AGED 539
Internship Project

Chris McKenna
Tulare FFA
2010
<table>
<thead>
<tr>
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<th>Page Number</th>
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</thead>
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<tr>
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</tbody>
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Quality Criteria
One
Curriculum and Instruction

All Tulare High Schools agriculture classes meet the state standards. This curriculum is designed for students who desire to enter the agriculture field. There are many pathways that students can choose from depending on what they desire. These fields are Ag Mechanics, Animal Science and Plant Science. All clusters start with our Ag one class where students get the general knowledge about each core area before moving on. The clusters break off into their own sub categories where students can choose which area interests them more.

The Agriculture Mechanics Pathway starts with Ag one then moves to Ag Mechanics which is our introductory class to mechanics and students learn general skills. Welding is the next class that is taken in their junior year and students learn how to weld SMAW, MIG and Oxy-fuel cutting. Small engines can be taken in the junior or senior year and teaches students general welding skills. Advanced welding is a senior class and students are given the opportunity to build a complete project.

Animal science starts with Ag one and moves to Ag biology or Ag two. Students are given state test in both classes to ensure that students are meeting that state standards for life science. Ag biology is a college prep class while Ag two counts for high school graduation. Students move on to a few different options in classes and are not in a particular order. Vet science, Livestock, and Dairy Production. These classes focus on different areas in animal science focusing on care for animals in vet science, all aspects of the dairy in dairy production and hogs, sheep, and beef in livestock.

Plant science courses start with Ag one and move to Ag biology or Ag two just like animal science. This veers away in their junior year when students are given the opportunity to take either a Floral class which is UC approved for art credit. They can also take a Nursery
Landscape class where students are given the opportunity to learn about plants and landscape design.

There are two other classes that fit into each cluster. We have a work experience class that any senior can take that has a job in the agriculture field. This class allows students to further their learning in their particular cluster getting real world experience. The other class that encompasses all clusters is our Ag business class. This class teaches students how businesses work which can be applied to any cluster.

Supporting documentation and evidence can be found in the following appendices:

Appendix a    Appendix b
Appendix c    Appendix d
Appendix e    Appendix g
Appendix k    Appendix p
Appendix s    Appendix t
Appendix ll
Quality Criteria
Two
Leadership and Citizenship Development

The Tulare FFA charter was applied for in 1959. We are recognized as incorporated chapter number 16. The official FFA charter is hanging on the east wall of the teacher’s office. There are many opportunities for FFA Members to get involved in the chapter and community. Tulare FFA organized the committee structure that the National FFA has set up. These committees are the Chapter Development, Community Development, and Student Development. All students are grades are based on activities that these committees have.

The Chapter Development committee is responsible for all fundraising and public relation materials. They set up three fund raisers each year which brings in over $10,000 each year. They also have developed a website for access to activities and any other information that students or the community might need. Finally they developed a newsletter featuring achievements and upcoming events that is given to students every month.

The Community Development committee does many activities to help the community. They clean up areas of town, cook dinners for Ronald McDonald house, donate canned food, toys, and many more. This is a very active committee and gives students many opportunities to get involved.

The Student Development committee has done a great job encouraging and giving praise to those students who have done a great job. The make posters that have students names and teams that are posted on campus for everyone to see. They put on the end of the year awards program to recognize those students who participated in activities throughout the year.

Supporting documentation and evidence can be found in the following appendices:

Appendix a
Appendix b
Appendix c
Appendix i
<table>
<thead>
<tr>
<th>Appendix j</th>
<th>Appendix k</th>
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</thead>
<tbody>
<tr>
<td>Appendix l</td>
<td>Appendix p</td>
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<tr>
<td>Appendix q</td>
<td>Appendix t</td>
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<tr>
<td>Appendix u</td>
<td>Appendix v</td>
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<tr>
<td>Appendix w</td>
<td>Appendix x</td>
</tr>
<tr>
<td>Appendix y</td>
<td>Appendix bb</td>
</tr>
<tr>
<td>Appendix kk</td>
<td>Appendix oo</td>
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</tbody>
</table>
Quality Criteria
Number Two

Leadership and Citizenship Development

2A. A chartered FFA chapter exists or has been applied for.
The Tulare FFA charter was applied for in 1959. We are recognized as incorporated chapter number 16. The official FFA charter is hanging on the east wall of the teacher's office.
Quality Criteria
Number Two

Leadership and Citizenship Development

2B. A chapter program of work is developed annually and a copy is furnished to the Regional Supervisor by December 15.
Blue Jacket
PRIDE,
Golden
Opportunities

TULARE FFA
PROGRAM OF ACTIVITIES
2009-2010
Table of Contents

I. Chapter Officer’s Introduction
II. Chapter Goals
III. Chapter Objectives
IV. Calendar of Events
V. Chapter Budget
VI. Committees
VII. Achievement Points
VIII. FFA Creed
IX. Judging Teams
X. Degrees
XI. Constitution
## Tulare FFA Program of Work

### Tulare FFA Budget

#### Estimated Income 2009- 2010

<table>
<thead>
<tr>
<th>Activity</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Donkey Basketball</td>
<td>$3,500.00</td>
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<tr>
<td>Deep Pit BBQ</td>
<td>$2,500.00</td>
</tr>
<tr>
<td>Vending Machines</td>
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<tr>
<td><strong>Total</strong></td>
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#### Estimated Expenses 2009-2010

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<td>Conferences</td>
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<tr>
<td>Program of Activities</td>
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<tr>
<td>Needy Baskets</td>
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<tr>
<td>Leadership Teams</td>
<td>$150.00</td>
</tr>
<tr>
<td>Officer Team</td>
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<td><strong>Total</strong></td>
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## Tulare FFA Achievement Points

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<th>Points Possible</th>
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<tr>
<td>Chapter Farmer Degree</td>
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</tr>
<tr>
<td>State Farmer Degree</td>
<td>1000</td>
<td></td>
</tr>
<tr>
<td>Sectional Star</td>
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<td>Regional Star</td>
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<tr>
<td>State Star</td>
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<td></td>
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<td>State Committee Chair</td>
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<td>Sub Committee Chair</td>
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<td>National Finalist</td>
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<td>Chapter Officer</td>
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<tr>
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<tr>
<td>Delegate to State Convention</td>
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<tr>
<td>Active Sub-Committee Chairperson (chapter)</td>
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<td>Active Committee Member (chapter)</td>
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<td>Monthly Meetings (per meeting)</td>
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<td>ALA</td>
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<td>Leadership Team Member (per school)</td>
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<td>Fairs and Shows</td>
<td>Points Possible</td>
<td>Points Received</td>
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<tr>
<td>-----------------------------------------</td>
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<tr>
<td>Exhibited at a fair or show (each specie)</td>
<td>500</td>
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<tr>
<td>Per Head exhibited within a specie</td>
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<tr>
<td>Entered Showmanship/Class</td>
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<tr>
<td>First in Showmanship/class</td>
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<td>Breed or Jr. Champion</td>
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<td>Reserve Breed or Jr. Champion</td>
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<tr>
<td>Grand Champion</td>
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<td>Reserve Grand Champion</td>
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<td>Outstanding Exhibitor</td>
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<td><strong>Judging Teams</strong></td>
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<tr>
<td>Active Member (per team)</td>
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<tr>
<td>Contest (per team)</td>
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<tr>
<td>Go to State</td>
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</tr>
<tr>
<td>State Contest</td>
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</tr>
<tr>
<td>Win State</td>
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<tr>
<td>National Contest</td>
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<td>National: Bronze</td>
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<td>National: Silver</td>
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<td>National: Gold</td>
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<tr>
<td>National: Winner</td>
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<tr>
<td><strong>Overall Team and Individual Placing</strong></td>
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</tr>
<tr>
<td>1st</td>
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</tr>
<tr>
<td>2nd</td>
<td>200</td>
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<tr>
<td></td>
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</tr>
<tr>
<td>------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>4th</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>5th</td>
<td>50</td>
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**Speaking and Parli Pro**

- Competed at Sectional Contest: 100
- Sectional Finalist: 200
- Competed at Regional Contest: 300
- Regional Finalist: 400
- Competed at State Contest: 500
- State Finalist: 600

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<table>
<thead>
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<tbody>
<tr>
<td>1st</td>
<td>1000</td>
</tr>
<tr>
<td>2nd</td>
<td>500</td>
</tr>
<tr>
<td>3rd</td>
<td>400</td>
</tr>
<tr>
<td>4th</td>
<td>300</td>
</tr>
<tr>
<td>5th</td>
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</tr>
<tr>
<td>6th</td>
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</table>

High Chairs (Parli Pro Only) (per contest): 100

**SAE**

- Hours Self Labor (2 point per hour up to 1000 hours): Up to 1000 hrs

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<table>
<thead>
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<tbody>
<tr>
<td>Sectional Proficiency Award Application</td>
<td>100</td>
</tr>
<tr>
<td>Regional Proficiency Award Application</td>
<td>200</td>
</tr>
<tr>
<td>State Proficiency Award Application</td>
<td>500</td>
</tr>
<tr>
<td>State Winner</td>
<td>1000</td>
</tr>
<tr>
<td>National Proficiency Award Application</td>
<td>1000</td>
</tr>
<tr>
<td>National Winner</td>
<td>3500</td>
</tr>
<tr>
<td>Sectional Winner</td>
<td>150</td>
</tr>
<tr>
<td>Regional Winner</td>
<td>300</td>
</tr>
<tr>
<td>State Winner</td>
<td>500</td>
</tr>
<tr>
<td>National Winner</td>
<td>1000</td>
</tr>
<tr>
<td>Scholarship</td>
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</tr>
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<td>--------------------</td>
<td>-------</td>
</tr>
<tr>
<td>C.S.F. each semester</td>
<td>200</td>
</tr>
<tr>
<td>Honor Roll</td>
<td>200</td>
</tr>
<tr>
<td>A grade each semester</td>
<td>100</td>
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<tr>
<td>B grade each semester</td>
<td>50</td>
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<tr>
<td>C grade each semester</td>
<td>10</td>
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<tr>
<td>Academic Letter</td>
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<table>
<thead>
<tr>
<th>Specific Points for Activities</th>
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</thead>
<tbody>
<tr>
<td>Community Service (for each activity)</td>
<td>25 per hour</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Fundraiser</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Deep Pit (100 points per bundle sold)</td>
<td></td>
</tr>
<tr>
<td>Donkey Basketball (100 points for every 10 sold)</td>
<td></td>
</tr>
<tr>
<td>Pancake Breakfast (100 points for every 10 sold)</td>
<td></td>
</tr>
<tr>
<td>Spring Deep Pit (100 points for every 10 sold)</td>
<td></td>
</tr>
<tr>
<td>Fund Raisers - worked</td>
<td>300</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Points Received</th>
<th></th>
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</thead>
</table>
FFA Creed

I believe in the future of agriculture, with a faith born not of words but of deeds - achievements won by the present and past generations of agriculturists; in the promise of better days through better ways, even as the better things we now enjoy have come to us from the struggles of former years.

I believe that to live and work on a good farm, or to be engaged in other agricultural pursuits, is pleasant as well as challenging; for I know the joys and discomforts of agricultural life and hold an inborn fondness for those associations which, even in hours of discouragement, I cannot deny.

I believe in leadership from ourselves and respect from others. I believe in my own ability to work efficiently and think clearly, with such knowledge and skill as I can secure, and in the ability of progressive agriculturists to serve our own and the public interest in producing and marketing the product of our toil.

I believe in less dependence on begging and more power in bargaining; in the life abundant and enough honest wealth to help make it so--for others as well as myself; in less need for charity and more of it when needed; in being happy myself and playing square with those whose happiness depends upon me.

I believe that American agriculture can and will hold true to the best traditions of our national life and that I can exert an influence in my home and community which will stand solid for my part in that inspiring task.
Judging Teams

♦ Lands/Soils
♦ Prepared Public Speaking
♦ Extemporaneous Public Speaking
♦ Cotton
♦ Floriculture
♦ Job Interview
♦ Citrus
♦ Parliamentary Procedure
♦ Farm Power
♦ Ag Mechanics
♦ Marketing Plan
♦ Best Informed Greenhand
♦ Opening/Closing Ceremonies
♦ Dairy Cattle
♦ Dairy Products
♦ Creed
♦ Livestock
♦ Small Engine
♦ Agriculture Issues
♦ Cooperative Marketing
♦ Vine Judging
Degrees

Greenhand Degree
To be eligible to receive the Greenhand FFA Degree from the chapter, the member must meet the following minimum qualifications:

1. Be enrolled in agricultural education and have satisfactory plans for a supervised agricultural experience program.
2. Learn to explain the FFA Creed, Motto, Salute and FFA Mission Statement.
3. Describe and explain the meaning of the FFA emblem and colors.
4. Demonstrate knowledge of the FFA Code of Ethics and the proper use of the FFA jacket.
5. Demonstrate knowledge of the history of the organization, the chapter constitution and bylaws, and the chapter Program of Activities.
6. Personally own or have access to the Official FFA Manual and the FFA Student Handbook.
7. Submit written application for the Greenhand FFA Degree.

Chapter Degree
To be eligible to receive the Chapter FFA Degree from the chapter, the member must meet the following minimum qualifications:

1. Must have received the Greenhand Degree.
2. Must have satisfactorily completed the equivalent of at least 180 hours of systemic Agricultural education at or above the ninth grade level, has in operation an approved supervised agriculture experience program, and be enrolled in an agricultural education course.
3. Have participated in the planning and conducting of at least three official functions in the Chapter Program of Work.
4. Have earned and productively invested at least $150.00 by the member’s own efforts Or worked at least forty-five hours in excess of scheduled class time, or a combination thereof, and have developed plans for continued growth and improvement in a supervised agriculture experience program.
5. Have effectively led a group discussion for 15 minutes.
6. Have demonstrated five procedures of parliamentary law.
7. Show progress toward individual achievement in the FFA award program.

8. Have a satisfactory scholastic record.

9. Submit a written application for the Chapter FFA Degree.

**State Degree**

To be eligible to receive the State FFA Degree from the state association, the member must meet the following minimum qualifications:

1. Have received the Chapter FFA Degree.

2. Have been an active FFA member for at least two years at the time of receiving the State FFA Degree.

3. While in school, have completed the equivalent of at least two years of systematic school instruction in agricultural education at or above the ninth grade level, which includes a supervised agricultural experience program.

4. Have earned and productively invested at least $1000.00, or worked at least 300 hours in excess of scheduled class time, or a combination thereof, in a supervised agriculture experience program.

5. Demonstrate leadership ability by:
   a. Performing 10 procedures of parliamentary law.
   b. Give a six minute speech on a topic related to agriculture, or the FFA.

6. Serve as an FFA officer, committee chairperson, or participating member in the development of the chapter Program of Work.

7. Have a satisfactory scholastic record as certified by the local agricultural educator and the Principal or Superintendent.

8. Have participated in the planning and the completion of the chapter program of activities.

9. Have participated in at least five different FFA activities above the chapter level.
**American Degree**

To be eligible to receive the American FFA Degree from the National FFA Organization, the member must meet the following qualifications:

1. Have received the Golden State FFA Degree, have been an active member for the past three years (36 months) and have a record of satisfactory participation in the activities on the chapter and state level.

2. Have satisfactorily completed the equivalent of at least three years (540) of systematic secondary school instruction in an agricultural education program or have completed the program of agriculture education offered in the school last attended.

3. Have graduated from high school at least 12 months prior to the national convention at which the degree is to be granted.

4. Have in operation and have maintained records to substantiate an outstanding supervised agricultural experience program through which a member has exhibited comprehensive planning, managerial and financial expertise.

5. Have earned and productively invested at least $7,500 or have earned and productively invested at least $1,500 and worked 2,250 hours in excess of scheduled class time. Any combination of hours times (X) $3.33 plus dollars must be equal to, or greater than the number 9,000. Hours used for the purpose of producing earnings reported as productively invested income shall not be duplicated as hours of credit to meet the minimum requirements for the degree.

6. Have a record of outstanding leadership abilities and community involvement and have achieved a high school scholastic record of a “C” or better as certified by the principal or superintendent.
Tulare FFA Constitution

Article I - Names and Purpose
Section A. The name of this organization shall be the “Tulare FFA Chapter”.

Section B. The purposes for which this Chapter was formed are as follows:
1. To develop competent, aggressive rural and agricultural leadership.
2. To create and nurture a love of country life.
3. To strengthen the confidence of students of agriculture in themselves and their work.
4. To create more interest in the intelligent choice of farming and other agriculture occupations.
5. To encourage members in the development of individual farming and other programs and establishment in agriculture.
6. To encourage members to the farm and its surroundings.
7. To participate in worthy undertakings for the improvement of agriculture.
8. To develop character, train for useful citizenship, and foster patriotism.
9. To participate in cooperative effort.
10. To encourage and practice thrift.
11. To encourage improvement in scholarship.
12. To provide and encourage the development of organized recreational activities.

Article II - Organization
Section A. The Tulare Chapter of FFA is a chartered local unit of the California Association of FFA, which is chartered by the National Organization of FFA.

Section B. This Chapter accepts in full the provisions in the constitution bylaws of the California Association of FFA as well as those of the National Organization of FFA.

Article III - Membership
Section A. Membership in this chapter shall be of three kinds: Active, Alumni, and Honorary, as defined by the National FFA Constitution.

Section B. The regular work of this Chapter shall be limited to the Active Membership.

Section C. Honorary Membership in this Charter shall be limited to the Honorary Chapter Farmer Degree.

Section D. Active Members in good standing may vote on all business brought before the Chapter. An active member shall be considered in good standing when:

1. They attend 4 of the chapter meetings/activities during the year.
2. They show an interest in, and take part in the affairs of the Chapter.
3. Have all outstanding debts in financial order.
4. They are a positive representative of the FFA as perceived by the Chapter Executive Committee.
5. They are academically eligible to participate in activities according to the policy as established by the Tulare Joint Union High School Board of Trustees.

Section E. Names of applicants for membership shall be filed with the chapter Secretary.

Article IV - Emblems

Section A. The emblem of the FFA shall be the emblem for the Chapter.

Section B. Emblems used by members shall be designated by the National Organization of FFA.

Article V - Membership Degrees and Privileges

Section A. There shall be four degrees of Active Membership in this Chapter. These degrees are:
   Greenhand, Chapter Farmer, State Farmer, and American Farmer

Section B. All “Greenhands” are entitled to wear the regulation bronze emblem pin, all members holding the degree of “Chapter Farmer” are entitled to wear the silver emblem pin, all members holding the “State Farmer” degree are entitled to wear the regulation gold emblem charm, and all members holding the “American Farmer” degree are entitled to wear the regulation gold emblem key.

Section C. Minimum qualifications for obtaining the four degrees of Active Memberships shall be those listed in the National FFA Constitution.

Section D. Chapter Officers shall review the qualifications of members and make recommendations to the Chapter concerning degree advancement.

Section E. To receive the FFA letter, each FFA member must meet the following minimum qualifications:
1. Been enrolled for a minimum of 2 years in agriculture/FFA
2. Show participation in 2 of the following:
   a. 2 years showing
   b. 2 years on a judging team
   c. 20 hours of community service
3. Show participation in one of the following leadership activities:
   a. 1 speech contest
   b. Served as a chapter, sectional or regional officer.
   c. Attended 1 leadership conference
4. Have a minimum of a 3.0 G.P.A. in all agriculture courses.
5. Have an ongoing SAE.
6. Complete the necessary application for FFA letter

Article VI - Officers

Section A. The officers of the Chapter shall be as follows: President, Vice President (Tulare Union, Tulare Western, and Mission Oak), Secretary, Treasurer, Reporter, Sentinel, Historian & Parliamentarian. The local Advisor (s) shall be the teacher (s) of agriculture in the school where the Chapter is located. The Officers shall perform the following duties:

1. The president shall preside over and conduct meetings according to accepted parliamentary procedure, call special meetings, keep members on the subject and within the time limits, appoint committees and serve on them as an ex-officio member to them, call other officers to the Chair as necessary or desirable, represent the Chapter and speak on occasions, coordinate Chapter efforts by keeping in close touch with the other officers and Advisor (s), keep Chapter Activities moving in a satisfactory matter, and represent the Chapter at the National Convention or designate a replacement.

2. The Vice President shall assist the President when needed, have charge of committee work, preside at meetings in the absence of the President be prepared to assume the duties and responsibilities of the president, and obtain end of activity reports from the committee chairpersons. Each vice president is chairmen of their own committees: Community Service, Student Development, and Chapter Development.

3. The Secretary shall prepare and read the minutes of meetings, have available for the President a list of business for each meeting, attend to official correspondences, send out and post notices, count and record rising votes when taken, prepare chapter records, keep the permanent records of the chapter, cooperate with the Treasurer in keeping accurate membership role, issue membership cards, call meetings to order in the absence of a presiding officer, read communications to the members at meetings, keep an updated point award chart with the assistance of the advisor (s), and post the meetings agenda at least 24 hours in advance of the meetings.

4. The Treasurer shall receive and act as custodian of Chapter funds, collect assessments, send in Sectional, State, and National dues, assist in preparing an annual budget, keep the financial statements of the Chapter, pay out funds as authorized, prepare financial statements and reports, build up the Chapter’s financial standing, and submit in writing a financial report at each meeting.

5. The Reporter shall gather and classify Chapter news, prepare news notes and articles for publication or broadcast, contact local newspapers, send news to State or National publication, arrange for FFA participation in local radio and/or TV programs, and keep an up to date Chapter Scrapbook with the assistance of the Chapter Historian. The Reporter shall submit the Chapter scrapbook for judging at the spring Regional Meeting and shall prepare a Chapter Newsletter for publication with the assistance of the Advisor (s).
6. The Sentinel shall set up the meeting room and care for Chapter Paraphernalia and equipment, attend the door during meetings and welcome visitors, see that the meeting room is comfortable, and take charge of candidates for degree ceremonies.

7. The Historian shall develop and maintain a scrapbook of memorabilia in which to record the chapter’s history, research and prepare items of significance of the chapter’s history, prepare displays of chapter activities and submit stories of former members to the media, and assist the reporter in providing photography for chapter needs.

8. The Parliamentarian shall be proficient with parliamentary procedure, rule on all questions of parliamentary conduct at chapter meetings, serve as a participant or an ex-officio member of the parliamentary procedure team, conduct parliamentary procedure workshops at the chapter level, and chair or serve as ex-officio member on the conduct of meetings committee.

9. The Advisor shall supervise chapter activities year round, inform prospective students and parents about FFA, and instruct students in leadership and personal development, build school and community support for the program, encourage involvement of all chapter members in activities, and prepare students for involvement in career development events and leadership programs.

Section B. Officers of the Tulare FFA chapter shall be elected annually at the May meeting. All chapter officer applicants meeting the requirements to serve, as a chapter officer will have their names placed on the ballot. The candidates will fill out and give an application to the chapter advisor by the given deadline. The ballot will be scored and will provide 1/3 third of the total score for the election process. All candidates will go through an interview before the election meeting, which will count for another third of their overall score. Before the meeting two candidates from each school will be slated for the position of vice president of their prospective schools. The balance will be generated from the popular vote by the membership. Members in good standing will have the opportunity to vote for one candidate representing each school for the position of vice president, as well as seven other candidates for each of the chapter offices. The seven individuals receiving the highest point total (application, interview, and vote) will be elected to chapter office. The newly elected officer team will then decide their individual offices.

Section C. To be eligible to run for a Chapter Office the member must:

1. Hold the degree of Chapter Farmer.

2. The chapter officer application must be filled out and turned in prior to the given deadline, to the chapter advisor.

3. Be in good standing with the Chapter as outlined in Article III, section D of the
Tulare FFA Constitution.

4. Maintain a grade point average of 2.5 or better.

Section D. All officers’ vacancies during the term shall be appointed by the chapter officers, with exception of the President whose vacancy shall be filled by the Vice President.

Section E. Any chapter officer may be impeached by a 2/3 vote of the chapter at a regularly scheduled meeting. Possible reasons for impeaching an officer include, but are not limited to: Not fulfilling duties as required by the constitution, not portraying the image of a FFA member as established by the chapter officers and constitution, loosing respect of fellow chapter officers, members, advisors and/or the community.

Section F. An officer missing a meeting, leadership conference, or other responsibility must provide a written explanation one day prior to the event, except in uncontrolled circumstances or extreme emergencies.

Section G. Any officer placed on academic probation shall, in writing, resign from office at the first appropriate chapter officer executive meeting. This vacant office shall be filled according to the constitution.

Section H. Any chapter officer who desires to be a candidate from Tulare for the San Joaquin Regional FFA must:

1. Have an ongoing SAE
2. Hold a degree of Chapter farmer
3. Be in good standing with the chapter
4. Maintain a grade point average of 2.5 or better
5. Be in active member and participate in two fall or one spring judging team
6. Be involved in Parliamentary Procedure, Prepared Public Speaking, Extemporaneous Public Speaking, or Job interview
Quality Criteria
Number Two

Leadership and Citizenship Development

2C. Every student is given a grade based upon participation in leadership activities.
I. **BASIC FACTS CONCERNING THE COURSE:**

<table>
<thead>
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<th>Course Title</th>
<th>Ag. Welding &amp; Construction</th>
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II. **BRIEF DESCRIPTION OF COURSE INCLUDING STATEMENT OF PURPOSE:**

This course includes the study of both arc, oxy-acetylene, TIG and MIG welding. In arc welding, safety procedures, rod identification and stresses of metals are emphasized, plus the student develops a sufficient level of skill to pass a basic industry welding test. The Student becomes familiar with and able to weld different metals and alloys. Other skills, such as cutting, brazing, fusion welding, hard surfacing, vertical welding, cutting thick and thin metals, are applied to actual project work, such as trailers, loading chutes, and other agricultural equipment. This course prepares the student for a job in industry for specialized work on large farming operations, or for repair and fabrication work on the home farm.

III. **COURSE LEARNING OUTCOMES:**

Upon successful completion of this course the student will:

A. Demonstrate an understanding of the California Vo-Ag record book by completing a book on an actual; project or a sample project.

B. Consider a variety of agriculture careers and make realistic decisions about such careers.

Demonstrate a knowledge (review) of all four positions and essentials in arc and acetylene welding.

Know the four essentials in arc welding (angle, heat, speed, and distance).

Be able to master the flat and out of position welds.

Learn the basic operation of the various types of gas and arc welding, drill presses, cut-off saws and the ironworker.

III. **COURSE LEARNING OUTCOMES: (continued)**

Demonstrate the safety features in the welding process.
Demonstrate the proper use of the cutting torch.
Master the basic positions in Acetylene welding with steel and brass rod.
Explain and demonstrate what and how to braze.
Identify and demonstrate the various types of machines in Oxy-Acetylene welding.
Accurately read shop drawings.
Demonstrate a knowledge of the general safety rules and procedures, including welding and cutting equipment safely.
Demonstrate a knowledge (review) of manipulative skills (angle, material deposit motion) in brazing, hardsurfacing, cutting mild steel and aluminum welding.
Demonstrate proper usage of the cut-off saw, drill press, cutting torch, iron worker, grinders and arc and gas welders in the process of constructing major projects.
Students will apply the above welding, associating skills through building of assigned metal projects, such as cotton and cow trailers, utility trailers, abrasive saws, loading chutes, and other agricultural equipment.
Exhibit a knowledge of welding codes and symbols.
Understand the importance of FFA and it’s relationship and importance to the Vo-Ag student.

IV. OUTLINE OF COURSE CONTENT:

A. Welding Safety
   1. Review and testing of general shop safety
   2. Industrial safety requirements
   3. Farm shop safety
   4. Operate general shop tools safely
   5. Identify and avoid potentially dangerous shop situations
   6. Welding and cutting safety

B. Welding Procedures
   1. Heat control
   2. Speed of travel
   3. Angle of electrode
   4. Length of arc
   5. Melting points of various common metals and alloys
   6. Matching metals
   7. Application of straight and reverse polarity
   8. Gauge pressures for welding, cutting, MIG/TIG
   9. Welding
   10. Farm and industrial projects

IV. OUTLINE OF COURSE CONTENT: (continued)

C. Types of Welders and Equipment
   1. AC-DC welders
   2. MIG
   3. Gas welding and cutting equipment
   4. Accessories

D. Welding Operations
1. Welding, using short arc, both horizontal and flat
2. Vertical welding using Arc and Oxy-Acetylene equip.
4. Project work producing useful working project

E. Blue Print Reading
   1. Reading basic shop drawings
   2. Welding symbols and their application in equipment Fabrication.

F. Cutting Operations
   1. Cutting with 20” hot saw
   2. Using the metal cutting band saw
   3. Management

G. Shearing and Punching Holes
   1. Shearing mild steel with iron worker
   2. Punching holes with hydraulic punch

H. Type Welds
   1. Bead, lap and butt welds
   2. Pipe and T-welds

I. Pipe Welding
   1. Common pipe joint welds
   2. 45’ pipe welds

J. Grinding and Surface Operations
   1. Portable grinder
   2. Stationary grinder
   3. Operation of power wire buffer

K. Using Oxy-Acetylene Shape Cutter
   1. Setting up common jigs
   2. Cutting bevels
   3. Cutting holes

IV. OUTLINE OF COURSE CONTENT: (continued)

L. Identification of Electrodes
   1. Classification of electrodes
      a. Numbers and positions
      b. Color codes

M. Identification of Gas Welding Rods
   1. Brazing
      a. bare
      b. flux coated
   2. Mild Steel
   3. Hardfacing
      a. bare
b. flux coated

c. borium filled rods

O. Use of the Drill Press
1. Drilling common holes
2. Countersinking
2. Drilling pipe

P. Bronze Welding
1. Pipe braze
2. T-Braze
3. Lap braze

Q. Welding Positions
3. Flat
4. Horizontal
5. Overhead
1. Vertical Vertical up, vertical down
2. Horizontal butt
6. 3. Overhead lap

R. Oxy-Acetylene Process
1. Equipment and accessories
a. Acetylene tanks and regulators
b. Oxygen tanks and regulators
c. CO2 and Argon tanks
d. Hoses, torch, tips and handpieces

S. Setting up and Adjustment
3. Assembly and safety checks
4. Ignition and adjustment
5. Shutting down and securing equipment

IV. OUTLINE OF COURSE CONTENT: (continued)

T. Joining Metal
3. Fusion welding mild steel
4. Brazing

U. Oxy-Acetylene Cutting Process
3. Set up and adjustment
4. Special cutting techniques
5. Shut down and storing equipment

V. Projects
1. Squaring frames
2. Building jigs and forms
3. Balancing and leveling
W. Painting
4. Using proper paints
5. Preparation
6. Mixing Procedures

X. Undercarriage Assembly
1. Installation of axles springs
2. Adjustment of brakes electric and hydraulic
3. Packing and servicing of wheel bearings

Y. Fifth Wheel Hitches
1. Assembly
2. Installation

Z. Future Farmers of America
1. History
2. Degree
3. S.O.E.P.
4. Leadership Opportunities

V. METHODS OF EVALUATION:

A. Objective Evaluations
1. Classroom and lab participation........................................40%
2. Tests and quizzes................................................................40%
3. FFA participation, S.A.E. and Record Book....................20%

V. METHODS OF EVALUATION: (continued)

B. Subjective Evaluations
1. Classroom participation
2. Classroom cooperation
3. Classroom behavior

VI. MATERIALS OF INSTRUCTION: (Include textbooks, sets of resource books, special equipment items, audio visual materials, etc.)

Working in Ag Mechanics, Lincoln Electric Co., Cleveland, Ohio
How to Read Shop Drawing, Lincoln Electric Co., Cleveland, Ohio
Welding Videos
Quality Criteria
Number Two

Leadership and Citizenship Development

2D. Teachers are reimbursed for personal expenses they incur while participating in all approved integral activities associated with FFA, SOE, and professional CATA in-service activities.
2D. Teachers are reimbursed for personal expenses they incur while participating in all approved integral activities associated with the FFA, SOE, and professional CATA in-service activities.

3B. Teachers are reimbursed for personal expenses incurred in all integral activities associated with the SOE Project Program.

The staff members of the Tulare high school farm are reimbursed for all out of pocket expenses. We must have an itemized receipt, a completed reimbursement form, and a request for payment form (either School Accounts or District Office Request Form). The process over the last three years has become increasing difficult. If you purchase and items, even non-food items at a food providing store (Costco, Wal-Mart, Target, Grocery Store, etc.) you must also include a flyer which states how the product was used, who was in attendance during its use, and a statement claiming that you did not purchase alcohol or tobacco. Reimbursement payments take about a month to receive.
REQUEST FOR REIMBURSEMENT

General Instructions
1. APPROVAL: School Principal or authorized designee MUST sign the claim
2. DOCUMENTATION: Receipts MUST BE attached to the claim for all expenditure
3. Claimant’s signature is REQUIRED
4. Reimbursement CANNOT BE MADE for personal expenses

PLEASE ATTACH RECEIPTS

Date: 

Name: 

Address: 

City: ___________________ Social Security Number: ___________________

Reason for Reimbursement: _____________________________________________

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Total: $______________

Funding Source: ______________________________________

I hereby certify that the above statement represents the actual and necessary expenses incurred in the course of performing a service for the district.

Signed: ___________________ Position: ___________________

Principal/Director Approval: __________________________________

Approved: 

Authorized Signature ______________ Date __________

Ice Use Only

Account ___________________

Account ___________________
Quality Criteria
Number Two

Leadership and Citizenship Development

2E. All students enrolled in agriculture classes are affiliated with the FFA.
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Quality Criteria
Number Two

Leadership and Citizenship Development

2F. Based on previous year’s records, the department participated in a minimum of 12 activities as listed on the FFA Activities Check Sheet.
<table>
<thead>
<tr>
<th>LEADERSHIP ACTIVITY</th>
<th>YES</th>
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<tr>
<td>Attended State Leadership Conference</td>
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<td>Attended Regional Meeting</td>
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<td>Attended Regional Leadership Conference</td>
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<tr>
<td>Attended Greenhand Conference</td>
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<td>Attended Made for Excellence Conference</td>
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<td>Attended Advanced Leadership Academy</td>
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<td>Attended Sacramento Experience</td>
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<tr>
<td>Participated in Opening-Closing Contest - Sectional</td>
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<tr>
<td>Participated in Best Informed Contest - Sectional</td>
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<td>Participated in Parliamentary Pro Contests - Sectional</td>
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<td>Participated in Prepared Public Speaking - Sectional</td>
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<td>Participated in Job Interview Contest - Sectional</td>
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<td>Participated in Agricultural COOP Quiz Contest - Sectional</td>
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<tr>
<td>Submitted Proficiency Application - Sectional or Regional</td>
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<tr>
<td>Submitted Chapter Award Application - Sectional or Regional</td>
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<tr>
<td>Participated in Project Competition - Sectional</td>
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<tr>
<td>Participated in any FFA Judging Activity (other than above)</td>
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<tr>
<td>Participated in any other FFA Sectional Activity</td>
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<tr>
<td>Participated in Local Leadership Activities (3 maximum - list below)</td>
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<td>1 Elementary Farm Day</td>
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<td>2 Deep Pit BBQ</td>
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<td>3 Donkey Basketball</td>
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<tr>
<td>TOTAL AREAS MET</td>
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Must meet at least 12 areas
Quality Criteria Number Two

Leadership and Citizenship Development

2G. A minimum of 80% of the students participate in at least three leadership development activities annually as verified by department records.
Quality Criteria
Three
Practical Application of Occupational Skills

The amount of SAE projects and the scope of the projects at Tulare are incredible. Many students have jobs or own their own business in many different fields. SAE projects are a very important aspect of our program and it is also very important to the students.

We have a class that is purely dedicated to the students SAE project and allowing them to focus on that. We have many students who work on Dairies and the work experience class allows these students to earn credit as well as work on their SAE. Other students have jobs working for trailer companies, pipe supply companies and veterinary clinics. These sites are visited by the teacher in charge of the class to ensure that students are working and learning with their SAE projects.

Other than the work experience class all students are required to have and SAE project. The projects account for 10 percent of their grade in all classes. Students in some classes are required to write an SAE project report complete with pictures. Other students have the opportunity of applying for Proficiency awards to showcase their achievements. Each year we have a few students that make it to the State level for interviews. The past two years we have had four students go back to Nationals to keep for that title and have currently had 2 students win their areas.

Supporting documentation and evidence can be found in the following appendices:

Appendix a    Appendix b
Appendix c    Appendix d
Appendix e    Appendix f
Appendix g    Appendix h
Appendix i    Appendix l
Quality Criteria
Four
Qualified and Competent Personnel

There are seven full time teachers at Tulare High School. Each instructor at Tulare High School has their single subject and Ag specialist credential. The ranges of teaching experience vary from 30 years to 2 years. Some of our instructors have taught at other schools before coming here and others have only taught here. All instructors have had a minimum of 3000 hours of industry experience.

Some of our teachers grew up around the agriculture industry and some on the side are currently involved on a personal level in the agriculture industry. We have instructors that own dairies, farm pomegranates, some grow hogs and oranges. This experience that our instructors have is invaluable and helps our program achieve great things.

We also have many other teachers and administration in the district as well as board members that have been involved or have spouses that are involved in the agriculture industry. This connection that they have helps get the funding and back up that our program needs to be successful. We have many people that will support us because of the strong connection to the agriculture industry.

Supporting documentation and evidence can be found in the following appendices:
Appendix c Appendix i
Appendix m Appendix q
Appendix t Appendix v
Appendix w Appendix z
Appendix aa Appendix bb
Appendix ee Appendix kk
Quality Criteria
Five
Facilities, Equipment and Materials

Tulare High has around 70 of land of which about 60 is covered with alfalfa hay to help feed the 85 dairy cattle on campus. There is about 10 acres of land on which the classrooms and shops are a part of. We have a fully functioning dairy, hog unit, sheep unit and beef unit. We also have a working OH facility and pasture land for sheep, horses, and cattle.

There are 6 classrooms and one classroom built into the shop. The classrooms are all equipped with a teacher computer and projector for power point presentations and videos. The biology classrooms have counter tops for labs and there is a storage room for all the lab materials. These materials can also be used for the Ag one and Ag two classes if they need to be. There is a computer lab with 20 stations in it that all classes use for various activities.

The shop classes are fully equipped with tools necessary for instruction. There are many different tools in the Ag Mechanics shop from woodworking, to cold metal equipment. The small engines shop is equipped with parts cleaners, torque wrenches, sand blaster and other small tools necessary for engine work. The welding shop has 8 SMAW welders, 5 MIG welders, and 2 TIG welders. It has a large cutting table and a plasma cam for special projects.

Supporting documentation and evidence can be found in the following appendices:

Appendix n
Appendix q
Appendix gg
Appendix kk

Appendix p
Appendix cc
Appendix hh
Quality Criteria
Six
Community, Business and Industry Involvement

Our community involvement can be seen first through our Ag advisor committee involvement. We have many different community members that work in the agriculture industry that are on this committee. We have dairymen, crop farmers, veterinarians, feed mill workers, tractor company workers, sales yard owners, etc.

This committee is set up to help give advice our program and make sure that we are meeting the standards that the industry has. Our committee is made up from a variety of different areas in agriculture so that we can insure that we are giving students the full experience and making as many connections to the industry that we can make. They are currently trying to help convince the administration that we need new facilities because what we have is out dated. It is hard in these times to get money to build new facilities, but that is the other thing that our committee does. They fight for our program and help keep it alive and working so that we can feed the industry with our students.

We have many businesses that are involved in our program and help support us financially. We have tractor companies that donate full tractors for our program to use. They lend us equipment to use for our farm tours with elementary schools. We also have gotten services donated to build our dairy up and bring the facilities up to current standards which amounted to over ¼ million dollars. We have gotten great deals to cut and bail our hay and soil donated to our OH program.

Supporting documentation and evidence can be found in the following appendices:
Appendix q
Appendix ee
Appendix ff
We have counselors who understand what our program is and what we are trying to accomplish. They are supportive to us and makes sure that we will have students in our classes and if we need certain things done they are willing to help us. We meet with the counselors a few times each year especially when students are signing up for classes so they understand what we want for our program. In return we give the counselors more opportunities to place students like having an Ag one class every period so that any student that wants an Ag one class can have it without moving the whole schedule around. We have counselors that understand what students want and that fact that not every student is going to go to college and that helps place the students appropriately.

Along with the counselors we help guide the students with their program goals. By having pathways in our program and our student program plans we can organize and let students know the best route to take in our program. We are consistently talking to students about their future and helping them choose the best path for their career goal. We have students that get placed in industry jobs some of which are not part owners of the companies they started working for in high school.

Supporting documentation and evidence can be found in the following appendices:

- Appendix a
- Appendix b
- Appendix c
- Appendix k
- Appendix n
- Appendix o
- Appendix p
- Appendix s
- Appendix nn
Quality Criteria
Eight
Program Promotion

Our POA is where we can start to help inform students, parents, and the community about what is going on in our program. The POA is a very important document that not only informs people of what is going on in the chapter, but it also guides our program for the year and helps us focus on what we are doing.

All of the community development activities help promote our program in a very positive way. Not only does the community see what we are doing, but we promote that we did it by sending articles into the local newspaper telling the community what we are doing.

To also help our program we have developed a website that gives anybody the opportunity to take a look at our program. This website gives people the opportunity to look at what we are accomplishing and what our program has to offer. Soon our newsletter will be posted on this website so that they can look more in depth at our program and what students are accomplishing.

Our recruitment plan also helps promote our program as well as keep it alive. We need to make sure that we are showing the younger students what our program has to offer so that we consistently have students coming into our program to replace those that leave. Without this promotion our program would definitely be smaller than it is today and would eventually die out.

Supporting documentation and evidence can be found in the following appendices:

Appendix i
Appendix k
Appendix u
Appendix bb
Quality Criteria
Nine
Program Accountability and Planning

We have recently developed learning outcomes for each class to help us assess how the students are performing in classes. This is a general plan of what we would like our students to take from these classes. These guidelines have helped us address over multiple teachers teaching the same class as well as let others know what we want students to learn. Our administration has something to hold us accountable for which works for us because we were the ones who got to design these learning outcomes. Along with these learning outcomes we also update our comprehensive program plan which is a detailed document about our program and what we would like students to gain from participating in our program.

We also have benchmarks that all teachers use when teaching the same classes to make sure that all students are learning the same material. We have to consistently work together to make sure that classes are following similar schedules and using the same benchmark tests ensures that we are all teaching and follow the same schedule. We do not want students to miss out on opportunities because one teacher does not want to teach a particular area.

Supporting documentation and evidence can be found in the following appendices:

Appendix c    Appendix p
Appendix q    Appendix s
Appendix t    Appendix u
Appendix bb    Appendix gg
Appendix hh    Appendix ii
Appendix oo
Quality Criteria

Ten
Student-Teacher Ratio

We have over 900 students for 7 teachers and the class sizes vary for the particular class we may be teaching. There are not too many students that have duplicate classes which means that each teacher has about a 1:129 student ratio. This is fairly close to where we would want to be. The problem that we run into, is when looking at the classes is that some classes have really large numbers and others have small numbers.

Our shop classes at the start of the year average around 22-24 students, but they tend to drop off and end up anywhere between 18-22 students which is right where we would like these classes to be. We are fortunate to have shop classes with these numbers because around the state many shop classes have 30 plus students in their shops. We have large classes for Ag One and Ag bio with around 32 students in these classes. This number is larger than we would want, but its hard to fight the district when other classes on campus have 34 students in them. Our livestock, dairy skills, work experience, vet science, and floral tend to have a lot of student in them as well. This is due to how many student sign up for the classes. It is hard if you have 36 students sign up for a class and you can only have one class because 16 students in a class will not happen in our district.

Supporting documentation and evidence can be found in the following appendices:

Appendix d                Appendix x
We have extended contracts for every Ag teacher. Six of us have a contract that is 20 percent of our base pay and one teacher is closer to 10 percent. We are in the process of trying to fix this in our contract so that every teacher has the same pay and so that we can compete when another teacher gets hired. No teacher has an SAE supervision period, but there is a stipend for the teachers in charge of the dairy and the farm. This is a 400 dollar stipend each month for two teachers to run these two enterprises. Four other teachers also get a stipend for the FFA activities which include running the officers, chapter, community, and student development committees. This stipend is 1000 dollars for the year for each committee leader and 2000 for the main FFA advisor.

Supporting documentation and evidence can be found in the following appendices:

Appendix e
Appendix f
Appendix h
Appendix j
Appendix m
Appendix y
Agricultural Education - Student Career Sheet

A. Name
B. Gender
C. Date of Birth
D. Grade Level in School
E. Year in Agriculture Program:
F. Program of Instruction Being Pursued (Select One)
G. I Am Taking This Course Because:
H. Highest Education Attained
I. Current Employment
J. Other: American Indian/Alaska Native
K. Male
L. Female
M. Program/Quantum Name (First Name for Each)
N. Parent/Guardian Name (If Full Name for Each)
O. Phone Number
P. Street Address
Q. City
R. State, Zip Code
S. Date

DATA SHEET

89
DATA SHEET
AGRICULTURAL EDUCATION - STUDENT CAREER SHEET

A. Name

B. Grade Level in School: 10th (11/12)

C. Date: 10/11/12

D. Gender: Male

E. Grade in Agricultural Program:

F. Program of Instruction Being Pursued (Select One)

G. I am taking this course because: (Select One)

H. Ethnic Origin: (Select Only One)

I. I go to College

J. Are you interested in a career in agriculture?

K. Please indicate below your plans after graduation from high school:

L. I go to work Full-Time

M. Other Agricultural Major

N. Non-Agricultural Major

O. Full-Time Student

P. Residential Address:

Q. Phone Number:

R. Parent/Proxy Name (First Name, Middle Initial, Last Name)

S. Parent/Proxy Full Name:

T. Program at Soil Science (4010)

U. Animal Science (4020)

V. Agricultural Business (4040)

W. Commercial Horticulture (4050)

X. Forestry & Natural Resources (4060)

Y. Agriculture (4070)

Z. Please enclose your signature.

1. Yes

2. No

3. Other

4. A. When you eventually get your place in this world, what would you like to do?

5. What would you like to do?

6. Do you enjoy an occupation in agriculture you would enjoy

7. Provided you have the opportunity to graduate with a degree in agriculture

8. Do you care if you get a degree in agriculture?
3. Go into Military Service
4. Non-Agriculture Major
5. Agriculture Major
6. Part-Time Student
7. Full-Time Student
8. Your College
9. Community College
10. Go to College
11. Some College, Later
12. No Further Education
13. Go to Work, Full-Time

A. Where would you work?

B. What is your major?

C. What is your major?

D. Are you planning to go to college?

E. Program of Instruction Being Pursued (Select One):
   1. Agriculture (4070)
   2. Pre-Dental Resources (4060)
   3. Commercial Horticulture (4050)
   4. Agricultural Mechanics (4040)
   5. Animal Science (4020)
   6. Plant & Soil Science (4010)

F. Why did you choose this program of study?

G. I am taking this course because (Select One):
   1. Attendance (4070)
   2. Professional Resources (4060)
   3. Commercial Horticulture (4050)
   4. Agricultural Mechanics (4040)
   5. Animal Science (4020)
   6. Plant & Soil Science (4010)

H. Ethnic Origin: (Select Only One)
   1. Not Interested, Pleased in Class
   2. Not a Career, Just an Interest in Agriculture
   3. Plan a career in agriculture

I. Am I taking this course because (Select One):
   1. Attendance (4070)
   2. Professional Resources (4060)
   3. Commercial Horticulture (4050)
   4. Agricultural Mechanics (4040)
   5. Animal Science (4020)
   6. Plant & Soil Science (4010)

J. Program of Instruction Being Pursued (Select Only One):
   1. Agriculture (4070)
   2. Pre-Dental Resources (4060)
   3. Commercial Horticulture (4050)
   4. Agricultural Mechanics (4040)
   5. Animal Science (4020)
   6. Plant & Soil Science (4010)

K. Have you taken this course before?

L. Do you need help with this course?

M. What is your major?

N. What is your major?

O. What is your major?
AG. Education

3. Do you plan to join the military service?
   Non-Agriculture Major
   Agriculture Major
   Part Time Student
   Full Time Student
   Former College
   Community College

2. Go to College Later
   Some College Later
   No Further Education

1. Go to Work Full Time

High School

K. Please indicate below your plans after graduation from high school:

A. Other

B. American Indian/Alaska Native
   Asian or Pacific Islander
   Black (Except Hispanic)
   Hispanic
   White

C. Ethnic Origin (Select Only one)
   Not the same, placed in class
   Not a career, just an interest in agriculture
   I plan a career in agriculture

D. I am taking this course because (Select One)
   Advanced Placement
   National Honor Society
   Agricultural Science
   Agricultural Mechanics
   Animal Science
   Plant and Soil Science

E. Grade Level in School:
   3rd Grade
   4th Grade
   5th Grade
   6th Grade
   7th Grade
   8th Grade
   9th Grade
   10th Grade
   11th Grade
   12th Grade

C. Gender: Male
   Female

D. Grade Level Program:
   9th Grade Program

E. Year in Agricultural Program:
   1.30.11

F. Program of Instruction Being Pursued (Select One)
   (9.10.11.12)

G. I am taking this course because (Select One)
Data Sheet

Agricultural Education - Student Career Sheet
All record books except current year’s books and student data is kept in these file cabinets.
ULARE JOINT UNION HIGH SCHOOL
DISTRICT COURSE OUTLINE

I. BASIC FACTS CONCERNING THE COURSE:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Department</th>
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<tbody>
<tr>
<td>Introduction to Agriculture, Ag. I</td>
<td>Agriculture</td>
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<table>
<thead>
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<th>Course Duration</th>
<th>Credits</th>
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<tbody>
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<td>1 Year</td>
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<td>Elective</td>
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Prerequisite: None

II. BRIEF DESCRIPTION OF COURSE INCLUDING STATEMENT OF PURPOSE:

Agriculture I includes the study of a wide range of agriculture areas and careers. Basic areas of study include Careers in agriculture, Future Farmers of America, Plant Science, and Animal Science.

Students will be given the opportunity to explain hands on learning as it relates to skills used in Agriculture. Practical application of skills will take place at the High School Farm facilities.

III. COURSE LEARNING OUTCOMES:

Upon successful completion of this course the student will:

A. To identify the importance of production agriculture.

B. Identify the seven basic agriculture careers areas.

C. Identify and understand the function of the Future Farmers of America as it relates to modern agriculture, the structure, history and purpose of the Future Farmers of America and how it develops leadership skills.

D. Demonstrate an understanding of Supervised Occupational Experience Projects and their relationship with agriculture and agriculture careers.

III. COURSE LEARNING OUTCOMES: (Continued)
E. Demonstrate an understanding of the California Vocational Agriculture Record Book by following actual or sample student projects.

F. Identify the common breeds of beef, sheep, swine, horse, dairy cattle and small animals.

G. Demonstrate an understanding of the terminology associated with each species of livestock.

H. Demonstrate an understanding of basic livestock management principles, including feeds and nutrition, care and maintenance, diseases and reproduction.

I. Identify the common crops grown and understands their importance to California agriculture.

J. Identify plants parts and explain their function for a variety of common agriculture plants.

K. Explain the factors involved in plant growth and general production practices.

L. Students will understand and perform basic tractor operations and maintenance.

M. Identify basic parts of common agriculture equipment.

N. Demonstrate proper safety techniques used in the agriculture industries and in the classroom setting.

IV. **OUTLINE OF COURSE CONTENT:**

A. Seven Basic Agriculture Career Areas:

1. Ag. Production (CLO B)
2. Supplies and Services (CLO B)
3. Mechanics (CLO B)
4. Products & Processing (CLO B)
5. Resources & Rural Recreation (CLO B)
6. Ornamental Horticulture (CLO B)
7. Forestry (CLO B)

IV. **OUTLINE OF COURSE CONTENT:** (Continued)

B. Future Farmers of America

1. Aims and Purposes (CLO C)
2. History (CLO C)
3. Degrees and Awards (CLO C)
4. S.O.E.P. (CLO C)
5. Organizational Structure  (CLO C)
6. Leadership    (CLO C)

C. Supervised Occupational Experience Program
1. Record keeping   (CLO D)
2. Budget     (CLO D)
3. Time Management   (CLO D)
4. Financing     (CLO D)
5. Career Choices   (CLO D)
6. Exhibiting at fairs and shows (CLO D)
7. Proficiency and Project awards (CLO D)

D. California Vocational Ag, Record Book
1. Calendar of Events   (CLO E)
2. Budget     (CLO E)
3. Journal     (CLO E)
4. Non-Depreciable Property   (CLO E)
5. Depreciable Property   (CLO E)
6. Net Income     (CLO E)
7. Financial Statement   (CLO E)

E. Breed Study
1. History   (CLO F)
2. Origin     (CLO F)
3. Identify Characteristics   (CLO F)
4. Uses     (CLO F)

IV. OUTLINE OF COURSE CONTENT:   (Continued)

F. Management
1. Basic feeding requirements for livestock   (CLO G)
2. Identification of feed stuffs   (CLO G)
3. General maintenance of livestock   (CLO G)
   a. Dehorning   (CLO H)
   b. Branding   (CLO H)
   c. Vaccinating   (CLO H)
   d. Docking   (CLO H)
   e. Earnotching   (CLO H)

G. Diseases of Livestock
1. Prevention and treatment of common diseases   (CLO H)
2. Terminology   (CLO H)
3. Symptoms of diseases   (CLO H)
H. Reproduction of Livestock

1. Beef breeding program (CLO HG)
2. Swine breeding program (CLO HG)
3. Dairy breeding program (CLO HG)
4. Sheep breeding program (CLO HG)

I. Crops grown in California

1. Cotton (CLO I)
2. Corn (CLO I)
3. Barley (CLO I)
4. Alfalfa (CLO I)
5. Wheat (CLO I)
6. Tree fruit (CLO I)
7. Grapes (CLO I)

J. Plant Growth

1. Soil (CLO K)
2. Irrigation (CLO K)
3. Fertilizer (CLO K)
4. Climate (CLO K)

IV. OUTLINE OF COURSE CONTENT (Continued)

K. Tractor Operations

1. Backing (CLO L)
2. Driving (CLO L)
3. Hitching (CLO L)
4. Preventive maintenance (CLO L)

L. Agriculture Equipment

1. Tillage tools (CLO M)
2. Wood working tools (CLO M)
3. Metal working tools (CLO M)
4. Livestock handling equipment (CLO M)

M. Agricultural Safety

1. Operate tractors and equipment safety (CLO MN)
2. Work and handle livestock properly and safely (CLO MN)
3. General farm safety practices (CLO MN)

N. Production in Agriculture
1. Economic importance of crops in California (CLO A)
2. Economic importance of livestock property in California (CLO A)
3. Foreign trade of Ag. Products (CLO A)
4. Common Ag. Products grown and raised in Tulare County (CLO A)

V. METHODS OF EVALUATION:

A. Objective Evaluations

1. Classroom and lab participation..............................................40%
2. Tests and quizzes.................................................................40%
3. FFA participation, S.A.E. and Record Book.............................20%

B. Subjective Evaluations

1. Classroom participation
2. Classroom cooperation
3. Classroom behavior

VI. MATERIALS OF INSTRUCTION: (Include textbooks, sets of resource books, special equipment items, audio visual materials, etc.)

FFA Student Handbook, National FFA Organization, 1995
FFA New Horizons Magazine, National FFA Organization, 1995
I. BASIC FACTS CONCERNING THE COURSE:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Plant/Animal Science, Ag. II</th>
<th>Department</th>
<th>Agriculture</th>
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<td>Grade Level (s)</td>
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<td>Student Level:</td>
<td>College Prep</td>
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<tr>
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<td>Course Duration</td>
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<td>Credits</td>
<td>10</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>None</td>
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<td></td>
</tr>
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</table>

II. BRIEF DESCRIPTION OF COURSE INCLUDING STATEMENT OF PURPOSE:

The animal/plant science course, which meets the life science graduation requirement, emphasizes a study of the structure and function of animal and plant system as they relate to agriculture. The various animal/plant systems, nutrition, disease and genetics are among taught. Emphasis is given to the importance of the environment and ecological issues.

III. COURSE LEARNING OUTCOMES:

Upon successful completion of this course the student will:

A. Demonstrate an understanding of the scope of the crop production and livestock industry in the U.S.A. and the role of research in its expansion.

B. Consider a variety of agriculture careers and make realistic decisions about such careers.

C. Identify the importance of the FFA and its relationship and importance to the Vo-Ag student.

D. Demonstrate an understanding of the California Vo-Ag record book by completing a book on an actual; project or a sample project.

E. Identify the ten animal body systems, their parts and functions and how they interrelate.

III. COURSE LEARNING OUTCOMES: (Continued)
F. Develop proper nutritional plans for a variety of livestock and cattle, swine and sheep.

G. Identify the major diseases associated with cattle, swine and sheep, including the symptoms, treatment and prevention’s of such diseases.

H. Explain Mendel’s principle of inheritance as it relates to the transfer of genes from generation to generation.

I. Explain how genetic transfer relates to sex determination and abnormalities.

J. Explain the various systems of breeding cattle, swine and sheep (natural and artificial).

K. Identify the parts and explain their functions of a variety of common agriculture plants.

L. Explain the classification system, including the use of keys to identify plants.

M. Identify the major local crops and plants and explain the factors involved in their growth and production.

N. Demonstrate an understanding of the vital role that ecological balance plays in the plant and animal world.

IV. OUTLINE OF COURSE CONTENT:

A. Animal Science:

1. Introduction
   a. Magnitude of the United States Livestock Industry (CLO A)
   b. The function and uses of animals (CLO A)
   c. New animal frontiers through Research (CLO A)
   d. Careers in animal science (CLO A)

IV. OUTLINE OF COURSE CONTENT: (Continued)

2. Animal body systems
   a. Skeletal (CLO C)
   b. Muscular (CLO C)
   c. Respiratory (CLO C)
d. Circulatory (CLO C)
e. Digestive (CLO C)
f. Endocrine (CLO C)
g. Excretory (CLO C)
h. Reproductive (CLO C)
i. Nervous (CLO C)
j. Lactation and mammary system (CLO C)

3. Nutrition and feeding practices
   a. Anatomy and physiology of digestion (CLO D)
   b. Nutrient requirements (CLO D)
   c. Feeds for livestock (CLO D)
   d. Ration formulation (CLO D)
   e. Computer formulated ration (CLO D)
   f. Feeding Systems (CLO D)

4. Diseases
   a. Causes (CLO E)
   b. Types (CLO E)
   c. Specific diseases (CLO E)
      1. Causes (CLO E)
      2. Symptoms (CLO E)
      3. Treatment (CLO E)
      4. Prevention (CLO E)
   d. Immunity (CLO E)
   e. Vaccination (CLO E)
   f. Administering drugs (CLO E)
   g. Animal sanitation (CLO E)

IV. OUTLINE OF COURSE CONTENT (Continued)

5. Animal Genetics
   a. Fundamentals of heredity (CLO FG)
      1. Genes and chromosomes (CLO FG)
      2. Gene inheritance (CLO FG)

B. Plant Science

1. Plant structures and taxonomy (CLO K)
2. Plant classification (CLO L)
3. Plant reproduction (CLO H,I,K,L)
4. Photosynthesis (CLO K)
5. Respiration (CLO K)
6. Soils (CLO C)
7. Plant nutrition (CLO C)
8. Ornamental horticulture (CLO C,M)
9. Crop production (CLO C,M)

C. FFA Organization

1. FFA leadership activities (CLO C)
2. Record books and supervised agriculture experience programs (CLO C,D)

V. METHODS OF EVALUATION:

A. Objective Evaluations

1. Classroom and lab participation ........................................... 40%
2. Tests and quizzes ............................................................... 40%
3. FFA participation, S.A.E. and Record Book ......................... 20%

B. Subjective Evaluations

1. Classroom participation
2. Classroom cooperation
3. Classroom behavior

VI. MATERIALS OF INSTRUCTION: (Include textbooks, sets of resource books, special equipment items, audio visual materials, etc.)

New Horizons Magazine, National FFA Organization
Agriscience Fundamentals and Applications, Delmar, 1997
TULARE JOINT UNION HIGH SCHOOL
DISTRICT COURSE OUTLINE

I. BASIC FACTS CONCERNING THE COURSE:

Course Title  Agriculture Mechanics I  Department  Agriculture

Grade Level (s)  10-12  Student Level  College Prep
General  Basic

Course Duration  One Year  Credits  Elective/Req.

Prerequisite

II. BRIEF DESCRIPTION OF COURSE INCLUDING STATEMENT OF PURPOSE:

The Agricultural Mechanics Pathway prepares students for careers related to the construction, operation, and
maintenance of equipment used by the agriculture industry. Topics include technology, physical science principles,
construction, mechanics and welding. Students also learn safety principles, electrical wiring, hydraulic technology,
and farm power and equipment operation.

III. COURSE LEARNING OUTCOMES:

Upon successful completion of this course the student will:

2. Safety
   a. Students understand personal and group safety.
   b. Demonstrate personal and group safety while working in an agriculture mechanics environment
   c. Pass a safety test
   d. Demonstrate how to safely operate tools and equipment in the shop
   e. Demonstrate how to safely operate tractors and machinery

2. Woodworking
   a. Students understand basic woodworking principals.
   b. Identify common wood products, lumber types and sizes
   c. Calculate board feet, lumber volume, and square feet
   d. Identify, select and implement basic fastening systems
   e. Interpret a plan, develop a bill of materials and cutting list, select materials, shape, join and finish a woodworking project
3. Electrical Systems
   a. Students understand the basic electricity principles and wiring practices commonly used in agriculture.
   b. Interpret basic agricultural electrical plans
   c. Demonstrate proper electrical test equipment use for AC and DC currents
   d. Explain the relationship between voltage, amperage, resistance, and power in single phase AC circuits
   e. Wire a 110/220-volt service entrance panel
   f. Demonstrate proper basic electrical circuit and wiring techniques in non-metallic cable and conduit as defined by the National Electric Code
   g. Troubleshoot and correct basic circuit problems (e.g. open circuits, short circuits, incorrect grounding,)

4. Plumbing Skills
   a. Students understand plumbing system practices commonly used in agriculture.
   b. Demonstrate basic plumbing fitting skills with a variety of materials such as copper, PVC (polyvinyl chloride), steel, polyethylene, ABS (Acrylonitrile Butadiene Styrene)

5. Cold Metalwork
   a. Students understand agricultural cold metal processes.
   b. Identify common metals, sizes, and shapes
   c. Demonstrate basic tool fitting skills
   d. Demonstrate layout skills
   e. Demonstrate basic cold metal processes (e.g. shearing, cutting, drilling, threading, bending etc.)
   f. Interpret a plan, develop a bill of materials, select materials, shape, fasten and finish a cold metal project

6. Concrete and Masonry
   a. Students understand concrete and masonry practices commonly used in agriculture.
   b. Accurately calculate volume, materials needed, and project costs for a concrete or masonry project
   c. Demonstrate proper bed preparation and concrete forms layout
   d. Develop a bill of materials, assemble, mix, place, and finish a concrete or masonry project

7. Oxy-fuel Cutting and Welding
   a. Students understand oxy-fuel cutting and welding.
   b. Properly set up, adjust, shut down and maintain an oxy-fuel system
   c. Explain the role of heat and oxidation in the cutting process
   d. Flame cut metal with an oxy-fuel cutting torch
   e. Fusion weld mild steel with and without filler rod using oxy-fuel equipment
8. Electric Arc Welding Processes
   a. Students understand electric arc welding processes.
   b. Select, properly adjust, safely employ and maintain appropriate welding equipment (e.g. Gas Metal Arc Welding, Shielded Metal Arc Welding, and Gas Tungsten Arc Welding)
   c. Apply Gas Metal Arc Welding, Shielded Metal Arc Welding and/or Flux Core Arc Welding processes to fusion weld mild steel with appropriate welding electrodes
   d. Demonstrate how to weld a variety of joints and in multiple positions

9. Metal Fabrication and Engineering
   a. Students understand basic metallurgy principals and fabrication techniques.
   b. Explain metallurgy principles including distortion, hardening, tempering, and annealing
   c. Properly operate and maintain various arc welding and cutting systems
   d. Properly operate and maintain fabrication tools and equipment

10. Small and Compact Engine Technology
    a. Students understand small and compact engines.
    b. Compare different types of small engines and categorize them by their applications and fuel systems
    c. Identify small engine parts and explain the various systems
    d. Explain engine theory for both two and four stroke cycle engines
    e. Demonstrate logical troubleshooting and problem solving of engine problems

11. Ag power and Technology
    a. Students understand safe tractor and equipment operation and maintenance.
    b. Identify types of engines and describe the theory and operation of engine systems (e.g. cooling, electrical, fuel)
    c. Troubleshoot common problems with engines and agricultural equipment
    d. Demonstrate safe and efficient equipment operation and common equipment maintenance
    e. Demonstrate proper equipment hitching, and tractor driving and backing techniques

13. Demonstrate an understanding of the California Vo-Ag record book by completing a book on an actual; project or a sample project.

14. Consider a variety of agriculture careers and make realistic decisions about such careers.
IV. OUTLINE OF COURSE CONTENT:

1. Safety
   a. Personal and group safety.
   b. Tools and equipment in the shop
   c. Tractors and machinery

2. Woodworking
   a. Basic woodworking principals.
   b. Common wood products, lumber types and sizes
   c. Board feet, lumber volume, and square feet
   d. Fastening systems
   e. Reading plans
   f. Bills of materials
   g. Shaping and joining
   h. Finishing

3. Electrical Systems
   a. Basic electricity principles and wiring practices commonly used in agriculture.
   b. Electrical test equipment use for AC and DC currents
   c. Voltage, amperage, resistance, and power in single phase AC circuits
   d. Troubleshoot and correct basic circuit problems

4. Plumbing Skills
   a. Basic plumbing fitting skills with a variety of materials such as copper, PVC (polyvinyl chloride), steel, polyethylene, ABS (Acrylonitrile Butadiene Styrene)

5. Cold Metalwork
   a. The cold metal processes.
   b. Common metals, sizes, and shapes-
   c. Basic tool fitting skills
   d. Layout
   e. Planning, bill of materials, shape, fasten and finish

6. Concrete and Masonry
   a. Concrete and masonry practices
   b. Volume, materials needed, and project costs
   c. Bed preparation and concrete forms layout
   d. Bill of materials, assemble, mix, place, and finish

7. Oxy-fuel Cutting and Welding
   a. The oxy-fuel cutting and welding process
   b. Set up, adjusting, shutting down and maintaining an oxy-fuel system
   c. The cutting process
   d. Fusion welding mild steel with and without filler rod

8. Electric Arc Welding Processes
   a. The electric arc welding processes.
   b. Selecting, properly adjusting, employing and maintaining appropriate welding equipment
c. Gas Metal Arc Welding,
d. The welding processes to fusion weld mild steel
e. Selecting electrodes
f. Welding basic joints and in multiple positions

9. Metal Fabrication and Engineering
   a. Basic metallurgy principals and fabrication techniques.
   b. Metallurgy principles including distortion, hardening, tempering, and annealing
   c. Operate and maintain various arc welding and cutting systems
   d. Operate and maintain fabrication tools and equipment

10. Small and Compact Engine Technology
    a. Small and compact engines.
    b. Small engine parts and systems
    c. Engine theory for both two and four stroke cycle engines
    d. Troubleshooting and problem solving

11. Ag power and Technology
    a. Tractor and equipment safety, operation and maintenance.
    b. Engines system theory
    c. Troubleshooting
    d. Safe equipment hitching, tractor driving and backing techniques

13. The California Vo-Ag record book and FFA projects


V. METHODS OF EVALUATION:

A. Objective Evaluations
   1. Classroom and lab participation........................................40%
   2. Tests and quizzes...........................................................40%
   3. FFA participation, S.A.E. and Record Book.........................20%

B. Subjective Evaluations
   1. Classroom participation
   2. Classroom cooperation
   3. Classroom behavior

VI. MATERIALS OF INSTRUCTION: (Include textbooks, sets of resource books, special equipment items, audio visual materials, etc.)

Each student will have at his/her disposal the use of all shop equipment to include all the necessary hand tools, power saws, drill, shears, etc. Arc welding and oxy-acetylene welding and cutting equipment will be used throughout the year. All safety equipment to include glasses, shields, helmets, etc. will be provided for each student. Audiovisual equipment and tapes/movies shown when appropriate.
TULARE JOINT UNION HIGH SCHOOL
DISTRICT COURSE OUTLINE

I. BASIC FACTS CONCERNING THE COURSE:

Course Title  Ag. Welding & Construction  Department  Agriculture

Grade Level (s)  11-12  Student Level:  College Prep  General  X  Basic

Course Duration  Year  Credits  20  Elective/Req.  Elective

Prerequisite  Ag. I and Ag. II or permission of instructor

II. BRIEF DESCRIPTION OF COURSE INCLUDING STATEMENT OF PURPOSE:

This course includes the study of both arc, oxy-acetylene, TIG and MIG welding. In arc welding, safety procedures, rod identification and stresses of metals are emphasized, plus the student develops a sufficient level of skill to pass a basic industry welding test. The student becomes familiar with and able to weld different metals and alloys. Other skills, such as cutting, brazing, fusion welding, hard surfacing, vertical welding, cutting thick and thin metals, are applied to actual project work, such as trailers, loading chutes, and other agricultural equipment. This course prepares the student for a job in industry for specialized work on large farming operations, or for repair and fabrication work on the home farm.

III. COURSE LEARNING OUTCOMES:

Upon successful completion of this course the student will:

B. Demonstrate an understanding of the California Vo-Ag record book by completing a book on an actual; project or a sample project.

B. Consider a variety of agriculture careers and make realistic decisions about such careers.

Demonstrate a knowledge (review) of all four positions and essentials in arc and acetylene welding.

Know the four essentials in arc welding (angle, heat, speed, and distance).

Be able to master the flat and out of position welds.

Learn the basic operation of the various types of gas and arc welding, drill presses, cut-off saws and the ironworker.

IV. COURSE LEARNING OUTCOMES: (continued)

Demonstrate the safety features in the welding process.

Demonstrate the proper use of the cutting torch.
Master the basic positions in Acetylene welding with steel and brass rod.
Explain and demonstrate what and how to braze.
Identify and demonstrate the various types of machines in Oxy-Acetylene welding.
Accurately read shop drawings.
Demonstrate a knowledge of the general safety rules and procedures, including welding
and cutting equipment safely.
Demonstrate a knowledge (review) of manipulative skills (angle, material deposit
motion) in brazing, hardsurfacing, cutting mild steel and aluminum welding.
Demonstrate proper usage of the cut-off saw, drill press, cutting torch, iron worker,
grinders and arc and gas welders in the process of constructing major projects.
Students will apply the above welding, associating skills through building of assigned
metal projects, such as cotton and cow trailers, utility trailers, abrasive saws,
loading chutes, and other agricultural equipment.
Exhibit a knowledge of welding codes and symbols.
Understand the importance of FFA and it’s relationship and importance to the Vo-Ag
student.

IV. OUTLINE OF COURSE CONTENT:

A. Welding Safety
   7. Review and testing of general shop safety
   8. Industrial safety requirements
   9. Farm shop safety
  10. Operate general shop tools safely
  11. Identify and avoid potentially dangerous shop situations
  12. Welding and cutting safety

B. Welding Procedures
   11. Heat control
   12. Speed of travel
   13. Angle of electrode
   14. Length of arc
   15. Melting points of various common metals and alloys
   16. Matching metals
   17. Application of straight and reverse polarity
   18. Gauge pressures for welding, cutting, MIG/TIG
   19. Welding
   20. Farm and industrial projects

IV. OUTLINE OF COURSE CONTENT: (continued)

C. Types of Welders and Equipment
   1. AC-DC welders
   2. MIG
   3. Gas welding and cutting equipment
   5. Accessories

D. Welding Operations
   5. Welding, using short arc, both horizontal and flat
7. Overhead welding using Arc and Oxy-Acetylene equip.
8. Project work producing useful working project

E. Blue Print Reading
7. Reading basic shop drawings
8. Welding symbols and their application in equipment
Fabrication.

F. Cutting Operations
1. Cutting with 20” hot saw
2. Using the metal cutting band saw
4. Management

G. Shearing and Punching Holes
6. Shearing mild steel with iron worker
7. Punching holes with hydraulic punch

H. Type Welds
5. Bead, lap and butt welds
6. Pipe and T-welds

I. Pipe Welding
7. Common pipe joint welds
8. 45° pipe welds

N. Grinding and Surface Operations
1. Portable grinder
2. Stationary grinder
9. Operation of power wire buffer

O. Using Oxy-Acetylene Shape Cutter
1. Setting up common jigs
2. Cutting bevels
3. Cutting holes

IV. OUTLINE OF COURSE CONTENT: (continued)

P. Identification of Electrodes
3. Classification of electrodes
   c. Numbers and positions
   d. Color codes

Q. Identification of Gas Welding Rods
1. Brazing
   c. bare
   d. flux coated
2. Mild Steel
3. Hardfacing
   d. bare
   e. flux coated
f. borium filled rods

O. Use of the Drill Press
1. Drilling common holes
2. Countersinking
4. Drilling pipe

P. Bronze Welding
1. Pipe braze
2. T-Braze
3. Lap braze

Q. Welding Positions
9. Flat
10. Horizontal
11. Overhead
6. Vertical Vertical up, vertical down
7. Horizontal butt
12. 3. Overhead lap

R. Oxy-Acetylene Process
2. Equipment and accessories
e. Acetylene tanks and regulators
f. Oxygen tanks and regulators
g. CO2 and Argon tanks
h. Hoses, torch, tips and handpieces

S. Setting up and Adjustment
8. Assembly and safety checks
9. Ignition and adjustment
10. Shutting down and securing equipment

IV. OUTLINE OF COURSE CONTENT: (continued)

T. Joining Metal
7. Fusion welding mild steel
8. Brazing

U. Oxy-Acetylene Cutting Process
8. Set up and adjustment
9. Special cutting techniques
10. Shut down and storing equipment

V. Projects
4. Squaring frames
5. Building jigs and forms
6. Balancing and leveling
W. Painting
   10. Using proper paints
   11. Preparation
   12. Mixing Procedures

X. Undercarriage Assembly
   1. Installation of axles springs
   2. Adjustment of brakes electric and hydraulic
   3. Packing and servicing of wheel bearings

Y. Fifth Wheel Hitches
   1. Assembly
   2. Installation

Z. Future Farmers of America
   1. History
   2. Degree
   3. S.O.E.P.
   4. Leadership Opportunities

V. METHODS OF EVALUATION:
   A. Objective Evaluations
      1. Classroom and lab participation......................................40%
      2. Tests and quizzes...........................................................40%
      3. FFA participation, S.A.E. and Record Book.........................20%

V. METHODS OF EVALUATION: (continued)
   B. Subjective Evaluations
      1. Classroom participation
      2. Classroom cooperation
      3. Classroom behavior

VI. MATERIALS OF INSTRUCTION: (Include textbooks, sets of resource
books, special equipment items, audio visual materials, etc.)

   Working in Ag Mechanics, Lincoln Electric Co., Cleveland, Ohio
   How to Read Shop Drawing, Lincoln Electric Co., Cleveland, Ohio
   Welding Videos

TULARE JOINT UNION HIGH SCHOOL
DISTRICT COURSE OUTLINE
I. BASIC FACTS CONCERNING THE COURSE:

Course Title: Ag. Work Experience  
Department: Agriculture  
Grade Level (s): 11-12  
Student Level: College Prep X  
General X  
Basic X  
Course Duration: Year  
Credits: 20  
Elective/Req.: Elective  
Prerequisite: None

II. BRIEF DESCRIPTION OF COURSE INCLUDING STATEMENT OF PURPOSE:

Agriculture Work Experience provides the opportunity for students to experience on-the-job experience in the world of work. Students are placed in agriculture or Agri-business jobs and must complete related instruction assignments as part of the program. The related instruction focuses on the development of proper job habits and attitude and includes individualized instruction, which is directly related to the job. School credit is given and is based on both the employer’s evaluation as well as that of the work experience supervisor.

III. COURSE LEARNING OUTCOMES:

Upon successful completion of this course the student will:

A. Develop a knowledge of the FFA organization, projects, competitions and leadership opportunities.

B. Consider a variety of agriculture careers and make realistic decisions about such careers.

C. Demonstrate an understanding of the California Vo-Ag record book by completing a book on an actual; project or a sample project.

D. Develop skills needed for a job interview.

E. Develop skills needed for filing out job applications.

III. COURSE LEARNING OUTCOMES: (Continued)

F. Understand employee, employer relationships, such as respect for property, following directions, workplace productivity, etc.

G. Be able to meet dress code standards of a job.
H. Accept responsibility for proper conduct on the job.

I. Understand the different types of insurance and/or welfare programs to include disability, health, retirement, social security, unemployment and welfare

J. Consider a variety of agriculture careers and make realistic decisions about such careers.

K. Develop proper techniques in making change, figuring sales tax, etc.

L. Develop skills, with the assistance from the teacher and employer, related to the specific to the specific job assignment.

IV. OUTLINE OF COURSE CONTENT:

A. Instruction

1. Future Farmers of America (CLO A)
   a. History
   b. Degrees
   c. S.O.E.P.
   d. Leadership opportunities

2. Interviewing for a job (CLO B)
   a. Dress
   b. Attitude
   c. Personalities

3. Applications of employment (CLO C)
   a. Type of application
   b. Proper procedures for filing out employment applications
   c. Definition of terminology

4. Employee / Employer relationship (CLO D)
   a. Understanding the employer
   b. Sense of values for employers property

IV. OUTLINE OF COURSE CONTENT: (Continued)

B. Work Habits and Attitudes

1. Dress (CLO E)
   a. Proper dress for the job
   b. Cleanliness and neatness
   c. Safety clothes

2. Human relations (CLO D)
### Conduct on the job (CLO D)
- Abiding by rules and regulations
- Doing the best possible to develop the necessary skills for the job

### Careers and opportunities (CLO A)
- Available jobs
- Possible places of employment

### Insurance (CLO G)
- State disability
- Retirement
- Insurance group plans

### Welfare, disability, social security (CLO G)
- Attitudes

### Related instruction (CLO J)
- Specific individualized instruction

### Working with money (CLO I)
- Figuring sales tax
- Make correct change

### METHODS OF EVALUATION:

#### A. Objective Evaluations
1. Assignments ........................................................................40%
2. Tests and quizzes ....................................................................40%
3. FFA participation, S.A.E. and Record Book .........................20%

#### B. Subjective Evaluations
1. Participation
2. Cooperation
3. Behavior
4. Employer Evaluation

### MATERIALS OF INSTRUCTION: (Include textbooks, sets of resource books, special equipment items, audio visual materials, etc.)

#### A. Written assignments
#### B. On-the-job work site
II. **BRIEF DESCRIPTION OF COURSE INCLUDING STATEMENT OF PURPOSE:**

This course is designed for advanced study of agriculture business opportunities and economics for the college bound students with interests in agriculture. Through the course, the students will understand and apply basic economic principles as they relate to individual consumers, production agriculture, and agribusiness management. Life skills such as resumes, job applications, interview skills, and college and scholarship applications will be included. The students will develop a “business” that will produce, package, determine prices, and market their products. Students will keep accurate records of expenses, receipts, and profit/loss. At the conclusion of the course, profits will be split equally between the partners.

III. **COURSE LEARNING OUTCOMES:**

Upon successful completion of this course the student will:

A. Develop an appreciation of agriculture and how it affects our economy.

B. Incorporate agriculture into the principles of economics, business management, employability, and marketability of agriculture products.

C. Create an awareness of the importance of agricultural business and economics.

D. Prepare students for college level entry in the various disciplines of agriculture science.

E. Demonstrate the ability to understand the scope of American agriculture by explaining the role of economics as it relates to the agricultural industry as a whole.
F. Demonstrate the ability to understand the difference between the final goods and services that an economy produces and the productive resources that are used to produce the goods and services by comparing and contrasting the relationships of labor, capital, and technology.

G. Demonstrate the ability to understand how resources affect an economic system by explaining the role through oral, written, or visual expression.

H. Demonstrate the ability to understand the difference between industrial production and agricultural production by comparing and contrasting them.

I. Demonstrate the ability to understand the economic systems by comparing the advantages and disadvantages of each system.

J. Demonstrate the ability to analyze the concepts of microeconomics by indicators and policies to understand how they relate to economic goals.

K. Demonstrate the ability to analyze international economics by comparing and contrasting past, present, and future policy on international trade.

IV. OUTLINE OF COURSE CONTENT:

Introduction to Agriculture Economics
- What is Agricultural Economics
- History of US Agriculture

Economic Systems
- Types of Economic Systems
- Types of Business Organizations
- US Monetary System and Fiscal Policy
- Profile of the US Economy

Resources in Agriculture
- Natural Resources
- Capital Resources
- Human Resources

Economic Concepts
- Specialization and Comparative Advantage
- Physical Production Relationships
- Cost and Revenue
- The Supply and Demand Concept
- Types of Input Costs
- Effect of Technology on Costs
- Revenue Consideration

The Demand Concept
- Utility
- Consumer Behavior
Food Products

Interaction of Supply and Demand
  Market Structure and Competition
  Monopolistic Competition
  Perfect Competition
  Role of Government
  Planning and Zoning

Business Organizations
  Single Proprietorship
  Partnerships
  Corporations
  Cooperatives

Marketing of Products
  Economic Aspects of the Farm Supply Business
  Marketing Functions
  Costs of Marketing Food and Fiber Products
  Economic Setting for US Agricultural Policy

Principles of US Monetary System
  Federal Reserve System
  Input-output Function
  International Trade and Agriculture

Commodity Marketing
  Cash Markets and Forward Contracts
  Future Contracts
  Put Option and Call Option

Professional Career Opportunities
  Resumes
  Cover Letters
  Interview Skills
  University and College Applications
  Scholarship Applications

Agribusiness Research Project
  Development of Agribusiness Projects
  Statistical Management of Project via Record Book
  Instructional Coordination
  Analysis of Project Results
  Presentation and Defense Results

Agricultural Inter-Personal and Leadership Development
  Competition of a Supervised Agricultural Experience Program and Record Book
  Development of listening, speaking, writing, and reading skill activities
  Critical thinking and groups team building activities
  Speech and seminar presentations
V. **KEY ASSIGNMENTS:**
2. Seminar Presentation on Economic Practices
3. Development of Personal Portfolio
4. A rich variety of guide practice activities involving data analysis of business enterprises
5. Development of Business Marketing Plan
6. Interview of Business Owner

VI. **METHODS OF EVALUATION:**

A. Objective Evaluations
   1. Classroom and lab participation................................40%
   2. Tests and quizzes........................................40%
   3. FFA participation, S.A.E. and Record Book...............20%

B. Subjective Evaluations
   1. Classroom participation
   2. Classroom cooperation
   3. Classroom behavior

VII. **MATERIALS OF INSTRUCTION:** (Include textbooks, sets of resource Books, special equipment items, audiovisual materials, etc.)

2. Lecture
3. Essays and Written Assignments
4. Reading Activities
5. Group/Individual Activities
6. Discussion and Critical Thinking Activities
7. Field trips
8. The Internet
9. Video tapes
10. Guest speakers and presentations
DISTRICT COURSE OUTLINE

BASIC FACTS CONCERNING THE COURSE:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Veterinary Science</th>
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<tbody>
<tr>
<td>Department</td>
<td>Agriculture</td>
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<table>
<thead>
<tr>
<th>Grade Level (s)</th>
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<tbody>
<tr>
<td>Student Level:</td>
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<tr>
<td>College Prep</td>
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<tr>
<td>General</td>
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<tr>
<td>Basic</td>
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<thead>
<tr>
<th>Course Duration</th>
<th>Year</th>
<th>Credits</th>
<th>10</th>
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<tbody>
<tr>
<td>Elective/Req.</td>
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| Prerequisite    | Algebra I and Biology or Ag Biology with C or better |

I. BRIEF DESCRIPTION OF COURSE INCLUDING STATEMENT OF PURPOSE:

This class is designed to teach students advanced skills used in animal health and care, focusing primarily on the nutrition, behavior, psychology, handling of and identification of small animal species along with livestock species, prepare students for the animal health field as it relates to veterinary medicine, auxiliary animal health services and products. Students will learn to handle and safely restrain various animals, collect various lab samples, and do simple laboratory tests. Office procedures and records will be stressed as well as oral and written communication.

II. MAJOR GOAL AND STUDENT OUTCOMES:

A. The student will be able to:

1. Access research material from the library, internet, and other sources to complete increasingly challenging assignments as self-directed learners. In depth study of the anatomy and physiology of a variety of animal species is designed to build knowledgeable problem solvers in the field of Veterinary Science.

2. Acquire advanced animal principles, know and respect diversity in the animal kingdom, and become an animal advocate for their welfare on all levels encompassing family pets, domestic livestock and our wildlife resources.

3. Prepare for advanced post-secondary level education in animal science, biology, and/or zoology.

4. Demonstrate ability to solve problems and think critically by effectively completing challenging group and individual projects and assignments. The combination of science labs and academic research enables students to use complex, creative thinking skills to reach sound conclusions.
5. Develop and enhance computer skills while working on individual and group projects to practice and refine written, oral and multimedia communication skills.
6. Develop advanced communication, leadership and research skills, which will contribute to personal and post-secondary success.

III. COURSE OBJECTIVES:

In Veterinary Science, students will be able to:

A. Anatomy and Physiology:
1. Explain the molecular makeup of cells
2. Identify the basic structures of the cell and their corresponding functions
3. Discuss mitosis and its clinical significance in diseases such as cancer
4. Detail meiosis in mammalian reproduction
5. Describe the properties, locations, functions, and varieties of epithelial tissues, connective tissues, muscle and nerve tissues
6. Describe the functions of musculoskeletal system
7. Detail the structure of the bone; name the joint types and their accompanying role in movement
8. List the two major sections of the skeleton, name the corresponding bones, and compare species differentiation
9. Explain how bone grows and remolds; relate bone and muscle groups to movement
10. List blood components and explain the functions of blood
11. Identify the basic structures of the mammalian heart; trace the flow of blood through the heart and body while detailing the parts of the blood vessels and their structural significance
12. Use knowledge of heart function and control to explain the clinical significance of the electrocardiogram; heart sounds, including heart murmurs; and blood pressure
13. Identify the basic components of the respiratory tract; list and discuss the function and control of breathing
14. Identify and name the basic structures in the renal system; name and explain the functions of the renal system
15. Identify structures within the kidney and detail the formation of urine and its regulation
16. Evaluate urine and blood as a measure of the health of the animal and the urinary system
17. Identify the basic structures of the digestive system; explain digestion in monogastrics, including digestive tract function, absorption and the role of the liver in digestion and metabolism
18. Compare and contrast the specialization of dentition and digestive tracts; identify male anatomy and relate associated hormonal function
19. Discuss female anatomy and the estrous cycle; list the steps in establishing pregnancy and identify the stages of parturition
20. Describe the neuron, the nerve impulse, and the synapse and explain the components of a reflex arc
21. Identify the major structures of the brain
22. Discuss the anatomy and function of the spinal cord
23. Compare and contrast the function of the sensory somatic system to the autonomic nervous system and differentiate between the two branches of the autonomic system
24. Describe the endocrine system; name the major endocrine glands, list the hormones secreted by each gland, and describe the functions of these hormones
25. Define the term antigen and explain its significance in immunity; distinguish between passive and active immunity

B. Nutrition:
1. List the six major components of animal diets, and discuss their structure and significance in nutrition
2. Explain the general principles in animal nutrition
3. Discuss the difference between dogs, cats and equine nutrition needs

C. Infectious Diseases:
1. Describe Koch’s postulates
2. List the important distinguishing features and give example of major disease agents and discuss resulting diseases
3. Name the basic components of disease prevention
4. Describe the types of vaccines available and their roles in disease prevention
5. Classify diseases, match them with the domestic species in which they occur, and discuss their clinical significance
6. List and describe several diseases common in domestic animals that are contagious to humans
7. List the major methods used to diagnose disease and cite examples of disease diagnosis with each testing method

D. Principles of Surgery:
1. Explain the clinical significance of the basic principles of successful surgery
2. Explain the healing of lacerations

E. Pharmacology:
1. Define terms relating to general pharmacology
2. Explain the five schedules of controlled substances and their common use
3. Become familiar with pharmacological agents their uses, adverse side effects and dosage form
4. Identify the parts of drug labels and inserts
5. List routes and describe route of drug administration and routes of drug excretion
6. Define biotransformation and list common chemical reactions involved in this process

F. Genetics:
1. Debate the pro and con of genetic engineering animals for food, conservation and domestic pets
2. Describe the theory of classification of the animal kingdom
3. List common genetic diseases and disorders
G. Professional Opportunities:
1. List requirements to become a registered animal health professional in California
2. Outline the steps to acquiring a veterinary licensed in California
3. Explain what work ethics are and give examples of their importance in the health profession
4. Create a professional portfolio and demonstrate its use in the interview process for college or work

IV. COURSE OUTLINE:

A. Introduction to Pre-Veterinary Science
1. Safety and Regulations
2. Laboratory skills
3. Research and data collection procedures
4. Medical terminology

    Lab – Using the microscope
    Lab – Introduction to lab techniques

B. Anatomy & Physiology
1. Cells of the animal body
2. Cell makeup, structure & function
3. Mitosis and cancer
4. Mammalian reproduction

    Lab – Identify animal cells; by tissue type
    Lab – Identify plant cells; compare the difference between plant and animal cells
    Lab – Cell Chemistry – Periodic table of elements
    Lab – Build a cell model
    Lab – Osmosis & diffusion investigation

C. Tissue Types and Functions
1. Epithelial
2. Connective
3. Muscle
4. Nerve

    Lab – Contraction of glycinated muscle with ATP
    Lab – Examination and diagram cells microscopically
    Lab – Dissect muscle, bone, and connective tissue

D. Musculoskeletal System
1. Musculoskeletal system functions
2. Bone structure, growth and remodeling
3. Joint types and movements
4. Axial and appendicular skeletons
Lab – Owl pellet dissection
Lab – Compare and contrast skeletons of mammals, avian, fish
Lab – Observation & diagram of muscle tissue and bone cells

E. Circulatory System
1. Blood components and functions
2. Mammalian heart structures
3. Blood vessels and blood flow
4. Electrocardiograms, heart sounds, and blood pressure

Lab – Separate chemical compounds of blood samples, PCV – Total Protein – ph, etc
Lab – Evaluate sample of different species for normal and abnormal values
Lab – Compare human norms with animals
Lab – Dissection of a cow heart
Lab – Examine stained blood slides for form, function, parasites etc.

F. Respiratory System
1. Respiratory tract
2. Mechanisms of breathing

Lab – Pulse & breathing rate
Lab – Compare metabolic rates of species
Lab – How fish respire

G. Renal System
1. Renal system structure and functions
2. Kidney structure and urine formation and regulation
3. Urine and blood evaluation

Lab – Urinalysis – chemistry and morphology
Lab – Dilution and toxicity

H. Digestive System
1. Digestive system structures
2. Monogastric digestion

Lab – Chemical mechanism of digestion
Lab – Conversion of cellulose to glucose through enzymatic hydrolysis
Lab – Enzyme action on starch
Lab – Chemistry analysis that identifies blood glucose levels

I. Reproductive System
1. Male and female anatomy hormonal function
2. Pregnancy and parturition

Lab – Mitosis and meiosis
Lab – Chick embryo development
Lab – Alcohol and seed germination

J. Central Nervous System
   1. Neuron function

K. Nutrition
   1. Basic Nutrients
   2. Species comparison
   3. Animal nutrition
   4. Pet food labels
   5. Equine nutrition and fiber digestion
   6. Ruminant nutrition and fiber digestion

Lab – Chemical analysis of common foods such as: sugar, starch, lipids, proteins, Vitamin C
Lab – Evaluation of nutritional values of a meal
Lab – Energy from yeast

L. Common Diseases & Disorders
   1. Principles of infectious disease
   2. Koch’s postulates
   3. Disease agents
   4. Disease prevention
   5. Vaccines
   6. Classification of diseases
   7. Parasites (endoparasites and extroparasites)
   8. Viral
   9. Bacterial
   10. Fungal
   11. Protozoan
   12. Zoonotic
   13. Diagnosis of disease

Lab – Fecal analysis for parasites, bacteria
Lab – Microscopic examination of fleas, ticks, roundworms, flatworms
Lab – Gram stain and morphology of bacterium
Lab – Bacterial culture and inhibition
Lab – Build a virus model
Lab – Observe and grow fungi

M. Principles of Surgery
   1. Laceration healing
   2. Surgical considerations

Lab – Testing bactericides
Lab – Simulated germs and hand washing

N. Pharmacology
   1. Classification and chemistry of common drugs
2. Determine amount and correctly measure prescribed medication using medical math, calculation, conversions
3. Drug laws, dispensing and record keeping

Lab – Solute and solutions
Lab – Chemical structure and compounds

O. Radiology
1. Darkroom techniques and radiation safety
2. Biologic changes with radiation

Lab – Anatomical positioning

P. Genetics and Heredity
1. Theory of Classification -Taxonomy
2. Animal Kingdom –Vertebrate & Invertebrate
3. Genetic diseases and disorders
4. Current Issues and Ethics

Lab – Pattern of variation
Lab – Gene regulation
Lab – Manipulation of DNA
Lab – Genetic traits
Lab – Gene regulation

Q. Professional Career Opportunities
1. College education and career planning
2. Professional growth
3. Work ethics and employability skills
4. Resume writing
5. Interview techniques
6. Developing a professional portfolio

R. Veterinary Science Research Presentation
1. Current animal research and investigation
2. Data presentation
3. Summarization and conclusion

S. Agricultural Inter-Personal & Leadership Development
1. Completion of a Supervised Agricultural Experience Program and Record Book
2. Development of listening, speaking, writing & reading skill activities
3. Critical thinking & group team building activities
4. Speaking & Seminar Presentations

V. Texts & Supplemental Instructional Materials:

Introduction to Veterinary Science, Lawhead & baker, Thomson Learning First Edition
Biology – The Dynamics of Life, Glencoe McGraw Hill

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VI. KEY ASSIGNMENTS
   A. Weekly academic textbook assignments
   B. Weekly laboratory activities & report
   C. Veterinary Science Term Paper
   D. Supervised Agricultural Experience Project & Record Book
   E. Student Seminar Presentation on a Veterinary Science Topic
   F. Portfolio of Laboratory Exercises

VII. INSTRUCTIONAL METHODS
   A. Laboratory Activities and Experiments
   B. Lecture and Discussion
   C. Reading research Assignments
   D. Written and Oral Reports
   E. Homework Assignments
   F. Audio-Visual Presentations
   G. Projects

VIII. METHODS OF EVALUATION & ASSESSMENT
   A. Tests and Quizzes 40%
   B. Homework Assignments/Term Paper 15%
   C. Notebook/Portfolio 05%
   D. Laboratory Activities 20%
   E. SAE Project & Record Book 10%
   F. Leadership Development Activities 10%

IX. LABORATORY ASSIGNMENTS
   A. The following laboratory activities will be incorporated:
      1. Using the microscope
      2. Introduction to lab techniques
      3. Identify animal cells; by tissue type
      4. Animal health investigation
      5. Oral Anatomy & health care investigation
      6. Species research - Dogs
      7. Species research - Cats
      8. Contraction of glycinated muscle with ATP
      9. Examination and diagram cells microscopically
     10. Dissect muscle, bone, and connective tissue
     11. Owl pellet dissection
     12. Compare and contrast skeletons of mammals, avian, fish
     13. Observation & diagram of muscle tissue and bone cells
14. Separate chemical compounds of blood samples, PCV – Total Protein – ph, etc
15. Evaluate sample of different species for normal and abnormal values
16. Compare human norms with animals
17. Dissection of an animal heart
18. Examine stained blood slides for form, function, parasites etc.
19. Pulse & breathing rate
20. Compare metabolic rates of species
21. Circulatory system
22. Urinalysis – chemistry and morphology
23. Dilution and toxicity
24. Chemical mechanism of digestion
25. Chemistry analysis that identifies blood glucose levels
26. Chick embryo development
27. Exploring the senses
28. Animal eye dissection
29. Effects of steroids on growth
30. Fecal analysis for parasites & bacteria
31. Immunology Hematology activity
DISTRICT COURSE OUTLINE

I. BASIC FACTS CONCERNING THE COURSE:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Dairy Production &amp; Management</th>
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</thead>
<tbody>
<tr>
<td>Department</td>
<td>Agriculture</td>
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</table>

Grade Level (s) 11-12  
Student Level: 
- College Prep X
- General X
- Basic

Course Duration 1 Year  
Credits 20  
Elective/Req. Elective

Prerequisite Agriculture II or permission of instructor

II. BRIEF DESCRIPTION OF COURSE INCLUDING STATEMENT OF PURPOSE:

This course is designed for students who are interested in working with dairy cattle as a manager, herdsman, and dairy worker or milkier. Students will gain a knowledge of the basic skills as well as a theoretical basis as it relates to such major areas of study as herd health, nutrition, reproduction, artificial insemination, record keeping, fitting and showing, etc.

III. COURSE LEARNING OUTCOMES:

Upon successful completion of this course the student will:

A. Demonstrate an understanding of the scope of the dairy industry in the United States, California and Tulare County.

B. Consider careers in the dairy industry and to make realistic decisions about such careers.

C. Identify the importance of the FFA and it’s relationship and importance to the Vo-Ag student.

D. Demonstrate an understanding of the California Vo-Ag record book by completing a book on an actual; project or a sample project.

E. Demonstrate proper fitting and showing techniques of dairy cattle.

F. Identify the major diseases of dairy cattle, including the symptoms, treatment and prevention of such diseases.

III. COURSE LEARNING OUTCOMES: (Continued)

G. Demonstrate an understanding of the importance of controlling mastitis in dairy cattle and it’s economic importance.
H. Explain “functional type” and how it relates to improving dairy cattle.
I. Demonstrate proper mating of dairy cattle using genetic mating service or AAA.
J. Explain the importance of dairy cattle records and their relationship to increased profits.
K. Demonstrate an understanding of computers and their application in dairy records.
L. Demonstrate proper milking procedure and explain it’s relationship to increased production and decreased incidence of mastitis.
M. Develop proper and economical rations for dairy cattle.
N. Explain the importance or reproductive efficiency in dairy cattle and factor that effect reproductive efficiency.
O. Demonstrate proper techniques of semen handling and artificial insemination.
P. Explain a proper calf and heifer raising program and how this program relates to having heifers freshen at 24-30 months of age.
Q. Explain the different types of dairy cattle housing and milking barns with their advantages and disadvantages.
R. Demonstrate safe and proper working habits as they relate to working with dairy cattle.

S. Demonstrate a practical knowledge of the following dairy operations
1. Artificial breeding
2. Vaccinating
3. Dehorning
4. Tattooing
5. Castration
6. Clipping cows udder
7. Trim feet
8. Apply magnet
9. Administering drugs and pills
10. Reading thermometer and taking temp.
11. Making rope halters
12. Fence repair
13. Pen scraping and manure disposal
14. Painting
15. Welding
16. Proper care of vet. Equipment
17. Remove extra teats
18. Diagnose and treat disease

IV. OUTLINE OF COURSE CONTENT:

A. Dairy

1. Fitting and showing of dairy cattle
   a. Selection of animals (CLO CFP)
   b. Breaking to lead (CLO CP)
   c. Clipping (CLO CQP)
   d. Grooming (CLO CP)
   e. Feeding (CLO CKP)
   f. Showing in the ring (CLO CP)
   g. Care of equipment (CLO CQP)
   h. Picture taking (CLO CP)

2. Disease and parasites of dairy cattle
   a. Metabolic (CLO DQP)
   b. Parasites (CLO DPQ)
   c. Infections-primary study –mastitis (CLO DEQP)

IV. OUTLINE OF COURSE CONTENT: (Continued)

3. Dairy cattle selection
   a. Functional type (CLO F)
   b. Judging dairy cattle (CLO F)
   c. Analyzing dairy cattle for proper mating (CLO FG)
   d. Classification of dairy cattle (CLO F)

4. Dairy cattle records
   a. DHIA records (CLO HI)
   b. Herd records (CLO HI)
c. Pedigrees (CLO H)
d. Bull proofs (CLO H)
e. Computers (CLO HI)

5. Milk secretion-harvesting the milk crop
   a. Composition of milk and source of constituents (CLO J)
   b. Structure of the udder and the circulatory systems of the udder (CLO J)
   c. The secretory process (CLO J)
   d. Initiation of milk secretion (CLO J) (priming and milk let down)
   e. Suggested milking procedures (CLO J)
   f. Time required for proper milking (A) (CLO J)
   g. Milking machine systems (CLO J)

6. Feeding the dairy cattle
   a. Ruminant anatomy and physiology (CLO K)
   b. Nutritive requirements of cattle (CLO K)
   c. Nutrient contributions of feeds (CLO K)
   d. Developing practical and economical rations (CLO K)
   e. Computer ration formulation (CLO K)

7. Reproduction in dairy cattle
   a. Reproductive physiology of the female (CLO L)
   b. Reproductive physiology of the male (CLO L)
   c. Abnormalities of reproduction causing decreased fertility or sterility (CLO L)
   d. Disease effecting reproduction (CLO LD)
   e. Nutrition and reproduction (CLO LK)
   f. Inheritance of fertility (CLO L)
   g. Management of reproduction in male (CLO L)
   h. Management of dairy cattle for high fertility (CLO L)

IV. OUTLINE OF COURSE CONTENT: (Continued)

8. Artificial insemination for cattle
   a. Techniques used in artificial insemination (CLO MP)
   b. Effectiveness of artificial insemination (CLO M)
   c. Artificial breeding organization (CLO M)
   d. Records in artificial insemination (CLO MH)

9. Developing dairy calves and heifers
   a. Care of the calf at birth (CLO NQ)
   b. Feeding calves and heifers (CLO NK)
   c. Maintaining healthy calves and heifers (CLO NQ)
   d. General management of calves (CLO NQ)
e. Cost of raising heifers (CLO N)

10. Dairy cattle housing
   a. Types of housing (CLO O)
   b. Comparison of loose housing and free stalls (CLO O)
   c. Milking facilities (CLO O)

11. Job opportunity in the industry
   a. Dairy manager (CLO AB)
   b. Dairy herdsman (CLO AB)
   c. Milkier (CLO AB)
   d. Feeder (CLO AB)
   e. Training after high school (CLO AB)

V. METHODS OF EVALUATION:

A. Objective Evaluations
   1. Classroom and lab participation........................................40%
   2. Tests and quizzes.....................................................40%
   3. FFA participation, S.A.E. and Record Book.....................20%

B. Subjective Evaluations
   1. Classroom participation
   2. Classroom cooperation
   3. Classroom behavior

VI. MATERIALS OF INSTRUCTION: (Include textbooks, sets of resource books, special equipment items, audio visual materials, etc.)

A. Special equipment and facilities
   1. Dairy facility for milking and practical instruction
   2. Livestock working facilities

B. Texts:
   2. Feeding Dairy Cattle, U.C. Davis, 1977
   5. National Mastitis Council slide set on mastitis
   7. Kelver cow for A.I. demonstrations
   8. Hoards Dairyman Magazine
   9. Holstein World Magazine
   10. DairyComp 305 Computerized Dairy Herd Management System
I. BASIC FACTS CONCERNING THE COURSE:

Course Title: Integrated Agriculture Biology
Department: Agriculture
Grade Level(s): 10 - 12
Student Level: College Prep
Course Duration: One year
Credits: 10
Elective/Req.: Life Sci. / Biology
Prerequisites: 1) Ag. I & teacher permission, 2) Algebra I completed or concurrent.

II. BRIEF DESCRIPTION OF COURSE INCLUDING STATEMENT OF PURPOSE:

Agriculture Biology is a one-year laboratory science course, designed for the college-bound student with career interests in agriculture. Principles, concepts and interrelationships of: Plant and animal growth, reproduction, cell biology, genetics, taxonomy, evolution, behavior, nutrition, health, diseases and ecology, similarities between animals and humans are explored. The course is centered on the laboratory component linking life and biological science with agriculture applications. Earth, physical and general science principals will be used to link these applications. Written and oral reporting skills will be emphasized.

III. COURSE LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:

**Unit A. Introduction to Agriculture Biology**

1. Explain the importance of Agriculture Biology in our society. Provide evidence for and defend your explanation
2. Compare various careers in the area of agricultural biology. Report on careers that are held by persons in underrepresented populations?

**Unit B. Agricultural Research**

1. Explain the importance of research in agriculture.
2. Describe the process of scientific research methods in agriculture.
3. Develop a Supervised Agricultural Experience Project which involves the scientific method.
4. Formulate a term project focusing on one topic in agricultural biology. Relate it to other scientific disciplines.
5. Develop a research project that can be entered in the FFA Agriscience competition.

**Unit C. Agriculture and the Environment**

1. Identify the roles of plants and animals and their interactions in the web of life.
2. Describe the flow of energy through the biosphere.
3. Compare and contrast the oxygen and nitrogen cycles. Report on their importance in agriculture.
4. Define the term “ecosystem.”
5. Appraise at least three current issues in agriculture which biologically affect the environment.
6. Explain the impact of populations on the environment and the effect of the environment on populations.
7. Report on both the good and bad effects of the agricultural revolution on the environment.
8. Evaluate the economic effects of pollution and erosion on production agriculture.
9. Develop and defend a plan to preserve limited resources related to agriculture.
10. Compare and contrast five forms of energy used in agriculture.
11. Design and conduct an experiment that shows the relationship between soil characteristics and plant growth.
12. Describe how agriculture practices can modify soil to improve soil moisture relationships.
13. Conduct an experiment that involves water movement through soil.
14. Compare the internal systems of a single celled organism to those of multicellular organisms.
15. Describe the difference between plant cells and animal cells.
16. Identify blood, bone, fat, nerve, and muscle cells.
17. Identify and diagram male and female gametes in both plants and animals.
18. Compare and contrast the process of mitosis and meiosis.
19. Describe how cells respond to certain stimuli.
20. Explain the concept of cellular adaptation.
21. Discuss the development of the biological concept of “Kingdom.”
22. Discuss three reasons for the current use of the modern system of plant classification.
23. Apply taxonomy in three ways to the field of agriculture.
24. Prepare a phytogenic tree for at least one domestic animal species.
25. Explain how the process of natural selection affects plants and animals. Include the impact of external conditions in the explanation.
26. Analyze the impact of increasing populations on the environment and its resources.

Unit D. Plant Physiology, Reproduction, Photosynthesis, and Growth
1. Compare and contrast the structures and functions of plants from different families.
2. Design and conduct an experiment that covers the entire lifecycle of a plant.
3. Defend the role of green plants in the maintenance of life.
4. Compare and contrast monocotyledons and dicotyledons with respect to leaf, stem, flower structure, and agricultural significance.
5. Analyze the interrelationships among the different systems within the plant.
6. Discuss abiotic environmental factors that affect plant growth (wind, temperature, solar radiation, soil conditions, humidity, pollution etc...).
7. Explain the difference between sexual and vegetative reproduction.
8. Demonstrate an application of both sexual and vegetative reproduction.
9. Discuss how sexual and asexual reproduction are used in agriculture.
10. Research and report on the significant uses of plants in nutrition and medicine.
11. Compare the lifecycle of simple plants, such as algae or moss to a complex plant.
12. Grow at least one indoor and one outdoor landscaping plant or vegetable. Chart the growth pattern and report the results of observations.

Unit E. Animal Physiology and Behavior
1. Demonstrate an understanding of the structure and function of the digestive system by tracing the pathways of food through the various types of livestock digestive systems, with emphasis on the function of organs in the digestive process.
2. Analyze the function of each mammalian body system.
3. Compare the interrelationships of each system within the mammalian body.
4. Compare and contrast the estrus cycles of cattle, sheep, and swine and the menstrual cycle in humans. Chart the process of fertilization in each species.
5. Explain the importance of cellular respiration to living organisms. Develop a flow chart outlining the process of cellular respiration.
6. Develop a flow chart outlining the development of an embryo from conception through parturition.
7. Describe how animal behavioral patterns affect management and handling practices of domestic animals.
8. Dissect various organisms and identify the organs and systems of each.
9. Compare and contrast the organ systems of different livestock species.
10. Analyze the nutrient requirements of various domestic species.
11. Analyze the nutrient content of several feeds.
12. Develop a low cost feed ration for one species of livestock for maintenance, growth and lactation, using concentrates and roughage’s available locally.
13. Describe the symptoms of five common nutritional disorders caused by vitamin or mineral deficiencies or toxicity and explain the treatment and prevention of these diseases.
14. Feed an animal through an entire production cycle, recording the types of feed used, rate of gain, and the lean to fat ratio. Report on observations and conclusions.
15. Develop a flow chart outlining the lifecycle of one internal and one external parasite.
16. Describe the impact of parasites on livestock and on the agricultural industry.
17. Design a disease prevention and health care plan for a project animal.
18. Appraise the results of human medicine in relation to livestock medicine.

Unit F. Plant and Animal Genetics
1. Compare and contrast the phenotypic traits of related breeds and varieties of animals and plants.
2. Explain the function of each of the following: gene, allele, DNA, and RNA.
3. Explain the role of enzymes in chromosome replication, and the implications of biotechnology involving these enzymes.
4. Discuss the contributions of Gregor Mendel to the field of genetics.
5. Conduct a simple experiment which exhibits dominant and recessive properties.
6. Evaluate the effectiveness of selection and heritability in production agriculture by comparing modern day crops and animals to their ancestors.
7. Develop an experiment which develops a trait through selection and heritability.
8. Analyze the effects of biotechnology on modern agriculture.
9. Report on the importance of natural selection as the driving force of evolution and its importance in production agriculture.

IV. OUTLINE OF COURSE CONTENT

A. Introduction to Agricultural Biology
   1. What is agricultural biology and why is it important?
   2. How does biology in agriculture impact the student?
   3. What are the career opportunities for the student in agricultural biology?

B. Agricultural Research
   1. Why is research important?
   2. What does an agricultural researcher do?
   3. How do researchers go about conducting research?
   4. What are the principles of research?
      a. Project formulation and development
      b. Project management
      c. Analysis of project results

C. Agriculture and the Environment
   1. What are the characteristics of living things?
      a. Cell Biology
         1) Plant and animal cell identification and functions (prokaryotic, eukaryotic, viral)
         2) Cell structures and functions
3.  Cellular respiration, photosynthesis
4.  Cellular transport
5.  Cell differentiation
6.  Enzymes
7.  RNA, ATP and proteins

2.  What are the inorganic characteristics that support life?
   a.  Soil and Water:  The Chemical Foundation
      1)  Atom and molecule structure and chemical bonding
      2)  Soil:  What are the components of soil and why are different soil samples found where they are?
         a)  basic soil components
         b)  soil formation factors and horizons
         c)  soil texture, and structure
         d)  soil organisms and organic matter
         e)  interrelationships of plants and soil
      3)  Water
         a)  water movement properties
   4.  Soil and water management

3.  How do living organisms interact with the environment?  Why do the weather and other abiotic factors affect living organisms?
   a.  Structure and function of ecosystems
   b.  The Food Web
   c.  The “agricultural revolution” and the environment
   d.  Demographics and the environment
   e.  Modern agricultural practices and the environment

4.  How are plants and animals classified?
   a.  Taxonomy of living organisms
   b.  Evolutionary relationships with other major groups
   c.  Comparison of modern agricultural crops and livestock to ancestors

5.  Evolutionary concepts:
   a.  Natural selection
   b.  The gene pool
   c.  The Hardy-Weinberg equation.
   d.  Genetic drift

6.  Comparison of modern agricultural crops and livestock to their ancestors

**D.  Plant Physiology, Reproduction, Photosynthesis , Health and Growth**

1.  What are the structures and functions of plants?
2.  How do plants grow?
   a.  Seed germination
   b.  Photosynthesis and respiration
3.  How do plants reproduce?
   a.  Sexual reproduction
   b.  Asexual reproduction
4.  How have modern agricultural practices and biotechnology changed plants?
5.  What is the role of plants in nutrition and medicine?
6.  The immune response.

**E.  Animal Physiology, Reproduction, Nutrition, Health and Behavior**

1.  What are the internal systems of animals?  How do these systems differ among species?  How are they similar?
2.  How do these systems interact to sustain life and promote growth?
a. The digestive process
b. The respiratory system
c. The reproductive system
d. The circulatory system
e. The endocrine system
f. The nervous system
g. The muscular system

3. Why do animals interact with each other? How does behavior affect management and feeding strategies?
4. What do we feed domestic animals? How is food processed within the body? What are the important characteristics of feeds? What are the animal’s nutrient requirements?
   a. Feed identification and nutrient evaluation
   b. Livestock nutrient requirements
   c. Ration formulation
5. What are the major diseases that affect animals? How do these diseases spread? How does the body prevent and fight diseases and infections? What management practices can reduce the incidence of health problems?
6. The immune response

C. F. Plant and Animal Genetics
   1. Genetic variations in the gene pool
   2. How do cells reproduce?
      a. Mitosis
      b. Meiosis
      c. Fertilization
      d. DNA sequencing
      e. Chromosomes
   3. What are the physical and chemical structures involved in genetics?
      a. DNA
      b. RNA
      c. Amino acids
   4. Who were some famous geneticists? What were their contributions?
   5. Why are genetics important in production agriculture?
   7. What are some future careers in genetics and biotechnology?
   8. Genetic physiology
   9. Genetic predictability
      a. Genotype and phenotype
      b. Mendels law
      c. Inheritance
      d. Genetic mapping

G. EXAMPLE LABORATORY ACTIVITIES
The laboratory activities are examples of general types of laboratory and field experiments that integrate many areas of life, physical, and earth sciences and agriculture. The purpose of general, rather than specific, experiments is to give students an understanding of the interrelationships among scientific disciplines.

Pollution and ecology activity #1:
Have the students set up a fish tank in the classroom and introduce small amounts of common pollutant chemicals, in order to increase the nutrient content of water over a period of time. Have the students regularly take and record measurements, including, water temperature, pH, water clarity, and visual observations of changes. Apply a heat source to the water to increase the algae growth. Visit a water treatment plant or irrigation district site. Have a water quality specialist speak to the class about his/her job and current problems and challenges facing California related
to water quality. Have the students write a report on California water quality that includes experimental results as well as information from the guest speaker and field trip.

**Cell identification and function activity #2:**
Prior to lecture and textbook readings regarding plant and animal cell similarities and differences, have the students take cheek cell samples and plant cell samples from any common houseplant or vegetable. Place both samples on a single slide and observe under a microscope. Have the students diagram both the plant and animal cell, label each component of the cells and describe the differences between the two. Based on observations have the students speculate why the cells differ in structure and function. Have available sample slides of blood, nerve, muscle, bone, and fat cells. Provide slide samples of single cell organisms (at least one plant and one animal organism) and have students compare and contrast the single cell organism to the other plant and animal cells. Take another cheek cell sample and place it in a petri dish. Incubate for one week and place the resulting bacterial cells on a slide to observe growth and splitting of the cells. Use viable, live organism eggs (i.e. sea urchins) and observe both the egg and the sperm under the microscope. Combine the two and allow each student to observe the fertilization through the first splitting of the egg. Have the students outline the process of meiosis. Apply a small amount of antibiotic to the sample in order to observe the cell response to stimuli.

**Cellular environment and transport activity #3:**
Use thin tubing or capillary tubes to demonstrate osmosis. Have the students experiment with the tubes using various solutions, ranging from pure water to a thick sugar and water solution. Have them describe the differences in transport.

**Demographics, living systems, and the ecosystem activity #4:**
Have the students draw a natural food web, including plants, insects, larger animal species, and humans. Compare the natural food chain to an artificial chain developed in production agriculture. The students will diagram the interrelationships of different systems in the food web, including the Nitrogen and Oxygen cycles, the effects of increasing populations, and the importance of plants to all participants in the food web. Use a trash can to make either compost or silage in order to demonstrate how the breakdown of organic materials leads to the production of beneficial elements.

**Taxonomy of living organisms activity #5:**
Have the students collect ten different plants and develop a key to determine the species of each. Given two similar plants of different species, have the students list the differences between the two, using a key. Perform the same activity using insect species. Have the students choose an animal species. Diagram the phytogenic tree of the animal and list the differences that have occurred over time due to evolution. Compare modern agricultural plants, such as oats, to their relatives that grow in the wild in order to show the differences due to selection, heredity and biotechnology.

**Plant physiology, reproduction and growth activity #6:**
Start a small garden that includes plants from seed as well as transplants. Provide plant samples with different root, stem, flower, and fruit types. Have students develop models and diagrams of the different plants to demonstrate comparisons and contrasts and have them report on their findings. Using containers, grow similar plants in different soils to show the affects of soil texture and structure on plant growth. Have the students identify the important characteristics of each soil type, where the soil came from and why it is located where it is, and explain how it is beneficial or detrimental to the plant. Germinate seeds in an aquatic environment to demonstrate hydroponics. Have students practice grafting and budding techniques to demonstrate an understanding of asexual reproduction.

**Animal physiology, nutrition and behavior activity #7:**
Have the students draw and identify the organs involved in the digestive, respiratory, reproductive, circulatory, endocrine, and nervous systems of different animals. Where possible, bring organs to class. Visit a packing plant to
observe the entire digestive tract of a livestock species. Identify live animals with various nutritional diseases. Have the students develop a balanced ration for their SOEP, taking into consideration the animal’s nutrient requirements, availability of feeds in the area, cost, and the animals behavioral patterns which would affect consumption of the ration. Have the students keep accurate records regarding the feeding program and write a report that includes the development of the project, day to day management, and results on the animal's growth or reproductive performance as it relates to the diet.

**Plant and animal genetics and reproduction activity #8:**
Use microscopes or slides to show the structure of chromosomes. Have the students diagram the processes of mitosis and meiosis. Start a small garden with different varieties of peas of different colors. Cross pollinate the plants to demonstrate dominance. Graft two varieties of plants together. Have the students draw a flow chart showing the development of an animal from the single egg stage, through fertilization, growth, and parturition. Use slides or films to show embryo transfer, artificial insemination, cell splitting, and cloning techniques. Have students write, or give an oral report describing the future possibilities of bioengineering including the ethical and moral concerns that may arise as a result. Show the videotape, " Garden of Inheritance: a Documentary on Gregor Mendell" to show societal and political pressures associated with genetic research.

**Term Research Project:**
Each student will design and carry out a year long research project. During the first quarter of the year, each student will select a topic, perform library research and form a hypothesis, or research questions. The second quarter will include the development of the methodology, and conducting of an experiment to test the hypothesis. Students can design a new project, or replicate one from past research, making appropriate changes to improve the research design. The third quarter will consist of the data analysis and a summarization of results. During the fourth quarter, the students will complete the research paper, prepare an exhibit and present an oral presentation of their research.

**H. METHODS OF EVALUATION:**

1. 80% of the grade will be based on classroom instruction, including:
   a. Exams
   b. Quizzes
   c. Work sheets – Lecture notes
   d. Homework and reading assignments
   e. Key classroom projects
   f. Major field and laboratory activities
   g. Written summaries of individual research projects

3. 20% of the grade will be based on:
   a. Participation in FFA activities and Supervised Agricultural Experience Projects
   b. Ongoing supervised agricultural experience project record books
   c. Summaries of FFA and leadership/personal development achievements and activities

**VI. MATERIALS OF INSTRUCTION:** (Include textbooks, sets of resource books, special equipment items such as microscopes and video, audio visual materials, etc.)

- **Primary text:** Freeman, T.E. *MODERN BIOLOGY* (1990 or latest edition available). Holt & Reinhart Publishers.

- **Facilities:** Classroom, school farm, library, and computer laboratories.

**TULARE JOINT UNION HIGH SCHOOL**
DISTRICT COURSE OUTLINE

I. BASIC FACTS CONCERNING THE COURSE:

Course Title       Livestock Production & Management
Department         Agriculture
Grade Level(s)     11-12
Student Level:     College Prep       X
                    General           X
                    Basic
Course Duration    Year
Credits            20
Elective/Req.      None
Prerequisite       Agriculture II or permission of instructor

II. BRIEF DESCRIPTION OF COURSE INCLUDING STATEMENT OF PURPOSE:

This course provides students with the opportunity to explore the various segments of the total livestock industry. Students will learn basic managerial skills involved in the raising of those breeds of sheep, swine and beef that are important to the industry. Feeding practices, basic veterinarian skills, systems of breeding and a study of the various animal systems are among the more significant areas studied.

III. COURSE LEARNING OUTCOMES:

Upon successful completion of this course the student will:

A. The student will be able to identify those breeds of livestock (sheep, swine and beef) that are important to the industry.

B. Students will demonstrate a knowledge of the following skills as the relate to the livestock industry.

   1. Castrating
   2. Docking
   3. Dehorning
   4. Vaccinating
   5. Clipping needle teeth
   6. Ear notching
   7. Judging and selecting
   8. Fitting and showing

III. COURSE LEARNING OUTCOMES: (Continued)

C. Consider a variety of agriculture careers and make realistic decisions about such careers.
D. Demonstrate an understanding of the California Vo-Ag record book by completing a book on an actual; project or a sample project.

**Understand the importance of FFA and it’s relationship and importance to the Vo-Ag student.**

The student will be able to relate the importance of the livestock industry to the rest of the agricultural spectrum.

G. The student will be able to identify and properly formulate those feed stuffs for the rearing of cattle, swine and sheep.

H. The student will be able to identify the digestive system of a ruminant (cattle) and a monogastric (swine) and explain how they function.

**Students will demonstrate proper feeding practices with livestock including:**

1. Amount to feed daily
2. Rate of grain
3. Cost per pound of grain
4. Mixing ration
5. Water importance

J. Students will be able to identify the major diseases of beef, sheep and swine, including the symptoms, treatment and prevention of such diseases.

K. Students will demonstrate knowledge of the following skills as they relate to the meat industry:

1. To identify those cuts of meat that are in demand by the consumer
2. To be able to select a desirable carcass from each of the species of the livestock breeds (sheep, swine and beef cattle)
3. To apply the federal grading system to meats

L. Explain the various systems of breeding beef cattle, sheep and swine (artificial and natural).
III. COURSE LEARNING OUTCOMES: (Continued)

Identify the anatomy involved and explain the physiology of the reproductive tract for beef, swine and sheep.

Students will demonstrate safe and proper techniques in working with livestock.

IV. OUTLINE OF COURSE CONTENT:

A. Breed Study

1. History and development of the breed (CLO B)
2. Distribution, adaptation and the future of the industry (CLO B)
3. Breed management (CLO B)
4. Breed identification (CLO B)
   a. Beef (CLO A)
   b. Sheep (CLO A)
   c. Swine (CLO A)
5. Judging and selecting livestock (CLO KB)
6. Fitting and showing livestock (CLO BJK)

B. Feeding Livestock

1. Required nutrients and their importance (CLO C)
2. Identification of feedstuffs used (CLO C)
3. Factors affecting the value of feeds (CLO C)
4. Digestive systems of
   a. Monogastric (CLO D)
   b. Ruminants (CLO D)
5. Requirements for
   a. Growth (CLO E)
   b. Fattening (CLO E)
   c. Reproduction (CLO E)
6. Feeding farm animals-general management (CLO EJ)
7. Formulating rations (CLO C)
C. Disease and Parasites

1. Introduction (CLO F)
   a. Battle against animal diseases (CLO FJ)
   b. Food supply and animal diseases (CLO FJ)
   c. Economics of livestock diseases (CLO F)

2. Livestock Diseases (CLO F)
   a. Causes and treatment (CLO F)
   b. How diseases are spread (CLO F)
   c. Genetics and it’s relationship to diseases (CLO F)
   d. Prevention and treatment (CLO F)
   e. Terminology (CLO F)

3. How the body functions in combating diseases (CLO F)

4. How to tell when an animal is sick (CLO F)

D. Animal Reproduction

1. Principles of livestock genetics (CLO H)
2. Anatomy and physiology of the reproduction tract (CLO H)
3. Problems or reproduction (CLO H)
4. Beef breeding program (CLO HJ)
5. Semen production and handling (CLO H)
6. Pregnancy checking (CLO H)

E. Meat and Carcass Evaluation

1. World livestock consumption (CLO G)
2. U.S. livestock consumption (CLO G)
3. Federal meat grades (CLO G)
4. Disposition of the carcass (CLO G)
5. Livestock carcass and it’s wholesale cuts (CLO G)
6. Nutritive value of meat (CLO G)
7. Purpose of aging meats (CLO G)
8. By-Products (CLO G)
9. Carcass evaluation (CLO GK)

F. Future Farmers of America Activities

1. Meetings
2. Judging contests
3. Livestock shows
4. Project awards

V. METHODS OF EVALUATION:

A. Objective Evaluations
1. Classroom and lab participation......................................40%
2. Tests and quizzes..........................................................40%
3. FFA participation, S.A.E. and Record Book...................20%

B. Subjective Evaluations

1. Classroom participation
2. Classroom cooperation
3. Classroom behavior

VI. MATERIALS OF INSTRUCTION: (Include textbooks, sets of resource books, special equipment items, audio visual materials, etc.)

Beef Cattle Science, M.E. Ensiminger, The Interstate
Sheep and Wool Science, M.E. Ensiminger, The Interstate
Swine Science, M.E. Ensiminger, The Interstate
Livestock & Poultry Production, Bundy & Diggins, Prentice Hall, Inc.
Livestock Videos, Vep.
TULARE JOINT UNION HIGH SCHOOL
DISTRICT COURSE OUTLINE

I. BASIC FACTS CONCERNING THE COURSE:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Nursery &amp; Landscape Technology</th>
</tr>
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<tbody>
<tr>
<td>Department</td>
<td>Agriculture</td>
</tr>
<tr>
<td>Grade Level (s)</td>
<td>11-12</td>
</tr>
<tr>
<td>Student Level:</td>
<td>College Prep (\times) General (\times) Basic</td>
</tr>
<tr>
<td>Course Duration</td>
<td>Year (\times) Credits 20 (\times) Elective/Req. Elective</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>None</td>
</tr>
</tbody>
</table>

II. BRIEF DESCRIPTION OF COURSE INCLUDING STATEMENT OF PURPOSE:

The Nursery Technology course will provide students the opportunity to gain knowledge and understanding of the horticultural industry. Horticulture is a vital and growing industry in California, one that offers many career opportunities. Course study will include such areas as modern nursery production operations, retail sales, landscape design and construction, landscape maintenance and pest control. Students will make use of greenhouses, shade house, garden, orchard and landscape areas.

III. COURSE LEARNING OUTCOMES:

Upon successful completion of this course the student will:

A. Understand plant classification and identification.

B. Understand the basic principles of plant physiology and growth, including photosynthesis, osmosis, transpiration, respiration, plant structure, and cell structure.

C. Understand the methods of asexual plant reproduction as well as the factors affecting them.

D. Understand basic principles of integrated pest management. They will identify pest and disease damage and learn methods of control.

E. Understand water and soil (media) management practices.

III. COURSE LEARNING OUTCOMES (continued):

F. Understand Plant nutrition practices for Ornamental Plants as it relates to plant growth and health.
G. Understand basic principles of pruning and training horticulture plants.

H. Understand the selection, installation, and maintenance of turf.

I. Understand The care and maintenance of nursery stock.

J. Understand the safe use, repair, and maintenance of tools, equipment, and facilities found in the horticulture industry.

K. Understand the basic principles of landscape planning, design, construction, and maintenance.

L. Understand the basic principles and skills of floral design.

M. Understand horticulture career paths and students will be aware of professional trade organizations within the horticulture industry.

N. Understand the importance of keeping records of business transactions and production records.

O. Recognize the traits of effective leaders.

P. Understand the relationship between a Supervised Occupational Experience project (SOE) and their preparation for a career in agriculture.

IV. OUTLINE OF COURSE CONTENT (Course Learning Outcomes correspond directly to following outline):

A. Plant Classification
   1. Classify and identify plants using botanical growth habits, landscape uses, cultural requirements, and a simple botanical key.
      2. Demonstrate plant selection and identification for local landscape applications.

B. Plant Physiology
   1. Raise various plant materials under a variety of conditions and identify the factors affecting plant growth.

C. Plant Reproduction
   1. Safely demonstrate propagation practices and monitor plant development.

IV. OUTLINE OF COURSE CONTENT (continued):

D. Integrated Pest Management
   1. Read and interpret pesticide labels and understand safe pesticide management practices.
E. Soil and Water
   1. Demonstrate an understanding of water and soil and how they affect plant growth.
   2. Prepare and amend soils, implement methods of soil conservation, and evaluate results.

F. Plant Nutrition
   1. Read and interpret fertilizer labels and use proper application practices.

G. Pruning Methods
   1. Evaluate various plant materials and safely prune them according to plant and landscape requirements to manage growth and/or fruit and flower production.

H. Turfgrass
   1. Install and/or maintain a lawn area.

I. Nursery Production
   1. Propagate and maintain a horticulture crop to the point of sale.
   2. Identify procedures commonly used in nursery production.

J. Ornamental Horticulture Equipment
   1. Safely operate and maintain selected hand and power equipment.

K. Basic Landscaping
   1. Demonstrate proper landscape planting and maintenance practices.

L. Floriculture
   1. Identify materials and tools, describe proper handling, safe preparation, and the arrangement of cut flowers.
   2. Design and construct a simple floral project.

M. Horticulture Careers and Industry
   1. Demonstrate strategies for obtaining employment.

N. Horticulture Record Keeping
   1. Maintain and complete record books, production records, and other records as needed.

IV. OUTLINE OF COURSE CONTENT (continued):

O. Interpersonal Leadership Development
   1. Participate in leadership training activities associated with the FFA including public speaking, leading group discussions, working within a committee, conducting business meetings, and problem solving.

P. Supervised Occupational Experience Project
1. Participate in a supervised occupational experience project employing skills and knowledge learned in the classroom.

V. METHODS OF EVALUATION:

A. Objective Evaluations

1. Classroom and lab participation........................................40%
2. Tests and quizzes.....................................................40%
3. FFA participation, S.A.E. and Record Book....................20%

B. Subjective Evaluations

1. Classroom participation
2. Classroom cooperation
3. Classroom behavior

VI. MATERIALS OF INSTRUCTION: (Include textbooks, sets of resource books, special equipment items, audio visual materials, etc.)

Western Garden Book, Lane Publishing Co. (current edition)
Working in Horticulture, Richardson, W.B., Moore, Gary E., Gregg Division/McGraw Hill Book Company, 1980
<table>
<thead>
<tr>
<th>Date</th>
<th>Description of Activity write in complete sentences</th>
<th>Hours of work</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/08</td>
<td>In class talking about the computer project</td>
<td>30 min</td>
</tr>
<tr>
<td>01/10</td>
<td>went into the computer lab studied on project</td>
<td>1 hr 30 min</td>
</tr>
<tr>
<td></td>
<td>B-Day</td>
<td></td>
</tr>
<tr>
<td>01/13</td>
<td>went back into the shop and welded</td>
<td>1 hr 30 min</td>
</tr>
<tr>
<td></td>
<td>this was a Holiday</td>
<td></td>
</tr>
<tr>
<td>01/15</td>
<td>went back into the computer lab and worked on phone cam</td>
<td>1 hr 30 min</td>
</tr>
<tr>
<td></td>
<td>B-Day</td>
<td></td>
</tr>
<tr>
<td>01/19</td>
<td>in the computer lab worked on the stack on the project and almost finished</td>
<td>1 hr 10 min</td>
</tr>
<tr>
<td>01/22</td>
<td>finished the stack and started on booth</td>
<td>1 hr 10 min</td>
</tr>
<tr>
<td></td>
<td>B-Day</td>
<td></td>
</tr>
<tr>
<td>01/26</td>
<td>worked on the bridge almost finished</td>
<td>1 hr 10 min</td>
</tr>
<tr>
<td></td>
<td>B-Day</td>
<td></td>
</tr>
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</tbody>
</table>
Tulare Joint Union High School District
Agriculture Department

Name of Student: [Blank] Date: 11/12/09
Course Enrolled: Ag Bio Technology Grade: 10
Length of Visit: 11/13, 11/14, 11/15 Objective of Visit: Soil update

Project(s): 10/26: Livestock (Placement)

General Condition of Project:

Exercises is clean to taken care of

Good Points of the Project:

Student is learning how to feed animals safely and properly

Recommendations:

Get more involved in the customer side and how the business works.

Other Items:


Student Signature: [Blank] Date: 11/18/09
Teacher Signature: [Blank] Date: 11/10/09
Tulare Joint Union High School District
Agriculture Department

Name of Student: Michael
Course Enrolled: Ag Business
Length of Visit: 8:53 - 3:02
Objective of Visit:

Project (s): Market Hog

General Condition of Project:
Great looking Hampshire, stiff hooves

Good Points of the Project:
Project is growing.  Past weight of hog 175 lbs.

Recommendations:
Lay down some bedding material on concrete to help make the floor

Other Items:

Student Signature: Michael
Date: 7/30/09
Teacher Signature:
Date: 7/30/09
Tulare Joint Union High School District
Agriculture Department

Name of Student: Alex  Date: 3/25/10
Course Enrolled: Ag Math/Science  Grade:
Length of Visit: 8:32 - 10:09  Objective of Visit: Soil water

Project(s): Walnut orchard (Entrep.)

General Condition of Project:
5 acres of walnuts in an old orchard, no chemicals
were used in orchard.

Good Points of the Project:
Fruiting a large and can yield a lot of crop

Recommendations:
Take care of weeds more often

Other Items:

Student Signature  Date 3/25/10
Teacher Signature  Date 3/25/10

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Tulare Joint Union High School District
Agriculture Department

Name of Student: Jose
Date: 1/20/10

Course Enrolled: Welding
Grade: 81

Length of Visit: 5/10/09 - 5/15/09
Objective of Visit: See welding

Project(s):
- Brood Calves

General Condition of Project:
- Student is doing well and trees look good

Good Points of the Project:
- Student is getting many opportunities to learn

Recommendations:
- Learn how to read chemical recommendations

Other Items:

Student Signature: Jose
Date: 1/20/10

Teacher Signature: [Signature]
Date: 1/20/10
Tulare Joint Union High School District
Agriculture Department

Name of Student: Bruno
Date: 5/3/10
Course Enrolled: Ag 2
Grade: 10
Length of Visit: 6/08 4:29
Objective of Visit: Plants

Project(s): Plants

General Condition of Project:
Some plants are looking like they have a lack of water.

Good Points of the Project:
No pests on plants

Recommendations:
Check plants regularly so they don't die

Other Items:
Wants to expand plants that he is growing

Student Signature: 
Teacher Signature: 
Date: 5/3/10
Date: 5/3/10
Tulare Joint Union High School District
Agriculture Department

Name of Student: Aaron
Date: 5/27/10

Course Enrolled: Welding
Grade: 41

Length of Visit: 8:00 - 3:30
Objective of Visit: Shovel handpaw

Project(s): 

Sheep

General Condition of Project:

Larger than for age, no visual signs of
problems.

Good Points of the Project:

Healthy lamb.

Recommendations:

Work out a feeding schedule with pen marks

Other Items:

Make sure waterer is working properly.

Student Signature: Aaron
Date: 5/27/10

Teacher Signature: [Signature]
Date: 5/27/10
Tulare Joint Union High School District
Agricultural Education

Name of Student: [Student Name] Date: 3/12/10
Course Enrolled: Advanced Welding Grade: 12
Length of Visit: 3:30-4:30 Objective of Visit: SOR Visit

Project(s): Farm Tractor

General Condition of Project:

Good Points of the Project:

Recommendations:

Other Items:

Student Signature [Signature] Date 3/12/10
Teacher Signature [Signature] Date 3/12/10
Tulare Joint Union High School District
Agriculture Department

Name of Student: [Blank] Date: 7/14/09
Course Enrolled: Ag Bio Grade: 1D
Length of Visit: 8:15 - 2:30 Objective of Visit: Market hog

Project(s): Market hog

General Condition of Project:
Fair - hog is sunburned

Good Points of the Project:
Healthy, others, saw burns

Recommendations:
Apply sunscreen to hog daily

Other Items:

Student Signature: [Blank] Date: 7/14/09
Teacher Signature: [Blank] Date: 7/14/09

163
Tulare Joint Union High School District
Agriculture Department

Name of Student: AS
Course Enrolled: Plant
Grade: 10
Length of Visit: 9:00-11:30 Objective of Visit: SAE Visit
Project(s): Holland pigs (pigs)

General Condition of Project:
- All animals have food and water, pens slightly dirty

Good Points of the Project:
- Doe lost weight

Recommendations:
- Clean pens

Other Items:
- Prep for winter - suggest cover

Student Signature: AS
Teacher Signature: UN
Date: 11/18/09
Date: 11/18/09
Tulare Joint Union High School District
Agriculture Department

Name of Student: [Redacted]  Date: 8/15/09
Course Enrolled: Welding  Grade: 11
Length of Visit: 5:00 - 5:15  Objective of Visit: Farm Project

Project(s): Market Hog

General Condition of Project:
- Good
- 1 show pig
- For county fair
- Weigh 200

Good Points of the Project:
- Clean

Recommendations:
- Dry up water hole

Other Items:
- Practice showing twice a week

Student Signature: [Redacted]  Date: 8/15/09
Teacher Signature: [Redacted]  Date: 8/15/09
SAE visits are all recorded and kept in this folder so that I have easy access to the forms for any checking that needs to be done.
TULARE HIGH SCHOOLS AGRICULTURE DEPARTMENT

STUDENT FFA SUMMARY

REMEMBER TWENTY PERCENT (20%) OF YOUR GRADE IS BASED ON YOUR PARTICIPATION IN FFA ACTIVITIES, SAEP PROJECTS AND RECORD BOOKS.

Print Last Name ___________________________ First Name ___________________________

Ag. Class ___________________________ Teacher ___________________________ Period _____

Circle one: Freshman Sophomore Junior Senior

I. FFA ACTIVITIES: List at least six (6) activities that you have participated in the last year (3 per semester are required)

1. __________________________________________

2. __________________________________________

3. __________________________________________

4. __________________________________________

5. __________________________________________

6. __________________________________________

FFA activities include meetings, judging teams, sales of tickets or food, speaking contests, fairs, donkey basketball, etc.

II. SAEP (FFA Projects & Record Books): List your project(s) below, include the scope of the project (how many or how much). A Supervised Agricultural Experience Program (SAEP), consists of all agricultural experiences learned outside of the regular scheduled classroom of laboratory (farm labs).

   TYPES OF SOEPS

(a) Production- (Student Ownership) Examples: Breeding and market beef, sheep, swine, dairy, nursery production, landscape maintenance, vegetable gardens, crop production, rabbits, chickens, specialty animals, goats, breeding horses.

(b) Paid Work Experience- (Working for wages in an ag. related job). Examples: Supply store, Florists shop, nursery work, ranch & farm labor, landscape maintenance.

(c) Unpaid Work Experience Projects- (Unpaid work) Examples: Landscaping your home, working at the high school farm outside of class time, working a few hours/day for a relative.

Student SAEP projects are STRONGLY encouraged for 1st year Ag students and are REQUIRED of 2nd, 3rd, & 4th year Ag students. 6. Agriculture Program
Each current Full-time credentialed agriculture program teachers may choose to work up to two additional months beyond the 185 day school year, each year, at their daily rate of pay (one month equals 20 work days at six (6) hours and 50 minutes per day for a total of 273 hours). Seventy-three of the 273 hours can be used during the regular school year and the remaining 200 hours are to be utilized during non-school days in June, July, and August. All hours worked must be completed at a District approved location. All hours worked must be served for agricultural related purposes including, but not limited to, FFA activities and project supervision of major student projects. All hours worked under this provision must be pre-approved by the Superintendent or his/her designee in order to be counted. Each Agriculture teacher must provide the District Office designee with a monthly log which must include date, 104 time, student names, project description, and location.

Effective September 1, 2008, credentialed agricultural program teachers hired on or after September 1, 2008, may choose to work up to 137 hours outside their regular 185 day school year contract. These hours will be compensated at the In-service Education rate. In-service Education rate for certificated staff approved within the District’s guidelines shall be compensated at 75% of Step I on Column II of the Adult School Hourly Salary Schedule. For the 2008-2009 school year the rate is $22.76 per hour. All 137 hours are to be utilized during non-school days in June, July, and August. All hours worked must be served for agricultural related purposes including, but not limited to, FFA activities and project supervision of major student projects. All hours worked under this provision must be pre-approved by the Superintendent or his/her designee in order to be counted. Each Agriculture teacher must provide the District Office designee with a monthly log which must include date, time, student names, project description, and location.
Blue Jacket

PRIDE,

Golden

Opportunities

TULARE FFA

PROGRAM OF ACTIVITIES

2009-2010
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>Chapter Officer’s Introduction</td>
</tr>
<tr>
<td>II.</td>
<td>Chapter Goals</td>
</tr>
<tr>
<td>III.</td>
<td>Chapter Objectives</td>
</tr>
<tr>
<td>IV.</td>
<td>Calendar of Events</td>
</tr>
<tr>
<td>V.</td>
<td>Chapter Budget</td>
</tr>
<tr>
<td>VI.</td>
<td>Committees</td>
</tr>
<tr>
<td>VII.</td>
<td>Achievement Points</td>
</tr>
<tr>
<td>VIII.</td>
<td>FFA Creed</td>
</tr>
<tr>
<td>IX.</td>
<td>Judging Teams</td>
</tr>
<tr>
<td>X.</td>
<td>Degrees</td>
</tr>
<tr>
<td>XI.</td>
<td>Constitution</td>
</tr>
</tbody>
</table>
Tulare FFA Program of Work

Tulare FFA Budget

Estimated Income 2009-2010

<table>
<thead>
<tr>
<th>Activity</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Donkey Basketball</td>
<td>$3,500.00</td>
</tr>
<tr>
<td>Deep Pit BBQ</td>
<td>$2,500.00</td>
</tr>
<tr>
<td>Vending Machines</td>
<td>$1,500.00</td>
</tr>
</tbody>
</table>

Total $7,500.00

Estimated Expenses 2009-2010

<table>
<thead>
<tr>
<th>Activity</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>FFA Banquet</td>
<td>$3,500.00</td>
</tr>
<tr>
<td>Conferences</td>
<td>$2,500.00</td>
</tr>
<tr>
<td>Program of Activities</td>
<td>$250.00</td>
</tr>
<tr>
<td>Needy Baskets</td>
<td>$250.00</td>
</tr>
<tr>
<td>Leadership Teams</td>
<td>$150.00</td>
</tr>
<tr>
<td>Officer Team</td>
<td>$500.00</td>
</tr>
</tbody>
</table>

Total $7,150.00
# Tulare FFA Achievement Points

<table>
<thead>
<tr>
<th>Leadership</th>
<th>Points Possible</th>
<th>Points Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greenhand Degree</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Chapter Farmer Degree</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>State Farmer Degree</td>
<td>1000</td>
<td></td>
</tr>
<tr>
<td>Sectional Star</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Regional Star</td>
<td>500</td>
<td></td>
</tr>
<tr>
<td>State Star</td>
<td>1000</td>
<td></td>
</tr>
<tr>
<td>State Committee Chair</td>
<td>350</td>
<td></td>
</tr>
<tr>
<td>Sub Committee Chair</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>National Finalist</td>
<td>1000</td>
<td></td>
</tr>
<tr>
<td>Chapter Officer</td>
<td>500</td>
<td></td>
</tr>
<tr>
<td>Regional Officer</td>
<td>800</td>
<td></td>
</tr>
<tr>
<td>Sectional Officer</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Applied to be a State Delegate (application)</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Delegate to State Convention</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Active Sub-Committee Chairperson (chapter)</td>
<td>350</td>
<td></td>
</tr>
<tr>
<td>Active Committee Member (chapter)</td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>Monthly Meetings (per meeting)</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Greenhand Conference</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>MFE</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>ALA</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>SLE (applied for)</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Applied to be a National Delegate (application)</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Delegate to National Convention</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Leadership Team Member (per school)</td>
<td>500</td>
<td></td>
</tr>
<tr>
<td>Fairs and Shows</td>
<td>Points Possible</td>
<td>Points Received</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Exhibited at a fair or show (each specie)</td>
<td>500</td>
<td></td>
</tr>
<tr>
<td>Per Head exhibited within a specie</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Entered Showmanship/Class</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>First in Showmanship/class</td>
<td>500</td>
<td></td>
</tr>
<tr>
<td>Second in Showmanship/class</td>
<td>400</td>
<td></td>
</tr>
<tr>
<td>Third in Showmanship/class</td>
<td>300</td>
<td></td>
</tr>
<tr>
<td>Fourth in Showmanship/class</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Fifth in Showmanship/class</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Breed or Jr. Champion</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Reserve Breed or Jr. Champion</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Grand Champion</td>
<td>500</td>
<td></td>
</tr>
<tr>
<td>Reserve Grand Champion</td>
<td>300</td>
<td></td>
</tr>
<tr>
<td>Outstanding Exhibitor</td>
<td>500</td>
<td></td>
</tr>
<tr>
<td>Supreme Grand</td>
<td>1000</td>
<td></td>
</tr>
<tr>
<td>Reserve Supreme</td>
<td>750</td>
<td></td>
</tr>
</tbody>
</table>

<p>| Judging Teams                                |                 |                 |
|----------------------------------------------|-----------------|
| Active Member (per team)                     | 250             |                 |
| Contest (per team)                           | 500             |                 |
| Go to State                                  | 500             |                 |
| State Contest                                | 750             |                 |
| Win State                                    | 1000            |                 |
| National Contest                             | 1000            |                 |
| National: Bronze                            | 1000            |                 |
| National: Silver                             | 1500            |                 |
| National: Gold                               | 2000            |                 |
| National: Winner                             | 3500            |                 |
| Overall Team and Individual Placing          |                 |                 |
| 1st                                          | 250             |                 |
| 2nd                                          | 200             |                 |</p>
<table>
<thead>
<tr>
<th>3rd</th>
<th>150</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th</td>
<td>100</td>
</tr>
<tr>
<td>5th</td>
<td>50</td>
</tr>
</tbody>
</table>

**Speaking and Parli Pro**

<table>
<thead>
<tr>
<th>Competed at Sectional Contest</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sectional Finalist</td>
<td>200</td>
</tr>
<tr>
<td>Competed at Regional Contest</td>
<td>300</td>
</tr>
<tr>
<td>Regional Finalist</td>
<td>400</td>
</tr>
<tr>
<td>Competed at State Contest</td>
<td>500</td>
</tr>
<tr>
<td>State Finalist</td>
<td>600</td>
</tr>
<tr>
<td>1st</td>
<td>1000</td>
</tr>
<tr>
<td>2nd</td>
<td>500</td>
</tr>
<tr>
<td>3rd</td>
<td>400</td>
</tr>
<tr>
<td>4th</td>
<td>300</td>
</tr>
<tr>
<td>5th</td>
<td>200</td>
</tr>
<tr>
<td>6th</td>
<td>100</td>
</tr>
<tr>
<td>High Chairs (Parli Pro Only) (per contest)</td>
<td>100</td>
</tr>
</tbody>
</table>

**SAE**

<table>
<thead>
<tr>
<th>Hours Self Labor (2 point per hour up to 1000 hours)</th>
<th>Up to 1000 hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sectional Proficiency Award Application</td>
<td>100</td>
</tr>
<tr>
<td>Regional Proficiency Award Application</td>
<td>200</td>
</tr>
<tr>
<td>State Proficiency Award Application</td>
<td>500</td>
</tr>
<tr>
<td>State Winner</td>
<td>1000</td>
</tr>
<tr>
<td>National Proficiency Award Application</td>
<td>1000</td>
</tr>
<tr>
<td>National Winner</td>
<td>3500</td>
</tr>
<tr>
<td>Sectional Winner</td>
<td>150</td>
</tr>
<tr>
<td>Regional Winner</td>
<td>300</td>
</tr>
<tr>
<td>State Winner</td>
<td>500</td>
</tr>
<tr>
<td>National Winner</td>
<td>1000</td>
</tr>
<tr>
<td>Scholarship</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>C.S.F. each semester</td>
<td>200</td>
</tr>
<tr>
<td>Honor Roll</td>
<td>200</td>
</tr>
<tr>
<td>A grade each semester</td>
<td>100</td>
</tr>
<tr>
<td>B grade each semester</td>
<td>50</td>
</tr>
<tr>
<td>C grade each semester</td>
<td>10</td>
</tr>
<tr>
<td>Academic Letter</td>
<td>200</td>
</tr>
</tbody>
</table>

**Specific Points for Activities**

| Community Service (for each activity) | 25 per hour |

**Fundraiser**

<table>
<thead>
<tr>
<th>Fundraiser</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Deep Pit (100 points per bundle sold)</td>
<td></td>
</tr>
<tr>
<td>Donkey Basketball (100 points for every 10 sold)</td>
<td></td>
</tr>
<tr>
<td>Pancake Breakfast (100 points for every 10 sold)</td>
<td></td>
</tr>
<tr>
<td>Spring Deep Pit (100 points for every 10 sold)</td>
<td></td>
</tr>
<tr>
<td>Fund Raisers - worked</td>
<td>300</td>
</tr>
</tbody>
</table>

**Total Points Received**
FFA Creed

I believe in the future of agriculture, with a faith born not of words but of deeds - achievements won by the present and past generations of agriculturists; in the promise of better days through better ways, even as the better things we now enjoy have come to us from the struggles of former years.

I believe that to live and work on a good farm, or to be engaged in other agricultural pursuits, is pleasant as well as challenging; for I know the joys and discomforts of agricultural life and hold an inborn fondness for those associations which, even in hours of discouragement, I cannot deny.

I believe in leadership from ourselves and respect from others. I believe in my own ability to work efficiently and think clearly, with such knowledge and skill as I can secure, and in the ability of progressive agriculturists to serve our own and the public interest in producing and marketing the product of our toil.

I believe in less dependence on begging and more power in bargaining; in the life abundant and enough honest wealth to help make it so—for others as well as myself; in less need for charity and more of it when needed; in being happy myself and playing square with those whose happiness depends upon me.

I believe that American agriculture can and will hold true to the best traditions of our national life and that I can exert an influence in my home and community which will stand solid for my part in that inspiring task.
Judging Teams

♦ Lands/Soils
♦ Prepared Public Speaking
♦ Extemporaneous Public speaking
  ♦ Cotton
  ♦ Floriculture
  ♦ Job Interview
  ♦ Citrus
♦ Parliamentary Procedure
  ♦ Farm Power
♦ Ag Mechanics
♦ Marketing Plan

♦ Best Informed Greenhand
♦ Opening/Closing Ceremonies
  ♦ Dairy Cattle
  ♦ Dairy Products
  ♦ Creed
  ♦ Livestock
  ♦ Small Engine
♦ Agriculture Issues
  ♦ Cooperative Marketing
  ♦ Vine Judging
Degrees

Greenhand Degree
To be eligible to receive the Greenhand FFA Degree from the chapter, the member must meet the following minimum qualifications:

1. Be enrolled in agricultural education and have satisfactory plans for a supervised agricultural experience program.
2. Learn to explain the FFA Creed, Motto, Salute and FFA Mission Statement.
3. Describe and explain the meaning of the FFA emblem and colors.
4. Demonstrate knowledge of the FFA Code of Ethics and the proper use of the FFA jacket.
5. Demonstrate knowledge of the history of the organization, the chapter constitution and bylaws, and the chapter Program of Activities.
6. Personally own or have access to the Official FFA Manual and the FFA Student Handbook.
7. Submit written application for the Greenhand FFA Degree.

Chapter Degree
To be eligible to receive the Chapter FFA Degree from the chapter, the member must meet the following minimum qualifications:

1. Must have received the Greenhand Degree.
2. Must have satisfactorily completed the equivalent of at least 180 hours of systemic Agricultural education at or above the ninth grade level, has in operation an approved supervised agriculture experience program, and be enrolled in an agricultural education course.
3. Have participated in the planning and conducting of at least three official functions in the Chapter Program of Work.
4. Have earned and productively invested at least $150.00 by the member’s own efforts Or worked at least forty-five hours in excess of scheduled class time, or a combination thereof, and have developed plans for continued growth and improvement in a supervised agriculture experience program.
5. Have effectively led a group discussion for 15 minutes.
6. Have demonstrated five procedures of parliamentary law.
7. Show progress toward individual achievement in the FFA award program.

8. Have a satisfactory scholastic record.

9. Submit a written application for the Chapter FFA Degree.

**State Degree**

To be eligible to receive the State FFA Degree from the state association, the member must meet the following minimum qualifications:

1. Have received the Chapter FFA Degree.

2. Have been an active FFA member for at least tow years at the time of receiving the State FFA Degree.

3. While in school, have completed the equivalent of at least two years of systematic school instruction in agricultural education at or above the ninth grade level, which includes a supervised agricultural experience program.

4. Have earned and productively invested at least $1000.00, or worked at least 300 hours in excess of scheduled class time, or a combination thereof, in a supervised agriculture experience program.

5. Demonstrate leadership ability by:
   a. Performing 10 procedures of parliamentary law.
   b. Give a six minute speech on a topic related to agriculture, or the FFA.

6. Serve as an FFA officer, committee chairperson, or participating member in the development of the chapter Program of Work.

7. Have a satisfactory scholastic record as certified by the local agricultural educator and the Principal or Superintendent.

8. Have participated in the planning and the completion of the chapter program of activities.

9. Have participated in at least five different FFA activities above the chapter level.
American Degree

To be eligible to receive the American FFA Degree from the National FFA Organization, the member must meet the following qualifications:

1. Have received the Golden State FFA Degree, have been an active member for the past three years (36 months) and have a record of satisfactory participation in the activities on the chapter and state level.

2. Have satisfactorily completed the equivalent of at least three years (540) of systematic secondary school instruction in an agricultural education program or have completed the program of agriculture education offered in the school last attended.

3. Have graduated from high school at least 12 months prior to the national convention at which the degree is to be granted.

4. Have in operation and have maintained records to substantiate an outstanding supervised agricultural experience program through which a member has exhibited comprehensive planning, managerial and financial expertise.

5. Have earned and productively invested at least $7,500 or have earned and productively invested at least $1,500 and worked 2,250 hours in excess of scheduled class time. Any combination of hours times ($X) $3.33 plus dollars must be equal to, or greater than the number 9,000. Hours used for the purpose of producing earnings reported as productively invested income shall not be duplicated as hours of credit to meet the minimum requirements for the degree.

6. Have a record of outstanding leadership abilities and community involvement and have achieved a high school scholastic record of a “C” or better as certified by the principal or superintendent.
Tulare FFA Constitution

Article I - Names and Purpose
Section A. The name of this organization shall be the "Tulare FFA Chapter".

Section B. The purposes for which this Chapter was formed are as follows:
1. To develop competent, aggressive rural and agricultural leadership.
2. To create and nurture a love of country life.
3. To strengthen the confidence of students of agriculture in themselves and their work.
4. To create more interest in the intelligent choice of farming and other agriculture occupations.
5. To encourage members in the development of individual farming and other programs and establishment in agriculture.
6. To encourage members to the farm and its surroundings.
7. To participate in worthy undertakings for the improvement of agriculture.
8. To develop character, train for useful citizenship, and foster patriotism.
9. To participate in cooperative effort.
10. To encourage and practice thrift.
11. To encourage improvement in scholarship.
12. To provide and encourage the development of organized recreational activities.

Article II – Organization
Section A. The Tulare Chapter of FFA is a chartered local unit of the California Association of FFA, which is chartered by the National Organization of FFA.

Section B. This Chapter accepts in full the provisions in the constitution bylaws of the California Association of FFA as well as those of the National Organization of FFA.

Article III – Membership
Section A. Membership in this chapter shall be of three kinds: Active, Alumni, and Honorary, as defined by the National FFA Constitution.

Section B. The regular work of this Chapter shall be limited to the Active Membership.

Section C. Honorary Membership in this Charter shall be limited to the Honorary Chapter Farmer Degree.

Section D. Active Members in good standing may vote on all business brought before the Chapter. An active member shall be considered in good standing when:

1. They attend 4 of the chapter meetings/activities during the year.
2. They show an interest in, and take part in the affairs of the Chapter.
3. Have all outstanding debts in financial order.
4. They are a positive representative of the FFA as perceived by the Chapter Executive Committee.
5. They are academically eligible to participate in activities according to the policy as established by the Tulare Joint Union High School Board of Trustees.

Section E. Names of applicants for membership shall be filed with the chapter Secretary.

Article IV - Emblems

Section A. The emblem of the FFA shall be the emblem for the Chapter.

Section B. Emblems used by members shall be designated by the National Organization of FFA.

Article V - Membership Degrees and Privileges

Section A. There shall be four degrees of Active Membership in this Chapter. These degrees are:
   Greenhand, Chapter Farmer, State Farmer, and American Farmer

Section B. All “Greenhands” are entitled to wear the regulation bronze emblem pin, all members holding the degree of “Chapter Farmer” are entitled to wear the silver emblem pin, all members holding the “State Farmer” degree are entitled to wear the regulation gold emblem charm, and all members holding the “American Farmer” degree are entitled to wear the regulation gold emblem key.

Section C. Minimum qualifications for obtaining the four degrees of Active Memberships shall be those listed in the National FFA Constitution.

Section D. Chapter Officers shall review the qualifications of members and make recommendations to the Chapter concerning degree advancement.

Section E. To receive the FFA letter, each FFA member must meet the following minimum qualifications:
   1. Been enrolled for a minimum of 2 years in agriculture/FFA
   2. Show participation in 2 of the following:
      a. 2 years showing
      b. 2 years on a judging team
      c. 20 hours of community service
   3. Show participation in one of the following leadership activities:
      a. 1 speech contest
      b. Served as a chapter, sectional or regional officer.
      c. attended 1 leadership conference
   4. Have a minimum of a 3.0 G.P.A. in all agriculture courses.
   5. Have an ongoing SAE.
6. Complete the necessary application for FFA letter

**Article VI - Officers**

**Section A.** The officers of the Chapter shall be as follows: President, Vice President (Tulare Union, Tulare Western, and Mission Oak), Secretary, Treasurer, Reporter, Sentinel, Historian & Parliamentarian. The local Advisor(s) shall be the teacher(s) of agriculture in the school where the Chapter is located. The Officers shall perform the following duties:

1. The president shall preside over and conduct meetings according to accepted parliamentary procedure, call special meetings, keep members on the subject and within the time limits, appoint committees and serve on them as an ex-officio member to them, call other officers to the Chair as necessary or desirable, represent the Chapter and speak on occasions, coordinate Chapter efforts by keeping in close touch with the other officers and Advisor(s), keep Chapter Activities moving in a satisfactory matter, and represent the Chapter at the National Convention or designate a replacement.

2. The Vice President shall assist the President when needed, have charge of committee work, preside at meetings in the absence of the President be prepared to assume the duties and responsibilities of the president, and obtain end of activity reports from the committee chairpersons. Each vice president is chairmen of their own committees: Community Service, Student Development, and Chapter Development.

3. The Secretary shall prepare and read the minutes of meetings, have available for the President a list of business for each meeting, attend to official correspondences, send out and post notices, count and record rising votes when taken, prepare chapter records, keep the permanent records of the chapter, cooperate with the Treasurer in keeping accurate membership role, issue membership cards, call meetings to order in the absence of a presiding officer, read communications to the members at meetings, keep an updated point award chart with the assistance of the advisor(s), and post the meetings agenda at least 24 hours in advance of the meetings.

4. The Treasurer shall receive and act as custodian of Chapter funds, collect assessments, send in Sectional, State, and National dues, assist in preparing an annual budget, keep the financial statements of the Chapter, pay out funds as authorized, prepare financial statements and reports, build up the Chapter's financial standing, and submit in writing a financial report at each meeting.

5. The Reporter shall gather and classify Chapter news, prepare news notes and articles for publication or broadcast, contact local newspapers, send news to State or National publication, arrange for FFA participation in local radio and/or TV programs, and keep an up to date Chapter Scrapbook with the assistance of the Chapter Historian. The Reporter shall submit the Chapter scrapbook for judging at the spring Regional Meeting and shall prepare a Chapter Newsletter for publication with the assistance of the Advisor(s).
6. The Sentinel shall set up the meeting room and care for Chapter Paraphernalia and equipment, attend the door during meetings and welcome visitors, see that the meeting room is comfortable, and take charge of candidates for degree ceremonies.

7. The Historian shall develop and maintain a scrapbook of memorabilia in which to record the chapter’s history, research and prepare items of significance of the chapter’s history, prepare displays of chapter activities and submit stories of former members to the media, and assist the reporter in providing photography for chapter needs.

8. The Parliamentarian shall be proficient with parliamentary procedure, rule on all questions of parliamentary conduct at chapter meetings, serve as a participant or an ex-officio member of the parliamentary procedure team, conduct parliamentary procedure workshops at the chapter level, and chair or serve as ex-officio member on the conduct of meetings committee.

9. The Advisor shall supervise chapter activities year round, inform prospective students and parents about FFA, and instruct students in leadership and personal development, build school and community support for the program, encourage involvement of all chapter members in activities, and prepare students for involvement in career development events and leadership programs.

Section B. Officers of the Tulare FFA chapter shall be elected annually at the May meeting. All chapter officer applicants meeting the requirements to serve, as a chapter officer will have their names placed on the ballot. The candidates will fill out and give an application to the chapter advisor by the given deadline. The ballot will be scored and will provide 1/3 third of the total score for the election process. All candidates will go through an interview before the election meeting, which will count for another third of their overall score. Before the meeting two candidates from each school will be slated for the position of vice president of their prospective schools. The balance will be generated from the popular vote by the membership. Members in good standing will have the opportunity to vote for one candidate representing each school for the position of vice president, as well as seven other candidates for each of the chapter offices. The seven individuals receiving the highest point total (application, interview, and vote) will be elected to chapter office. The newly elected officer team will then decide their individual offices.

Section C. To be eligible to run for a Chapter Office the member must:

1. Hold the degree of Chapter Farmer.

2. The chapter officer application must be filled out and turned in prior to the given deadline, to the chapter advisor.

3. Be in good standing with the Chapter as outlined in Article III, section D of the
Tulare FFA Constitution.

4. Maintain a grade point average of 2.5 or better.

Section D. All officers' vacancies during the term shall be appointed by the chapter officers, with exception of the President whose vacancy shall be filled by the Vice President.

Section E. Any chapter officer may be impeached by a 2/3 vote of the chapter at a regularly scheduled meeting. Possible reasons for impeaching an officer include, but are not limited to: Not fulfilling duties as required by the constitution, not portraying the image of a FFA member as established by the chapter officers and constitution, loosing respect of fellow chapter officers, members, advisors and/or the community.

Section F. An officer missing a meeting, leadership conference, or other responsibility must provide a written explanation one day prior to the event, except in uncontrolled circumstances or extreme emergencies.

Section G. Any officer placed on academic probation shall, in writing, resign from office at the first appropriate chapter officer executive meeting. This vacant office shall be filled according to the constitution.

Section H. Any chapter officer who desires to be a candidate from Tulare for the San Joaquin Regional FFA must:

1. Have an ongoing SAE
2. Hold a degree of Chapter farmer
3. Be in good standing with the chapter
4. Maintain a grade point average of 2.5 or better
5. Be in active member and participate in two fall or one spring judging team
6. Be involved in Parliamentary Procedure, Prepared Public Speaking, Extemporaneous Public Speaking, or Job Interview
APPENDIX E
ADDITIONAL ALLOWANCES
(ALL EXTRA DUTY ASSIGNMENTS ARE ONE YEAR APPOINTMENTS BY THE BOARD OF EDUCATION)

Dollar amount of annual salaries for the following extra duty assignments shall be determined by applying factor shown to Column B, Steps 1-5 found in the Basic Salary Schedule (Appendix C). Step advancement shall be on the basis of the number of years within a particular sport or other specific assignment within the District and shall be granted on an annual basis up to the maximum of five steps in Column B. Initial step placement above Step 1 may be granted for prior comparable experience inside or outside the district as determined by the superintendent or designee. Athletics .125 Athletic Director .095 Head Football Coach .085 Head Coaches of Baseball, Softball, Basketball, Track, Wrestling, Volleyball .075 Head Coaches of Tennis, Swimming, Water Polo, Soccer, Golf, Cross Country, Varsity Assist. Football, Head JV and Freshman Football .067 JV and Freshman Assist. Coaches of Football; Assistant Coaches of Track, Wrestling, Basketball, Baseball, Softball .065 Head Coach of Diving; Assistant Coaches of Tennis, Swimming, Water Polo, Soccer, Golf, Cross Country, Volleyball Campus Supervision .052 Coordinator of Campus Supervision .043 Campus Supervision Miscellaneous Positions .110 Director of Student Activities .085 Director of Marching and Concert Band .062 Class Advisor: Senior; Student Store Advisor 106 .057 Newspaper Advisor (eight issues annually); Yearbook Advisor .052 Director of Performing Chorus (at least six public performances per year); Play Director (at least one fall and one spring production); Pep Squad Supervisor; and Two FFA Advisors .051 Wellness Coordinator (position deleted if special drug/ alcohol/tobacco grant is unfunded).048 Class Advisors: Freshman, Sophomore, Junior; Band Auxiliary; Director of Stage (Jazz) Band (at least six public performances per year); AVID Coordinator; CSF Advisor; Character Counts Coordinator; Link Crew Coordinator; Web Master (subject to continued special categorical funding and district needs) .038 Mock Trial; Academic Decathlon; Science Olympiad; Cyber Quest Advisor; Forensics; History Day Coach (must compete in county competitions and any advance levels when qualified and approved by the board of trustees) .024 Photography; FFA; FBLA; FHA/HERO Advisor
TULARE JOINT UNION HIGH SCHOOL DISTRICT
INSTRUCTIONAL PROGRAM IN AGRICULTURE EDUCATION

T. RECRUITMENT ACTIVITIES AND MATERIALS

1. OUTLINE OF RECRUITMENT PLAN:

   A. FFA Week
      All elementary feeder schools are invited to bring classes to the HS Farm for FFA Week activities. These include, horseback rides, petting zoo’s, story telling, tractor rides, milking demonstrations, etc… Approximately 1,500 students participate.

   B. Dairy Daze
      The Tulare County Dairy Wives sponsor annual Dairy Daze activities for elementary students at the HS Farm. The emphasis is on the dairy industry with demonstrations and lessons. Other agriculture areas are also presented. Over 1,000 students participate.

   C. Open House
      Each Spring all feeder school 8th grade classes are invited to the HS Farm for an Open House. They are given a tour of the facilities, a hot dog lunch and a short presentation by FFA Officers and Advisors.

   D. Leadership Training
      Each School is visited by a FFA Leadership Training Team. Members put on leadership activities for the 8th grade classes. The Ag. Program is reviewed briefly.

   E. Enrollment
      During Freshmen enrollment FFA members are present to counsel students and a Ag. teacher is allowed to help register/counsel students.

2. RECRUITMENT MATERIALS:

   A. 8th Grade Recruitment Package
B. Agriculture Program Major Material
Tulare currently does not have a scrapbook and has not had one for sometime due to the money and time involved in the project.
Agriculture Summer Work Hours
Summer 2009

Agriculture Instructor __Chris McKenna____________________
SAE Project ___Sheep/Swine/Ag Welding students______________

Description of work to be done
• Repair Sheep pens and gates
• Paint all sheep pens
• Construct Shade structure for sheep pens
• Sheep and Swine Showmanship practices
• Visit student sheep and swine projects
• Weight hogs
• Dairy repairs

FFA Activities:
• Chapter Development Committee Meetings
• Chapter Development Sub Committee work with Chairmen
• FFA record books and SAE projects
• Ag Mechanics Team State Revision Committee Meetings

Other Activities:
• Staff meetings
• CATA State and Regional meetings
• Advisory Committee Meetings

*At the end of each month a summary form of the work done and the students that were involved will be provided to district administration.
Instructor ___________________________________________ Date __________
Administrator _________________________________________ Date __________
AGRICULTURE EDUCATION
SENIOR FOLLOW-UP SURVEY

Year:

1. School Graduated From (circle one): [TU TW MO]

2. Name (print neatly): Jacqueline

3. Street Address (print neatly): 2161 Tamarack

4. City: Tulare Zip: 93274

Phone Number: (559)-302-7711

(circle one): Male Female

Years in Agriculture Program (circle one): 1 2 3 4

Expected Employment Status after Graduation (circle one): Part-time Full-Time

Type of Employment (circle one): Ag Related / Non Ag Related

10. Enlisted in Military? (circle one): Yes No

11. Education Status after Graduation (circle one):

Junior College University Trade School

12. Will your education be: (circle one) Ag Related / Non Ag Related

13. Future Career Goals: Registered Nurse

14. Graduate’s opinion of value and relevance of the Tulare Agriculture Program (circle one of the numbers)

Outstanding Poor

10 9 8 7 6 5 4 3 2 1

4. Graduate’s suggestions for improving the instructional program:
Graduate Follow-up Report
Year=2009

# CA0288  Tulare
Tulare High School Farm
591 W. Bardsley Ave.
591 W. Bardsley Ave..
Tulare, CA  93274

Printed: 5/26/2010 10:56:08 PM

<table>
<thead>
<tr>
<th>Total Seniors (Year=2008):</th>
<th>158</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Seniors having completed 3 or more years of Ag Instruction:</td>
<td>95</td>
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</table>

**Program Completer Status**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Two Year College Ag Major</td>
<td>22</td>
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<tr>
<td>Two Year College Non-Ag Major</td>
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</tr>
<tr>
<td>Four Year College Ag Major</td>
<td>17</td>
</tr>
<tr>
<td>Four Year College Non-Ag Major</td>
<td>11</td>
</tr>
<tr>
<td>Employed - Parttime Ag Job</td>
<td>1</td>
</tr>
<tr>
<td>Employed - Fulltime Ag Job</td>
<td>10</td>
</tr>
<tr>
<td>Employed - Fulltime Non-Ag Job</td>
<td>4</td>
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</tbody>
</table>
TULARE JOINT UNION HIGH SCHOOL DISTRICT
COMPREHENSIVE PROGRAM PLAN

A. FOR A
INSTRUCTIONAL PROGRAM
IN
AGRICULTURE EDUCATION
2009-2010
A. JOB MARKET DESCRIPTION

Agriculture found in the State of California has been called the “most basic and singularly important” industry in the state. Agriculture Education is needed in that the trained labor force essential to maintain, expand and improve the producing, processing and marketing of food and fiber necessary to the economy of the state and nation, must be continually available.

Tulare County is situated about midway between San Francisco to the north, and Los Angeles to the south. Tulare lies near the southern end of the San Joaquin Valley, which is one of the richest agricultural areas in the world.

Tulare County Agriculture is dynamic and reflects the changing demands and tastes of consumer and export markets. The growing global market is beginning to dictate the types of products grown locally. Farmers, handlers, and ranchers continue to assess and modify the way they do business to improve both the quality and sustainability of farm products.

There are approximately 1.5 million acres of harvestable farmland in Tulare County, producing over 3 billion dollars in income. Tulare County produces 47 different commodities valued over 1 million dollars each year. These products are exported to 90 different foreign countries. Tulare County ranks first in the state and nation in milk production.

Dairy processing technology (in Tulare) is growing rapidly. With great amount of production in the area, agriculture is taking an active role in the business community, from environmental services to sales and support service industries. The need for skilled labor will continue to grow rapidly here in the foreseeable future.

B. TARGETED OCCUPATIONS

The following list is a compilation of the various agriculturally related jobs available to agriculture education students completing one of the agriculture programs in the Tulare Joint Union High School District. The lists reflect the various program offerings available and the jobs to be found in our area (Tulare County). This is not meant to be a complete list, but rather a sampling of the career opportunities available to our agriculture education students.
<table>
<thead>
<tr>
<th>Program Area</th>
<th>Job Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dairy Production &amp; Management</td>
<td>Herdsman</td>
</tr>
<tr>
<td></td>
<td>A.I. Technician</td>
</tr>
<tr>
<td></td>
<td>Feeder</td>
</tr>
<tr>
<td></td>
<td>Milker</td>
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<tr>
<td></td>
<td>Dairy Processing Technician</td>
</tr>
<tr>
<td></td>
<td>Veterinarian’s Aid</td>
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<tr>
<td></td>
<td>Farmhand Labor</td>
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<tr>
<td>Livestock Production &amp; Management</td>
<td>Farm Manager</td>
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<td>Feedlot Manager</td>
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<tr>
<td></td>
<td>Veterinarian’s Aid</td>
</tr>
<tr>
<td></td>
<td>Livestock Broker</td>
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<tr>
<td></td>
<td>Breed Association Representative</td>
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<tr>
<td></td>
<td>Livestock Handler</td>
</tr>
<tr>
<td>Farm Power &amp; Machinery</td>
<td>Farm Equipment Operator</td>
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<tr>
<td></td>
<td>Machinery Fieldman</td>
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<tr>
<td></td>
<td>Farm Machinery Mechanic</td>
</tr>
<tr>
<td></td>
<td>Outdoor Power Equipment Mechanic</td>
</tr>
<tr>
<td></td>
<td>Machinery Salesman</td>
</tr>
<tr>
<td></td>
<td>Equipment Parts Technician</td>
</tr>
<tr>
<td>Program Area</td>
<td>Job Opportunities</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>Agriculture Welding and Construction</td>
<td>Welder, Equipment Fabricator, Equipment Engineer, Equipment Salesman, Maintenance Mechanic, Assemblyperson</td>
</tr>
<tr>
<td>Nursery &amp; Landscape Technology</td>
<td>Nurseryman, Landscape Contractor, Groundsman, Landscape Maintenance Technician, Greenhouse Technician, Nursery Labor, Landscape Labor</td>
</tr>
</tbody>
</table>

**TULARE JOINT UNION HIGH SCHOOL DISTRICT**

**INSTRUCTIONAL PROGRAM IN AGRICULTURE EDUCATION**

**C. PROGRAM GOALS AND OBJECTIVES**

The agriculture education program at Tulare Joint Union High School district is composed of a group of related instructional programs (as outlined below) designed to prepare students for occupations requiring agriculture knowledge and skills. All of these instructional programs incorporate three components: 1) Group instruction in class, laboratory or shop; 2) Individual and group participation in student leadership organizations and activities (FFA); and 3) Individual participation in a supervised agricultural experience program.

**A. Plant & Soil Science**

This instructional program is designed to prepare persons for employment in enterprises involved in the production of plant products associated with food, feed and fiber. Occupations served by this program are located on the farm, in sales, service and research settings.

Goals of the Agriculture Production Program:

1. To supply students with the knowledge and skill required for entry into and successful progress in those plant science related occupations that do not require education beyond the secondary school level.

2. To prepare students for post-secondary level agriculture education and training.

3. To enable students to acquire an understanding of the economic and social impact of the plant and soil science upon society and its relationship to agriculture in general.

4. To provide the agricultural production industry with appropriate numbers of persons adequately prepared for successful employment in those occupations that now exist and that are developing in the industry.
B. **Animal Science**

This instructional program is designed to prepare persons for employment in enterprises involved in the production of livestock and dairy animals. Occupations served by this program are located on the farm, in sales, service, processing and research settings.

Goals of the Animal Science Program:

1. To supply students with the knowledge and skill required for entry into and successful progress in those animal science related occupations that do not require education beyond the secondary school level.

2. To prepare students for post-secondary level agriculture education and training.

3. To enable students to acquire an understanding of the economic and social impact of animal science upon society and its relationship to agriculture in general.

4. To provide the livestock and dairy production industry with appropriate numbers of persons adequately prepared for successful employment in those occupations that now exist and that are developing in the industry.

C. **Agriculture Mechanics**

This instructional program is designed to prepare persons for employment in enterprises associated with any agricultural industry requiring primary mechanical competencies of the worker. Agricultural mechanics maintain and repair farm and outdoor power equipment and machinery, fabricate parts and perform welding tasks.

Goals of the Agriculture Mechanics Program:

1. To supply students with the knowledge and skill required for entry into and successful progress in those agriculture mechanics occupations that do not require education beyond the secondary school level.

2. To prepare students for post-secondary level agriculture education and training.

3. To enable students to acquire an understanding of the economic and social impact of the agricultural mechanics industry upon society and its relationship to agriculture in general.

4. To provide the agricultural mechanics industry with appropriate numbers of persons adequately prepared for successful employment in those occupations that now exist and that are developing in the industry.

D. **Agricultural Business Management**

This instructional program is designed to prepare persons for employment in enterprises involved in business management associated with agricultural industries. Occupations served by this program are located on the farm, in marketing, service, management, and banking settings.

Goals of the Agricultural Business Management Program:
1. To supply students with the knowledge and skill required for entry into and successful progress in agriculture business related occupations that do not require education beyond the secondary school level.

2. To prepare students for post-secondary level agriculture education and training.

3. To enable students to acquire an understanding of the economic impact of agriculture, management and marketing systems and their relationship to local and world economies.

4. To provide agricultural business with appropriate numbers of persons adequately prepared for successful employment in those occupations that now exist and that are developing in the industry.

E. Ornamental Horticulture

This instructional program is designed to prepare persons for employment in enterprises associated with horticulture, greenhouse operations and management, landscape construction, landscape maintenance, nursery operations and management, turf production and management, and floristry. The occupations in these industries involve a wide range of work environments.

Goals of the Ornamental Horticulture Program:

1. To supply students with the knowledge and skill required for entry into and successful progress in those ornamental horticulture occupations that do not require education beyond the secondary school level.

2. To prepare students for post-secondary level agriculture education and training.

3. To enable students to acquire an understanding of the economic and social impact of the ornamental horticulture industry upon society and its relationship to agriculture in general.

4. To provide the ornamental horticulture industry with appropriate numbers of persons adequately prepared for successful employment in those occupations that now exist and that are developing in the industry.

F. Core Agriculture

This instructional program is designed to prepare persons for entry into the other agriculture programs and employment in enterprises associated with any agricultural industry requiring basic agricultural competencies of the worker.

Goals of the Core Agriculture Program:

1. To supply students with some of the basic agriculture knowledge and skills required for entry and common to most agriculture occupations

2. To supply students with the knowledge and understanding required to make informed career choices in agriculture and assist them to do so

3. To enable students to acquire an understanding of the economic and social impact of the agriculture industry upon society and its relationship to agriculture in general.
4. To provide the agriculture industry with appropriate numbers of persons adequately prepared for successful employment in those occupations that now exist and that are developing in the industry.

**TULARE JOINT UNION HIGH SCHOOL DISTRICT**

**INSTRUCTIONAL PROGRAM IN AGRICULTURE EDUCATION**

**D. PROGRAM(S) DESCRIPTION OF INCLUDED COURSES, SUPERVISED AGRICULTURAL EXPERIENCE PROGRAM, AND LEADERSHIP DEVELOPMENT**

The agriculture education program at Tulare Joint Union High School district is composed of a group of related instructional programs (as outlined below) designed to prepare students for occupations requiring agriculture knowledge and skills. All of these instructional programs incorporate three components: 1) Group instruction in class, laboratory or shop; 2) Individual and group participation in student leadership organizations and activities (FFA); and 3) Individual participation in a supervised agricultural experience program.

**G. Course Descriptions**

1. **Agriculture Computer Management**
   This course is designed to train students in modern up-to-date procedures of operating computer hardware and software in the management of various agribusiness operations. The course will teach students to use modern computer hardware, while covering the three basic areas of computer operation: Word Processing, Data Base Management and Spreadsheets, as well as

2. **Farm Power and Machinery**
   This class is taught at the high school farm for two periods daily. Students study the care and use of farm equipment commonly used in the farming, with special emphasis given to tractor maintenance and operation. Other areas of study include farm safety, small engines, outdoor power equipment, hydraulic, electrical, fuel, cooling and exhaust systems and drive trains. Repair and modification of commonly used farm equipment is also covered.

3. **Introduction to Agriculture, Ag. I**
   Agriculture I includes the study of a wide range of agriculture areas and careers. Basic areas of study include Careers in agriculture, Future Farmers of America, Plant Science, and Animal Science. Students will be given the opportunity to explain hands on learning as it relates to skills used in Agriculture. Practical application of skills will take place at the High School Farm facilities.

4. **Plant and Animal Science, Ag. II**
   The Plant and Animal Science course, which meets the life science graduation requirement, emphasizes a study of the structure and function of animal and plant system as they relate to agriculture. The various animal/plant systems, nutrition, disease and genetics are among taught. Emphasis is given to the importance of the environment and ecological issues.

5. **Agriculture Welding and Construction**
   This course includes the study of both arc, oxy-acetylene, TIG and MIG welding. In arc welding, safety procedures, rod identification and stresses of metals are emphasized, plus the student develops a sufficient level of skill to pass a basic industry welding test. The Student becomes familiar with and able to weld different metals and alloys. Other skills, such as cutting, brazing, fusion welding, hard surfacing, vertical welding,
cutting thick and thin metals, are applied to actual project work, such as trailers, loading chutes, and other agricultural equipment. This course prepares the student for a job in industry for specialized work on large farming operations, or for repair and fabrication work on the home farm.

6. **Agriculture Work Experience**
   Ag. Work Experience provides the opportunity for students to experience on-the-job experience in the world of work. Students are place in agriculture or Agri-business jobs and must complete related instruction assignments as part of the program. The related instruction focuses on the development of proper job habits and attitude and includes individualized instruction, which is directly related to the job. School credit is given and is based on both the employer’s evaluation as well as that of the work experience supervisor.

7. **Agribusiness Management**
   ABM deals with all phases of agricultural business’s found in the region. Agribusiness is a diverse field. This course is designed for the student who is interested in a career in management or wants a solid background in business, economics and, finance. The Internet, textbooks, together with simulation problems, are used to demonstrate the Agribusiness concepts commonly used in our area.

8. **Dairy Production and Management**
   This course is designed for students who are interested in working with dairy cattle as a manager, herdsman, and dairy worker or milkier. Students will gain a knowledge of the basic skills as well as a theoretical basis as it relates to such major areas of study as herd health, nutrition, reproduction, artificial insemination, record keeping, fitting and showing, etc.

9. **Livestock Production and Management**
   This course provides students with the opportunity to explore the various segments of the total livestock industry. Students will learn basic managerial skills involved in the raising of those breeds of sheep, swine and beef that are important to the industry. Feeding practices, basic veterinarian skills, systems of breeding and a study of the various animal systems are among the more significant areas studied.

10. **Nursery and Landscape Technology**
    The course will provide students the opportunity to gain knowledge and understanding of the horticultural industry. Horticulture is a vital and growing industry in California, one that offers many career opportunities. Course study will include such areas as modern nursery production operations, retail sales, landscape design and construction, landscape maintenance and pest control. Students will make use of greenhouses, shade house, garden, orchard and landscape areas.

H. **Supervised Agricultural Experience Program (S.A.E.P.)**

1. All second year students are expected to maintain a SAE project and first year members are encouraged to start or plan one.

2. Record books are used in all classes.

3. A wide range of student projects can be found within the program, including:

   - **Ag. Communications**
   - **Floriculture**
   - **Forage Production**
   - **Fruit & Vegetable Production**
   - **Grain Production**
   - **Landscape Maintenance**
   - **Nursery Operations**
   - **Poultry Production**
   - **Sheep Production**
   - **Swine Production**

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4. Each year Tulare Agriculture students apply and qualify for sectional, regional, state and national proficiency awards based on their SAE’s.

5. Approximately 150 students exhibit their dairy and livestock projects at the Tulare County Fair each year.

6. Twenty to thirty Golden State Degrees and six to fifteen American FFA Degrees are awarded to Tulare Agriculture students each year based partly on their SAE projects.

I. Leadership Development

1. All Tulare Agriculture Students are members of the local, state and national FFA Organization. The FFA program is designed to foster leadership opportunities for all students.

2. Students are required through the grade process to participate in a minimum of leadership activities each school year.

3. Tulare Western and Union FFA members have the opportunity to participate in the following:
   a) Chapter Meetings & Officer Teams
   b) Sectional Meetings & Officer Teams
   c) Regional Meetings & Officer Teams
   d) State Officer Teams
   e) Greenhand Leadership Conference
   f) Chapter Officer Leadership Conference
   g) State FFA Convention
   h) National FFA Convention
   i) Greenhand Degree
   j) Chapter FFA Degree
   k) Golden State FFA Degree
   l) American FFA Degree
   m) Proficiency Award Competition
   n) Chapter Fundraising Events
   o) Field Day Competitions
   p) FFA Week Activities
   q) FFA Banquets
Career Development Events:
- Agriculture Mechanics
- Agriscience Fair
- Best Informed Greenhand
- Citrus Judging
- Computer Applications
- Co-Op Quiz
- Cotton Judging
- Creed Recitation
- Dairy Cattle Judging
- Milk Quality and Dairy Foods
- Extemporaneous Public Speaking
- Farm Business Management
- Farm Power and Machinery
- Floriculture
- Job Interview
- Land Judging
- Light Horse Judging
- Livestock Judging
- Marketing Plan Competition
- Ornamental Horticulture
- Opening/Closing Ceremonies
- PCA Agri Finance
- Parliamentary Procedure and Debate
- Prepared Public Speaking
- Small Engines

TULARE JOINT UNION HIGH SCHOOL DISTRICT
INSTRUCTIONAL PROGRAM IN AGRICULTURE EDUCATION

E. PROGRAM AND OR COURSE SUBJECT MATTER CONTENT OUTLINES

COURSE OFFERINGS:

1. Introduction to Agriculture, Ag. I
2. Plant & Animal Science Ag. II
3. Integrated Agriculture Biology
4. Agriculture Computer Management
5. Agribusiness Management
6. Agriculture Welding & Construction
7. Farm Power & Machinery
8. Livestock Production & Management
9. Dairy Production & Management
10. Nursery and Landscape Technology
11. Agriculture Work Experience

TULARE JOINT UNION HIGH SCHOOL DISTRICT
INSTRUCTIONAL PROGRAM IN AGRICULTURE EDUCATION

F. PROGRAM COMPLETION STANDARDS

In order for a student to complete a program in Agriculture Education at the Tulare Joint Union High School District, their supervised agricultural experience program (SAEP) must be related to their career goal. The student will be a member of the FFA Organization and be involved in FFA activities at the local level.

1. To complete a program the following sequences of classes are recommended:

   **Plant & Soil Science**
   Ag. I
   Ag. II
   Ag. Computer Mgmt.
   Agribusiness Mgmt., or
   Nursery Landscape Technology, or
   Ag. Work Experience

   **Animal Science**
   Ag. I
   Ag. II
   Livestock
   Dairy Skills, or
   Ag. Computer Mgmt., or
   Agribusiness Mgmt., or
   Ag. Work Experience
   Vet Science

   **Agricultural Mechanics**
   Ag. I
   Ag. II
   Ag. Welding & Construction, or
   Advanced Welding, or
   Ag Mechanics, or
   Ag. Computer Mgmt., or
   Agribusiness Mgmt., or
   Small Gas Engines, or

   Ag. Work Experience
Agricultural Business Management
Ag. I
Ag. II
Ag. Computer Mgmt.
Agribusiness Mgmt.

Ornamental Horticulture
Ag. I
Ag. II
Nursery & Landscape Technology
Ag. Welding & Construction
Small Gas Engines, or
Floral Design., or
Agribusiness Mgmt., or
Ag Mechanics
Ag. Work Experience

Core Agriculture
Ag. I
Ag. II
Livestock or Dairy
Any other Agriculture course
2. Certificates of Completion

Certificates of Completion are given to qualified students based on the standards list on each certificate.

TULARE JOINT UNION HIGH SCHOOL DISTRICT
INSTRUCTIONAL PROGRAM IN AGRICULTURE EDUCATION

G. DESCRIPTION OF FACILITIES AND MAJOR EQUIPMENT
2008-2009

1. Facilities

The Tulare HS Farm is comprised of 98 acres that include teaching facilities and shops as well as the only working dairy owned and operated by a high school agriculture program in the United States. As a compliment to the program the farm has:

- 6 Large classrooms w/heating and cooling
- Computer lab with 20 networked computers
- Welding shop facilities
- Small Engines and Ag Mechanics shop
- Office & library facilities
- 70 Head of Holstein milk cows plus heifers
- Dairy facilities including corals, barns, milking barn
- Farrow to finish swine unit with room for 10 sows and 80 market hogs.
- Six crate farrowing barn.
- Covered concrete finishing barn.
- Covered show ring.
- 3-acre irrigated sheep pasture.
- 5-acre irrigated pasture for cattle
- Sheep lambing and market barn with room for 30 market lambs
- 5 Head of Suffolk ewes.
- Covered concrete livestock barn w/ large and small animal pens, working chute and scale.
- 65 Acres of irrigated open farm ground.
- 1-acre horticulture facility with arboretum, 2 greenhouses, shade house, and head house.
2. Major Equipment
♦ 27 Computers
♦ 2 Laser printers
♦ Copy machine
♦ 3 TV/VCR carts
♦ 25 Microscopes w/video
♦ Digital Camera
♦ 2 Smart boards
♦ Video Camera
♦ Ford 4610 tractor
♦ Farmall M
♦ 5 MIG welders
♦ 3 TIG welders
♦ 12 ARC welders
♦ 2 Portable welders
♦ 4 Drill presses
♦ Iron Worker
♦ 3 Cut-off saws
♦ 5 Pedestal Grinders
♦ Rototiller
♦ 14hp Hydraulic mower
♦ Cement mixer
♦ Chipper/shredder
♦ Portable sprayer
♦ Portable livestock scale & trailer
♦ Large animal scale

♦ Misc. farm implements
♦ 16’ Tongue trailer
♦ 20’ Gooseneck trailer
♦ 3- 1 Ton dually pickup trucks
♦ 2- ¾ ton pickup trucks
♦ 2 Vans
TULARE JOINT UNION HIGH SCHOOL DISTRICT
INSTRUCTIONAL PROGRAM IN AGRICULTURE EDUCATION

I. Staff Assignments

1. Class Schedules
2. SAE Program Advisors
3. Community Relations Representatives
4. Departmental Responsibilities
5. Farm Facility/Equipment Managers
6. FFA Chapter Duties
7. Contests, Shows, and Trip Supervision
8. Career Development Event Advisors
1. Class Schedules

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**Farm Facility/Equipment Managers**

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### Contests, Shows, and Trip Supervision

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**TULARE JOINT UNION HIGH SCHOOL DISTRICT**

**INSTRUCTIONAL PROGRAM IN AGRICULTURE EDUCATION**

**K. SCHOOL AND/OR DEPARTMENT POLICIES PERTAINING TO:**

12. Student Eligibility to Participate in Out-of-Class Activities
13. Leadership Development Integration into the program
14. SOE Integration into Program
15. Other Policies
   a) Department Discipline Policy
   b) District Dress Code
   c) District Computer Use Policy
   d) Attendance and Tardy Policies
   e) Expected Schoolwide Learning Results, TUHS & TWHS
SCHOOL AND/OR DEPARTMENT POLICIES PERTAINING TO:

1. Student Eligibility to Participate in Out-of-Class Activities
SCHOOL AND/OR DEPARTMENT POLICIES PERTAINING TO:

2. Leadership Development Integration into the program

And

3. SOE Integration into Program
SCHOOL AND/OR DEPARTMENT POLICIES PERTAINING TO:

4. Other Policies
   a) Department Discipline Policy
   b) District Dress Code
   c) District Computer Use Policy
   d) Attendance and Tardy Policies
   e) Expected School-wide Learning Results, TUHS & TWHS

TULARE JOINT UNION HIGH SCHOOL DISTRICT
INSTRUCTIONAL PROGRAM IN AGRICULTURE EDUCATION

L. PROFICIENCY STANDARDS FOR PROGRAM COMPLETERS

In order for a student to complete a program in Agriculture Education at the Tulare Joint Union High School District, their supervised agricultural experience program (SAEP) must be related to their career goal. The student will be a member of the FFA Organization and be involved in FFA activities at the local level.

1. To complete a program the following sequences of classes are recommended:

   **Plant & Soil Science**
   - Ag. I
   - Ag. II, or
   - Ag Biology
   - Ag. Computer Mgmt.
   - Agribusiness Mgmt., or
   - Ag. Work Experience

   **Livestock P&M**
   - Dairy P&M, or
   - Ag. Computer Mgmt., or
   - Agribusiness Mgmt., or
   - Ag. Work Experience

   **Agricultural Mechanics**
   - Ag. I
   - Introduction to Ag Mechanics

   **Animal Science**
   - Ag. I
   - Ag. II, or
   - Ag Biology

   - Farm Power and Machinery, or
   - Small Engines, or
   - Ag. Computer Mgmt., or
L.224

Agribusiness Mgmt., or Agricultural Business Management
Ag. Work Experience
Ag. I
Ag. II, or
Ag Biology
Ag. Computer Mgmt.
Agribusiness Mgmt.

Ornamental Horticulture
Ag. I
Ag. II, or
Ag Biology
Floriculture
Ag. Welding & Construction, or
Farm Power and Machinery, or
Ag. Computer Mgmt., or
Agribusiness Mgmt., or
Ag. Work Experience

Core Agriculture
Ag. I
Ag. II, or
Ag Biology
Livestock or Dairy
Any other Agriculture course

2. Course Proficiency Standards

Students are evaluated in each course using the following Course Proficiency Standards:
Students are to be rated on their ability to accomplish or perform different tasks or demonstrate a level of knowledge in specific areas using the following scale:

**Rating Scale:**
- 4 – Skilled or can work independently
- 3 – Moderately skilled or can perform with limited help
- 2 – Limited skill, requires instruction and close supervision
- 1 – No exposure, has no experience or knowledge in this area

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<th>Rating:</th>
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<td>Identify the career opportunities using computers in agriculture.</td>
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<tr>
<td>_______</td>
<td>Explain the importance of computers in modern agriculture operations.</td>
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<td>_______</td>
<td>Name, explain the various units of computer hardware.</td>
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<td>Demonstrate an understanding of the California Vo-Ag record book by completing a book on an actual or a sample project.</td>
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<td>_______</td>
<td>Identify different computer systems available today.</td>
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<td>Demonstrate skill in operating word processing software.</td>
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<td>Demonstrate skill in coupler keyboarding.</td>
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<td>Demonstrate a working knowledge of data base management systems software.</td>
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<td>_______</td>
<td>Have a working knowledge of modern spreadsheet software.</td>
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<td>Apply skills in using software to manage spreadsheet software.</td>
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<td>Demonstrate an understanding of various programs used for agriculture operations.</td>
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<td>Create and design programs useful to specific applications.</td>
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<td>_______</td>
<td>Be able to understand and use computer networks.</td>
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<td>_______</td>
<td>Demonstrate knowledge of the Future Farmers of America, projects, record books, competition and leadership opportunities.</td>
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Tulare Joint Union High School District
Agriculture Department

PROFICIENCY STANDARDS

for

G. FARM POWER & MACHINERY

Students are to be rated on their ability to accomplish or perform different tasks or demonstrate a level of knowledge in specific areas using the following scale:

Rating Scale:
- 4 – Skilled or can work independently
- 3 – Moderately skilled or can perform with limited help
- 2 – Limited skill, requires instruction and close supervision
- 1 – No exposure, has no experience or knowledge in this area

Rating: Skill or Knowledge Area:

_____ Demonstrate an understanding of the California Vo-Ag record book by completing a book on an actual; project or a sample project.

_____ Consider a variety of agriculture careers and make realistic decisions about such careers.

_____ Demonstrate a knowledge of the safety rules involved in the use of farm machinery and farm shop equipment.

_____ Demonstrate a knowledge of the basic skills used in the general maintenance and minor repair farm tractors in each of the following areas:
  - Cooling systems
  - Air induction
  - Exhaust systems
  - Electrical systems
  - Lubrication systems
  - Fuel systems including carburetors
  - Hydraulic systems
  - Drive trains

  - Three-point hitch and wheels
  - Brakes
  - Clutch assembly

_____ Demonstrate proper pre-start checks with tractors, including oil level, coolant level, lubricant level, tire pressure, etc.

_____ Demonstrate the proper adjustments to meet tractor operation needs to include seating, wheel spacing, wheel weights, checking instrument panel, etc.

_____ Demonstrate the skills used in properly starting and stopping tractors in include:
  - Proper ventilation
  - Position of shift lever-neutral
  - Warming engine
  - Use of crank
  - Throttle and choke positions

Demonstrate proper highway driving practices with tractors to include safety warning devices, suitable speeds, right-of-way privileges, turning and entering/leaving main roads.

Identify the major parts and their functions of a gas and diesel tractor engine.
Demonstrate the skills involved in the disassembly of a small engine, repair of the engine and it’s re-assembly.

Study the importance of the FFA and it’s relationship and importance to the Vo-Ag student.
Students are to be rated on their ability to accomplish or perform different tasks or demonstrate a level of knowledge in specific areas using the following scale:

Rating Scale: 4 – Skilled or can work independently
               3 – Moderately skilled or can perform with limited help
               2 – Limited skill, requires instruction and close supervision
               1 – No exposure, has no experience or knowledge in this area

Rating:  Skill or Knowledge Area:

To identify the importance of production agriculture.

Identify the seven basic agriculture careers areas.

Identify and understand the function of the Future Farmers of America as it relates to modern agriculture, the structure, history and purpose of the Future Farmers of America and how it develops leadership skills.

Demonstrate an understanding of Supervised Occupational Experience Projects and their relationship with agriculture and agriculture careers.

Demonstrate an understanding of the California Vocational Agriculture Record Book by following actual or sample student projects.

Identify the common breeds of beef, sheep, swine, horse, dairy cattle and small animals.

Demonstrate an understanding of the terminology associated with each species of livestock.

Demonstrate an understanding of basic livestock management principles, including feeds and nutrition, care and maintenance, diseases and reproduction.

Identify the common crops grown and understands their importance to California agriculture.

Identify plants parts and explain their function for a variety of common agriculture plants.

Explain the factors involved in plant growth and general production practices.

Students will understand and perform basic tractor operations and maintenance.

Identify basic parts of common agriculture equipment.

Demonstrate proper safety techniques used in the agriculture industries and in the classroom setting.
Tulare Joint Union High School District
Agriculture Department

**PROFICIENCY STANDARDS**

for

I. **PLANT & ANIMAL SCIENCE, AG. II**

Students are to be rated on their ability to accomplish or perform different tasks or demonstrate a level of knowledge in specific areas using the following scale:

**Rating Scale:**
- 4 – Skilled or can work independently
- 3 – Moderately skilled or can perform with limited help
- 2 – Limited skill, requires instruction and close supervision
- 1 – No exposure, has no experience or knowledge in this area

**Rating:**  
**Skill or Knowledge Area:**

1. Demonstrate an understanding of the scope of the crop production and livestock industry in the U.S.A. and the role of research in its expansion.

2. Consider a variety of agriculture careers and make realistic decisions about such careers.

3. Identify the importance of the FFA and its relationship and importance to the Vo-Ag student.

4. Demonstrate an understanding of the California Vo-Ag record book by completing a book on an actual; project or a sample project.

5. Identify the ten animal body systems, their parts and functions and how they interrelate.

6. Develop proper nutritional plans for a variety of livestock and cattle, swine and sheep.

7. Identify the major diseases associated with cattle, swine and sheep, including the symptoms, treatment and prevention’s of such diseases.

8. Explain Mendel’s principle of inheritance as it relates to the transfer of genes from generation to generation.

9. Explain how genetic transfer relates to sex determination and abnormalities.

10. Explain the various systems of breeding cattle, swine and sheep (natural and artificial).

11. Identify the parts and explain their functions of a variety of common agriculture plants.

12. Explain the classification system, including the use of keys to identify plants.

13. Identify the major local crops and plants and explain the factors involved in their growth and production.

14. Demonstrate an understanding of the vital role that ecological balance plays in the plant and animal world.


Tulare Joint Union High School District  
Agriculture Department  

**PROFICIENCY STANDARDS**  
for  

**J. AGRICULTURE WELDING & CONSTRUCTION**  

Students are to be rated on their ability to accomplish or perform different tasks or demonstrate a level of knowledge in specific areas using the following scale:

**Rating Scale:**  
- 4 – Skilled or can work independently  
- 3 – Moderately skilled or can perform with limited help  
- 2 – Limited skill, requires instruction and close supervision  
- 1 – No exposure, has no experience or knowledge in this area  

<table>
<thead>
<tr>
<th>Rating</th>
<th>Skill or Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>______</td>
<td>Demonstrate an understanding of the California Vo-Ag record book by completing a book on an actual, project or a sample project.</td>
</tr>
<tr>
<td>______</td>
<td>Consider a variety of agriculture careers and make realistic decisions about such careers.</td>
</tr>
<tr>
<td>______</td>
<td>Demonstrate a knowledge (review) of all four positions and essentials in arc and acetylene welding.</td>
</tr>
<tr>
<td>______</td>
<td>Know the four essentials in arc welding (angle, heat, speed, and distance).</td>
</tr>
<tr>
<td>______</td>
<td>Be able to master the flat and out of position welds.</td>
</tr>
<tr>
<td>______</td>
<td>Learn the basic operation of the various types of gas and arc welding, drill presses, cut-off saws and the ironworker.</td>
</tr>
<tr>
<td>______</td>
<td>Demonstrate the safety features in the welding process.</td>
</tr>
<tr>
<td>______</td>
<td>Demonstrate the proper use of the cutting torch.</td>
</tr>
<tr>
<td>______</td>
<td>Master the basic positions in Acetylene welding with steel and brass rod.</td>
</tr>
<tr>
<td>______</td>
<td>Explain and demonstrate what and how to braze.</td>
</tr>
<tr>
<td>______</td>
<td>Identify and demonstrate the various types of machines in Oxy-Acetylene welding.</td>
</tr>
<tr>
<td>______</td>
<td>Accurately read shop drawings.</td>
</tr>
<tr>
<td>______</td>
<td>Demonstrate a knowledge of the general safety rules and procedures, including welding and cutting equipment safely.</td>
</tr>
<tr>
<td>______</td>
<td>Demonstrate a knowledge (review) of manipulative skills (angle, material deposit motion) in brazing, hard surfacing, cutting mild steel and aluminum welding.</td>
</tr>
<tr>
<td>______</td>
<td>Demonstrate proper usage of the cut-off saw, drill press, cutting torch, iron worker, grinders and arc and gas welders in the process of constructing major projects.</td>
</tr>
<tr>
<td>______</td>
<td>Students will apply the above welding, associating skills through building of assigned metal projects, such as cotton and cow trailers, utility trailers, abrasive saws, loading chutes, and other agricultural equipment.</td>
</tr>
<tr>
<td>______</td>
<td>Exhibit a knowledge of welding codes and symbols.</td>
</tr>
<tr>
<td>______</td>
<td>Understand the importance of FFA and it’s relationship and importance to the Vo-Ag student.</td>
</tr>
</tbody>
</table>
Tulare Joint Union High School District
Agriculture Department

PROFICIENCY STANDARDS
for

K. AGRICULTURE WORK EXPERIENCE

Students are to be rated on their ability to accomplish or perform different tasks or demonstrate a level of knowledge in specific areas using the following scale:

Rating Scale:
4 – Skilled or can work independently
3 – Moderately skilled or can perform with limited help
2 – Limited skill, requires instruction and close supervision
1 – No exposure, has no experience or knowledge in this area

Rating:  Skill or Knowledge Area:

_____ Develop a knowledge of the FFA organization, projects, competitions and leadership opportunities.

_____ Consider a variety of agriculture careers and make realistic decisions about such careers.

_____ Demonstrate an understanding of the California Vo-Ag record book by completing a book on an actual; project or a sample project.

_____ Develop skills needed for a job interview.

_____ Develop skills needed for filing out job applications.

_____ Understand employee, employer relationships, such as respect for property, following directions, workplace productivity, etc.

_____ Be able to meet dress code standards of a job.

_____ Accept responsibility for proper conduct on the job.

_____ Understand the different types of insurance and/or welfare programs to include disability, health, retirement, social security, unemployment and welfare.

_____ Consider a variety of agriculture careers and make realistic decisions about such careers.

_____ Develop proper techniques in making change, figuring sales tax, etc.

_____ Develop skills, with the assistance from the teacher and employer, related to the specific to the specific job assignment.
L. AGRIBUSINESS

Students are to be rated on their ability to accomplish or perform different tasks or demonstrate a level of knowledge in specific areas using the following scale:

Rating Scale:  
- 4 – Skilled or can work independently
- 3 – Moderately skilled or can perform with limited help
- 2 – Limited skill, requires instruction and close supervision
- 1 – No exposure, has no experience or knowledge in this area

<table>
<thead>
<tr>
<th>Rating</th>
<th>Skill or Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>______</td>
<td>Recognize and understand the various Ag. related business and how they pertain to agriculture in Tulare county.</td>
</tr>
<tr>
<td>______</td>
<td>Consider a variety of agriculture careers and make realistic decisions about such careers.</td>
</tr>
<tr>
<td>______</td>
<td>Arrange for a speaker from an Ag. Business area of the student’s choice.</td>
</tr>
<tr>
<td>______</td>
<td>Demonstrate record keeping and management skills through keeping a FFA record book.</td>
</tr>
<tr>
<td>______</td>
<td>Demonstrate his/her ability to give an up-to-date agricultural report.</td>
</tr>
<tr>
<td>______</td>
<td>Be able to write a term paper on an up-to-date agriculture topic and a farm management problem.</td>
</tr>
<tr>
<td>______</td>
<td>Will demonstrate a knowledge of the history, financing and operation of our local county fair.</td>
</tr>
<tr>
<td>______</td>
<td>Understands the functions of the four basic types of agriculture cooperatives.</td>
</tr>
<tr>
<td>______</td>
<td>Demonstrate the ability to analyze the development of a faring land enterprise, taking into consideration water needs, financing, equipment costs, leveling/fertilizer, etc., building and crops.</td>
</tr>
<tr>
<td>______</td>
<td>Identify the importance of the FFA and the relationship and importance to the Vo-Ag student.</td>
</tr>
<tr>
<td>______</td>
<td>Identify and understand the major steps in the financing of an agriculture enterprise.</td>
</tr>
</tbody>
</table>
Tulare Joint Union High School District
Agriculture Department

PROFICIENCY STANDARDS
for

M. DAIRY PRODUCTION & MANAGEMENT

Students are to be rated on their ability to accomplish or perform different tasks or demonstrate a level of knowledge in specific areas using the following scale:

Rating Scale:

- 4 – Skilled or can work independently
- 3 – Moderately skilled or can perform with limited help
- 2 – Limited skill, requires instruction and close supervision
- 1 – No exposure, has no experience or knowledge in this area

Rating: Skill or Knowledge Area:

Demonstrate an understanding of the scope of the dairy industry in the United States, California and Tulare County.

Consider careers in the dairy industry and to make realistic decisions about such careers.

Identify the importance of the FFA and its relationship and importance to the Vo-Ag student.

Demonstrate an understanding of the California Vo-Ag record book by completing a book on an actual, project or a sample project.

Demonstrate proper fitting and showing techniques of dairy cattle.

Identify the major diseases of dairy cattle, including the symptoms, treatment and prevention of such diseases.

Demonstrate an understanding of the importance of controlling mastitis in dairy cattle and its economic importance.

Explain “functional type” and how it relates to improving dairy cattle.

Demonstrate proper mating of dairy cattle using genetic mating service or AAA.

Explain the importance of dairy cattle records and their relationship to increased profits.

Demonstrate an understanding of computers and their application in dairy records.

Demonstrate proper milking procedure and explain its relationship to increased production and decreased incidence of mastitis.

Develop proper and economical rations for dairy cattle.

Explain the importance or reproductive efficiency in dairy cattle and factor that effect reproductive efficiency.

Demonstrate proper techniques of semen handling and artificial insemination.

Explain a proper calf and heifer raising program and how this program relates to having heifers freshen at 24-30 months of age.

Explain the different types of dairy cattle housing and milking barns with their advantages and disadvantages.

Demonstrate safe and proper working habits as they relate to working with dairy cattle.

Demonstrate a practical knowledge of the following dairy operations:

- Artificial breeding
- Vaccinating
- Dehorning
- Tattooing
- Castration
- Clipping cows udder
- Trim feet
- Apply magnet
- Administering drugs and pills
- Reading thermometer and taking temp.
- Making rope halters
- Fence repair
- Pen scraping and manure disposal
- Painting
- Welding
- Proper care of vet. Equipment
- Remove extra teats
- Diagnose and treat disease
- Branding methods
Students are to be rated on their ability to accomplish or perform different tasks or demonstrate a level of knowledge in specific areas using the following scale:

Rating Scale: 4 – Skilled or can work independently
              3 – Moderately skilled or can perform with limited help
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              1 – No exposure, has no experience or knowledge in this area

Rating:  Skill or Knowledge Area:

_______ The student will be able to identify those breeds of livestock (sheep, swine and beef) that are important to the industry.

_______ Students will demonstrate a knowledge of the following skills as they relate to the livestock industry:
          Castrating     Vaccinating     Judging and selecting
          Docking       Clipping needle teeth  Fitting and showing
          Dehorning     Ear notching

_______ Consider a variety of agriculture careers and make realistic decisions about such careers.

_______ Demonstrate an understanding of the California Vo-Ag record book by completing a book on an actual, project or a sample project.

_______ Understand the importance of FFA and its relationship and importance to the Vo-Ag student.

_______ The student will be able to relate the importance of the livestock industry to the rest of the agricultural spectrum.

_______ The student will be able to identify and properly formulate those feed stuffs for the rearing of cattle, swine and sheep.

_______ The student will be able to identify the digestive system of a ruminant (cattle) and a monogastric (swine) and explain how they function.

_______ Students will demonstrate proper feeding practices with livestock including:
          Amount to feed daily
          Rate of grain
          Cost per pound of grain
          Mixing ration
          Water importance
Students will be able to identify the major diseases of beef, sheep and swine, including the symptoms, treatment and prevention of such diseases.

Students will demonstrate knowledge of the following skills as they relate to the meat industry:
- To identify those cuts of meat that are in demand by the consumer
- To be able to select a desirable carcass from each of the species of the livestock breeds (sheep, swine and beef cattle)
- To apply the federal grading system to meats

Explain the various systems of breeding beef cattle, sheep and swine (artificial and natural).

Identify the anatomy involved and explain the physiology of the reproductive tract for beef, swine and sheep.

Students will demonstrate safe and proper techniques in working with livestock.
Students are to be rated on their ability to accomplish or perform different tasks or demonstrate a level of knowledge in specific areas using the following scale:

Rating Scale: 4 – Skilled or can work independently
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Rating: Skill or Knowledge Area:

_______ Recognize the nursery field as a career choice within the agricultural sciences.

_______ Identify, name and describe uses and the culture of common horticultural crops.

_______ Identify the main plant parts and describe their functions (roots, stem, leaves, etc.)

_______ Explain the effects of plant nutrients and fertilizers on plants and identify common commercial fertilizers (nitrogen, phosphorous, calcium, lime, etc.).

_______ Develop a knowledge of the properties of soil and soil amendments, their relationships to man and plants (texture, tilth, organic matter, etc.).

_______ Recognize common horticultural pests, damage caused and means of control (insects, weeds, disease).

_______ Understand the relationship between horticultural crops and the environment and how each may be controlled.

_______ Demonstrate those skills used in modern plant propagation and production (budding, grafting, cuttings).

_______ Be able to explain the importance of and demonstrate skills in horticultural crop maintenance (irrigation, fertilization, pruning, pest control, etc.).

_______ Be proficient in skills relevant to nursery production and management (soil mixing, transplanting, crop selection, maintenance, etc.).

_______ Demonstrate skills and practices used in the turfgrass industry (lawn installation, equipment operation).

_______ Be able to demonstrate those techniques and tools concerning the landscape industry (site preparation, installation, construction, bidding, etc.).

_______ Be able to use skills and techniques, which are part of landscape design (drafting tools, layout, design theories, and proper plant use).

_______ Demonstrate those safety practices, which are vital to the horticultural industry, including safe use of equipment, tools and pesticides.

_______ Have knowledge of the Future Farmers of America organization, projects, competition, and leadership opportunities.
<table>
<thead>
<tr>
<th>Teacher &amp; Address</th>
<th>Phone Number</th>
<th>Email Address</th>
<th>Date of Birth</th>
<th>Years of Service</th>
<th>Years with TJUHSD</th>
<th>Colleges Attended</th>
<th>Degree(s)</th>
<th>Units</th>
<th>Credentials</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Caetano</td>
<td>594-4803</td>
<td><a href="mailto:david.caetano@tulare.k12.ca.us">david.caetano@tulare.k12.ca.us</a></td>
<td>5-24-56</td>
<td>30</td>
<td>30</td>
<td>Reedley JC</td>
<td>AA</td>
<td></td>
<td>CSU Fresno</td>
</tr>
<tr>
<td>Kevin Koelewyn</td>
<td>585-0338</td>
<td><a href="mailto:kevin.koelewyn@tulare.k12.ca.us">kevin.koelewyn@tulare.k12.ca.us</a></td>
<td>3-26-66</td>
<td>20</td>
<td>13</td>
<td>COS</td>
<td>AA</td>
<td></td>
<td>CSU Fresno</td>
</tr>
<tr>
<td>Frank Marinelli</td>
<td>732-8258</td>
<td><a href="mailto:frank.marinelli@tulare.k12.ca.us">frank.marinelli@tulare.k12.ca.us</a></td>
<td>5/20/59</td>
<td>25</td>
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<td>Shasta JC, Cal Poly, San Luis Obispo</td>
<td>AA</td>
<td>BS</td>
<td>MS</td>
</tr>
<tr>
<td>Chris McKenna</td>
<td>419-9217</td>
<td><a href="mailto:chris.mckenna@tulare.k12.ca.us">chris.mckenna@tulare.k12.ca.us</a></td>
<td>3/20/85</td>
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<td>CSU Fresno</td>
<td>BS</td>
<td></td>
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</tr>
<tr>
<td>Michael Mederos</td>
<td>686-8302</td>
<td><a href="mailto:mike.mederos@tulare.k12.ca.us">mike.mederos@tulare.k12.ca.us</a></td>
<td>12/18/74</td>
<td>10</td>
<td>3</td>
<td>College of the Sequoias, Cal Poly, San Luis Obispo</td>
<td>BS</td>
<td>MS</td>
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</tr>
<tr>
<td>Jennifer Sousa</td>
<td>684-8275</td>
<td><a href="mailto:jennifer.sou@tulare.k12.ca.us">jennifer.sou@tulare.k12.ca.us</a></td>
<td>8/1/73</td>
<td>12</td>
<td>2</td>
<td>College of the Sequoias, Cal Poly, San Luis Obispo</td>
<td>BS</td>
<td></td>
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</tr>
</tbody>
</table>
TULARE JOINT UNION HIGH SCHOOL DISTRICT
INSTRUCTIONAL PROGRAM IN AGRICULTURE EDUCATION

N. AGRICULTURE ADVISORY COMMITTEE

Tulare Joint Union High School District
426 North Blackstone, Tulare, CA 93274
(559) 688-2021 FAX: (559) 687-7317

Board of Trustees
Frank Fernandes, School Board Member
Adrian Holguin, School Board Member
Craig Hamilton, School Board Member
Steven Lessley, School Board Member
Cathy Mederos, School Board Member

Administration
Howard Berger, Superintendent
Judy Coble, Asst. Superintendent
Tony Rodriguez, Asst. Superintendent

Tulare Union HS
Michelle Nunley, Principal
755 E. Tulare Avenue, Tulare, CA 93274
(559) 686-4761

Mission Oak High School
Isidro Carrasco, Principal
426 N. Blackstone Ave
Tulare, CA 93274
(559) 688-2021

Tulare Western HS
Lucy Van Scyoc, Principal
824 West Maple Avenue, Tulare, CA 93274
(559) 686-8751

Tulare HS Agriculture Department Instructors:
591 West Bardsley, Tulare, CA 93274
Mailing Address: 426 North Blackstone, Tulare, CA 93274
(559) 687-7390 FAX: (559) 687-7393
Dave Caetano, Department Chair, Dairy Manager
Kevin Koelewyn, FFA Advisor
Michael Mederos, Farm Manager
Shay Williams, Advisor- Student Development Committee
Chris McKenna, Advisor- Chapter Development Committee
Jennifer Sousa, Advisor- Community Service Committee
Frank Marinelli, Advisor-

Advisory Committee Members:

Charlie Pitigliano, Chair
Owner, Pitigliano Farms
PO Box 9
Tipton, CA 93272
(559) 752-4319
Email: pitiglianofarm@aol.com
Cell 284-6797
Term Expires: June 2012

Butch Gist, Vice-Chair
Owner, Gist Farms
4375 N. West St.
Tulare, CA 93274
Cell: (559) 967-8220
Email: gistsfarmsinc@yahoo.com
Term Expires: June 2010

Dave Sharp, Secretary
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217 E. Caldwell
Visalia, CA 93277
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Email: 
Term Expires: June 2012

Barton Smith
Farmer (Row and Field Crop)
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Joey Airoso
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Lori Cardoza
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Mike Lewis
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Cell 707-7444
Email:
Term Expires: June 2012

Brian Potter
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3820 South K
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Cell Phone:707-1601
Term Expires: June 2011

Joey Fernandes
22601 Rd 148
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Cell: (559) 280-1850
Email:
Term Expires: June 2012

Elizabeth Thornburg
UC Davis- Vet Lab
18830 Road 112
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(559) 688-1731
Email:
Term Expires: June 2011

George Tristao
Owner, Mid Valley Pipe and Supply
PO Box 2023
Tulare, CA 93274
(559) 358-6541
Email: george@midvalleypipe.com
Term Expires: June 2012

Kris Costa
College of the Sequoias, Agriculture Director
915 S. Mooney Blvd.
Visalia, CA 93277
(559) 730-3985
(559) 903-0076
Email: krisc@cos.edu
Term Expires: June 2010

Dr. Richard Heers
Owner, Cross Street Vet
400 E Cross Ave
Tulare, CA 93274
(559) 280-4805 cell
Email: rgheers@hotmail.com
Term Expires: June 2011

Tina Macedo
Owner, Macedo Engineering
4001 South K St.
Tulare, Ca 93274
(559) 688-7688
(559) 901-7082
Email: tina@tularesalesyard.com
Term Expires: June 2012

David Macedo
Owner President, Tulare Sales Yard
4013 So. K St.
Tulare, Ca. 93274
(559) 688-7569
(559) 901-7081
Term Expires: June 2010
### TULARE JOINT UNION HIGH SCHOOL DISTRICT
### INSTRUCTIONAL PROGRAM IN AGRICULTURE EDUCATION

#### P. CURRENT YEARS BUDGET

<table>
<thead>
<tr>
<th>AG. INCENTIVE:</th>
<th>Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.I. INSTRUCTIONAL SUPPLY - 4000</td>
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<tr>
<td>A.I. TRAVEL - 5000</td>
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<tr>
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<tr>
<td>A.I. BUILDINGS - 6200</td>
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<tr>
<td>A.I. REPLACEMENT OF EQUIP. - 6500</td>
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<tr>
<td><strong>A.I. TOTAL</strong></td>
<td><strong>23,948.00</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>VEA:</th>
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<tr>
<td>VEA INSTRUCTIONAL SUPPLY - 4000</td>
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</tbody>
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| Q. TCOVE | 3,880.00 |
| DISTRICT SUPPLY - 4310 | 3,600.00 |

**GRAND TOTAL** | **55,376.00**
S. ACTIVE PLACEMENT SITES
Jim Sousa Milk Testing  
Jim Sousa - 687-0456  
14073 Jan Court  
Tulare CA 93274

Tulare Small Engines  
Fred & Pam Brown - 688-2505  
956 North J Street  
Tulare CA 93274

Manual Martin Jr. Dairy  
Manual Martin Jr. - 752-4481  
14861 Ave 144  
Tipton CA 93272

Morais Feedlot  
Jorge Morais - 280-3436  
19257 Rd 124  
Tulare CA 93274

System One Filtration  
Steve Faria - 687-1955  
Leonard Noll Dr.  
Tulare CA 93274

Fagundes Cattle & Farming  
Stephen Fagundes - 686-9674  
3860 Ave 232  
Tulare CA 93274

Irigaray Dairy  
Linda Irigaray - 688-7946  
14229 Ave 228  
Tulare CA 93274

Deniz Livestock  
Frank Deniz - 804-5336  
1001 Alameda  
Tulare CA 93274

Papa Joe’s  
Henry Vargas - 686-5472  
2150 Stevenson Ct.  
Tulare CA 93274

Jordan & Son Farming  
Lena Jordan - 686-3466, 3492  
2171 Ave 192  
Waukena CA 93282
3. OUTLINE OF RECRUITMENT PLAN:

A. FFA Week
   All elementary feeder schools are invited to bring classes to the HS Farm for FFA Week activities. These include, horseback rides, petting zoo's, story telling, tractor rides, milking demonstrations, etc… Approximately 1,500 students participate.

B. Dairy Daze
   The Tulare County Dairy Wives sponsor annual Dairy Daze activities for elementary students at the HS Farm. The emphasis is on the dairy industry with demonstrations and lessons. Other agriculture areas are also presented. Over 1,000 students participate.

D. Open House
   Each Spring all feeder school 8th grade classes are invited to the HS Farm for an Open House. They are given a tour of the facilities, a hot dog lunch and a short presentation by FFA Officers and Advisors.

D. Leadership Training
   Each School is visited by a FFA Leadership Training Team. Members put on leadership activities for the 8th grade classes. The Ag. Program is reviewed briefly.

E. Enrollment
   During Freshmen enrollment FFA members are present to counsel students and a Ag. teacher is allowed to help register/counsel students.

4. RECRUITMENT MATERIALS:

C. 8th Grade Recruitment Package

D. Agriculture Program Major Material
Minutes of the Agriculture Advisory Committee Meeting  August 31st, 2009

Members Present:
Brian Potter          Butch Gist          Joey Fernandes
Lori Cardoza         David Sharp        Charlie Pitigliano
Tina Macedo          Kris Costa         Barton Smith
Renee Thornburg     Dick Heers

Others Present:
Dave Caetano- Agriculture Department Chair
Kevin Koelewyn- FFA Advisor
Michael Mederos- Farm Manager, Instructor
Frank Marinelli- Teacher
Jennifer Sousa- Teacher
Chris McKenna- Teacher
Judy Coble- Asst. Superintendent
Frank Fernandes- Board of Trustee
Craig Hamilton- Board of Trustee

Barton Smith called meeting to order at 5:00pm.

I. Welcome- Barton Smith welcomed and thanked all of those in attendance for taking the time to attend the meeting.

II. Barton Smith asked for each person in attendance to go around the room and introduce themselves.

III. There were no minutes to approve.

IV. Barton Smith gave an historical perspective on the Tulare High School Agriculture Program, based on his involvement on the Advisory Committee. He concluded by announcing it was time for someone else to take the leadership position on the committee. He opened up nominations for Chair, Vice Chair and Secretary of the Advisory Committee.
Dick Heers nominated Charlie Pitigliano for the Chair position.
A motion to accept and close nominations for Chair was made by Dave Sharp, seconded by Butch Gist, voice vote was unanimous.
Congratulations Charlie
Dick Heers nominated Butch Gist for the Vice Chair position.
A motion to accept and close nominations for Vice Chair was made by Charlie Pitigliano, seconded by Mike Lewis, voice vote was unanimous. Congratulations Butch.

Dick Heers nominated Dave Sharp for the Secretary position.

A motion to accept and close nominations for Chair was made by Charlie Pitigliano, seconded by Mike Lewis, voice vote was unanimous. Congratulations Dave.

Barton Smith congratulated the new officer team on the committee and turned over the meeting to the new chair of the committee, Charlie Pitigliano.

V. Charlie open up for discussion, creating an “Executive Council” of the Advisory Committee. Charlie explained the need for a smaller committee to meet when there are issues and emergencies, to help guide and provide direction for the program and staff. Dave Caetano agreed with Charlie and added some benefits to the creation of this council. After further discussion, it was decided that the 3 officers would sit on this council along with Dick Heers and Lori Cardoza when needs arise.

VI. Dave Caetano stated that it was important the committee needed to meet on a regular basis, not only when there was a crisis, but to actually conduct business, such as curriculum approval and other duties of the committee. Dave and the committee set the next meeting date for November 2nd, 2009 @ 5:00pm.

VII. Dairy Report- Dave Caetano gave an overview of new developments with the dairy. Some items to note were that the Dairy was in the process of changing feeding systems to a more cost effective system that provided more options to make the ration cheaper at times. The Dairy is now partnered with the Veterinarians at the UC Davis Vet research center. The Vets and their students are coming out every other Wednesday to do vet checks, vaccinations and other herd health procedures with little to no cost to the dairy. Dave also announced that the district just hired David Martins to be the new Herd Manager. He would be starting on September 1st.

   Farm Report- Mike Mederos gave an overview of the Farming Operations of the High School Farm along with the financial standing from the previous fiscal year. Mederos referred to a report that was prepared for the High School Board. Some items to note were as follows: During the Dairy Remodel campaign, nearly $400,000.00 worth of equipment, heifers and improvements were given to the Dairy and Farm. With accounting for inventory on hand, the dairy lost about $20,000.00 last year, with the farm making $20,000.00, which basically canceled each other out, to make the operation balance itself out. Mike also gave the committee the production records to this point on the alfalfa.
VIII. Mike Mederos had the committee refer to the list provided in the Farm Report that had the donations itemized with the amount and by whom made the donation. He requested that the committee review it for accuracy and bring any discrepancies to his attention as soon as possible.

IX. Department Report-

1) Dave Caetano informed the committee of the challenges facing the program right now.
   i. Challenges-Most notably was the fact that classes were so full that the program would be losing funding for class size on 4 of teachers. He added that he was informed over 80 freshmen were not admitted to the program because of the overcrowding. Dave also mentioned the need to review the courses for relevance and curriculum would need to be done in the immediate future.
   ii. Kris Costa announced that the College of the Sequoias Agriculture Program and Board of Trustees would be making a presentation to the Tulare Joint Union High School District Board of Trustees at the September 3rd meeting. The presentation would outline the progress made on the completion of the Tulare Campus and possibility of future partnerships with the Tulare Joint Union High School District.
   iii. Caetano gave the committee a handout summarizing the staffs summer hours and discussed the numerous hours worked above and beyond the staffs’ contractual obligation.
   iv. Caetano closed this portion of the agenda by announcing that in order to meet the needs of the program, the Agriculture Department would be purchasing a new truck within the next two months.

X. District Negotiations Report- Dave Caetano reminded the committee of the fiasco of last year’s CTA union negotiations with the district which reduced Jennifer Sousa’s summer contract. He gave examples of how the program and staff have been trying to become a part of the system to ensure future problems do not occur. In fact, Shay Williams was missing this meeting because she was part of the Negotiation team for the union which also had a meeting right now. Dave informed the committee that once again the district has chosen to bring the summer contract into for negotiations, this time by changing the wording of the contract. Dave questioned that why would the Ag department staff’s summer contract is such a critical issue during these difficult economic times. Judy Coble stated that she did not know why, but would find out from Howard as to the reason.

Craig Hamilton directed the Agriculture staff to set up a meeting with Howard to discuss this issue, noting that this was a valid question. Craig also stated that he would find out for himself and respond to the Advisory committee.
Dave Sharp asked Dave if any hours had been pulled from the Ag department staff.
Chris McKenna and Kevin Koelewyn explained that they had about 8 hours, each, pulled from their summer because they were making repairs to the sheep barn and there were no students there during that time. Kevin explained that it was a time sensitive issue, that there was no time to find students. It was something that needed to get fixed right then and there. Kevin also explained that there are duties and responsibilities associated with supervising student projects that do not require students being present, but they were vital to successful project supervision. Dave Caetano stated that he would contact Howard and request a meeting to discuss this issue, as directed by Craig Hamilton.

XI. Charlie Pitigliano reminded all present about the next Advisory Committee meeting scheduled for November 2nd and adjourned the meeting at 6:40pm

Respectfully Submitted,

Michael Mederos, Teacher
Agriculture Department
Tulare High School
Tulare High School Agriculture
Tulare FFA
591 West Bardsley
Tulare, CA 93274
(559) 687-7390

Department Meeting Minutes

April 27, 2010

Members Present: Dave Caetano, Mike Mederos, Shay Williams, Frank Marinelli, Chris McKenna, Kevin Koelewyn, Jennifer Sousa, FSU Student Teacher Erin Hanger

1) Upcoming Events- State Finals are this Saturday at Cal Poly University, San Luis Obispo.

2) State Finals- State Finals are Saturday, May 1, 2010 at Cal Poly, San Luis Obispo, and five vans will be used to transport the teams to the competition. Dave sent the list of team competitors to all the staff, as corrections in names may need to be made at the State Finals.

3) Awards- Shay needs from every teacher a list of students who are deserving of senior advisor awards. She needs the names by Friday, May 7. Shay also brought forward the idea, along with Kevin, that in addition to recognizing the top senior and top Greenhand, the top sophomore and junior need to be recognized for their achievements as well. Hopefully this would inspire all students to strive for their best. Teachers were also reminded that flyers were put in their mailbox to remind students about the poster committee and awards committee meetings.

4) Class Numbers- Dave provided the teachers with a projection of class numbers and class sections for the next school year. The biggest changes in the schedule for next year are the number of freshman students, and the Ag Biology classes. It is a possibility that one or two Agriculture One classes may have to be reduced. Chris will be taking over the horticulture unit next year, and will possibly be teaching an Ornamental Horticulture class. There was discussion as to whether or not freshman students who are not passing their Agriculture One classes should be kept out of the agriculture program. Dave asked from every teacher a list of freshman and sophomores who are failing their classes.

5) Sectional CATA Meeting- The Sectional CATA Meeting is scheduled for Wednesday, May 5 in Hanford. Six of the staff and the student teacher will be attending the meeting.

6) TCOVE- If teachers have any TCOVE money that they have to spend, they need to spend that money soon so that the account can be closed out.

7) Other Items:

   i. The negotiation elections have been postponed, and Mike mentioned pay cuts, and a possibly reduced school year.

Cc: Dave Caetano, Frank Marinelli, Kevin Koelewyn, Mike Mederos, Chris McKenna, Jennifer Sousa, Shay Williams, Howard Berger, Judy Coble, David Eddy, Charlie Pitligano, Ken Harris, Michelle Nunley, Isidro Carrasco, Lucy Van Scyoc, Dept. File, Erin Hanger
**Student Program Planning Form**

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>Senior Year</th>
<th>Sophomore Year</th>
<th>Freshman Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>Course</td>
<td>Course</td>
<td>Course</td>
</tr>
<tr>
<td>2010</td>
<td>2011</td>
<td>2009</td>
<td>2008</td>
</tr>
</tbody>
</table>

- **Supervised Agricultural Experience Plan** (Project Program should be related to career goal).

- **Planned Department Activity (FFA)**
  - California Poly State FFA
  - Donkey Basketball
  - Freeway Field Day

- **Planned Course of Study to Meet Occupational Goal**
  - By school year, list all classes previously taken, currently taking, and planned to be taken in the future.
L. PROFICIENCY STANDARDS FOR PROGRAM COMPLETERS

In order for a student to complete a program in Agriculture Education at the Tulare Joint Union High School District, their supervised agricultural experience program (SAEP) must be related to their career goal. The student will be a member of the FFA Organization and be involved in FFA activities at the local level.

1. To complete a program the following sequences of classes are recommended:

**Plant & Soil Science**
Ag. I  
Ag. II, or  
Ag Biology  
Ag. Computer Mgmt.  
Agribusiness Mgmt., or  
Ag. Work Experience

**Animal Science**
Ag. I  
Ag. II, or  
Ag Biology  
Livestock P&M  
Dairy P&M, or  
Ag. Computer Mgmt., or  
Agribusiness Mgmt., or  
Ag. Work Experience

**Agricultural Mechanics**
Ag. I  
Introduction to Ag Mechanics  
Ag. Welding & Construction  
Farm Power and Machinery, or  
Small Engines, or  
Ag. Computer Mgmt., or  
Agribusiness Mgmt., or  
Ag. Work Experience
Agricultural Business Management
Ag. I
Ag. II, or
Ag Biology
Ag. Computer Mgmt.
Agribusiness Mgmt.

Ornamental Horticulture
Ag. I
Ag. II, or
Ag Biology
Floriculture

Core Agriculture
Ag. I
Ag. II, or
Ag Biology
Livestock or Dairy

2. Course Proficiency Standards

Students are evaluated in each course using the following Course Proficiency Standards:
Tulare Joint Union High School District
Agriculture Department

PROFICIENCY STANDARDS
for
AGRICULTURE COMPUTER MANAGEMENT

Students are to be rated on their ability to accomplish or perform different tasks or demonstrate a level of knowledge in specific areas using the following scale:

Rating Scale:
4 – Skilled or can work independently
3 – Moderately skilled or can perform with limited help
2 – Limited skill, requires instruction and close supervision
1 – No exposure, has no experience or knowledge in this area

Rating:  Skill or Knowledge Area:

_____ Identify the career opportunities using computers in agriculture.

_____ Explain the importance of computers in modern agriculture operations.

_____ Name, explain the various units of computer hardware.

_____ Demonstrate an understanding of the California Vo-Ag record book by completing a book on an actual; project or a sample project.

_____ Identify different computer systems available today.

_____ Demonstrate skill in operating word processing software.

_____ Demonstrate skill in coupler keyboarding.

_____ Demonstrate a working knowledge of data base management systems software.

_____ Have a working knowledge of modern spreadsheet software.

_____ Apply skills in using software to manage spreadsheet software.

_____ Demonstrate an understanding of various programs used for agriculture operations.

_____ Create and design programs useful to specific applications.

_____ Be able to understand and use computer networks.

_____ Demonstrate knowledge of the Future Farmers of America, projects, record books, competition and leadership opportunities.
Tulare Joint Union High School District
Agriculture Department

PROFICIENCY STANDARDS
for

R. FARM POWER & MACHINERY

Students are to be rated on their ability to accomplish or perform different tasks or demonstrate a level of knowledge in specific areas using the following scale:

Rating Scale:  
4 – Skilled or can work independently
3 – Moderately skilled or can perform with limited help
2 – Limited skill, requires instruction and close supervision
1 – No exposure, has no experience or knowledge in this area

Rating:  
Skill or Knowledge Area:

— Demonstrate an understanding of the California Vo-Ag record book by completing a book on an actual; project or a sample project.

— Consider a variety of agriculture careers and make realistic decisions about such careers.

— Demonstrate a knowledge of the safety rules involved in the use of farm machinery and farm shop equipment.

— Demonstrate a knowledge of the basic skills used in the general maintenance and minor repair farm tractors in each of the following areas:
  Cooling systems  Lubrication systems  Three-point hitch and wheels
  Air induction  Fuel systems including carburetors  Brakes
  Exhaust systems  Hydraulic systems  Clutch assembly
  Electrical systems  Drive trains

— Demonstrate proper pre-start checks with tractors, including oil level, coolant level, lubricant level, tire pressure, etc.

— Demonstrate the proper adjustments to meet tractor operation needs to include seating, wheel spacing, wheel weights, checking instrument panel, etc.

— Demonstrate the skills used in properly starting and stopping tractors in include:
  Proper ventilation  Position of shift lever-neutral  Use of crank
  Warming engine  Throttle and choke positions

Demonstrate proper highway driving practices with tractors to include safety warning devices, suitable speeds, right-of-way privileges, turning and entering/leaving main roads.

Identify the major parts and their functions of a gas and diesel tractor engine.

L.254
Demonstrate the skills involved in the disassembly of a small engine, repair of
the engine and it’s re-assembly.

Study the importance of the FFA and it’s relationship and importance to the
Vo-Ag student.
Tulare Joint Union High School District
Agriculture Department

PROFICIENCY STANDARDS
for

S. INTRODUCTION TO AGRICULTURE, AG. I

Students are to be rated on their ability to accomplish or perform different tasks or demonstrate a level of knowledge in specific areas using the following scale:

**Rating Scale:**
- 4 – Skilled or can work independently
- 3 – Moderately skilled or can perform with limited help
- 2 – Limited skill, requires instruction and close supervision
- 1 – No exposure, has no experience or knowledge in this area

<table>
<thead>
<tr>
<th>Rating</th>
<th>Skill or Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>______</td>
<td>To identify the importance of production agriculture.</td>
</tr>
<tr>
<td>______</td>
<td>Identify the seven basic agriculture careers areas.</td>
</tr>
<tr>
<td>______</td>
<td>Identify and understand the function of the Future Farmers of America as it relates to modern agriculture, the structure, history and purpose of the Future Farmers of America and how it develops leadership skills.</td>
</tr>
<tr>
<td>______</td>
<td>Demonstrate an understanding of Supervised Occupational Experience Projects and their relationship with agriculture and agriculture careers.</td>
</tr>
<tr>
<td>______</td>
<td>Demonstrate an understanding of the California Vocational Agriculture Record Book by following actual or sample student projects.</td>
</tr>
<tr>
<td>______</td>
<td>Identify the common breeds of beef, sheep, swine, horse, dairy cattle and small animals.</td>
</tr>
<tr>
<td>______</td>
<td>Demonstrate an understanding of the terminology associated with each species of livestock.</td>
</tr>
<tr>
<td>______</td>
<td>Demonstrate an understanding of basic livestock management principles, including feeds and nutrition, care and maintenance, diseases and reproduction.</td>
</tr>
<tr>
<td>______</td>
<td>Identify the common crops grown and understands their importance to California agriculture.</td>
</tr>
<tr>
<td>______</td>
<td>Identify plants parts and explain their function for a variety of common agriculture plants.</td>
</tr>
<tr>
<td>______</td>
<td>Explain the factors involved in plant growth and general production practices.</td>
</tr>
<tr>
<td>______</td>
<td>Students will understand and perform basic tractor operations and maintenance.</td>
</tr>
<tr>
<td>______</td>
<td>Identify basic parts of common agriculture equipment.</td>
</tr>
<tr>
<td>______</td>
<td>Demonstrate proper safety techniques used in the agriculture industries and in the classroom setting.</td>
</tr>
</tbody>
</table>
Tulare Joint Union High School District
Agriculture Department

**PROFICIENCY STANDARDS**

for

T. PLANT & ANIMAL SCIENCE, AG. II

**Students are to be rated on their ability to accomplish or perform different tasks or demonstrate a level of knowledge in specific areas using the following scale:**

**Rating Scale:**
- 4 – Skilled or can work independently
- 3 – Moderately skilled or can perform with limited help
- 2 – Limited skill, requires instruction and close supervision
- 1 – No exposure, has no experience or knowledge in this area

<table>
<thead>
<tr>
<th>Rating:</th>
<th>Skill or Knowledge Area:</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______</td>
<td>Demonstrate an understanding of the scope of the crop production and livestock industry in the U.S.A. and the role of research in its expansion.</td>
</tr>
<tr>
<td>_______</td>
<td>Consider a variety of agriculture careers and make realistic decisions about such careers.</td>
</tr>
<tr>
<td>_______</td>
<td>Identify the importance of the FFA and its relationship and importance to the Vo-Ag student.</td>
</tr>
<tr>
<td>_______</td>
<td>Demonstrate an understanding of the California Vo-Ag record book by completing a book on an actual; project or a sample project.</td>
</tr>
<tr>
<td>_______</td>
<td>Identify the ten animal body systems, their parts and functions and how they interrelate.</td>
</tr>
<tr>
<td>_______</td>
<td>Develop proper nutritional plans for a variety of livestock and cattle, swine and sheep.</td>
</tr>
<tr>
<td>_______</td>
<td>Identify the major diseases associated with cattle, swine and sheep, including the symptoms, treatment and prevention’s of such diseases.</td>
</tr>
<tr>
<td>_______</td>
<td>Explain Mendel’s principle of inheritance as it relates to the transfer of genes from generation to generation.</td>
</tr>
<tr>
<td>_______</td>
<td>Explain how genetic transfer relates to sex determination and abnormalities.</td>
</tr>
<tr>
<td>_______</td>
<td>Explain the various systems of breeding cattle, swine and sheep (natural and artificial).</td>
</tr>
<tr>
<td>_______</td>
<td>Identify the parts and explain their functions of a variety of common agriculture plants.</td>
</tr>
<tr>
<td>_______</td>
<td>Explain the classification system, including the use of keys to identify plants.</td>
</tr>
<tr>
<td>_______</td>
<td>Identify the major local crops and plants and explain the factors involved in their growth and production.</td>
</tr>
<tr>
<td>_______</td>
<td>Demonstrate an understanding of the vital role that ecological balance plays in the plant and animal world.</td>
</tr>
</tbody>
</table>
Tulare Joint Union High School District  
Agriculture Department  

PROFICIENCY STANDARDS  

for  

U. AGRICULTURE WELDING & CONSTRUCTION  

Students are to be rated on their ability to accomplish or perform different tasks or demonstrate a level of knowledge in specific areas using the following scale:

**Rating Scale:**  
4 – Skilled or can work independently  
3 – Moderately skilled or can perform with limited help  
2 – Limited skill, requires instruction and close supervision  
1 – No exposure, has no experience or knowledge in this area

**Rating:**  

**Skill or Knowledge Area:**

- _______ Demonstrate an understanding of the California Vo-Ag record book by completing a book on an actual, project or a sample project.
- _______ Consider a variety of agriculture careers and make realistic decisions about such careers.
- _______ Demonstrate a knowledge (review) of all four positions and essentials in arc and acetylene welding.
- _______ Know the four essentials in arc welding (angle, heat, speed, and distance).
- _______ Be able to master the flat and out of position welds.
- _______ Learn the basic operation of the various types of gas and arc welding, drill presses, cut-off saws and the ironworker.
- _______ Demonstrate the safety features in the welding process.
- _______ Demonstrate the proper use of the cutting torch.
- _______ Master the basic positions in Acetylene welding with steel and brass rod.
- _______ Explain and demonstrate what and how to braze.
- _______ Identify and demonstrate the various types of machines in Oxy-Acetylene welding.
- _______ Accurately read shop drawings.
- _______ Demonstrate a knowledge of the general safety rules and procedures, including welding and cutting equipment safely.
- _______ Demonstrate a knowledge (review) of manipulative skills (angle, material deposit motion) in brazing, hard surfacing, cutting mild steel and aluminum welding.
- _______ Demonstrate proper usage of the cut-off saw, drill press, cutting torch, iron worker, grinders and arc and gas welders in the process of constructing major projects.
- _______ Students will apply the above welding, associating skills through building of assigned metal projects, such as cotton and cow trailers, utility trailers, abrasive saws, loading chutes, and other agricultural equipment.
- _______ Exhibit a knowledge of welding codes and symbols.
- _______ Understand the importance of FFA and it’s relationship and importance to the Vo-Ag student.
Tulare Joint Union High School District  
Agriculture Department  

**PROFICIENCY STANDARDS**  
for  

V. AGRICULTURE WORK EXPERIENCE  

Students are to be rated on their ability to accomplish or perform different tasks or demonstrate a level of knowledge in specific areas using the following scale:  

**Rating Scale:**  

- 4 – Skilled or can work independently  
- 3 – Moderately skilled or can perform with limited help  
- 2 – Limited skill, requires instruction and close supervision  
- 1 – No exposure, has no experience or knowledge in this area  

<table>
<thead>
<tr>
<th>Rating</th>
<th>Skill or Knowledge Area:</th>
</tr>
</thead>
<tbody>
<tr>
<td>______</td>
<td>Develop a knowledge of the FFA organization, projects, competitions and leadership opportunities.</td>
</tr>
<tr>
<td>______</td>
<td>Consider a variety of agriculture careers and make realistic decisions about such careers.</td>
</tr>
<tr>
<td>______</td>
<td>Demonstrate an understanding of the California Vo-Ag record book by completing a book on an actual, project or a sample project.</td>
</tr>
<tr>
<td>______</td>
<td>Develop skills needed for a job interview.</td>
</tr>
<tr>
<td>______</td>
<td>Develop skills needed for filing out job applications.</td>
</tr>
<tr>
<td>______</td>
<td>Understand employee, employer relationships, such as respect for property, following directions, workplace productivity, etc.</td>
</tr>
<tr>
<td>______</td>
<td>Be able to meet dress code standards of a job.</td>
</tr>
<tr>
<td>______</td>
<td>Accept responsibility for proper conduct on the job.</td>
</tr>
<tr>
<td>______</td>
<td>Understand the different types of insurance and/or welfare programs to include disability, health, retirement, social security, unemployment and welfare</td>
</tr>
<tr>
<td>______</td>
<td>Consider a variety of agriculture careers and make realistic decisions about such careers.</td>
</tr>
<tr>
<td>______</td>
<td>Develop proper techniques in making change, figuring sales tax, etc.</td>
</tr>
<tr>
<td>______</td>
<td>Develop skills, with the assistance from the teacher and employer, related to the specific to the specific job assignment.</td>
</tr>
</tbody>
</table>
Tulare Joint Union High School District
Agriculture Department

PROFICIENCY STANDARDS
for

W. AGRIBUSINESS

Students are to be rated on their ability to accomplish or perform different tasks or demonstrate a level of knowledge in specific areas using the following scale:

Rating Scale:
4 – Skilled or can work independently
3 – Moderately skilled or can perform with limited help
2 – Limited skill, requires instruction and close supervision
1 – No exposure, has no experience or knowledge in this area

Rating:  Skill or Knowledge Area:

_______ Recognize and understand the various Ag. related business and how they pertain to agriculture in Tulare county.

_______ Consider a variety of agriculture careers and make realistic decisions about such careers.

_______ Arrange for a speaker from an Ag. Business area of the student’s choice.

_______ Demonstrate record keeping and management skills through keeping a FFA record book.

_______ Demonstrate his/her ability to give an up-to-date agricultural report.

_______ Be able to write a term paper on an up-to-date agriculture topic and a farm management problem.

_______ Will demonstrate a knowledge of the history, financing and operation of our local county fair.

_______ Understands the functions of the four basic types of agriculture cooperatives.

_______ Demonstrate the ability to analyze the development of a faring land enterprise, taking into consideration water needs, financing, equipment costs, leveling/fertilizer, etc., building and crops.

_______ Identify the importance of the FFA and the relationship and importance to the Vo-Ag student.

_______ Identify and understand the major steps in the financing of an agriculture enterprise.
Tulare Joint Union High School District
Agriculture Department

PROFICIENCY STANDARDS
for

X. DAIRY PRODUCTION & MANAGEMENT

Students are to be rated on their ability to accomplish or perform different tasks or demonstrate a level of knowledge in specific areas using the following scale:

Rating Scale:  
4 – Skilled or can work independently
3 – Moderately skilled or can perform with limited help
2 – Limited skill, requires instruction and close supervision
1 – No exposure, has no experience or knowledge in this area

Rating:  
Skill or Knowledge Area:

Demonstrate an understanding of the scope of the dairy industry in the United States, California and Tulare County.
Demonstrate proper fitting and showing techniques of dairy cattle.
Identify the major diseases of dairy cattle, including the symptoms, treatment and prevention of such diseases.
Identify the importance of controlling mastitis in dairy cattle and it’s economic importance.
Demonstrate proper techniques of semen handling and artificial insemination.

Consider careers in the dairy industry and to make realistic decisions about such careers.
Identify the importance of the FFA and it’s relationship and importance to the Vo-Ag student.
Demonstrate proper fitting and showing techniques of dairy cattle.
Identify the major diseases of dairy cattle, including the symptoms, treatment and prevention of such diseases.
Demonstrate an understanding of the importance of controlling mastitis in dairy cattle and it’s economic importance.
Explain “functional type” and how it relates to improving dairy cattle.
Demonstrate proper mating of dairy cattle using genetic mating service or AAA.
Demonstrate proper milking procedure and explain it’s relationship to increased production and decreased incidence of mastitis.
Develop proper and economical rations for dairy cattle.

Demonstrate an understanding of the California Vo-Ag record book by completing a book on an actual; project or a sample project.
Demonstrate an understanding of the importance of controlling mastitis in dairy cattle and it’s economic importance.
Explain the importance of dairy cattle record books and their relationship to increased profits.
Demonstrate an understanding of computers and their application in dairy records.

Demonstrate an understanding of careers in dairy industry.
Explain the importance of dairy cattle record books and their relationship to increased profits.

Demonstrate proper techniques of semen handling and artificial insemination.

Demonstrate proper fitting and showing techniques of dairy cattle.

Explain a proper calf and heifer raising program and how this program relates to having heifers freshen at 24-30 months of age.
Explain the different types of dairy cattle housing and milking barns with their advantages and disadvantages.

Develop proper and economical rations for dairy cattle.

Demonstrate proper techniques of semen handling and artificial insemination.

Explain a proper calf and heifer raising program and how this program relates to having heifers freshen at 24-30 months of age.
Explain the different types of dairy cattle housing and milking barns with their advantages and disadvantages.

Demonstrate proper techniques of semen handling and artificial insemination.

Demonstrate a practical knowledge of the following dairy operations:

Artificial breeding  Apply magnet  Painting
Vaccinating  Administering drugs and pills  Welding
Dehorning  Reading thermometer and taking temp.  Proper care of vet. Equipment
Tattooing  
Castration  Making rope halters  Remove extra teats
Clipping cows udder  Fence repair  Diagnose and treat disease
Trim feet  Pen scraping and manure disposal  Branding methods
Students are to be rated on their ability to accomplish or perform different tasks or demonstrate a level of knowledge in specific areas using the following scale:

**Rating Scale:**  
4 – Skilled or can work independently  
3 – Moderately skilled or can perform with limited help  
2 – Limited skill, requires instruction and close supervision  
1 – No exposure, has no experience or knowledge in this area

**Rating:**  
**Skill or Knowledge Area:**  

The student will be able to identify those breeds of livestock (sheep, swine and beef) that are important to the industry.

Students will demonstrate a knowledge of the following skills as they relate to the livestock industry:

- Castrating
- Docking
- Dehorning
- Vaccinating
- Clipping needle teeth
- Ear notching
- Judging and selecting
- Fitting and showing

Consider a variety of agriculture careers and make realistic decisions about such careers.

Demonstrate an understanding of the California Vo-Ag record book by completing a book on an actual, project or a sample project.

Understand the importance of FFA and its relationship and importance to the Vo-Ag student.

The student will be able to relate the importance of the livestock industry to the rest of the agricultural spectrum.

The student will be able to identify and properly formulate those feed stuffs for the rearing of cattle, swine and sheep.

The student will be able to identify the digestive system of a ruminant (cattle) and a monogastric (swine) and explain how they function.

Students will demonstrate proper feeding practices with livestock including:

- Amount to feed daily
- Rate of grain
- Cost per pound of grain
- Mixing ration
- Water importance
Students will be able to identify the major diseases of beef, sheep and swine, including the symptoms, treatment and prevention of such diseases.

Students will demonstrate knowledge of the following skills as they relate to the meat industry:

- To identify those cuts of meat that are in demand by the consumer
- To be able to select a desirable carcass from each of the species of the livestock breeds (sheep, swine and beef cattle)
- To apply the federal grading system to meats

Explain the various systems of breeding beef cattle, sheep and swine (artificial and natural).

Identify the anatomy involved and explain the physiology of the reproductive tract for beef, swine and sheep.

Students will demonstrate safe and proper techniques in working with livestock.
Tulare Joint Union High School District
Agriculture Department

PROFICIENCY STANDARDS
for

Z.  NURSERY & LANDSCAPE TECHNOLOGY

Students are to be rated on their ability to accomplish or perform different tasks or demonstrate a level of knowledge in specific areas using the following scale:

Rating Scale:
- 4 – Skilled or can work independently
- 3 – Moderately skilled or can perform with limited help
- 2 – Limited skill, requires instruction and close supervision
- 1 – No exposure, has no experience or knowledge in this area

<table>
<thead>
<tr>
<th>Rating</th>
<th>Skill or Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____</td>
<td>Recognize the nursery field as a career choice within the agricultural sciences.</td>
</tr>
<tr>
<td>_____</td>
<td>Identify, name and describe uses and the culture of common horticultural crops.</td>
</tr>
<tr>
<td>_____</td>
<td>Identify the main plant parts and describe their functions (roots, stem, leaves, etc.).</td>
</tr>
<tr>
<td>_____</td>
<td>Explain the effects of plant nutrients and fertilizers on plants and identify common commercial fertilizers (nitrogen, phosphorous, calcium, lime, etc.).</td>
</tr>
<tr>
<td>_____</td>
<td>Develop a knowledge of the properties of soil and soil amendments, their relationships to man and plants (texture, tilth, organic matter, etc.).</td>
</tr>
<tr>
<td>_____</td>
<td>Recognize common horticultural pests, damage caused and means of control (insects, weeds, disease).</td>
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<tr>
<td>_____</td>
<td>Understand the relationship between horticultural crops and the environment and how each may be controlled.</td>
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<tr>
<td>_____</td>
<td>Demonstrate those skills used in modern plant propagation and production (budding, grafting, cuttings).</td>
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<tr>
<td>_____</td>
<td>Be able to explain the importance of and demonstrate skills in horticultural crop maintenance (irrigation, fertilization, pruning, pest control, etc.).</td>
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<tr>
<td>_____</td>
<td>Be proficient in skills relevant to nursery production and management (soil mixing, transplanting, crop selection, maintenance, etc.).</td>
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<tr>
<td>_____</td>
<td>Demonstrate skills and practices used in the turfgrass industry (lawn installation, equipment operation).</td>
</tr>
<tr>
<td>_____</td>
<td>Be able to demonstrate those techniques and tools concerning the landscape industry (site preparation, installation, construction, bidding, etc.).</td>
</tr>
<tr>
<td>_____</td>
<td>Be able to use skills and techniques, which are part of landscape design (drafting tools, layout, design theories, and proper plant use).</td>
</tr>
<tr>
<td>_____</td>
<td>Demonstrate those safety practices, which are vital to the horticultural industry, including safe use of equipment, tools and pesticides.</td>
</tr>
<tr>
<td>_____</td>
<td>Have knowledge of the Future Farmers of America organization, projects, competition, and leadership opportunities.</td>
</tr>
</tbody>
</table>
Selected Credential Held

The application status and credential information was last updated on 05/24/2010. The Commission, at one time, issued documents without assigning any document number. Assigning a document number to these records was necessary to be able to display them online. The document numbering assigned to display those records will appear as "NONE1, NONE2, NONE3, etc."

Details of Selected Credential

Name: MCKENNA, CHRIS LEE

Document Title
Preliminary Single Subject Teaching Credential

Document Number
080175289

Authorization Code(s)
R15

This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.

R142

This document authorizes the holder to provide the following services to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults; and (2) specially designed content instruction delivered in English in single-subject-matter (departmentalized) courses as authorized on this document. This authorization also covers classes authorized by other valid, non-emergency credentials held, as specified in Education Code Section 44253.3.

Renewal Code(s)
R141

This credential may not be renewed. To qualify for the clear credential, the holder of this document must complete a Commission-approved induction program including Verification of Completion by the program sponsor.

Issuance Date
07/10/2008

Expiration Date
08/01/2013

Date of Original Issuance
07/10/2008

Authorized Subject(s)
Agriculture

County of Employment
FRESNO

Recommending Institution/Agency
FRESNO, CSU
California Commission on Teacher Credentialing

Selected Credential Held

The application status and credential information was last updated on 05/24/2010. The Commission, at one time, issued documents without assigning any document number. Assigning a document number to these records was necessary to be able to display them online. The document numbering assigned to display those records will appear as "NONE1, NONE2, NONE3, etc."

Details of Selected Credential

Name: MCKENNA, CHRIS LEE

<table>
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<th>Document Title</th>
<th>Clear Specialist Instruction Credential (Agriculture)</th>
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<td>R3A1</td>
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<td>Renewal Code(s)</td>
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</table>

This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, and in classes organized primarily for adults. It also authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.

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<td>Recommending Institution/Agency</td>
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**TULARE FFA & AGRICULTURE DEPARTMENT CALENDAR**

### January 2010

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**May 2010**

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**June 2010**

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L.268
<table>
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<tr>
<th>Date</th>
<th>Description of Activity write in complete sentences</th>
<th>Hours of work</th>
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<tbody>
<tr>
<td>25/36</td>
<td>In class talking about the computer project</td>
<td>1 hr 30 min</td>
</tr>
<tr>
<td>26/36</td>
<td>went into the computer lab worked on project</td>
<td>1 hr 30 min</td>
</tr>
<tr>
<td>27/36</td>
<td>went back into the shop and welded</td>
<td>1 hr 30 min</td>
</tr>
<tr>
<td>28/36</td>
<td>this was a holiday</td>
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<tr>
<td>29/36</td>
<td>went back into the computer lab and worked on plena can</td>
<td>1 hr 30 min</td>
</tr>
<tr>
<td>30/36</td>
<td>in the computer lab worked on the steel on the project and almost finished</td>
<td>1 hr 30 min</td>
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<tr>
<td>31/36</td>
<td>finished the steel and started on backing the sample</td>
<td>1 hr 30 min</td>
</tr>
<tr>
<td>31/36</td>
<td>worked on the brode almost finished</td>
<td>1 hr 30 min</td>
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</table>
Based on the previous year’s record, every agriculture teacher, teaching at least ¼ time agriculture, attends a minimum of four of the following professional development activities:

**Qualified and Competent Personnel**

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>Teachers Names</th>
<th>Caetano</th>
<th>Koelewijn</th>
<th>Marinelli</th>
<th>McKenna</th>
<th>Mederos</th>
<th>Sousa</th>
<th>Williams</th>
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<tr>
<td>Fall Region Meeting</td>
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<td>University AgEd Skills Week</td>
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<td>Professional Development **</td>
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</table>

* Four Section In-service Meetings equals one Professional Development Activity

** Can utilize a maximum of two other "Agriculturally Related" Professional Development activities than those listed above. Explain the
## Tulare High School Farm
### R2 Student Report
#### Year: 2009

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<tr>
<th>ProgName</th>
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<td>Ag Mech.</td>
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6. Agriculture Program
Each current Full-time credentialed agriculture program teachers may choose to work up to two additional months beyond the 185 day school year, each year, at their daily rate of pay (one month equals 20 work days at six (6) hours and 50 minutes per day for a total of 273 hours). Seventy-three of the 273 hours can be used during the regular school year and the remaining 200 hours are to be utilized during non-school days in June, July, and August. All hours worked must be completed at a District approved location. All hours worked must be served for agricultural related purposes including, but not limited to, FFA activities and project supervision of major student projects. All hours worked under this provision must be pre-approved by the Superintendent or his/her designee in order to be counted. Each Agriculture teacher must provide the District Office designee with a monthly log which must include date, time, student names, project description, and location.

Effective September 1, 2008, credentialed agricultural program teachers hired on or after September 1, 2008, may choose to work up to 137 hours outside their regular 185 day school year contract. These hours will be compensated at the In-service Education rate. In-service Education rate for certificated staff approved within the District’s guidelines shall be compensated at 75% of Step I on Column II of the Adult School Hourly Salary Schedule. For the 2008-2009 school year the rate is $22.76 per hour. All 137 hours are to be utilized during non-school days in June, July, and August. All hours worked must be served for agricultural related purposes including, but not limited to, FFA activities and project supervision of major student projects. All hours worked under this provision must be pre-approved by the Superintendent or his/her designee in order to be counted. Each Agriculture teacher must provide the District Office designee with a monthly log which must include date, time, student names, project description, and location.
### Vans/Cars

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**Agriculture Department**

*Transportation Request 2009-2010*
Fresno  Feb 6  2-5/3pm  2-6/ 8pm     15    16
Arbuckle  Feb 6  2-6/3pm  2-7/9pm     9    21
Bakersfield  Feb 27  2-26/ 3pm  2-27 / 5pm    15    18
UC Davis  March 5-6  3-5 / 7am  3-6 / 10pm  27    30
Hanford  Mar 11  3-11 / 1pm  3-11 / 6pm    18
Wasco  Mar 13  3-12 / 3pm  3-13 / 6pm    18
Visalia  Mar 19  3-19 / 8am  3-19 / 8pm    18    23
Fresno  April 15-16 4-15 / 10am  4-16 / 2pm  9    28
Fresno  April 17-20 4-16 / 3pm  4-20 / 5pm  36    28
Cal Poly  April 30- May 1 4-30 / 3pm  5-1 / 10pm 45    29
Cal Poly  June 20-24 6-18 / 1pm  6-24 / 5pm  2 cars    33

Buses

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L.305
CALIFORNIA AGRICULTURAL TEACHERS' ASSOCIATION

SERVING AGRICULTURE BY TEACHING
2009/2010 ACTIVE MEMBER

Voting Card
Department Meeting Minutes

May 17, 2010

Members Present: Dave Caetano, Mike Mederos, Shay Williams, Frank Marinelli, Chris McKenna, Kevin Koelewyn, Jennifer Sousa, FSU Student Teacher Erin Hanger

1) Awards Banquet- The awards banquet will be held this Friday, May 21st at 6:30 pm in the Tulare Union High School auditorium. Kevin and Shay handed out a list of the students who are getting recognized as star farmers, proficiencies and achievement points. It was decided that each teacher will present the team that they coached for judging teams. Bags for these winners have been ordered. Shay will also add a list of students who are receiving their FFA letter.

Cc: Dave Caetano, Frank Marinelli, Kevin Koelewyn, Mike Mederos, Chris McKenna, Jennifer Sousa, Shay Williams, Howard Berger, Judy Coble, David Eddy, Charlie Pitligano, Ken Harris, Michelle Nunley, Isidro Carrasco, Lucy Van Scyoc, Dept. File, Erin Hanger
Department Meeting Minutes

March 1, 2010

Members Present: Mike Mederos, Shay Williams, Frank Marinelli, Jennifer Sousa, FSU Student Teacher Erin Hanger

1) Judging Teams- The following is the schedule for judging teams: Dairy Products is Tuesday and Thursday at 3:30, Horse Judging is Tuesday and Thursday at 6:00 pm, and BIG is on Fridays at 7 am. There is no Pest Management team.

2) An e-mail has been going around that says it is sent from Garth. Be aware of this e-mail, because it can contain a virus.

3) Board Presentation- All teachers need to look over the information and let Dave know of any changes that may need to be made by today or tomorrow. Dave also needs a list of students who are on the judging teams.

4) The Ag Advisory meeting will be held March 17th at 5:00 pm, instead of March 10 as was originally planned.

5) Dave needs help this weekend, as well as ten to twelve students to help cook lunch for the Choboian Race.

6) The purchase of a vehicle with the Boosters help needs to be decided quickly. It was the consensus of the members present to purchase a suburban or possibly an extended Excursion. A suburban was thought to be better for transporting more students to events and activities. It was also mentioned that the department not buy something new, but a vehicle with no more than thirty thousand miles. It was also discussed that there will be a 50/50 split with the Boosters and the department for the purchase of the vehicle.
7) Other Business

i. The staff needs to start working on the department list that was discussed a month ago.

ii. There will be a sign-making meeting in Shay’s room Monday, March 8 at 3:30 to make signs for the Donkey Basketball.

iii. For the Donkey Basketball game, we will be selling Linguica sandwiches, chips and soda.

iv. State Convention paperwork had to be turned in, but the department will be getting a late fee. Teachers are asked to check the most recent list to inform those students who still owe either paperwork or money for the convention.

v. State Degree Banquet- Letters were sent out to students via the mail, and the deadline was today. There will be a list made up of students who may need to still turn in their money and reservations.

vi. Congratulations to Brianda Louro and Reuben Perez. They were elected to the respected offices of Regional Vice-President, and Regional Sentinel at the Regional meeting on February 27.

vii. The staff needs to go over the classes for next year.

viii. Summer Conference- Teachers can pay now and get reimbursed later. Please turn your registration in to Dave.

ix. The Nunley Family lost all of their belongings this weekend in a devastating house fire. It was agreed to send a Target gift card of about one-hundred dollars to help out the family. Jennifer will take care of this tomorrow, and everyone in the department will chip in to purchase the gift card.
Department Meeting Minutes

May 24, 2010

Members Present: Dave Caetano, Mike Mederos, Shay Williams, Frank Marinelli, Chris McKenna, Kevin Koelewyn, Jennifer Sousa, FSU Student Teacher Erin Hanger, Tulare Western Head Counselor Luanne Sozinho

1) Senior Forms- Senior survey forms need to be turned in to Dave as soon as possible.

2) Awards Banquet- The awards banquet was held Friday evening, May 21, 2010, and a lot of compliments were given to the teachers by the attendees. The Ag teachers discussed that the banquet time needs to be shortened, with possibly holding a separate banquet for only the seniors and scholarship winners. There was also discussion about changing the judging team presentations next year, as well as discussion about the introductory slide show.

3) Summer Meeting- It was discussed that the Ag teachers possibly might hold their summer meeting on June 8th and 9th.

4) Other Items
   i. Pigs will be coming in, and students, beginning with seniors, will get to choose their pigs tomorrow.
   ii. Frank will be taking the SEE program summer applications in today.
iii. Tomorrow after school, a gentleman will be coming to the school farm to train the teachers for the SEE program. Any person watching over the students in the SEE program need to be trained. Frank would also like a list of tasks from the teachers for the summer work program.

iv. Discount cards and money need to be turned in to Chris by Thursday.

v. Luanne discussed summer school with the teachers.

Cc: Dave Caetano, Frank Marinelli, Kevin Koelewyn, Mike Mederos, Chris McKenna, Jennifer Sousa, Shay Williams, Howard Berger, Judy Coble, David Eddy, Charlie Pitligano, Ken Harris, Michelle Nunley, Isidro Carrasco, Lucy Van Seyoc, Dept. File, Erin Hanger
Tulare High School District Agriculture Department Advisory Committee Meeting
August 31st, 2009

Agenda

1. Welcome
2. Introductions

3. Approval of Minutes


5. R-2 Report Numbers

6. Dairy & Farm Report

7. Replacement of Bill Faria

8. Learning Outcomes

9. COS Presentation  -- Kris Costa

10. Program Review – November 18

11. SEE Work Experience Program

12. Next Meeting Date

13. Adjourn

Tulare High School District Agriculture Department Advisory Committee Meeting
April 27, 2010

Agenda
14. Welcome

15. Introductions

16. Approval of Minutes

17. FFA Report – Amanda

18. Ag Incentive Program Review Report

19. Farm and Dairy Report

20. COS Update - Kris

21. Five Year Plan
   ➢ Move to COS
   ➢ Improve Current Site

22. Next Meeting Date

23. Adjourn

CONSTITUTION AND BY-LAWS

SECTION A - PURPOSE:

Article 1. The Agriculture Advisory Committee shall exist only during such time as it is authorized by the administration of the District and the Board of Education.
Article 2. The Advisory Committee may direct its advice and recommendations toward the teachers of Agriculture, the Administration or the Board of Education. It shall limit its activities to matters directly concerning the Agriculture Education Department.

Article 3. It shall be the duty of the Advisory committee to:
   a) Study the needs of the community related to the work of the Agriculture Department.
   b) Suggest and advise in areas of education pertaining to the objectives of the districts Agriculture Education program.
   c) Review the departments’ ability to meet state standards in Agriculture Education.
   d) Review and evaluate facilities and equipment available for the use of instruction.
   e) Assist in evaluating the agriculture programs instruction, curriculum and course content being provided to the students.
   f) Study the programs of Agriculture Departments in other communities with the idea of encouraging the use in this community of those objectives and practices which may be applicable.
   g) Serve as an avenue of communication between the Agriculture Department and the community.
   h) Provide special committees to work with various groups participating in the Agriculture Education Program such as FFA members, Parents and the FFA Booster Club.

SECTION B – MEMBERSHIP

Article 1. There shall be a maximum of 18 members on the Agriculture Advisory Committee; at least one representing each of the core areas taught in the program: Livestock, Horticulture, Ag Mechanics, (Welding & Small Engines) Vet Science, Ag Business and representatives from the dairy and crop production industries.

Article 2. Members shall be selected in such a way that they represent a cross-section of the farm and business community served by the Agriculture Department.

Article 3. Members shall be nominated by the Agriculture Department Staff after consultation with the District Administration and Agriculture Advisory Committee and be approved by the Board of Education.

Article 4. Members shall be notified of their appointment by the District Superintendent.

Article 5. Members:
   (a) The term of membership shall be three years and can be renewed at the end of that term.
   (b) Be appointed and re-appointed as the need arises.
   (c) Have the only voting rights of the committee.

Article 6. The Chairman’s membership may be as consecutive as the Agriculture Department Staff, District Administration, Board of Education and Agriculture Advisory Committee see fit.
Article 7. An individual shall loose membership if he/she fails to take an active role in the committee’s activities or is no longer a positive contributing member of the committee. This decision will be made by the committee after consulting with the Agriculture Department Staff.

Article 8. The Board of Education shall appoint a Board Member and the District Superintendent or his representative to act as non-voting members of the committee.

Article 9. The Superintendent and Board Member will not be voting members but should attend all meetings.

Article 10. The Agriculture Education Staff will be non-voting members and will attend all meetings.

Article 11. In case of vacancies, new members shall be elected to fill those vacancies as set down in Article 3 of this section, but shall serve for only the time remaining of the vacancy filled.

Article 4. The Board of Education shall award a certificate of appreciation to each member fully completing his term of membership on the committee.

SECTION C – MEETINGS:

Article 1. The committee shall meet no less than three times per year. Meeting dates will be decided on by the Agriculture Department Chairman and the Agriculture Advisory Committee Chairman.

Article 2. Special meetings may be called during the year by the Chairman as necessary.

Article 3. Written notices of all regular meetings will be prepared and mailed to all committee members and guests by the Agriculture Department Chairman.

Article 4. The meetings shall not continue for more than two hours unless so voted by the committee members present.

Article 5. A quorum will consist of nine voting members of the committee.

SECTION D – CHAIRMAN

Article 1. The Agriculture Advisory Committee Chairman shall be elected each fall from the group of members who have served on the existing committee for at least one year. His duties shall be:

a) To preside at all committee meetings.

b) To appoint special committees which may include persons other than the committee members?

c) To call special meetings as needed.

Article 2. The duties of the Agriculture Department Chairman shall be:
(a) To keep attendance records of committee members.
(b) To keep a record if discussion, recommendations, motions passed and committee appointments.
(c) To maintain a permanent record file of all committee activities.
(d) To distribute minutes of the committee meetings and copies of other committee documents to committee members, Board of Education members, the principals, superintendent, Agriculture Staff, and others who may be concerned. The school facilities and office staff shall be available for this purpose.
(e) To prepare the agenda for committee meetings if requested to do so by the committee.

SECTION E – CHANGES IN BY-LAWS AND CONSTITUTION:

Article 1. Suggestions for changes in the Constitution and By-laws must be presented to the chairmen and then must be approved by a majority vote of the committee membership. Then said suggestions must be passed by the Board of Education before being adopted.

Submitted by the Tulare Joint Union High School District Agriculture Department to The Agriculture Advisory Committee, Tulare, California, June 12, 2008.

APPROVED BY THE TULARE JOINT UNION HIGH SCHOOL DISTRICT:

1. AGRICULTURE ADVISORY COMMITTEE

   (Date)       (Chairman)

2. BOARD OF EDUCATION

   (Date)       (President)

   gg./hh.

TULARE JOINT UNION HIGH SCHOOL DISTRICT
INSTRUCTIONAL PROGRAM IN AGRICULTURE EDUCATION

P. CURRENT YEARS BUDGET

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L.317
Most of the money that I use is money for classes that come out of our ROP funds. To access this money I need to get a good estimate of what I want and how much it is going to cost. I grab a form that we keep in our department that requires signatures from the department head and assistant superintendent (AS). The AS approves the funds and signs the form. I then go to the business department in the DO and get a P.O number and card (if going to Lowes/Home Depot) so that I can spend the money. After I purchase the items I have to record them on the form by item and attach the receipt. I make a copy of all the materials so I have a record for myself.

If I need to use FFA money it is a little more complicated. The form that I grab is similar but needs for information. I need the same signatures as well as a student. I also need FFA minutes approving the use of the funds. I have to turn all of this in along with the receipt from the purchase.
If I use farm money the process is different. We handle the P.Os and have one teacher that is in charge of the account. The items that are purchased are used solely for the farm (improvements, repairs, etc.). We have a Lowes card that we keep and can use for most of these purchases and have accounts that get charged for other stores.

TULARE JOINT UNION HIGH SCHOOL DISTRICT
INSTRUCTIONAL PROGRAM IN AGRICULTURE EDUCATION

II. Staff Assignments

1. Class Schedules
2. SAE Program Advisors
3. Community Relations Representatives
4. Departmental Responsibilities
5. Farm Facility/Equipment Managers
6. FFA Chapter Duties
7. Contests, Shows, and Trip Supervision
8. Career Development Event Advisors

1. Class Schedules

<table>
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| Farm Equip. Show          | X         | X        |         | X     | X       | X              | X       |
| SSJ Holstein Assosc.      |           |          |         |       |         |                |         |
| TC Dairy Women            |           |          |         |       |         | X              |         |
| Junior Fair Board         |           |          |         |       |         |                |         |
| Antique Farm Show         | X         |          |         |       |         |                |         |
| Young Farmers and Ranchers|           |          |         |       |         | X              |         |

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L.320
### Departmental Responsibilities

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### Contests, Shows, and Trip Supervision

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**Career Development Event Advisors**

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<th>Marinelli</th>
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Sub Plans
4/19/10
Ag Mech

1. Hand out the worksheets for the video. Have the students read the questions before the video starts.

2. The video they are watching is Modern Marvels: Aqueducts: Man Made Rivers of Life. The DVD player down on the left of this desk and is connected to the projector. The sound is on the white board behind this
desk. Play the video once the students have read the questions on the worksheet.

3. Have the students complete the worksheet and turn it in.

4. If there is more time left the students can grab a New Horizons and read one article and write a half a page summary of the article.

5. Thank you for subbing my classes today.

---

Sub Plans
3/5/10
Welding

1. I collected work logs and will have them back to them on Tuesday so they do not need to write in them today.

2. There are Ag Mech books on the shelves that they will be using for today. Students are to write the and define all the vocabulary words and write the question and the answer (questions are at the end of the chapter) for the
following unit: Unit 25 Selecting and Using Arc Welding Equipment (pg. 331). In the Self Evaluation they need to do A, B, C and D.

3. If any student is not doing their work and not quite give them one warning and let them know what will happen if it continues. If it continues they need to start copying the chapter down word for word and I will expect it to get down either today or the next time that I see them.

4. If students work good and finish their work early they can work on other class work, read, or clean up the shop if they want to move around. If they start disturbing other students they can start copying the unit down.

5. The projector and video set up is too hard to work plus it will distract the other students who might still be working, so if they ask for a video do not let them. They can choose from #4 or 3.

6. Thanks Carlos call if they are causing too many problems.

---

**TULARE JOINT UNION HIGH SCHOOL DISTRICT**

**INSTRUCTIONAL PROGRAM IN AGRICULTURE EDUCATION**

**L. PROFICIENCY STANDARDS FOR PROGRAM COMPLETERS**

In order for a student to complete a program in Agriculture Education at the Tulare Joint Union High School District, their supervised agricultural experience program (SAEP) must be related to their career goal. The student will be a member of the FFA Organization and be involved in FFA activities at the local level.

1. To complete a program the following sequences of classes are recommended:
<table>
<thead>
<tr>
<th>Plant &amp; Soil Science</th>
<th>Agricultural Business Management</th>
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<tbody>
<tr>
<td>Ag. I</td>
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<td>Ag. II, or</td>
<td>Ag. II, or</td>
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<tr>
<td>Ag Biology</td>
<td>Ag Biology</td>
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<tr>
<td>Ag. Computer Mgmt.</td>
<td>Ag. Computer Mgmt.</td>
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<tr>
<td>Agribusiness Mgmt., or</td>
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<td>Ag. Work Experience</td>
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<thead>
<tr>
<th>Animal Science</th>
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<td>Ag. II, or</td>
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<tr>
<td>Ag Biology</td>
<td>Ag Biology</td>
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<tr>
<td>Livestock P&amp;M</td>
<td>Floriculture</td>
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<tr>
<td>Dairy P&amp;M, or</td>
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<td>Ag. Computer Mgmt., or</td>
<td>Agribusiness Mgmt., or</td>
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<thead>
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<th>Agricultural Mechanics</th>
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<td>Ag. I</td>
<td>Ag. I</td>
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<tr>
<td>Introduction to Ag Mechanics</td>
<td>Ag. II, or</td>
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<tr>
<td>Ag. Welding &amp; Construction</td>
<td>Ag Biology</td>
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<tr>
<td>Farm Power and Machinery, or</td>
<td>Livestock or Dairy</td>
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<tr>
<td>Small Engines, or</td>
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<td>Ag. Computer Mgmt., or</td>
<td>Any other Agriculture course</td>
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<tr>
<td>Agribusiness Mgmt., or</td>
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<tr>
<td>Ag. Work Experience</td>
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2. Course Proficiency Standards  
Students are evaluated in each course using the following Course Proficiency Standards:
Tulare Joint Union High School District
Agriculture Department

PROFICIENCY STANDARDS
for
AGRICULTURE COMPUTER MANAGEMENT

Students are to be rated on their ability to accomplish or perform different tasks or demonstrate a level of knowledge in specific areas using the following scale:

Rating Scale:  
4 – Skilled or can work independently
3 – Moderately skilled or can perform with limited help
2 – Limited skill, requires instruction and close supervision
1 – No exposure, has no experience or knowledge in this area

Rating:          Skill or Knowledge Area:

_______ Identify the career opportunities using computers in agriculture.
_______ Explain the importance of computers in modern agriculture operations.
_______ Name, explain the various units of computer hardware.
_______ Demonstrate an understanding of the California Vo-Ag record book by completing a book on an actual; project or a sample project.
_______ Identify different computer systems available today.
_______ Demonstrate skill in operating word processing software.
_______ Demonstrate skill in coupler keyboarding.
_______ Demonstrate a working knowledge of data base management systems software.
_______ Have a working knowledge of modern spreadsheet software.
_______ Apply skills in using software to manage spreadsheet software.
_______ Demonstrate an understanding of various programs used for agriculture operations.
_______ Create and design programs useful to specific applications.
_______ Be able to understand and use computer networks.
_______ Demonstrate knowledge of the Future Farmers of America, projects, record books, competition and leadership opportunities.
Tulare Joint Union High School District
Agriculture Department

**PROFICIENCY STANDARDS**

for

B. FARM POWER & MACHINERY

Students are to be rated on their ability to accomplish or perform different tasks or demonstrate a level of knowledge in specific areas using the following scale:

**Rating Scale:**

4 – Skilled or can work independently
3 – Moderately skilled or can perform with limited help
2 – Limited skill, requires instruction and close supervision
1 – No exposure, has no experience or knowledge in this area

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<thead>
<tr>
<th>Rating</th>
<th>Skill or Knowledge Area</th>
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<tbody>
<tr>
<td>_______</td>
<td>Demonstrate an understanding of the California Vo-Ag record book by completing a book on an actual; project or a sample project.</td>
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<tr>
<td>_______</td>
<td>Consider a variety of agriculture careers and make realistic decisions about such careers.</td>
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<td>_______</td>
<td>Demonstrate a knowledge of the safety rules involved in the use of farm machinery and farm shop equipment.</td>
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<tr>
<td>_______</td>
<td>Demonstrate a knowledge of the basic skills used in the general maintenance and minor repair farm tractors in each of the following areas: Cooling systems Lubrication systems Three-point hitch and wheels Air induction Fuel systems including carburetors Brakes Exhaust systems Hydraulic systems Clutch assembly Electrical systems Drive trains</td>
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<tr>
<td>_______</td>
<td>Demonstrate proper pre-start checks with tractors, including oil level, coolant level, lubricant level, tire pressure, etc.</td>
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<td>_______</td>
<td>Demonstrate the proper adjustments to meet tractor operation needs to include seating, wheel spacing, wheel weights, checking instrument panel, etc.</td>
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<td>_______</td>
<td>Demonstrate the skills used in properly starting and stopping tractors in include: Proper ventilation Position of shift lever-neutral Use of crank Position of neutral Warming engine Throttle and choke positions</td>
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</tbody>
</table>

**Demonstrate proper highway driving practices with tractors to include safety warning devices, suitable speeds, right-of-way privileges, turning and entering/leaving main roads.**

**Identify the major parts and their functions of a gas and diesel tractor engine.**
Demonstrate the skills involved in the disassembly of a small engine, repair of the engine and it’s re-assembly.

Study the importance of the FFA and it’s relationship and importance to the Vo-Ag student.
Tulare Joint Union High School District  
Agriculture Department  

PROFICIENCY STANDARDS  
for  

C. INTRODUCTION TO AGRICULTURE, AG. I  

Students are to be rated on their ability to accomplish or perform different tasks or demonstrate a level of knowledge in specific areas using the following scale:  

Rating Scale:  
4 – Skilled or can work independently  
3 – Moderately skilled or can perform with limited help  
2 – Limited skill, requires instruction and close supervision  
1 – No exposure, has no experience or knowledge in this area  

Rating:  
Skill or Knowledge Area:  

_______ To identify the importance of production agriculture.  
_______ Identify the seven basic agriculture careers areas.  
_______ Identify and understand the function of the Future Farmers of America as it relates to modern agriculture, the structure, history and purpose of the Future Farmers of America and how it develops leadership skills.  
_______ Demonstrate an understanding of Supervised Occupational Experience Projects and their relationship with agriculture and agriculture careers.  
_______ Demonstrate an understanding of the California Vocational Agriculture Record Book by following actual or sample student projects.  
_______ Identify the common breeds of beef, sheep, swine, horse, dairy cattle and small animals.  
_______ Demonstrate an understanding of the terminology associated with each species of livestock.  
_______ Demonstrate an understanding of basic livestock management principles, including feeds and nutrition, care and maintenance, diseases and reproduction.  
_______ Identify the common crops grown and understands their importance to California agriculture.  
_______ Identify plants parts and explain their function for a variety of common agriculture plants.  
_______ Explain the factors involved in plant growth and general production practices.  
_______ Students will understand and perform basic tractor operations and maintenance.  
_______ Identify basic parts of common agriculture equipment.  
_______ Demonstrate proper safety techniques used in the agriculture industries and in the classroom setting.
Tulare Joint Union High School District
Agriculture Department

**PROFICIENCY STANDARDS**

for

D. PLANT & ANIMAL SCIENCE, AG. II

Students are to be rated on their ability to accomplish or perform different tasks or demonstrate a level of knowledge in specific areas using the following scale:

**Rating Scale:**
- 4 – Skilled or can work independently
- 3 – Moderately skilled or can perform with limited help
- 2 – Limited skill, requires instruction and close supervision
- 1 – No exposure, has no experience or knowledge in this area

<table>
<thead>
<tr>
<th>Rating</th>
<th>Skill or Knowledge Area</th>
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<tbody>
<tr>
<td>______</td>
<td>Demonstrate an understanding of the scope of the crop production and livestock industry in the U.S.A. and the role of research in its expansion.</td>
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<tr>
<td>______</td>
<td>Consider a variety of agriculture careers and make realistic decisions about such careers.</td>
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<tr>
<td>______</td>
<td>Identify the importance of the FFA and its relationship and importance to the Vo-Ag student.</td>
</tr>
<tr>
<td>______</td>
<td>Demonstrate an understanding of the California Vo-Ag record book by completing a book on an actual; project or a sample project.</td>
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<tr>
<td>______</td>
<td>Identify the ten animal body systems, their parts and functions and how they interrelate.</td>
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<tr>
<td>______</td>
<td>Develop proper nutritional plans for a variety of livestock and cattle, swine and sheep.</td>
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<tr>
<td>______</td>
<td>Identify the major diseases associated with cattle, swine and sheep, including the symptoms, treatment and prevention’s of such diseases.</td>
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<tr>
<td>______</td>
<td>Explain Mendel’s principle of inheritance as it relates to the transfer of genes from generation to generation.</td>
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<tr>
<td>______</td>
<td>Explain how genetic transfer relates to sex determination and abnormalities.</td>
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<tr>
<td>______</td>
<td>Explain the various systems of breeding cattle, swine and sheep (natural and artificial).</td>
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<tr>
<td>______</td>
<td>Identify the parts and explain their functions of a variety of common agriculture plants.</td>
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<tr>
<td>______</td>
<td>Explain the classification system, including the use of keys to identify plants.</td>
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<tr>
<td>______</td>
<td>Identify the major local crops and plants and explain the factors involved in their growth and production.</td>
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<tr>
<td>______</td>
<td>Demonstrate an understanding of the vital role that ecological balance plays in the plant and animal world.</td>
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</table>
PROFICIENCY STANDARDS

for

E. AGRICULTURE WELDING & CONSTRUCTION

Students are to be rated on their ability to accomplish or perform different tasks or demonstrate a level of knowledge in specific areas using the following scale:

**Rating Scale:**
- 4 – Skilled or can work independently
- 3 – Moderately skilled or can perform with limited help
- 2 – Limited skill, requires instruction and close supervision
- 1 – No exposure, has no experience or knowledge in this area

<table>
<thead>
<tr>
<th>Rating:</th>
<th>Skill or Knowledge Area:</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______</td>
<td>Demonstrate an understanding of the California Vo-Ag record book by completing a book on an actual, project or a sample project.</td>
</tr>
<tr>
<td>_______</td>
<td>Consider a variety of agriculture careers and make realistic decisions about such careers.</td>
</tr>
<tr>
<td>_______</td>
<td>Demonstrate a knowledge (review) of all four positions and essentials in arc and acetylene welding.</td>
</tr>
<tr>
<td>_______</td>
<td>Know the four essentials in arc welding (angle, heat, speed, and distance).</td>
</tr>
<tr>
<td>_______</td>
<td>Be able to master the flat and out of position welds.</td>
</tr>
<tr>
<td>_______</td>
<td>Learn the basic operation of the various types of gas and arc welding, drill presses, cut-off saws and the ironworker.</td>
</tr>
<tr>
<td>_______</td>
<td>Demonstrate the safety features in the welding process.</td>
</tr>
<tr>
<td>_______</td>
<td>Demonstrate the proper use of the cutting torch.</td>
</tr>
<tr>
<td>_______</td>
<td>Master the basic positions in Acetylene welding with steel and brass rod.</td>
</tr>
<tr>
<td>_______</td>
<td>Explain and demonstrate what and how to braze.</td>
</tr>
<tr>
<td>_______</td>
<td>Identify and demonstrate the various types of machines in Oxy-Acetylene welding.</td>
</tr>
<tr>
<td>_______</td>
<td>Accurately read shop drawings.</td>
</tr>
<tr>
<td>_______</td>
<td>Demonstrate a knowledge of the general safety rules and procedures, including welding and cutting equipment safely.</td>
</tr>
<tr>
<td>_______</td>
<td>Demonstrate a knowledge (review) of manipulative skills (angle, material deposit motion) in brazing, hard surfacing, cutting mild steel and aluminum welding.</td>
</tr>
<tr>
<td>_______</td>
<td>Demonstrate proper usage of the cut-off saw, drill press, cutting torch, iron worker, grinders and arc and gas welders in the process of constructing major projects.</td>
</tr>
<tr>
<td>_______</td>
<td>Students will apply the above welding, associating skills through building of assigned metal projects, such as cotton and cow trailers, utility trailers, abrasive saws, loading chutes, and other agricultural equipment.</td>
</tr>
<tr>
<td>_______</td>
<td>Exhibit a knowledge of welding codes and symbols.</td>
</tr>
<tr>
<td>_______</td>
<td>Understand the importance of FFA and it’s relationship and importance to the Vo-Ag student.</td>
</tr>
</tbody>
</table>
Tulare Joint Union High School District  
Agriculture Department  

**PROFICIENCY STANDARDS**  
for  

F. AGRICULTURE WORK EXPERIENCE

Students are to be rated on their ability to accomplish or perform different tasks or demonstrate a level of knowledge in specific areas using the following scale:

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<tr>
<th>Rating Scale</th>
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<td>3</td>
<td>Moderately skilled or can perform with limited help</td>
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<td>Limited skill, requires instruction and close supervision</td>
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<tr>
<td>1</td>
<td>No exposure, has no experience or knowledge in this area</td>
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<table>
<thead>
<tr>
<th>Rating</th>
<th>Skill or Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>______</td>
<td>Develop a knowledge of the FFA organization, projects, competitions and leadership opportunities.</td>
</tr>
<tr>
<td>______</td>
<td>Consider a variety of agriculture careers and make realistic decisions about such careers.</td>
</tr>
<tr>
<td>______</td>
<td>Demonstrate an understanding of the California Vo-Ag record book by completing a book on an actual; project or a sample project.</td>
</tr>
<tr>
<td>______</td>
<td>Develop skills needed for a job interview.</td>
</tr>
<tr>
<td>______</td>
<td>Develop skills needed for filing out job applications.</td>
</tr>
<tr>
<td>______</td>
<td>Understand employee, employer relationships, such as respect for property, following directions, workplace productivity, etc.</td>
</tr>
<tr>
<td>______</td>
<td>Be able to meet dress code standards of a job.</td>
</tr>
<tr>
<td>______</td>
<td>Accept responsibility for proper conduct on the job.</td>
</tr>
<tr>
<td>______</td>
<td>Understand the different types of insurance and/or welfare programs to include disability, health, retirement, social security, unemployment and welfare</td>
</tr>
<tr>
<td>______</td>
<td>Consider a variety of agriculture careers and make realistic decisions about such careers.</td>
</tr>
<tr>
<td>______</td>
<td>Develop proper techniques in making change, figuring sales tax, etc.</td>
</tr>
<tr>
<td>______</td>
<td>Develop skills, with the assistance from the teacher and employer, related to the specific to the specific job assignment.</td>
</tr>
</tbody>
</table>
Tulare Joint Union High School District
Agriculture Department

PROFICIENCY STANDARDS

for

G. AGRIBUSINESS

Students are to be rated on their ability to accomplish or perform different tasks or demonstrate a level of knowledge in specific areas using the following scale:

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<td></td>
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<table>
<thead>
<tr>
<th>Rating:</th>
<th>Skill or Knowledge Area:</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______</td>
<td>Recognize and understand the various Ag. related business and how they pertain to agriculture in Tulare county.</td>
</tr>
<tr>
<td>_______</td>
<td>Consider a variety of agriculture careers and make realistic decisions about such careers.</td>
</tr>
<tr>
<td>_______</td>
<td>Arrange for a speaker from an Ag. Business area of the student’s choice.</td>
</tr>
<tr>
<td>_______</td>
<td>Demonstrate record keeping and management skills through keeping a FFA record book.</td>
</tr>
<tr>
<td>_______</td>
<td>Demonstrate his/her ability to give an up-to-date agricultural report.</td>
</tr>
<tr>
<td>_______</td>
<td>Be able to write a term paper on an up-to-date agriculture topic and a farm management problem.</td>
</tr>
<tr>
<td>_______</td>
<td>Will demonstrate a knowledge of the history, financing and operation of our local county fair.</td>
</tr>
<tr>
<td>_______</td>
<td>Understands the functions of the four basic types of agriculture cooperatives.</td>
</tr>
<tr>
<td>_______</td>
<td>Demonstrate the ability to analyze the development of a faring land enterprise, taking into consideration water needs, financing, equipment costs, leveling/fertilizer, etc., building and crops.</td>
</tr>
<tr>
<td>_______</td>
<td>Identify the importance of the FFA and the relationship and importance to the Vo-Ag student.</td>
</tr>
<tr>
<td>_______</td>
<td>Identify and understand the major steps in the financing of an agriculture enterprise.</td>
</tr>
</tbody>
</table>
Tulare Joint Union High School District
Agriculture Department

PROFICIENCY STANDARDS
for

H. DAIRY PRODUCTION & MANAGEMENT

Students are to be rated on their ability to accomplish or perform different tasks or demonstrate a level of knowledge in specific areas using the following scale:

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<tr>
<td>1</td>
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</tr>
</tbody>
</table>

**Rating:** | **Skill or Knowledge Area:**
--- | ---
_____ | Demonstrate an understanding of the scope of the dairy industry in the United States, California and Tulare County.
_____ | Consider careers in the dairy industry and to make realistic decisions about such careers.
_____ | Identify the importance of the FFA and it’s relationship and importance to the Vo-Ag student.
_____ | Demonstrate an understanding of the California Vo-Ag record book by completing a book on an actual; project or a sample project.
_____ | Demonstrate proper fitting and showing techniques of dairy cattle.
_____ | Identify the major diseases of dairy cattle, including the symptoms, treatment and prevention of such diseases.
_____ | Demonstrate an understanding of the importance of controlling mastitis in dairy cattle and it’s economic importance.
_____ | Explain “functional type” and how it relates to improving dairy cattle.
_____ | Demonstrate proper mating of dairy cattle using genetic mating service or AAA.
_____ | Explain the importance of dairy cattle records and their relationship to increased profits.
_____ | Demonstrate an understanding of computers and their application in dairy records.
_____ | Demonstrate proper milking procedure and explain it’s relationship to increased production and decreased incidence of mastitis.
_____ | Develop proper and economical rations for dairy cattle.
_____ | Explain the importance or reproductive efficiency in dairy cattle and factor that effect reproductive efficiency.
_____ | Demonstrate proper techniques of semen handling and artificial insemination.
_____ | Explain a proper calf and heifer raising program and how this program relates to having heifers freshen at 24-30 months of age.
_____ | Explain the different types of dairy cattle housing and milking barns with their advantages and disadvantages.
_____ | Demonstrate safe and proper working habits as they relate to working with dairy cattle.
_____ | Demonstrate a practical knowledge of the following dairy operations:

- Artificial breeding
- Vaccinating
- Dehorning
- Tattooing
- Castration
- Clipping cows udder
- Trim feet
- Apply magnet
- Administering drugs and pills
- Reading thermometer and taking temp.
- Making rope halters
- Fence repair
- Pen scraping and manure disposal
- Painting
- Welding
- Proper care of vet. Equipment
- Remove extra teats
- Diagnose and treat disease
- Branding methods

L.336
Tulare Joint Union High School District  
Agriculture Department  

PROFICIENCY STANDARDS  
for  

I. LIVESTOCK PRODUCTION & MANAGEMENT  

Students are to be rated on their ability to accomplish or perform different tasks or demonstrate a level of knowledge in specific areas using the following scale:

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<thead>
<tr>
<th>Rating</th>
<th>Skill or Knowledge Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______</td>
<td>The student will be able to identify those breeds of livestock (sheep, swine and beef) that are important to the industry.</td>
</tr>
<tr>
<td>_______</td>
<td>Students will demonstrate a knowledge of the following skills as they relate to the livestock industry:</td>
</tr>
<tr>
<td>_______</td>
<td>Castrating Vaccinating Judging and selecting</td>
</tr>
<tr>
<td>_______</td>
<td>Docking Clipping needle teeth Fitting and showing</td>
</tr>
<tr>
<td>_______</td>
<td>Dehorning Ear notching</td>
</tr>
<tr>
<td>_______</td>
<td>Consider a variety of agriculture careers and make realistic decisions about such careers.</td>
</tr>
<tr>
<td>_______</td>
<td>Demonstrate an understanding of the California Vo-Ag record book by completing a book on an actual, project or a sample project.</td>
</tr>
<tr>
<td>_______</td>
<td>Understand the importance of FFA and it’s relationship and importance to the Vo-Ag student.</td>
</tr>
<tr>
<td>_______</td>
<td>The student will be able to relate the importance of the livestock industry to the rest of the agricultural spectrum.</td>
</tr>
<tr>
<td>_______</td>
<td>The student will be able to identify and properly formulate those feed stuffs for the rearing of cattle, swine and sheep.</td>
</tr>
<tr>
<td>_______</td>
<td>The student will be able to identify the digestive system of a ruminant (cattle) and a monogastric (swine) and explain how they function.</td>
</tr>
<tr>
<td>_______</td>
<td>Students will demonstrate proper feeding practices with livestock including:</td>
</tr>
<tr>
<td>_______</td>
<td>Amount to feed daily Cost per pound of grain Water importance</td>
</tr>
<tr>
<td>_______</td>
<td>Rate of grain Mixing ration</td>
</tr>
<tr>
<td>_______</td>
<td>Students will be able to identify the major diseases of beef, sheep and swine, including the symptoms, treatment and prevention of such diseases.</td>
</tr>
<tr>
<td>_______</td>
<td>Students will demonstrate knowledge of the following skills as they relate to the meat industry:</td>
</tr>
<tr>
<td>♦</td>
<td>To identify those cuts of meat that are in demand by the consumer</td>
</tr>
<tr>
<td>♦</td>
<td>To be able to select a desirable carcass from each of the species of the livestock breeds (sheep, swine and beef cattle)</td>
</tr>
<tr>
<td>♦</td>
<td>To apply the federal grading system to meats</td>
</tr>
<tr>
<td>_______</td>
<td>Explain the various systems of breeding beef cattle, sheep and swine (artificial and natural).</td>
</tr>
</tbody>
</table>
Identify the anatomy involved and explain the physiology of the reproductive tract for beef, swine and sheep.

Students will demonstrate safe and proper techniques in working with livestock.
Tulare Joint Union High School District
Agriculture Department

PROFICIENCY STANDARDS
for

J. NURSERY & LANDSCAPE TECHNOLOGY

Students are to be rated on their ability to accomplish or perform different tasks or demonstrate a level of knowledge in specific areas using the following scale:

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2 – Limited skill, requires instruction and close supervision
1 – No exposure, has no experience or knowledge in this area

---

Rating:  
Skill or Knowledge Area:

_______ Recognize the nursery field as a career choice within the agricultural sciences.
_______ Identify, name and describe uses and the culture of common horticultural crops.
_______ Identify the main plant parts and describe their functions (roots, stem, leaves, etc.)
_______ Explain the effects of plant nutrients and fertilizers on plants and identify common commercial fertilizers (nitrogen, phosphorous, calcium, lime, etc.).
_______ Develop a knowledge of the properties of soil and soil amendments, their relationships to man and plants (texture, tilth, organic matter, etc.).
_______ Recognize common horticultural pests, damage caused and means of control (insects, weeds, disease).
_______ Understand the relationship between horticultural crops and the environment and how each may be controlled.
_______ Demonstrate those skills used in modern plant propagation and production (budding, grafting, cuttings).
_______ Be able to explain the importance of and demonstrate skills in horticultural crop maintenance (irrigation, fertilization, pruning, pest control, etc.).
_______ Be proficient in skills relevant to nursery production and management (soil mixing, transplanting, crop selection, maintenance, etc.).
_______ Demonstrate skills and practices used in the turfgrass industry (lawn installation, equipment operation).
_______ Be able to demonstrate those techniques and tools concerning the landscape industry (site preparation, installation, construction, bidding, etc.).
_______ Be able to use skills and techniques, which are part of landscape design (drafting tools, layout, design theories, and proper plant use).
_______ Demonstrate those safety practices, which are vital to the horticultural industry, including safe use of equipment, tools and pesticides.
_______ Have knowledge of the Future Farmers of America organization, projects, competition, and leadership opportunities.
X. List of Courses that Qualify for Alternative Credit

<table>
<thead>
<tr>
<th>Course</th>
<th>Alternative Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture 2</td>
<td>High School Graduation Life Science</td>
</tr>
<tr>
<td>Integrated Agriculture Biology</td>
<td>U.C. Lab Science “D” Credit *Applied for</td>
</tr>
<tr>
<td>Floral Design</td>
<td>Fine Art - Applied UC</td>
</tr>
<tr>
<td>Vet Science</td>
<td>Applied UC Elective G</td>
</tr>
<tr>
<td>Ag Business</td>
<td>Economics Elective G</td>
</tr>
</tbody>
</table>
Tulare Joint Union High School District
Request for Reimbursement of Travel Expenses

Date:

Address:

City: Zip: Funding:

Conference Name: Conference Location:

Conference Dates:

Meal Expenses:

Breakfast
Lunch
Dinner

Sub-Total for Meals: $ $ $ $ $ $ $

Other Expenses:

Registration Fee:
Hotel:
Alcohol:
Books & Materials:
Parking Fee:

Mileage by Formula:
(attach receipts) miles / m.p.g. x $ per gallon

Mileage IRS Rate:
(no school car available) miles x $ (IRS Rate)

Other:

Grand Total: $ $ $ $ $ $ $

This claim must reflect only the actual out-of-pocket expenditures made, including tips (15% maximum). The original itemized receipts MUST be attached to this form. Original itemized receipts and Conference Registration Forms are REQUIRED for reimbursement of all expenditures. The maximum District meal allowance during travel is: Breakfast $8.00; Lunch $12.00; Dinner $19.00 or $4.00 per day (including tip).

I hereby certify that the above statement represents the actual and necessary expenses incurred in connection with my attendance at an authorized school business related function, that the meals were only for employees and no alcohol was purchased.

Signed:

Principal/Director Approval:

Assistant Superintendent Approval:

FOR OFFICE USE ONLY

FUND RESOURCE PY GOAL FUNCTION OBJECT SITE TYPE MGR AMOUNT

$