Tech Prep
In
Agriculture

A consortium of High School, Community College and University Departments

This document contains student competency requirements for the specialized area of:

Orientation to Agriculture,
AGPR 100
3 Credits

To receive college credit, a student must complete at least 80% of the competencies. The high school instructor is expected to initial each competency area that is completed by the student. By initialing these competencies, the instructor is verifying the student has successfully completed the competencies required for college credit.

Text: OPEN

Revised December 2007
ORIENTATION TO AGRICULTURE

COMPETENCY AREAS: Credit Earned

Agricultural Careers ................................................................. ☐

Short and Long Term Goals ..................................................... ☐

Personal Development and Technical Competencies .............. ☐

Interview Techniques ............................................................. ☐

Portfolio Development .......................................................... ☐

Student Name: _____________________________________________

High School: ______________________________________________

Student SS#: ______________________ / SID # __________________

High school instructor signature verifying successful completion of required competencies and awarding of local grade of A or B:

__________________________________

(signature)

Date: ________________
ORIENTATION TO AGRICULTURE

Rating Scale for Performance Tasks:

Orientation to Agriculture involves a survey of the agriculture industry with the student looking at different jobs, working conditions, employment structures and employee-employer relationships. Each student builds a personal job portfolio to include, but not be limited to, letters of application, resume, references and notes on job interview techniques.

4 - Highly Skilled/Proficient
   Student can complete the competency accurately.
   Student can direct others to do the competency.
   Student needs little supervision.
   Written tests, 90%

3 – Skilled/Performs with Minimum Supervision
   Student can perform all parts of the competency.
   Student needs only completed work spot-checked.
   A student meets speed and accuracy requirements (if any).
   Student needs minimum supervision.
   Written tests, 80%

2 - Limited Skills/Performs with Close Supervision
   Student can perform most parts of the competency.
   Student needs help with only the most difficult parts.
   Student needs close supervision.
   Written tests, 70%

1 – Exposure/Introductory
   Student can do simple basics of this competency with very close supervision.

0 - No exposure/Not Taught
   Student has had no exposure to this competency
ORIENTATION TO AGRICULTURE

UNIT 1: Agricultural Careers

1.1 The student uses either Discover or WOIS to research two agriculture related career options. The student is to print both surveys, which are to be included in the student’s portfolio.

1.2 The student is to prepare a multi-page, paraphrased, typed summary of each survey for inclusion in the student’s portfolio.

1.3 The student should demonstrate the knowledge and ability to inform others (a group) about the given occupation.

UNIT 2: Short and Long Term Goals

2.1 The student writes down their short and long term career goals.

2.2 The student writes down their short and long term educational goals. This written exercise is to include how the short and long term goals relate to career aspirations, life skill development or personal enrichment as appropriate to the specific educational goal.

2.3 The student completes the Career Planning Guide

2.4 The student is to create a written description of their plan to attain their long and short-term goals. The four to five page plan is to be typed and concise. The plan is completed after the career planning guide, occupational surveys, competency goals and the 5 most important tasks and duties.

UNIT 3: Personal Development and Technical Competencies

3.1 The student interviews three individuals within the occupational areas being investigated by the student.

3.2 The student completes the Individual Competency Goals form to list the competencies needed for an occupation that the student is investigating.

3.3 The student is to prepare a complete written description of the five most important tasks or duties for each of the above occupations researched.
UNIT 4: Interview Techniques

4.1 The student compiles an inventory of employment resources relating to the career the student is investigating. The inventory is comprised of publications, internet sites, organizations and places where the student could expect to find employment leads.

4.2 The student investigates the success rate of each of the above resources as a way to pursue employment.

4.3 The student completes an Application for Employment that at a minimum includes educational history, employment history (including volunteer work), residence history, personal references and work references.

4.4 The student completes a written plan pertaining to the personal preparation for a job interview.

4.5 Student completes three employment interviews.

4.6 The student is evaluated by the interviewer and this evaluation is part of the Best Works section of the Tech Prep Portfolio.

4.7 The student writes a thank you letter for each interview completed. This is for both informational and employment interviews.

UNIT 5: Portfolio Development

5.1 The student creates a one-page letter of application, sometimes called a cover letter that responds to the needs of the potential employer and markets the student.

5.2 The student creates two personal resumes. One is created in the chronological format and the other is created in the functional format. Although computer software may be used to create the resumes, cookie cutter or fill in the blank resumes are not acceptable. Resumes must reflect the individual student, must market the student and must fully illustrate the knowledge, skills, experience and attitudes offered to the employer by the student.

5.3 The Portfolio should contain all material in Units 1 – 5. It should also contain within the Plans to Attain Leadership & Human Relations goals.