard Number	Standard Description
CRP.03.	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.
CRP.03.02.	Design and implement a personal financial management plan.

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.
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Misconceptions:	Proper Conceptions:
1. Students are too young to start a business.	1. Students can develop a successful business through a SAE project that continues through adulthood.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Keeping a checking record Learning how to inventory and calculate depreciation of items 	<ul style="list-style-type: none"> Saving Money Sound Investments Managing Money 	<ul style="list-style-type: none"> Learning to Learn Ethical Decision Making

Academic Vocabulary:

<ul style="list-style-type: none"> Depreciation Expense Capital Item Usage Non-Cash Income Non-Cash Transactions 	<ul style="list-style-type: none"> SAE Labor Exchange Non-SAE Labor Exchange Non-Cash Transfer 	<ul style="list-style-type: none"> Gift Used at Home Transfer to a Capital Item
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Assessments:

<ul style="list-style-type: none"> Project Reports On Site Visits

Differentiation:

<ul style="list-style-type: none"> Demonstrations Video clips Hands on learning IEP accommodations
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Interdisciplinary Connections:

<ul style="list-style-type: none"> English Math

Additional Resources:

<ul style="list-style-type: none"> www.theaet.com Power Points Guidance Department

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SAE I-IV Grades 9-12

Unit #4

Course/Subject: SAE I- IV/ Agriculture	Grade: 9-12	Supervised Agricultural Experience Journal	Suggested Timeline: At least 126 hours recorded
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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
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
ABS.04.02.02.a.	Devise strategies to illustrate the production process of an AFNR business to produce a specific agricultural product.
ABS.04.01.01.c.	Demonstrate the application of entrepreneurial skills to conceptualize an AFNR business (e.g., idea generation, opportunity analysis, risk assessment, etc.).
CS.05.01.01.c.	Evaluate progress toward AFNR career goals and identify opportunities for improvement and necessary adjustments to one's plan of action
CRP.10.04.01.b.	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.

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.
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none">• Responsible documentation-- care to make sure there are no gaps in time frames that are unexplained.	<ul style="list-style-type: none">• Accurate Record Keeping• Grammar usage• Career skills developed during individualized project	<ul style="list-style-type: none">• Responsibility• Ethical Judgment

Academic Vocabulary:

- Entrepreneurship SAE
- Placement SAE
- Supplemental SAE

- Improvement SAE
- Research SAE
- Exploratory

- Experience Journal
 - Officer Journal
 - Competitions Journal
 - Community Service Journal
-

Assessments:

- Project Reports
 - On Site Visits
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Differentiation:

- Demonstrations
 - Video clips
 - Hands on learning
 - IEP accommodations
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Interdisciplinary Connections:

- English
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Additional Resources:

- www.theaet.com
 - Power Points
 - Guidance Department
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SAE I-IV 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:

Standard Number

Standard Description

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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Misconceptions:	Proper Conceptions:
1. Students do not need to be present during an SAE visit.	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.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Assist you in achieving project objectives Relate SAE projects to your career interest Grade your project plan, records and SAE outcome 	<ul style="list-style-type: none"> Refine learned skills from the classroom 	<ul style="list-style-type: none"> Responsibility

Academic Vocabulary:

<ul style="list-style-type: none"> Objective Outcomes 	<ul style="list-style-type: none"> Safety Investment 	<ul style="list-style-type: none"> Growth
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Assessments:

<ul style="list-style-type: none"> Project Reports On Site Visits

Differentiation:

<ul style="list-style-type: none"> Demonstrations Video clips Hands on learning IEP accommodations
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Interdisciplinary Connections:

<ul style="list-style-type: none"> English Math

Additional Resources:

<ul style="list-style-type: none"> www.theaet.com Power Points Guidance Department
