

Agriculture
**AGRICULTURE BUSINESS ACADEMY
INTERNSHIP**
DPC #01051 and #01052

A. Course Information

Grade Level: 11-12.

Length of Course: One semester; may be repeated once for five additional credits.

Type: Elective.

Recommendation for Enrollment: Successful completion of Floriculture and Floristry and Advanced Floriculture and Floristry or Introduction to Agriculture and Vocational Agriculture Science 2.

B. Brief Description of the Course:

The course is designed to give the student an opportunity to acquire marketable skills in an agriculture-related business. Students will work no less than five hours (non paid) per week at an agreed upon agriculture business and be expected to perform tasks allowed by child labor regulations. The grade for this course is determined by the instructor with input from the students' worksite supervisor. The student will receive end-of-course certification upon successful completion of the course. During the sequence of the internship, the instructor will regularly visit on-site placements, observe students at work, and discuss the student's progress with the site supervisor.

C. Board-adopted Textbook: None

D. Supplementary Instructional Materials:

Materials furnished by employer.

E. Brief Outline of Course Content:

1. Career path exploration and planning
2. Career interest self-assessment
3. Career decision-making and goal-setting
4. Career information

F. Content Standards for AGRICULTURE BUSINESS ACADEMY INTERNSHIP:

Subject Area Content Standards

1. Complete an internship of approximately 95 hours at an agriculture business in Ventura County with an approved Individual Training Plan.
2. Relate their course of study to their internship.
3. Identify industry skill standards needed for success in the internship.

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4. Assess their personality characteristics and compare their characteristics with those required for success in the internship.
5. Identify market trends for their area of internship.
6. Know the state and federal labor laws pertaining to the area of internship.
7. Understand the use of technology in the internship area.

English-Language Arts Content Standards

Students will be expected to demonstrate significant progress toward mastery of selected language arts standards adopted by the State Board of Education, which are to be assessed on the California High School Exit Exam.

Reading	
Vocabulary and Concept Development	
1.1	<i>Identify and use the literal and figurative meanings of words and understand word derivations.</i>
1.2	<i>Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.</i>
Reading Comprehension	
2.3	<i>Generate relevant questions about readings on issues that can be researched.</i>
2.4	<i>Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.</i>
2.6	<i>Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).</i>
2.7	<i>Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reading misunderstandings.</i>
2.8	<i>Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).</i>
Literary Response and Analysis	
3.2	<i>Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.</i>
Writing	
Writing Applications	
2.6	<i>Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):</i> <ol style="list-style-type: none"> a. <i>Report information and convey ideas logically and correctly.</i> b. <i>Offer detailed and accurate specifications.</i> c. <i>Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).</i> d. <i>Anticipate readers' problems, mistakes, and misunderstandings.</i>
English Language Conventions	
1.1	<i>Identify and correctly use clauses (e.g., main and subordinate), phrases, (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).</i>

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1.2	<i>Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).</i>
1.3	<i>Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.</i>
1.4	<i>Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.</i>
Listening and Speaking Strategies	
1.5	<i>Recognize and use elements of classical speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulation rational arguments and applying the art of persuasion and debate.</i>
1.6	<i>Present and advance a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.</i>
1.7	<i>Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.</i>
1.8	<i>Produce concise notes for extemporaneous delivery.</i>
1.12	<i>Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.</i>
1.13	<i>Analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.</i>
Speaking Applications	
2.1	<i>Deliver narrative presentations:</i> <ul style="list-style-type: none"> a. <i>Narrate a sequence of events and communicate their significance to the audience.</i> c. <i>Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.</i>
2.2	<i>Deliver expository presentations:</i> <ul style="list-style-type: none"> a. <i>Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.</i> b. <i>Convey information and ideas from primary and secondary sources accurately and coherently.</i> c. <i>Make distinctions between the relative value and significance of specific data, facts, and ideas.</i> d. <i>Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.</i> e. <i>Anticipate and address the listener's potential misunderstandings, biases, and expectations.</i> f. <i>Use technical terms and notations accurately.</i>

Math Content Standards

The math content standards outlined below, which the SBE adopts and which will be assessed on the *High School Exit Exam*, will be taught and reinforced in a manner appropriate for this course. The student will be expected to develop proficiency toward mastery of these standards:

Algebra 1	
<i>Symbolic reasoning and calculations with symbols are central in algebra. Through the study of algebra, a student develops an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations.</i>	
13.0	<i>Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.</i>

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24.0	<i>Students use and know simple aspects of a logical argument:</i>
	<i>24.1 Students explain the difference between inductive and deductive reasoning and identify and provide examples of each.</i>
	<i>24.2 Students identify the hypothesis.</i>
	<i>24.3 Students use counterexamples to show that an assertion is false and recognizing that a single counterexample is sufficient to refute an assertion.</i>

Demonstrate proficiency and continuing improvement in the following “workplace skills,” as appropriate for the designated coursework.

I. Basic Employability Skills

- a. good grooming
- b. good manners, politeness and courtesy
- c. pride in a job well done
- d. honesty and high ethical standards
- e. punctuality
- f. good work attendance
- g. completes tasks independently
- h. good speaking skills
- i. good listening skills
- j. good penmanship
- k. follows directions
- l. basic keyboarding skills
- m. computer literacy

II. Employee Relations Skills

- a. able to work with teams of people
- b. cooperative attitude
- c. good interpersonal skills
- d. collaborates to problem-solve
- e. respects authority
- f. high cultural respect and sensitivity

III. Job Success Skills

- a. problem-solving skills
- b. decision-making skills
- c. critical thinking skills
- d. higher order thinking skills
- e. able to plan and complete a project
- f. willing to engage in lifelong learning
- g. math skills through algebra
- h. good reading and writing skills

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- i. good articulation skills
- j. good study skills
- k. meets increasingly higher expectations
- l. bilingual
- m. able to use technical tools correctly and safely
- n. able to change from task to task
- o. knows how to learn what one doesn't know
- p. knows how to build upon what is known
- q. is a self-starter

G. Assessment Procedures:

The following is a list of techniques that may be used in assessing student progress and/or achievement:

1. Examination designed by the instructor
2. Supervisor evaluation using Individual Training Plan
3. Student's work on selected projects
4. No less than once per week, the student will meet with the course instructor to discuss placement success, problems, and areas of concern. Job skills and knowledge of child labor laws will be discussed during these weekly meetings.