



**Learning to Do, Doing to Learn,  
Earning to Live, Living to Serve.**

## **Academy for Sciences And Agriculture**

### **SAE Project Outline (Supervised Agricultural Experience)**

Name \_\_\_\_\_

Final Project Due \_\_\_\_\_

#### **What is a Supervised Agricultural Experience (SAE)?**

A project designed to encourage students to learn more about an area of interest to them in agriculture.

#### **SAE INFORMATION**

1. Create a user profile on [www.theaet.com](http://www.theaet.com)

A. Click “Sign In Student”

B. Chapter Number: MN0320

C. Username: “first initial and last name” For Example, TMurphy for Tim Murphy.

D. Password: Same as username

E. Click the PROFILE menu at the top of the screen. You should update your profile every year. The PROFILE section of your account is broken into the following sections:

- Manage/Edit your personal profile and password
- Record your school Ag class schedule
- Record your school and community involvement - If you are involved in school and or community activities such as athletics, honor society, church or other similar activities. You will want to update this each year to report involvement.
- Develop your AET Experiences - This is your project(s) or SAEs in agriculture education.

2. Pick a topic/project that is of interest to you and will be enjoyable to complete!
3. Complete the SAE Plan using **COMPLETE SENTENCES** including:
  - Description-Summary/Overview of SAE (1 paragraph) and 6 steps that will be followed to complete your SAE.
  - Time Investment
  - Financial Investment-Only for Entrepreneurs
  - Capital Investment-Only for Entrepreneurs
  - Learning Objectives-3 SMART Goals and the outcome of those objectives
4. Time in AET (SAE) Experiences- Found in the Journal section. You must log a minimum of **10 hours** outside of class on this project.
5. Finances-Enter any income or expenses for your project
6. Skills and Competencies-In the Reports sections click Degree/Application Manager. Choose Minnesota Degree Application and click 'add new'. Complete the 'Skills, Competencies and Knowledge' page of the application. Don't forget to save your work!
7. This project will make up at least **15%** of your grade.
8. Present the project to the class. You must have a **visual aid** and present for approximately **3 minutes**.
9. All projects must include a **project summary paper**. The paper should be a minimum of 1 page (typed, double spaced, 12pt font).
10. Pictures of the project are required, especially for projects that involve construction. Please take pictures throughout the project, not just at the end.
11. Students only receive one hard copy of the SAE Packet. If students lose the packet they will need to print off a packet on their own from the class website.
12. A SAE project must be completed and presented by the end of the trimester for all AFSA Agriculture classes. **If a student doesn't complete this task, it will result in a failing grade in the course.**

## SAE Project Idea Suggestions

1. *Start your own business*-example: build and sell bird feeders, make and sell corsages, plant and sell blueberries, etc.

### *Product:*

- a. Develop a business plan
    - What are you going to sell? How are you going to get started? What is your timeline for completion of each step? How are you going to market your product? Who is your target market?
  - b. Explain how your business has grown and developed.
2. *Conduct an Experiment*-examples: research plant fertilizers, alternative fuels, etc.

### *Product:*

- a. Hypothesis – What do you expect to find out doing this experiment?
  - b. List of supplies needed.
  - c. Keep a journal/log of the experiment data and results.
  - d. Results – What did you find out?
  - e. Why do you think the experiment turned out the way it did?
  - f. What would you change about the experiment if you were to do it again?
3. *Build/Design a Product*-examples: floral arrangements, sawhorse, design and plant a flower garden, landscapes, etc.

### *Product:*

- a. Turn in what you built/designed and/or pictures of the final product and its construction. A video tape or power point presentation are also options.
4. *Teach a topic or procedure to a group*-examples: teach a 4-H group how to use parliamentary procedure, set up and guide a field trip to a greenhouse or dairy farm, etc.

### *Product:*

- a. A videotape, power point presentation or pictures of the experience with captions.
5. *Raise and care for an animal or plant.*

### *Product:*

- a. Explain the basic needs of the animal or plant.
  - b. What are the signs of health both good and bad?
  - c. What are the common illnesses or diseases?
  - d. What are the costs associated with raising the animal or plant?
6. *Informational Document*-examples: compare different colleges and choose one, types of dogs, how to care for a salt water aquarium, etc.

### *Product:*

#### Paper

- a. A 5 page paper, typed and double-spaced, 12 pt. font
- b. At least 3 different sources, *one source must come from the list of suggested sources*

#### PowerPoint Presentation

- a. Must contain 20 slides, *75% of slides must be content based.*
- b. At least 3 different sources, *one source must come from the list of suggested sources*

7. *Volunteer or Job Shadow*-examples: Volunteer at a humane society, animal shelter or other business. Job shadow at an agricultural business, horse barn, etc.

### *Product:*

- a. Keep a journal of the experience.
- b. Provide information about the institution/business.

Ex: create a videotape, power point presentation, or gather information into a binder.

8. *Any other agriculture related project, talk to the teacher about your plan.*

# *Guidelines For Writing a Paper*

## **Paper Structure**

### **A. Introduction**

1. Use a Hook  
Ex. Quote, Story, Interesting Fact
2. Provide background information
3. Draw an analogy of comparison
4. Have a thesis statement

### **B. Body ~ 3-5 paragraphs (7 sentences = 1 paragraph)**

1. Plan how you will develop your paper.  
Use one of the following to organize your ideas:
  - a. Analyze
  - b. Classify
  - c. Compare or Contrast
  - d. Define
  - e. Persuade
  - f. Use cause and effect
  - g. Use argumentation
2. New paragraph for each new idea.
3. First sentence in each paragraph should be the topic sentence. Last sentence must be a transition sentence into new idea.

### **C. Conclusion**

1. Summarize your paper
  - a. Restate your thesis
  - b. Restate main ideas
  - c. Make generalizations about paper
  - d. Make a prediction
  - e. Issue a call to action
  - f. Tell a story or use an anecdote
  - g. End with a quote and/or statement

*For more help writing your paper, contact a teacher in the Language Arts Department.*

## **Effective Writing Follows These Six Traits**

### **1. Ideas and Content**

- a. Topic is narrow enough to be managed
- b. Clear, central these drives the writing
- c. Details are special and important
- d. Reader is not left with many questions
- e. Writer uses experience to give perspective

### **2. Organization**

- a. Introduction sets the paper up and pulls you in
- b. Writing moves with strong sense of purpose
- c. Builds to a main point or turning point
- d. Strong transitions
- e. Good Pacing—slows down and speeds up appropriately
- e. Strong conclusion with sense or resolution

### **3. Voice**

- a. Writer speaks to audience
- b. Sense of connection with writer
- c. You want to read more
- d. Narrative: open, heartfelt, conversational
- e. Expository: lively, engaging, full of conviction

### **4. Word Choice**

- a. Creates pictures in your mind
- b. Not just correct, but precise
- c. Natural – no thesaurus overload
- d. Lively verbs give writing energy
- e. Word choice suited to audience and topic
- f. Avoids redundancy, clichés and slang (unless for effect)

### **5. Sentence Fluency**

- a. Easy to read aloud
- b. Moves with rhythm and flow
- c. Sentences vary in length and structure
- d. Sentences begin in purposeful ways
- e. Writer shows some “sentence sense”
- f. Fragments, if used, add style and flair

### **6. Conventions**

- a. Use of conventions enhances meaning and readability
- b. Text looks clean, edited, polished
- c. Errors do not distract from meaning

### **Tips**

Look beyond spelling

Look for what is done well

Allow for touchups – no text is perfect

Writing should demonstrate a wide range of skills

## *Citing Sources*

### **Citing Sources**

Documentation is critical to show validity of your research. When citing your sources use MLA or APA format. Below are two examples for more examples please reference <http://citationmachine.net>.

#### **A Professional Website**

Sutherland, Jeff. "6 Traits +1." 2 January 2002. MMSD Language Arts – Six Traits Materials.

10June2007 <http://www.madison.k12.wi.us/tnl/langarts/sixtrtrcmtrl.htm>

#### **Interview that you Conducted**

Rowling, J.K. Email interview. 8-12 May 2008.

## *Plagiarism and Academic Dishonesty*

Your SAE project should be a collection of your own research, findings, and conclusions. It should be written in your own words.

**Rule of Thumb** - *not more than 20%* of an SAE project should contain information directly quoted from another source

### *Always:*

Include a works cited and/or reference page in your SAE project.

Ask if you are unsure how to use and/or cite a reference.

### *Avoid the following:*

**Plagiarism** - taking and using an idea, expression, plot, writing, invention, etc. from another person and using as one's own

Copying information directly from another source (website, book, magazine, etc) without using quotations and citing the source.

Using information from another source and only changing a couple of the words without citing the source.

### *For more information and a summary of consequences:*

Refer to the school **Academic Dishonesty Policy** located in the student handbook.

## SAE Project Checks

### Project Check #1 Due \_\_\_\_\_

**How do you feel about your progress up to this point in the project?** Do you feel you are ahead, behind or right on track with your work? **(Circle One)** List 2 reasons why you think this is so.

1.

2.

What is the next step you need to complete for your SAE?

What percentage of your SAE do you have completed? (check one)

0%

1-25%

26-50%

51%-75%

76-99%

100%

What questions do you have for the teacher about your SAE project?

### Project Check #2 Due \_\_\_\_\_

**How do you feel about your progress up to this point in the project?** Do you feel you are ahead, behind or right on track with your work? **(Circle One)** List 2 reasons why you think this is so.

1.

2.

What is the next step you need to complete for your SAE?

What percentage of your SAE do you have completed? (check one)

0%

1-25%

26-50%

51%-75%

76-99%

100%

What questions do you have for the teacher about your SAE project?

**SAE Scoring Rubric**

<b>Grading Criteria</b>		<b>Exemplary (10)</b>	<b>Proficient (7)</b>	<b>Apprentice (4)</b>	<b>Novice (1)</b>
<b>SAE Plan</b>	<b>Project Plan</b>  Failing to submit a project plan will result in an incomplete on the assignment!	Student submitted a project plan that clearly explained the purposes of the project using complete sentences and includes at least 6 steps.	The student submitted a project plan, but failed to use complete sentences <b>or</b> did not fully complete the steps.	The student submitted a project plan using incomplete sentences, and the steps of the project were not clearly explained or completed.	The student submitted a project plan description, but had no steps.
	<b>Time, Capital and Financial Investment</b>  The Capital and Financial Investments are only required for an Entrepreneurship SAE.	The student clearly explained investments using complete sentences and followed all directions on each tab.	The student failed to use complete sentences <b>or</b> did not fully complete one of the sections.	The student used incomplete sentences and one or more of the sections were incomplete.	The students didn't fully complete any section.
	<b>Learning Objectives</b>	The student wrote three SMART goals and analyzed the outcomes of all three goals.	The student wrote three SMART goals, but failed to analyze the outcome of all the goals.	The student wrote two SMART goals, but failed to analyze the outcome of the goals.	The student wrote one SMART goal and failed to analyze the outcome of the goal.
<b>Program Documentation</b>	<b>Project Records</b>	The student documented at least 10 SAE hours of challenging and meaningful activities that are educational in nature & NOT recreational. Also included any plans, materials, & financial records, including money earned or spent.	The student documented 7-9 SAE hours of challenging and meaningful activities that are educational in nature & NOT recreational. Did not provide one of the following: plans, materials, & financial records, including money earned or spent.	The student documented 4-6 SAE hours of challenging and meaningful activities that are educational in nature & NOT recreational. Did not provide any of the plans, materials, and/or financial records, including money earned or spent.	The student documented less than 4 SAE hours of challenging and meaningful activities that are educational in nature & NOT recreational. Did not provide any of the plans, materials, and/or financial records, including money earned or spent.
	<b>Project Checks</b>	The student completed 2 SAE Project Checks using complete sentences and submitted SAE checks on time.	The student completed 2 SAE Project Checks on time, but failed to use complete sentences.	The student completed only 1 SAE Check using complete sentences on time.	Student did not complete SAE Checks on time and failed to use complete sentences.
	<b>Skills And Competencies Page</b>  Found in the Minnesota FFA Degree Application	The student completed at least 10 NEW & CHALLENGING skills and described them on the "Skills, Competencies and Knowledge" page.	The student completed 7-9 NEW & CHALLENGING skills and described them on the "Skills, Competencies and Knowledge" page.	The student completed 5-7 NEW & CHALLENGING skills and described them on the "Skills, Competencies and Knowledge" page.	The student completed less than 5 NEW & CHALLENGING skills and described them on the "Skills, Competencies and Knowledge" page.
	<b>Project Summary</b>	The student submitted a typed, double spaced, 1 page summary of the SAE project. The summary included current project progress, application, and future goals	The student submitted a typed, double spaced, 1 page summary of the SAE project, but the summary failed to describe one of the following: project progress, application, or future goals	The student submitted a typed, double spaced, ½ page summary of the SAE project, and the summary failed to describe one or more of the following: project progress, application, or future goals	The student submitted a un-typed summary of the SAE project and/or was less than ½ page in length
<b>Presentation</b>	<b>Verbal Explanation</b>	The student clearly explained their SAE and what they had learned for at least 3 minutes	The student explained their SAE for at least 3 minutes, but did not explain learned skills	The student explained their SAE, but did not clearly describe their project & learned skills	The student's verbal SAE explanation was unclear and less than 2 minutes in length
	<b>Visual Display</b>	The student completed a visual summary of their SAE program that contained at least 5 pictures and evidence of their involvement which included captions.	The student created a visual display that did not clearly explain their project and did not include captions	The student created a visual display, but it was not neatly organized, had poor picture quality and did not enhance the presentation	The student created a visual display that did not show any visual evidence