

Supervised Agricultural Experience Program COURSE OUTLINE

1. Course Title: Supervised Agricultural Experience Program

2. CBEDS Title: Other Agriculture Course

3. CBEDS Number: 4098

4. Job Titles:

- Ag Mechanics Jobs
- Crop Production Jobs
- Animal Production Jobs
- Floriculture Jobs
- Agribusiness Jobs

5. Course Description:

In consultation with instructor, student will select a specific agricultural/horticultural crop, commodity or product and develop and enterprise project, using the resources from the school farm or other locations (with instructors consent). Projects involve field experience in production and management techniques, marketing methods, and eventual sale of the chosen agricultural/horticultural crop, commodity, or product. This course includes classroom instruction and work-based learning activities.

Student Outcomes and Objectives:

Students will:

1. Investigate the feasibility of producing and marketing a specific agricultural/horticultural crop, commodity, or product.
2. Calculate facilities needed and square footage required for production.
3. Operate appropriate tools and equipment safely and correctly.
4. Develop production methods for a particular crop, commodity, or product.
5. Manage production through the life cycle of the individual crop, commodity, or product.
6. Compile accurate records of all related processes and expenses.
7. Develop a marketing plan for the production and sale of crop or commodity.
8. Prepare a statement of income and expenses for an agricultural/horticultural enterprise.
9. Evaluate their work ethic in relation to observed industry expectations.

Integrated throughout the course are career preparation standards, which include basic academic skills, communication, interpersonal skills, problem solving, workplace safety, technology, and employment literacy.

Pathway

Recommended Sequence	Courses
Introductory	Agriculture Science Basic Core
Skill Building	Ag. Mechanics, Animal Science, Ornamental Horticulture or Floriculture
Advanced Skill	Supervised Agricultural Experience Project Veterinary Science or Landscape or Viticulture or Sustainable Summer Program

6. Hours: *Students receive up to up to 540 hours of work-based learning at community classroom/cooperative vocational education sites.*

7. Prerequisites: Agriculture Science Basic Core.

8. Date (of creation/revision): July 2011

9. Course Outline

COURSE OUTLINE				
Upon successful completion of this course, students will be able to demonstrate the following skills necessary for entry-level employment.				
Instructional Units and Competencies	Course Hours	Model Curr. Standards	CA Academic Content Standards	CAHSEE
<p>I. CAREER PREPARATION</p> <p>A. Career Planning and Management.</p> <ol style="list-style-type: none"> 1. Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers. <ol style="list-style-type: none"> a. Students will identify skills needed for job success b. Students will identify the education and experience required for moving along a career ladder. 2. Understand the scope of career opportunities and know the requirements for education, training, and licensure. <ol style="list-style-type: none"> a. Students will describe how to find a job. b. Students will select two jobs in the field and map out a timeline for completing education and/or licensing requirements. 3. Know the main strategies for self-promotion in the hiring process, such as completing job applications, resume writing, interviewing skills, and preparing a portfolio. <ol style="list-style-type: none"> a. Students will write and use word processing software to create a resume, cover letters, thank you letters, and job applications. b. Students will participate in mock job interviews. 4. <i>Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.</i> <ol style="list-style-type: none"> a. <i>Students will conduct a self—assessment and explain how professional qualifications affect career choices.</i> 5. <i>Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.</i> <ol style="list-style-type: none"> a. <i>Contact two professional organization and identify the steps to become a member.</i> 6. <i>Understand the past, present and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.</i> <ol style="list-style-type: none"> a. <i>Students will describe careers in the business industry sector.</i> b. <i>Students will identify work-related cultural differences to prepare for a global workplace.</i> <p>B. Technology.</p> <ol style="list-style-type: none"> 1. Understand past, present and future technological advances as they relate to a chosen pathway and on selected segments of the economy. 2. Understand the use of technological resources to gain access to, manipulate, and produce information, products and services. 3. Use appropriate technology in the chosen career pathway. <p>C. Problem solving and Critical Thinking.</p> <ol style="list-style-type: none"> 1. Understand the systematic problem-solving models that incorporate input, process, outcome and feedback components, and apply appropriate problem-solving strategies and critical thinking to work-related issues and tasks. 2. Use and apply critical thinking and decision making skills 	<p>10</p> <p>Additional hours are integrated throughout the course.</p>	<p>Transportation Industry Sector, Model Curriculum Standards</p> <p>3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0</p>	<p><u>Language Arts</u> (8) R 1.3, 2.6 W1.3, 2.5. LC 1.4,1.5 1.6 LS1.2, 1.3, (9/10) R2.1,2.3,2 W2.5 LC1.4 LS 1.1, 2.3 (11/12) R2.3 W2.5 LC1.2 <u>Math</u> (7) NS1.2, 1.7 MR 1.1,1.3 2.7,2.8, 3.1</p>	<p>Lang. Arts R 8.2.1 (9/10) R 2.1, 2.3 W2.5 Math (7) NS 1.2, 1.3, 1.7 MR 1.1, 2.1, 3.1</p>

<p>to make informed decisions, solve problems, and achieve balance in the multiple roles of personal, home, work and community life.</p> <p>D. Health and Safety.</p> <ol style="list-style-type: none"> 1. Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities. 2. Understand critical elements of health and safety practices related to a variety of business environments. <p>E. Responsibility & Flexibility.</p> <ol style="list-style-type: none"> 1. Understand the qualities and behaviors that constitute a positive and professional work demeanor. 2. Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles and how individual actions can affect the larger community. 3. Understand the need to adapt to varied roles and responsibilities. <p>F. Ethics and Legal Responsibilities</p> <ol style="list-style-type: none"> 1. Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations. 2. Understand the concept and application of ethical and legal behavior consistent with workplace standards. <ol style="list-style-type: none"> a. <i>Contact a business and obtain a copy of their rules for employment.</i> b. <i>Role play difference ethical scenarios.</i> 3. Understand the role of personal integrity and ethical behavior in the workplace. <p>G. Leadership and Teamwork.</p> <ol style="list-style-type: none"> 1. Understand the characteristics and benefits of teamwork, leadership, citizenship in the school, community, and workplace settings for effective performance and attainment of goals. 2. Understand the ways in which professional associations, such as FFA, and competitive career development activities enhance academic skills, career choices, and contribute to promote employability. 3. Know multiple approaches to personal conflict resolution and understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others. 				
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Instructional Units and Competencies	Hours	Industry Standards.	CA Academic Standards	CAHSEE
<p>I. Scope of Project or Placement in Business</p> <ul style="list-style-type: none"> A. Crop/commodity/product selection/job B. Business Plan/job description C. Budget/salary/operating budget D. Loan Applications E. Insurance 	100	<p>Agriculture & Natural Resources Industry Sector</p> <p>A7.1 A7.2 B12.1</p>	<p>SS. 12; Econ.; 12.22</p> <p>ELA 9-10; R; 2.3</p> <p>ELA 9-10; W; 1.3 & 2.6a</p> <p>M. 7; NS; 1.3</p>	
<p>II. Project Implementation</p> <ul style="list-style-type: none"> A. Purchasing supplies/equipment for work B. Growing/raising/producing the crop/commodity/product/performing the job C. Maintenance & care or cultivation/performance improvement. D. Marketing and closing of sale/Evaluation of performance and plan for improvement. 	370	<p>Agriculture & Natural Resources Industry Sector</p> <p>6.5 G10.1</p>	<p>M. 6; Stats; 1.2 & 2.1</p> <p>S. 9-12; IE; 1.a</p> <p>SS. 12; Econ.; 12.22 & 12.25</p>	M. 6; Stats; 1.1
<p>III. Final Analysis</p> <ul style="list-style-type: none"> A. Income & expense statement B. Comparison of budget and operating statements C. Project analysis <ul style="list-style-type: none"> 1. Reasons for changes 2. Reasons for successes/failures 3. Suggestions for future enterprises D. Completing Tax documents & other legal requirements. 	60	<p>Agriculture & Natural Resources Industry Sector</p> <p>A1.6 A4.2</p>	<p>SS. 12; Econ.; 12.22 & 12.25</p>	

10. Additional recommended/optional items

- a. Articulation: None
- b. Academic credit: None
- c. Instructional strategies:
 - Methods of Instruction:
 - a. Lecture
 - b. Site & Project visits
 - c. Project coaching
 - d. Industry representative mentoring
- d. Instructional materials: Varies with project or work site placement
- e. Certificates: None