

CHINO VALLEY UNIFIED SCHOOL DISTRICT
INSTRUCTIONAL GUIDE
AGRICULTURE PROJECTS

Course Number	5844
Department	Agriculture
Length of Course	One (1) Semester
Grade Level	9-12
Prerequisite	None
Credit	5 unites per semester/5 total credits – elective
Repeatable	May be repeated for an additional twenty (20) credits
UC/CSU	Does not meet “a-g” requirement
Board Approved	February 17, 2011

Course Description – This course allows students to concentrate on their supervised agriculture experience including: project development, record keeping, agriculture business principles, and participation in: career development events, judging contests, fairs, and other Future Farmers of America (FFA) leadership development activities.

Course Rationale – Supervised Agriculture Experiences (SAE) allow students to explore the many career opportunities in agriculture, participate in occupationally relevant experiences, and prepare for advanced education and/or training at the postsecondary level. This course is aligned with the California State Foundation Standards for Agriculture Education.

Standard 1 – Students establish and/or enlarge their curricular activity and/or Supervised Agriculture Experience (SAE).

- 1.1 Objective: Understand how to make effective decisions, use career information, and manage personal career plans.
 - 1.1.1 Performance Indicator: Students will list the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers.
 - 1.1.2 Performance Indicator: Students will identify the scope of career opportunities and know the requirements for education, training, and licensure.
 - 1.1.3 Performance Indicator: Students will develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
 - 1.1.4 Performance Indicator: Students will explain the role and function of professional organizations, industry associations, and organized labor in a productive society.

- 1.1.5 Performance Indicator: Students will identify the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.
- 1.1.6 Performance Indicator: Students will describe important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.
- 1.2 Objective: Explore California Department of Education (CDE) lists of curricular activities and possible SAE's.
 - 1.2.1 Performance Indicator: Students will demonstrate familiarity with the many different curricular activities and SAE.
 - 1.2.2 Performance Indicator: Students will describe those curricular activities and SAE that can prepare them for their careers of interest.
 - 1.2.3 Performance Indicator: Students will describe how those curricular activities and SAE can prepare them for their careers of interest.
- 1.3 Objective: Discuss curricular activities and SAE options with parents, guardians, agriculture teachers, and/or agriculture business leaders.
 - 1.3.1 Performance Indicator: Students will be able to articulate their careers of interest with parents and mentors.
 - 1.3.2 Performance Indicator: Students will be able to demonstrate how participation in their chosen curricular activities and SAE can prepare them for their careers of interest.
- 1.4 Objective: Choose a specific curricular activity and/or SAE.
 - 1.4.1 Performance Indicator: Students will be able to compare and contrast the many career development activities and SAE's available to them.
 - 1.4.2 Performance Indicator: Students will be able to utilize their own analysis and input from parents and mentors to select the curricular activities and SAE's that will best prepare them for their career of interest.

Standard 2 – Students master the business concepts related to their Supervised Agriculture Experience (SAE).

- 2.1 Objective: Know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments.

- 2.1.1 Performance Indicator: Students will identify and explain past, present, and future technological advances as they relate to a chosen pathway.
- 2.1.2 Performance Indicator: Students will understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.
- 2.1.3 Performance Indicator: Students will differentiate among, select, and apply appropriate tools, and technology.
- 2.2 Objective: Understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques.
 - 2.2.1 Performance Indicator: Students will apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
 - 2.2.2 Performance Indicator: Students will utilize the systematic problem-solving models that incorporate input, process, outcome, and feedback components.
 - 2.2.3 Performance Indicator: Students will use critical thinking skills to make informed decisions and solve problems.
- 2.3 Objective: Understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials.
 - 2.3.1 Performance Indicator: Students will describe policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
 - 2.3.2 Performance Indicator: Students will define critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.
 - 2.3.3 Performance Indicator: Students will be able to locate important information on a material safety data sheet.
- 2.4 Objective: Understand the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings.
 - 2.4.1 Performance Indicator: Students will exhibit the qualities and behaviors that constitute a positive and professional work demeanor.

- 2.4.2 Performance Indicator: Students will identify the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 2.4.3 Performance Indicator: Students will adapt to varied roles and responsibilities.
- 2.4.4 Performance Indicator: Students will explain how individual actions can affect the larger community.
- 2.4.5 Performance Indicator: Students will be able to use effective time management to fulfill responsibilities.
- 2.4.6 Performance Indicator: Students will apply high-quality craftsmanship to a product or presentation and continually refine and perfect it.
- 2.5 Objective: Understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms.
 - 2.5.1 Performance Indicator: Students will explain the concept and application of ethical and legal behavior consistent with workplace standards.
 - 2.5.2 Performance Indicator: Students will demonstrate personal integrity and ethical behavior in the workplace.
- 2.6 Objective: Understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution.
 - 2.6.1 Performance Indicator: Students will identify the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
 - 2.6.2 Performance Indicator: Students will explain the ways in which pre-professional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
 - 2.6.3 Performance Indicator: Students will organize and structure work individually and in teams for effective performance and the attainment of goals.
 - 2.6.4 Performance Indicator: Students will list multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.

- 2.6.5 Performance Indicator: Students will interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
- 2.6.6 Performance Indicator: Students will give reasons for effective leadership, cooperation, collaboration, and effective decision-making skills in group or team activities, including the student organization.
- 2.7 Objective: Understand the importance of effective record keeping in business management.
 - 2.7.1 Performance Indicator: Students will explain the importance of record keeping.
 - 2.7.2 Performance Indicator: Students will identify and define the components of an effective business management plan.
 - 2.7.3 Performance Indicator: Students will write a thorough business agreement for a chosen SAE.
 - 2.7.4 Performance Indicator: Students will complete a realistic budget for the chosen SAE.
 - 2.7.5 Performance Indicator: Students will keep systematic records of all SAE hours and investments.
 - 2.7.6 Performance Indicator: Students will complete year-end accounting procedures including depreciation, income summary, financial statement, and community service records.

Standard 3 – Students participate in judging contests, fairs, and shows to improve knowledge of agriculture careers, postsecondary education requirements, and employment opportunities.

- 3.1 Objective: Understand the essential knowledge and skills common to all pathways in the Agriculture and Natural Resources sector.
 - 3.1.1 Performance Indicator: Students will understand the aims, purposes, history, and structure of the FFA student organization, and know the opportunities it makes available.
 - 3.1.2 Performance Indicator: Students will manage and actively engage in a career-related, supervised agricultural experience.
 - 3.1.3 Performance Indicator: Students will understand the importance of maintaining and completing the California Agricultural Record Book.

- 3.1.4 Performance Indicator: Students will maintain and troubleshoot equipment used in the agricultural industry.
- 3.2 Objective: Understand the safety aspects of the curricular activity and/or SAE.
 - 3.2.1 Performance Indicator: Students will maintain safe and healthful working conditions.
 - 3.2.3 Performance Indicator: Students will be able to both prevent and respond to accidents in the agricultural industry.
- 3.3 Objective: Demonstrate the correct use of equipment needed for the curricular activity and/or SAE.
 - 3.3.1 Performance Indicator: Students will explain the correct use of equipment needed for the curricular activity and/or SAE.
 - 3.3.2 Performance Indicator: Students will use tools and machines safely and appropriately.
- 3.4 Objective: Attend at least three contests at participating colleges, universities and/or high schools associated with their curricular activity and/or SAE.
 - 3.4.1 Performance Indicator: Students will identify the available contests at participating colleges, universities and/or high schools associated with the curricular activity and/or SAE.
 - 3.4.2 Performance Indicator: Students will qualify scholastically to attend contests at participating colleges, universities and/or high schools associated with the curricular activity and/or SAE.
 - 3.4.3 Performance Indicator: Students will attend practices prior to participating in competitions at colleges, universities and/or high schools associated with the curricular activity and/or SAE.
 - 3.4.4 Performance Indicator: Students will communicate with parents and teachers in preparation to attend contests at participating colleges, universities and/or high schools associated with the curricular activity and/or SAE.
 - 3.4.5 Performance Indicator: Students will complete necessary entry forms to attend contests at participating colleges, universities and/or high schools associated with the curricular activity and/or SAE.

- 3.4.6 Performance Indicator: Students will attend contests at participating colleges, universities and/or high schools associated with the curricular activity and/or SAE.

Standard 4 – Students develop public speaking skills through practice and presentation of their chosen curricular activity and/or Supervised Agriculture Experience.

- 4.1 Objective: Distinguish between credible and non-credible sources of information.
- 4.1.1 Performance Indicator: Students will analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.
- 4.1.2 Performance Indicator: Students will verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.
- 4.1.3 Performance Indicator: Students will be able to make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
- 4.1.4 Performance Indicator: Students will be able to evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).
- 4.1.5 Performance Indicator: Students will make distinctions between the relative value and significance of specific data, facts, and ideas.
- 4.1.6 Performance Indicator: Students will generate relevant questions about readings on issues that can be researched.
- 4.2 Objective: Write expository compositions, including analytical essays and research reports.
- 4.2.1 Performance Indicator: Students will use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).

- 4.2.2 Performance Indicator: Students will establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
 - 4.2.3 Performance Indicator: Students will use structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
 - 4.2.4 Performance Indicator: Students will use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
 - 4.2.5 Performance Indicator: Students will synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).
 - 4.2.6 Performance Indicator: Students will convey information and ideas from primary and secondary sources accurately and coherently.
 - 4.2.7 Performance Indicator: Students will use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
 - 4.2.8 Performance Indicator: Students will demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
 - 4.2.9 Performance Indicator: Students will produce legible work that shows accurate spelling and correct punctuation and capitalization.
 - 4.2.10 Performance Indicator: Students will reflect appropriate manuscript requirements in writing.
 - 4.2.11 Performance Indicator: Students will prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.
- 4.3 Objective: Write job applications and résumés.
- 4.3.1 Performance Indicator: Students will provide clear and purposeful information and address the intended audience appropriately.

- 4.3.2 Performance Indicator: Students will use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
- 4.3.3 Performance Indicator: Students will modify the tone to fit the purpose and audience.
- 4.3.4 Performance Indicator: Students will follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.
- 4.4 Objective: Understand how to deliver expository presentations and/or oral reasons related to their chosen curricular activity or SAE.
 - 4.4.1 Performance Indicator: Students will marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - 4.4.2 Performance Indicator: Students will make distinctions between the relative value and significance of specific data, facts, and ideas.
 - 4.4.3 Performance Indicator: Students will anticipate and address the listener's potential misunderstandings, biases, and expectations.
 - 4.4.4 Performance Indicator: Students will use technical terms accurately.
 - 4.4.5 Performance Indicator: Students will use effective and interesting language, including: informal expressions for effect, Standard American English for clarity, technical language for specificity.