**SAE Project Overview Recordbook – Animal I/Equine I**

SAE Final Project Checklist

SAE Checklist for AET Tracker and the Recordbook: Due 09/21/2018, 10/12/2018 & 01/03/2019

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| --- | --- |
| Check | Item |
|  | AET Tracker Profile due 09/21/2018 |
|  | AET Journals, 20 hours (5 hours due on 10/12/2018) |
|  | AET Photographs and captions (minimum of 10 and you must be in each one)  *If Improvement- before/during/after picture.* 01/03/2019 |
|  | P. 3-6 09/21/2018 |
|  | SAE Project Proposal Rubric, p.7 due 10/12/2018 |
|  | SAE Completion Form, p. 11 due 01/03/2019 |
|  | FFA Degree Application due 01/03/2019 \* FFA members ONLY need this page\* |

SAE Reminders- IMPORTANT!

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| Placement | You must have a training plan. You must fill out the entire training plan and schedule a visit for Mrs. Foster to your workplace when you are there. You must list 3 general goals and 10 objectives (skills to learn, things to do, etc.) |
| Analytical | You must submit a record of your research. You must make a product from your research (video, craft item, scrapbook). |
| Hunting, Fishing, Hiking, Camping or other outdoor recreation | You may do these things. They are exploratory. Each item can account for NO MORE than 8 hours in total. You must submit a written record in your record book of what you did during your outdoor adventure. Put this information behind your appropriate record book page.  *Recreational hours can count for no more than 8 hours of your entire project*. |
| Photos and Artifacts | You need a photograph or artifact to illustrate you completed the SAE. Thus, if you raked for four hours, you only need one photograph to represent raking. If you went to a museum or farmer’s market, use a photo or take a photo of an artifact and upload this to your AET Tracker (ticket stub, pamphlet,etc.) |

**SAE Project Overview**

A part of the Agricultural Education program is the Supervised Agricultural Experience (SAE). It is also a good portion of your grade for each quarter (25%). This should be a project that you will remember as a positive experience that truly added to your high school experiences. In order for this project to be a beneficial learning experience, you need a vested interest in your project and really work on this throughout the duration of the class. Don’t procrastinate.

**AET Tracker**

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| Site | www.theaet.com |
| Chapter | NC0565 |
| Login and password | First initial and last name (lower case) |

**SAE Essentials**

1. Think long and hard about what you want to do. There is something for everyone. The idea is to do something that you are interested in so that you will enjoy this project.
2. The AET Tracker: Once you have chosen your project you will begin filling out the SAE AET Tracker at www.theaet.com. You will be able to keep track of all of your hours, log in pictures, and do anything related to your SAE on your phone or at a computer at www.theaet.com You MUST record all hours within one week of completion. **If you do not record your hours, they will not be counted.**
3. You must fill out all of the pages in this packet at the end of each quarter. These will be turned into Mrs. Foster and will be checked for accuracy and effort.
4. You will keep all financial records, journals and records in the AET Tracker.
5. If you are doing **Placement, you must also fill out a training agreement**, which Mrs. Foster will give you or you can find on www.wakefieldffa.com. *This must be submitted before you begin working in your placement location and hours are recorded.*
6. You must take photos. At least ten must be taken and must include you doing the SAE. ***There must be one photo for each type of SAE you do.*** Thus, if you do Exploratory and a Supplementary project, you must have a photo of work from both types of projects. The photos are the evidence that you did the SAE. No photo = no credit for doing that SAE component.
7. Every Friday, you will be allowed time to update your AET Tracker.
8. You AET Tracker will also help you keep track of all of your SAE and FFA involvement. This will help you to earn your degrees. Degree applications will be provided by Mrs. Foster and are due at the end of March for State Degree and the end of April for Greenhand and Chapter Degrees.
9. You must complete and have your signature and your parent/guardian’s signatures upon the completion of the SAE project. This is the last page in this packet.
10. Recorded hours will be checked two times throughout the semester. If they are not recorded, they do not count.
11. Exploratory hours that involve hunting, fishing, hiking, or camping must be accompanied by a two paragraph description in the AET Tracker. These are recreational hours.
12. **Analytical projects require an additional product** (video, pamphlet, webpage, scrapbook, or another student created product) to illustrate their hours of research.
13. If doing an Experimental SAE, the experiment must be researched, set up, and then APPROVED by Mrs. Foster **before** starting the experiment.

Dates to Remember

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| --- | --- |
| P. 3-6 of this Recordbook | 09/21/2018 |
| First AET Tracker check | 10/12/2018 |
| SAE Recordbook | 01/03/2019 |
| Second AET Tracker Check, 20 hours | 01/03/2019 |
| SAE Final Paper | 01/03/2019 |

**SAE Paper: What you need to do**

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| --- | --- |
| Double spaced, 12 pt font | Uploaded to AET Tracker Portfolio |
| Summary of what you did, hours, types | What you learned |
| What you would change | Advise for a future student in the class |

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| **Entrepreneurship**: The student plans, implements,  operates and assumes financial risks in a farming  activity or agricultural business. The student is the boss. Examples: Student owns and manages 50 head of beef cattle or Student owns and manages a  pick-your-own strawberry patch. | Your Examples (need two): |
| **Placement**: The student is placed on a farm, in an  agricultural business or at the school laboratory to work for another for pay or no pay.  Examples: Working at a riding stable or working at a local florist | Your Examples (two): |
| **Experimental**: An extensive activity where the  student plans and conducts a major agricultural  experiment using the scientific process. Examples: Effect of various hormones on root  development or growth habits of plants in shade or full sun | Your Example (two): |
| **Analytical** (non-experimental): Students choose an  agricultural problem that is not amenable to  experimentation and design a plan to investigate and  analyze the problem.  Examples: Design a landscape layout for a  community facility or marketing plan for an  agricultural product. | Your Examples (two): |
| **Exploratory/Improvement**: helps students to become literate and aware of an interested agricultural career OR a series of learning  activities that improves the value or appearance of the place of employment, home, school or  community.  Examples: Observe a veterinarian or research report on food science careers. Computerizing the records for an agricultural business or landscaping a home | Your Examples (two): |
| **Supplementary**: student performs one specific  agricultural skill outside of normal class time.  Examples: pruning a fruit tree or staking tomatoes. | Your Examples (two): |

**SAE Types and Ideas**

**SAE Types and Descriptions**

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| --- | --- |
| **SAE Type** | **SAE Description** |
| 1. Entrepreneurship 2. Analytical 3. Experimental 4. Placement 5. Supplementary 6. Exploratory/Improvement 7. Not a SAE | * \_\_\_\_\_ Jahniah joined the FFA and paid his dues. * \_\_\_\_\_ Bailey worked for the summer with Mrs. Riedel as part of the   Summer HOES. * \_\_\_\_\_ Heather raised and sold guinea pigs. * \_\_\_\_\_ Allison visited Celebrity Dairy goat farm in Siler City, NC. * \_\_\_\_\_ Adam went to Bugfest at the NC Museum of Natural Science. * \_\_\_\_\_ Hayden worked at Subway. * \_\_\_\_\_ Megan cleaned her room. * \_\_\_\_\_ Phoebe made a wreath with fresh greenery for the holidays. * \_\_\_\_\_ Hannah worked at the plant sale. * \_\_\_\_\_ Eliah worked at the movie theater. * \_\_\_\_\_Abby sold plants for Agricultural Education’s fundraiser. * \_\_\_\_\_ Nico went to the Biltmore. * \_\_\_\_\_ Tanner researched various flower arrangements and then made   a collection of them and photographed each. * \_\_\_\_\_ Lindsay researched the best method to catch a woodchuck and   then designed an experiment. * \_\_\_\_\_ Sarah loved chickens and so she worked at the school on the   weekends taking care of them. * \_\_\_\_\_ Becket hated the color of his hair. He decided to color and   perm his locks. * \_\_\_\_\_ Eric mulched his backyard. * \_\_\_\_\_ Evan went muddin’. * \_\_\_\_\_ Alexa learned how to milk a cow at the NC State Fair. * \_\_\_\_\_ Karleigh wanted to see if there was a way to speed up her   compost pile’s decay. She had a control pile and used a batch of   worms on the other pile to determine which decomposed faster. * \_\_\_\_\_ Kristen was an experienced gardener. She decided to put up   fliers around the neighborhood and began gardening for others   to make money. * \_\_\_\_\_ Trent experimented with decomposable fabrics to make   sustainable clothing with. * \_\_\_\_\_ Kerry researched fermented foods and made sourdough   pancakes for her class. * \_\_\_\_\_ William worked at the Wakefield Elementary School garden.   He weeded and installed flowers. * \_\_\_\_\_ Joe watched a few episodes on Animal Planet and wrote   summaries of each show. * \_\_\_\_\_ Corbin volunteered at an animal shelter. * \_\_\_\_\_ Rachel started a company monogramming clothing. * \_\_\_\_\_ Josh worked at Falls Revival plant nursery on the weekends. * \_\_\_\_\_ Mrs. Riedel became a dancer at a night club and was paid in   dollar bills. |

**SAE Placement Sites**

**Look up 5 area agribusinesses (phonebook, online, newspaper) that you could get a paid or unpaid**

**internship or go to www.wakefieldffa.com.**

|  |  |
| --- | --- |
| **Name of Business and Contact Information** | **Description of Agricultural Business** |
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**SUPERVISED AGRICULTURAL EXPERIENCE PLAN**

Dear Student & Parent/Guardian:

Chapter Number: NC0565

Student Username: Student Password:

The SAE project is an opportunity for your student to gain additional knowledge and hands-on skills outside of regular class time. Each SAE project is uniquely designed by each student. All hours related to the project are completed outside of regular class time. Student will keep records of the hours and provide pictures to document the work completed. These records are kept in the Agricultural Experience Tracker program. Your child already has their username and can access the Agriculture Experience Tracker from home. We encourage you to browse the website at [www.theaet.com t](http://www.theaet.com/)o become more familiar with the SAE project and the records your child will keep.

**Basic SAE Selection Due Friday, 09/21/2018**

Name of Student:

Name of Agriculture Class: Semester/Year:

Type of SAE Selected: (*choose no more than two*)

Placement Analytical Entrepreneurship Experimental

Improvement/Exploratory Supplementary

Number of Hours Required for Project: 20 hours, 5 hours must be completed by 05/25/2018.

Brief Description of Project:

**Parent/Guardian & Student Approval of Project**

Your signature indicates you have read the information above and understand the requirements of the Supervised Agriculture Experience project.

Parent/Guardian Signature: Date:

Student Signature: Date:

**SAE GUIDELINES & RUBRIC**

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| --- | --- | --- | --- |
| **SAE Agriculture Experience Tracker 1st nine weeks item to Complete** | | **Due 10/12/2018** | **Teacher Score** |
| Page 3, 4 & 5 | |  | /10 |
| Profile: About You- Manage/Edit Personal Profile  • Students update membership information, demographic information and mobile device set-up. Also enter FFA membership information.  If applicable. | |  | /10 |
| Profile: About You- Record your agriculture class schedule  • Select and add the agriculture education class you are currently enrolled in. | |  | /5 |
| Profile: Your Activities- Develop your AET Experiences   * Experiences Manager * Select “Plan”- complete the following items: | | | |
| 1.  2.  3**.** | Description & Overview of SAE: Follow instructions provided. |  | /25 |
| Estimated Investment of Time and Supervision: Follow questions that are at the top of this section.  Minimum number of hours you must complete:  5 by 10/12/2018, 20 hours by 01/03/2019. |  | /15 |
| Learning Objectives: The student must provide a minimum of three objectives.  3 goals for the project. |  | /25 |
| Hours | Five hours completed in a SAE project by 10/12/2018 |  | \_\_\_/10 |
| ***Looking ahead- items will be due on 01/03/2019***  Journal: Time in AET Experiences-   * Begin recording time and complete journal entries for all hours worked. Complete 10 journal entries. * *The student must record hours within 1 week of completing the activity to received full credit.* * Every journal entry must include detailed grammatically correct information with two sentences per entry. | | | |
| Pictures:  • A minimum of 10 photographs are required for all SAE projects.  • For Improvement type SAE projects, the student must show before, during and after pictures.  • The student should be visible in all photos and demonstrate skills and tasks directly associated with the project.  • All photos are uploaded and presented in the AET Experience Tracker program. | | | |
| **1st AET Tracker Due 10/12/2018 Total Points** | | \_\_\_\_\_\_\_\_ /100 | |

**SAE 2nd AET Tracker GUIDELINES AND RUBRIC**

**All SAE project items are due: 01/03/2019**

**Any items not completed by this date will receive a 10% per day penalty.**

**NO SAE projects will be accepted after: 01/04/2019**

You are now in the “completion phase” of the SAE project where the student will record all hours worked, take pictures of the project and complete journals to record the activities they have completed. Here are detailed instructions on how to complete items that are due for your SAE during second Nine Weeks:

A. To fill in Learning Outcome Skills:

1. Log into [2](http://www.theaet.com/)

2. Click on the “profile” tab.

3. Click on “Develop your AET Experiences”.

4. Click on “plan” for the AET Experience you are completing this semester.

5. Click on the “Learning Outcomes” tab.

6. Write 5 skills you learned and/or observed for your SAE project this semester. These skills should be written under the 3 goals you wrote during the 1st nine weeks.

7. Skills must be “measurable” and written in complete sentences using correct grammar and punctuation to receive full credit:

1. Example of student skills that **WOULD NOT** receive full points:

1. “Become a better person.”

2. “Learn how to plant things.” B. To record time and journals in the AET Tracker:

1. Log into [www.theaet.com](http://www.theaet.com/)

2. Click on the “journals” tab in the middle of the page.

3. Click on “Time in AET Experiences.”

4. Fill in the date you completed hours.

5. Select the category that the hours apply to:

1. If you have more than one SAE experience, then select the one you are completing for this semester.

6. Name the activity. Ex: “Building fence braces.”

7. Select the “type” of experience.

8. Write a journal that describes what activities you completed that day. Be specific. Use correct grammar and punctuation to receive full points.

9. Record the number of hours you worked in the “outside class” box.

10. Select who supervised you for this activity.

C. To upload pictures in the AET Tracker:

1. Log into [www.theaet.com](http://www.theaet.com/)

2. Click on the “portfolio” tab on the left hand side of the screen.

3. Click on “browse” and select the picture(s) you want to upload.

4. Click on “upload.”

5. Once pictures are uploaded, click on “edit” and complete the following:

1. Fill in the date the picture was taken in the “date” box.
2. Name the picture in the “title” box.
3. Click on the “experience” box and select your current AET Experience.
4. Write a minimum of 2 sentences explaining what you are doing in the picture.

6. Click “save” when complete.

7. Remember:

1. The student must have 10 pictures to receive full credit for this portion of your SAE.
2. For Improvement type SAE projects, the student must show before, during and after pictures.
3. The student should be visible in all pictures and demonstrate skills and tasks directly associated with the project.

**SAE Completion Form Due Tuesday, 01/03/2019.**

Name:

Type(s) of SAE Completed:

Description of Project(s):

Total Hours Completed:

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, dually swear that I have completed \_\_\_\_\_\_\_\_\_\_\_ hours towards the fulfillment of my SAE Final Project.

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent or Guardian’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent or Guardian’s Printed Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent or Guardian’s Contact Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SAE Sponsor’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SAE Sponsor’s Printed Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SAE Sponsor’s Contact Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SAE GUIDELINES AND RUBRIC FINAL CHECK**

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| **SAE Agriculture Experience Tracker 2nd Nine Weeks Items to** **Complete**  **ALL SAE ITEMS DUE:01/03/2019** | **Teacher Score** |
| P. 9 (FFA members only) & 10 of SAE Project Overview Packet | /10pts |
| AET Experience Time Investment: During the 1st nine weeks, you wrote the planned time for each TYPE or COMPONENT of SAE… are they all there? | /5pts |
| AET Experience Learning Objectives: During the 1st nine weeks, you wrote 3 goals/objectives for each TYPE or COMPONENT of SAE… are they all there? | /5pts |
| AET Experience Learning Objectives:  • 5 **skills** you learned and/or observed during the course of this project.  • Skills must be written in complete sentences and use correct punctuation and grammar to receive full credit. | Skill 1: /2pts Skill 2: /2pts Skill 3: /2pts Skill 4: /2pts Skill 5: /2pts |
| Journals & Time Log:  • Students enter time and complete a journal for each time you complete work for your SAE project. Student needs 10 journal entries, minimum.  • Students must record hours within 1 week of completing the activity to received full credit.  • Every journal entry must include detailed grammatically correct information.  • You MUST complete a minimum of 20 hours to earn full credit.  • Incomplete or missing journal entries associated with the time recorded WILL NOT count towards hours completed.  • Students earn 2pts per hour completed and correctly recorded. | Hours  2.5 pts per hour  20 hours required  hours X 2.5 =  \_\_\_\_\_\_\_ 50 pts  Journal entries  2 pts each  \_\_\_\_\_\_\_ entry X 2=  \_\_\_\_\_\_\_\_ 20 pts |
| Photographs  • A minimum of 10 photos are required for all SAE projects.  • For Improvement type SAE projects, the student must show before, during and after photos.  • The student should be visible in all photos and demonstrate skills and tasks directly associated with the project.  • Each photo MUST have a 2 sentence caption describing the skill and/or activity the student is completing. Grammar and spelling coutn.  • Each photo is worth 1 point for a total of 10 points.  • Each caption is worth 0.5 points for a total of 10 points. | 2pts per photo/caption  captions X 1 =  /10pts  photos X 1 =  /10pts |
| Paper  • 1 page, double spaced, multiple paragraphs, uploaded to AET. The requirements are on p.2 of this SAE Project Overview. | /30pts |
| **2nd AET Tracker Due 01/03/2019 Total Points** | /150 |