Project Proposal
(to be completed in conjunction with AGED 539)

Quality Criteria Number Addressed:  1-Curriculum and Instruction  and/or
  5- Facilities, Equipment and Materials

Goal or Purpose of the Project:

The goal of this project is to enhance the welding courses at Apple Valley High School into an agricultural / industrial engineering pathway.

The courses are currently ROP welding classes, which only allow juniors and seniors to take the courses because of the 16 years of age requirement. One of the problems with this is it does not allow a student to take the courses for a full four years. In most cases a student can only take one, or at the most, two years of the program.

Another problem is that the classes are too one dimensional, in that it only teaches basic welding skills. The program should be providing more of a designing and engineering element to enhance the fabrication of projects, as well as the basic welding skills of the students.

In order to address these two issues, I will be changing the course titles and curriculum content as well as the prerequisites to allow grades 9-12 into the program. This will allow students to have a full pathway to take agricultural / industrial engineering courses from start to finish from freshman year to senior year.

The major component being added into the curriculum to make it more of an engineering course will be the use of a computer solids modeling software, SolidWorks. This software will allow students to use industry standard technology to fully CAD design and engineer welding projects and create their own plans for building them. By adding this component to the program it increases the student’s skill level, project quality, and makes the students more hire able in the real world.
Specific Objectives to Accomplish (Be as detailed as possible):

- Create and submit new Course of Study to the school district to change course titles and add content from ROP Welding into Introduction, Intermediate, and Advanced Agricultural / Industrial Engineering.
- Get quotes for laptop computers and SolidWorks software to be used for engineering courses and submit to the principal for purchase.
- Organize a mobile storage system for computers to be stored in for protection and security that is functional for student use.
- Create a wireless network for the laptops so assignments and data can be sent and organized.
- Create and compile curriculum to teach the software effectively.

Estimated number of hours on this project: 40-50 hours

Estimated expenditures ($) on this project (your costs): $33,000
- 30 Laptop computers = $30,000
- SolidWorks Software = $3000

Proposed timeline for completion of the project:

August 2010- Course changes from the district.
September 2010- Submit quotes for purchase of computers and software
November 2010- Set up computers, software, and storage system.
December 2010-April 2011- Create curriculum and start teaching the software

Progress Report: How will you inform the Cal Poly faculty of your progress on a regular basis?
E-mails and or phone calls to Dr. Kellogg when necessary to stay updated on the progress.

For Office Use Only:
Project Approved By: [Signature]
Date of Approval: 11-22-10
Quarter student will enroll in AGED 539: Spring of 2011
First Year Internship Project

Improving a two year ROP Welding Program into a four year Agricultural / Industrial Engineering Pathway

Quality Criteria

1-Curriculum and Instruction

&

5-Facilities, Equipment and Materials

Casey Penfold
AGED 539
Spring 2011
Table of Contents

1) Introduction
2) Creation of New Courses
3) Computers and Software
4) Assignment Organization and Delivery
5) Curriculum
Introduction

The goal of this project was to enhance the ROP welding courses at Apple Valley High School into an agricultural / industrial engineering pathway.

Before the completion of this project, the classes were a two year ROP welding course, which only allow juniors and seniors to take the courses because of the 16 years of age requirement. One of the problems with this was it does not allow a student to take the courses for a full four years. In most cases a student can only take one, or at the most, two years of the program.

Another problem was that the classes were too one dimensional, in that it only teaches basic welding skills. The program needed to be providing more of a designing and engineering element to enhance the fabrication of projects, as well as the basic welding skills of the students.

In order to address these two issues, I changed the course titles and curriculum content as well as the prerequisites to allow grades 9-12 into the program. This allowed students to have a full pathway to take agricultural / industrial engineering courses from start to finish from freshman year to senior year.

The major component being added into the curriculum to make it more of an engineering course was the use of a computer solids modeling software, SolidWorks. This software allows students to use industry standard technology to fully CAD design and engineer welding projects and create their own plans for building them. By adding this component to the program it increased the student’s skill level, project quality, and makes the students more hire able in the real world.
Creation of New Courses

The first step in creating new courses started with the Agriculture Advisory Committee and the Principal approving the changes in the program into a pathway. Once I had their support then it was up to me to create new course of study documents to submit to the district so that they could make it official.

I started looking around for other agriculture engineering courses for course descriptions and content to use as a reference. After looking at several similar courses, I pulled different pieces of them together along with the mechanical drawing and computer drafting content. I then created the goals and objectives of the course along with the academic and CTE standards that are tied with them. Once I had the introductory course completed I had a base to go off of to create the intermediate and advanced courses by adding or deleting content for the different levels.

The introductory course is mostly a 9th and 10th grade class. It is very heavy in the mechanical drawing and computer modeling with a small amount of welding and fabrication. The course concludes with a small project that uses all the skills learned in the class.

The intermediate course is more of a true beginning welding course where the students are in the welding booths most of the course learning the different welding processes. The students will also use the computer software and learn some design techniques. This course is open to any 11th or 12th graders that are new to the program along with the 10th graders that have taken the introductory course. This will allow for both the students that want a four year pathway and the students that want only one or two years as an elective.
The advanced course prerequisite is the completion of the intermediate course. This course is an extension of the intermediate course. The students will learn more advanced welding techniques along with the fabrication skills needed for building projects. The students will have all the skills needed to design a project on the computer, fabricate the design and weld it together.

The next few pages are the completed course of study documents that were submitted to the district office and approved:
Introduction to Agricu
ltural/Industrial Engineering

Grade Level: 9-12

Check one: X Year Course/10 units credit
___ Semester Course/5 units credit:

Course Prerequisites: None

I. Course Description:

Introduction to the theory and practical applications of basic metalworking and design will be presented. This course will emphasize agricultural/industrial: shop safety, material selection, job planning, bench-work, quality control and inspection. Hand tools, drill presses, pedestal grinders, band saws, basic welding processes and precision-measuring equipment will be used to complete required projects. Also included are techniques in preventative and general maintenance of metalworking machinery. The student will study, interpret, and draw basic industrial blueprints through the use of mechanical and computer drawing equipment.

II. Goals:

The student will:
1. Practice the rules for personal and group safety while working in a fabrication shop environment.
2. Demonstrate safe work habits on the job.
3. Demonstrate the ability to work well with others.
4. Learn and follow an orderly process to create a project from idea to finished product.
5. Learn and demonstrate mechanical skills.
6. Follow directions
7. Critically evaluate good workmanship
8. Apply problem-solving skills in the production of projects.
9. Understand how to design project plans by using mechanical and computer drawing techniques
10. Employ math skills in working with measurements.
11. Know how to identify common metals, sizes, and shapes.
12. Know basic tool-fitting skills.
13. Know layout skills.
14. Know basic cold metal processes (e.g., shearing, cutting, drilling, threading, bending.).
15. Complete a metal project, including interpreting a plan, developing a bill of materials, selecting materials, shaping, fastening, and finishing.
16. Know how to properly set up, adjust, shut down, and maintain an oxy-fuel system.
17. Operate and maintain various arc welding and cutting systems safely and appropriately.
18. Operate and maintain fabrication tools and equipment safely and appropriately.

III. Standards Taught in the Course:

Geometry standards 8.0, 9.0, 10.0, 11.0, 14.0, 15.0, 16.0, 20.0
Algebra standards 10.0, 15.0
Agriculture Mechanics Pathway standards B1.1, 1.2, 5.1, 5.2, 5.3, 5.4, 5.5, 7.2, 8.1, 9.2, 9.3, 9.4

IV. Course Outline

A. Basic Shop Safety
   1. Housekeeping safety
   2. Hand tool safety
   3. Power tool safety
   4. Personal protection gear
   5. Arc and gas welding safety
   6. Shop cleaning procedures
B. Measurement and Layout
   1. Common measuring tools
   2. Units of measure
   3. Layout tools and procedures
   4. Area and volume calculations

C. Mechanical Drawings and Blue Prints
   1. Mechanical sketching by hand
   2. 3 Dimensional Computer Aided Drafting (Solids Modeling)
   3. Reading and interpreting welding symbols and blue prints

D. Hand and Power Tools
   1. Identification
   2. Proper tool usage

E. Metal Materials
   1. Identification of metal materials
   2. Material properties and selection

F. Oxy-fuel Systems
   1. Proper setup, usage, shutdown and maintenance

G. Arc Welding and Cutting Systems
   1. Operate and maintain equipment safely and appropriately

H. Project Construction
   1. Design, layout and construction of basic metal project

V. Scope and Sequence of the Course:

Units in the Semester
Basic Shop Safety
Measurement and Layout
Mechanical Drawing
Computer Solids Modeling
Hand and Power Tools
Metal Materials
Oxy-fuel Systems
Arc Welding and Cutting Systems
Project Construction

VI. Assessment and Standards for Student Performance

A. Written tests and quizzes that are short answer in format- 30%
B. Performance based assessments such as demonstrations of skills, and projects completed-30%
C. Written assignments to include worksheets, book assignments and drawings-20%
D. Teacher observation of participation on a daily basis-20%

VII. List Standards Based Textbooks

Modern Metalworking
Course Title: Intermediate Agricultural/Industrial Engineering

Grade Level: 10th-12th grades

Check one: X Year Course/10 units credit  
   ___ Semester Course/5 units credit:

Course Prerequisites: 10th graders will need to have taken Introduction to Agricultural/Industrial Engineering

I. Course Description:
This course introduces students to various welding techniques. The course is designed for students who have an interest in basic welding or possibly a career in the welding field. The course will include classroom and practical instruction in the following areas: shop safety, metallurgy (study of metals), tools & equipment identification, blueprint reading, computer aided drafting, math & measuring, effects of heat, welding positions, oxy-acetylene safety, oxy-acetylene cutting & welding, shielded metal arc welding, shielded metal arc welding electrode identification, gas tungsten arc welding, gas metal arc welding, and plasma arc cutting.

II. Goals:
The student will:
1. Practice the rules for personal and group safety while working in a fabrication shop environment.
2. Demonstrate safe work habits on the job.
3. Demonstrate the ability to work well with others.
4. Learn and follow an orderly process to create a project from idea to finished product.
5. Learn and demonstrate mechanical skills.
6. Follow directions
7. Critically evaluate good workmanship
8. Apply problem-solving skills in the production of projects.
9. Understand how to design project plans by using mechanical drawing techniques
10. Employ math skills in working with measurements.
11. Know how to identify common metals, sizes, and shapes.
12. Know basic tool-fitting skills.
13. Know layout skills.
14. Know basic cold metal processes (e.g., shearing, cutting, drilling, threading, bending.).
15. Complete a metal project, including interpreting a plan, developing a bill of materials, selecting materials, shaping, fastening, and finishing.
16. Know how to properly set up, adjust, shut down, and maintain an oxy-fuel system.
17. Use welding tools and equipment, such as MIG, TIG, SMAW, to combine or join manufactured parts and products, resulting in a finished product that meets the standards of the American Welding Society or a similar industry. Operate and maintain fabrication tools and equipment safely and appropriately.
18. Use computers to design and produce welded products, write numerical control programs, and control robots.

III. Standards Taught in the Course:
Geometry standards 8.0, 9.0, 10.0, 11.0, 14.0, 15.0, 16.0, 20.0
Algebra standards 10.0, 15.0

IV. Course Outline
A. Basic Shop Safety
   1. Housekeeping safety
   2. Hand tool safety
   3. Power tool safety
   4. Personal protection gear
   5. Arc and gas welding safety
   6. Shop cleaning procedures
B. Measurement and Layout
   1. Common measuring tools
   2. Units of measure
   3. Layout tools and procedures
   4. Area and volume calculations

C. Mechanical Drawings and Blue Prints
   1. Mechanical sketching by hand
   2. 3 Dimensional Computer Aided Drafting (Solids Modeling)
   3. Reading and interpreting welding symbols and blue prints

D. Hand and Power Tools
   1. Identification
   2. Proper tool usage

E. Metal Materials
   1. Identification of metal materials
   2. Material properties and selection

F. Oxy-fuel Systems
   1. Proper setup, usage, shutdown and maintenance

G. Arc Welding and Cutting Systems
   1. Operate and maintain SMAW, GMAW, and GTAW equipment safely and appropriately

H. Project Construction
   1. Design, layout and construction of basic metal project

V. Scope and Sequence of the Course:
   × Shop Safety
   × Metallurgy (Study of Metals)
   × Tools & Equipment Identification
   × Mechanical and CAD Drawing
   × Weld Symbols and Blueprint Reading
   × Math & Measuring
   × Effects of Heat
   × Welding Positions
   × Oxyacetylene Safety
   × Oxyacetylene Cutting & Welding
   × Shielded Metal Arc Welding
   × SMAW Electrode Identification
   × Gas Tungsten Arc Welding
   × Gas Metal Arc Welding
   × Plasma Arc Cutting

VI. Assessment and Standards for Student Performance

A. Written tests and quizzes that are short answer in format- 20%
B. Performance based assessments such as demonstrations of skills, and projects completed-40%
C. Written assignments to include worksheets, book assignments and drawings-20%
D. Teacher observation of participation on a daily basis-20%

VII. List Standards Based Textbooks

Supplemental: Modern Metalworking
Apple Valley Unified School District
Course of Study Description

Course Title: Advanced Agricultural/Industrial Engineering

Grade Level: 11th-12th grades

Check one: **Year Course/10 units credit**

Semester Course/5 units credit:

Course Prerequisites: Students will need to have taken Intermediate Agricultural/Industrial Engineering.

I. Course Description:
This course expands student's knowledge of various welding techniques to a higher level and introduces them to the construction and fabrication of metal products. The course is designed for students who have basic welding skills. The course will include classroom and practical instruction in the following area: shop safety, metallurgy (study of metals), tools & equipment identification, blueprint reading, computer aided drafting (CAD), computer aided machining (CAM), math & measuring, effects of heat, welding positions, oxy-acetylene safety, oxy-acetylene cutting & welding, shielded metal arc welding, shielded metal arc welding electrode identification, gas tungsten arc welding, gas metal arc welding, and plasma arc cutting.

II. Goals:
The student will:
1. Practice the rules for personal and group safety while working in a fabrication shop environment.
2. Demonstrate safe work habits on the job.
3. Demonstrate the ability to work well with others.
4. Learn and follow an orderly process to create a project from idea to finished product.
5. Learn and demonstrate mechanical skills.
6. Follow directions
7. Critically evaluate good workmanship
8. Apply problem-solving skills in the production of projects.
9. Understand how to design project plans by using mechanical and computer drawing techniques.
10. Employ math skills in working with measurements.
11. Know how to identify common metals, sizes, and shapes.
12. Know basic tool-fitting skills.
13. Know layout skills.
14. Know basic cold metal processes (e.g., shearing, cutting, drilling, threading, bending.).
15. Interpret scaled welding prints; gather design and materials information; perform calculations; and use the detail to plan, lay out, and produce parts or finished products.
16. Select and use appropriate welding tools, equipment, and inspection devices to manufacture parts or products.
17. Complete a fabrication, an assembly, or a repair by using appropriate techniques and processes.
18. Know how to properly set up, adjust, shut down, and maintain an oxy-fuel system.
19. Use welding tools and equipment, such as MIG, TIG, SMAW, to combine or join manufactured parts and products, resulting in a finished product that meets the standards of the American Welding Society or a similar industry. Operate and maintain fabrication tools and equipment safely and appropriately.
20. Use computers to design and produce welded products, write numerical control programs, and control robots.

III. Standards Taught in the Course:
Geometry standards 8.0, 9.0, 10.0, 11.0, 14.0, 15.0, 16.0, 20.0
Algebra standards 10.0, 15.0

IV. Course Outline
A. Basic Shop Safety
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B. Measurement and Layout
   1. Common measuring tools
   2. Units of measure
   3. Layout tools and procedures
   4. Area and volume calculations

C. Mechanical Drawings and Blue Prints
   1. Mechanical sketching by hand
   2. 3 Dimensional Computer Aided Drafting (Solids Modeling)
   3. Reading and interpreting welding symbols and blue prints

D. Computer Aided Machining
   1. Plasma CAM
   2. Tube bending

E. Metal Materials
   1. Identification of metal materials
   2. Material properties and selection

F. Oxy-fuel Systems
   1. Proper setup, usage, shutdown and maintenance

G. Arc Welding and Cutting Systems
   1. Operate and maintain SMAW, GMAW, and GTAW equipment safely and appropriately

H. Project Construction
   1. Design, layout and construction of advanced metal projects

V. Scope and Sequence of the Course:
   × Shop Safety
   × Metallurgy (Study of Metals)
   × Tools & Equipment Identification
   × Mechanical and Computer Aided Drafting (CAD)
   × Computer Aided Machining (CAM)
   × Weld Symbols and Blueprint Reading
   × Math & Measuring
   × Effects of Heat
   × Welding Positions
   × Oxyacetylene Safety
   × Oxyacetylene Cutting & Welding
   × Shielded Metal Arc Welding
   × SMAW Electrode Identification
   × Gas Tungsten Arc Welding
   × Gas Metal Arc Welding
   × Plasma Arc Cutting

VI. Assessment and Standards for Student Performance

A. Written tests and quizzes that are short answer in format- 10%
B. Performance based assessments such as demonstrations of skills, and projects completed- 40%
C. Written assignments to include worksheets, book assignments and drawings- 10%
D. Teacher observation of participation on a daily basis- 40%

VII. List Standards Based Textbooks
   Supplemental: Modern Metalworking
Computers and Software

Once the courses had been changed then it was time to get the materials to teach the design and engineering aspect. This was the most difficult part of the whole project. With the budget cuts throughout the state it is not the easiest process to buy a lot of expensive equipment.

The most powerful portion of the new engineering courses is the computer solids modeling program SolidWorks. This program allows the students to virtually build any project idea down to the smallest detail in the computer. The software was not that big of a problem getting. There are several educational technology companies to get the software from with the cost around $3000.

The computers were a little more challenging. We decided to go with laptop computers that can be brought out into the shop when they are needed instead of trying to use or create a computer lab. I talked with an educational suppler about what we were doing and he recommended the Gateway FX laptops. I got a quote for thirty of these laptops at around $27,000 and submitted it to the Principal for purchase.

The quotes were into the Principal at the beginning of the school year thinking that it would not take that long to process the purchase order and receive the computers within the first few months of the school year. The students were doing mechanical drawing by hand for the first few months so we thought it was going to work out.

The problem came when the district office could not create the purchase order because the state budget had not been released. After waiting for four months, the purchase orders were finally able to be sent to the suppliers. Then once everything was ordered then it was a matter of waiting for everything to ship.
Finally, after several delays the computers and software showed up at the end of November. Then it was time to get everything set up for student use. The next few pages are the steps and the pictures of the set up I did on the computers to make them all functional.

The first step was to get the computers unpacked, put together and turned on. Then the computers needed to be named and registered. I named the computers AGENG 1-29 and named the main computer Mr.Penfold’s so they could be located on the network later. Once I got started doing this I realized I was in for a daunting task to get 30 computers configured because just getting them unpacked, turned on and named took over three hours.
Once the computers had specific names they needed to be labeled with a label maker on the lid so each student could be assigned a number. Also, the names were engraved on the bottom to identify the computers if the labels get taken off.

With new computers there are a lot of programs that are previously installed before the owner gets them. A lot of the programs are useless but some of them can cause problems or be distracting to students. I went through the list of programs on the control panel settings and uninstalled certain programs like the Gateway games, Norton anti-virus trial offers, video web camera software, and any others that could be a problem.
Now that the laptops had been cleaned of all of the unnecessary programs, it was time to install the SolidWorks program. Before installing the software the computers needed to be networked together by a wireless hub so they can communicate. To do this, all that was needed was a cheap wireless router that I happen to have laying around not being used anymore.

The reason they needed to be connected on a network was because the software is a license share type of an installation. This means one copy of the software can be installed on all of the computers and a master computer communicates with the others, through the network, and allows the software to open.
In order to keep the power cords neat and tidy, I zip tied the extra lengths so that they don’t get tangled. I bought a plastic tub with closing lids to store the cords in so that they are in one easy location that will keep them clean.

I also zip tied the cords on the optical mice for the same reason and put them in a separate tub for easy storage.
Another important step was to have electrical power accessible to charge 30 laptops at one time while the students worked. The solution I came up with was to have drop down extension cords installed and have surge protectors plug into them. I submitted a work request to the district electrician and he had the power ran and dropped down in a couple days. This is a lot safer and cleaner than having cords running along the floor for people to trip over.
The best and easiest way to store laptop computers is in a locking rolling cart. I did some asking around and the Vice Principal knew of a cart that was not being used anymore because the computers went somewhere else. This worked out very well and it saved us from buying a new one. The shelves are labeled with numbers for each computer to go into. Also I taped a list of all the students and their computer numbers so they know who is assigned which number.
The cart itself locks up tight but the whole cart can be rolled right out of the shop loosing $30,000 worth of equipment. So the students and I created a locking bracket that screws into the wall and secures the cart from moving. We made it so that the cart is easy to unlock and move around if needed.
After many hours of setting up and organizing it all worked out very well. The key is having everything organized and easy to use. I had the students and their parents sign a user agreement with all the rules for using the computers. I have a specific routine for the students to follow which is a must for 9th and 10th grade students. They come into class and get their computers set up and are ready to work before the tardy bell rings.
Ag. Engineering Computer Agreement

Rules to be followed for computer use:

1. No food or drink around the computers.
2. Do not use the computers with dirty or greasy hands.
3. When carrying the computers use both hands and have the lid closed.
4. Use only the computer that is assigned to you.
5. These computers are for work purposes only. These are not your personal computers.
6. Do not change any of the settings on the computer unless you are instructed to do so.
7. Do not plug i-pods or mp3s into computers to charge or play music.
8. Do not use computers to play or burn DVDs or CDs.
9. You are not permitted to use the internet on these computers.
10. Do not install any games or programs onto the computers.
11. You are responsible for properly shutting down and putting away the computers and all of its accessories.
12. Any misuse or damage to the equipment will result in restriction of the use of the computers and the parents and student will be charged for the replacement or repair to the equipment.

I have read and agree to all of the rules for the use of the Ag. Engineering Computers.

_______________________________________
Student Name Printed

_______________________________________
Student Signature

_______________________
Date

_______________________________________
Parent Name Printed

_______________________________________
Parent Signature

_______________________
Date
Assignment Organization and Delivery

I deliver assignments to students using a paperless method. I create assignments using Word Documents or PDFs and copy and paste them into a shared public folder the students can access on our private wireless network.

The students go into the Sharing Library and access the assignments in a read only format. I usually only keep a week’s worth of assignments in the share folder and label what day each assignment was given.
In order to turn in assignments the students access a public folder on my instructor computer and copy and paste their SolidWorks assignments here. This completely eliminates the use of paper and is much easier to organize lots of assignments.

Each student drops their assignments into their specific computer number which is assigned to them.
Once the students have dropped the assignment in the folder I will review the drawing and put a grade on it in the title of the part’s name. If any student is absent and miss an assignment I drop the instructions or plans into this folder for them to make up when they have finished other assignments.

Once the student reviews their grade they drop that assignment into the graded assignments folder. This acts as an archive for them to go back to and review how to use a specific feature.
Here are some examples of the curriculum I have created and compiled from various sources.

Create ½" Hex Bolt

1. Sketch a polygon with 6 sides, Tools>Sketch Entities>Polygon

   - Set diameter to 0.75in.
2. Extrude sketch to 0.34in.

3. Create outside diameter for thread, sketch circle on top face, set diameter to 0.5in.

4. Extrude sketch to 1.1in.

5. Open a sketch on the end edge of thread shaft, click convert entities.
6. Select Helix/Spiral feature and set height to 1.1in, thread per inch=pitch 1/13in

Ok.

7. Insert a new plane tangent to the start point of the helix.
8. On the new plane sketch the thread profile.

9. Click swept cut feature, select sketch profile as sketch and helix as a path, OK.
Done.

Extra credit: Add some detail to it.
Pencil Assignment

Step 1. Wood Shape
- Open sketch on the right plane
- Draw a hexagon on the origin 0.25” wide
- Draw a circle on the origin 0.08” in diam.
- Extrude to 6” long

Step 2. Lead
- Open a sketch on the right plane
- Draw a circle on the origin with a diam. of 0.075”
- Extrude to 6” long
Step 3. Metal Collar

- Open a sketch on the right plane
- Draw a circle from the origin to the point of the hexagon or to a dimension of 0.289”
- Extrude 0.50” long

Step 4. Eraser

- Open a sketch on the end of the last extrusion
- Draw a circle from the center point to a diameter of 0.260”
- Extrude to a length of 0.20”

Step 5. Eraser Fillet

- Add a fillet feature with a radius of 0.02”
Step 6. Metal Collar Detail

- Open a sketch on the front plane
- Draw eight circles connecting the center points to the outer edge of the metal collar.
- Dimension each group 0.040” from the ends

- Go to the view tab at the top of the page and select “temporary axis”
- Select the revolved boss feature from the tool bar.

- First select the axis line of the pencil for the axis input box.
- Then select the eight circles in the select contours input box.
- Select the green check mark
Step 7. Sharpening the pencil

- Open a sketch on the front plane
- Draw a triangle at the end of the pencil and dimension as followed:

- Select revolved cut under the cut extrude features

- Select the temporary axis of the pencil in the axis input box.
- Select the triangle in the select contour input box.
-All Finished

Extra Credit: if you can figure out how to put your name on the pencil as shown.
Exercise 4-7 Blanked Cam Plate.

2. Change the units to MMGS, if needed.
3. Construct the blanked cam plate shown in figure A. All arcs are tangent to connected lines/ arcs. Use construction lines as needed.
4. Apply dimensions and geometric relations to the sketch.
5. Extrude the profile into a solid part, as shown in figure B.

Exercise 4-7A

Exercise 4-7B
Quality Criteria

1) Curriculum and Instruction

2) Leadership and Citizen Development

3) Practical Application of Occupational Skills

4) Qualified and Competent Personnel

5) Facilities Equipment and Materials

6) Community, Business and Industry Involvement

7) Career Guidance

8) Program Promotion

9) Program Accountability and Planning

10) Student-Teacher Ratio

11) Full Year Employment
Quality Criteria One-
Curriculum and Instruction

The curriculum at Apple Valley High School’s Agriculture Department has been organized and sequenced around career paths with clear performance standards leading to entry-level employment, job advancement, entrepreneurship, advanced education and training and personal use. Instruction is performance based and integrates academic knowledge and skills which reflect current and emerging technologies and practices in business, industry, and the home environment.

Quality Criteria-1.1
Our agriculture courses at Apple Valley High School meet this criterion by the incorporation of the core curriculum content standards infused with the existing curriculum in place. New courses such as the Plant and Soil Science course are created using the core cluster standards.
Evidence: Agriculture Course Outlines

Quality Criteria-1.2
The curriculum for the courses are in written form and include course descriptions, goals, objectives, outlines, course duration, instructional strategies, materials, texts, supplemental materials, software, performance standards, and evaluation procedures.
Evidence: Agriculture Course Outlines and Descriptions of Courses

Quality Criteria-1.3
The courses in agriculture at Apple Valley High School are structured into career pathways. Students choose which pathway to follow depending on their career interest. They will choose either Animal Science, Ag. Engineering, or Horticulture.
Evidence: Agriculture Pathway Flowcharts and Course Outlines
Quality Criteria-1.4
The agriculture curriculum and instruction provide Apple Valley High School students with career path information and planning strategies. A unit on agricultural careers is taught in every course. Evidence: Agriculture Course Outlines

Quality Criteria-1.5
Every agriculture course meets the high school’s graduation requirements either as a core class or elective units. The Agriculture Biology and Floral Design courses at Apple Valley High are UC approved courses receiving lab science credit for Ag. Bio and visual performing art credit for Floral.

Quality Criteria-1.6
The curriculum taught in the vocational education courses engage students in activities that enhance academic skills in math, science, communications, and technology. Evidence: Every student is taught record keeping through the use of the record book. Science is a major aspect of the animal science pathway. Agriculture engineering applies mathematical relations and formulas including measurement and calculations in its curriculum.

Quality Criteria-1.7
Each course of study taught incorporates high order thinking skills and includes group and individual decision making and interpersonal skills. Evidence: Judging team activities, class discussion topics, leadership activities and lessons.

Quality Criteria-1.8
The sequence of courses for each career path is identified through flowcharts for each pathway provided. Example: Agriculture Engineering pathway- 1. Introduction Agricultural Engineering 2. Intermediate Agricultural Engineering 3. Advanced Agricultural Engineering 4. ROP Welding Technology.

Quality Criteria-1.9
Courses taught in the Apple Valley High School Agriculture Department follow a logical sequence which is consistent with the State Agriculture Education Implementation Guidelines. The students must take introductory courses before advanced courses can be taken. The pre-requisites for each course are strictly enforced. Evidence: Course of Study Descriptions
Quality Criteria-1.10
The instruction of the agriculture courses are competency-based, current and relevant in content and reflect the knowledge and skills required in the career path. Evidence: The career cluster performance standards are identified in the curriculum and course descriptions and the courses are based off of competency type assessments.

Quality Criteria-1.11
All students in the agriculture department are required to use computers throughout their instruction whether it is the e-record book, PowerPoint presentations, or CAD/CAM instruction. The department has over 60 laptop computers available for students to use at any given agriculture class during the day.

Quality Criteria-1.12
Apple Valley High School Agriculture Department instruction, activities, and materials do not discriminate students based on gender, race, disabilities, or disadvantaged. All instructors at Apple Valley High School are required to send any information home in two different languages. The district offers translation assistance to fulfill this requirement. Evidence: Newsletters sent home to parents.

Quality Criteria-1.13
All courses at Apple Valley High School and the Agriculture Department meet the needs of all students, especially those with learning needs resulting from academic and economic disadvantages, and mental, emotional, and physical disabilities. Students that have IEP’s receive as much assistance as they need whether it is through personal aides or modified teaching strategies. All teachers at Apple Valley have specific training on using modified teaching strategies in order to accommodate learning disabilities. Evidence: Student IEP’s, CLAD certifications, lesson plans.

Quality Criteria-1.14
There are resources available at Apple Valley’s Agriculture Department to ensure students succeed in their courses. Examples include all lecture materials given on a LCD projector using PowerPoint or other type of presentation program. These presentations are available to be printed out for students if their IEP’s require it. The use of Quizdom assessment tools are used in conjunction with lectures to ensure student understanding of the material. Also many tangible models are used
to demonstrate concepts and the use of a digital presenter is used for dissections and to analyze objects.

Quality Criteria-1.15
Many courses at Apple Valley High School articulate with the local junior college, Victor Valley Community College. An example is the ROP Welding course that articulates to VVC’s Welding 50 course.
Evidence: Agreement forms between the school and colleges.

Quality Criteria-1.16
The agriculture department utilizes business and industry sponsored resources and support, such as guest speakers, equipment, demonstrations, field trips, student scholarships, partnerships and placement opportunities.
Evidence: Thank you letter to South West Gas for the donated welder, Pictures of students on field trips and demonstrations, Student’s record books on job placements.
Quality Criteria Two-Leadership and Citizenship Development

Students at Apple Valley High School’s Agriculture Program develop leadership, citizenship, interpersonal, and employment skills by participating in community service projects and cooperative individualized and competitive instructional activities. The students achieve this by participating in the intra and extra-curricular activities involved with the FFA. FFA is 25% of their academic grade and must attend a minimum of 12 activities to fulfill the grade requirement.

Quality Criteria-2.1
The Apple Valley FFA Charter has been applied for and exits since 1967. Apple Valley’s charter number is 321. Apple Valley High School Agriculture Department is located in Apple Valley Unified School District in San Bernardino, California. Evidence: Current FFA roster for Apple Valley High School.

Quality Criteria-2.2
All students that are enrolled in agriculture courses at Apple Valley are also entered into the R-2 as FFA members. All of the agriculture courses offered at Apple Valley require students to participate in FFA. 25% of the student’s grades are dependent on their involvement in the FFA. Evidence: Course of study for each course, FFA roster and enrollment forms.

Quality Criteria-2.3
Every course taught in agriculture at Apple Valley High School includes at least one unit of instruction on the FFA organization and its activities. Evidence: Course of study for each course and unit plans.

Quality Criteria-2.4
The current FFA Advisor for Apple Valley High School is an Agriculture Instructor employed by the district and is verified by the programs R-2 enrollment report. Evidence: District employment records, R-2 report.
Quality Criteria Three-
Practical Application of Occupational Skills

The students in Apple Valley High School’s Agriculture Department receive practical application of occupational skills through classroom simulation of work-site experiences, community based learning and entrepreneurship. These practical experiences are combined, coordinated, and evaluated with the classroom instruction.

Quality Criteria-3.1
Students participate in Supervised Agriculture Experiences which is 25% of the graded criteria of each course. Students must have a viable project in place and have expenses and hours recorded in their record book to fulfill this grade requirement.
Evidence: Course Outlines, Student Record Books.

Quality Criteria- 3.2
Students that have off campus SAEs are visited by their instructor at least two times throughout the school year. A school vehicle is available for all instructors to use to visit students. If teachers use personal vehicles or incur personal expenses they are reimbursed.

Quality Criteria- 3.3
All students that have an SAE project have completed a business agreement or similar document to plan their experience.

Quality Criteria- 3.4
Apple Valley High School has a school farm/ laboratory facility for students to keep projects at if they cannot keep them at home. There are farrowing facilities for students to engage in market hog breeding projects. Also the high school greenhouse is fully rebuilt and an apple orchard planted for student to have horticulture projects on campus.
Quality Criteria-3.5
Students with special needs usually have their SAE projects at school so that the teachers can assist them while they work with their projects. The most common type of project for students with special needs is the meat bird project that goes on in the late spring. The several students work together to raise 50 -100 chickens for 6-8 weeks. Each student takes a pen of three to the fair to show and sell. This type of project works well because of the teamwork involved.
Quality Criteria Four-
Qualified and Competent Personnel

All agriculture teachers at Apple Valley High School are competent and qualified with the appropriate occupational proficiency.

Quality Criteria- 4.1
Each instructor holds a valid California Single Subject Teaching Credential in the appropriate areas.
Evidence: Copies of the credentials.

Quality Criteria- 4.2
Each teacher has a minimum of 3000 hours of occupational experience in agriculture as required by the Agricultural Teaching Credential.

Quality Criteria- 4.3
Instructors at Apple Valley use a variety of teaching strategies and materials to effectively teach all types of learners especially special needs learners. The use of practical and hands on teaching is extremely effective as well as the student group work assignments.
Evidence: Teacher lesson plans, class observations.

Quality Criteria- 4.4
Both agriculture teachers are CATA members and attend professional development meetings and conferences in the sectional, regional and state levels throughout the year. Teachers are reimbursed for personal expenses incurred by participating in professional development activities.

Quality Criteria- 4.5
Our administrative staff at Apple Valley High School is involved with the professional development activities in the career technical areas of our school. Our Principal has attended State convention and was nominated for the State Star Administrator Award by winning the regional level. He also attended the Educating for Careers conference with the rest of the career technical teachers.

Quality Criteria- 4.6
Both CATA member teachers attend the fall and spring regional meetings, at least four sectional meetings, and the summer conference annually.
Quality Criteria- 4.7
The department chair always attends the State CATA Conference every year and gathers information at the conference and shares with other teachers within the department.

Quality Criteria- 4.8
The department chair person calls for department staff meetings at least twice a month to discuss events and issues in the agriculture department.
Quality Criteria Five - Facilities, Equipment and Materials

The facilities, equipment, instructional materials and supplies at Apple Valley High School’s Agriculture department are safe, organized and contain emerging technology used in the industry.

Quality Criteria- 5.1
Facilities, equipment, and materials are comparable to those currently used by businesses and industry. The agriculture classroom is the most technologically advanced classroom in the school. It contains LCD projector, big screen LCD TV for the school farm video camera system, digital presenter, Quizdom assessment tools, ultra-sound equipment, video microscopes, and 30 laptop computers. The green house building is updated with automated control systems and all new coolers and heaters. The agriculture engineering shop is fully equipped with many industry standard equipment including: welders (10 Stick, 7 MIG, 4 TIG, 4 Oxy-Acet., and 2 gas powered multi-process welders), ironworker, sheet metal shear, sheet metal brake, horizontal band saw, plasma cutter, Plasma CAM, drill press, many handheld power tools from Milwaukee Tool and 30 laptop computers with SolidWorks and Plasma Cam Software.
Evidence: Advisory committee approval

Quality Criteria- 5.2
All facilities are kept neat and organized by students and instructors. The school farm is managed by a student laboratory manager who oversees the up keep of that facility.

Quality Criteria-5.3
Facilities, equipment and instructional materials are regularly maintained, replaced, and repaired to meet the local state and federal health and safety rules and regulations. The district risk management official frequently inspects our facilities and equipment for safety. The school maintenance department fixes the needed repairs along with the instructors for each of our facilities.

Quality Criteria- 5.4
All facilities on campus including the agriculture department are ADA compliant to accommodate the needs of special populations.
Quality Criteria- 5.5
The instructional material are adapted or supplemented to meet the needs of special populations.
Evidence: Typed lecture notes/handouts, Ear phone/microphone for hearing impaired

Quality Criteria- 5.6
There is adequate storage for all materials and equipment. The department recently purchased three 8’x 40’ storage containers for the storage of fair equipment, student projects, metal storage, and other supplies.
Quality Criteria Six - Community, Business and Industry Involvement

Individuals from the community, industry and post-secondary institutions help guide and support the program by serving on the advisory committee. The agriculture instructors use the advice given from these individuals to design and develop classes and curriculum to meet the needs for students graduating and entering the work force or post-secondary education.

Quality Criteria- 6.1
Apple Valley’s Agriculture Advisory Committee consists of industry representatives, college professors, community members, high school staff and administrators, parents, and students.

Quality Criteria- 6.2
The advisory committee minutes contain the advice and criticism given by the members and verify that the program is working to meet their needs.

Quality Criteria- 6.3
The minutes for the advisory meetings for the last five years are on file and also the program’s five year plans that are created each year are constantly reviewed and added to.

Quality Criteria- 6.4
Career technical staff actively participates in the advisory committee meetings.

Quality Criteria- 6.5
The advisory committee meets at least twice a year. They meet once in the fall and once in the spring.

Quality Criteria- 6.6
The advisory committee addresses special populations and their specific needs at the meetings.
Quality Criteria- 6.7
A record of the recommendations given at the meetings is on file with the school/district administration because our principal and other district staff are on the committee and attend the meetings.
Quality Criteria Seven - Career Guidance

Career technical staff and counselors ensure that the students enroll in the career technical program that they are interested in or would be good at.

Quality Criteria - 7.1
Ninth grade students receive counseling when they enter high school to see what program they would be interested in taking. Once the students are in the career technical classes the instructors further counsel the students on what interests them and lets them know of other programs the student might be good at or interested in.

Quality Criteria - 7.2
Information is given from CTE teachers to counselors to help them with counseling students to the correct program.

Quality Criteria - 7.3
CTE instruction includes, career planning, employability skills, articulation options and provides students with information relevant to their career path goals. Students complete the student data sheets when entering into the agriculture program and plan out their four year plan. This helps guide the students to an end goal for their high school education to prepare them for what is next after high school.

Quality Criteria - 7.4
Students in career technical courses are made aware of the 2+2 articulation agreements with the local community colleges.

Quality Criteria - 7.5
Each year the students review their student data sheets and four year plans and make modifications to their career goals and course choices.
Quality Criteria Eight-
Program Promotion

Apple Valley’s Agriculture Program promotes its self to inform students, parents, counselors, other teachers, administrators, board members, community members, and business and industry representatives, of the options, advantages, and availability of career technical education programs.

Quality Criteria- 8.1
The program of work indicates a plan for promotional and recruitment activities and public relations throughout the year.

Quality Criteria- 8.2
Promotional activities are conducted throughout the year to inform students, parents, counselors, other teachers, administrators, board members, community members, and business and industry representatives of the students’ achievements and merits in the program.
Evidence: Green hand/Chapter degree ceremony, Chapter meetings, Awards banquet, School Board presentations.

Quality Criteria- 8.3
Promotional materials including a program brochure and poster board presentation have been developed to publicize the agriculture program and FFA organization.

Quality Criteria- 8.4
Programs have been developed to help students overcome financial barriers in participating in program activities. The students that cannot afford to finance a fair project can apply for an interest free loan through a program US Bank has set up for our agriculture department.

Quality Criteria- 8.5
Promotional activities are conducted annually with the elementary and middle schools to recruit students into the program. We participate in the High School Awareness Night where students and parents come to the high school to see what our school has to offer. We also host tours for high school classes so students know what is available for them to enroll in.
Quality Criteria Nine-
Program Accountability and Planning

Apple Valley High School and its career technical courses are assessed each year to make sure that they are meeting the needs of students and the program objectives.

Quality Criteria- 9.1
Following the completion of agriculture courses the students are assessed on a performance based assessment that measures students’ performance in the application of vocational and academic skills and knowledge of occupational tasks.

Quality Criteria- 9.2
A yearly site program improvement plan has been completed and filed with Jack Havens our regional supervisor.

Quality Criteria- 9.3
A comprehensive five year program plan has been filed with the regional supervisor.

Quality Criteria- 9.4
A graduate follow up report is completed after seniors graduate from the program and the results are shared with the advisory committee.

Quality Criteria- 9.5
The agriculture program budget contains long-term plans for funding future facilities and equipment. Both agriculture instructors are familiar with the funding sources and help the district personnel allocate funds for the career technical programs.
Quality Criteria Ten-Student-Teacher Ratio

A quality vocational program is dependent on maintaining a student teacher ratio that ensures effective instructional and safe working conditions. At Apple Valley High School and under the current economic conditions it is very difficult to hold the proper student teacher ratios.

Quality Criteria- 10.1
The career technical classroom based courses at Apple Valley do not meet the 25 to 1 ratio. The ratio is more like 35-40 to 1. However, in the agriculture engineering shop most of the classes meet the 20 to 1 ratio for shop based courses.

Quality Criteria- 10.2
The total number of students taught per day in class exceeds 60 students per teacher. A closer number would be 80 or 90 students if intro classes count as .5 per person.
Quality Criteria Eleven-
Full Year Employment

Effective instruction in Agriculture Education extends far beyond the regular school day/year.

Quality Criteria- 11.1
The district shall provide adequate teacher time to conduct the year-round activities for the agriculture program. One of our agriculture teachers receives a summer stipend for supervising projects over the summer months.

Quality Criteria- 11.2
In addition to any preparation period provided to teachers, a supervision period shall be provided. This is defiantly not the case at Apple Valley. There are already more students that want to take agriculture courses then there are teachers to teach it. We would like to hire another agriculture teacher to teach horticulture and agricultural biology and then it might be possible for a teacher to have a project supervision period.
Supporting Materials

Table of Contents

a. Student Data Sheet
b. Permanent Vo-Ag Student Record
c. Course outlines
d. Daily grade sheets from each class taught
e. Project Visit Forms
f. Wall chart of SOE visits
g. SOE Summary by individual student
h. Board Approved department SOEP policy, procedures and operations
i. Program of Work
j. Board approved policy statement pertaining to FFA as an integral part of the Ag program
k. Recruitment Program
l. Chapter Scrapbook
m. Summer activities schedule
n. Sample of Vo-Ag follow up survey form
o. Up to date file on status of graduates
p. Vo-Ag comprehensive plan
q. Advisory committee minutes for current year
r. Completed student program plan
s. Proficiency Standards
t. Copy of teaching credentials
u. Calendar of department/chapter activities
v. Daily logs for current year
w. List of expected professional growth activities
x. Current year’s R-2 report
y. Extended contract
z. Completed travel plan submitted to administration
aa. CATA membership card
bb. Meeting reports submitted to administration
cc. Wish list
ee. Advisory committee agendas for current year
ff. Advisory committee charter and bylaws
gg. Operating budget for Vo-Ag
hh. VEA district allocation
ii. Department budget process
jj. Department chairperson duties
kk. Chart of responsibilities
ll. Substitute teacher procedure and plans
mm. Proficiency for Vocational Agriculture Students
nn. 2+2 articulation agreement
oo. Reimbursement for personal expenses
a. Student Data Sheets
**AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET**

<table>
<thead>
<tr>
<th>A. Name</th>
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<tr>
<td>B. Gender</td>
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<tr>
<td>C. Ethnicity</td>
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<tr>
<td>Are you Hispanic or Latino? (Check one): Yes ☑ No ☐</td>
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<td>The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be:</td>
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<td>☑ American Indian or Alaskan Native</td>
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<td>☐ Asian Indian</td>
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<td>☐ Cambodian</td>
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<td>☑ White</td>
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<td>D. Year in Agriculture Program:</td>
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<td>E. Grade Level in School:</td>
<td>11th</td>
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<td>(9, 10, 11, 12)</td>
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<td>F. I Am Taking This Course Because: (Select One)</td>
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<tr>
<td>☑ I plan a career in agriculture</td>
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<tr>
<td>☐ Not a career, just an interest in agriculture</td>
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<tr>
<td>☐ Not interested, placed in class</td>
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<td>G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis ( ) an occupation in agriculture you would enjoy doing.</td>
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<td>∘ Dairy (Good Steer)</td>
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<td>Parent/C:</td>
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<tr>
<td>Mr.</td>
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<tr>
<td>Miss/Mrs.</td>
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<td>J. Program</td>
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<td>☑ Plant &amp; Soil Science (4010)</td>
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<td>☑ Animal Science (4020)</td>
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<td>☑ Agricultural Mechanics (4030)</td>
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<td>☑ Agricultural Business (4040)</td>
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<td>☑ Ornamental Horticulture (4050)</td>
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<td>☑ Forestry &amp; Natural Resources (4060)</td>
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<td>☑ Agriscience (4070)</td>
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<tr>
<td>K. Please indicate below your plans after graduation from high school:</td>
<td></td>
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<tr>
<td>1. Go to Work Full - Time</td>
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<tr>
<td>No Further Education</td>
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<tr>
<td>Some College Later</td>
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<td>2. Go to College</td>
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<td>Community College</td>
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<td>Four Year College</td>
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<td>Full-Time Student</td>
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<td>Part-Time Student</td>
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<td>Agriculture Major</td>
<td>☑</td>
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<tr>
<td>Non-Agriculture Major</td>
<td>☑</td>
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<td>3. Go Into Military Service</td>
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<tr>
<td>Column</td>
<td>Content</td>
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<tr>
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<td>[Redacted]</td>
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<tr>
<td>C. Ethnicity</td>
<td>Are you Hispanic or Latino? (Check one): Yes No The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be. American Indian or Alaskan Native Asian Indian Cambodian Chinese Hmong Japanese Korean Laotian Vietnamese Black or African American Filipino Guamanian Samoan Tahitian White</td>
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<tr>
<td>D. Year in Agriculture Program</td>
<td>2nd</td>
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<tr>
<td>E. Grade Level in School</td>
<td>10</td>
</tr>
<tr>
<td>F. I Am Taking This Course Because: (Select One)</td>
<td>I plan a career in agriculture Not a career, just an interest in agriculture. Not interested, placed in class.</td>
</tr>
<tr>
<td>G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.</td>
<td>Bounty hunter (animal patrol)</td>
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<td>H. Date</td>
<td>[Redacted]</td>
</tr>
<tr>
<td>I. Local Street</td>
<td>[Redacted]</td>
</tr>
<tr>
<td>City</td>
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<td>Phone</td>
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<td>Email</td>
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<td>Parent</td>
<td>[Redacted]</td>
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<tr>
<td>Mr. Miss</td>
<td>[Redacted]</td>
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<tr>
<td>K. Please indicate below your plans after graduation from high school:</td>
<td>1. Go to Work Full - Time No Further Education Some College Later 2. Go to College Community College Four Year College Full-Time Student Part-Time Student Agriculture Major Non-Agriculture Major 3. Go Into Military Service</td>
</tr>
</tbody>
</table>
AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name:  

B. Gender:  

C. Ethnicity:  
Are you Hispanic or Latino? (Check one): Yes ❑ No ❑  
The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.  
☐ American Indian or Alaskan Native  
☐ Asian Indian  
☐ Cambodian  
☐ Chinese  
☐ Hmong  
☐ Japanese  
☐ Korean  
☐ Laotian  
☐ Vietnamese  
☐ Black or African American  
☐ Filipino  
☐ Guamanian  
☐ Samoan  
☐ Tahitian  
☐ White  

D. Year in Agriculture Program:  
(1st, 2nd, 3rd, 4th)  

E. Grade Level in School:  
(9, 10, 11, 12)  

F. I Am Taking This Course Because: (Select One)  
☐ I plan a career in agriculture  
☐ Not a career, just an interest in agriculture.  
☐ Not interested, placed in class.  

G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.  

H. Date:  

I. Location:  
Street:  
City, Zip:  
Phone:  
Email:  
Parent:  
Mr.  
Miss/Mrs.:  

J. Program:  
☐ Plant & Soil Science (4010)  
☐ Animal Science (4020)  
☐ Agricultural Mechanics (4030)  
☐ Agricultural Business (4040)  
☐ Ornamental Horticulture (4050)  
☐ Forestry & Natural Resources (4060)  
☐ Agriscience (4070)  

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

1. Go to Work Full - Time  
   No Further Education  
   Some College Later  

2. Go to College  
   Community College  
   Four Year College  
   Full-Time Student  
   Part-Time Student  
   Agriculture Major  
   Non-Agriculture Major  

3. Go Into Military Service  
   ☑
A. Name

B. Gender: [ ] Male [ ] Female

C. Ethnicity/Race:
   Are you Hispanic or Latino? (Check one): Yes [ ] No [X]
   The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.
   [X] American Indian or Alaskan Native
   [ ] Asian Indian
   [ ] Cambodian
   [ ] Chinese
   [ ] Hmong
   [ ] Japanese
   [ ] Korean
   [ ] Laotian
   [ ] Vietnamese
   [ ] Black or African American
   [ ] Filipino
   [ ] Guamanian
   [ ] Samoan
   [ ] Tahitian
   [ ] White

D. Year in Agriculture Program: [2nd]
   (1st, 2nd, 3rd, 4th)

E. Grade Level in School: [10]
   (9, 10, 11, 12)

F. I Am Taking This Course Because: (Select One)
   [X] I plan a career in agriculture
   [ ] Not a career, just an interest in agriculture.
   [ ] Not interested, placed in class.

G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.
   Racer

H. Program
   [X] Plant & Soil Science (4010)
   [X] Animal Science (4020)
   [ ] Agricultural Mechanics (4030)
   [ ] Agricultural Business (4040)
   [ ] Ornamental Horticulture (4050)
   [ ] Forestry & Natural Resources (4060)
   [ ] Agriscience (4070)

I. Please indicate below your plans after graduation from high school:
   1. Go to Work Full - Time
   [ ] No Further Education
   [ ] Some College Later
   2. Go to College
   [X] Community College
   [ ] Four Year College
   Full-Time Student
   [X] Part-Time Student
   Agriculture Major
   [X] Non-Agriculture Major
   3. Go Into Military Service
AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name

B. Gender

C. Ethnicity/Race:
   Are you Hispanic or Latino? (Check one): Yes ☑ No
   The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.
   □ American Indian or Alaskan Native
   □ Asian Indian
   □ Cambodian
   □ Chinese
   □ Hmong
   □ Japanese
   □ Korean
   □ Laotian
   □ Vietnamese
   □ Black or African American
   □ Filipino
   □ Guamanian
   □ Samoan
   □ Tahitian
   □ White

D. Year in Agriculture Program: 2nd
   (1st, 2nd, 3rd, 4th)

E. Grade Level in School: 11th
   (9th, 10th, 11th, 12th)

F. I Am Taking This Course Because: (Select One)
   ☑ I plan a career in agriculture
   □ Not a career, just an interest in agriculture.
   □ Not interested, placed in class.

G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis ( ) an occupation in agriculture you would enjoy doing.
   (Animal Care)

H. Date:

I. Location
   Street:
   City, Zonal:
   Phone:

J. Program Information:
   □ Plant & Soil Science (4010)
   ☑ Animal Science (4020)
   □ Agricultural Mechanics (4030)
   □ Agricultural Business (4040)
   □ Ornamental Horticulture (4050)
   □ Forestry & Natural Resources (4060)
   □ Agriscience (4070)

K. Please indicate below your plans after graduation from high school:
   1. Go to Work Full - Time
      ☑ No Further Education
      Some College Later
   2. Go to College
      Community College
      Four Year College
      Full-Time Student
      Part-Time Student
      Agriculture Major
      Non-Agriculture Major
   3. Go Into Military Service
A. Name

B. Gender

C. Ethnicity/Race:
   Are you Hispanic or Latino? (Check one): Yes   No X
   The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.
   - American Indian or Alaskan Native
   - Asian Indian
   - Cambodian
   - Chinese
   - Hmong
   - Japanese
   - Korean
   - Laotian
   - Vietnamese
   - Black or African American
   - Filipino
   - Guamanian
   - Samoan
   - Tahitian
   - White

D. Year in Agriculture Program: 2nd
(1st, 2nd, 3rd, 4th)

E. Grade Level in School: 10th
(9th, 10th, 11th, 12th)

F. I Am Taking This Course Because: (Select One)
   - I plan a career in agriculture X
   - Not a career, just an interest in agriculture.
   - Not interested, placed in class.

G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.
   I want to be a farmer (farming)

J. Program of Interest Pursued: (Select Only One)
   - Plant & Soil Science (4010)
   - Animal Science (4020)
   - Agricultural Mechanics (4030)
   - Agricultural Business (4040)
   - Ornamental Horticulture (4050)
   - Forestry & Natural Resources (4060)
   - Agriscience (4070)

K. Please indicate below your plans after graduation from high school:
   1. Go to Work Full - Time
      No Further Education
      Some College Later

   2. Go to College
      Community College
      Four Year College
      Full-Time Student X
      Part-Time Student
      Agriculture Major
      Non-Agriculture Major X

   3. Go Into Military Service
A. Name

B. Gender:

C. Ethnicity
   Are you Hispanic or Latino? (Check one): Yes ☑ No 
   The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.
   ☑ American Indian or Alaskan Native
   ☐ Asian Indian
   ☐ Cambodian
   ☐ Chinese
   ☐ Hmong
   ☐ Japanese
   ☐ Korean
   ☐ Laotian
   ☐ Vietnamese
   ☐ Black or African American
   ☐ Filipino
   ☐ Guamanian
   ☐ Hawaiian
   ☐ Samoan
   ☐ Tahitian
   ☐ White

D. Year in Agriculture Program: 
   (1st, 2nd, 3rd, 4th)
   ☑ 2nd

E. Grade Level in School: 
   (9, 10, 11, 12)
   ☑ 10

F. I Am Taking This Course Because: (Select One)
   ✔ I plan a career in agriculture
   ☐ Not a career, just an interest in agriculture.
   ☐ Not interested, placed in class.

G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.
   Physical therapy (ostrich)

H. Program:
   ☑ Plant & Soil Science (4010)
   ☑ Animal Science (4020)
   ☑ Agricultural Mechanics (4030)
   ☑ Agricultural Business (4040)
   ☑ Ornamental Horticulture (4050)
   ☑ Forestry & Natural Resources (4060)
   ☑ Agriscience (4070)

K. Please indicate below your plans after graduation from high school:
   1. Go to Work Full - Time
      ☐ No Further Education
      ☐ Some College Later

   2. Go to College
      ☑ Community College
      ☐ Four Year College
      ☐ Full-Time Student
      ☐ Part-Time Student
      ☑ Agriculture Major
      ☐ Non-Agriculture Major

   3. Go Into Military Service
      ☐
A. Name [Blank]

B. Gender [Blank]

C. Ethnicity/Race:
   Are you Hispanic or Latino? (Check one): Yes ______ No ______
   The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.
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   [ ] Asian Indian
   [ ] Cambodian
   [ ] Chinese
   [ ] Hmong
   [ ] Japanese
   [ ] Korean
   [ ] Laotian
   [ ] Vietnamese
   [ ] Black or African American
   [ ] Filipino
   [ ] Guamanian
   [ ] Samoan
   [ ] Tahitian
   [ ] White

D. Year in Agriculture Program: [Blank]

E. Grade Level in School: [Blank]

F. I Am Taking This Course Because: (Select One)
   [ ] I plan a career in agriculture
   [ ] Not a career, just an interest in agriculture
   [ ] Not interested, placed in class

G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.
   [ ] Calf roping
   [ ] Teamr
   [ ] Teamroping

J. Program of Education Being Pursued: (Select Only One)
   [ ] Animal Science (4020)
   [ ] Agricultural Mechanics (4030)
   [ ] Agricultural Business (4040)
   [ ] Ornamental Horticulture (4050)
   [ ] Forestry & Natural Resources (4060)
   [ ] Agriscience (4070)

K. Please indicate below your plans after graduation from high school:
   1. Go to Work Full - Time
      No Further Education
      Some College Later

   2. Go to College
      Community College
      Four Year College
      Full-Time Student
      Part-Time Student
      Agriculture Major [ ]
      Non-Agriculture Major

   3. Go Into Military Service
AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name

B. Gender

C. Ethnicity
   Are you Hispanic or Latino? (Check one): Yes   No   
   The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.
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   □ Asian Indian
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   □ Chinese
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   □ Japanese
   □ Korean
   □ Laotian
   □ Vietnamese
   □ Black or African American
   □ Filipino
   □ Guamanian
   □ Samoan
   □ Tahitian
   □ White

D. Year in Agriculture Program:   
   (9, 1st, 2nd, 3rd, 4th)

E. Grade Level in School:   
   (9, 10, 11, 12)

F. I Am Taking This Course Because: (Select One)
   □ I plan a career in agriculture
   □ Not a career, just an interest in agriculture.
   □ Not interested, placed in class.

G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing. I would like to be a veterinarian or a

H. Date:   

I. Location:   
   Street:   
   City,  
   State:   
   Zip:   
   Phone:   
   Email:   
   Parent:   
   Mr.   
   Miss/Mrs

J. Program
   □ Plant & Soil Science (4010)
   □ Animal Science (4020)
   □ Agricultural Mechanics (4030)
   □ Agricultural Business (4040)
   □ Ornamental Horticulture (4050)
   □ Forestry & Natural Resources (4060)
   □ Agriscience (4070)

K. Please indicate below your plans after graduation from high school:
   1. Go to Work Full - Time
      No Further Education
      Some College Later

   2. Go to College
      Community College
      Four Year College
      Full-Time Student
      Part-Time Student
      Agriculture Major
      Non-Agriculture Major

   3. Go Into Military Service
the future.

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<th>JUNIOR YEAR</th>
<th>SENIOR YEAR</th>
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| CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | 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RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEacher | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS 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RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEacher | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEACHER | RM | CLASS | TEA
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M. Supervised Practical Experience Plan (Project program should be related to career goal).

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N. Planned Departmental Activities (FFA)

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Parents/Guardians Signature: ____________________________
The future.

**FRESHMAN YEAR (20__-__)**

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**SOPHOMORE YEAR (20__-__)**

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**JUNIOR YEAR (20__-__)**

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**SENIOR YEAR (20__-__)**

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M. Supervised Practical Experience Plan (Project program should be related to career goal).

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N. Planned Departmental Activities (FFA)

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Parents/Guardians Signature:____________________
the future.

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<th>JUNIOR YEAR</th>
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M. Supervised Practical Experience Plan (Project program should be related to career goal).

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N. Planned Departmental Activities (FFA)

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M. Supervised Practical Experience Plan (Project program should be related to career goal).

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N. Planned Departmental Activities (FFA)

- Chapter Meetings
- Booster Meetings
- A.I.R. Fundraiser
- Graduation Day

Parents/Guardians Signature: ____________________________
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M. Supervised Practical Experience Plan (Project program should be related to career goal).

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### M. Supervised Practical Experience Plan (Project program should be related to career goal)

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M. Supervised Practical Experience Plan (Project program should be related to career goal).

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M. Supervised Practical Experience Plan (Project program should be related to career goal).

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N. Planned Departmental Activities (FFA)

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Parents/Guardians Signature: ____________________________
b. Permanent Vo-Ag Student Records

Currently the department does not have a permanent file for each student in one location. The information on each student such as record books, safety tests and other information are available but have not yet been organized into a filing system. The plan is to dedicate a filing cabinet to hold all of this information and organize it by grade level.
c. Course Outlines
Introduction to Agricultural/Industrial Engineering

Course Title: Introduction to Agricultural/Industrial Engineering
Grade Level: 9-12
Check one: X Year Course/10 units credit
       __ Semester Course/5 units credit:

Course Prerequisites: None

I.  Course Description:

Introduction to the theory and practical applications of basic metalworking and design will be presented. This course will emphasize agricultural/industrial: shop safety, material selection, job planning, bench-work, quality control and inspection. Hand tools, drill presses, pedestal grinders, band saws, basic welding processes and precision-measuring equipment will be used to complete required projects. Also included are techniques in preventative and general maintenance of metalworking machinery. The student will study, interpret, and draw basic industrial blueprints through the use of mechanical and computer drawing equipment.

II.  Goals:
The student will:
   19. Practice the rules for personal and group safety while working in a fabrication shop environment.
   20. Demonstrate safe work habits on the job.
   21. Demonstrate the ability to work well with others.
   22. Learn and follow an orderly process to create a project from idea to finished product.
   23. Learn and demonstrate mechanical skills.
   24. Follow directions
   25. Critically evaluate good workmanship
   26. Apply problem-solving skills in the production of projects.
   27. Understand how to design project plans by using mechanical drawing techniques
   28. Employ math skills in working with measurements.
   29. Know how to identify common metals, sizes, and shapes.
   30. Know basic tool-fitting skills.
   31. Know layout skills.
   32. Know basic cold metal processes (e.g., shearing, cutting, drilling, threading, bending.).
   33. Complete a metal project, including interpreting a plan, developing a bill of materials, selecting materials, shaping, fastening, and finishing.
   34. Know how to properly set up, adjust, shut down, and maintain an oxy-fuel system.
   35. Operate and maintain various arc welding and cutting systems safely and appropriately.
   36. Operate and maintain fabrication tools and equipment safely and appropriately.

III. Standards Taught in the Course:
Geometry standards 8.0, 9.0, 10.0, 11.0, 14.0, 15.0, 16.0, 20.0
Algebra standards 10.0, 15.0
Agriculture Mechanics Pathway standards B1.1, 1.2, 5.1, 5.2, 5.3, 5.4, 5.5, 7.2, 8.1, 9.2, 9.3, 9.4

IV. Course Outline
A. Basic Shop Safety
   1. Housekeeping safety
   2. Hand tool safety
   3. Power tool safety
4. Personal protection gear
5. Arc and gas welding safety
6. Shop cleaning procedures

B. Measurement and Layout
   1. Common measuring tools
   2. Units of measure
   3. Layout tools and procedures
   4. Area and volume calculations

C. Mechanical Drawings and Blue Prints
   1. Mechanical sketching by hand
   2. 3 Dimensional Computer Aided Drafting (Solids Modeling)
   3. Reading and interpreting welding symbols and blue prints

D. Hand and Power Tools
   1. Identification
   2. Proper tool usage

E. Metal Materials
   1. Identification of metal materials
   2. Material properties and selection

F. Oxy-fuel Systems
   1. Proper setup, usage, shutdown and maintenance

G. Arc Welding and Cutting Systems
   1. Operate and maintain equipment safely and appropriately

H. Project Construction
   1. Design, layout and construction of basic metal project

V. Scope and Sequence of the Course:

Units in the Semester
Basic Shop Safety
Measurement and Layout
Mechanical Drawing
Computer Solids Modeling
Hand and Power Tools
Metal Materials
Oxy-fuel Systems
Arc Welding and Cutting Systems
Project Construction

VI. Assessment and Standards for Student Performance

A. Written tests and quizzes that are short answer in format.
B. Performance based assessments such as demonstrations of skills, and projects completed.
C. Written assignments to include worksheets, book assignments and drawings.
D. Teacher observation of participation on a daily basis.
E. SAE project and FFA participation are required and account for at least 25% of student’s grade.

VII. List Standards Based Textbooks

**Modern Metalworking**
Course Title: Intermediate Agricultural/Industrial Engineering

Grade Level: 10th-12th grades

Check one: X Year Course/10 units credit  
__   Semester Course/5 units credit:

Course Prerequisites: 10th graders will need to have taken Introduction to Agricultural/Industrial Engineering

I. Course Description:
This course introduces students to various welding techniques. The course is designed for students who have an interest in basic welding or possibly a career in the welding field. The course will include classroom and practical instruction in the following area: shop safety, metallurgy (study of metals), tools & equipment identification, blueprint reading, computer aided drafting, math & measuring, effects of heat, welding positions, oxy-acetylene safety, oxy-acetylene cutting & welding, shielded metal arc welding, shielded metal arc welding electrode identification, gas tungsten arc welding, gas metal arc welding, and plasma arc cutting

II. Goals:
The student will:
37. Practice the rules for personal and group safety while working in a fabrication shop environment.
38. Demonstrate safe work habits on the job.
39. Demonstrate the ability to work well with others.
40. Learn and follow an orderly process to create a project from idea to finished product.
41. Learn and demonstrate mechanical skills.
42. Follow directions
43. Critically evaluate good workmanship
44. Apply problem-solving skills in the production of projects.
45. Understand how to design project plans by using mechanical drawing techniques
46. Employ math skills in working with measurements.
47. Know how to identify common metals, sizes, and shapes.
48. Know basic tool-fitting skills.
49. Know layout skills.
50. Know basic cold metal processes (e.g., shearing, cutting, drilling, threading, bending.).
51. Complete a metal project, including interpreting a plan, developing a bill of materials, selecting materials, shaping, fastening, and finishing.
52. Know how to properly set up, adjust, shut down, and maintain an oxy-fuel system.
53. Use welding tools and equipment, such as MIG, TIG, SMAW, to combine or join manufactured parts and products, resulting in a finished product that meets the standards of the American Welding Society or a similar industry. Operate and maintain fabrication tools and equipment safely and appropriately.
54. Use computers to design and produce welded products, write numerical control programs, and control robots.

III. Standards Taught in the Course:
Geometry standards 8.0, 9.0, 10.0, 11.0, 14.0, 15.0, 16.0, 20.0
Algebra standards 10.0, 15.0

IV. Course Outline
A. Basic Shop Safety
   1. Housekeeping safety
   2. Hand tool safety
   3. Power tool safety
   4. Personal protection gear
   5. Arc and gas welding safety
   6. Shop cleaning procedures

B. Measurement and Layout
   1. Common measuring tools
   2. Units of measure
   3. Layout tools and procedures
   4. Area and volume calculations

C. Mechanical Drawings and Blue Prints
   1. Mechanical sketching by hand
   2. 3 Dimensional Computer Aided Drafting (Solids Modeling)
   3. Reading and interpreting welding symbols and blue prints

D. Hand and Power Tools
   1. Identification
   2. Proper tool usage

E. Metal Materials
   1. Identification of metal materials
   2. Material properties and selection

F. Oxy-fuel Systems
   1. Proper setup, usage, shutdown and maintenance

G. Arc Welding and Cutting Systems
   1. Operate and maintain SMAW, GMAW, and GTAW equipment safely and appropriately

H. Project Construction
   1. Design, layout and construction of basic metal project

V. Scope and Sequence of the Course:
   × Shop Safety
   × Metallurgy (Study of Metals)
   × Tools & Equipment Identification
   × Mechanical and CAD Drawing
   × Weld Symbols and Blueprint Reading
   × Math & Measuring
   × Effects of Heat
   × Welding Positions
   × Oxyacetylene Safety
   × Oxyacetylene Cutting & Welding
   × Shielded Metal Arc Welding
   × SMAW Electrode Identification
   × Gas Tungsten Arc Welding
   × Gas Metal Arc Welding
   × Plasma Arc Cutting

VI. Assessment and Standards for Student Performance
A. Written tests and quizzes that are short answer in format.
B. Performance based assessments such as demonstrations of skills, and projects completed.
C. Written assignments to include worksheets, book assignments and drawings.
D. Teacher observation of participation on a daily basis.
E. SAE project and FFA participation are required and account for at least 25% of student’s grade.

VII. List Standards Based Textbooks

Primary: Modern Welding, Althouse, Andrew D., Carl H. Turnquist, William A.
Bowditch, and Kevin E. Bowditch.

Supplemental: Modern Metalworking
Course Title: Advanced Agricultural/Industrial Engineering  
Grade Level: 11th-12th grades  
Check one: X Year Course/10 units credit  
___ Semester Course/5 units credit:

Course Prerequisites: Students will need to have taken Intermediate Agricultural/Industrial Engineering.

I. Course Description:  
This course expands student's knowledge of various welding techniques to a higher level and introduces them to the construction and fabrication of metal products. The course is designed for students who have basic welding skills. The course will include classroom and practical instruction in the following area: shop safety, metallurgy (study of metals), tools & equipment identification, blueprint reading, computer aided drafting (CAD), computer aided machining (CAM), math & measuring, effects of heat, welding positions, oxy-acetylene safety, oxy-acetylene cutting & welding, shielded metal arc welding, shielded metal arc welding electrode identification, gas tungsten arc welding, gas metal arc welding, and plasma arc cutting.

II. Goals:

55. Practice the rules for personal and group safety while working in a fabrication shop environment.
56. Demonstrate safe work habits on the job.
57. Demonstrate the ability to work well with others.
58. Learn and follow an orderly process to create a project from idea to finished product.
59. Learn and demonstrate mechanical skills.
60. Follow directions
61. Critically evaluate good workmanship
62. Apply problem-solving skills in the production of projects.
63. Understand how to design project plans by using mechanical and computer drawing techniques.
64. Employ math skills in working with measurements.
65. Know how to identify common metals, sizes, and shapes.
66. Know basic tool-fitting skills.
67. Know layout skills.
68. Know basic cold metal processes (e.g., shearing, cutting, drilling, threading, bending.).
69. Interpret scaled welding prints; gather design and materials information; perform calculations; and use the detail to plan, lay out, and produce parts or finished products.
70. Select and use appropriate welding tools, equipment, and inspection devices to manufacture parts or products.
71. Complete a fabrication, an assembly, or a repair by using appropriate techniques and processes.
72. Know how to properly set up, adjust, shut down, and maintain an oxy-fuel system.
73. Use welding tools and equipment, such as MIG, TIG, SMAW, to combine or join manufactured parts and products, resulting in a finished product that meets the standards of the American Welding Society or a similar industry. Operate and maintain fabrication tools and equipment safely and appropriately.
74. Use computers to design and produce welded products, write numerical control programs, and control robots.

III. Standards Taught in the Course:
Geometry standards 8.0, 9.0, 10.0, 11.0, 14.0, 15.0, 16.0, 20.0
Algebra standards 10.0, 15.0

IV. Course Outline
A. Basic Shop Safety
   1. Housekeeping safety
   2. Hand tool safety
   3. Power tool safety
   4. Personal protection gear
   5. Arc and gas welding safety
   6. Shop cleaning procedures

B. Measurement and Layout
   1. Common measuring tools
   2. Units of measure
   3. Layout tools and procedures
   4. Area and volume calculations

C. Mechanical Drawings and Blue Prints
   1. Mechanical sketching by hand
   2. 3 Dimensional Computer Aided Drafting (Solids Modeling)
   3. Reading and interpreting welding symbols and blue prints

D. Computer Aided Machining
   1. Plasma CAM
   2. Tube bending

E. Metal Materials
   1. Identification of metal materials
   2. Material properties and selection

F. Oxy-fuel Systems
   1. Proper setup, usage, shutdown and maintenance

G. Arc Welding and Cutting Systems
   1. Operate and maintain SMAW, GMAW, and GTAW equipment safely and appropriately

H. Project Construction
   1. Design, layout and construction of advanced metal projects

V. Scope and Sequence of the Course:
   × Shop Safety
   × Metallurgy (Study of Metals)
   × Tools & Equipment Identification
   × Mechanical and Computer Aided Drafting (CAD)
   × Computer Aided Machining (CAM)
   × Weld Symbols and Blueprint Reading
   × Math & Measuring
   × Effects of Heat
   × Welding Positions
   × Oxyacetylene Safety
   × Oxyacetylene Cutting & Welding
   × Shielded Metal Arc Welding
   × SMAW Electrode Identification
   × Gas Tungsten Arc Welding
   × Gas Metal Arc Welding
   × Plasma Arc Cutting
VI. Assessment and Standards for Student Performance

A. Written tests and quizzes that are short answer in format.
B. Performance based assessments such as demonstrations of skills, and projects completed.
C. Written assignments to include worksheets, book assignments and drawings.
D. Teacher observation of participation on a daily basis.
E. SAE project and FFA participation are required and account for at least 25% of student’s grade.

VII. List Standards Based Textbooks


Supplemental: Modern Metalworking
d. Daily Grade Sheets
### Aeries Gradebook - Assignment Types

**Choose a Gradebook**
- 2. Agr/Indst/Engr - Y

**Forms**
- Scores by Class
- Scores by Student
- Scores by Assignment
- Quick Data Entry
- Edit Assignments

**Edit Assignment Types**
- Options
- TA Mode
- Access Log
- Gradebook Maintenance
- Trends

**Reports**
- Assignments by Student
- Gradebook Roster
- Gradebook Summary
- Assignment Analysis
- Final Mark Analysis
- Progress By Student

**Other**
- Main Menu
- Logout

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Aeries Gradebook - Assignment Types

Choose a Gradebook
- 3-IntAgriIndStrEn

Change Gradebook
Print Preview

Forms
Scores by Class
Scores by Student
Scores by Assignment
Quick Data Entry
Edit Assignments

Edit Assignment Types
- Options
- TA Mode
- Access Log
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- Trends

Reports
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Gradebook Roster
Gradebook Summary
Assignment Analysis
Final Mark Analysis
Progress By Student

Other
- Main Menu
- Logout

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Assignments for (Penfold C)

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<td>C</td>
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Apply Changes  Reset

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Aeries Gradebook - Assignment Types

Choose a Gradebook
Change Gradebook
Print Preview
 Forms
Scores by Class
Scores by Student
Scores by Assignment
Quick Data Entry
Edit Assignments
 Edit Assignment Types
Options
TA Mode
Access Log
Gradebook Maintenance
Trends
 Reports
 Assignments by Student
Gradebook Roster
Gradebook Summary
Assignment Analysis
Final Mark Analysis
Progress By Student
 Other
 Main Menu
Logout

Apply Changes  Reset

Date and Time: 6/1/2011 2:39:44 PM
Doing Weighted Scoring

Assignment Types for (Penfold C)

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Apply Changes  Reset

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Aeries Gradebook - Assignment Types

Doing Weighted Scoring

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Assignment Types for (Penfold C)

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</tbody>
</table>

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e. Project Visit Forms
SAE Visitation Form

DATE OF VISIT: 2-16

STUDENT:

JOURNAL:

SUPERVISOR:

SUMMARY OF VISITATION

COMPANY NAME: (If applicable)

Place more of the end of the line. Predicted diet by using the bodyweight vs. height graph:

IS THE WEIGHT ON TRACK FOR FAIR

TEACHER COMMENT: (Include how student is below, about, or above normal weight)

Place more of the end of the box. Predict diet by using the bodyweight vs. height graph:

75 lbs currently should be 105 at fair

RECOMMENDATION: (NOT DONE)

Place more of the end of the box. Predict diet by using the bodyweight vs. height graph:

Keep feeding at, lots of

3-16

3-16

3-16
SAE Visitation Form

DATE OF VISIT: [ ]
STUDENT'S NAME: [ ]
SUPERVISOR: [ ]

COMMENTS BY STUDENT/INSTRUCTORS:
Please insert all notes in the box below. For notes using the handwriting, please describe handwriting:
need help with Showmanship

TEACHER'S COMMENTS: [Describe the student's work and any related instructions.]
Please record all notes in the box below. Describe the teacher's notes:
start sun blocking

RECOMMENDATION/STEPS:
Please record all notes in the box below. After the instructor's steps:
work plan during class 6th period and after

[Signature]
[Date]

3/21
[Date]
SAE Visitation Form

NAME OF VISITOR: [Redacted]
STUDENTS NAME: [Redacted]
WEBSITE: [Redacted]
SUMMARY OF VISITATION

COMMENTS BY STUDENT (if applicable): [Redacted]
Why is it so crazy?

TEACHER COMMENTS: [Redacted]
Need to work on handwriting

RECOMMENDATION FOR NEXT VISIT:
Get a good stick instead of a white

[Signature]
Teacher's Signature
SAE Visitation Form

DATE OF VISIT: 6/18

STUDENT'S NAME:

SUMMARY OF SAE VISITATION

COMMENTS (STUDENT): [field blank]

Please initial at the end of the tree. Triple check facility walls before leaving!

Keeps getting out of Pen

TEACHER COMMENTS: [field blank]

Make sure at the end of the tree. Triple check facility walls before leaving!

T-post & hog fence is from school. Pig looked small.

RECOMMENDATION: SNYDERS

Please review at the end of this line. Triple check facility walls before leaving!

Feed Navigator and Eggs

[Signatures]

Teacher's Signature

[Date: 6/18]

[Date: 4/13]
SAE Visitation Form

DATE OF VISIT: 4/21
STUDENTS NAME: 
SUPERVISOR: 

SUMMARY OF SITE VISITATION

COMMENT: Sky is clear, no rain. (if applicable)
Please enter at the end of the line. Do not fill this box by using the backspace key. A good day!

Teacher Comments: (Describe on-station behavior relative to instruction)
Please enter at the end of the line. Do not fill this box by using the backspace key. A great day!

hot day are making the hair fall out.

RECOMMENDATION/EVENT STEPS:
Please enter at the end of the line. Do not fill this box by using the backspace key. A great day!

Rinse him off every hour and keep him cool.

Date: 4/21
By: 

Signed: 4/21
SAE Visitation Form

DATE OF VISIT: 5-4
END OF VISIT: 3:00

COMMENTS BY STUDENT (if applicable):

Wanted to show cutting horse & new puppies

TEACHER: (initials & signature)

Very nice setup

APPLY FOR AGRICULTURAL FUNDING

5-18
Sifer

5-4
SAE Visitation Form

DATE OF VISIT: 5-6
STUDENT'S NAME: [Blank]

SUMMARY OF SITE VISITATION

COMMENT BY STUDENT (if applicable)
Place name at the end of this line. Example: 'Loving the facility using the tablespoon and brush kindly.'

TEACHER COMMENTS: (Describe how the student's individual needs were observed.)
Place name at the end of this line. Example: 'Trained properly 1100 lbs, right on track.'

RECOMMENDATION/INITIATIVES
Place name at the end of this line. Example: 'Clip face hair, remaining body hair removed significantly.'

Signed: [Signature] 5-5-11
Date: 5-5-11
f. **Wall Chart of Project Visits**

Currently our department does not utilize a wall chart to record project visits that are made. We would like to implement a chart to keep as a visual reminder for us on which projects need to be visited.
g. SOE Summary by Individual Student
OWNERSHIP ENTERPRISE AGREEMENT

(Each enterprise requires a separate agreement)

This agreement is entered into this 1 day of January, 2010 until December 31 2010 and the student's enterprise in: (Other Party)

Market Swine (Name of Enterprise)

This agreement must contain statements concerning what each party is responsible to provide and/or benefits he/she will receive. Items that must be addressed are: equipment, land, buildings, capital (money), management, and profit or loss.

Please use complete sentences and be specific with details.

I will do all management including feeding and cleaning. My parents will be responsible for building and land. Capital will be provided from my parents and will be paid back upon sale of the animal.

Signatures of Parties

Involved

2-1

Ending Date: 12/31/2007
PLACEMENT ENTERPRISE AGREEMENT
(Paid and Unpaid Work Experience)

1. To provide a basis of understanding and to promote sound business relationships, this written agreement is established on January 1, 2010. This work/training will start on January 1, 2010 and will end on or about January 1, 2011 unless the arrangement becomes unsatisfactory to either party.

2. Business name and type: Unpaid Work Experience - Horse

3. Person (employer/trainer) responsible for training: 

4. Wages: N/A Frequency of Payment: N/A

5. Agricultural Job Skills to be Performed:
   Horse training
   Horse care

6. IT IS UNDERSTOOD THAT THE EMPLOYER WILL:
   a. Instruct the student in ways of doing his/her work and acquaint him/her with management problems.
   b. Help the teacher/coordinator make an honest appraisal of the student's performance.
   c. Avoid subjecting the student to unnecessary hazards.
   d. Notify the parent immediately in case of accident or sickness or if any other serious problem occurs.
   e. Assign the student new experiences in keeping with his/her progress.
   f. Cooperate with the teacher in arranging a conference with the student on supervisory visits.

7. THE STUDENT AGREES TO:
   a. Do an honest day's work recognizing that the employer/trainer expects profit from wages or time spent to justify hiring/training him or her.
   b. Be considerate of the employer/trainer by being punctual, dependable in attendance, and by telephoning if he or she will be absent.
   c. Follow instructions, avoid unsafe acts, and be alert to unsafe conditions.
   d. Be courteous and polite to the employer, his or her family, other employees, and all customers or patrons.
   e. Keep records of occupational experience and make such reports as the school may require.
   f. Develop plans for management decisions with the employer/trainer and teacher.

8. STUDENT'S SIGNATURE: 

EMPLOYER/TRAINER'S SIGNATURE:

Business Telephone
760-954-5312

Ending Date: 12/31/2010
PLACEMENT ENTERPRISE AGREEMENT
(Paid and Unpaid Work Experience)

1 To provide a basis of understanding and to promote sound business relationships, this written agreement is established
on November 1, 2010 This work/training will start on November 4, 2010
and will end on or about November 1, 2011 unless the arrangement becomes unsatisfactory to either party.

2 Business name and type Horse Training and Care

3 Person (employer/trainer) responsible for training

4 Wages: 10.00 per hour Frequency of Payment Weekly

5 Agricultural Job Skills to be Performed:
Horse Training
Horse Care
Property Maintenance

6 IT IS UNDERSTOOD THAT THE EMPLOYER WILL:
a. Instruct the student in ways of doing his/her work and acquaint him/her with management problems.
b. Help the teacher/coordinator make an honest appraisal of the student’s performance.
c. Avoid subjecting the student to unnecessary hazards.
d. Notify the parent immediately in case of accident or sickness or if any other serious problem occurs.
e. Assign the student new experiences in keeping with his/her progress.
f. Cooperate with the teacher in arranging a conference with the student on supervisory visits.

7 THE STUDENT AGREES TO:
a. Do an honest day’s work recognizing that the employer/trainer expects profit from wages or time spent to justify
   hiring/training him or her.
b. Be considerate of the employer/trainer by being punctual, dependable in attendance, and by telephoning if he or she will
   be absent.
c. Follow instructions, avoid unsafe acts, and be alert to unsafe conditions.
d. Be courteous and polite to the employer, his or her family, other employees, and all customers or patrons.
e. Keep records of occupational experience and make such reports as the school may require.
f. Develop plans for management decisions with the employer/trainer and teacher.

8 STUDENT’S SIGNATURE: EMPLOYER/TRAINER’S SIGNATURE:

Business Telephone
626-375-3297

Ending Date: 12/31/2010
h. Board Approved Department SOEP Policy, Procedures and Operations
VI. Assessment and Standards for Student Performance
A. Written tests and quizzes that are short answer in format.
B. Performance based assessments such as demonstrations of skills, and projects completed.
C. Written assignments to include worksheets, book assignments and drawings.
D. Teacher observation of participation on a daily basis.
E. SAE project and FFA participation are required and account for at least 25% of student’s grade.

VII. List Standards Based Textbooks

Supplemental: Modern Metalworking
Vocational Education/Technology Department

PHILOSOPHY

The Technology Department believes in providing students an opportunity to explore, evaluate, and prepare for careers. We believe that all students have the right to select a career and receive education and training to make their goals possible.

GOALS

5. Students acquire employability and entry level occupational skills, reinforce core academic competencies, and develop critical thinking and decision-making skills by participating in career-vocational education programs/courses.
6. Students are provided with competencies that reflect current technology and practices in business and industry.
7. Students learn about various occupations, including a broad range of newer and non-traditional jobs or careers, enabling them to make meaningful choices related to individual career goals.

The Technology Department is divided into four instructional programs—Agriculture, Computers, Restaurant Management, and Industrial Technologies.

AGRICULTURE PROGRAM

PHILOSOPHY

Agriculture is a vital industry to society. It offers many career opportunities that combine skills of leadership, salesmanship, cooperation, and public relations with basic and advanced knowledge of agriculture production practices.

GOALS

We will assist our students to develop:
8. an involvement and interest in agriculture
9. an understanding of the importance of a strong agricultural industry
10. an interest in an agricultural career
11. skills acquired from raising or building an agricultural product, keeping accurate records, and marketing and selling that product
12. an involvement in Future Farmers of America (FFA) to further develop leadership, citizenship, public speaking, responsibility and community participation, summed up in the motto:

"Learning to do
Doing to learn
Earning to live
Living to serve"

NOTE: Students are required to conduct a supervised occupational experience program (project) during the course of the year and participate in the various activities of the Future Farmers of America. All agriculture classes require student involvement in the student organization of FFA.

Note: Refer to pages 9 and 10 for the University of California a-g requirements list of approved courses. Only underlined courses on this list are weighted.
i. Program of Work
Apple Valley FFA
Program of Work

I. Supervised Agriculture Occupational Experience

A. All members are required to maintain a project or SOEP.
B. Chapter will encourage participation in local and sectional project competition.
C. Have a video for new members and promotional use.
D. Have a parent/member meeting to explain projects.
E. Recognize proficiency winners at annual banquet.
F. Expand and improve lab to facilitate more student projects.
G. Have five applications for sectional proficiency.
H. Submit five applications for State Farmer.
I. Officers and older students mentor first year members with their projects.
J. First year members with small animals, garden, home improvement, and landscape maintenance submit pictures of project with record book.
K. Develop a small animal unit to encourage member involvement.
L. All members own a project in our lab must attend mandatory workdays once a month.

II. Cooperation

A. Hold workdays for lab improvement.
B. Hold workdays for greenhouse improvement.

III. Community Service

A. Improve and beautify school agricultural area.
B. Hold farm awareness days for preschool and early elementary age school children.
C. Community improvement projects.
D. Hold a trash-a-thon.
E. Participate in fair workday.
F. Adopt a highway.
G. Garden program with Marianna's Elementary school

IV. Leadership

A. Encourage more members to participate in public speaking.
B. Conduct officer retreat.
C. Participate in Sectional, Regional, State, and National Leadership Conferences.
D. Encourage members to run for office at the section and region levels.
V. Earnings, Savings, and Investments
   A. Each fundraiser’s profits will be designated to specific projects.
   B. Beef jerky sale.
   C. Raffle-meat.
   D. Pancake breakfast.
   E. Auctions at meetings.
   F. Catering.
   G. Trash-a-thon
   H. Kiss-a-pig
   I. Sponsor Drive for a scholarship fund.

VI. Conduct of Meetings
   A. Minimum of eleven (11) monthly meetings.
   B. Officer meeting to be held after school within one week prior to
      monthly group meeting to plan the agenda.
   C. A special activity to be held at each meeting such as contests, guest
      speakers, potlucks, door prizes, and auctions.
   D. Member recognition.
   E. Members must attend a minimum of six (6) activities to be permitted to
      show at the San Bernardino County Fair.

VII. Scholarships
   A. Recognize top GPA Freshman, sophomore, Junior, and Senior at the
      annual awards banquet.
   B. FFA officers will follow school board policy on GPA requirements.
   C. Have a scholarship for seniors continuing in the agricultural field.
   D. Recognize most improved member in all grades.

VIII. Recreation
   A. Barbeques.
   B. Competitive sports against other student organizations.
   C. Sweetheart/Hunk contest.
   D. Beginning of the year picnic.
IX. Public Relations

A. Articles in every newsletter and school newspaper.
B. Articles in Community paper.
C. School bulletin announcements for each activity.
D. Conduct a number of activities during FFA week.
E. Participate in a community involvement activity.
F. Put up FFA, Welding, Softball field, Tennis courts, Auto Shop, Baseball field sign on the Apple Valley High School entrance sign.

X. Participation in State and National Activities

A. Attend sectional, regional, state, and national conferences.
B. Have two (2) delegates at state convention.
C. Participate in at least two (2) judging contests.
D. Participate in public speaking contests.
E. Compete in parliamentary procedure contest.

XI. Alumni Relations

A. Invite alumni to annual banquet.
B. Send out letter to solicit support throughout the year.
C. Provide groundwork for Alumni Association.

XII. Membership Development

A. Officer introduction video in first year classes.
B. Develop and conduct recruitment program at middle schools.
C. Develop activities for welding and floral.
j. Board Approved Policy Statement Pertaining to FFA as an Integral Part of the Ag Program
(Last Page of Course Outlines)

- Shop Safety
- Metallurgy (Study of Metals)
- Tools & Equipment Identification
- Mechanical and CAD Drawing
- Weld Symbols and Blueprint Reading
- Math & Measuring
- Effects of Heat
- Welding Positions
- Oxyacetylene Safety
- Oxyacetylene Cutting & Welding
- Shielded Metal Arc Welding
- SMAW Electrode Identification
- Gas Tungsten Arc Welding
- Gas Metal Arc Welding
- Plasma Arc Cutting

VI. Assessment and Standards for Student Performance
A. Written tests and quizzes that are short answer in format.
B. Performance based assessments such as demonstrations of skills, and projects completed.
C. Written assignments to include worksheets, book assignments and drawings.
D. Teacher observation of participation on a daily basis.
E. SAE project and FFA participation are required and account for at least 25% of student’s grade.

VII. List Standards Based Textbooks

   Supplemental: Modern Metalworking
Vocational Education/Technology Department

PHILOSOPHY
The Technology Department believes in providing students an opportunity to explore, evaluate, and prepare for careers. We believe that all students have the right to select a career and receive education and training to make their goals possible.

GOALS
5. Students acquire employability and entry level occupational skills, reinforce core academic competencies, and develop critical thinking and decision-making skills by participating in career-vocational education programs/courses.
6. Students are provided with competencies that reflect current technology and practices in business and industry.
7. Students learn about various occupations, including a broad range of newer and non-traditional jobs or careers, enabling them to make meaningful choices related to individual career goals.

The Technology Department is divided into four instructional programs—Agriculture, Computers, Restaurant Management, and Industrial Technologies.

AGRICULTURE PROGRAM

PHILOSOPHY
Agriculture is a vital industry to society. It offers many career opportunities that combine skills of leadership, salesmanship, cooperation, and public relations with basic and advanced knowledge of agriculture production practices.

GOALS
8. an involvement and interest in agriculture
9. an understanding of the importance of a strong agricultural industry
10. an interest in an agricultural career
11. skills acquired from raising or building an agricultural product, keeping accurate records, and marketing and selling that product
12. an involvement in Future Farmers of America (FFA) to further develop leadership, citizenship, public speaking, responsibility and community participation, summed up in the motto:

"Learning to do
Doing to learn
Earning to live
Living to serve"

NOTE: Students are required to conduct a supervised occupational experience program (project) during the course of the year and participate in the various activities of the Future Farmers of America. All agriculture classes require student involvement in the student organization of FFA.

Note: Refer to pages 9 and 10 for the University of California a-g requirements list of approved courses. Only underlined courses on this list are weighted.
k. Recruitment Program

The recruitment plan for Apple Valley’s Agriculture Program starts with making as much contact into the community as possible. From the large involvement in the San Bernardino County Fair to the Dodge Ram Drive and Ride Fundraiser which includes radio advertisements, the Apple Valley FFA is in the public’s eye and is well known in the community. Most middle and elementary students know of the agriculture program long before they are enrolled in high school because of school farm field trips and petting zoos put on by FFA students. When it comes time for the eighth grade students to start choosing classes for high school a few of our officers go down to the middle schools and put on a presentation of the pathways and activities done in the agriculture program. At the high school one evening, in the spring, eighth grade students and their parents come to the high school and tour clubs sports and academic programs. Our displays are always the most popular and get the most attention by students and parents.
Animal Science class provide you the opportunity to learn animal nutrition, reproduction, health care and animal training along with many science concepts in a hands-on way.

You will also learn to identify symptoms of illness and administer medications for the animals. Many students will work with local veterinarians while in high school.

In the classroom, students earn science credit in Ag Biology while learning in a fun and challenging way. If you like animals and would like to learn more, sign up for an Animal Science class now!

Students in FFA show a variety of livestock at fairs and jackpots throughout California while developing leadership and personal growth.

For more information about our Animal Science Program, call Mr. Duane Penfold at 247-7206 ext. 308, or call the Counseling office at 247-7206 ext. 134
Welding shop courses

Introduction Ag./Industrial Engineering -
Pre Requisite-None 9th-12th grades
-Mechanical Drawing
-CAD Drawing- SolidWorks
-30 new laptop computers
-Small metal project-

Intermediate Ag./Industrial Engineering –
Pre Requisite-11th-12th grades and 10th graders that have taken Intro Ag Eng.
-Beginning welding skills and Solidworks review.

Advanced Ag./Industrial Engineering –
Pre Requisite-students that have taken Intermediate Ag. Engineering
-Advanced welding and fabrication skills.
-SolidWorks, Plasma CAM, Tube Bending Software.

Welding III- After School Tuesday and Thursday from 2:00-4:30
Pre Requisite- for students that have taken or are in an intermediate or advanced Ag. Eng. class.
-Additional shop time for practice welding and project building.
1. Chapter Scrapbook
m. Summer Activities Schedule

At Apple Valley High School’s Agriculture Department there are no summer activities for normal members. The only activities that go on in the summer are the officer retreat for the Chapter FFA Officers. Our fair is in May before school gets out so there are no students with animals except for the occasional dairy replacement heifer projects, breeding swine projects and the equine projects over summer.
n. Vo-Ag Follow-up Survey Form

The department has a survey form that is given out before students graduate to see where they are going after high school. There is a plan to create a form that is mailed home about 6 months after graduation to verify that the students have actually followed through with the plan they have set up before graduation.
Senior Survey

class: ___________________ Per. ___/Teacher ___________________

SENIOR CLASS OF: ______

NAME: __________________

1. Are you planning on attending college next fall? ___Yes ___No

A. 4 year college/university:

UC: __________________

CSU: __________________

Private College/University Or Out Of State College/University:

B. 2 Year Community College

___ VVC ___other: __________________

C. Vocational/Technical School: __________________

Intended major(s):

Career interest(s):

2. If you answered NO to question 1, please list your post-graduate plans:

___Military: Air Force  Army  Navy  Marines  Coast Guard  National Guard

___Work: Is your job related to your ROP Class/Classes: Yes ___No ___

A. Employer’s Name:

B. Full Time ___  Part Time ___

___Other: __________________
o. Up-to-Date File on Status of Graduates

Along with the creation of a follow up survey there will be the results file to show the up-to-date information showing where students have gone after completing the program. This will be supplemental to the R-2 follow-up report.
Graduate Follow-up Report
Year=2010

# CA0295 Apple Valley
Apple Valley Sr. HS
11837 Navajo Rd.
Apple Valley, CA 92308


<table>
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<th>Total Seniors (Year=2009)</th>
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<tr>
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# CA0295  Apple Valley
Apple Valley Sr. HS
11837 Navajo Rd.
Apple Valley, CA  92308

Year: 2010  Go

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Printed: 3/29/2011 5:20:23 PM
Count: 13

http://www.calaged.org/R2/Scripts/Grads/PrintGrads.asp
The agriculture department does not currently have the program plan organized into a binder. The plan is to create the binder utilizing most of the information compiled for this project as well as all the other additional information needed to create the plan.
q. Advisory Committee Minutes
Apple Valley High School  
Agriculture Advisory Committee Minutes  
September 14, 2010

The meeting was called to order by chairman Matt Rueckheim at 6 pm.  
In attendance were:  
Lee Graham, Neville Slade, Carrie Foster, Gary Foster, John Ostlie, Casey  
Penfold, Mary Lieby, Patrick Schlosser, Josh McClane, Ken Alstott, Duane  
Penfold, and the FFA officer team.  

A chili and corn bread meal was served, and the FFA officers  
presented a powerpoint presentation of their goals for the year.  

Matt discussed the program curriculum and invited Neville Slade  
from VVC to describe the partnership between Apple Valley High School  
agriculture and VVC. Neville mentioned that even with confusing  
leadership at the college, the animal science courses are expanding and he  
hopes to tie some of the courses into the high school program plan.  

Matt asked Mr. Schlosser about the possibility of adding a horticulture  
teacher next fall. Mr. Schlosser commented that he wishes he could, but  
with budgets getting tighter, he doubted that would happen next year.  
However, he began a lively discussion of ways to convert ROP welding  
courses to regular day classes for freshmen, and brought up that he needed  
classes to put students into at the semester. He and Casey Penfold  
brainstormed ideas and a class discussed that would involve engineering and  
computer aided drafting, helping students with math skills. They are going  
to continue working on a plan for this course.  

Matt brought out the old five year plan for the agriculture program,  
grew through each of the past years, and showed how the majority of the  
plan had been actually implemented, and that we needed to create our next  
five-year plan. Because it was getting late, Matt instructed all to be thinking  
of plans and goals for the next five years, and we would put it together at the  
next meeting.  

The meeting was adjourned at 8:45pm.
San Bernardino County Superintendent of Schools
REGIONAL OCCUPATIONAL PROGRAM

ROP ADVISORY COMMITTEE MINUTES

School Year: 2010-2011
District: Apple Valley Unified
Course Title(s): Welding Technology III

Meeting Date/Time: Jan. 11, 2011 7:00pm
Meeting Location: Welding Shop
Chair: Duane Penfold

INDUSTRY REPRESENTATIVES

Name | Representing | Mailing Address | Email Address
-----|--------------|----------------|----------------|
Mark Haynes | Airgas West | 17052 Sequoia Rd, Hesperia www.airgas.com | |
Adam Bechtold | Flory Industries | 4737 Toomes Rd, Salida, Jo bechtold@floryindustries.com | |
Gary Menser | Victor Valley College | 18422 Bear Valley, Victorville menserg@vvc.edu | |
Terry Jacobs | Txi Riverside Cement | 19409 National Trails Highv tjacobs@txi.com | |

Note: According to Ed Code, Industry Representatives must be greater than 50%.

EDUCATIONAL REPRESENTATIVES

Name | Representing | Mailing Address | Email Address
-----|--------------|----------------|----------------|
Casey Penfold | Apple Valley H.S. | 11837 Navajo Rd, Apple Va casey_penfold@aved.k12 | |
Duane Penfold | Apple Valley H.S. | 11837 Navajo Rd, Apple Va duane_penfold@aved.k12 | |
John Ostlie | SBCSS | 144 North Mt. View Ave, Sa john_ostlie@sbcss.k12.ca | |

Note: The number of educators and staff cannot exceed the number of industry representatives (i.e., listing two education representatives requires four industry representatives).

STAFF OR OTHER REPRESENTATIVES

Name | Representing | Mailing Address | Email Address
-----|--------------|----------------|----------------|

CURRICULUM VALIDATION—Validate that curriculum content and equipment meets industry standards and id.
any industry certification offered. If validating more than one course, the curriculum for each course must be reviewed and
approved and recommendations noted.

The committee felt the curriculum being taught is up to date with the current demands of the industry. Our
program provides a large scope across many different areas in the industry so that students can experience
several levels and choose the path they are the most interested in. The students are learning how to operate
state of the art equipment that exceeds industry standards. They have the opportunity to experience the latest in
computer aided designing and manufacturing techniques. Several members appreciate the infusion of

RESULTS OF VOTE TO APPROVE CURRICULUM

COURSE 1
Number Approve: 5
Number Disapprove: 
Number Abstain: 

COURSE 2
Number Approve: 
Number Disapprove: 
Number Abstain: 


SKILLS ASSESSMENT VALIDATION — Share the method and criteria used to evaluate whether your students acquired the identified skills and knowledge (i.e., competencies). Share copies of tests, project scoring guide, grade policy, etc.

The committee supported the assessment techniques used in the program to identify the students welding skills and knowledge. Examples included written test materials and practical welding samples along with welding projects.

LABOR MARKET CONDITIONS—Verify local labor market conditions.

Once again the committee expressed their concern for the hard economic times in the industry and said that it has really slowed down just like every other industry. Gary mentioned that many companies have been down sizing their operations and laying off workers just to maintain their business. Some areas are doing ok such as the latest technology areas. The students that are learning the computer aided machines are going to have a better chance to find a job in this part of the industry.

WASC ACTION PLAN—Review action plan and progress.

OTHER BUSINESS—(i.e., donations, fieldtrips, community classroom opportunities, marketing ideas, additional advis committee members, employment opportunities for students).

Adam is very glad that we have been able to add the 3-dimensional solids modeling program SolidWorks to the program to keep up with the engineering and design standards. Mark let us know that Anderson Trailers in Adelanto would be a great field trip opportunity.

Minutes reviewed by:

ROP District Coordinator Signature Date

County ROP Administration Only
Distribution of Advisory Minutes:
☐ File original in course folder.
☐ One copy to OSI for email distribution list.

Form Revised: 2/10/11
r. Completed Student Program Plan
Animal Science Program Plans for Apple Valley High School

Students Planning to Attend 4-year University Directly Out of High School

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* Summer School Recommended Each Summer

Students Planning to Attend Community College Before Transferring to University

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<tr>
<td>Fine Art</td>
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<td>PE</td>
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<td></td>
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</table>
s. Proficiency Standards
Agricultural/Industrial Engineering
Proficiency Standards

The students will:
1. Practice the rules for personal and group safety while working in a fabrication shop environment.
2. Demonstrate safe work habits on the job.
3. Demonstrate the ability to work well with others.
4. Learn and follow an orderly process to create a project from idea to finished product.
5. Learn and demonstrate mechanical skills.
6. Be able to follow directions
7. Practice good record keeping skills.
8. Critically evaluate good workmanship
9. Apply problem-solving skills in the production of projects.
10. Understand how to design project plans by using mechanical drawing techniques
11. Employ math skills in working with measurements.
12. Know how to identify common metals, sizes, and shapes.
13. Know basic tool-fitting skills.
14. Know layout skills.
15. Know basic cold metal processes (e.g., shearing, cutting, drilling, threading, and bending.).
16. Complete a metal project, including interpreting a plan, developing a bill of materials, selecting materials, shaping, fastening, and finishing.
17. Know how to properly set up, adjust, shut down, and maintain an oxy-fuel system.
18. Use welding tools and equipment, such as MIG, TIG, SMAW, to combine or join manufactured parts and products, resulting in a finished product that meets the standards of the American Welding Society or a similar industry.
19. Operate and maintain fabrication tools and equipment safely and appropriately.
20. Use computers to design and produce welded products, write numerical control programs, and control computer operated equipment.
t. Copy of Teaching Credentials
California Commission on Teacher Credentialing

Summary of Application Status and Credentials Held

Following are the results of your search. To view detailed information about an existing credential, click on the document title in the Credentials Held section below. To determine the processing time of your pending application, please click on the California Commission on Teacher Credentialing Web Site in the left-hand column.

Status of Application(s)

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Credentials Held

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<td>Preliminary Full-Time Designated Subjects Career Technical Education Teaching Credential</td>
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Select to Renew Credentials eligible for online renewal.
u. Calendar of Department/Chapter Activities

The most complete calendar of activities is posted in the front of the agriculture classroom for students, officers, and instructors to use.
v. Daily Log

I keep a daily log in a daily planner that the students get at the beginning of the year. I keep lessons that I give each class and assignments that I assign. I also keep track of the hours in and out of school that pertains to my ROP class so that I can fill out a time sheet at the end of every month.
w. Expected Professional Growth Activities
Objectives

I will attend 5 sectional, 2 regional and 1 state CATA conference this year.
I will also attend the CDE roadshow at Cal Poly Pomona in December.
I will attend the ROP fall and spring in-services.
I will attend the Educating for Careers Conference in March.
x. Current Year’s R-2 Report
Select a school: << Select a School >>

Data for Year: 2010-2011

School:
# CA0295  Apple Valley
Apple Valley Sr. HS
11837 Navajo Rd.
Apple Valley, CA  92308
Get Map
Web Site

Teachers: 3

Courses Offered:

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TOTAL          |                     | 587        |                  |           |

Average Class Size: 22.6

http://www.calaged.org/i2/Scripts/Reports/SchoolAtAGlance.asp

3/29/2011
California Ag Education School at a Glance

**FFA Students by Pathway:**

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<td>105</td>
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<tr>
<td>Forestry/NR</td>
<td>2</td>
</tr>
<tr>
<td>O.H.</td>
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<tr>
<td>Plant/Soil Sci.</td>
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**FFA Students by Grade Level:**

<table>
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<tr>
<th>Grade Level</th>
<th>Count</th>
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<tbody>
<tr>
<td>9</td>
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<td>10</td>
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<td>11</td>
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<td>13</td>
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<td>Total</td>
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**FFA Students by Years in Ag:**

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<tbody>
<tr>
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<tr>
<td>2</td>
<td>72</td>
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<td>3</td>
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<tr>
<td>Average</td>
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</table>

Ed Data provides basic demographic data for schools in California. To view this data click on the button.

[View Ed Data]

http://www.calaged.org/r2/Scripts/Reports/SchoolAtAGlance.asp

3/29/201
y. Extended Contract

No agriculture teachers at Apple Valley High School receive an extended contract. However, my father Duane Penfold receives a summer stipend for working with students with animal projects during the summer months and the FFA officer for planning the upcoming year’s activities.
Apple Valley Unified School District
Certificated Contract Supplemental Time Report

Employee's Name

Work month is from the 1st of one month through the last day of the same month. Please submit your time card to the PAYROLL OFFICE by the 5th of the month. Time Cards not received by the 5th are not guaranteed to make the payroll deadline.

<table>
<thead>
<tr>
<th>Date</th>
<th>Std. Hrs</th>
<th>Loc. #</th>
<th>Substitute For</th>
<th>Reason Code</th>
<th>Approved By</th>
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<tr>
<td>6/9</td>
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Location Codes:
- 10-District Office
- 41-Mojave
- 42-Mojave Mesa
- 43-Franco Verde
- 44-Yucca Loma
- 45-Desert Knolls
- 46-Sierra
- 47-Vanguard Prep
- 48-Rico Vista
- 49-Sycamore Rocks
- 50-SB Elementary
- 51-AV Middle Sch.
- 52-Vivila Campina
- 53-SB Middle
- 71-AV High School
- 72-Willow Park HS
- 73-Granite Hills HS
- 74-Alternative Ed.

Reason Codes:
1-100: Various
2-100: Various
3-100: Various
4-100: Various
5-100: Various
6-100: Various
7-100: Various
8-100: Various
9-100: Various
10-100: Various
11-100: Various
12-100: Various
13-100: Various
14-100: Various
15-100: Various
16-100: Various
17-100: Various
18-100: Various
19-100: Various
20-100: Various

I hereby certify that I have worked for the Apple Valley Unified School District on the days and hours as stated above.

Employee's Signature

Rev. 8/05
z. Completed Travel Plan Submitted to the Administration
Submit Field Trip Form to Assistant Superintendent of Educational Services

Apple Valley Unified School District
Request for Approval of Field Trip/Off Campus Activity
(This form must be typed)

Check One:

[ ] Local  [ ] Out of Town  [X] Overnight*  [X] Out of State*  [ ] Out of Country*

*Requires board approval before activity is scheduled. All back-up information must be submitted with request form (copy of board agenda item, itinerary, list of attendees).

Apple Valley High School  FFA

Grade(s)  Certificated Person in Charge
10th - 12th  (Name Penfold)  

Date(s) of Activity
October 17th - 25th, 2008

Departure Time
7:00 pm on 10-17-2008

Return Time
9:00 pm on 10-25-2008

Address
New York, New York / Indianapolis, Indiana

City/State

Type of Activity
National FFA Convention

Number of Students
6

Number of Adult Chaperones
2

(Principal must initial if greater than 1:10 ratio)

Type of Transportation Requested
Budget Number/Account charged for Transportation

Describe the activity, its purpose and its relation to the course of study.
The National FFA convention is an activity where FFA students from across the country gather to do workshops and group sessions.

Signature of Person in Charge

Date

September 5, 2008

Approval

Principal

Activities Director (6-12)

Assistant Superintendent of Ed. Services

Coordinator of Categorical Programs

Date of Board Approval

Clerk of the Board

September 17, 2008

White - Educational Services  Yellow - Requestor  Pink - To purchasing with requisition and quote

Revised 5199
CALIFORNIA AGRICULTURAL
TEACHERS' ASSOCIATION

Casey Penfold
SERVING AGRICULTURE BY TEACHING
2010/2011 ACTIVE MEMBER
Meeting reports are not required by district administration. We do not have formal department meetings because we do not have department heads. However, it is nice to send the administration a report updating them on the activities and items taking place in the agriculture department and will be submitted in the future.
cc. Wish List
Wish List

1. 48" Box and Pan Sheet Metal Break 12ga
   $5400

2. Bend Tech Pro tube and sheet bending software. Works with our bender.
   $450

3. Replacement Plasma Cutter for Plasma Cam-lower amperage, smaller kerf
   Ex: Hypertherm Powermax 600- 40amp ½" max
   $2000

4. Jancy Radius Master Belt Sander
   $2200

5. New ventilation system
   $50,000-150,000 ??
5. 3D Printer- from SolidWorks drawing to plastic model
   $15,000-20,000

6. Powder Coating Oven
   $15,000
ee. Advisory Committee Agendas for Current Year
Agriculture Advisory Committee Meeting
Agenda
1-11-11

1. Introduction of members, dinner

2. FFA Report- officers

3. Program Review- D. Penfold

4. Ag Engineering Courses- C. Penfold

5. Discussion Items
   - Five-Year Plan Review
   - Curriculum- Horticulture, Animal Science, Ag Engineering
   - Facilities

6. Other
Apple Valley High School- ROP Welding
Advisory Meeting Agenda

1) Introductions-
Gary Menser- Victor Valley College
Mark Haynes- Airgas West
Duane Penfold- Apple Valley High School
John Ostlie- San Bernardino County Schools/ROP
Terry Jacobs- TXI Riverside Cement
Adam Bechtold- Flory Industries

2) Job Market Conditions-
What do you think the current welding and fabrication job market looks like?

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

3) Review Curriculum-
   -New Pathway
     Introduction/Intermediate/Advanced Agriculture and Industrial Engineering
     (Mechanical Drawing, Computer Modeling, Welding and Fabricating)
   - ROP Welding Technology III
Any changes or recommendations?

__________________________________________________________________

__________________________________________________________________

4) Facilities, Equipment and Supplies
   -Look at wish list … approve / disapprove
What else is needed?

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________
ff. Advisory Committee Charter and Bylaws

We do not currently possess a charter and bylaws for our advisory committee but it is being developed in the near future.
gg. Operating Budget for Vo-Ag
### Agriculture Department Funding
#### 2009-10

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
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<tbody>
<tr>
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<tr>
<td>Student Affiliation FFA</td>
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<td>Substitutes for Activities</td>
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<td>Laptops for classroom/shop</td>
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<td>Perkins Funds</td>
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<td>Ultrasound</td>
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<td>Books for Vet Science</td>
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<td>Ag Teacher Stipend</td>
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<td>ROP</td>
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<td>Welding Supplies</td>
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<td><strong>Total Agriculture Funding</strong></td>
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hh. VEA District Allocation
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<td>Plant &amp; Soil Science</td>
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<td>Total Expenditure</td>
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<td>$24426.02</td>
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</table>
ii. Department Budget Process

There are three major funding sources that support the Agriculture Department at Apple Valley High School: Agriculture Incentive Grant, Perkins Funds, and ROP Funds. The Agriculture Incentive Grant is put together by my father and I and allocated throughout the program. The Perkins funds are handled by our district administrator who is in charge of CTE programs throughout the district. The moneys from Perkins are lumped together in large amounts and rotated throughout the programs in CTE. A large sum goes to a different program every year. The ROP funds are handled by the same district administrator and the woodshop teacher who is very involved with ROP operations. ROP monies get split up among the ROP programs depending on the cost of operating those courses.
jj. Department Chairperson’s Duties

I am not the Department Chairperson for our agriculture department. Currently there are no department chairperson duties for any department at Apple Valley High School.
kk. Chart of Responsibilities
<table>
<thead>
<tr>
<th>Project Supervision</th>
<th>D. Penfold</th>
<th>C. Penfold</th>
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<td>Ag. Mechanics</td>
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<tr>
<td>Best Informed Greenhand</td>
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<td></td>
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<tr>
<td>Creed</td>
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<td>Extemp./Prepared Speaking</td>
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<td>Opening and Closing</td>
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<td>Incentive Grant and Budget</td>
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<td>Other Activities</td>
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<td>Ag. Advisory Minutes</td>
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<td>FFA Meetings</td>
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<td>Department Chairperson</td>
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<td>San Bernardino County Fair</td>
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<td>x</td>
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<tr>
<td>Sectional Leadership Conf.</td>
<td>x</td>
<td></td>
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</tbody>
</table>
II. Substitute Teacher Procedure and Plans
Lesson Plans for Friday, September 24, 2009

The students are going to be watching videos in all classes. No students are allowed to work in the shop at all. When showing the videos on the projector cart, use the black DVD player that is also the sound receiver. The projector may need some time to warm up once you turn it on. When the day is over could you please turn off the projector by pushing down the power button twice and unplug the cart.

Period 1- Conference Period

Period 2- The Introduction Ag Engineering students will watch the *History Channel - Welding* video. No Worksheet.

Period 3- The Intermediate Ag Engineering students will watch the *Arc Welding I* video and do the worksheet while watching it. Please collect it at the end of class. There are also Advanced students and TA’s in this class and they do not need to do the assignment.

Period 4- The Intermediate Ag Engineering students will watch the *Arc Welding I* video and do the worksheet while watching it. Please collect it at the end of class. There are also Advanced students and TA’s in this class and they do not need to do the assignment.

Lunch-

Period 5- This class is Animal Science II. They will be meeting in room C-8 which is right through the hallway. This is my Dad’s classroom but it is his conference period and he will also have a substitute today. The students will be watching a *Dirty Jobs Video*. The sub for his classes can help you set up the video if needed. If its not working in there you can move them into the shop to show it.

Period 6- The Intermediate Ag Engineering students will watch the *Arc Welding I* video and do the worksheet while watching it. Please collect it at the end of class. There are also Advanced students and TA’s in this class and they do not need to do the assignment.

Please leave me a note about each class and a list of trouble students if there are any. I have included an alternative assignment if the students are misbehaving. It is an essay that the students can copy. Thank you.

Casey Penfold
How to behave for a substitute teacher

Enter the classroom quietly and sit in your seat. Answer to your name when he or she takes attendance.

Show the substitute teacher the same respect that you show your regular teacher. Do not be rude, disruptive or disrespectful while they are teaching the class. If your peers goof off and treat the substitute disrespectfully, refuse to join in.

Understand that everything is new for the substitute. He or she probably doesn't know the class routine. They are not your regular teacher and might not do everything exactly the same as your regular teacher. Just because their style or methods are different does not mean they are wrong.

Help the substitute teacher run the class if they ask for your help. Do not make it more difficult for them to do their job.

Cooperate with the substitute teacher. Follow the instructions of the substitute teacher and do all the work that they ask you to do.

Behave the way your regular teacher would expect you to behave. The substitute teacher will report back to your regular teacher to let them know how the class behaved.

Understand that your poor behavior will have consequences. If I would have just followed these simple common sense rules I would be in a much more desirable place right now. I have now broken the trust of my teacher which is much harder to gain back then it was to lose it. Next time, I will be much more respectful and cooperative toward the substitute teacher.
mm. Proficiency for Vo-Ag Students
## Gradebook Summary

### 3 - IntAgr/IndstrEn - Y

<table>
<thead>
<tr>
<th>#</th>
<th>Type</th>
<th>Description</th>
<th>Assigned</th>
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<tr>
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### Student Grading

**Max Points: 10**

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* Indicates Max Values of 0 (zero).  ** Assignments are not counted until graded.

Certificate of Competency

Regional Occupational Program
San Bernardino County Superintendent of Schools
Date

Teacher Signature

Instrution and Components

WELDING TECHNOLOGY

Determine job safety and prevention techniques
Job Safety

Demonstrate the ability to complete a project design
Project Design

Describe the effects of heat and metal thickness and how they influence welding
Effects of Heat

Demonstrate competency in cutting methods and applications
Cutting Methods

Describe and demonstrate procedures used in shielded metal arc welding (SMAW)
Shielded Metal Arc Welding (SMAW)

Describe and demonstrate procedures used in wire feed welding
Wire Feed Welding

Describe and demonstrate procedures used in tungsten inert gas welding (TIG)
Tungsten Inert Gas (TIG) Welding

Describe and demonstrate procedures used in metal inert gas welding (MIG)
Metal Inert Gas (MIG) Welding

Describe and demonstrate procedures used in oxy-fuel gas welding (OAW)
Oxy-Arc/Gas Welding (OAW)

Describe and demonstrate proper welding shop safety
Shop Safety

Student Name
nn.2+2 Articulation Agreement
TECH PREP Request to Articulate
Articulation - Tech Prep
18422 Bear Valley Rd.
Victor Valley College, Ca. 92395

PART ONE (to be completed by High School/ROP)
HS/ROP Course to be Articulated: START HERE Intermediate Ag./Industrial Engineering
(Course Number & Title of High School/ROP course)
High School/ROP District: Apple Valley High School
Victor Valley College
Weld 50 Intro to Welding
(Course Number & Title of Victor Valley College course)
(No. of Units)
Credit by Exam
(GE Designation)

Casey Pentfold
Name of High School/ROP Teacher

Trenda Nelson
Name of High School District/ROP Administrator

Materials from HS/ROP to be included:
☐ Course Outline ☐ List of competencies/objectives

High School/ROP Course Information:
Length of course in hours & semesters: 2 Semesters/year long
Name of Textbook(s):
Modern Welding
Version of Software(s):
SMAW, GMAW, PAW, GTAW
Equipment used:

Signature
Date Submitted
5-25-11

PART TWO (to be completed by Victor Valley College)

GARY MENSER
Name of Victor Valley College Department Instructor/Coordinator

☐ Approve ☐ Needs Modification ☐ Not appropriate for articulation
Comments:

5-25-11

This form is to be used by High School and/or ROP teachers as a formal request to articulate a college credit course between Victor Valley Community College and the identified High School District or ROP. Part 1 is completed by the High School and/or ROP and submitted at Tech Prep workshops or by mail: Victor Valley College, ATTN: Tech Prep 18422 Bear Valley Rd. Victorville, Ca. 92395
Reimbursement for Personal Expenses

Currently I have not incurred any personal expenses that have required reimbursement. The process is fairly simple though. I would fill out a form that lists all the types of expenses and what the trip or activity was for and attach all the receipts and submit it to the district accounting secretaries.