



Perris Union High School District

Course of Study

A. COURSE INFORMATION

Course Title: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Ag. Projects</div> <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised	Subject Area: <input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input checked="" type="checkbox"/> College Prep Elective <input type="checkbox"/> Other	Grade Level <input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
If revised previous course name if changed <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	Is this classified as a Career Technical Education course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Transcript Course Code/Number: <div style="border: 1px solid black; height: 20px; width: 100%;"></div> (To be assigned by Educational Services)	Credential Required to teach this course: <div style="border: 1px solid black; height: 30px; width: 100%;"></div> <p style="text-align: center; color: red; font-weight: bold; margin: 5px 0;"><u>To be completed by Human Resources only.</u></p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div>	
Required for Graduation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Signature CalPADS CODE 9217	Date
Meets UC/CSU Requirements? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Was this course <u>previously approved by UC</u> for PUHSD? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Will be verified by Ed Services)	Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Unit Value/Length of Course: <input checked="" type="checkbox"/> 0.5 (half year or semester equivalent) <input type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:	
Submitted by: Maggie Maratsos Site: Heritage High School Date: 11/8/22		
Approvals	Name/Signature	Date
Director of Curriculum & Instruction	 <small>Julie Zierold (Dec 21, 2022 13:36 PST)</small>	Dec 21, 2022
Asst. Superintendent of Educational Services		1-4-2022

Governing Board		
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Prerequisite(s) (REQUIRED):

-Ag. Sciences and Systems

Corequisite(s) (REQUIRED):

-Must currently be taking at least one Agriculture course (does not matter which course)
 -Has a Supervised Agricultural Experience (SAE) project, or has a planned project to be implemented, that qualifies as under one of the FFA's 36 areas of agriculture experiences

Brief Course Description (REQUIRED):

This class is designed to be designated time for students to work on their various hands-on supervised agricultural experience (SAE) projects. 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. 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. This class would give units towards graduation to those students who have qualifying agriculture projects on or off campus, based on the National FFA Organization's list of qualifying SAE projects. This class would give time to the students to work with their projects, and would also create opportunities for one-on-one time with their project advisor for help or guidance on their endeavors. Students would be graded based on the amount of time spent working on their projects as well as the quality of their documentation of the project, both financially and in written form. Students can take this class for every semester they have a project to work on. Students will meet once a week with the teacher, in class, to check on progress on AET record books and answer questions. This class period will otherwise be used by the student to work on projects or record books on their own. There will be no costs or textbooks associated with this course; the only resource that will be used is the Agriculture Experience Tracker (AET) software, which is free for all agriculture education students. Students will be updating their accounts on www.theaet.com on a weekly basis based on the progress they make on their projects.

B. COURSE CONTENT

Course Purpose (REQUIRED):

What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.

This class would enable students to earn class credits for projects that they are raising through the FFA. This is a project-based class, in which students will be learning how to properly manage their projects and how to maintain sound written and financial records for their projects. Major topics and student objectives consist of the following:

1. Students will understand, and be able to properly care for, their supervised agricultural experience project.
2. Students will be able to write a basic business agreement listing out, in detail, financial commitments, time investments, and project learning objectives.
3. Students will be able to create and balance a budget for their project.
4. Students will be able to keep records of financial transactions during the course of their project.
5. Students will be able to keep records of time worked on their project, and will be able to identify how that time worked applies to learning objectives identified by the student at the beginning of the project.
6. Students will learn the importance of a positive work ethic and habit.
7. Students will learn how to market their project to potential buyers.

This course has been created to include writing and financial record keeping, as well as opportunities to learn real-world knowledge of the production side of the agriculture industry. This is to enable students to both understand the economics of agricultural businesses, and to also give them basic financial skills that will make them successful later in life. This class will also enable them to critically think through real challenges and problems as they plan and conduct their projects.

At the end of the school year, students enrolled in this class will be able to:

1. Create a written record of time spent working on agricultural projects as well as a record of employable skills acquired through work on their project.
2. Establish and maintain a supervised agricultural experience project, as verified by the instructor.
3. Students with entrepreneurship projects will develop and implement marketing and sales concepts to effectively advertise and sell their projects.
4. Students with placement projects will write and maintain a resume and cover letter for future job interviews.
5. Properly explain to a novice student how to plan and care for the project that the advanced student maintained during this semester.

Course Outline (REQUIRED):

Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.

Class & Project Expectations

Description: Students will be able to explain the breakdown of their grade for this class, and will be able to explain the expectations that their teacher has for their project throughout the semester. In this short unit, students will learn the basic duties and responsibilities that come with caring for their projects.

Assignment: Students will gather supplies needed to care for their projects on a weekly basis, and will return signed copies of the course syllabus and farm safety documents. Students will also start caring for their projects and working with them on a regular basis.

AET Record Book Set-Up

Description: Students will learn how to record all time worked on their projects, and will set up business agreements, budgets, and will begin recording financial transactions for their project using www.theaet.com. This unit is essential

to student success in this course, as a good deal of their grade will come from their completion of these records. Students will focus on financial literacy during this unit, and will learn the basics of budgeting and balancing income and expenses. Students will also be doing some goal-setting by picking out some employable skills that they would like to have learned by the end of this project.

Assignment: Students will write a plan for their project, including a thorough description of the project, their planned time investment, their planned financial investment, and learning goals for the project. Students will regularly record the time they spent working on the project using www.theaet.com, and will also have to write weekly reflections on the work they've done and how it helps them meet the goals they set at the outset of the project. Students will also be required to write a full budget for their project, including planned expenses and planned income, and will also be responsible for recording any financial transactions that are necessary throughout their project. At the end of their project, students will be responsible for writing an annual review that includes details about the skills they learned throughout their project and will include any and all income earned from the project. Lastly, students will be responsible for filling out an FFA Proficiency Award application, which requires students to write detailed descriptions of the work they've done on their project and how that work applies to the skills and goals they wanted to achieve during the project.

Individual Project Meetings/Project Health Check-Ups

Description: Students will meet with a teacher on a weekly basis throughout the semester for the advisor to check on progress that the student has made on their projects. This will allow time for the advisor to verify that all livestock and/or plant projects are still in good health and are making progress towards a saleable weight/condition. Through these visits, students will learn valuable information about the care and maintenance of their projects through mentorship from their teacher.

Assignment: Students must be present for their weekly check with the teacher on their projects, so as to help the teacher if need be. Students must make sure that their project is ready to be shown to the teacher and that they take notes on any suggestions that the teacher gives to them to benefit their projects.

Record Book/Project Checks

Description: Record books found on www.theaet.com must be kept updated on a weekly basis for the teacher to check and grade. Students will be responsible for writing out descriptions of their work on their project, including a record of how much time was spent doing said work, and will also be responsible for updating any financial transactions that took place during the project on a regular basis.

Assignment: Online record books on www.theaet.com will be graded and evaluated by the teacher on a weekly basis. Students must have work entries completely filled out, including a complete description of all work done and how it applies to the goals the student set at the beginning of the project. At the outset of the project, the teacher will check to see that the project plan (including a description, time investments, financial investments, and learning goals) is complete, free of spelling or grammatical errors, and reflective of the actual work that the student will be doing. At the end of the project, the advisor will check to see that income and expenses from the project are recorded, and that an annual review detailing the skills learned from the project has been completed.

Showmanship Practice

Description: Students with animal projects will be required to participate in weekly group practices with their livestock. Students will learn the proper way to show their animals in front of judges, which will be required of them when they take their animals to the fair. Students will have the opportunity to receive feedback and critique from their teacher, and will have time to work with, and help, each other to master these skills. Students will also learn about the

anatomy of their animals and learn about the different cuts of meat that come from the livestock, as they may be questioned by judges at the fair about their livestock.

Assignment: Students must come to all practice times to work with their animals. This is required to take their animals to the fair. Students will be evaluated on attendance and effort in practice activities.

Writing Assignments (REQUIRED):

Give examples of the writing assignments and the use of critical analysis within the writing assignments.

Project Plan: Students will write a detailed plan that describes the project itself, the time to be spent working on the project, and the costs and income associated with the project (including investments and capital given to students as project start-up funds). Students will also identify skill based learning goals for their project, and will write about planned activities for their project that will help them meet those learning goals. Students will utilize the free online resource of www.theaet.com for their project plans.

Project Journal: Students will journal their time spent on their project and identify skills that they actually learned during the project. Journal entries must be made at the very least on a weekly basis using www.theaet.com. Underneath the description of the time spent on the project in each entry, they will provide a detailed description of work completed and a description of how that work applies to the learning objectives that they identified at the beginning of the project.

Project Annual Review Write-Up & Proficiency Award Application: At the end of the semester, students will reflect upon the learning acquired throughout their project by writing an annual review. Students will review their progress towards their learning goals, and will describe the skills and competencies they've gained since the beginning of their project. Upon the completion of their supervised agricultural experience project, students will also complete an FFA proficiency award application, which requires the students to identify and explain, in great detail, experiences from their projects which they can use to illustrate their project-based abilities and knowledge.

INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1 - No textbook for this course

Title: N/A

Edition: N/A

Author: N/A

ISBN: N/A

Publisher: N/A

Publication Date: N/A

Usage:

- Primary Text
- Read in entirety or near

Textbook #2 - No textbook for this course

Title: N/A	Edition: N/A
Author: N/A	ISBN: N/A
Publisher: N/A	Publication Date: N/A
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	
Supplemental Instructional Materials <i>Please include online, and open source resources if any.</i>	
www.theaet.com	
Estimated costs for classroom materials and supplies (REQUIRED). <i>Please describe in detail.</i> If more space is needed than what is provided, please attach backup as applicable.	
Cost for class set of textbooks: \$0.00	Description of Additional Costs: There are no costs involved with using The AET (Agriculture Experience Tracker) website; this website is free to all students enrolled in agriculture courses. There are no textbooks for this course; all writing and reading will be done using the The AET website.
Additional costs: \$0.00	
Total cost per class set of instructional materials:	\$0.00

Key Assignments (REQUIRED):
Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete
Showmanship Practices: Each week, students with livestock projects will participate in practices with other students with livestock projects. These practices will help students learn how to show their animals properly before a judge, as they will have to do this at the fair. Students will also learn animal anatomy and terminology that will help them when speaking with the judges at the fair about their animals.
Farm Safety Test: Students that utilize the school farm facilities will have to take a safety test to demonstrate that they know the school and district policies regarding farm equipment, buildings, and handling animals. Students must pass this exam before utilizing farm facilities.
Buyer's Letter/Project Advertisement/Résumé: Students that have livestock projects will be required to write a letter to potential buyers about their animals. The point of this assignment will be to help students market their livestock so that they can earn a profit on their projects. Buyer's letters should include some details about the student and their project, as well as contact information for interested parties. All letters will be reviewed by a teacher

before they are sent out to potential buyers. Students who are doing projects that are not related to raising market livestock will be responsible for creating advertisements and signage (both digital and hard copy) for the products of their project that they are attempting to sell (such as plants, wood projects, etc.). All advertisements will be proofread by teachers first, and must include pricing information, contact information, and pictures of their students' products. Finally, all students completing a work experience project (such as working for a feed store or a veterinary clinic) must create a résumé showcasing their education, employable skills, and pertinent job experience using the www.theaet.com. Résumés will be proofread by a teacher before they are sent out to potential employers.

Project Plan: Students will write a detailed plan that describes the project itself, the time to be spent working on the project, and the costs and income associated with the project (including investments and capital given to students as project start-up funds). Students will also identify skill based learning goals for their project, and will write about planned activities for their project that will help them meet those learning goals. Students will utilize the free online resource of www.theaet.com for their project plans.

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Project Annual Review Write-Up & Proficiency Award Application: At the end of the semester, students will reflect upon the learning acquired throughout their project by writing an annual review. Students will review their progress towards their learning goals, and will describe the skills and competencies they've gained since the beginning of their project. Upon the completion of their supervised agricultural experience project, students will also complete an FFA proficiency award application, which requires the students to identify and explain, in great detail, experiences from their projects which they can use to illustrate their project-based abilities and knowledge.

Instructional Methods and/or Strategies (REQUIRED):

Please list specific instructional methods that will be used.

- Direct instruction
- Journaling
- Self-reflection
- Group collaboration
- Project-based learning

Assessment Methods and/or Tools (REQUIRED):

Please list different methods of assessments that will be used.

- Written project reflections and write-ups
- FFA Proficiency Award application
- Rubric-based grading of AET Record Book financial and work records
- Farm safety test

COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)

Day(s)	Objective	Standard(s)	Chapter(s)	Reference
1 week	Class & Project Expectations: Students will gain a basic understanding of the class, its structure, and how they will be evaluated throughout the semester. Students will also learn what is expected of them on a weekly basis in terms of caring for their projects.	FND.A4 - Workplace Safety FND.A5 - Agricultural Literacy FND.A1 - Career Exploration & Planning CS.03 - Examine and summarize the importance of health, safety and environmental management systems in AFNR workplaces.	N/A	Syllabus, District farm paperwork, FFA Record Book (AET)
1 week	AET Record Book Set-Up: Students will learn how to set up a new SAE project in their Agriculture Experience Tracker (AET) accounts, and will start filling out basic information for their projects, such as budgets, business agreements, and project learning outcomes.	FND.A3 - Personal Financial Management and Planning ABS.01 - Apply management planning principles in AFNR businesses. ABS.04 - Develop a business plan for an AFNR business.	N/A	FFA Record Book (AET)
10 weeks	Individual Project Meetings/Project Health Check-Ups: Students will meet one-on-one for guidance on their projects on proper nutrition, exercise, and management. Teacher will evaluate students' progress towards project goals and give feedback. Teachers will also assist students with checking on animals' health, if need be. Students will complete the California State Youth Quality Care of Animals training and Exam to qualify them to show at fairs.	AS.03 - Design and provide proper animal nutrition to achieve desired outcomes for performance, development, reproduction and/or economic production. PS.01 - Develop and implement a crop management plan for a given production goal that accounts for environmental factors. ABS.02 - Use record keeping to accomplish AFNR business objectives, manage budgets and comply with laws and regulations. AS.07 - Apply principles of effective animal health care.	N/A	FFA Record Book (AET) YQCA instruction materials

2 weeks	<p>Record Book/Project Checks: Teacher will assist students in filling out their AET record books as the projects are maintained and sold, and will then evaluate the accuracy and frequency of records, during regular project checks. By the end of the semester, students should know how to enter earnings, record hours worked, how to enter expenses, how to budget, how to write a business agreement, and how to evaluate their own progress towards their project goals.</p>	<p>PS.02 - Apply principles of classification, plant anatomy, and plant physiology to plant production and management. ABS.03 - Manage cash budgets, credit budgets and credit for an AFNR business using generally accepted accounting principles. ABS.05 - Use sales and marketing principles to accomplish AFNR business objectives. AS.07 - Apply principles of effective animal health care.</p>	N/A	FFA Record Book (AET)
4 weeks	<p>Showmanship Practice: Students will work with the teacher to learn how to properly show a market animal in preparation for the county fair. Students will take turns both observing and practicing these skills, and will even help give other students feedback in collaborative practice sessions.</p>	<p>AS.05 - Evaluate environmental factors affecting animal performance and implement procedures for enhancing performance and animal health. PS.03 - Propagate, culture and harvest plants and plant products based on current industry standards. FND.A2 - Employability Skills for College and Career Readiness FND.A5 - Agricultural Literacy</p>	N/A	FFA Record Book (AET)

C. HONORS COURSES ONLY

Indicate how much this honors course is different from the standard course.

D. BACKGROUND INFORMATION

Context for course (optional)
History of Course Development (optional)