

# Supervised Agricultural Experience (SAE)

<b>Primary Career Cluster:</b>	Agriculture, Food, & Natural Resources
<b>Consultant:</b>	<a href="mailto:CTE.Standards@tn.gov">CTE.Standards@tn.gov</a>
<b>Course Code(s):</b>	C18H23
<b>Prerequisite(s):</b>	<i>None</i>
<b>Credit:</b>	½ credit each year, up to a maximum of 2 credits per student
<b>Grade Level:</b>	9-12
<b>Elective Focus - Graduation Requirements:</b>	This course satisfies ½ credit of three credits required for an elective focus when taken in conjunction with other Agriculture, Food, & Natural Resources courses.
<b>POS Concentrator</b>	This course satisfies one-half out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in the approved program of study.
<b>Programs of Study and Sequence:</b>	This course can be used to supplement all Agriculture, Food, & Natural Resources programs of study and is designed to evolve with a student through high school.
<b>Aligned Student Organization(s):</b>	FFA: <a href="http://www.tnffa.org">http://www.tnffa.org</a>
<b>Coordinating Work-Based Learning:</b>	All Agriculture students are encouraged to participate in a Supervised Agricultural Experience (SAE) program. In addition, teachers who hold an active WBL certificate may offer placement for credit when the requirements of the state board's WBL Framework and the Department's WBL Policy Guide are met. For information, visit <a href="https://www.tn.gov/content/tn/education/career-and-technical-education/work-based-learning.html">https://www.tn.gov/content/tn/education/career-and-technical-education/work-based-learning.html</a>
<b>Promoted Tennessee Student Industry Credentials:</b>	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit <a href="https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html">https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html</a>
<b>Teacher Endorsement(s):</b>	048, 150, 448, and 950
<b>Required Teacher Certifications/Training:</b>	None
<b>Teacher Resources:</b>	<a href="https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-agriculture-food-natural-resources.html">https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-agriculture-food-natural-resources.html</a> Best for All Central: <a href="https://bestforall.tnedu.gov/">https://bestforall.tnedu.gov/</a>

## Course-At-A-Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career & technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals and use/produce industry specific, informational texts.

### Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management.
- Participate in FFA career and leadership events (CDE/LDE) that align with this course including Agriscience Fair, Agricultural Communications, Agricultural Issues, Agronomy, Extemporaneous Speaking, Prepared Public Speaking, and events related to the student's specific SAE program.

### Using Work-based Learning (WBL) in Your Classroom (Need to update)

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 2-3** | Have an industry representative as a guest speaker with one of the topics dealing with SAE and WBL opportunities for gainful employment.
- **Standards 4-5** | Have the students work with an accountant or bookkeeper to evaluate data sets needed to make financial recommendations.
- **Standards 6-9** | Have the students work with a human services representative to develop a personal, leadership, and growth plan.
- **Standards 10-12** | Have the students develop news-worthy social media post that is supervised by or evaluated by area communications and social media specialist.
- **Standards 13-14** | Have an industry representative as a guest speaker with one of the topics dealing with workplace safety or ethics.
- **Standards 15-16** | Visit a local industry to discuss the impact of the different sectors of the agriculture industry

## Course Description

A *Supervised Agricultural Experience (SAE)* is a structured experiential and work-based learning opportunity in school-based agriculture, food, and natural resources program to extend beyond the classroom that takes place in a setting outside of regular school hours in order to develop an individual student's industry and career-based competencies. Individual LEAs can choose whether or not to offer credit, provided participating students demonstrate mastery of the standards outlined below. SAEs allow students to experience the diversity of agriculture and natural resources industries and to gain exposure to agricultural-related career pathways. SAEs require a documented formal project scope, accurate recordkeeping, and student advisor supervision.

## Program of Study Application

This course can be used to supplement all AFNR programs of study. For more information on the benefits and requirements of implementing these programs in full, please visit the Agriculture, Food, & Natural Resources website at <https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-agriculture-food-natural-resources.html>.

## Course Requirements

This capstone course aligns with the requirements of the Work-Based Learning Framework (established in Tennessee State Board High School Policy), with the Tennessee Department of Education's Work-Based Learning Policy Guide, and with state and federal Child Labor Law. As such, the following components are course requirements:

## Course Standards

### Personalized Learning Plan

- 1) A student will have a Personalized Learning Plan that identifies their long-term goals, demonstrates how the Work-Based Learning (WBL) experience aligns with their elective focus and/or high school plan of study, addresses how the student plans to meet and demonstrate the course standards, and addresses employability skill attainment in the following areas:
  - a. Application of academic and technical knowledge and skills (embedded in course standards)
  - b. Career knowledge and navigation skills
  - c. 21st Century learning and innovation skills
  - d. Personal and social skills

### Principles of Supervised Agricultural Experience (SAE) Programs

- 2) Examine the general philosophy and objectives of SAE programs. Identify and describe the types of SAEs, their applications, and benefits. Types of offerings include:
  - a. Foundational: Learn about the big picture of agriculture and its many related careers
    - i. Career Exploration and Planning
    - ii. Personal Financial Planning and Management
    - iii. Workplace Safety
    - iv. Career Employment Skills

- v. Agriculture Literacy
- b. Immersion SAE: Engagement in more intensive experiential and work-based learning activities with the agricultural industry. These immersions SAEs are based on the following types of experiences:
  - i. Placement/Internship: Involves the placement of students in a “learning by doing” environment.
  - ii. Ownership/Entrepreneurship: Plan and operate an agriculture-related business
  - iii. Research: Conduct agricultural research to discover new knowledge and meet the needs of a growing world within three major areas:
    - 1. Experimental: Plans and conducts a major research project
    - 2. Analytical: Chooses a real-world agricultural problem (not amenable to experimentation) and designs a plan to investigate and analyze the problem.
    - 3. Invention: Identifies an agricultural industry need, researches and develops a plan to solve the need including documentation of the innovation development process.
  - c. School-based Enterprise: A student-management, entrepreneurial operation in a school setting.
  - d. Service Learning: A service activity that allows the student to develop and apply their skills for the betterment of others.
  - e. Work-Based Learning (WBL) Placement or Internship: Work (paid or unpaid) for a business or individual
- 3) Choose a specific SAE project or WBL placement to build knowledge and skills in a particular agriculture area. Articulate how the knowledge and skills learned in a specific SAE program will benefit preparation for agriculture- and natural resources-related careers. Conduct at least 180 hours of research, work, or activities related to the chosen SAE project.

### **Project Management and Recordkeeping Skills**

- 4) Formulate annual SMART goals for the SAE program and apply the concepts of project planning to monitor and evaluate SAE progress.
- 5) Accurately maintain a prescribed recordkeeping system and apply proper financial recordkeeping skills as required by the specific project.

### **Personal and Career Growth**

- 6) Develop personal SMART goals and conduct activities (such as updating a professional resume or joining a professional organization) to work toward individual and career development.

- 7) Explore and compare local and regional career opportunities from multiple sources such as the United States Bureau for Labor Statistics and the Tennessee Department of Labor and Workforce Development. Identify and develop knowledge and technical skills necessary for selected careers or job shadowing by linking specific attributes to development activities outlined in SAE SMART goals.

### **Leadership Skills**

- 8) Examine the leadership skills needed for careers in agriculture and natural resources industries and engage youth leadership opportunities to practice and develop effective leadership skills, such as teamwork, decision making, problem solving, critical thinking, and time management.
- 9) Demonstrate a working knowledge of parliamentary procedure. When appropriate, conduct meetings and facilitate discussions in accordance with Robert's Rules of Order.

### **Interpersonal and Communication Skills**

- 10) Demonstrate positive interpersonal skills to work effectively with others and maintain successful professional relationships.
- 11) Demonstrate the ability to communicate effectively with diverse groups and individuals. Compare and contrast elements of formal and informal communication, and demonstrate appropriate written, verbal, and nonverbal communication skills.
- 12) Develop public speaking skills by planning, preparing, revising, and delivering public presentations about the results and overall impact of the SAE project at local science/agricultural fairs, school activities, and/or participation in career development events.

### **Occupational Safety**

- 13) Interpret general occupational health and safety standards. Demonstrate appropriate health and safety procedures for agriculture and natural resources activities aligned with SAE project.

### **Occupational Ethics**

- 14) Identify and discuss occupational ethics, legal responsibilities, and regulatory compliance issues in relation to specific activities and/or careers aligned with SAE project.

### **Information and Agricultural Literacy**

- 15) Use a variety of methods to assemble and evaluate information for the purposes of technical research, scientific inquiry, and investigation.

- 16) Research and analysis how issues, trends, technologies, and/or public policy impact the different sectors of the agriculture industry. Compare how these findings impact the role of agriculture in society, the environment, and in the economy.

## Standards Alignment Notes

References to other standards include:

- AFNR: [National Agriculture, Food, & Natural Resources \(AFNR\) Career Cluster Content Standards](#): Students engaged in activities outlined above should be able to demonstrate fluency in Standards CRP.01-11, CS.01, CS.02, CS.03, CS.07, CS.09, CS.10, and CS.11 at the grade appropriate level.
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#): Students engaged in activities outlined above should be able to demonstrate fluency in 21st Century Themes, Learning and Innovation Skills, Information and Media Technology Skills, and Life and Career Skills.