



# Foundational Supervised Agricultural Experience (SAE) – II

<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>	C18HXX
<b>Prerequisite(s):</b>	<i>None</i>
<b>Credit:</b>	½ credit
<b>Grade Level:</b>	10
<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/education/educators/career-and-technical-education/work-based-learning.html">https://www.tn.gov/education/educators/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/educators/career-and-technical-education/student-industry-certification.html">https://www.tn.gov/education/educators/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/educators/career-and-technical-education/work-based-learning.html">https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.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 continue to develop on 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 higher levels 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 and 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 specific student's specific SAE program.

For more ideas and information, visit Tennessee FFA at <https://tnffa.org/>.

### Using Work-Based Learning (WBL) in Your Classroom

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 1.1-2.4** | Have an industry representative as a guest speaker with one of the topics dealing with SAE and WBL opportunities for gainful employment.
- **Standards 3.1-3.4** | Invite a college recruiter as a guest speaker to focus on employability and college and readiness skills.
- **Standard 4.1-4.3** | Have the students work with an accountant or bookkeeper to evaluate data sets need to make financial recommendations.
- **Standard 5.1-5.3** | Invite an industry representative with safety compliance responsibilities as a guest speaker.
- **Standards 6.1-6.2** | Visit a local industry to discuss the impact of the different sectors of the agriculture industry.
- **Standards 7.1-7.2** | Have students work with a mentor to solve workplace problems.

## Course Description

Foundational Supervised Agricultural Experience (SAE) - II is the second level work-based learning (WBL) delivery model used in approved Agriculture, Food, and Natural Resources (AFNR) programs. It consists of two levels, foundational and immersion SAEs. Foundational SAE - II builds on the expansion of focused career exploration and planning, personal finance, workplace safety, college and career skills, and general agricultural literacy. Foundational SAE - II meets CTE career exploration and planning expectations. All SAEs require a documented formal project plan, accurate recordkeeping, and student supervision.

## Course Requirements

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

## Course Standards

### 1. Personalized SAE Learning Plan

- 1.1 Personalized Learning Plan: Students will revise their personalized SAE learning plan which identifies their **long-term goals**, demonstrates how the **supervised agricultural experience (SAE)** or **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, and
  - d. personal and social skills.
- 1.2 Portfolio: A student will revise and add additional **compilation of work, skills developed,** and **evaluation samples**, to their existing **portfolios** that demonstrate employability skills development in the categories above.
- 1.3 SAE Expansion: Expand an existing or select a new **SAE project** to enhance knowledge and skills in a selected agriculture or agricultural related area. Present how the **knowledge and skills learned in a specific SAE program** will benefit a person's preparation for employment within that career area. Conduct at least 180 hours of research, work, or activities related to the chosen SAE project.

### 2. Career Opportunities of Foundational Supervised Agricultural Experience (SAE) Programs

- 2.1 Career Opportunities: Research the educational path and training requirements of **career opportunities related to** specific SAEs. Outline a personalized education and training plan that align with the SAE career goals.

- 2.2 Occupational Requirements: Research the **educational, training, and certification requirements** for a career related to an existing or new SAE program area. Analyze personal skill sets to identify needed skills and options for attaining the required education, training, and experiences.
- 2.3 Labor Market: Analyze **labor market data** for a new or expanded SAE based and explain the opportunities available at the local, state, national, and global levels.

### 3. Employability Skills for College and Career Readiness

- 3.1 Personal Responsibility: Explain **personal responsibility** and describe how it impacts **the workplace and community**. Assess how past SAE projects have enhanced your personal level of responsibility.
- 3.2 Verbal and Non-Verbal Communication: Identify and categorize strategies to ensure clarity, logic, and professionalism in **verbal and non-verbal communication skills**. Apply techniques to enhance written and visual communications.
- 3.3 Decision Making: Explain the steps in the **decision-making process** to solve workplace problems. Summarize the strengths and talents of team members to design an action plan to complete a team-oriented project.

### 4. Personal Financial Planning and Management

- 4.1 Personal Financial Management Plan: Research the components of an effective **personal financial management plan**. Explain how these practices can contribute to future financial independence and a profitable SAE program.
- 4.2 SAE Financial Management Plan: Redesign and revise an **SAE personal financial management plan** aligned to a Fundamental SAE project. Evaluate the current recordkeeping systems and make recommendations to meet the needs of the updated financial plan.

### 5. Workplace Safety

- 5.1 Personal Protective Equipment: Identify and differentiate the appropriate **personal protective equipment** for the safe use and operation of specific tools and equipment associated with agricultural occupations.
- 5.2 Operation, Storage, and Maintenance: Explain the safe **operation, storage, and maintenance of tools and equipment** related to agricultural occupations. Assess and demonstrate appropriate operation, storage, and maintenance techniques for tools and equipment.

### 6. Agriculture Literacy

- 6.1 Current Trends: Evaluate **current trends** in agriculture, food, and natural resources programs of study and predict their impact on local, state, national, and global levels.

6.2 Economic Impact: Describe the components of the agricultural economy. Discuss the **economic impact** of the agriculture industry as related to employment and commodities produced.

## 7. Leadership Skills

7.1 Leadership Skills: Examine the **leadership skills needed for careers in agriculture 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.

7.2 Parliamentary Procedure: Demonstrate a working knowledge of **parliamentary procedure law**. When appropriate, conduct meetings and facilitate discussions in accordance with Robert's Rules of Order.

## 8. Foundational Practicum Project

8.1 Practicum Applications: Apply **skills and knowledge from previous courses to an agricultural science fair project or an agricultural proficiency award**. Where appropriate, develop, practice, and demonstrate skills outlined in previous courses. Document all related work, skill development, efficiency factors, and financial records in a recordkeeping system or record book.

8.2 SAE Reports: Complete **an annual summary report of the results or submit a proficiency award application** aligned to the SAE project to the regional FFA for evaluation.

8.3 Immersion SAE: Develop a **plan to transition at least one Foundational SAE project into one of the following Immersion SAE** areas:

- placement/internship;
- ownership/entrepreneurship;
- research: experimental, analysis, or invention;
- school-based enterprise; and
- service-learning.

## 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.
- Fundamental SAE: [Supervised Agricultural Experience \(SAE\) Philosophy and Guiding Principles](#): SAE is an essential component of student learning that should be used by every AFNR student.