

## COURSE UNIT PLAN

**Title of Unit:** Introduction to Supervised Agriculture Experience (SAE)

**Curriculum Area:** Survey in Agriculture

**Grade Level:** 9

**Time Frame:** 3 weeks

### DESIRED RESULTS

Common Core State Standards	College and Career Readiness Standards
<p><b><i>What standards are you specifically targeting in this lesson?</i></b></p> <p><u>CCSS.ELA-LITERACY.W.9-10.2.D</u> Cite specific textual evidence to support analysis of primary and secondary sources connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><u>CCSS.ELA-LITERACY.W.9-10.3.C</u> Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p><u>CCSS.ELA-LITERACY.SL.9-10.1.D</u> Integrate and evaluate multiple sources of information presented in diverse formats and media, (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><u>CCSS.ELA-LITERACY.SL.9-10.5</u> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><u>CCSS.ELA-LITERACY.WHST.9-10.2.E</u> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><u>CCSS.ELA-LITERACY.RI.9-10.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical</p>	<p><b><i>Which technical standards/21<sup>st</sup> century skills are you specifically targeting in this lesson?</i></b></p> <p><u>DEV 601.</u> Provide ample development in support of ideas; substantiate ideas with precise use of specific, logical reasons and illustrative examples</p> <p><u>ORI 601.</u> Provide a unified, coherent organizational structure that presents a logical progression of ideas</p> <p><u>USL 601.</u> Show effective use of language to communicate ideas clearly</p> <p><u>CLR 602.</u> Locate important details in complex passages</p> <p><u>SYN 601.</u> Draw logical conclusions using information from multiple portions of two literary narratives</p> <p><u>DEV 501.</u> Provide thorough development in support of ideas; extend ideas by using specific, logical reasons and illustrative examples</p> <p><u>USL 501.</u> Show competent use of language</p> <p><u>ORI 601.</u> Provide a unified, coherent organizational structure that presents a logical progression of ideas</p>

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<p>meanings; analyze the cumulative impact of specific word choices on meaning and tone.</p>	<p><u>ORI 602.</u> Use precise transitional words, phrases, and sentences to convey logical relationships between ideas</p> <p><u>FOC 601.</u> Maintain a precise focus on discussing the specific issue in the prompt throughout the essay</p>
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<b>Understandings/Knowledge/Skills</b>	<b>Essential Questions</b>
<p><b><i>What do you want students to understand, know, and/or be able to do at the end of this unit?</i></b></p> <ul style="list-style-type: none"> <li>• Hobbies can be developed into SAEs.</li> <li>• SAEs are not just about school.</li> <li>• Learning to do is a part of the FFA Motto.</li> <li>• Understand urban SAE opportunities</li> </ul>	<p><b><i>What questions will foster inquiry, understanding, and transfer of learning?</i></b></p> <ul style="list-style-type: none"> <li>• Can an SAE be fun?</li> <li>• What's in it for me?</li> <li>• Will I find an SAE that suits me?</li> <li>• What is the greater purpose of completing an SAE?</li> </ul>

### ASSESSMENT EVIDENCE

<b>Performance Task</b>	<b>Other Evidence</b>
<p><b><i>How will you authentically assess students to determine if they have mastered the material?</i></b></p> <p>Week 1: "Fundamentals of SAE"</p> <ul style="list-style-type: none"> <li>• 'What type of SAE' quiz</li> </ul> <p>Week 2: "Determining the SAE that fits you:"</p> <ul style="list-style-type: none"> <li>• Self- Reflection with each type of SAE program</li> </ul> <p>Week 3: "Steps to follow through"</p> <ul style="list-style-type: none"> <li>• Basic record keeping quiz</li> </ul>	<p><b><i>Tests, quizzes, independent practice, journals, formative assessments, etc.</i></b></p> <ul style="list-style-type: none"> <li>• Quiz</li> <li>• Essay Reflection</li> </ul> <p><b><i>How will students reflect upon and self-assess their learning?</i></b></p> <ul style="list-style-type: none"> <li>• Students will develop an SAE reflective of their interest and talent.</li> <li>• Students will develop an SAE that maybe continuous to build upon.</li> <li>• Follow basic steps of record keeping by creating a record book.</li> </ul>

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<p><b>What criteria will you use to assess the levels of mastery?</b></p> <p>Students must achieve 80% mastery on quizzes</p>	<ul style="list-style-type: none"> <li>• Cite the importance of on-going records for a successful SAE</li> </ul>
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### LEARNING PLAN

Focus of the Week	Learning Activities	Assessments (Formal and Informal)
<p>“Fundamentals of SAE” Week 1</p>	<p>1: SWBAT determine the basics of each of the four types of SAE Programs.</p> <p>2: SWBAT compare and contrast Entrepreneurship versus Placement</p> <p>3: SWBAT compare and contrast AgriScience versus Exploratory</p> <p>4: SWBAT develop an Urban SAE program that compares to that of the rural background FFA presents.</p> <p>5: Four Types of SAEs Quiz</p>	<p>1: Students analyze the functions of each SAE and develop multiple examples of each program.</p> <p>2: Students locate through online research a student that has completed an entrepreneurship SAE and a student that has completed a placement SAE.</p> <p>3: Students locate through online research a student that has completed an AgriScience SAE and a student that has completed a Exploratory SAE.</p> <p>4: Students program that follows the criteria of the four types of SAEs, but structure for city students.</p> <p>5: Quiz</p>
<p>“Determining the SAE that fits you” Week 2</p>	<p>1: SWBAT identify career interest areas in agriculture</p> <p>2: SWBAT describe the skills needed for career success</p>	<p>1: Students take an agriculture amplitude test.</p> <p>2: Students work in groups to create a huge list of skills needed to succeed in a workplace and determine which skills they consider they have</p>

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<p>“Steps to follow through” Week 3</p>	<p>3-4: SWBAT explore personal opportunities for SAE programs.</p> <p>5: SWBAT identify the key factors that should be considered in expanding an SAE.</p> <p>1: SWBAT discuss the importance of keeping records of an SAE</p> <p>2: SWBAT explain the types of financial records needed to support a chosen SAE program.</p> <p>3: SWBAT identify standards to follow in keeping records.</p> <p>4: SWBAT analyze documents to determine if records have been maintained properly</p> <p>5: SWBAT rearrange poorly constructed documents to reflect a record sheet that resembles the proper FFA record book.</p>	<p>today.</p> <p>3-4: Students search for summer opportunities in the city where they can plan out their SAE.</p> <p>5: Students write out their plan and brainstorm with other students to get another viewpoint to how to get more out of their plan.</p> <p>1: Students use video from “Gym Rescue”. Students then determine the issue with having poor record keeping skills when running a business.</p> <p>2: Students learn how to enter info into EZ records</p> <p>3: Students work in groups to take a blank record book and mark the priority sections to make sure a business never folds.</p> <p>4: Students work in groups to look at how a record book should be maintained. Students take notes and share comments on the impressive book.</p> <p>5: Students take the previous days’ notes and comments to work together to take a poor record keeping book to improve it to a higher standard.</p>
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