Reflections on Established “Quality Criteria Standards”
Nevada Program Quality Criteria
Site-Based CTE Program Assessment Instrument

Agriculture Department Quality Criteria Narrative
Churchill County High School – Fallon, Nevada

Kristina Moore
Quality Criteria

1.0 The CTE Program has been organized and sequenced around career paths with clear performance standards leading students 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.

1.1 The curriculum includes: course description, goals, objectives, and outlines, course program duration, description of major instructional methodologies/strategies, performance standards for program completers, and student evaluation procedures.

Churchill County High School offers the following courses in Agriculture Education: Agriculture Science I, Agriculture Science II, Animal Science, Horticulture/Plant Science, Environmental Science, Natural Resources and Wildlife Management, Agricultural Leadership, Agricultural Business, Agricultural Mechanical Engineering and Technology I, II, III, and Advanced Studies in AMET. Course syllabi include a thorough description of the course subject, objectives for the course, unit outlines with examples of evaluation tools, and expectations of students behavior and performance. The performance standards are evolving in Nevada and will be included in the course outlines in future years as they have recently revised and approved by the Nevada State School Board.

1.2 The curriculum content is aligned with and based on the appropriate state skill standards.

1.3 The curriculum is sequenced and includes career exploration, integrates work-based learning, and is designed around career clusters.

1.4 The curriculum is articulated with post-secondary institutions.

All courses are directly aligned with state standards and sequenced appropriately for success on state proficiency exams established for program completers. The instructors in the program have taken an active role in the writing and revising of the state standards for the areas of emphasis that are being taught at Churchill County High School. The curriculum is logically sequenced in order to help insure that students will be successful in the program as well as the career area emphasis they have chosen. All students are required to have a Supervised Agricultural Experience Project which adds the work-based learning component to every student’s experience in the program. The SAEs are monitored through the online record book entries as well as project visits from their instructor. Students are advised and encouraged to choose projects that are related to the course cluster that they have chosen so that it will broaden their experience in the area that they are most interested in. Each course includes a unit of career exploration that is specific to the area of emphasis of the course in which the student is enrolled. There is an opportunity at the beginning and end of each course for students to research specific careers that they are interested in as well as guest speakers from industry periodically throughout the year. In addition, each course attends at least one industry tour each year in which they visit local businesses where students meet industry professionals and experience real life examples of what the career may include. Currently four of our courses are articulated with Great Basin College in Elko, Nevada allowing students to earn college credit as well as high school credit in those courses. There are many opportunities for students to pursue further education or training through the programs available at Great Basin College. Representatives come into the classroom each spring to talk to the students about the opportunities available them through the programs that are articulated between the schools. Efforts are being made to create articulation for all of the completer courses in the Agriculture Education program.
2. LEADERSHIP AND CITIZENSHIP DEVELOPMENT

Quality Criteria

2.0 Students develop leadership, citizenship, interpersonal, and employment skills by participating in community service projects and cooperative, individualized, and competitive instructional activities through involvement in the career and technical Student organizations. (DECA, FBLA, FCCLA, FFA, HOSA, SkillsUSA)

2.1 The CTE program has an established CTSO chapter.

2.2 Students enrolled in the CTE program are members of a related CTSO.

2.3 All students have a progressive plan for leadership and personal development.

Churchill County High School has an active and robust FFA Chapter that is very active in the community of Fallon with their community service projects, Supervised Agricultural Experiences, and participation in Zone and State level competitions. Churchill County FFA has a long standing tradition of participation in community activities as well as activities on campus. All Students enrolled in an Agriculture course are members of the FFA chapter and are encouraged to participate in as many FFA activities as possible. Students establish a plan for leadership and personal development when they first enroll in an Agriculture class and maintain records towards the goals that they set within the online record book which can be used for their entire Agriculture Education experience.
3. PRACTICAL APPLICATION OF OCCUPATIONAL SKILLS

Quality Criteria

3.0 Practical application of occupational skills is accomplished through classroom simulation and/or work-based experiences. These experiences are directly related to, and coordinated and evaluated with regular classroom instruction through involvement in a supervised work-based learning experience.

3.1 All students have access to experiential work-based learning opportunities.

3.2 All students engage in on-site, work-based learning, minimally achieved through job shadowing or industry tours.

3.3 The program/school provides instruction in a common core set of employability skills in an organized manner, where all students must demonstrate proficiency.

All Agriculture students have a Supervised Agricultural Experience that they maintain records on through the Agricultural Experience Tracker online. This provides each student with experiential work-based learning that is tracked and monitored through their record book. Students are given the opportunity to work for industry professionals through placement projects or job shadowing. All classes in Agriculture provide industry tours related to the subject area in which they are enrolled. All Agriculture students are required to create resumes and demonstrate interview skills through activities in the classroom as well as in FFA events outside of the classroom. Employability skills are built into the standards or each agriculture education course at CCHS. There are common units among the courses designs to include practice in the employability skills outlined in the state standards or each course subject area.
4. QUALIFIED AND COMPETENT PERSONNEL

4.0 All CTE education teachers are competent and qualified with the appropriate occupational proficiency. In addition, instructors, administrators, guidance/counseling staff, and instructional support staff are involved in an ongoing program for professional development designed to enhance the quality of instruction.

4.1 Each teacher is state certified to teach within the program they are assigned.
4.2 All teachers within the program have a professional development plan.
4.3 The teacher is an active member in related state and/or national professional associations.
4.5 Teacher participates in professional development workshops or conferences specific to their program area.

Both instructors are licensed in secondary education and certified in Agricultural Education through the state of Nevada. The Agriculture Science instructor is also certified in general and biological sciences allowing the program to offer science credit for Agriculture Science I+II, Animal Science, Horticulture Science, Natural Resource & Wildlife Management, and Environmental Science. All teachers in the department attend appropriate summer and winter Agriculture Educator meetings and professional development courses offered in order to keep industry current as well as keep their licenses current. The professional development plan is set out at the beginning of the school year each year and made an integral part of the planning of the year's events and activities. Both teachers are active dues paying members of the NAAE and NATA and attend the appropriate meetings, conferences, and conventions throughout the year in order to stay current on curriculum, industry standards, and new opportunities for students and staff alike.

State of Nevada
License for Educational Personnel
License No. 0000037691
This License Certifies That
KRISTINA K MOORE

[License details]

[Signature]
State Superintendent of Public Instruction
5. FACILITIES, EQUIPMENT AND MATERIALS

5.0 Facilities, equipment, instructional materials and supplies comply with health and safety standards, reflect and/or simulate current and emerging technologies and applications, and are of sufficient quantity and quality to meet the instructional objectives and individual needs of all students.

5.1 Facility size, layout, and labs provide for effective delivery of the program course of study and meet the needs of the students enrolled.

5.2 Facility is clean, organized, and maintained. A safety inspection conducted on all tools and equipment, with defective items removed, repaired, or replaced to provide an environment conducive to learning.

5.3 Facilities, tools and equipment are free of barriers that would result in the denial of access due to gender or handicap.

5.4 Adequate and secure storage space is provided for materials, supplies, records, and equipment.

5.5 Current technology is available to deliver instruction and manage the program.

5.6 The inventory of tools and equipment is based on the largest number of students using the facility in a given class period.

The agriculture Science classroom is sufficiently large enough to accommodate up to thirty students comfortably. The lab area is well designed with six double sided stations well equipped with safety equipment, lab supplies, tools, and materials for many different types of labs. The classroom and lab are kept neatly organized for ready access to lab equipment and kits. Students are graded on clean-up of their work stations when the lab is used in order to insure longevity of the equipment and the facility. Kits and equipment are inventoried and inspected during each lab activity so that equipment is kept in good working condition and kits get replacement pieces when necessary. The lab was recently retrofitted to accommodate wheelchair accessibility to one of the lab stations so that handicapped students have the ability to use the lab area more efficiently. The classroom has a store room with cabinets and shelving for secure storage of materials, supplies and equipment. Additionally, the lab area has storage cabinets both above and below the counters to accommodate even more storage of tools and materials. The cabinets are labeled and categorized by subject area in order to keep tools and equipment readily available and easy to access for activities. Instructors have diligently pursued the purchase and/or donation of modern equipment for both the classroom, the greenhouse and the shop area so that curriculum is modern and up to date with industry standards. There are currently fourteen student computers available for research, online record keeping, and special activities designed to take advantage of internet accessibility. There are plans to purchase two more student computers and the lab has already been prepared in order to accommodate two more networked work stations. Last year a network printer was purchased for the computers in the lab so that students always have access to technology and the ability to produce hard copy of their work. Lab kits are inventoried on the basis of a maximum of thirty students working in pairs. This is slightly more than the lab area is designed to accommodate but since the lab and classroom are adjoined all students are still within working proximity and easily supervised while working.
6. COMMUNITY, BUSINESS AND INDUSTRY INVOLVEMENT

Quality Criteria
6.0 Individuals who represent the community, business, industry, students, parents, districts, staff, postsecondary agencies, and labor, serve on a subject-area advisory committee to provide guidance. Staff uses the advice of the advisory committee in the design, development, operation, evaluation, and support of each program area.

6.1 The advisory committee membership includes, but is not limited to, representatives from the community, special populations, business, industry, students, parents, community agencies, staff, postsecondary agencies, labor, and other individuals having skills in and knowledge of the occupation(s) for which instruction is provided.

6.2 The advisory committee provides input related to: instructional content, budgets, program promotion, program access, facilities, equipment and materials, articulation, job placement/careers, class size, and proficiency standards.

An advisory committee composed of at least six individuals in our community that are involved in different facets of the Agriculture industry in our valley along with the current FFA president, and other industry professionals meets three times per year. They meet in August to preview curriculum and brainstorm possible speakers, field trips, industry tours, and partnerships that will benefit the current year's courses. They meet in January to preview course offerings for the next school year, review progress thus far in the year, and discuss materials/equipment/tools etc that could benefit the program so that research can be done in preparation for the spring grant writing opportunities. Lastly, they meet in April to review proposed use of grant funding and lend support at district level meetings for the Agriculture program grant requests. This meeting also allows them to see what the class sizes look like for the following school year so that they might lend support in either limiting the numbers or purchasing more materials/equipment to accommodate higher numbers. This committee lends advice about topics and industry appropriate technology that we should be using in our courses. We invite these committee members in to observe our classes and speak if they are willing. We ask for their guidance and support in district meetings that involve the allocation of our grant funding so as to protect our interests and spend the funding on industry appropriate technology. This committee also guides us in choosing new course offerings as well as connecting with our local colleges in order to align our curriculum with post-secondary courses as well as what the industry is currently looking for in their incoming employees.
Quality Criteria

7.0 Career and technical education staff, guidance counselors, and other resource personnel provide career guidance services to ensure that students enroll in CTE courses/programs that are consistent with their aptitudes, interests, abilities, and career-path goals.

7.1 Ongoing individual assessments, counseling, career planning, and support services are initiated no later than the 9th grade for all students.

7.2 CTE instruction includes career planning, employability skills, and articulation options and provides students with information relevant to their career-path goals.

7.3 With the assistance of their instructor, students annually review their career development plan, and refine their occupational choice.

All eighth grade students meet with their counselors to create a four-year plan and register with the Nevada Career Information System. During this meeting students are encouraged to choose a Program of Study to follow which helps guide them through course selection each year. Students take a short aptitude test to help point them in the direction of programs in which they have a natural tendency to excel. Once they are officially registered then the instructors will have access to their information as well. Students can create a resume on the NCIS site or they can build one on their Agriculture Experience Tracker account but are required to create at least one resume that they have continuous access to and can edit throughout their high school career. Each Agriculture course contains at least one unit on career exploration as well as many opportunities for students to interact with industry professionals in order to get more information about the career itself or to network for future opportunities. In the beginning of the year all Ag Ed students log onto their AET account and review the career interest areas as well as the educational interest areas that they had previously chosen and asked to refine the description or possible the path to that career and not the changes in their AET settings.
Agricultural Education Student Career Interest Form Summary

School District: _______ Churchill County _______ Date: _______ 2/27/13 _______

Number of Agricultural Education Instructors: _______ 2 _______

Please indicate the number of unduplicated students enrolled & receiving credit in Agricultural Education and their Career Interest Area/Pathway and gender.

Email &/or send this summary to your state office for Agricultural Education.

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<th>7th Female</th>
<th>8th Male</th>
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Total Down                                    | 1        | 6          | 24       | 8          | 21       | 18         | 24       | 9          | 70       | 41         |          |            |                   |                     |

Total Number of Unduplicated Students _______ 111 _______

The information on this form was derived from our records on file in the agriculture department and are accurate and correct to the best of our knowledge.

_________________________  _______________________
Superintendent or Administrator            Agriculture Instructor(s)

_________________________
Date
Churchill County
Agricultural Education Program Summary

Agricultural Education
Student Enrollment (Unduplicated)

70  Male
41  Female
111  Total Unduplicated

2  Agricultural Education Teacher(s)
56  / 1 Student to Teacher Ratio

Gender Ratios

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Student Career Path Interest

- Ag Business
- Environmental Service Systems
- Natural Resources Systems
- Power, Structural & Technical Systems
- Animal Science
- Food Prod. & Processing Systems
- Plant Systems

- Ag Business: 45; 40%
- Environmental Service Systems: 15; 14%
- Natural Resources Systems: 5; 5%
- Power, Structural & Technical Systems: 7; 6%
- Animal Science: 4; 4%
- Food Prod. & Processing Systems: 4; 3%
- Plant Systems: 32; 28%
Quality Criteria

8.0 There is a systematic plan of program promotion to inform students, parents, counselors, other subject-matter teachers, administrators, board members, community members, and business and industry representatives of options, advantages, quality, accountability, and availability of CTE education programs.

8.1 There is a plan for program promotion and recruitment throughout the school year.

8.2 Program promotion activities are planned and conducted during the year to inform students, parents, counselors, and community members about the achievements of the CTE students and merits of CTE program.

8.3 Promotional strategies, to include materials such as brochures and websites, have been developed to publicize the CTE program.

The Agriculture Education department coordinates activities with the counseling department to educate students about course offerings and promote enrollment in Agriculture classes throughout the school year. Agriculture Instructors and FFA members participate in the organization and execution of the CCHS back to school night in August which invites students and parents to tour the campus, meet teachers, and hear presentations about what the department has to offer students. In the Spring, FFA members present a promotional assembly to the 8th grade class at CCJHS providing them information about Agriculture course offerings and FFA opportunities available at CCHS. Informational brochures are distributed at all of the events. Sometimes we use those that are distributed by the National FFA Organization and sometimes we use the ones that are designed and produced by the Ag Leadership class. During FFA Week there are promotional activities every day of the week informing students about the program and encouraging them to enroll in Agriculture classes. Students also present course information and testimonials to science department teachers to encourage them to recommend Agriculture courses to their students during registration. The FFA Chapter maintains a website and a Facebook page to promote participation in activities outside of the classroom and the Ag Leadership class designs and posts promotional videos on both. This year there will be a QR code in the yearbook that links to the promotional video created by this year’s class. In May each year there is a Vocational and Arts Fair hosted by the CTE department at CCHS in which Agriculture Students/FFA members will display their SAE project boards and set up informational booths about different segments of the Agriculture industry for community members, high school students, Jr High students as well as elementary students to see and ask questions.
E-mail: dorcestergty@yahoo.com
Phone: 775-423-1818 ex. 272
1222 S. Taylor St.
Fallon, NV 89406

Chapter
Churchill County FFA

The FFA Creed

I stand solid for my part in the inspiring task of growing plants and animals.
I realize the influence of my home and community which will
shape my life and my duty to the best traditions of our national life and ideals.
I believe that American agriculture can and will hold
its place in less need for charity and more in the
needs of progress and the service of mankind.
I believe in less dependence on begging and more in
making the products of our soil serve our own and the public needs in producing
and consuming our food and fiber in producing and
consumer of products of agriculture.

I believe in the future of agriculture.
I believe that land and work on a good farm is to be
considered for younger years.
I believe that we now employ these same as the
better things we now employ are coming to us from the
promise of better days and better ways.
I believe in the future of agriculture, with a faith born
out of the world’s dealings—out of the

What is FFA?
- Founded as the Future Farmers of America, the
  name was changed in 1986
- FFA is a dynamic youth
  educational program
- over 300 career opportunities
- FFA is structured on these
  levels: local, state and na-
- FFA is involved in agriculture.
- Today, student members
  are engaged in a wide
  range of curriculum and
  activities.
- The FFA motto: L.E.A.N.
  Local, Ethical, Ag, and
  N.G. - National
- FFA is striving for three
  times in agriculture.
Leadership

Business & Entrepreneurship

Agriculture

Environmental Science

Plant Science

Scholarships

Nurturing Resources & Wildlife Management

these courses are designed to meet the needs of students who are interested in a career in business or agriculture. The courses provide hands-on experience in various fields, including wildlife management, plant science, environmental science, and leadership.

In the final year, students will have the opportunity to complete a capstone project or internship, which will allow them to apply the knowledge and skills they have learned throughout the program.

In the science classes, students will learn about the scientific method, chemical reactions, and plant biology. They will also have the opportunity to conduct experiments and develop critical thinking skills.

In the leadership classes, students will learn about project management, time management, and public speaking. They will also have the opportunity to develop their leadership skills through group projects and presentations.

In the business classes, students will learn about marketing, finance, and entrepreneurship. They will also have the opportunity to develop their business skills through case studies and simulations.

In the agriculture classes, students will learn about soil science, crop management, and animal science. They will also have the opportunity to conduct fieldwork and develop their practical skills.

In the environmental science classes, students will learn about ecosystems, conservation, and sustainability. They will also have the opportunity to conduct fieldwork and develop their critical thinking skills.
9. PROGRAM ACCOUNTABILITY AND PLANNING

Quality Criteria

9.0 There is an annual program assessment using input from instructors, administrators, students, other staff, and advisory committee members which ensures that the program scope, design, content, instruction, and administration is meeting the program objectives. The annual assessment process is used to develop a program improvement plan for the short- and long-range administration and operation of the program.

9.1 A performance-based assessment system is used to measure students’ performance in the application of career, technical, and academic skills and knowledge of occupational tasks.

9.2 There is a systematic program assessment, including review of the Program Improvement Plan, using input from advisory technical skills committee based on Program Quality Criteria.

9.3 Funding sources for programs/courses are clearly identified and guidelines for use of these funds are provided to the instructional staff for program budget development and for monitoring expenditures.

Student performance is assessed using both skill based and knowledge based assessment tools. All CCHS Agriculture Education courses are participating in the statewide proficiency exams designed to evaluate students mastery of the Nevada State Standards associated with the course in which they are enrolled. In addition to the proficiency exam students are also evaluated on a competency of tasks performed during the course of the class itself. Students are awarded diplomas which indicate that they have mastered proficiency in their particular area of emphasis as well as receiving a certificate that delineates specifically what skills they have become proficient in during their coursework at CCHS. The Agriculture department meets with its advisory committee in April to get advice and support for the budget that they are developing for the grant funding. Each year the program presents an Improvement Plan to the district CTE advisory committee in order to receive their allocated grant funds. The funding sources are clearly identified by the district Federal Programs director and guidelines for use of funds are distributed to all CTE teachers each spring as the grant funds become available for application. Each CTE is required to create their own budget for the use of their funds within the parameters of the grant fund requirements. The requests are reviewed by the CTE advisory committee as well as the Federal Programs director before being sent on to the state for funding approval.
Quality Criteria

10.0 High quality instruction in CTE is dependent upon maintaining a student-teacher ratio that ensures effective instruction and safe working conditions. CTE education courses are action-oriented and include applied-learning activities. Under these conditions, lower class size must be maintained.

10.1 CTE courses maintain a student-teacher ratio that ensures effective instruction and safe working conditions.

Generally, student teacher ratio is maintained at an acceptable level. Our Agricultural Mechanics classes are kept to a maximum of twenty-four students to one instructor. Sometimes the Agriculture Science classes will exceed twenty-eight students to one instructor in order to accommodate the student requests for the courses as well as the needs of the Science department to provide science courses to meet graduation requirements. There is an effort within the Science department to get another current staff member certified in Agriculture Education or to hire another staff member with the appropriate credentials in order to allow us to continue to expand the Agriculture Science offerings at Churchill County High School, accommodate more students at more appropriate student to teacher ratio, and provide a valuable science experience through the Agriculture program.
Comprehensive Program Plan
Comprehensive Program Plan

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Introduction

And

Program History
Churchill County is in the Carson River Watershed and is at the end of a unique set of waterways that get all of their water from the Sierra Nevada Mountains. The Carson River has always naturally flowed through the Lahontan Valley and empties into the Carson Sink, and alkali desert about 30-40 miles northeast of the town of Fallon. In 1903 the Newlands Project, formerly the Truckee-Carson project, began construction on a plan to divert water from the Truckee River into the Carson River in order to provide irrigation water to approximately 55,000 acres of agricultural lands in the Lahontan Valley. This early Reclamation project brought life to the Nevada desert and provided excellent conditions in which to develop agricultural lands in the valley below the dam. In those first years there were 108 farms and 674 people and by 1950, the number of irrigated farms on the project had grown to 896, covering a little more than 55,400 acres. In 1950, the farm population was 3,500 people with another 4,000 people living in towns. By 1980, the number of farms on the project had risen to 1,200 with just over 73,000 acres holding rights to project water. The number of people living on project lands in 1980 was 8,000. The gross value of crops in 1980 had soared to $26,139,881. In 1992 there were 18,000 people including 2,200 non farms users. The primary crop grown on project lands is alfalfa, which is raised on just over 35,500 acres. Cereal crops are raised on another 9,950 acres, with a small amount of acreage devoted to corn, melons, squash and berries. In addition, there are 4,000 acres of irrigated pasture on the project.

The public school system was established in Fallon in 1916 and students were bussed in from farms as far away as seventy-five miles away. Following with the agricultural nature of the community the school had a strong agricultural program from the start and was the 5th school in the state of Nevada to establish a Future Farmers of America Chapter and has maintained that tradition. The current chapter is still a strong presence in the school and community. The Agriculture program enrollment in the Fall of 2012 was 262 students with classes filled to brim with eager new and returning FFA members. The FFA has a strong history in the valley with a number of past state and national officers still in residence that support and contribute to the operations of the chapter. The community, the school board, and our administration is supportive and the position of the Agriculture Education Program at CCHS is an integral part of the academic offerings as well as its student activities.
2

Job Market
Churchill County has a unique set of circumstances even for Nevada. The Top Gun training program was moved to the Fallon Naval Air Station during the military cut backs and provides an essential economic stimulus to the town of Fallon. Fallon is the only incorporated town in Churchill County. So, all services are centered here as well as all commerce flowing in and out of the county. The unemployment rate was at 8.3% at the end of 2012 with an average annual household income of $24,689, median income of $52,589, and under 10% of the population living below the poverty line (as defined by the 2007-2011 US Census).

Although the community has been hard hit in the housing market the economy is still quite stable in Churchill County. Agricultural lands have held their values if not increased in value in recent years along with a jump in both hay and cattle prices. These things have contributed to a strong job market for agricultural workers. In addition to the 40,000+ acres in production agriculture, there are twenty-two operational dairies, two livestock sale yards (the only ones within a 300 mile radius), two feedlots, three slaughter houses (the only 3 privately owned slaughter facilities left in Nevada), dozens of horse trainers, and beef cattle operations that utilize public land grazing along with their private lands. A dry milk plant in under construction just outside the city limits which will increase the number of jobs locally as well as increase the demand for milk and provide a local market for it. There is also a proposed sheep dairy in the planning stages of development that will bring even more agricultural innovation to the valley.

The leading products of the valley are alfalfa hay and milk but there is also a very strong beef and goat market as well as a growing sheep industry. This diversity of operations provides a wonderful variety of opportunities to the youth in agriculture here as well as support for the program. Churchill County is second only to Elko County in agricultural production in the state of Nevada. Many local growers, dairymen, and businessmen are looking for young people with leadership skills and the willingness to work which are the cornerstones of our program.
3

Targeted Occupations
The **Horticulture Career Pathway** at CCHS is relatively new and evolving. The goal is to develop skills in nursery, landscaping, alfalfa crop production, and organic vegetable production. Students learn basic horticultural plant anatomy and physiology, growing media and fertilizers, propagation methods, landscape design principles, organic growing techniques and regulations, as well as crop production basics. These students are encouraged to participate in the Floriculture and Nursery Landscape CDEs so that they can use some of the skills that they are learning in class and meet people in the industry. At an entry level these students could expect to be Nursery or Greenhouse Technicians, Owner/Operator of Nursery or Greenhouse operations, Floral Assistant, Landscape Technician, Nursery worker, Floral or Nursery Distribution worker, or farm worker. With some specialized training these students could expect to be Nursery or Greenhouse Managers, Florists, Purchasing Agents, Sales Representatives, Conservationists, Propagation Technician, Farm Manager, or a Custom Haying Operator.
The **Natural Resource and Wildlife Management pathway** is an ever growing part of our program. These students will develop knowledge of wildlife species, management practices, harvesting methods and regulations, as well as range management practices, alternative energy systems, as well as the "green" industry. As the head offices for the Nevada Department of Wildlife are located here in Fallon it gives students a unique opportunity to get involved in the industry. Additionally, there are five geothermal plants within a one hundred mile radius and the Wildlife Refuge just outside of town. At an entry level these students can expect to be refuge workers, hatchery workers, seasonal NDOW assistants, hunting guides, survey assistants, NRCS assistants, "green" housing laborers, or alternative energy plant workers. With some specialized training these students could become hunter safety instructors, game count agents, geothermal plant technicians, solar array technicians, "green" building supply representatives, "green" building contractor, wildlife photographer, or a range technician. With additional advanced education these students could become Wildlife Biologists, Wildlife Refuge Managers or Designers, Hatchery Managers, Ranger Conservationists, Wildlife Veterinarian, Waterway Ecology Specialist, Silviculturist, or a Range Management Specialist.
The Animal Science Career Pathway is a well established part of our program and is usually the most heavily enrolled part of our program. The goal is to develop skills in methods of veterinary science techniques, animal handling, developing nutritional rations, managing animal habitat and to be aware of environmentally sustainable facilities designs that are humane to livestock. At an entry level, these students could be dairy workers, feed lot workers, sale yard hands, ranch hands, animal handlers/trainers, dog groomers, veterinary office workers, slaughter plant workers, feed store employee, or animal control facility workers. With some additional specialized training these students could become AI technicians, Ultrasound Technicians, Veterinary Technicians, Butcher, Meat Inspectors, Farm/Ranch/Dairy Manager, Range Technician, Brand Inspector, Auctioneer, Cattle Buyer, Semen representative, or Feed Store Manager. With advanced education and training these students could become Food Science Technicians, Veterinary Supply Representatives, Feed Representatives, Wildlife Biologists, Zoologists, Veterinarians, Animal Research Specialists, Animal Geneticists, Animal Nutritionists, USDA Inspectors, and a host of other possibilities.
The Agriculture Mechanics Engineering Technology Pathway is geared toward preparing students for work either in farming/ranching industry or industrial mining and other private opportunities. This pathway includes safety, cold metal work, SMAW, MIG, TIG, and plasma cutting technology. At an entry level these students could expect to be farm/ranch workers, maintenance yard workers, fencing contractor assistants, or possible self employed. With some level of specialized training these students could be mine welders, electricians, sheet metal workers, farm equipment technicians, equipment shop managers, or soldering & brazing specialists. With advanced education or training these students could become mine shop managers, equipment shop managers, engineers, surveyors, or software technicians.
The **Agriculture Business and Leadership Pathway** focuses on the opportunities for getting involved in the industry. Although this curriculum is integrated into all of the pathways we do have a completer course in both Ag. Business and Ag. Leadership. These courses are designed to prepare students for management type positions in any agriculture related operation as well as for agricultural advocacy position in local, state and federal government. At an entry level these students can expect positions like secretary, receptionist, sales, merchandising, customer service, or business assistants. With some specialized training these students could be accountants, bookkeepers, financial managers, estimators, farm/ranch managers, association executive secretaries, journalists, sales associates, lobbyists, insurance agents, an agricultural appraiser, or legislative assistants. With advanced education these students could become attorneys, politicians, marketing consultants, loan officers, or bank managers.
4

Total Program

Goals and Objectives
Program Objectives

1. Academics
   - Increase awareness of higher education opportunities for agriculture students, including internship and scholarship opportunities
   - Expose students to the scientific and technical facets of the agriculture industry
   - Generate confident, aware young citizens with life skills, including communication and critical thinking
   - Introduce students to the wide variety of career opportunities available to them in the modern agriculture industry
   - Engage students in a “learn by doing” educational environment both inside and outside the classroom
   - Instill a respect for the role of Agriculture in human society on a large and small scale

2. SAE
   - Provide students with guidance in choosing an SAE is both interesting and beneficial to them personally
   - Assist students in designing their SAE in a way as to apply basic scientific principles through experiential learning as it relate to agriculture
   - Guide students toward experiences that will help them to see career opportunities in Agriculture through their project
   - Encourage them to practice the “Learning to Do, Doing to Learn, Earning to live, living to serve” motto through their project
3. FFA

- Make a positive difference in the lives of students by promoting their potential for premier leadership, personal growth, and career success through agriculture education
- Promote healthy competitive attitudes toward challenges that present themselves
- Encourage self-confidence through leadership activities
- Develop effective communication skills
- Impart a pride in self, home, school, community, and industry
- Instill a sense of appreciation for the historical significance of agriculture

**Program Goals**

1. Augment the rigor of the course offering in the agriculture education program in order to encourage a greater level of commitment to excellence as well as better prepare students for post-secondary education pursuits
   - Align curriculum and evaluation instruments with post-secondary programs in order to better articulate curriculum and instruction
   - Strength curriculum by use of modern technology and equipment
   - Coordinate lessons and assessments with science department
   - Expand experiences by including more opportunities for job shadowing and internships

2. Advocate for the importance of the Agriculture Education as an essential component of the CCHS experience
   - Provide locally grown breakfast to staff and administration to encourage awareness

Comprehensive Program Plan, K. Moore
• FFA officer presentation at staff meeting highlighting the valuable experiences they have had through Agricultural Education and FFA
• Invite Advisory committee members to attend staff meetings to speak to the importance of the next generation of agriculturists

3. Increase Agriculture course enrollment as well as FFA involvement
   • Host a fun and informational assembly during registration for next year’s classes
   • Provide more opportunities for new Ag students to get involved in FFA activities
   • Host luncheons each month encourage Ag students to socialize and meet each other
   • Offer CCFFA pride t-shirts in school colors to encourage school and FFA pride

4. Promote a positive image of the Agriculture Education Program as well as the FFA in the school and in the community
   • Submit monthly newspaper articles highlighting community service, citizenship and other achievements of the FFA member
   • Increase visibility of twine recycling program through more publicly visible locations for twine drop off at HFI and Big R
   • Maintain current and updated information on the chapter website
   • Encourage mentoring and involvement in leadership roles in 4-H programs
   • Create scholarship opportunity to provide official jackets to those who can not afford them

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5

Program Description of Included Courses, SAE and Leadership
Agriculture Science I

This is a year-long, 1-credit class that will count as a humanities/elective/occupational education credit. Agriculture Science I and Agriculture Science II must be taken in succession in order for Agriculture Science II to count as a Life Science credit. (Freshmen are strongly encouraged to enroll in Modern Biology to complement these courses.)

Students will explore skills in agricultural sciences, which include animal science, plant & soil science, food & consumer science, and agribusiness. They will develop Supervised Agricultural Experiences and keep records on their personal career pathways. Students will also explore leadership opportunities through membership in the FFA Organization and learn the use of Parliamentary Procedure for the purpose of running meetings. Course content meets Nevada State Agriculture and Natural Science Standards.

Agriculture Science II

This is a year-long, 1-credit class that will count as humanities/elective/occupational education credit if you haven’t taken Ag Science I. Agriculture Science I and Agriculture Science II must be taken in succession in order for Agriculture Science II to count as a Life Science credit.

Students will explore skills in agricultural sciences, which include animal science, plant & soil science, food & consumer science, and agribusiness. They will continue their Supervised Agricultural Experiences and keep records on their personal career pathways. Students will also explore leadership opportunities through membership in the FFA Organization and learn the use of Parliamentary Procedure for the purpose of running meetings. Course content meets Nevada State Agriculture and Natural Science Standards.

Agriculture Leadership

This is a year-long, 1-credit class that will count as an Occupational or elective credit. Ag Leadership is designed to meet the needs of advanced agri-science students and further enhance their knowledge, skills and abilities relative to leadership development and teamwork, communication research, verbal and written communication, and journalism. Public relations, mass media, human relations and agriculture policy will also be explored. Course will emphasize employability standards. Course content meets Nevada State Agriculture Education Standards.
Agriculture Business

Ag Business is a year-long course designed to increase students’ awareness of the “business” within Agriculture. This class will also focus on the development of personal leadership skills as they relate to Agriculture Management. Students will investigate, develop and demonstrate personal leadership skills as related to critical agriculture issues on the regional, state and national issues. Students will become aware of the necessity for positive leadership in Agriculture industry. This class is intended to provide students with opportunities to relate positively to others in a variety of situations, participate in activities that develop leadership, and participate in activities that increase occupational competency. Course content meets Nevada State Agriculture Standards

Animal Science

Animal Science/Veterinary Medicine is a year long course designed to introduce students to the world of Animal Science and Veterinary Medicine. We will cover areas relative to animal science including anatomy and physiology, evaluation and selection, behavior and handling, genetics, reproduction, feeds & nutrition and health. We will also explore facility, equipment and handling, animal welfare, and career opportunities in the animal industries. Course content meets Nevada State Agriculture and Natural Science Standards

Environmental Science

Environmental Science -- a year-long course designed to introduce students to the world of Environmental science which is an interdisciplinary academic field that integrates physical and biological sciences to the study of the environment, and the solution of environmental problems. Environmental science provides an integrated, quantitative, and interdisciplinary approach to the study of environmental systems and is an introduction to the relationship of man and his environment. Current thinking and research concerning the impact of industrialization and urbanization on environmental quality, including the population explosion; the potential decline of the affluent society by the depletion of natural resources; the pollution of air, land surface, and water; and the public agencies and policies designed to solve environmental problems. Course content meets Nevada State Science Standards.

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Horticulture

Plant Science/Horticulture is a year long course designed to introduce students to the world of plant propagation, environmental horticulture, and greenhouse management. Students will explore basics of soil science, hydrology, botany, plant selection, floriculture, cultivation techniques, environmental horticulture practices, greenhouse management, and crop science. Course content meets Nevada State Agriculture and Natural Science Standards.

Natural Resource and Wildlife Management

Natural Resources & Wildlife Management -- a year-long course designed to introduce students to the world of Natural Resource and Wildlife Management. During the first semester students will cover principles of managing wildlife habitats and population along with current issues facing wildlife worldwide. Second semester students will explore soil science, hydrology, air quality, energy, mineral resources, vegetative resources, range management, ecology of forests, and fire. Course content meets Nevada State Agriculture and Natural Science Standards.
6

Course Subject Matter

Content Outline

Comprehensive Program Plan, K. Moore
Agriculture Science I  Text: Agriculture: Fundamentals & Applications  No Prerequisite

This is a year-long, 1-credit class that will count as a humanities/elective/occupational education credit. Agriculture Science I and Agriculture Science II must be taken in succession in order for Agriculture Science II to count as a Life Science credit. (Freshmen are strongly encouraged to enroll in Modern Biology to complement these courses.)

Students will explore skills in agricultural sciences, which include animal science, plant & soil science, food & consumer science, and agribusiness. They will develop Supervised Agricultural Experiences and keep records on their personal career pathways. Students will also explore leadership opportunities through membership in the FFA Organization and learn the use of Parliamentary Procedure for the purpose of running meetings. Course content meets Nevada State Agriculture and Natural Science Standards.

I. Introduction
   a. Agriculture and society
   b. Agriculture and the environment

II. FFA
   a. Supervised Agricultural Experience Project
      i. Project selection
      ii. The Agricultural Experience Tracker
         (online record book)
   b. Leadership and Participation Opportunities

III. Careers in Agriculture
    a. Areas in Agriculture
    b. Levels of Training/Education

IV. Animal Science
    a. Domestication
    b. Livestock versus Pets

V. Scientific Classification & Basic Terminology
   a. Scientific Classification
   b. Scientific Terminology

VI. Plant Science
    a. Plant structures & their functions
    b. Plant Classes and Life Cycles
    c. Uses of plants
    d. Propagation methods
    e. Nutrient needs of plants

VI. Food Science
    a. Plant Processing
    b. Animal Processing
    c. Manufacturing & Distribution

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This is a year-long, 1-credit class that will count as humanities/elective/occupational education credit if you haven’t taken Ag Science I. Agriculture Science I and Agriculture Science II must be taken in succession in order for Agriculture Science II to count as a Life Science credit. Students will explore skills in agricultural sciences, which include animal science, plant & soil science, food & consumer science, and agribusiness. They will continue their Supervised Agricultural Experiences and keep records on their personal career pathways. Students will also explore leadership opportunities through membership in the FFA Organization and learn the use of Parliamentary Procedure for the purpose of running meetings. Course content meets Nevada State Agriculture and Natural Science Standards.

I. Inter-related nature of Agriculture Courses
   a. Instruction, SAE, FFA
   b. SAE Project Selection
   c. The Agricultural Experience Tracker
   d. CDEs related to Animal Science

II. The Science of Agriculture
   a. Biology
   b. Chemistry
   c. Biochemistry
   d. Ecology

III. Natural Resource Management
   a. Stewardship
   b. Maintaining Air Quality
   c. Water & Soil Conservation
   d. Soils and Hydroponics
   e. Forestry
   f. Wildlife Management
   g. Aquaculture

IV. Integrated Pest Management
   a. Biological Control
   b. Cultural Control
   c. Chemical Control
   d. Types of Pests

V. Crop Science
   a. Home Gardening

VI. Ornamental Use of Plants
   a. Indoor Plants
   b. Turfgrass
   c. Trees & Shrubs

VII. Communications and Management
   a. Business Planning
   b. Entrepreneurship
   c. Marketing
   d. Budgeting

VIII. Animal Science
   a. Health
   b. Nutrition
   c. Reproduction & Genetics
   d. Small Animal Care & Management
Agriculture Business  Text: Introduction to Agribusiness  Ag Sci II Prerequisite

Ag Business is a year-long course designed to increase students’ awareness of the "business" within Agriculture. This class will also focus on the development of personal leadership skills as they relate to Agriculture Management. Students will investigate, develop and demonstrate personal leadership skills as related to critical agriculture issues on the regional, state and national issues. Students will become aware of the necessity for positive leadership in Agriculture industry. This class is intended to provide students with opportunities to relate positively to others in a variety of situations, participate in activities that develop leadership, and participate in activities that increase occupational competency. Course content meets Nevada State Agriculture Standards

I. Inter-related nature of Agriculture Courses
   a. Instruction, SAE, FFA
   b. SAE Project Selection
   c. The Agricultural Experience Tracker
   d. CDEs related to Animal Science

II. Agriculture and Agribusiness
   a. The Evolution of Farming & Agribusiness
   b. Agricultural & Industrial Revolution
   c. Late Twentieth Century
   d. Success of American Agribusiness

III. Importance of Agribusiness
   a. Land
   b. Products
   c. Efficiency of Production Ag
   d. Agri-services
   e. Foreign Trade
   f. Energy Production
   g. Natural Resource Conservation

IV. Emerging Technologies
   a. GPS origin, purpose, applications
   b. Genetic Engineering
   c. Animal Research
   d. Pharmaceuticals
   e. Computerized and Electronic Management
   f. Integrate Pest Management
   g. Hydroponics
   h. Aquaculture

V. Planning and Organizing an Agribusiness
   a. Importance of Small Businesses
   b. Entrepreneurship
   c. Start-up Factors
   d. Management Plan
   e. Marketing Plan
   f. Legal Plan
   g. Financial Plan
   h. Operating Plan
   i. Business Goals

Comprehensive Program Plan, K. Moore
VI. Types of Agribusiness
   a. Proprietorships
   b. Partnerships
   c. Corporations
   d. Franchises

VII. Personal Financial Management
   a. Earning Money
   b. Taxes and Benefits
   c. Choosing a Financial Institution
   d. Checking accounts
   e. Budgets
   f. Saving
   g. Investing
   h. Financial Security

VIII. Record keeping and Accounting
   a. Bookkeeping
   b. Accounting
   c. Budgets
   d. Journals & Ledgers
   e. Income & Expenses
   f. Inventory
   g. Depreciation
   h. Financial Analysis

XI. Agribusiness Input Sector
   a. Feed, fertilizer, pesticides
   b. Machinery & Equipment
   c. Private vs Public Services
   d. Credit

XII. Agribusiness Output Sector
   a. Marketing
   b. Commodity Futures
   c. International Marketing
   d. Agrimarketing Channels

XIII. Agricultural Economics
   a. Defining Economics
   b. 3 Major components
   c. Economic Systems
   d. Role of Government
   e. Competition
   f. Specialty Areas
   g. Activity and Analysis
Agriculture Leadership  Text: Leadership Personal Development & Career Success  Ag Sci II Prereq.

This is a year-long, 1-credit class that will count as an Occupational or elective credit. Ag Leadership is designed to meet the needs of advanced agri-science students and further enhance their knowledge, skills and abilities relative to leadership development and teamwork, communication research, verbal and written communication, and journalism. Public relations, mass media, human relations and agriculture policy will also be explored. Course will emphasize employability standards. Course content meets Nevada State Agriculture.

I. Inter-related nature of Agriculture Courses
   a. Instruction, SAE, FFA
   b. SAE Project Selection
   c. The Agricultural Experience Tracker
   d. CDEs related to Animal Science

II. Leadership Categories and Styles
   a. Leadership Categories
   b. Situational Leadership
   c. Personality Types

III. Developing Leaders
   a. Personal Leadership
   b. Attaining group acceptance
   c. Traits, Abilities, and Skills
   d. Qualities of Successful Leaders
   e. Human Relations Skills

IV. Communication Skills
   a. Purposes
   b. Forms
   c. Communication Process
   d. Barriers
   e. Styles
   f. Non-verbal

VI. Prepared Public Speaking
   a. Selecting a Topic
   b. Gathering Information
   c. Make an Outline
   d. Writing the Speech
   e. Practicing the Speech
   f. Answering Questions

VII. Extemporaneous Public Speaking
   a. Advantages
   b. Disadvantages
   c. Preparation and Research
   d. Developing the Speech
   e. Outlining the Speech
   f. Practicing
   g. Note Cards
   h. Delivery
   i. Answering Questions

VIII. Parliamentary Procedure
   a. Classification of Motions
   b. Debatable
   c. Amendable
   d. Majority vs 2/3 vote
   e. Committees

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IX. Group Dynamics and Team Building
   a. Importance of groups
   b. Types of groups
   c. Organizing
   e. Dynamics
   f. Development
   g. Discussion
X. Successful Meeting
   a. Importance of Leadership
   b. Characteristics of a good meeting
   c. Planning and Preparing
   d. Effective Meetings
   e. Group Involvement
   f. Officer Responsibilities
XI. Problem Solving and Decision Making
    a. Decision Making Skills
    b. Approaching Problem-Solving
    c. Types of Problems and Decisions
    d. Group Problem Solving & Decisions
XII. Goal Setting
    a. Reasons for having goals
    b. Benefits
    c. How to set goals
    d. Principles and Steps
    e. Types and Kinds
    f. Medium, Intermediate & Long Term
XIII. Learning Styles and Leadership
    a. Types of Intelligence
    b. Learning Styles
XIV. Selecting a Career
    a. Career Planning
    b. Choosing a Job
    c. Production Agriculture
    d. Agribusiness
    e. Agriscience
    f. Ag Education
XV. Resumes, Applications, & Interviews
    a. Preparing a resume
    b. Completing an Application
    c. Preparing for the Interview
    d. Interviewing
    e. Follow-up
XVI. Employability Skills
    a. Employable skills
    b. Personal skills
    c. Teamwork
    d. Relationships with coworkers
    e. Responding to Authority
    f. Ethics
    g. Promotions
    h. How to leave a job.
### Animal Science

Text: Exploring Animal Science

Ag Sci II Prerequisite

Animal Science/Veterinary Medicine is a year long course designed to introduce students to the world of Animal Science and Veterinary Medicine. We will cover areas relative to animal science including anatomy and physiology, evaluation and selection, behavior and handling, genetics, reproduction, feeds & nutrition and health. We will also explore facility, equipment and handling, animal welfare, and career opportunities in the animal industries. Course content meets Nevada State Agriculture and Natural Science Standards.

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<td>c. The Agricultural Experience</td>
<td>c. Differences in Species Needs</td>
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<td>Tracker</td>
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<td>d. CDEs related to Animal Science</td>
<td>b. Nutrients &amp; their sources</td>
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<th>VI. Nutrition</th>
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<td>c. Uses of Animals</td>
<td>c. Feed Additives</td>
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<td>d. Trends in Animal Agriculture</td>
<td>d. Health Concerns</td>
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<td>e. Animal Rights and Animal</td>
<td>e. Classification of Feeds</td>
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<td>Welfare</td>
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<td>f. Government Regulations</td>
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<td>a. Classes of Horses(pony, light, draft)</td>
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<td>c. Employment Opportunities</td>
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<td>e. Feeding(Monogastric)</td>
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<td>b. Hazards of Animal Diseases</td>
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<td>c. Personal Protection Equipment</td>
<td>g. Diseases &amp; Parasites</td>
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<td>d. Bio-security</td>
<td>h. Facilities &amp; Equipment</td>
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<th>VIII. Swine</th>
<th>i. Behavior &amp; Handling</th>
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<td>a. Classification</td>
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<td>b. Breeds</td>
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c. Selection & Trends

b. Breeds

c. Selection & Trends

d. Management Practices

b. Breeds

c. Selection & Trends

d. Management Practices

(HERD HEALTH)

e. Feeding (Ruminant)

d. Management Practices

(HERD HEALTH)

e. Feeding (Ruminant)

IX. Beef Cattle

IX. Beef Cattle

b. Breeds

c. Selection & Trends

d. Management Practices

(HERD HEALTH)

e. Feeding (Ruminant)

b. Breeds

c. Selection & Trends

d. Management Practices

(HERD HEALTH)

e. Feeding (Ruminant)

f. Breeding

g. Diseases & Parasites

f. Breeding

g. Diseases & Parasites

h. Facilities & Equipment

h. Facilities & Equipment

i. Behavior & Handling

i. Behavior & Handling

X. Dairy Cattle

X. Dairy Cattle

b. Breeds

c. Selection & Trends

d. Management Practices

(HERD HEALTH)

e. Feeding (Ruminant)

b. Breeds

c. Selection & Trends

d. Management Practices

(HERD HEALTH)

e. Feeding (Ruminant)

f. Breeding

g. Diseases & Parasites

f. Breeding

g. Diseases & Parasites

h. Facilities & Equipment

h. Facilities & Equipment

i. Behavior & Handling

i. Behavior & Handling

XI. Sheep & Goats

XI. Sheep & Goats

b. Breeds

c. Selection & Trends

d. Management Practices

b. Breeds

c. Selection & Trends

d. Management Practices

(HERD HEALTH)

e. Feeding (Ruminant)

(HERD HEALTH)

e. Feeding (Ruminant)

f. Breeding

g. Diseases & Parasites

f. Breeding

g. Diseases & Parasites

h. Facilities & Equipment

h. Facilities & Equipment

i. Behavior & Handling

i. Behavior & Handling

XII. Poultry & Game Birds

XII. Poultry & Game Birds

b. Breeds

c. Selection & Trends

d. Management Practices

b. Breeds

c. Selection & Trends

d. Management Practices

(HERD HEALTH)

e. Feeding (Monogastric)

(HERD HEALTH)

e. Feeding (Monogastric)

f. Breeding

g. Diseases & Parasites

f. Breeding

g. Diseases & Parasites

h. Facilities & Equipment

h. Facilities & Equipment

i. Behavior & Handling

i. Behavior & Handling

XIII. Rabbits

XIII. Rabbits

b. Breeds

c. Selection & Trends

d. Management Practices

b. Breeds

c. Selection & Trends

d. Management Practices

(HERD HEALTH)

e. Feeding (Monogastric)

(HERD HEALTH)

e. Feeding (Monogastric)

f. Breeding

g. Diseases & Parasites

f. Breeding

g. Diseases & Parasites

h. Facilities & Equipment

h. Facilities & Equipment

i. Behavior & Handling

i. Behavior & Handling

XIV. Companion Animals

XIV. Companion Animals

b. Breeds

c. Selection & Trends

d. Management Practices

b. Breeds

c. Selection & Trends

d. Management Practices

(HERD HEALTH)

e. Feeding (Monogastric)

(HERD HEALTH)

e. Feeding (Monogastric)

f. Breeding

g. Diseases & Parasites

f. Breeding

g. Diseases & Parasites

h. Facilities & Equipment

h. Facilities & Equipment

i. Behavior & Handling

i. Behavior & Handling

a. Definition

Comprehensive Program Plan, K. Moore
b. Types/Groups
   ■ ii. Anatomy & Physiology
       ■ iv. Reproduction
          ■ v. Dog Classification/Uses
       ■ vi. Breeds
       ■ vii. Canine laws

i. Cats
   ■ i. Evolution
   ■ ii. Anatomy & Physiology
   ■ iii. Training & Care
   ■ iv. Reproduction
   ■ v. Cat Classification/Uses
   ■ vi. Breeds
   ■ vii. Feline laws

XV. Reproduction
   b. Genetics
      ■ i. Cell Division
      ■ ii. Genetic Coding Info
      ■ iii. Hybrid vigor
      ■ iv. Cross Breeding
   c. Biotechnology
      ■ i. Patents
      ■ ii. Genetic Engineering

Comprehensive Program Plan, K. Moore
Environmental Science  
Text: Environmental Science Fundamentals & Applications  
Ag Sci II Prereq.

Environmental Science -- a year-long course designed to introduce students to the world of Environmental science which is an interdisciplinary academic field that integrates physical and biological sciences to the study of the environment, and the solution of environmental problems. Environmental science provides an integrated, quantitative, and interdisciplinary approach to the study of environmental systems and is an introduction to the relationship of man and his environment. Current thinking and research concerning the impact of industrialization and urbanization on environmental quality, including the population explosion; the potential decline of the affluent society by the depletion of natural resources; the pollution of air, land surface, and water; and the public agencies and policies designed to solve environmental problems. Course content meets Nevada State Science Standards

I. Inter-related nature of Agriculture Courses  
a. Instruction, SAE, FFA
b. SAE Project Selection  
c. The Agricultural Experience Tracker  
d. CDEs related to Animal Science

II. Understanding Ecology  
a. Perceptions  
b. Principles  
c. Pollution

III. The Science Behind Environmental Science  
a. Conservation of Matter  
b. Laws of Energy  
c. Natural Cycles  
d. Food Chains  
e. Biological Succession

IV. Ecosystem Management  
a. Nature of Resources  
b. Resource Use  
c. Conservation  
d. Preservation  
e. Multiple Use

V. Air  
a. Air Quality  
b. Greenhouse Effect & Global Warming  
c. Regulating Air Quality

VI. Water  
a. Nature of Water  
b. Land and Water  
c. Watersheds  
d. Groundwater  
e. Improving Water Quality  
f. A Living Environment  
g. Conserving Water

VII. Land & Soil  
a. Soil Formation  
b. Weathering  
c. Organic Matter  
d. Characterizing Soils  
e. Soil Uses

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f. A Living Environment
g. Soil Conservation

VIII. Forests
   a. Regions of North America
   b. Types & Species of the US
   c. Tree Growth & Physiology
d. Environmental Impacts
e. Protecting Forests

XIII. Population Ecology
   a. Population Characteristics
   b. Population Growth Factors
c. Extinction and Its Causes
d. Biomes

IX. Grasslands & Wetlands
   a. Types of Grassland Vegetation
   b. Range Management
c. Wetlands
d. Floodplains

XIV. Waste Management
   a. Solid Waste
   b. Landfills
c. Recycling

X. Wildlife Biology & Management
   a. Animal Behaviors & Habits
   b. Habitat Requirements
c. Wildlife Relationships
d. Preserving & Restoring Populations
e. Human Impacts
f. Stewardship
g. Managing Endangered Populations
h. Wildlife Management

XV. Fossil Fuels
   a. Coal
   b. Oil or Petroleum
c. Natural Gas
d. Oil Shale & Tar Sands
e. Conservation

XI. Agriculture & Sustainability
   a. Foundations of Ag
   b. Sustainable Ag
c. Agri-science in the Growing World

XII. Integrated Pest Management
   a. Types of Pests
   b. Need for pest management
   c. Plant Diseases
d. Environmental Concerns

XVI. Alternative Energy & Fuels
   a. Solar
   b. Nuclear
c. Geothermal
d. Alcohol
e. Methane
f. Hydropower
g. Tidal Power
h. Wind Power
i. Wood & other Biomass

XVII. Careers in Environmental Science

Comprehensive Program Plan, K. Moore
Horticulture/Plant Science  Text: Introductory Horticulture  Ag Sci II Prerequisite

Plant Science/Horticulture is a year long course designed to introduce students to the world of plant propagation, environmental horticulture, and greenhouse management. Students will explore basics of soil science, hydrology, botany, plant selection, floriculture, cultivation techniques, environmental horticulture practices, greenhouse management, and crop science. Course content meets Nevada State Agriculture and Natural Science Standards.

I. Inter-related nature of Agriculture
   Courses
   a. Instruction, SAE, FFA
   b. SAE Project Selection
   c. The Agricultural Experience Tracker
   d. CDEs related to Animal Science

II. Careers in Horticulture
    a. Agronomist
    b. Research
    c. Production
    d. Distribution
    e. Marketing
    f. Retail

III. Floriculture
     a. Principles
     b. Selection of flowers
     c. Conditioning & Storage
     d. Mechanics & supplies
     e. Flowers to wear
     f. Design Basics
     g. Drying & Permanent Flower

IV. Crop Science

V. Plant Science Basics
   a. Anatomy & Physiology
   b. Environmental Requirements
   c. Stimulants, Retardants, Rooting Hormones

VI. Propagation
    a. Seeds
    b. Softwood Cuttings
    c. Micro-propagation
    d. Hardwood Cuttings
    e. Separation & Division
    f. Grafting
    g. Budding
    h. Layering

VII. Greenhouse
     a. Controlling the Environment
     b. Managing pests, diseases & weeds
     c. Growing Poinsettias
     d. Growing Chrysanthemums

VIII. Integrated Pest Management
      a. Biological Control
      b. Safe Use of Pesticides
      c. Insecticides
      d. Fungicides, Rodenticides, Molluscicides, Nematocides
      e. Herbicides

IX. Container-Grown Plants
    a. Terrariums & DishGardens
    b. Bonsai
    c. Houseplants & Plantscaping
    d. Shrubs & Trees

Comprehensive Program Plan, K. Moore
X. Using Plants in Landscape
   a. Annual Bedding Plants
   b. Perennials
   c. Narrowleaf Evergreens
   d. Broadleaf Evergreens
   e. Deciduous Trees
   f. Deciduous Shrubs
   g. Ground Cover
   h. Bulbs
   i. Pruning
   j. Landscape Maintenance

XI. Lawn & Turfgrass
    a. Establishing Lawn
    b. Maintaining Lawn
    c. Renovating Lawn

XII. Vegetable Gardening
     a. Planning & Preparing Site
     b. Starting indoors
     c. Transplanting
     d. Hardening off
     e. Planting the Garden
     f. Raised Beds
     g. Community Gardening
     h. Learning Gardens
     i. Theme Gardens
     j. Caring for Vegetable Gardens

XIII. Small Fruit Gardens
      a. Strawberries
      b. Blueberries
      c. Bramble Fruits
      d. Grapes

XIV. Alfalfa Production
     a. Prepping the Field
     b. Weed management
     c. Fertilization
     d. Irrigation Methods
     e. Cutting, Drying, Baling for Hay
     f. Silage
     g. Benefits of Grazing
     h. Benefits of Rotation
Natural Resource & Wildlife MgtText: Managing Our Natural Resources

Natural Resources & Wildlife Management -- a year-long course designed to introduce students to the world of Natural Resource and Wildlife Management. During the first semester students will cover principles of managing wildlife habitats and population along with current issues facing wildlife worldwide. Second semester students will explore soil science, hydrology, air quality, energy, mineral resources, vegetative resources, range management, ecology of forests, and fire. Course content meets Nevada State Agriculture and Natural Science Standards.

I. Inter-related nature of Agriculture Courses
   a. Instruction, SAE, FFA
   b. SAE Project Selection
   c. The Agricultural Experience Tracker
   d. CDEs related to Animal Science

II. Our Natural Resources
   a. Renewable
   b. Non-renewable
   c. Sustainability

III. History of Conservation
   a. Wildlife
   b. Forests
   c. Soil Conservation
   d. Water

IV. Careers in Resource Management
   a. Soil Management
   b. Water & Air Management
   c. Forestry
   d. Fish & Wildlife
   e. Outdoor Recreation
   f. Mining, Oil & Nuclear

V. Natural Resource Management
   a. Nature of Resources
   b. Ecology
   c. Human Population Changes
   d. Resource Use
   e. Conservation
   f. Preservation
   g. Multiple Use
   h. Sustainability

VI. Soil & Land Resources
   a. Soil Formation
   b. Weathering
   c. Organic Matter
   d. Classification
   e. Soil Surveys

VII. Erosion
   a. What is it?
   b. Land use causes
   c. Water Causes
   d. Vegetative control
   e. Mechanical Control
   f. Reclamation

Comprehensive Program Plan, K. Moore
 VIII. Range Management
   a. Grasslands
   b. Types of Vegetation
   c. History of Range Management
   d. Taylor Grazing Act of 1934
   e. Range Management Techniques

 IX. Landfills & Solid Waste Management
   a. Types of Solid Waste
   b. Disposal
   c. Landfills
   d. Recycling

 X. Wetland Preservation & Management
   a. What are they?
   b. How do they function?
   c. History in the US
   d. Wetland ID
   e. Types of Wetlands
   f. Status of Wetland in the US
   g. Preservation
   h. Management

 XI. Water Supplies & Pollution
   a. The Water Cycle
   b. Pollution Sources
   c. Urban Pollution
   d. Industrial Pollution
   e. Agricultural Pollution
   f. Water Pollution Control
   g. Detecting Water Pollution
   h. Wastewater Treatment
   i. Water Use Planning
   j. Water Conservation

 XII. Air Quality & Pollution
   a. The Atmosphere
   b. Quality Evaluation
   c. Greenhouse Effect & Global Warming
   d. Meteorology
   e. Air Quality control systems

 XIII. Fire
   a. Fire as a management tool
   b. Wildfires in the US
   c. Causes
   d. Types
   e. Detection
   f. Anatomy of a Fire
   g. Prevention
   h. Suppression

 XIV. Fish & Game as Resources
   a. As Resources
   b. Populations
   c. Extinct, Rare, Threatened, Endangered
   d. Game Animals

 XV. Fish & Game Management
   a. Habitat Requirements
   b. Management procedures
   c. Landowner rights
   d. Legislation
   e. Estuaries
   f. Lakes, Ponds, Rivers, Streams
   g. Common Freshwater game fish
   h. Fishery Management

Comprehensive Program Plan, K. Moore
XVI. Fossil Fuels
   a. Coal
   b. Oil or Petroleum
   c. Natural Gas
   d. Oil Shale and Tar Sands

XVII. Alternative Energy Sources
   a. Solar
   b. Nuclear
   c. Geothermal
   d. Biomass
   e. Hydropower
   f. Tidal Power
   g. Wind Power

XVIII. Mining
   a. Essential Industry
   b. Economic Significance
   c. Benefits
   d. Drawbacks
   e. Reclamation Efforts
   f. Reclamation
Agriculture Department Course Completion Standards
Agriculture Leadership

_______________ has completed this course of study and practice in Horticulture Science and has attained proficiency in the following areas as certified by the instructor, ________________, on ________________.

Areas of Competency

___ Knowledge of Nevada Agriculture
___ History of Agriculture
___ FFA History, Code of Ethics, Structure
___ Establish/continue an SAE
___ Continue record book on The AET
___ SAE, FFA, Academic Vin Diagram
___ Perform a 5 minute speech
___ Demonstrate 10 motions of Parli-Pro
___ Identify Leadership Styles
___ Create a Cover Letter
___ Create a Resume
___ Complete Officer Application
___ Interview for Office
___ Complete a scholarship application
___ Deliver a 5 minute speech about FFA to a local service organization
___ Write new goals each week & month
___ Mentor an incoming student
___ Participate in an Ag Issues team
___ Create a promotional pamphlet for FFA
___ Create a promotional pamphlet for AgEd
___ Create a promo video for recruitment
___ Create an assembly for 8th graders
___ Participate in assembly for 8th graders
___ Apply for State Degree
___ Participate in Community Service
___ Participate in Ag in the Classroom
___ Participate in “Man Who Fed the World” essay contest
___ Research 1 Ag Career each quarter
___ Participate in Winter Leadership Training or the Nevada Legislative Experience
___ Participate in FFA Week Planning
___ Coordinate FFA Week Activities
___ Participate in Where’s the Food Without the Farmer
___ Update Chapter Web Page
___ Maintain Chapter Facebook page
___ Coordinate with Yearbook for FFA page

Comprehensive Program Plan, K. Moore
Agriculture Science

_________________________ has completed this course of study and practice in
Horticulture Science and has attained proficiency in the following areas as
certified by the instructor, _______________________, on _________________.

Areas of Competency

___ Nevada Agriculture
___ History of Agriculture
___ FFA History, Code of Ethics, Structure
___ Establish a plan for an SAE
___ Establish a record book on The AET
___ SAE, FFA, Academic Vin Diagram
___ Perform a 5 minute speech
___ Demonstrate 10 motions of Parli-Pro
___ Sectors in Agriculture
___ Knowledge of Livestock Species
___ General External Anatomy
___ Demonstrate handling techniques
___ Demonstrate SubQ & IM injections
___ Identify types of Nutrients
___ Proper use of livestock terminology
___ Identify common breeds of beef cattle
___ Identify common breeds of dairy cattle
___ Identify common breeds of sheep
___ Identify common breeds of goats
___ Identify common breeds of swine
___ Identify common breeds of horses
___ Identify common breeds of poultry
___ Plant Taxonomy
___ Plant Classification
___ Seed & Plant Parts
___ Germination Process
___ Sow seeds properly
___ Demo proper transplanting
___ Water properly
___ Demo proper plant care
___ Prepare soil properly
___ Prepare plot for planting
___ Read fertilizer label
___ Read herbicide & pesticide label
___ Demo proper harvesting methods
___ Processing of plant products for sale
___ Processing of animal products for sale
___ Identify common commodities
___ Identify common products
___ Describe distribution methods
___ Explain distribution patterns

Comprehensive Program Plan, K. Moore
Animal Science

________________________ has completed this course of study and practice in Horticulture Science and has attained proficiency in the following areas as certified by the instructor, ____________________, on ________________.

Areas of Competency

___ Nevada Agriculture
___ History of Agriculture
___ FFA History, Code of Ethics, Structure
___ Establish an SAE
___ Establish record book
___ SAE, FFA, Academic Win Diagram
___ Perform a 5 minute speech
___ Sectors in Animal Agriculture
___ Knowledge of Livestock Species
___ General External Anatomy
___ Demonstrate handling techniques
___ Demonstrate SubQ & IM injections
___ Demonstrate proper suture technique
___ Identify types of Nutrients
___ Proper use of livestock terminology
___ Identify common breeds of beef cattle
___ Identify common breeds of dairy cattle
___ Identify common breeds of sheep
___ Identify common breeds of goats
___ Identify common breeds of swine
___ Identify common breeds of horses
___ Identify common breeds of poultry
___ Knowledge of Companion animals
___ Identify common breeds of dogs
___ Identify common breeds of cats
___ Identify common breeds of small Mammals
___ Identify common breeds of reptiles
___ Identify common breeds of fish
___ Identify common parasites
___ Identify common diseases/disorders
___ Knowledge of levels of organization
___ Knowledge of Internal Systems
___ Identify common veterinary tools
___ Job shadow at the Vet’s office
___ Attend industry tour of slaughter Facility
___ Perform virtual cat dissection
___ Perform fetal pig dissection
___ Assist in lamb/kid autopsy
___ Attend/participate in livestock show
___ Attend livestock, horse, dairy or meat evaluation contest

Comprehensive Program Plan, K. Moore
Horticulture Science

__________________________ has completed this course of study and practice in Horticulture Science and has attained proficiency in the following areas as certified by the instructor, ______________________, on _____________.

Areas of Competency

__ Nevada Agriculture  __ Tree ID
__ History of Agriculture  __ Shrub ID
__ FFA History, Code of Ethics, Structure  __ Perennial ID
__ Establish an SAE  __ Annual ID
__ Establish record book  __ Grass ID
__ SAE, FFA, Academic Vin Diagram  __ Vine ID
__ Perform a 5 minute speech  __ Propagate by seed
__ List Careers in Horticulture  __ Propagate by division
__ Explain Plant Taxonomy  __ Propagate by cuttings
__ Identify Plant Structure  __ Propagate by culturing
__ Explain Plant Physiology  __ Demonstrate irrigation methods
__ Describe Growth Requirements  __ Soil & Plot preparation
__ Balance Photosynthesis Equation  __ Transplant from indoors to outdoors
__ Balance Respiration Equation  __ Demo Indoor plant care
__ Identify Macro vs Micro Nutrients  __ Demo Outdoor plant care
__ Read Fertilizer Label  __ Design a landscape
__ Read Pesticide & Herbicide Labels  __ Maintain a landscape
__ Identify Common Diseases & Pests  __ Maintain/Renovate lawn
__ Integrated Pest Management  __ Prep field for irrigation
__ Mix potting soil  __ Irrigate field
__ Identify Climate Zones  __ Identify types of hay
Natural Resource and Wildlife Management

_________________________ has completed this course of study and practice in Horticulture Science and has attained proficiency in the following areas as certified by the instructor, ______________________, on ________________.

**Areas of Competency**

<table>
<thead>
<tr>
<th>Nevada Agriculture</th>
<th>Define Ecology</th>
</tr>
</thead>
<tbody>
<tr>
<td>History of Agriculture</td>
<td>Attend tour of Wildlife Refuge</td>
</tr>
<tr>
<td>FFA History, Code of Ethics, Structure</td>
<td>Delineate bet/ Renewable and Non-renewable resources</td>
</tr>
<tr>
<td>Establish an SAE</td>
<td>Explain “Green” building</td>
</tr>
<tr>
<td>Establish record book</td>
<td>Identify Alternative Energy sources</td>
</tr>
<tr>
<td>SAE, FFA, Academic Vin Diagram</td>
<td>Build a Hydropower Model</td>
</tr>
<tr>
<td>Perform a 5 minute speech</td>
<td>Build a Wind Power Model</td>
</tr>
<tr>
<td>History of game Management</td>
<td>Build a Fuel Cell car</td>
</tr>
<tr>
<td>Explain game management</td>
<td>Build a Solar Car</td>
</tr>
<tr>
<td>Explain range management</td>
<td>Build a Solar Cooker</td>
</tr>
<tr>
<td>Identify common species of North American Big Game</td>
<td>Assemble an operational Power house</td>
</tr>
<tr>
<td>Identify common species of N.A. Predators</td>
<td>Design a green built home that uses only alternative energy sources</td>
</tr>
<tr>
<td>Identify common species of waterfowl</td>
<td>Build a model of “green” home design</td>
</tr>
<tr>
<td>Identify common species of upland game birds</td>
<td>Attend industry tour at Geothermal plant</td>
</tr>
<tr>
<td>Participate in Hunter Safety</td>
<td>Attend tour of Lahontan Dam</td>
</tr>
<tr>
<td>Score Mule Deer Antlers</td>
<td>Explain the differences between conservation &amp; preservation</td>
</tr>
<tr>
<td>Score Elk Antlers</td>
<td>Explain Stewardship</td>
</tr>
<tr>
<td>Score a Mountain Lion skull</td>
<td>Explain Sustainability</td>
</tr>
<tr>
<td>Create a Nevada Wildlife Field Guide</td>
<td>Identify importance of Reclamation</td>
</tr>
</tbody>
</table>

Comprehensive Program Plan, K. Moore
8

Description of Facilities and Major Equipment Inventory

Comprehensive Program Plan, K. Moore
**Agri-science Classroom Equipment Inventory**—The Ag Science classroom is a lab classroom in the science building with a classroom space, a separate lab area, and a large storage closet.

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Dell Desktop Student Computers</td>
</tr>
<tr>
<td>2</td>
<td>Critical Care Jerry – Canine Mannequin</td>
</tr>
<tr>
<td>3</td>
<td>Canine CPR dummies</td>
</tr>
<tr>
<td>1</td>
<td>Critical Care Fluffy – Feline Mannequin</td>
</tr>
<tr>
<td>12</td>
<td>Dissection kits</td>
</tr>
<tr>
<td>15</td>
<td>Fuel Cell Car models</td>
</tr>
<tr>
<td>15</td>
<td>Hydropower models</td>
</tr>
<tr>
<td>15</td>
<td>Wind-power models</td>
</tr>
<tr>
<td>30</td>
<td>Solar car kits</td>
</tr>
<tr>
<td>15</td>
<td>Powerhouse kits</td>
</tr>
<tr>
<td>30</td>
<td>Paper recycling kits</td>
</tr>
<tr>
<td>6</td>
<td>Suture Legs and suture kits</td>
</tr>
<tr>
<td>6</td>
<td>IM vs SubQ practice kits</td>
</tr>
</tbody>
</table>
The Greenhouse is located just outside the Ag Science classroom door next to the science building. It is a 24’ x 60’ self-sustaining structure with climate controls and irrigation system. The irrigation system needs to be updated.

**Greenhouse Equipment Inventory**

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>400 gallon Aquaculture tank</td>
</tr>
<tr>
<td>10</td>
<td>Propagation tables</td>
</tr>
<tr>
<td>1</td>
<td>Cooling System</td>
</tr>
<tr>
<td>1</td>
<td>Heating System</td>
</tr>
<tr>
<td>1</td>
<td>Climate Control</td>
</tr>
<tr>
<td>1</td>
<td>Shade House</td>
</tr>
<tr>
<td>4</td>
<td>Raised Beds</td>
</tr>
<tr>
<td>1</td>
<td>Farm Tek Fodder Pro System</td>
</tr>
<tr>
<td>1</td>
<td>Storage Lockers</td>
</tr>
<tr>
<td>2</td>
<td>Hydroponic grow systems</td>
</tr>
<tr>
<td>2</td>
<td>Light Ballasts w/ power supply</td>
</tr>
<tr>
<td>2</td>
<td>Humidifiers</td>
</tr>
<tr>
<td>Quantity</td>
<td>Description</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>8</td>
<td>SMAW Set-up</td>
</tr>
<tr>
<td>8</td>
<td>Oxy-fuel setup</td>
</tr>
<tr>
<td>4</td>
<td>Portable Oxy-fuel cutting stations</td>
</tr>
<tr>
<td>12</td>
<td>Portable MIG set-up</td>
</tr>
<tr>
<td>1</td>
<td>Iron Worker</td>
</tr>
<tr>
<td>1</td>
<td>Stock Bender</td>
</tr>
<tr>
<td>1</td>
<td>Sheet Metal Brake</td>
</tr>
</tbody>
</table>
9

Five Year Facility and Equipment Acquisition Schedule
2012-2017

Agriculture Department

Five Year Facilities and Equipment Acquisition List
2012-2017
Agriculture Department
Five Year Facilities and Equipment Acquisition List
**CCHS Future Farmers of America (FFA)**

1222 South Taylor Street Fallon, Nevada 89406 Phone: (775) 423-2181

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**Year 1 – 2012-2013**

1. Acquire Renewable Energy Models  
2. Acquire Plasma Cam for Mechanics Shop  
3. Canine & Feline CPR dummies  
4. Rotate School Farm back into Alfalfa  
5. Replace shop equipment and tools  
6. Replace OH trays and containers  
7. Landscape in front of the Greenhouse  
8. Move stage pieces away from greenhouse to make room for more OH projects  
9. Apply for Farm to School Grant  
10. Replace irrigation system in greenhouse  
11. Purchase shade cloth for greenhouse  
12. Update Articulation Agreements with GBC

---

**Year 2 – 2013-2014**

1. Purchases two more student computers for S-19  
2. Build more raised beds outside greenhouse  
3. Increase number of sites where we collect twine  
4. Clean trees out of the borders of the school farm  
5. Repair irrigation ditches & gates  
6. Acquire location & materials for high tunnel  
7. Landscape outside Science building  
8. Grow Poinsettias for Christmas(Fall)  
9. Grow Petunias for hanging baskets in downtown Fallon(Spring)  
10. Purchase a flower cooler for floral unit in the OH class  
11. Spray field with herbicide in the spring to reduce weeds  
12. Plant bramble plot between raised beds and chain link fence

---

Comprehensive Program Plan, K. Moore
Year 3 – 2014-2015
1. Fertilize school farm
2. Build a Learning Garden between Science Building and Greenhouse
3. Purchase another department vehicle
4. Build a rabbit facility
5. Build a poultry facility
6. Increase the tonnage of twine collected
7. Increase the tonnage of hay produced on the school farm
8. Replace and repair Ag Shop tools and equipment
9. Repair and Replace OH Facility tools and equipment
10. Acquire collection of pelts, horns, and sheds for Wildlife ID

Year 4 – 2015-2016
1. Expand program to include another Ag Science instructor
2. Offer exploratory courses at the Jr. High
3. Update shop equipment
4. Acquire GPS units and survey equipment for Natural Resources
5. Update Articulation Agreements with GBC
6. Purchase a new baler for school farm
7. Host Ag in the Classroom at our Learning Garden
8. Provide fresh vegetables for school lunch through Farm to school
9. Expand Aquaculture Unit
10. Beautify Landscaping on Campus
11. Establish Internship Program with Nevada Department of Wildlife and Natural Resource Conservation District
Year 5 – 2016-2017

1. Replace the student classroom computers
2. Replace school farm fencing
3. Install water developments for Fall grazing on school farm
4. Expand Fodder System
5. Acquire and assemble a preserved complete bovine skeleton.
6. Build Veterinary Science practicum stations in Ag Science classroom
7. Build a second self-sustaining greenhouse with shade facility
8. Expand Horticulture Program to offer a 1 year course in Floriculture
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Staff Assignments
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Comprehensive Program Plan, K. Moore
### CCHS Future Farmers of America (FFA)

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### Courses

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FFA Program of Activities
Churchill County FFA

Program of Activities

2012 - 2013
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1. President's Greeting
2. Chapter Goals
3. Membership by Class
4. Advisors
5. FFA Officers
6. Planned Activities
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8. Chapter Budget
9. CDE Results
10. Activity Planning Sheets
11. Constitution and Bylaws
12. FFA Facts
13. FFA Creed
October 8, 2012

FFA Members and Supporters

Dear FFA Members and Supporters,

On behalf of the Churchill County FFA Chapter, I would like to welcome you to the start of a new year in our organization. We have lots of activities and leadership experiences planned for the year. We are looking forward to welcoming old and new members, and helping them to reach their goals in the FFA.

We will service the community through our Trick or Treat for Canned Food, Thanksgiving for Those in Need, and Gift of Green Programs. Our members will gain valuable leadership skills as they attend National Convention, Zone Initiation, Winter Leadership Training, State Convention, and many others.

We are going to have a prosperous and fulfilling year with our Twine Collecting Program and our School Farm. We hope that increased revenue from both programs will help fund all of our trips and experiences. We also have plans to host several dinners to fund our endeavors.

We have a great year ahead of us, and we are excited to move forward to meet our goals. I encourage every member to involve themselves as much as possible. You reap what you sow in this organization. I urge all of the members of Churchill County FFA to invest time into the organization, for they will gain that time back in leadership and professional skills.

Sincerely,

Robert Fagundes
Chapter President
2012- 2013 Chapter Goals

1. Increase community awareness of Churchill County FFA and its activities

2. Improve the chapter’s Twine Collecting and Recycling program by gathering twine more frequently

3. Increase overall member participation within the chapter

4. Increase chapter membership

5. Participate in the Heifer International program to help families in need

6. Place in the top three at State Convention in all of our Career Development Events
Freshmen

Maria Alaniz
Brandon Burgess
Kristine Carlisle
Allyson Fulk
Heather Hancock
MiKayla Harris
Errin Jay
Kyla Kincaid
Kyle Larsen
Gracie Lawson
Cassidy LeGaux
Jolynn Lehman
Abby Lunderstadt
Amber McDougall
Morgan Morris
Sydney Pauley
Madison Perazzo
Stephanie Raymond
Kailana Reed
Jessica Sage
Jenna Spencer
Jes Tews
Sadie Venturacci
Savannah Whitaker
Dani Whooley
Sophomores

Garrett Archuleta
Rene Avila
Tristen Beller
Zach Cail
Brandon Carpenter
Jeremiah Carter
Jennifer Coronado
Trever Davis
Esha Dewey
Jacob Dorman
Jake Ernst
Jesse Francki
William Garlington
Mallory Goodrick
Kyle Grimes
Megan Gross
Andi Hatch
Dylan Hoffman
Brandon Holler
Cody Hubner
David Hughes
Kate Hummel
Kimberly Ibarra
Raymond Johnson
Sonya Juneau
Rieger Kirkland
Marcos Ledezma
McKenzie Lunger
Kasidy Marsh
Justin McAfee
Clancy McEwen
Trey McGowan
Jared Medrano
BlaneMerkley
Tyler Mineard
Josey Moore
LeAnn Mounce
Clay Mulder
Curtis Ohlandt
Luis Pardini
Reed Parsons
Jesus Perez
Kellie Quillan
Juniors

Michael Abe
Alberto Alanis
Anna Alanis
Carina Alaniz
Michael Allsop
Esperanza Alvarado
Anthony Ambler
Brandon Anaya
Liz Archuleta
Maria Barajas
Olivia Barber
Carl Barnes
Chance Beyer
Sonny Blevins
Maverick Boney
Lane Boyle
Taylor Bright
Bridget Brooks
Ben Brown
Nick Brown
Charles Byers
Angela Card
Stefanie Caruso
Selene Castillo
Rebecca Conner
SumireConsidine
Jacob Cordova
Regina Cruz
Chris Dean
Dylan Dennis
Alecea Esposito
Ashley Evans
Kyle Evans
Mike Fiddler
Hailee Freudenberg
Trevor Garrald
Eric Gentry
Rosy Gonzalez
Bradley Griggs
Dustin Gross
Brandon Heckathorn
Elizabeth Herrera
Bryce Hill
Kelsey Hill
Sydney Howard
Corey Johnston
Ken Keyes
Ayla Knudson
Rosemary Kufalk
Morgan Kuykendall
Dallas LaBella
Austin LaFleur
Victoria Lake
Shana Landers
Justice Leverett
Brennan Lewis
Lyndsey Luck
Dusti Mallory
Trenton Marion
Kaori Marquez
Aaron Marsh
Alexa Medrano
KittMeeko
ShoshanahMelancon
Ryan Merkley
Leroy Miesler
Monica Mills
DanenMineard
Brandi Myers
KalaebOrong
Fernando Oropeza
Tommy Owens
Brittney Peden
Raquel Peper
Megan Prideaux
Shannon Probstfield
Shawn Probstfield
Justin Rau
Kendra Ritchie
Carrigan Rogers
Doug Rollins
Dustin Rose
Robyn Sage
Sierra Sage
MicaiahSaling
Haley Sanches
Faith Smirnes
Orrin Smith
Amber Stamps
Ben Stanley
Jessica Stier
Austin Thomas
Zach Thomas
Nicole Towne
Jessica Trimmer
Armando Venegas
Bianca Ventura
Justina Wenger
Cheyenne Wheeler
Robert White
Shaun Whited
Ryan Wiersma
Kylisha Williams
Orion Wolf
Kelsey Wolfgang
Ashley Workman
Melissa Wortham
Seniors

Angel Allsop
Beka Anderson
Kaysee Archer
Kayla Arias
Jonathon Avila
Zack Bagwell
Brianna Baley
Yoana Barajas
Mariela Beltran
Jourdan Brown
Lea Brown
Jesse Cabral
ZacCallihan
Garnett Cateil
Mike Chadwick
Jerad Clark
Hannah Coe
Tyler Cole
Mary Decker
Michael DeRose
Trever Detomasi
Brandon Donahue
Christina Dowd
Terra Duncan
Tyson Ernst
Jacob Evans
Robert Fagundes
Paolo Fernandez
Dakota Fourez
Mark Gallardo
Chris German
Carson Gilette
Demerey Grant
Dylan Gray
Quinton Green
Shelly Greenwood
Keith Grimes
Brianna Hatch
Alyssa Haugen
Courtni Haughton
Amy Hesselgesser
Christina Hesselgesser
Amanda Hicks
Dulce Menchaca
Kevin Menchaca
Israel Montes
Silverio Montes
Braxton Moore
Alicia Muir
Edwin Navarro
Quincee Nuffer
Tyrie Nunes
Morgan Olson
Chad Oney
Clint Oney
Samantha Ott
Chad Parsons
Trevor Parsons
Tessa Perry
Dalton Pilcher
Marlana Ramirez
Iliana Ramos
Aaron Randall
Lisa Randall
Dakota Reeves
Kelsey Reibsamen
Christina Rogne
Danielle Rothery
Dalynne Rueda
Kendall Rutledge
Angelica Sanchez
Renee Sandoval
Alyssa Santos
Brandon Smith
Lillian Smith
Cristian Solis
Dustin Squires
Josh Stier
Jacob Stone
Madi Stout
Suade Strange
Mary Sutherland
Logan Thomas
Tiffany Sullivan
Daniel Tilley
Erick Topken
Mikala Torres
Quintin Wagner
Gage Warkentin
Austin Wathen
Brooklen Whitaker
Jacqueline White
Derek Whitten
Amber Whooley
Yvonna Wilson
Justin Woodward
Kristi Wortham
National FFA Officers

President- Ryan Best, New Mexico
Secretary- Jason Troendle, Minnesota
Eastern Region Vice President- Kenneth Quick, New York
Central Region Vice President- Alicia Hodnik, Wisconsin
Southern Region Vice President- Cain Thurmond, Georgia
Western Region Vice President- Seth Pratt, Idaho

Nevada State FFA Officers

President- Margaret Wright, Wells
Vice President- Lynn Dodge, Silver Sage
Secretary- Shelby Downs, Silver Sage
Treasurer- Kyndra Smith, Duck Valley
Reporter- Kylen Flannagan, Carson Valley
Sentinel- Cory Shrecengost, Silver Sage
Western Nevada FFA Officers

President- Montana Beck, Sierra Nevada
Vice President- Christina Hesselgesser, Churchill County
Secretary- Amy Hesselgesser, Churchill County
Treasurer- Kristina White, Sierra Nevada
Reporter- Lani Martin, Churchill County

Churchill County FFA Officers

President- Bobby Fagundes
Vice President- Amy Hesselgesser
Secretary- Lani Martin/ Kayla Arias
Treasurer- Christina Hesselgesser
Reporter- TreverDetomasi
Sentinel- Trey McGowan
Historian- LacieMcElvain
Churchill County FFA Greenhand Officers

President- Jessica Sage

Vice President- Sadie Venturacci

Secretary- Cassidy LeGaux

Treasurer- Allison Fulk

Reporter- Jenna Spencer

Sentinel- Jess Tews

Advisor- Justin McAfee
Planned Activities for the 2012-2013 School Year
Note: Dates may change over the course of the year.

June 2012
- Chapter Officer Retreat
- Summer Leadership Camp
- Range Camp
- Eagle’s Hall breakfasts

July 2012
- 4th of July
- Eagle’s Hall breakfasts

August 2012
- Eagle’s Hall breakfasts
- Yerington Livestock Show
- Back to School

September 2012
- Eagle’s Hall breakfasts
- Chapter Meeting
- Greenhand Officer Interviews
- Ice Cream Social
- Greenhand Conference
- Soils and Range Contest

October 2012
- Eagle’s Hall breakfasts
- Chapter Meeting
- Appreciation Dinner
- National Convention
- Trick-or-Treat for canned food
November 2012
- Eagle’s Hall breakfasts
- Chapter Meeting
- Zone Initiation
- Thanksgiving Break

December 2012
- Eagle’s Hall breakfasts
- Chapter Meeting
- Gift of Green
- Christmas Party
- Winter Break

January 2013
- Eagle’s Hall breakfasts
- Chapter Meeting

February 2013
- Eagle’s Hall breakfasts
- Chapter Meeting
- Winter Leadership Training
- Bull Sale
- National FFA Week
- Junior High Assembly

March 2013
- Eagle’s Hall breakfasts
- Chapter Meeting
- UC Davis Field Day
- Small Farms Conference
- Beefmaster Bull Sale
- Zone Contest
- Nevada State Convention

April 2013
- Eagle’s Hall breakfasts
- Chapter Meeting
- Churchill County Junior Livestock Show
- End of the Year Banquet
May 2013

- Eagle’s Hall breakfasts
- Chapter Meeting
- Nevada Junior Livestock Show
- Livestock Evaluation contest
- Vet Med contest
- End of the Year BBQ
Community Development- Environment

Purpose: The main duty of this committee is to oversee the twine recycling program- collecting twine from the various farms, dairies, and ranches around the valley.

Goals:
1. Stay caught up on twine throughout the entire year.
2. Gather twine at least once a week.

Chairmen: Kayla Arias and Sierra Sage

Overseen By: Bobby Fagundes

Committee Members:
1. Wes Kyte
2. Buster Kyte
3. Lani Martin
4. Bobby Fagundes
5. Amy Hesselgesser
6. Madi Stout
7. LacieMcElvain
Chapter- Public Relations

**Purpose:** This committee is in charge of activities such as the Appreciation Dinner, End of the Year Banquet, and parades.

**Goals:**
1. Increase attendance of the Appreciation Dinner and Banquet.
2. Participate in the Homecoming Parade.

**Chairman:** Josey Moore

**Overseen By:** Lani Martin

**Committee Members:**
1. Andria Hatch
2. BlaneMerkley
3. LacieMcElvain
4. Amy Hesselgesser
5. Madi Stout
6. Lani Martin
7. Beka Anderson
8. TreverDetomasi
9. Bobby Fagundes
10. Christina Hesselgesser
Chapter- Financial

Purpose: The financial committee is in charge of various fundraisers to raise extra money for the chapter, including coordinating the Bull Sale.

Goals:
1. Present a new fundraising idea at every chapter meeting.
2. Make a profit from every fundraiser.

Chairman: Clay Mulder

Overseen By: Christina Hesselgesser

Committee Members:
1. Amy Hesselgesser
2. Derek Whitten
3. Trey McGowan
4. Keith Grimes
5. Garrett Archuleta
6. Trever Detomasi
7. Dakota Sanders
8. Beka Anderson
Community Development- Citizenship

Purpose: This committee is in charge of all community service, namely coordinating events and workers for Eagle’s Hall.

Goals:
1. Have four members attend every Eagle’s Hall date.
2. Coordinate one community service project every month.

Chairman: Blane Merkley

Overseen By: Amy Hesselgesser

Committee Members:
1. Amy Hesselgesser
2. Lacie McElvain
3. Josey Moore
4. Rosemary Kufalk
5. Bobby Fagundes
6. Quincee Nuffer
7. Christina Hesselgesser
8. Mallory Goodrick
Community Development- Agricultural Promotion

**Purpose:** This committee handles Ag in the Classroom, which helps inform the youth of Churchill County about agriculture.

**Goals:**
1. Prepare short workshops and presentation for elementary school students.
2. Attend Ag in the Classroom in the spring.

**Chairman:** Madi Stout

**Overseen By:** Trey McGowan

**Committee Members:**
1. Amy Hesselgesser
2. Bobby Fagundes
3. Lani Martin
4. Sydney Howard
5. Lacie McElvain
6. Christina Hesselgesser
7. Sierra Sage
8. Kayla Arias
**Student- Healthy Lifestyles**

**Purpose:** This committee coordinates fun activities for the members to participate in throughout the year.

**Goals:**
1. Plan an ice breaker activity to do before every meeting.
2. Reserve a location for the annual Christmas Party.
3. Have one recreational activity every month.

**Chairman:** Beka Anderson

**Overseen By:** LacieMcElvain

**Committee Members:**
1. Kayla Arias
2. Amy Hesselgesser
3. Sierra Sage
4. Garrett Archuleta
5. Andria Hatch
6. Mallory Goodrick
7. Josey Moore
8. BlaneMerkley
Community Development- Human Resources

Purpose: This committee is in charge of coordinating Heifer International activities. Heifer International is a program that raises money for impoverished families over seas. The money is used to teach the people about agriculture, including purchasing livestock and caring for crops.

Goals:
1. Move the "Critters for Cause" signs once a week.
2. Raise $500 for Heifer International.

Chairman: Sydney Howard

Overseen By: TreverDetomasi

Committee Members:
1. Amy Hesselgesser
2. Lani Martin
3. LacieMcElvain
4. TreverDetomasi
5. Madi Stout
6. Bobby Fagundes
7. Kayla Arias
8. Derek Whitten
9. Buster Kyte
10. Wes Kyte
11. Brianna Hatch
Chapter- Recruitment

**Purpose:** This committee deals with spreading the word of FFA around the High School and Junior High to increase membership.

**Goals:**
1. Plan an assembly to present to the incoming freshmen at the end of the year.
2. Plan activities and games for FFA Week.
3. Hang up posters and signs promoting FFA.

**Chairman:** Jessica Sage

**Overseen By:** Trey McGowan

**Committee Members:**
1. Amy Hesselgesser
2. Sadie Venturacci
3. Jess Tews
4. Jenna Spencer
5. Ally Fulk
6. Cassidy LeGaux
Community Development- Economic Development

Purpose: This committee is in charge of the school farm.

Goals:
1. Give a monthly update on the school farm.
2. Organize members to irrigate, clean, and swath the field.
3. Get at least three cuttings off the field every year.
4. Graze the field during the fall/winter.

Chairmen: Garrett Archuleta and Rieger Kirkland

Overseen By: Bobby Fagundes

Committee Members:
1. Amy Hesselgesser
2. Lani Martin
3. Trever Detomasi
4. Trey McGowan
5. Justin McAfee
6. Wes Kyte
7. Derek Whitten
8. Clay Mulder
2012-2013 Chapter Budget

Estimated expenses by month:

June 2012
• SLC Scholarships- $200
• Fuel for FFA Truck- $100
• Deposit for Hotel Rooms at Nationals- $200

July 2012
• Fuel for FFA Truck- $100

August 2012
• Fuel for FFA Truck- $100

September 2012
• Ice Cream Social at Greenhand Conference- $100
• Homecoming Parade- $30
• Fuel for FFA Truck- $100

October 2012
• National Convention- $16,800
• Fuel for FFA Truck- $100
• Appreciation Dinner- $50

November 2012
• Thanksgiving Dinner Donation- $50
• Fuel for FFA Truck- $100
December 2012
  • Gift of Green- $200
  • Fuel for FFA Truck- $100
  • Christmas Party- $50

January 2013
  • Fuel for FFA Truck- $100

February 2013
  • FFA Week- $150
  • Fuel for FFA Truck- $100

March 2013
  • UC Davis Field Day- $500
  • Nevada State Convention- $5,000
  • Fuel for FFA Truck- $100

April 2013
  • Chapter Banquet- $700
  • Fuel for FFA Truck- $100

May 2013
  • End of the Year BBQ- $50
  • Fuel for FFA Truck- $100
2012 State Convention Results

**Creed Speaking**
Individual Placing
Josey Moore- 3rd

**Dairy Cattle Evaluation**
Individual Placing
Clay Mulder- 8th
Team Placing
Churchill County- 3rd

**Extemporaneous Public Speaking**
Individual Placing
Lani Martin- 2nd

**Floriculture**
Individual Placing
Amy Hesselgesser- 4th
Christina Hesselgesser- 9th
Lacie McElvain- 15th
Brianna Hatch- 14th
Team Placing
Churchill County- 2nd

**Ag Mechanics**
Individual Placing
Wes Kyte- 16th
Trey McGowan- 24th
Garrett Archuleta- 37th
Kyle Olsen- 29th
Team Placing
Churchill County- 7th
Horse Evaluation
Individual Placing
Quincee Nuffer- 2nd
Christina Hesselgesser- 4th
Amy Hesselgesser- 11th
Joleen Weir- 14th
Team Placing
Churchill County- 1st

Junior Rituals
Team Placing
Churchill County- 2nd

Livestock Evaluation
Individual Placing
Bobby Fagundes- 3rd
Andria Hatch- 16th
Trey McGowan- 17th
Clay Mulder- 22nd
Megan Warner- 15th
Kayla Arias- 34th
Team Placing
Churchill County- 3rd
Churchill County B- 10th

Best Informed Greenhand
Individual Placing
Mallory Goodrick- 13th
Andria Hatch- 17th
Blane Merkley- 24th
Josey Moore- 10th
Trey McGowan- 11th
Team Placing
Churchill County- 3rd
Farm Business Management
Individual Placing
Bobby Fagundes - 6th
Jake Olsen - 7th
Trever Detomasi - 10th
Team Placing
Churchill County - 4th

Meat Evaluation
Individual Placing
Bobby Fagundes - 10th
Trever Detomasi - 13th
Jake Olsen - 36th
Team Placing
Churchill County - 5th

Parliamentary Procedure
Individual Test Placing
Bobby Fagundes - 6th
Amy Hesselgesser - 25th
Christina Hesselgesser - 26th
Lani Martin - 19th
Lacie McElvain - 7th
Jake Olsen - 9th
Team Placing
Churchill County - 5th
### Activity Planning Sheets

**Activity:** Appreciation Dinner  
**Coordinator:** Josey Moore

<table>
<thead>
<tr>
<th>Goals:</th>
<th>Steps:</th>
<th>Target</th>
<th>Cost:</th>
<th>Evaluation:</th>
</tr>
</thead>
</table>
| -Effectively show our gratitude towards our community and their support  
-encourage further support. | -Reserve the Cafeteria  
-Make sign up sheets for students to bring food  
-Make invitations  
-Send out invitations  
-Have students bring their food  
-Have a wonderful dinner! | -Sep. 15 | -$0 | The dinner went very well, everyone enjoyed the food and the Green-hand Officer team got their first chance to speak. Next year, we hope to hold the dinner at the Multi-Purpose Center instead to promote a bigger turnout. |
| | | -Sep. 15 | -$0 | |
| | | - Sep. 18 | -$10 | |
| | | - Sep. 20 | -$0 | |
| | | -Oct. 5 | -$0 | |
| | | -Oct. 5 | -$0 | |
### Activity Planning Sheets

**Activity:** Gift of Green  
**Coordinator:** Blane Merkley

<table>
<thead>
<tr>
<th>Goals:</th>
<th>Steps:</th>
<th>Target Date:</th>
<th>Cost:</th>
<th>Evaluation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide a Christmas meal and Christmas presents to at least one family in need.</td>
<td>Find a family to sponsor</td>
<td>Dec 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tell members to sign up to bring gifts</td>
<td>Dec 3</td>
<td>$100</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bring gifts to Ag room</td>
<td>Dec 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Buy food</td>
<td>Dec 13</td>
<td>$15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Buy wrapping paper</td>
<td>Dec 13</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wrap gifts</td>
<td>Dec 13</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Deliver gifts to families</td>
<td>Dec 14</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Activity:</strong> Western Zone Contest</td>
<td><strong>Coordinator:</strong> Lani Martin, Amy Hesselgesser, Christina Hesselgesser</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Goals:</strong></td>
<td><strong>Steps:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Churchill County FFA will compete in at least five CDEs and place in the top three teams in each event.</td>
<td>- Choose CDEs: place sign up sheets in the Ag. Classrooms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Have practice once per week for each CDE team</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Register Teams</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Compete at Western Zone Contest</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Target Date:</strong></td>
<td><strong>Cost:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- November 2012</td>
<td>$200 expense</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- December 2012- March 2013</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- February 2013</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- March 2013</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goals:</td>
<td>Steps:</td>
<td>Target Date:</td>
<td>Cost:</td>
<td>Evaluation:</td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td>--------------</td>
<td>-------</td>
<td>-------------</td>
</tr>
</tbody>
</table>
| - Choose CDE's  
- Practice CDE's  
- Register  
- Attend State Convention and win everything. | - Have CDE sign ups in the ag room  
- Set Dates to practice  
- Practice CDE's weekly  
- Register all attending members  
- Reserve hotel rooms at John Ascua's Nugget  
- Attend State Convention | - Nov 4  
- Nov 15  
- Nov 15 - Mar 20  
- Feb 1  
- Feb 20  
- Mar 20 | - $30  
- $4000  
- $1200 | |
<table>
<thead>
<tr>
<th>Activity: Banquet</th>
<th>Coordinator: Josey Moore</th>
</tr>
</thead>
</table>

**Goals:**
- Increase attendance from last year.
- Have a sufficient amount of food.
- Have well scripted and rehearsed program that runs smoothly through the night.

**Steps:**
- Reserve the Fallon Convention Center
- Have monthly meetings for members of the banquet committee to start organizing
- Buy needed decorations
- Write a script
- Make a program
- Make invitations
- Send out invitations
- Make sign ups for side-dishes
- Get baskets and items for silent auction
- Buy meat
- Have members bring their dishes
- Set up and decorate the convention center
- Have a wonderful banquet!

<table>
<thead>
<tr>
<th>Target Date</th>
<th>Cost</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 4</td>
<td>$150</td>
<td></td>
</tr>
<tr>
<td>Once a month</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>April 1</td>
<td>$40</td>
<td></td>
</tr>
<tr>
<td>April 12</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>April 17</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>March 25</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>April 1</td>
<td>$10</td>
<td></td>
</tr>
<tr>
<td>April 12</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>April 1</td>
<td>$25</td>
<td></td>
</tr>
<tr>
<td>April 25</td>
<td>$100</td>
<td></td>
</tr>
<tr>
<td>April 26</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>April 26</td>
<td>$0</td>
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</table>
## Activity Planning Sheets

**Activity:** Eagle’s Hall  
**Coordinator:** Blane Merkley

<table>
<thead>
<tr>
<th>Goals:</th>
<th>Steps:</th>
<th>Target</th>
<th>Cost:</th>
<th>Evaluation:</th>
</tr>
</thead>
</table>
| - Find members who can work the dates  
- Work at Eagle’s Hall | - Have sign-ups at every chapter meeting  
- Remind the members the night before | Every 1<sup>st</sup> and 3<sup>rd</sup> Sunday of the month | $0 | |
<table>
<thead>
<tr>
<th><strong>Activity Planning Sheets</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity:</strong> Twine Program</td>
</tr>
<tr>
<td><strong>Coordinator:</strong> Chapter Financial</td>
</tr>
<tr>
<td><strong>Goals:</strong></td>
</tr>
<tr>
<td>- Help the community by gathering unwanted twine.</td>
</tr>
<tr>
<td>- Use the money earned from the recycled twine to help students pay for trips and activities throughout the year.</td>
</tr>
<tr>
<td><strong>Steps:</strong></td>
</tr>
<tr>
<td>- Sign up six FFA members to go collect twine.</td>
</tr>
<tr>
<td>- Send twine to High Desert Recycling.</td>
</tr>
<tr>
<td>- Receive money.</td>
</tr>
<tr>
<td><strong>Target Date:</strong></td>
</tr>
<tr>
<td>- Weekly</td>
</tr>
<tr>
<td>- Monthly</td>
</tr>
<tr>
<td><strong>Cost:</strong></td>
</tr>
<tr>
<td>- $50- fuel expense</td>
</tr>
<tr>
<td>- $1,000 income</td>
</tr>
<tr>
<td><strong>Evaluation:</strong></td>
</tr>
</tbody>
</table>
The FFA Creed

By E.M. Tiffany

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

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

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

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

I believe that American agriculture can and will hold true to the best traditions of our national life and that I can exert an influence in my home and community which will stand solid for my part in that inspiring task.
12

School and/or Department Policies

Comprehensive Program Plan, K. Moore
Churchill County Agriculture Department Policies

Vehicle and Equipment Use
The vehicle, trailer, and equipment which belongs either to the Churchill County High School Agriculture Department or the Churchill County FFA Chapter is governed by this policy adopted by the instructors and approved by the superintendent.

1. The equipment is available for student use and its use is encouraged in order to supplement classroom instruction and the supervised agricultural experience project of the student provided the student is regularly enrolled in an agriculture course and has received proper instruction by the instructor on its operation. The instructor must grant approval.

2. The equipment is available for program use only. It must be understood that the equipment cannot be used for monetary gain nor compensation of any kind. Maintenance of the school farm is the priority use of this equipment as well as gathering twine and transportation of students to events within a reasonable traveling distance.

3. Cost related to the repair or replacement of any equipment used due to abuse, misuse, or accidental breakage is the responsibility of the user. Normal maintenance costs will be the responsibility of the department.

4. A log must be kept in the Agriculture Department Office of all equipment use, the name of the user and its expected date of return.

5. The instructor must exercise extreme caution in allowing students to operate school-owned motor vehicles off-campus. Any student allowed by an instructor to operate a motor vehicle must have a valid driver's license, permission slip on file (must be updated annually), and permission of the district administration by providing a DMV driving record to transportation department, and passing the school district operator's exam. This applies to truck, truck with trailer, swather, harrow bed, and the school tractor.

Churchill County FFA Participation and Eligibility Policy
To participate in off campus FFA activities students must maintain a minimum of a 2.0 current grade point average with no "F" grades. This is a board policy for all extra/co-curricular activities, and is endorsed by the CCHS Agriculture Department. Students need to realize participation in trips sponsored by the FFA chapter is a privilege and must earn the honor of representing the chapter and our school. A 2.0 grade point average is not unreasonable to expect FFA members to maintain and helps to ensure the integrity of the program.

Comprehensive Program Plan K. Moore
Churchill County Agriculture Department Policies

Participation in Livestock Shows and Fairs

1. The student's grades must meet school eligibility requirements at the time of the event. Academic eligibility will be determined by athletic secretary grade checks scheduled at 3 week intervals throughout the school year. Failure to comply with the school eligibility requirements will result in refusal of student to participate in the event, regardless of investment.

2. The student must keep an accurate and up-to-date AET Record Book. Record books be completed and submitted to instructor prior to submission to livestock show board and must include at least 3 pictures of current project.

3. A draft copy of a "thank you" letter to the buyer must be submitted to the instructor for approval and transferred to official FFA stationary when the necessary corrections are complete. The student's check will be withheld until the letter is written.

4. All animal projects kept at the fairgrounds are the responsibility of the student. The pen must be kept clean at all times. The student will be held liable for all damages to the facility which are the result of abuse, misuse, or neglect. A cleaning charge will be included in entry fees and refunded upon satisfactory cleaning of the area following the auction. This is left to the discretion of the instructor in charge. Failure to abide by the direction of the instructor in charge can result in ejection from the event and possible denial of future participation.

I understand the rules concerning use of the Agriculture Department Equipment and other eligibility requirements associated with displaying an animal project at fairs and shows. I agree to these rules and requirements and I will suffer the consequences should I fail to abide by them.

STUDENT SIGNATURE ___________________________ DATE_________________

PARENT SIGNATURE ___________________________ DATE_________________

IDENTIFY THE PROJECT ____________________________

Comprehensive Program Plan: K. Moore
13

Program Completers
Churchill County School District Agriculture Education
Program Completer

In the Churchill County School District a Program Completer is a student that has completed a series of at least three consecutive Agriculture Education courses successfully and achieved a passing score on the Nevada State Proficiency exam for the completer course they have chosen. Students can be a completer in more than one area.

Examples:
Agriculture Science I
Agriculture Science II
Animal Science – completer course with state proficiency exam

Agriculture Science I
Agriculture Science II
Natural Resource Management – completer course with state proficiency exam

Agriculture Science I
Agriculture Science II
Agriculture Leadership – completer course with state proficiency exam

Agriculture Science I
Agriculture Science II
Agriculture Business

Agriculture Science I
Agriculture Science II
Horticulture Science – completer course with state proficiency exam

Agriculture Mechanics & Engineering Technology I
Agriculture Mechanics & Engineering Technology II
Agriculture Mechanics & Engineering Technology III – completer course with state proficiency exam
Advanced Studies in AMET – completer course with state proficiency exam

Comprehensive Program Plan, K. Moore
14
Teacher Data Sheet for each Teacher
State of Nevada
License for Educational Personnel
License No. 0000037601
This License Certifies That
KRIStina K Moore
has complied with the prescribed rules and regulations of the Commission on Professional Standards in Education and, for the Superintendent of Public Instruction, has granted this license which authorizes him/her to provide service in the schools of the State of Nevada in the following areas:

<table>
<thead>
<tr>
<th>Type of License</th>
<th>Kind of License</th>
<th>Issue</th>
<th>Endorsements</th>
<th>Expires</th>
<th>Provision Code(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>STANDARD</td>
<td>SPECIAL</td>
<td>09/12/2008</td>
<td>RESTORATION EDUCATION 08/17/2000</td>
<td>09/25/2013</td>
<td>0353591 1</td>
</tr>
<tr>
<td>STANDARD</td>
<td>SPECIAL</td>
<td>09/12/2008</td>
<td>SUBSTITUTE 11/14/2012</td>
<td>09/25/2013</td>
<td>0353591 1</td>
</tr>
</tbody>
</table>

Keith W. Rhinehart
State Superintendent of Public Instruction

Mark teachers or other educational employees who are required to have a license in accordance with sections maintaining and renewing teacher license (NAC 394.225-11).
15

Agriculture Advisory Committee Roster
Agriculture Department
Advisory Committee Roster 2012-2013

Chair:
Mickey Laca
Owner/Operator, Laca Livestock
2050 Union Ln
Fallon, NV 89406
775-423-2963

Committee Members:
Rick Lattin
Owner/Operator Lattin Farms
1955 McLean Rd
Fallon, NV 89406
775-867-4580

Dave Ott
Owner/Operator Ott’s Farm Equipment
5130 Reno Hwy
Fallon, NV 89406
775-867-2322

Skylar Bass-Hiibel, DVM
Veterinarian
3660 Schurz Hwy
Fallon, NV 89406
775-423-7528

Donna Withers
NRCS, Wildlife Specialist
4090 Allen Rd
Fallon, NV 89406
775-423-5287

Bob Oakden
Owner/Operator Oakden Swine
6660 Indian Hills Rd
Fallon, NV 89406
775-423-5444

Cindy Felton
Owner, High Desert Recycling
630 Spice Island Dr, Suite D
Sparks, NV 89431
775-302-6163
16

Advisory Committee Meeting Minutes
Minutes for Churchill County School District
Agricultural Education Advisory Committee Meeting
August 31, 2012

The meeting was called to order by chairperson, Mickey Laca at 6:10 p.m., August 31st, 2012 in room S-19 at Churchill County High School.

The call for additional agenda items was made.

Ms. Moore presented current programs, course offerings, state of facilities and general equipment inventory.

Mrs. Withers recommended establishing an internship program with the Stillwater Wildlife Refuge for students in the Natural Resource and Wildlife Management class.

It was moved by Mrs. Withers and seconded by Mr. Oakden that an internship program be established with the NRCS Stillwater Wildlife Refuge. Motion passed unanimously.

Mr. Guazzini recommended that Animal Science course update it's nutrition unit to include a section on Fodder Systems as an alternative to tradition feed sources.

It was moved by Mr. Guazzini and seconded by Dr. Hiibel to include a unit on Fodder Systems in the Nutrition unit of Animal Science.

Mr. Lattin moved to amend the motion by adding “in conjunction with the Hydroponics unit in Horticulture Science”. Seconded by Dr. Hiibel. Amendment and motion passed unanimously.

Mr. Lattin recommended that we expand the Horticulture Science course to include a larger Floriculture Unit and pursue grant funding for a walk-in flower cooler for the classroom.

FFA President, Robert Fagundes presented the 2012-13 calendar of events and Program of Activities for the chapter. Milk Quality, Floriculture, and Horse Evaluation Teams will be traveling to Indianapolis, IN representing Nevada at the National FFA Convention. Churchill County FFA will be raising funds in order to participate as a sponsor of Heifer International which is a program that donates animals to families and villages in impoverished country and teaches them how to care for and proliferate the poultry or livestock for a continued source of nutrition.

The next meeting is scheduled for January 25th, 2013 6:00pm, in the CCHS Ag Science Room, S-19.

The meeting was adjourned at 7:50 p.m. by chairperson Mickey Laca.

Respectfully Submitted,
Kristina Moore, CCHS FFA Advisor
Minutes for Churchill County School District
Agricultural Education Advisory Committee Meeting
January 25, 2013

The meeting was called to order by chairperson, Mickey Laca at 6:02 p.m., January 25th, 2013 in room S-19 at Churchill County High School.

The call for additional agenda items was made.

Ms. Moore and Mrs. Withers reported that the internship program had been established with the Stillwater Wildlife Refuge. A whole class field trip was taken first. Students were introduced to the Biologists and Specialists on site and given the opportunity to sign up for future opportunities for internships at the facility. Six students have volunteered for different programs at the refuge since the field trip. We have also established a partnership with NRCS to have Ag Ed students assist in their Carson River Day Event in April.

Fodder Pro System order has yet to be processed but should be completed and delivered by the end of February.

Daisy Mae’s and Desert Rose Florists have been contacted for more information and guidance and the equipment that would be necessary and helpful in establishing a floriculture program at CCHS.

Ms. Moore announced that Zone Contests will be held in Minden, Nevada on February 25th and would like some volunteers for judges and chaperones. Dr. Hliibel offered to assist in judging the Vet Science CDE and Mr. Oakden offered to help judge speaking events.

It was moved by Mrs. Wither to provide the Nevada State FFA Association with the contact information of those on the committee in order for them to have direct contact with the committee about needs for State Convention. Seconded by Ted Guazzini. Motion passed unanimously.

FFA President, Robert Fagundes presented the 2013 CCFFA Spring Events.

The next meeting is scheduled for January 25th, 2013 @ 6:00pm, in the CCHS Ag Science Room, S-19.

The meeting was adjourned at 7:38 p.m. by chairperson Mickey Laca.

Respectfully Submitted,
Kristina Moore, CCHS FFA Advisor
17

Current Year Budget
Agriculture Education Discretionary Funds (local) - $3000

- Horticulture class supplies (flats, containers, soil, etc) $1000
- Animal Science class supplies (dissection specimens) $500
- Ag Mechanics class supplies (rod and practice metal) $1500

Agriculture Science ASB account for class fees ($5-10 per student) - $1580

- Horticulture supplies (seeds, plugs, etc) $300
- Animal Science (rope, syringes, vet supplies etc) $520
- Natural Resources (tools, pelts, field trips, etc) $320
- Ag Sci I (field trips & travel) $150
- Environmental Science (lab supplies & field trip) $290

Agriculture Mechanics ASB account for class fees ($15 per student) - $1350
Safety glasses, gloves, face shields, shaded lenses, practice metal

FFA ASB Account

<table>
<thead>
<tr>
<th>Income:</th>
<th>Expenses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hay from school field</td>
<td>Greenhand Conference $2080</td>
</tr>
<tr>
<td>Twine Recycling</td>
<td>National Convention $18,000</td>
</tr>
<tr>
<td>Bull Sale proceeds</td>
<td>Thanksgiving &amp; Christmas Families $300</td>
</tr>
<tr>
<td>Honey Sales</td>
<td>Winter Leadership Training $800</td>
</tr>
<tr>
<td>Total $43,000</td>
<td>Zone Contest $240</td>
</tr>
<tr>
<td></td>
<td>UC Davis Field Day $1,000</td>
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<tr>
<td></td>
<td>State Convention $5,000</td>
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<tr>
<td></td>
<td>Banquet $1,000</td>
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<tr>
<td></td>
<td>Summer Leadership Camp $2400</td>
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<tr>
<td></td>
<td>Total $30,820</td>
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Comprehensive Program Plan, K. Moore
### Nevada State Career and Technical Education Grant Funds

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>SolGear Student Kits</td>
<td>$1,040.00</td>
</tr>
<tr>
<td>Experimental Fuel Cell Car Kit</td>
<td>$909.35</td>
</tr>
<tr>
<td>36 V 2230 Hydropower Science Kit</td>
<td>$649.35</td>
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<tr>
<td>36 V 2231 Wind Power Science Kit</td>
<td>$649.35</td>
</tr>
<tr>
<td>36 V 6058 Survey of Environmental Science</td>
<td>$199.95</td>
</tr>
<tr>
<td>36 V 5517 Tapwater Tour Water Quality Test</td>
<td>$66.50</td>
</tr>
<tr>
<td>36 V 0959 Stream Ecology Test Kit</td>
<td>$86.50</td>
</tr>
<tr>
<td>12 V 0022 USDA Soil Texturing Field flow Chart</td>
<td>$16.95</td>
</tr>
<tr>
<td>33 V 0076 Animal Tracks Poster</td>
<td>$19.95</td>
</tr>
<tr>
<td>67 V 1113 Recycling Riker Mount</td>
<td>$75.75</td>
</tr>
<tr>
<td>67 V 1153 Basic Leaf Riker Mount</td>
<td>$57.95</td>
</tr>
<tr>
<td>36 V 6216 WARD'S Paper Recycling Kit</td>
<td>$645.00</td>
</tr>
<tr>
<td>74 V 7002 Pig Development Museum Mount</td>
<td>$199.00</td>
</tr>
<tr>
<td>33 V 2830 Rabbit Anatomy Poster</td>
<td>$21.00</td>
</tr>
<tr>
<td>74 V 7002 Cat 3-D Dissection CD-ROM</td>
<td>$109.00</td>
</tr>
<tr>
<td>Chop saw blades</td>
<td>$372.00</td>
</tr>
<tr>
<td>SMAW Electrodes</td>
<td>$250.00</td>
</tr>
<tr>
<td></td>
<td><strong>$5,367.60</strong></td>
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</tbody>
</table>

### Perkin’s Grant Fund

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAERT Agriculture Science Curriculum</td>
<td>$1,500.00</td>
</tr>
<tr>
<td>Advisor Travel to National FFA Convention</td>
<td>$1,500.00</td>
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<tr>
<td>Advisor Travel to Summer NAAE Conference</td>
<td>$600.00</td>
</tr>
<tr>
<td>Advisor Travel to Winter NAAE Conference</td>
<td>$300.00</td>
</tr>
<tr>
<td>Advisor Travel to State FFA Convention</td>
<td>$600.00</td>
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<tr>
<td>Agriculture &amp; FFA Periodical/curriculum packets</td>
<td>$1,800.00</td>
</tr>
<tr>
<td></td>
<td><strong>$6,300.00</strong></td>
</tr>
</tbody>
</table>
18
Signed Articulation Agreements

Comprehensive Program Plan, K. Moore
# Tech Prep Application Form
Churchill County High School

<table>
<thead>
<tr>
<th>High School Course Title</th>
<th>GBC Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Leadership</td>
<td>AGR 105 Ag Communications and Organizations</td>
<td>3</td>
</tr>
<tr>
<td>Ag Business</td>
<td>AGR 110 Introduction to Ag Management</td>
<td>3</td>
</tr>
<tr>
<td>Plant Science</td>
<td>NRES 150 Fundamentals of Plant Science</td>
<td>3</td>
</tr>
<tr>
<td>Veterinary Medicine or Animal Science</td>
<td>ANSC 100 Elements of Livestock Production</td>
<td>3</td>
</tr>
</tbody>
</table>

Great Basin College is an Equal Opportunity/Affirmative Action agency and does not discriminate on the basis of race, color, religion, gender, national origin, age, political affiliation, or disability. The following person has been designated to handle inquiries regarding the non-discrimination policies: Affirmative Action Officer, Great Basin College, 1500 College Parkway Elko, Nevada 89801 (775)753-2181
WINTER IN-SERVICE  
January 7 & 8, 2011  
Elko Nevada  
Draft

Friday January 7, 2011 - Elko County School District Office

8:00 am. Registration & Networking
8:30 a.m. Trent Coates, President NATA
9:00 am – 10:45 am CAERT Curriculum and Assessment Online
10:45am – 11:00 am Break
11:00 am – 12:00pm Carl D. Perkins Grant Application
12:00 pm – 1:00 pm Lunch
1:00 pm – 3:00 pm State CTE Fund Grant Application
3:00 pm – 3:15 pm Break
3:15 pm – 5:00 pm State CTE Fund Grant Application

6:00 pm Ag Teacher Banquet, location to be announced

Saturday January 8, 2011 – Elko County High School

9:00 am NVATA General Session
   Call to Order- Trent Coates, President
   Minutes- Shane Sutton, Secretary
   Financial Report- Shane Sutton Treasurer
   CTE Money Update – Jim Barbee
   Data Collection/ Quality Criteria Review
   Vet Med Contest at HOSA and FFA
   State Convention/Association Report- Heather Dye
   State CDE Report- Jim Barbee
          Planning Sessions- 30 minutes

10:15am- 11:00am Break
11:00am-12:00pm Region I Meeting and ACTE Update- Trent Coats
                     Standards Development- Jim Barbee
                     NACTE update- Trent Coates
                     FFA Foundation- Heather Dye
                     GBC Report- Tracy Shane
                     GBC Articulation Agreements – Kristina Moore, CCHS
                     Other Business

12:00 - 1:00 p.m. Lunch at on your own
TECH PREP PROGRAM ARTICULATION AGREEMENT
BETWEEN GREAT BASIN COLLEGE AND
CHURCHILL COUNTY SCHOOL DISTRICT
11/24/2010

This Articulated Agreement has been enacted to facilitate the transfer of students taking the following high school course(s) listed by earning college credit for the equivalent Great Basin College course(s) listed. This agreement is the result of an articulation meeting involving the faculty and administration at both Churchill County School District and Great Basin College.

This agreement will be reviewed every year by Great Basin College and High School program representatives. Recommendations for amending this agreement are made during a meeting scheduled in the fall of each year. Any changes will be reflected in a revised agreement and submitted for joint high school program and GBC program approval.

1. ARTICULATED COURSES
This articulation agreement applies to the following courses:

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<thead>
<tr>
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<th>Great Basin College Course and Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ag Business</td>
<td>AGR 110 Introduction to Ag Management</td>
</tr>
<tr>
<td></td>
<td>3 credits</td>
</tr>
</tbody>
</table>

2. ARTICULATION PROCEDURE
Participants will follow approved procedures between Churchill County School District and Great Basin College outlined in the Tech Prep Memorandum of Understanding. A Tech Prep Memorandum of Understanding from Great Basin College and Churchill County School District outlining the articulation, implementation, and marketing of the Tech Prep program is required and will be renewed each year.

3. COMPETENCIES
A list of competencies (in the form of a list, syllabus or class curriculum) for the aforementioned articulated courses are attached to this document. Students must maintain a minimum grade of "B" in the articulated high school course to receive credit at GBC and take the course as a Junior or Senior, or complete the final course in a series as a junior or senior.
4. APPROVAL
The following signatures represent and uphold this agreement.

Kristina K. More 12/13/10  Tracy Shane 2/22/11
High School Instructor       Date               Date
Heather Steel 2/8/11
High School Principal       Date
Robert Freeman 12/13/10 Date
Tech Prep Representative

Bret Murphy 2-11-11
Date
Dean of Applied Sciences

Mike McFarlane 3-8-11
Date
Vice President of Academic Affairs

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High School Instructor

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Date
GBC Instructor

Heather Steel 2/16/11 Date
GBC Tech Prep Coordinator

Robert Freeman 12/13/10 Date
Tech Prep Representative

Bret Murphy 2-11-11 Date
Dean of Applied Sciences

Bill Murray

Mike McFarlane 3-8-11 Date
Vice President of Academic Affairs

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Date

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High School Principal

Date

Bret Murphy
Dean of Applied Sciences

Date

Robert Freeman
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Date

Mike McFarlane
Vice President of Academic Affairs

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<tbody>
<tr>
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<td>AGR 105 Ag Communications and Organization 3 credits</td>
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GBC Tech Prep Coordinator

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Tech Prep Representative

Bret Murphy 2-11-11
Dean of Applied Sciences

Mike McFarlane 3-8-11
Vice President of Academic Affairs
19

Graduate Follow-up System

Comprehensive Program Plan, K. Moore
Churchill County School District Agriculture Department
Graduate Follow-up Survey

Name:__________________________________________
Address:_____________________________________________________________________
Phone:__________________________ Email:_____________________________________

1. Where are you now? (Mark all that apply.)
   ___Attending Post-Secondary Institution  ___Working
   ___Full time  ___2-year school  ___Full time
   ___Part time  ___4-year school  ___Part time
   ___Technical School
   Course of study:__________________________  Job Title:______________________

   ___Military  ___Homemaker
   ___Other ________________________________

2. Did being a part of the CCHS Ag Ed program help you choose your current path? ___yes ___no

3. How well did your CCHS Agriculture courses prepare you for further school/work?
   ___Excellent  ___Good  ___Fair  ___Poor

4. How well did your CCHS career guidance and counseling prepare you for post-graduate
   experiences?
   ___Excellent  ___Good  ___Fair  ___Poor

5. Mark the following FFA related experiences that you feel were valuable learning experiences.
   ___Career Development Events  ___Public Speaking Events
   ___Degree and award programs  ___Working with others in chapter activities
   ___Community Service Activities  ___Officer/Committee activities
   ___Industry Networking  ___Other ________________________________

6. Mark the following SAE related experiences that you feel were valuable.
   ___Skills learned directly related to project  ___Record keeping skills
   ___Developing a sense of responsibility  ___Industry Networking
   ___Learning to earn  ___Other ________________________________
7. How would you describe the CCHS Animal Science Program overall?
___ Disorganized       ___ Out-of-date       ___ Poorly maintained
___ Organized          ___ Modern           ___ Well Maintained
___ Inadequate amount of equipment   ___ Adequate amount of equipment

8. How would you describe the CCHS Horticulture Program overall?
___ Disorganized       ___ Out-of-date       ___ Poorly maintained
___ Organized          ___ Modern           ___ Well Maintained
___ Inadequate amount of equipment   ___ Adequate amount of equipment

9. How would you describe the CCHS Ag Mechanics Program overall?
___ Disorganized       ___ Out-of-date       ___ Poorly maintained
___ Organized          ___ Modern           ___ Well Maintained
___ Inadequate amount of equipment   ___ Adequate amount of equipment

10. How would you describe the CCHS Natural Resource Management Program overall?
___ Disorganized       ___ Out-of-date       ___ Poorly maintained
___ Organized          ___ Modern           ___ Well Maintained
___ Inadequate amount of equipment   ___ Adequate amount of equipment

Further comments or suggestions for Improving the CCHS Agriculture Education Program:
____________________________________________________________________
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Graduate Survey Results for Classes of 2011 & 12
Churchill County School District Agriculture Department
Graduate Follow-up Survey

Name: ________________________________
Address: ________________________________
Phone: ______________________ Email: ________________________________

1. Where are you now? (Mark all that apply.)
   - 65% Attending Post-Secondary Institution
     - 45% Full time ______ 2-year school
     - 20% Part time ______ 4-year school
     - ______ Technical School
   - 25% Working
     - 15% Full time
     - 10% Part time
   - Business Type: ________________________________
   - Course of study: ________________________________
   - Job Title: ________________________________
   - 6% Homemaker
   - 4% Military
   - ______ Other ________________________________

2. Did being a part of the CCHS Ag Ed program help you choose your current path? Yes 58% no 42%

3. How well did your CCHS Agriculture courses prepare you for further school/work?
   - 67% Excellent
   - 24% Good
   - 8% Fair
   - 1% Poor

4. How well did your CCHS career guidance and counseling prepare you for post-graduate experiences?
   - 41% Excellent
   - 48% Good
   - 11% Fair
   - 0% Poor

5. Mark the following FFA related experiences that you feel were valuable learning experiences.
   - 68% Career Development Events
   - 38% Public Speaking Events
   - 25% Degree and award programs
   - 86% Working with others in chapter activities
   - 56% Community Service Activities
   - 33% Officer/Committee activities
   - 78% Industry Networking
   - ______ Other ________________________________

6. Mark the following SAE related experiences that you feel were valuable.
   - 82% Skills learned directly related to project
   - 61% Record keeping skills
   - 89% Developing a sense of responsibility
   - 57% Industry Networking
   - 63% Learning to earn
   - 36% Other ________________________________
Graduate Survey Results for Classes of 2011 & 12

7. How would you describe the CCHS Animal Science Program overall?
   5% Disorganized  0% Out-of-date  0% Poorly maintained
   89% Organized    78% Modern    96% Well Maintained
   5% Inadequate amount of equipment  89% Adequate amount of equipment

8. How would you describe the CCHS Horticulture Program overall?
   4% Disorganized  2% Out-of-date  1% Poorly maintained
   93% Organized    88% Modern    89% Well Maintained
   ____Inadequate amount of equipment  98% Adequate amount of equipment

9. How would you describe the CCHS Ag Mechanics Program overall?
   78% Disorganized  57% Out-of-date  94% Poorly maintained
   11% Organized    59% Modern    4% Well Maintained
   4% Inadequate amount of equipment  94% Adequate amount of equipment

10. How would you describe the CCHS Natural Resource Management Program overall?
    4% Disorganized  8% Out-of-date  4% Poorly maintained
    86% Organized    84% Modern    90% Well Maintained
    2% Inadequate amount of equipment  96% Adequate amount of equipment

Further comments or suggestions for Improving the CCHS Agriculture Education Program:

____________________________________________________________________________________
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20

List of Active Placement Sites
<table>
<thead>
<tr>
<th>Work Site</th>
<th>Student</th>
<th>Animal</th>
<th>Plant</th>
<th>Business</th>
<th>Nat Res</th>
<th>Env Sci</th>
<th>Ag Mech</th>
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<tr>
<td>American Ag Credit 423-3136</td>
<td>Blane Merkley</td>
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<td>Animal Protection 423-7500</td>
<td>Victoria Lake</td>
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<td>Fallon Livestock 867-2031</td>
<td>Donald Moyle</td>
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<tr>
<td>Flower Tree Nursery 423-1113</td>
<td>Madi Stout</td>
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<td>Weaver Perf. Horses 423-0408</td>
<td>Kadee O'Brien</td>
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<tr>
<td>Hillside Dairy 423-7468</td>
<td>Jake Olsen</td>
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<tr>
<td>Jernigan's Dairy 867-3475</td>
<td>Mitch Whitaker</td>
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<tr>
<td>JK Llamas Nursery 423-8699</td>
<td>Kristi Llamas</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Lahontan Valley Veterinarians 423-7528</td>
<td>Bridger Young</td>
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<tr>
<td>Lattin Farms 867-4580</td>
<td>Jake Burchard</td>
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<tr>
<td>Lee Performance Horses 423-4765</td>
<td>Joleen Weir</td>
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<td>Mills Dairy 867-3000</td>
<td>Patricia Irvin</td>
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<td></td>
<td></td>
</tr>
<tr>
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<td>Student</td>
<td>Animal</td>
<td>Plant</td>
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<td>Env Sci</td>
<td>Ag Mech</td>
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<tr>
<td>Mori Meats 423-4808</td>
<td>Clay Mulder</td>
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<tr>
<td>Nevada Livestock 423-7760</td>
<td>Wes Kyte</td>
<td></td>
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<tr>
<td>NDOV 423-3171</td>
<td>Trever Parsons</td>
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<tr>
<td>NRCS 423-5124</td>
<td>Derrick Whitten</td>
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<td></td>
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<td></td>
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<tr>
<td>Ott's Equipment 867-2322</td>
<td>Kyle Olsen</td>
<td></td>
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<td>X</td>
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<tr>
<td>Regli Dairy 867-2824</td>
<td>Andi Hatch</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sandhill Dairy</td>
<td>Sam Van Peer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stix Feedlot 575-1124</td>
<td>Sam T Guazzini</td>
<td></td>
<td></td>
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<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Storm's Dairy</td>
<td>Kevin Dalluge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Tommy Lee Livestock 741-4523</td>
<td>Jes Tews</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>York Meats 423-5228</td>
<td>Derek Samaripa</td>
<td></td>
<td></td>
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<td>X</td>
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</table>
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Recruitment Activities and Materials
CCHS Agriculture Education Recruitment Program

Each year the Agriculture Leadership class designs two promotional pamphlets. The first pamphlet is created at the very beginning of the school year and designed for recruiting Ag I students into a more active role in FFA. At the end of the first semester they design a brochure to be distributed at service club meetings after they have given a presentation to the group about the role of Agriculture Education in the modern education system and opportunities available to young leaders in FFA. The chapter awards scholarships all Ag I students to attend the annual Greenhand Conference in September put on by the Nevada State FFA Association. This gives all first year students a look at the enthusiasm and opportunities found in FFA. The Chapter Officer team maintains both a Churchill County FFA website and a Churchill County FFA Facebook page to help parents, members, staff, and community members to stay informed about FFA activities and give them access to information about the organization and upcoming opportunities. In the spring, during FFA week we play games on campus each day, announce Ag Facts, and invite students to sign up for an Ag class during registration to tap into the opportunities that we have available. On Friday of FFA week we put on an assembly at the Junior High that highlights all of the fun, travel, leadership, learning, and success that can be experienced through FFA. Current members talk about the Ag class that they can take at the high school, careers, Supervised Agriculture Experience Projects, leadership conferences, and conventions. At the end of the school year we host a BBQ at the high school on the quad area between the Ag Science classroom, Greenhouse, and Ag Shop for all current and prospective Ag students to get together and talk about the fun they have had, brainstorm ideas for new activities, and talk about going to Summer Leadership Camp. We award Summer Leadership Camp scholarships to incoming freshmen that attend this event in the hope that it will spark their interest and enthusiasm for the organization.
Gift of Green

Trick or Treating For Cans

Ag in the Classroom

Twine Gathering

Eagle’s Hall

Thanksgiving Dinner

Critters for Cause

Agricultural Science I & II

Agricultural Leadership

Agriculture Mechanics I, II, III, IIII

Horticulture Science

Animal Science

Natural Resources and Wildlife Management

Environmental Science

Like us on Facebook: Churchill County FFA

Phone: 775-217-9194

Email Address: ffabobby55@live.com
What is FFA?

FFA is a unique agricultural organization that encourages leadership, career success and personal growth among young people across the nation.

What's an SAE?

A Supervised Agriculture Experience (SAE) are student-based projects that provide valuable experience and skills for many agricultural careers. This program is the best way for students to experience the world of business.

What's a CDE?

A Career Development Event (CDE) is designed to prepare students for careers in agriculture. These contests give members a glimpse at the careers involved in that particular field of work.

FFA Motto

Learning to Do, Doing to Learn, Earning to Live, Living to Serve.

FFA Mission

The National FFA Organization is dedicated to making a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education.

Agricultural Education Mission

Agricultural Education prepares students for successful careers and a lifetime of informed choices in global agriculture, food, fiber, and natural resources systems.
Welcome to the Official Churchill County FFA Web Page!

Super Leaders!

Be a Hero: Lead the World!

2012 - 2013 Officers

President- Robert Eaganus
de Vice President- Amy Hesseleresse
de Secretary- Kayla Arias
de Treasurer- Christina Hesseleresse
de Reporter- Trever Detomasi
de Sentinel- Trey McGowan
de Historian- Lacie McElvain

2012 - 2013 Advisors

Ms. Kristina Moore
Mr. Cortney Dahl

What is FFA?

FFA is a dynamic youth organization within agricultural education that changes lives and prepares students for careers in the agricultural and health-care industries. FFA was created in 1926 as the Future Farmers of America. The name was changed in 1988 to the National FFA Organization to represent the growing diversity of agricultural education. FFA works to lead the nation in positive changes for rural America and to help improve the quality of life for all Americans. The mission of FFA is to develop tomorrow's leaders, today.

The Mission Statement

FFA makes a positive difference in the world by developing its potential for agricultural leadership, personal growth, and career success through agricultural education.

Motto

Learning to Do.
Doing to Learn.
Earning to Live.
Living to Serve.

Links:

ffanation.org
www.ffa.org
mcaged.com
WHAT IS FFA?
The National FFA Organization is one of the country’s largest youth organizations, with more than 540,000 members in nearly 7,500 chapters in all 50 states, Puerto Rico and the Virgin Islands. FFA combines classroom learning with hands-on experience, preparing members for premier leadership, personal growth and career success through agricultural education.

WHO ARE OUR MEMBERS?
Getting your food products from farm to fork requires many different people with many different specialties and skill sets. Students join FFA in order to explore a variety of career fields, from Biology to business management. Members receive the knowledge and leadership skills they need to succeed in any career path. Many go on to become chemists, veterinarians, policy makers, horticulturalists, entrepreneurs, ranchers and teachers.

HOW DOES FFA MAKE AN IMPACT?
FFA functions as a part of a school’s agricultural education program, helping students prepare for careers in the business, science and technology of agriculture. FFA members impact the community by participating in civic engagement activities and educating children and local communities about the importance of agriculture.

OPPORTUNITIES
Students benefit from curriculum that combines classroom instruction with hands-on experience. FFA members have the opportunity to participate in a personalized real-world project known as a supervised agricultural experience (SAE) program. Members build upon their leadership skills by serving as a chapter officer, planning special events and participating in various public speaking activities.

In addition to opportunities for scholarships and awards, FFA members also take part in dynamic leadership conferences, international travel and conventions. The National FFA Convention & Expo, held each fall, draws nearly 55,000 attendees.

FFA MEMBERS are the innovators and leaders of tomorrow. Through agricultural education and hands-on learning, they prepare for more than 300 career opportunities in the food, fiber and natural resources industry.

FFA MEMBERS take advantage of opportunities to grow in so many ways. They grow the sizes and scopes of their individual projects, they grow in their knowledge of agriculture, and they achieve personal growth through leadership development and hands-on learning.

@NationalFFA #FFAWeek
facebook.com/nationalffa
GET INVOLVED!

• VISIT & VOLUNTEER at your local chapter

• Assist a COLLEGIATE FFA CHAPTER in your area

• JOIN US ONLINE:
  - FFA.org/FFAWeek
  - @NationalFFA #FFAWeek
  - facebook.com/nationalffa

• Join the NATIONAL FFA ALUMNI ASSOCIATION

• DONATE to the National FFA Foundation

• Visit FFA.org/shop to find the latest gear

• Subscribe to FFA NEW HORIZONS magazine

THE FFA MISSION
FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.

THE AGRICULTURAL EDUCATION MISSION
Agricultural Education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems.

The National FFA Organization is a resource and support organization that does not select, control or supervise state association, local chapter or individual member activities. Educational materials are developed by FFA in cooperation with the U.S. Department of Education as a service to state and local agricultural education agencies.

The National FFA Organization affirms its belief in the value of all human beings and seeks diversity in its membership, leadership, and staff as an equal opportunity employer.

National FFA Week proudly sponsored by

TSC TRACTOR SUPPLY CO

Funded as a special project of the National FFA Foundation

© 2012 National FFA Organization
Agricultural Science

Learning by Doing

The FFA Creed

What is FFA?

Schools

FFA is a dynamic youth organization that is a part of agricultural education programs at the secondary school level. FFA is the student organization of the National FFA Organization, a not-for-profit education and membership organization dedicated to the development of Christian agricultural leadership.
agriculture classes

animal science

environmental science

plant science

leadership

business & economics

natural resources & wildlife management

scholarships

This course is designed to introduce students to the field of agriculture and its various aspects, such as crop management, horticulture, and animal science.

Students will explore skills in crop management, horticulture, and animal science.

In the area of crop management, students will study crop production, pest management, and soil science. They will learn about the various components of crop production, including seedling establishment, crop protection, and harvesting.

In horticulture, students will study the science of plant growth, including plant anatomy, physiology, and ecology. They will learn about the various plants and their cultivation, as well as the principles of horticultural practices such as propagation, landscaping, and greenhouse management.

In animal science, students will study the biology and behavior of livestock and poultry, as well as the principles of animal production and management. They will learn about the various species of animals, their care, feeding, and housing, as well as the principles of animal health and welfare.

Throughout the course, students will develop skills in critical thinking, problem-solving, and decision-making.

Course outcomes include:

- An understanding of the principles of crop management, horticulture, and animal science.
- Skills in crop production, pest management, and soil science.
- Knowledge of horticultural practices and principles.
- Understanding of animal biology and behavior.
- Skills in animal production and management.

The course will also provide opportunities for students to engage in hands-on learning experiences, such as field trips, internships, and research projects.

Upon completion of the course, students will be well-prepared for careers in agriculture and related fields.
Chapter President
FPA
Churchill County
Kadee Blackmister
Prescription by:
Churchill County FFA

E-mail: kadeebblackmister@yahoo.com
Phone: 775-23-2118 ex. 72
Fallon, NV 89406
1222 S. Taylor St.

Chapter
Churchill County FFA

The FA Creed

I believe that American agriculture can and will hold the secret to solving many of our problems, if each person becomes highly skilled in their field and works hard and smart. With the necessary training, any person can make a difference in the world. I believe in the quality of our farmers, rural communities, and their way of life. I believe in the leadership qualities of the future generation. I believe in the need for a strong agricultural foundation, not only for our country but for the world. I believe in the future of agriculture, and I believe in the people and the communities that will help shape it. I believe in the power of education to help develop the leaders of tomorrow. I believe in the potential of agriculture to provide a sustainable future for all. I believe in the importance of working together to create a better future for agriculture. I believe in the values of the FFA and the opportunities it provides for growth and development. I believe in the importance of agriculture and the role it plays in feeding the world. I believe in the future of agriculture and the potential it holds for a better tomorrow.
Candy Bar Sales

Neighbors, 

baking a sugar to your friends and 
...make the neighbors feel welcome and special, 
...the mixture will turn up and into 
...two glasses, two glasses, two glasses of milk.

Enjoy your Christmas drink on this cold day.

Crittens for Cause

World in great need,

help themselves, their loved ones, and a
individuals from all walks of life the ability to
contribute Earth's gifts to their friends and 
...in the world, the world, the world, the world, the world...

Heifer Foundation offers a variety of planned 
...for the earth, to the end, 
...the global movement to end hunger and poverty

our mission is to partner with people in 
...world where hunger and poverty no longer

Heifer Foundation envisiona a sustainable

Gift of Green

We make a variety of gifts to please

and there is a receiver in each gift
...from the Peace Corps to 250,000 
...with the world, the world, the world, the world, the world...

Free Stock Photo from 1956.

The school year and twice a week during the summer-

We use a large bag for picking friends to 
...our children choose from local farms and 

Byerly's

What makes up FFA?
We are leaving for UC Davis tomorrow directly after school! Don't forget your official dress, casual clothes, and money for Scandia and food! And your permission slip and waver form if you haven't already turned them in!
Churchill County FFA

February 24

We will be leaving for Zone Contest at 7 am tomorrow, so please be there at 6:45! Also, don't forget $10 for lunch.

Like · Comment · Share

5 people like this.

Write a comment...

Churchill County FFA

February 22 via mobile

Everyone better be at the dance tonight! 7:00 at the Old Post Office.

Like · Comment · Share

Kadee Buckmaster likes this.

Write a comment...

Churchill County FFA

February 21

Tomorrow is the last day of FFA Week, and we have a lot to do! If you are signed up to bring food for the teacher appreciation

Like · Comment · Share

Sierra Sage and 3 others like this.

Write a comment...
Thank you to our hardworking FFA members.

Chapter!

Like · Comment · Share

Cheryl Venturacci, Joleen Weir and 7 others
Write a comment...

Unlike · Comment · Share

You, Bridget Gowin, Cheryl Venturacci, Terry Martinez and 18 others like this.

Write a comment...

See More Recent Stories

The Queen Code

A woman of great potential searching for her destiny is a Queen searching for her Throne.

Like · 7,166 people like The Queen Code.

Chat (Off)
Create Page

Now
February 2013
2012
Founded

Sponsored
See All

Like Horses?
Like Boot Barn!

Like · Tyler Beebe likes Boot Barn.

Loehmann's
"Like" Us to enter for your chance to win an 11-day trip to Italy for two!

Like · 107,542 people like Loehmann's.

ReinerStop
Sliding into Action in January 2013!

Like · Megan Swanson likes ReinerStop.

WC Equestrian
Where horses send their owners to shop. Visit our page and Like Us today!

Like · 7,150 people like WC Equestrian.

The Queen Code
A woman of great potential searching for her destiny is a Queen searching for her Throne.

Like · 7,166 people like The Queen Code.

Chat (Off)
Summer Leadership Camp

Have fun in Lake Tahoe with the Churchill County FFA!
June 18-21, 2012

Cost is $110 and Scholarships are available at the June 1st Barbeque!
End of the Year FFA Meeting, BBQ & Ice Cream Social!!

June 1st, 2012

CCHS Ag Shop at 3:30 pm

Sign up for Summer Leadership Camp
Summer Leadership Camp

Date: June 18-21
Where: Lake Tahoe

Students attend workshops pertaining to their grade level and learn how they can become more effective leaders in their chapter and community. Chapter officers also learn skills for their office and leading their chapter. This three day camp unites FFA members from across the state.

Nevada FFA

Cost: $120

and prepares them for the upcoming year. Campers also have beach time, dances, volleyball games, and much more!
Summer Leadership Camp

What:
- Swimming
- Dancing
- Leadership activities
- Making new friends
- And much more!

Who: YOU!

When: June 18–21

Where: Lake Tahoe

Cost: $120
Staff In-service Record
Nevada Quality Criteria standards require that at least one of the qualified Agriculture Education instructors in a program must attend scheduled state association meetings in order to qualify for allocated Perkins Funding as well as Nevada CTE Grant funding. The following is a list of state meetings and Professional Development opportunities throughout the year.

<table>
<thead>
<tr>
<th>Professional Development Activities</th>
<th>Date &amp; Location</th>
<th>K. Moore</th>
<th>C. Dahl</th>
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<tbody>
<tr>
<td>Summer Leadership Camp</td>
<td>June 18-21, South Lake Tahoe</td>
<td>X</td>
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<tr>
<td>NATA Summer Conference</td>
<td>July 16 &amp; 17, Carson City</td>
<td>X</td>
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<td>NAAE Western Region Conf</td>
<td>July 18-20, South Lake Tahoe</td>
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<tr>
<td>National FFA Convention</td>
<td>October 24-17, Indianapolis</td>
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<td>NACTE Conference</td>
<td>December</td>
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<td>NATA Winter Meeting</td>
<td>January 11-12, Alamo</td>
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<td>Western Region NACTE</td>
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<tr>
<td>A</td>
<td>Student Data Sheets</td>
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<td>Permanent Agriculture Student File</td>
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<td>E</td>
<td>SAE Supervision Forms</td>
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<td>Board Approved Policy on SAE &amp; FFA as Integral</td>
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<td>Churchill County FFA Program of Activities</td>
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<td>Summer Activities Plan</td>
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<td>Graduate Follow-up Survey &amp; Recent Results</td>
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<td>Comprehensive Program Plan</td>
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<td>Advisory Committee Documentation</td>
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<td>Proficiency Standards</td>
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<td>Nevada State License &amp; NAAE Card</td>
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<td>P</td>
<td>Calendar of Events</td>
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<td>Q</td>
<td>Professional Development Expectations &amp; Report</td>
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<td>Travel Plans and Request Forms</td>
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<td>Five Year Acquisition List</td>
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<td>Current Year's Operating Budget</td>
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<td>Description of Budget Process</td>
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<td>Ag Department Chart of Responsibilities</td>
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<td>Substitute Procedures and Plans</td>
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<td>Description of a Program Completer</td>
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<td>Z</td>
<td>Description of Reimbursement Process</td>
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Student Profile

Profile

Journal

Finances

Reports

Churchill County
Kaney Hours
Chapter Account
Inbox
Calendar
Portfolio
Scoreboard
Sign Out

Cash on Hand: $0
Cur Inventory: $0
Cap Inventory: $0
Liabilities: $0

Student Help
Teacher Help
AET Gurus
Curriculum
Ask AET a Question

Student Profile

About You

Manage/Edit your personal profile and password

Record your school Ag class schedule

Record your school and community involvement

Your Activities

Develop your AET Experiences

Enter your FFA offices

Enter your FFA committee memberships

Enter your resume information

Your Interests

Choose your agriculture career pathway

Explore your educational and career interests

Traditional View

Wednesday, February 27, 2013
### Account Information

**Account**
- Unique #: 190955
- Username: mohej
- Reset Password:
- First Name: [redacted]
- Middle Name: [redacted]
- Last Name: [redacted]
- High School Graduation Year: 2015
- Email Address: [redacted]
- Information Release: C No Answer 0 Yes 0 No
- Hide my name in the Chapter Scoreboard: [ ]

**FFA Membership**
- FFA Member Number: 553830816
- Tell my Advisor I want to be an FFA Member:
  - Apply
  - Cancel
  - Applied On: 8/26/2011

### Demographics

**Right now, are you a bona-fide dues-paying FFA Member in good standing?**
- C No
  - Yes

**Your name, as it appears on the FFA Roster:** [redacted]

**Pronunciation of your name:** Jocee

**Your answers to the following questions help the AET and FFA to understand the students in our programs. If you are uncomfortable answering a question, please leave it blank.**

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<th>Question</th>
<th>Answer</th>
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<td>Address: [redacted]</td>
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<td>City, State, Zip: Fallon, NV, 89406</td>
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<td>Email Address:</td>
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<td>Email Address:</td>
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<td>Phone Number: Verizon</td>
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<td>Occupation: [redacted]</td>
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<td>Highest Education Level: Master's Degree</td>
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**Mobile Device Setup**

| Portfolio Email Address: [redacted] @picasa.com | Use your phone to email pictures into your portfolio - claim an email address: [ ] |
| Authorized Devices: There are No Authorized Devices. |        |

---

Sign Off
<table>
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<tr>
<th>Class Name</th>
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<td>K Moore</td>
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<td>School Year: 2011-12</td>
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<td>K Moore</td>
<td>8/17/2011</td>
<td>12/22/2011</td>
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</table>
### My Ag Career Pathway

Read about careers in Agriculture and the types of jobs you can do. If an area interests you, checkmark it.

If you are interested in several careers, adjust the order so that your top pick is first.

#### Careers in Agriculture:

- **Agribusiness Systems** (Sales, Service, Farm and Ranch Management, Entrepreneurship, Economics, etc.)
  - Salesperson/Sales Manager
  - Banker/Loan Officer
  - Field Representative for Bank
  - Insurance Company or Government Program
  - Farm Investment/Manager
  - Agricultural Commodity Broker
  - Agricultural Economist
  - Farmer (Rancher)
  - Feedlot Operator
  - Farm Manager
  - Livestock Rancher/Breeder
  - Dairy Herd Supervisor
  - Agricultural Products Buyer
  - Animal Health Products Distributor
  - Livestock Seller
  - Feed and Supply Store Manager
  - Produce Commission Agent
  - Ag Lenders
  - Agricultural Chemical Dealer
  - Field Service Representative
  - Chemical Sales Representative

- **Animal Systems** (Large animals, small animals, wildlife animals, and research animals)
  - Agricultural Educators
  - Livestock Producers
  - Animal Technicians/Aquaculturists
  - Animal Caretakers/Poultry Managers
  - Equine Managers/Veterinarians
  - Veterinary Assistants
  - Veterinary Equipment/Specialists
  - Animal Scientists
  - Embryonic Technologists
  - Livestock Buyers
  - Feed Sales Representatives
  - Livestock Marketing
  - Herd Managers
  - Livestock Technicians
  - Wildlife Biologists
  - Livestock Geneticists
  - Animal Nutritionists
  - Dairy Producers
  - Livestock Inspectors
  - Feed Sales Specialists
  - Animal Health Salespersons
  - Meat Science Researcher
  - Reproductive Physiologists
  - Embryo Transfer Technicians
  - Pet Shop Operators
  - USDA Inspectors

- **Environmental Service Systems** (Pollution Prevention, Water & Air Quality, Hazardous Materials, Solid Waste Management, Health & Safety Sanitation, etc.)
  - Pollution Prevention and Control Managers
  - Pollution Prevention and Control Technicians
  - Environmental Sampling and Analysis Scientists/Technicians
  - Health and Safety Sanitarians
  - Environmental Compliance Assurance Managers


<table>
<thead>
<tr>
<th>Rank</th>
<th>Career Area</th>
<th>My Career Interests</th>
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<tbody>
<tr>
<td>1</td>
<td>Plant Systems</td>
<td>x</td>
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<tr>
<td>2</td>
<td>Agribusiness Systems</td>
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</table>
**My Educational Interests**

The US Department of Education maintains a catalog of common educational programs and trades. Think about what you want to do after High School. If an area interests you, checkmark it. If you are interested in several educational areas, adjust the order so that your top pick is first.

### Educational Areas:

- Agriculture, Agriculture Operations, and Related Sciences
- Natural Resources and Conservation
- Architecture and Related Services
- Area, Ethnic, Cultural, and Gender Studies
- Communication, Journalism, and Related Programs
- Communications Technologies/Technicians and Support Services
- Computer and Information Sciences and Support Services
- Personal and Culinary Services
- Education
- Engineering
- Engineering Technologies/Technicians
- Foreign languages, literatures, and linguistics
- Family and Consumer Sciences/Human Sciences
- Technology Education/Industrial Arts
- Legal Professions and Studies
- English Language and Literature/Letters
- Liberal Arts and Sciences, General Studies and Humanities

### My Educational Interests:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Educational Area</th>
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<tbody>
<tr>
<td>1</td>
<td>Architecture and Related Services</td>
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<tr>
<td>2</td>
<td>Area, Ethnic, Cultural, and Gender Studies</td>
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<tr>
<td>3</td>
<td>Communication, Journalism, and Related Programs</td>
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<td>4</td>
<td>Biological and Biomedical Sciences</td>
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<td>5</td>
<td>Interpersonal and Social Skills</td>
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<td>6</td>
<td>Theology and Religious Vocations</td>
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<td>History</td>
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<td>10</td>
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*Wednesday, February 27, 2013*
# Account Information

**Profile**

**Unique #:** 27491

**First Name:**

**Middle Name:**

**Last Name:**

**High School Graduation Year:** 2015

**Email Address:**

**Information Released:**
- [ ] No Answer
- [ ] Yes
- [ ] No

**Hide my name in the Chapter Scoreboard:**

**FFA Membership**

**FFA Member Number:**

**Tell my Advisor I want to be an FFA Member:**
- [ ] Apply
- [ ] Cancel

**Right now, are you a bona-fide, dues-paying FFA Member in good standing?**
- [ ] No
- [ ] Yes

**Your Name, as it appears on the FFA Roster:**

**Pronunciation of your name:**

**Demographics**

**Date of birth:** 4/15/1997

**Gender:**
- [ ] Male
- [ ] Female

**Race/ethnicity:** White/Caucasian

**Address:**

**City, State, Zip:** Fallon, NV 89406

**Mobile Telephone Number:**

**Cell Phone Number & Carrier:** [None / No Text Messages]

**Father:**
- **Name:**
- **Email Address:**
- **Phone Number:** [None / No Text Messages]
- **Occupation:**
- **Highest Education Level:** Associate's Degree from a 2-year college

**Mother:**
- **Name:**
- **Email Address:**
- **Phone Number:** [None / No Text Messages]
- **Occupation:**
- **Highest Education Level:** Some High School

**Portfolio Email Address:** [None / No Text Messages]

**Authorized Devices:** There are no Authorized Devices.
### My Ag Classes

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<thead>
<tr>
<th>Class Name</th>
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<th>Start Date</th>
<th>Ending Date</th>
<th>Options</th>
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<tr>
<td>Natural Resources (1st)</td>
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<td>12/22/2011</td>
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</tr>
</tbody>
</table>
### My Ag Career Pathway

Read about careers in Agriculture and the types of jobs you can do. If an area interests you, checkmark it.
If you are interested in several careers, adjust the order so that your top pick is first.

**Careers in Agriculture:**

- **Agribusiness Systems** (Sales, Service, Farm and Ranch Management, Entrepreneurship, Economics, etc.)
  - Salesperson
  - Sales Manager
  - Banker/Loan Officer
  - Field Representative for Bank, Insurance Company or Government Program
  - Farm Investment Manager
  - Agricultural Commodity Broker
  - Agricultural Economist
  - Farmer/Rancher/Feedlot Operator
  - Farm Manager
  - Livestock Rancher/Breeder
  - Dairy Herd Supervisor (DHI)
  - Agricultural Products Buyer
  - Animal Health Products Distributor
  - Livestock Seller
  - Feed and Supply Store Manager
  - Produce Commission Agent
  - Ag Lender
  - Agricultural Chemical Dealer
  - Field Service Representative
  - Chemical Sales Representative

- **Animal Systems** (Large animals, small animals, wildlife animals, and research animals)
  - Agricultural Educators
  - Livestock Producers
  - Animal Technicians
  - Aquaculturists
  - Animal Carriers
  - Poultry Managers
  - Equine Managers
  - Veterinarians
  - Veterinary Assistants
  - Feedlot Specialists
  - Animal Scientists
  - Embryo Technologists
  - Livestock Buyers
  - Feed Sales Representatives
  - Zoo & Wildlife Biologists
  - Livestock Genetics
  - Animal Nutritionists
  - Dairy Producers
  - Livestock Inspectors
  - Feed Sales Specialists
  - Animal Health Salespersons
  - Pest Control Managers
  - Reproductive Physiologists
  - Embryo Transfer Technicians
  - Pat Shovel Operators
  - USDA Inspectors

- **Environmental Service Systems** (Pollution Prevention, Water & Air Quality, Hazardous Materials, Solid Waste Management, Health & Safety Sanitation, etc.)
  - Pollution Prevention and Control Managers
  - Pollution Prevention and Control Technicians
  - Environmental Sampling and Analysis Scientists/Technicians
  - Health and Safety Sanitarians
  - Environmental Compliance Assurance Managers
  - Hazardous Materials

**My Career Interests:**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Career Area</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Natural Resources Systems</td>
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</tr>
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<td>2</td>
<td>Power, Structural &amp; Technical Systems</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Agribusiness Systems</td>
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<td>4</td>
<td>Animal Systems</td>
<td></td>
</tr>
</tbody>
</table>

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*Thursday, February 28, 2013*

My Educational Interests

The US Department of Education maintains a catalog of common educational programs and trades. Think about what you want to do after High School. If an area interests you, checkmark it. If you are interested in several educational areas, adjust the order so that your top pick is first.

### Educational Areas:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Educational Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Engineering</td>
</tr>
<tr>
<td>2</td>
<td>Engineering Technologies/Technicians</td>
</tr>
<tr>
<td>3</td>
<td>Agriculture, Agriculture Operations, and Related Sciences</td>
</tr>
</tbody>
</table>

Thursday, February 28, 2013
Account Information

Profile  Journal  Finances  Reports

Account

Unique #: 46346
Username: hatchb
Reset Password:

First, Middle, and Last Name:

High School Graduation Year: 2013
Email Address:

Information Release: Can we share your contact information with Universities and Colleges who are looking for students with your educational interests?
   ☐ No Answer  ☑ Yes  ☐ No

Hide my name in the Chapter Scoreboard:

FFA Membership

FFA Member Number: 553639647
Tell my Advisor I want to be an FFA Member:
   Apply  Cancel
   Applied On: 9/30/2009

Right now, are you a bona-fide, dues-paying FFA Member in good standing?
   ☐ No  ☑ Yes

Your Name, as it appears on the FFA Member:

Pronunciation of your name: Bree-anna Hatch

Demographics

Your answers to the following questions help the AET and FFA to understand the students in our programs. If you are uncomfortable answering a question, please leave it blank.

Date of Birth: 11/28/1994
Gender: ☑ Male  ☐ Female
Race/Ethnicity: White/Caucasian
Address:
City, State, Zip: Faison, NV 89406
Home Telephone Number:
Cell Phone Number & Carrier: [redacted] Verizon

Father:
   Father's Name: [redacted]
   Email Address: [redacted]
   Phone Number: (None / No Text Messages)
   Occupation: [redacted]
   Highest Education Level: Some College or post-High School education

Mother:
   Mother's Name: [redacted]
   Email Address: [redacted]
   Phone Number: (None / No Text Messages)
   Occupation: [redacted]
   Highest Education Level: High School Graduate, or has a GED

Authorized Devices:

Save Profile

Thursday, February 28, 2013

### My Ag Classes

<table>
<thead>
<tr>
<th>Class Name</th>
<th>Teacher</th>
<th>Start Date</th>
<th>Ending Date</th>
<th>Options</th>
</tr>
</thead>
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<td><strong>School Year: 2010-11</strong></td>
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<td>1/25/2010</td>
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</tbody>
</table>
My Ag Career Pathway

Read about careers in Agriculture and the types of jobs you can do. If an area interests you, checkmark it. If you are interested in several careers, adjust the order so that your top pick is first.

### Careers in Agriculture:
- Agribusiness Systems (Sales, Service, Farm and Ranch Management, Entrepreneurship, Economics, etc.)
  - Salesperson
  - Sales Manager
  - Banker/Loan Officer
  - Field Representative for Bank, Insurance Company or Government Program
  - Farm Investment Manager
  - Agricultural Commodities Broker
  - Agricultural Economist
  - Farmer/Rancher/Food Processor
  - Livestock Rancher/Breeder
  - Dairy Herd Supervisor (DHIA)
- Agricultural Products Buyer
- Animal Health Products Distributor
- Livestock Seller
- Feed and Supply Store Manager
- Produce Commission Agent
- Ag Lenders
- Agricultural Chemist
- Dealer/Field Service Representative
- Chemical Sales Representative
- Animal Systems (Large animals, small animals, wildlife animals, and research animals)
  - Agricultural Educators
  - Livestock Producers
  - Animal Technicians
  - Aquaculturists
  - Animal Caretakers
  - Poultry Managers
  - Equine Managers
  - Veterinarians
  - Veterinary Assistants
  - Feedlot Specialist
  - Animal Scientists
  - Embryo Technologists
  - Livestock Buyers
  - Feed Sales Representative
  - Veterinary Technicians
  - Wildlife Biologists
  - Livestock Geneticists
  - Animal Nutritionists
  - Dairy Producers
  - Livestock Inspectors
  - Feed Sales Specialists
  - Animal Health Salespersons
  - Meat Science Researcher
  - Reproductive Physiologist
  - Embryo Transfer Technicians
  - Pet Shop Operators
- Environmental Service Systems (Pollution Prevention, Water & Air Quality, Hazardous Materials, Solid Waste Management, Health & Safety, Sanitation, etc.)
  - Pollution Prevention and Control Managers
  - Pollution Prevention and Control Technicians
  - Environmental Sampling and Analysis Scientists
  - Environmental Compliance Assurance Managers

### My Career Interests:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Career Area</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Agribusiness</td>
<td>X</td>
</tr>
<tr>
<td>2</td>
<td>Plant Systems</td>
<td>X</td>
</tr>
</tbody>
</table>

### Churchill County
Brianna Hatch

Profile | Journal | Finances | Reports

---

Cash on Hand: $3,474
*Cur Inventory: $419
Cap Inventory: $42
Liabilities: $10

---

Student Help
Teacher Help
AET Counsel
Curriculum
Ask AET a Question

---

Thursday, February 28, 2013

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http://theact.com/AET/Profile/CareerPathways.aspx

---

2/28/2013
My Educational Interests

The US Department of Education maintains a catalog of common educational programs and trades. Think about what you want to do after high school. If an area interests you, checkmark it. If you are interested in several educational areas, adjust the order so that your top pick is first.

<table>
<thead>
<tr>
<th>Educational Areas</th>
<th>My Educational Interests:</th>
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</thead>
<tbody>
<tr>
<td>Agriculture, Agriculture Operations, and Related Sciences</td>
<td><img src="false" alt="Visual and Performing Arts" /></td>
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<tr>
<td>Natural Resources and Conservation</td>
<td><img src="false" alt="Business, Management, Marketing, and Related Support Services" /></td>
</tr>
<tr>
<td>Architecture and Related Services</td>
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</tr>
<tr>
<td>Area, Ethnic, Cultural, and Gender Studies</td>
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</tr>
<tr>
<td>Communication, Journalism, and Related Programs</td>
<td></td>
</tr>
<tr>
<td>Communications Technologies/Technicians and Support Services</td>
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<tr>
<td>Computer and Information Sciences and Support Services</td>
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<td>Personal and Culinary Services</td>
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<td>Education</td>
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<tr>
<td>Engineering</td>
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</tr>
<tr>
<td>Engineering Technologies/Technicians</td>
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<tr>
<td>Foreign languages, literatures, and Linguistics</td>
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<tr>
<td>Family and Consumer Sciences/Human Sciences</td>
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<tr>
<td>Technology Education/Industrial Arts</td>
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<tr>
<td>Legal Professions and Studies</td>
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<tr>
<td>English Language and Literature/Letters</td>
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<tr>
<td>Liberal Arts and Sciences, General Studies and Humanities</td>
<td></td>
</tr>
</tbody>
</table>

Thursday, February 28, 2013
### Account Information

- **Username:** nch7
- **Email Address:**
- **Information Release:**
  - Can we share your contact information with Universities and Colleges who are looking for students with your educational interests?
    - No Answer
    - Yes
    - No
- **FFA Membership**
  - **FFA Member Number:** 553830762
  - **Tell my Adviser I want to be an FFA Member:**
    - [Apply] [Cancel]
- **Right now, are you a base-foot dues-paying FFA Member in good standing?**
  - [No]
  - [Yes]
- **Your Name, as it appears on the FFA Roster:**
- **Pronunciation of your name:**
- **Demographics**
  - **Date of Birth:** 5/10/1997
  - **Gender:** [Male] [Female]
  - **Race/Ethnicity:** [White/Caucasian]
  - **Address:**
  - **City, State, Zip:**
  - **Home Telephone Number:**
  - **Cell Phone Number & Carrier:**
    - [Verizon]
  - **Father:**
    - **Father's Name:**
    - **Email Address:**
    - **Phone Number:** [None / No Text Messages]
    - **Occupation:**
    - **Highest Education Level:**
  - **Mother:**
    - **Mother's Name:**
    - **Email Address:**
    - **Phone Number:** 937-5313 (None / No Text Messages)
    - **Occupation:**
    - **Highest Education Level:**

### Mobile Device Setup
- **Portfolio Email Address:** [Use your phone to email pictures into your portfolio -- claim an email address]
- **Authorized Devices:** [There are no Authorized Devices]

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**Save Profile**

**Thursday, February 28, 2013**

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**http://theaet.com/AET/Profile/Account.aspx**  2/28/2013
### My Ag Classes

<table>
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<tr>
<th>Class Name</th>
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<td>1/18/2013</td>
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<td>K Moore</td>
<td>6/17/2011</td>
<td>12/22/2011</td>
<td>Delete</td>
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</tbody>
</table>
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Read about careers in Agriculture and the types of jobs you can do. If an area interests you, checkmark it.
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- Agricultural Economist
- Farmer/Farmer Lender
- Farm Manager
- Livestock Rancher/Breeder
- Dairy Herd Supervisor/DHI
- Agricultural Products Buyer/Animal Health Products Distributor
- Livestock Seller
- Feed and Supply Store Manager
- Produce Commission Agent
- Ag Lender
- Agricultural Chemical Dealer
- Field Service Representative
- Chemical Sales Representative

Animal Systems (Large animals, small animals, wildlife animals, and research animals)
- Agricultural Educator
- Livestock Producers
- Animal Technicians-Aquaculture
- Animal Caretakers-Poultry Managers
- Equine Managers-Veterinarians
- Veterinary Assistants
- Feed Sales Representatives
- Veterinary Technicians
- Wildlife Biologists
- Livestock Genetics
- Animal Nutritionists
- Dairy Producers
- Livestock Inspectors
- Feed Sales Specialists
- Animal Health Salespersons
- Meat Science Researchers
- Reproductive Physiologists
- Embryo Transfer Technicians
- Meat Shop Operators
- USDA Inspectors

Environmental Service Systems (Pollution Prevention, Water & Air Quality, Hazardous Materials, Solid Waste Management, Health & Safety Sanitation, etc.)
- Pollution Prevention and Control Managers
- Pollution Prevention and Control Technicians
- Environmental Sampling and Analysis Scientists
- Technicians
- Health and Safety Sanitarians
- Environmental Compliance Assurance Managers
- Hazardous Materials Managers

My Career Interests:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Career Area</th>
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<tbody>
<tr>
<td>1</td>
<td>Agribusiness Systems</td>
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<tr>
<td>2</td>
<td>Food Products and Processing Systems</td>
</tr>
</tbody>
</table>
My Educational Interests

The US Department of Education maintains a catalog of common educational programs and trades. Think about what you want to do after High School. If an area interests you, checkmark it. If you are interested in several educational areas, adjust the order so that your top pick is first.

My Educational Interests:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Educational Area</th>
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<tbody>
<tr>
<td>1</td>
<td>Family and Consumer Sciences/Human Sciences</td>
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<td>2</td>
<td>Education</td>
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<tr>
<td>3</td>
<td>Basic Skills</td>
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<tr>
<td>4</td>
<td>Health related Knowledge and Skills</td>
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<tr>
<td>5</td>
<td>Personal Awareness and Self-improvement</td>
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<tr>
<td>6</td>
<td>Health Professions and Related Clinical Sciences</td>
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Educational Areas:

- Agriculture, Agriculture Operations, and Related Sciences
- Natural Resources and Conservation
- Architecture and Related Services
- Area, Ethnic, Cultural, and Gender Studies
- Communication, Journalism, and Related Programs
- Communications Technologies/Technicians and Support Services
- Computer and Information Sciences and Support Services
- Personal and Culinary Services
- Education
- Engineering
- Engineering Technologies/Technicians
- Foreign languages, literature, and Linguistics
- Family and Consumer Sciences/Human Sciences
- Technology Education/Industrial Arts
- Legal Professions and Studies
- English Language and Literature/Letters
- Liberal Arts and Sciences, General Studies and Humanities

Thursday, February 28, 2013
## Account Information

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<tr>
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<tr>
<td>Last</td>
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<table>
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<td>Information Release</td>
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<tr>
<td>Can we share your contact information with Universities and Colleges who are looking for students with your educational interests?</td>
<td>Yes</td>
</tr>
<tr>
<td>Hide my name in the Chapter Scoreboard</td>
<td></td>
</tr>
</tbody>
</table>

**FFA Membership**

<table>
<thead>
<tr>
<th>FFA Member Number</th>
<th>553830871</th>
</tr>
</thead>
</table>

Right now, are you a bona-fide, dues-paying FFA Member in good standing? | Yes |

Your Name, as it appears on the FFA roster:  

Pronunciation if your name:  

**Demographics**

Date of Birth: 6/13/1997  
Gender: Female  
Race/Ethnicity: White/Caucasian  
Address:  
City, State, Zip:  
Home Telephone Number:  
Cell Phone Number & Carrier:  

**Father**

<table>
<thead>
<tr>
<th>Father's Name</th>
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<td>Occupation</td>
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</tr>
<tr>
<td>Highest Education Level</td>
<td>Master's Degree</td>
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<table>
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<tr>
<th>Mother's Name</th>
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<tr>
<td>Occupation</td>
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<tr>
<td>Highest Education Level</td>
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</table>

**Mobile Device Setup**

Portfolio Email Address:  
Authorized Devices: There are no Authorized Devices.

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Thursday, February 28, 2013

### My Ag Classes

<table>
<thead>
<tr>
<th>Class Name</th>
<th>Teacher</th>
<th>Start Date</th>
<th>Ending Date</th>
<th>Options</th>
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</thead>
<tbody>
<tr>
<td><strong>School Year: 2012-13</strong></td>
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<td>5/17/2011</td>
<td>12/22/2011</td>
<td>Delete</td>
</tr>
</tbody>
</table>
My Ag Career Pathway

Read about careers in Agriculture and the types of jobs you can do. If an area interests you, checkmark it.

If you are interested in several careers, adjust the order so that your top pick is first.

Careers in Agriculture:

- Agribusiness Systems (Sales, Service, Farm and Ranch Management, Entrepreneurship, Economics, etc.)
- Salesperson, Sales Manager, Banker, Loan Officer
- Field Representative for Bank, Insurance Company or Government Program
- Farm Investment Manager
- Agricultural Commodity Broker
- Agricultural Economist
- Farmer, Rancher, Feedlot Operator
- Farm Manager
- Livestock Rancher, Breeder
- Dairy Herd Supervisor (DHA)
- Agricultural Products Buyer
- Animal Health Products Distributor
- Livestock Seller
- Feed and Supply Store Manager
- Produce Commission Agent
- Ag Lenders
- Agricultural Chemical Dealer
- Field Service Representative
- Chemical Sales Representative

- Animal Systems (Large animals, small animals, wildlife animals, and research animals)
- Agricultural Educators
- Livestock Producers
- AI Technicians
- Aquaculturalists
- Animal Caretakers
- Poultry Managers
- Equine Managers
- Veterinarians
- Veterinary Assistants
- Feedlot Specialists
- Animal Scientists
- Embryo Technologists
- Livestock Buyers
- Feed Sales Representatives
- Livestock Technicians
- Wildlife Biologists
- Livestock Geneticists
- Animal Nutritionists
- Dairy Producers
- Livestock Inspectors
- Feed Sales Specialists
- Animal Health Salespersons
- Meat Science Researchers
- Reproductive Physiologists
- Embryo Transfer Technicians
- Pet Shop Operators
- USDA Inspectors

- Environmental Service Systems (Pollution Prevention, Water & Air Quality, Hazardous Materials, Solid Waste Management, Health & Safety, Sanitation, etc.)
- Pollution Prevention and Control Managers
- Pollution Prevention and Control Technicians
- Environmental Sampling and Analysis Scientists
- Environmental Health and Safety Technicians
- Environmental Compliance Assurance Managers
- Hazardous Materials

My Career Interests:

<table>
<thead>
<tr>
<th>Rank</th>
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<tbody>
<tr>
<td>1</td>
<td>Animal Systems</td>
<td>X</td>
</tr>
<tr>
<td>2</td>
<td>Agribusiness Systems</td>
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</tbody>
</table>
My Educational Interests

The US Department of Education maintains a catalog of common educational programs and trades. Think about what you want to do after High School. If an area interests you, checkmark it. If you are interested in several educational areas, adjust the order so that your top pick is first.

### Educational Areas:
- Agriculture, Agriculture Operations, and Related Sciences
- Natural Resources and Conservation
- Architecture and Related Services
- Area, Ethnic, Cultural, and Gender Studies
- Communication, Journalism, and Related Programs
- Communications Technologies/Technicians and Support Services
- Computer and Information Sciences and Support Services
- Personal and Culinary Services
- Education
- Engineering
- Engineering Technologies/Technicians
- Foreign languages, literatures, and Linguistics
- Family and Consumer Sciences/Human Sciences
- Technology Education/Industrial Arts
- Legal Professions and Studies
- English Language and Literature/Letters
- Liberal Arts and Sciences, General Studies and Humanities

### My Educational Interests:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Educational Area</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Education</td>
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<td>2</td>
<td>Health Professions and Related Clinical Sciences</td>
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<td>3</td>
<td>Legal Professions and Studies</td>
<td>X</td>
</tr>
<tr>
<td>4</td>
<td>Agriculture, Agriculture Operations, and Related Sciences</td>
<td>X</td>
</tr>
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</table>

Thursday, February 28, 2013
### Account Information

#### Account
- **Unique #:** 88164
- **Username:** howards
- **Reset Password:**
- **First, Middle, and Last Name:**
  - **First:**
  - **Middle:**
  - **Last:**
- **High School Graduation Year:** 2014
- **Email Address:**
- **Information Release:**
  - **Yes**
  - **No**
  - **No Answer**
- **Hide my name in the Chapter Scoreboard:**
- **FFA Membership**
  - **FFA Member Number:** 553639659
  - **Tell my Advisor I want to be an FFA Member:**
    - **Apply**
    - **Cancel**
- **Right now, are you a bona-fide, dues-paying FFA Member in good standing?**
  - **Yes**
  - **No**
- **Your Name, as it appears on the FFA Roster:**
- **Pronunciation of your name:**

#### Demographics
- **Date of Birth:** 6/15/1998
- **Gender:** Male / Female
- **Rac/Ethnicity:** White/Caucasian
- **Address:**
- **City, State Zip:**
- **Home Telephone Number:**
- **Cell Phone Number & Carrier:** Verizon
- **Father:**
  - **Father's Name:**
  - **Email Address:**
  - **Phone Number:** (None / No Text Messages)
  - **Occupation:**
  - **Highest Education Level:** Some College or post-High School Education
- **Mother:**
  - **Mother's Name:**
  - **Email Address:**
  - **Phone Number:** (None / No Text Messages)
  - **Occupation:**
  - **Highest Education Level:**

#### Mobile Device Setup
- **Portfolio Email Address:**
  - **Save Email**
- **Authorized Devices:** There are no Authorized Devices.

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**Save Profile**

**Thursday, February 28, 2013**

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http://theact.com/AET/Profile/Account.aspx

2/28/2013
### My Ag Classes

<table>
<thead>
<tr>
<th>Class Name</th>
<th>Teacher</th>
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<tbody>
<tr>
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<tr>
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<td>1/15/2013</td>
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<td><strong>School Year: 2011-12</strong></td>
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<tr>
<td>Animal / Vet Medicine</td>
<td>K Moore</td>
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<tr>
<td>Ag Science 1</td>
<td>K Moore</td>
<td>8/18/2010</td>
<td>6/3/2011</td>
<td>Delete</td>
</tr>
</tbody>
</table>
My Ag Career Pathway

Read about careers in Agriculture and the types of jobs you can do. If an area interests you, checkmark it.

If you are interested in several careers, adjust the order so that your top pick is first.

Careers in Agriculture:

- Agribusiness Systems (Sales, Service, Farm and Ranch Management, Entrepreneurship, Economics, etc.)
  - Salesperson
  - Sales Manager
  - Banker/Loan Officer
  - Field Representative for Bank, Insurance Company or Government Program
  - Farm Investment Manager
  - Agricultural Commodities Broker
  - Agricultural Economist
  - Farmer (Rancher) / Feedlot Operator
  - Farm Manager
  - Livestock Rancher / Breeder
  - Dairy Herd Supervisor (DHIA)
- Agricultural Products Buyer
- Animal Health Products Distributor
- Livestock Seller
- Feed and Supply Store Manager
- Produce Commission Agent
- Ag Lender
- Agricultural Chemical Dealer
- Field Service Representative
- Chemical Sales Representative

Animal Systems (Large animals, small animals, wildlife animals, and research animals)
- Agricultural Educator
- Livestock Producers
- Aquaculturalists
- Animal Caretakers
- Poultry Managers
- Equine Managers
- Veterinarians
- Veterinary Assistants
- Feedlot Specialists
- Animal Scientists
- Embryo Technologists
- Livestock Buyers
- Feed Sales Representatives
- Wildlife Biologists
- Livestock Geneticists
- Animal Nutritionists
- Dairy Producers
- Livestock Inspectors
- Feed Sales Specialists
- Animal Health Salespersons
- Meat Science Researchers
- Reproductive Physiologists
- Embryo Transfer Technicians
- Pet Shop Operators
- USDA Inspectors

Environmental Service Systems (Pollution Prevention, Water & Air Quality, Hazardous Materials, Solid Waste Management, Health & Safety Sanitation, etc.)
- Pollution Prevention and Control Managers
- Pollution Prevention and Control Technicians
- Environmental Sampling and Analysis Scientists
- Health and Safety Sanitarians
- Environmental Compliance Assurance Managers
- Hazardous

My Career Interests:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Career Area</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agribusiness Systems</td>
<td>X</td>
</tr>
<tr>
<td>2</td>
<td>Animal Systems</td>
<td>X</td>
</tr>
</tbody>
</table>
My Educational Interests

The US Department of Education maintains a catalog of common educational programs and trades. Think about what you want to do after High School. If an area interests you, checkmark it. If you are interested in several educational areas, adjust the order so that your top pick is first.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Educational Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agriculture, Agriculture Operations, and Related Sciences</td>
</tr>
<tr>
<td>2</td>
<td>Biological and Biomedical Sciences</td>
</tr>
</tbody>
</table>
### Account Information

<table>
<thead>
<tr>
<th>Profile</th>
<th>Journal</th>
<th>Finances</th>
<th>Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Save</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cancel</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Profile

**Unique ID:** [HIDE]

**Username:** [HIDE]

**Reset Password:**

**First, Middle, and Last Name:**
- First: [HIDE]
- Middle: [HIDE]
- Last: [HIDE]

**High School Graduation Year:** 2016

**Email Address:** [HIDE]

**Information Release:**
- Can we share your contact information with Universities and Colleges who are looking for students with your educational interests?  
  - [ ] No Answer
  - [ ] Yes
  - [ ] No

**Hide my name in the Chapter Scoreboard:**

#### FFA Membership

**FFA Member Number:**

**Tell my Advisor I want to be an FFA Member:**
- [ ] Apply
- [ ] Cancel

**Right now, are you a bona-fide, dues-paying FFA Member in good standing?**
- [ ] No
- [ ] Yes

**Your Name, as it appears on the FFA roster:** [HIDE]

**Pronunciation of your name:** [HIDE]

#### Demographics

**Date of Birth:** 1/1/1996

**Gender:**
- [ ] Male
- [ ] Female

**Race/Ethnicity:** White/Caucasian

**Address:** [HIDE]

**City, State, Zip:** [HIDE]

**Home Telephone Number:** [HIDE]

**Cell Phone Number & Carrier:** [HIDE]

**Father:**

- Name: [HIDE]
- Email Address: [HIDE]
- Phone Number: [HIDE] (None / No Text Messages)
- Occupation: [HIDE]
- Education Level: [HIDE]

**Mother:**

- Name: [HIDE]
- Email Address: [HIDE]
- Phone Number: [HIDE] (None / No Text Messages)
- Occupation: [HIDE]
- Education Level: [HIDE]

#### Mobile Device Setup

**Portfolio Email Address:** [HIDE]

**Authorized Devices:**
- [ ] There are no Authorized Devices.

**Save Profile**

**Thursday, February 28, 2013**

---

[http://theaet.com/AET/Profile/Account.aspx](http://theaet.com/AET/Profile/Account.aspx)  
2/28/2013
<table>
<thead>
<tr>
<th>Class Name</th>
<th>Teacher</th>
<th>Start Date</th>
<th>Ending Date</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ag Science 1 (3rd)</td>
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</tr>
<tr>
<td>Ag Science 1 (3rd)</td>
<td>K.Moore</td>
<td>8/27/2012</td>
<td>1/18/2013</td>
<td>Delete</td>
</tr>
</tbody>
</table>
My Ag Career Pathway

Read about careers in Agriculture and the types of jobs you can do. If an area interests you, checkmark it.
If you are interested in several careers, adjust the order so that your top pick is first.

Careers in Agriculture:

- Agribusiness Systems (Sales, Service, Farm and Ranch Management, Entrepreneurship, Economics, etc.)
- Lending Ag Lenders, Agricultural Credit
- Animal Systems (Large animals, small animals, wildlife animals, and research animals)
- Crop Production, Crop Science, Crop Management

My Career Interests:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Career Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Animal Systems</td>
</tr>
</tbody>
</table>

Thursday, February 28, 2013
# My Educational Interests

The US Department of Education maintains a catalog of common educational programs and trades. Think about what you want to do after High School. If an area interests you, checkmark it. If you are interested in several educational areas, adjust the order so that your top pick is first.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Educational Area</th>
<th>My Educational Interests:</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Biological and Biomedical Sciences</td>
<td>X</td>
</tr>
<tr>
<td>2</td>
<td>Agriculture, Agriculture Operations, and Related Sciences</td>
<td>X</td>
</tr>
</tbody>
</table>

## Educational Areas:
- Agriculture, Agriculture Operations, and Related Sciences
- Biological and Biomedical Sciences
- Architecture and Related Services
- Area, Ethnic, Cultural, and Gender Studies
- Communications, Journalism, and Related Programs
- Communications Technologies/Technicians and Support Services
- Computer and Information Sciences and Support Services
- Engineering Technologies/Technicians
- Computer and Information Sciences and Support Services
- Engineering
- Family and Consumer Sciences/Human Sciences
- Technology Education/Industrial Arts
- Legal Professions and Studies
- English Language and Literature/Letters
- Liberal Arts and Sciences, General Studies and Humanities
Account Information

Unique #: 16085
Username: goodtimes
Reset Password: 
First, Middle, and Last Name: 
High School Graduation Year: 2015
Email Address: 
Information Reveal: Can we share contact information with universities and colleges who are looking for students with your educational interests?
☐ No Answer ☑ Yes ☐ No
Hide my name in the Chapter Scoreboard: 

FFA Membership

FFA Member Number: 553830756
Tell my Advisor I want to be an FFA Member: 
Appy Cancel

Right now, are you a bone-fide, dues-paying FFA Member in good standing?
☑ No ☑ Yes

Your Name, as it appears on the FFA Roster: 

Pronunciation of your name: 

Demographics

Your answers to the following questions help the AET and FFA to understand the students in our programs. If you are uncomfortable answering a question, please leave it blank.

Date of birth: 12/20/1996
Gender: ☑ Male ☐ Female
Race/Ethnicity: ☐ No Answer 
Address: 
City, State, Zip: 
Home Telephone Number: 
Cell Phone Number & Carrier: (None / No Text Messages)

Father:
Father's Name: 
Email Address: 
Phone Number: (None / No Text Messages)
Occupation: 
Highest Education Level: Some College or post-High School education

Mother:
Mother's Name: 
Email Address: 
Phone Number: (None / No Text Messages)
Occupation: 
Highest Education Level: 

Mobile Device Setup

Portfolio Email Address: Use your phone to email pictures into your portfolio — claim an email address: 
Authorized Devices: There are no Authorized Devices.

Save Profile

Thursday, February 28, 2013

http://theaet.com/AET/Profile/Account.aspx

2/28/2013
### My Ag Classes

<table>
<thead>
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<th>Class Name</th>
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<th>Ending Date</th>
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<td>Ag Science 2</td>
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<td>K. Moore</td>
<td>8/17/2011</td>
<td>12/22/2011</td>
<td>Delete</td>
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</tbody>
</table>

Thursday, February 28, 2013

My Ag Career Pathway

Read about careers in Agriculture and the types of jobs you can do. If an area interests you, checkmark it.

If you are interested in several careers, adjust the order so that your top pick is first.

CAREERS IN AGRICULTURE:

- Agribusiness Systems (Sales, Service, Farm and Ranch Management, Entrepreneurship, Economics, etc.)
- Salesperson, Sales Manager, Banker, Loan Officer - Field Representative for Bank, Insurance Company or Government Program
- Farm Investment Manager, Agricultural Commodity Broker, Agricultural Economist, Farmer, Rancher, Feedlot Operator
- Farm Manager, Livestock Rancher, Breeder, Dairy Herd Supervisor
- Animal Health Products Buyer, Animal Health Products Distributor, Livestock Seller, Feed and Supply Store Manager, Produce Commission Agent
- Ag Lenders, Agricultural Chemical Dealer, Field Service Representative
- Veterinary Services Representative, Chemical Sales Representative

ANIMAL SYSTEMS:

- Large animals, small animals, wildlife animals, and research animals
- Agricultural Educators, Livestock Producers, Animal Technicians, Aquaculturists, Animal Caretakers
- Poultry Managers, Equine Managers, Veterinarians, Veterinary Assistants, Feedlot Specialists
- Animal Scientists, Embryo Technologists, Vet Small Animal, Feed Sales Representatives, Vets in the Field, Wildlife Biologists
- Livestock: Genetists, Animal Nutritionists, Dairy Producers, Livestock Inspectors, Feed Sales Specialists
- Veterinary Health Sciences, Meat Science Researchers, Reproductive Physiologists, Embryo Transfer Technicians, Pet Shop Operators, USDA Inspectors

ENVIRONMENTAL SERVICE SYSTEMS:

- Pollution Prevention, Water & Air Quality, Hazardous Materials, Solid Waste Management, Health & Safety
- Pollution Prevention and Control Managers, Pollution Prevention and Control Technicians, Environmental Sampling and Analysis Scientists, Environmental Compliance Assurance Managers, Hazardous Materials...
### My Educational Interests

The U.S. Department of Education maintains a catalog of common educational programs and trades. Think about what you want to do after High School. If an area interests you, checkmark it. If you are interested in several educational areas, adjust the order so that your top pick is first.

**Educational Areas:**
- Agriculture, Agriculture Operations, and Related Sciences
- Architecture and Related Services
- Area, Ethnic, Cultural, and Gender Studies
- Communication, Journalism, and Related Programs
- Communications Technologies/Technicians and Support Services
- Computer and Information Sciences and Support Services
- Personal and Culinary Services
- Education
- Engineering
- Engineering Technologies/Technicians
- Foreign languages, literatures, and Linguistics
- Family and Consumer Sciences/Human Sciences
- Technology Education/Industrial Arts
- Legal Professions and Studies
- English Language and Literature/Letters
- Liberal Arts and Sciences, General Studies and Humanities

### My Educational Interests:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Educational Area</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Health-related Knowledge and Skills</td>
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</tr>
<tr>
<td>2</td>
<td>Health Professions and Related Clinical Sciences</td>
<td>X</td>
</tr>
</tbody>
</table>

*Thursday, February 28, 2013*
## Account Information

**Profile** | **Journal** | **Finances** | **Reports**
---|---|---|---

### Account

<table>
<thead>
<tr>
<th>Field</th>
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<tr>
<td>High School Graduation Year</td>
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<td>Email Address</td>
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<td>Information Release</td>
<td>Can we share your contact information with Universities and Colleges who are looking for students with your educational interests?</td>
</tr>
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<td>FFA Member Number</td>
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<td>Date of Birth</td>
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<td>Gender</td>
<td>Male</td>
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<td>Race/Ethnicity</td>
<td>White/Caucasian</td>
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<td>Address</td>
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<tr>
<td>City, State, Zip</td>
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<tr>
<td>Home Telephone Number</td>
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<td>Cell Phone Number &amp; Carrier</td>
<td>(None / No Text Messages)</td>
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<tr>
<td>Father's Name</td>
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<tr>
<td>Father's Email Address</td>
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<td>Father's Phone Number</td>
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<td>Father's Occupation</td>
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<td>Mother's Name</td>
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<td>Mother's Email Address</td>
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<td>Mother's Phone Number</td>
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<td>Mother's Occupation</td>
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<tr>
<td>Mother's Highest Education Level</td>
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</table>

### FFA Membership

Tell my Adviser I want to be an FFA Member: [Apply] [Cancel]

---

**Save Profile** | Thursday, February 28, 2013

---

http://theaet.com/AET/Profile/Account.aspx  
2/28/2013
### My Ag Classes

<table>
<thead>
<tr>
<th>Class Name</th>
<th>Teacher</th>
<th>Start Date</th>
<th>Ending Date</th>
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<tr>
<td>Ag Leadership (49)</td>
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<td>1/23/2013</td>
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<td>1/18/2013</td>
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<td><strong>School Year: 2011-12</strong></td>
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<tr>
<td>Ag Policy / Communications</td>
<td>K Moore</td>
<td>1/10/2012</td>
<td>6/1/2012</td>
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<td>Ag Policy / Communications</td>
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<td>6/17/2011</td>
<td>12/22/2011</td>
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<tr>
<td>Ag Science 1</td>
<td>K Moore</td>
<td>6/24/2009</td>
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<td>Delete</td>
</tr>
</tbody>
</table>

Thursday, February 28, 2013
My Ag Career Pathway

Read about careers in Agriculture and find out the kinds of jobs you can do. Be sure to check back to learn about new careers.

If you are interested in several careers, adjust the order so that you have the top pick first.

Careers in Agriculture:

<table>
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Thursday, February 28, 2013
My Educational Interests

The US Department of Education maintains a catalog of common educational programs and tracks. Think about what you want to do after High School. If an area interests you, checkmark it. If you are interested in several educational areas, adjust the order so that your top pick is first.

Educational Areas:

- Agriculture, Agriculture Operations, and Related Sciences
- Natural Resources and Conservation
- Architecture and Related Services
- Area, Ethnic, Cultural, and Gender Studies
- Communication, Journalism, and Related Programs
- Communications Technologies/Technicians and Support Services
- Computer and Information Sciences and Support Services
- Personal and Culinary Services
- Education
- Engineering
- Engineering Technologies/Technicians
- Foreign languages, literatures, and Linguistics
- Family and Consumer Sciences/Human Sciences
- Technology Education/Industrial Arts
- Legal Professions and Studies
- English Language and Literature/Letters
- Liberal Arts and Sciences, General Studies and Humanities
## Account Information

### Account

- **Username:** admin
- **Password:** 
- **First Name:** 
- **Middle Name:** 
- **Last Name:** 
- **High School Graduation Year:** 2014
- **Email Address:** 
- **Information Release:**
  - Can we share your contact information with Universities and Colleges who are looking for students with your educational interests?
  - **Option:**
    - No Answer
    - Yes
    - No
- **Hide my name in the Chapter Scoreboard:**

### FFA Membership

- **FFA Member Number:** 553639750
- **Tell my Adviser I want to be an FFA Member:**
  - **Option:**
    - Apply
    - Cancel
  - **Applied On:** 8/31/2010

### Demographics

- **Right now, are you a bona-fide, dues-paying FFA Member in good standing?**
  - **Option:**
    - Yes
    - No
- **Your Name, as it appears on the FFA Roster:** 
- **Pronunciation of your name:** 

**Date of Birth:** 1/22/1995

- **Gender:** Female
- **Race/Ethnicity:** White/Caucasian

### Contact Information

- **Address:**
- **City, State, Zip:**
- **Home Telephone Number:** 
- **Cell Phone Number & Carrier:** (None / No Text Messages)

**Father:**

- **Name:**
- **Email Address:**
- **Phone Number:** (None / No Text Messages)
- **Occupation:** 
- **Highest Education Level:** 
- **Deceased:** No Answer

**Mother:**

- **Name:**
- **Email Address:**
- **Phone Number:** (None / No Text Messages)
- **Occupation:** Maintenance
- **Highest Education Level:** Some College or post High School Education

### Mobile Device Setup

- **Portfolio Email Address:**
- **Email Address:** picstheteet.com
- **Authorized Devices:**
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My Ag Career Pathway

Read about careers in Agriculture and the types of jobs you can do. If an area interests you, checkmark it.
If you are interested in several careers, adjust the order so that your top pick is first.

Careers in Agriculture:

- Agribusiness Systems (Sales, Service, Farm and Ranch Management, Entrepreneurship, Economics, etc.)
  - Salesperson
  - Sales Manager
  - Banker/Loan Officer
  - Field Representative for Bank, Insurance Company or Government Program
  - Farm Investment Manager
  - Agricultural Commodities Broker
  - Agricultural Economist
  - Farmer/Rancher/Feedlot Operator
  - Farm Manager
  - Livestock Rancher/Breeder
  - Dairy Herd Supervisor (DHIA)
  - Agricultural Products Buyer
  - Animal Health Products Distributor
  - Livestock Seller
  - Feed and Supply Store Manager
  - Produce Commission Agent
  - Ag Lenders
  - Agricultural Chemical Dealer
  - Field Service Representative
  - Chemical Sales Representative

- Animal Systems (Large animals, small animals, wildlife animals, and research animals)
  - Agricultural Educators
  - Livestock Producers
  - AI Technicians
  - Aquaculturists
  - Animal Caretakers
  - Poultry Managers
  - Equine Managers
  - Veterinarians
  - Veterinary Assistants
  - Feedlot Specialists
  - Animal Scientists
  - Embryo Technologists
  - Livestock Buyers
  - Feed Sales Representatives
  - Vitruvarian Technicians
  - Wildlife Biologist
  - Feedlot Veterinarian
  - Poultry Technicians
  - Animal Health Salesperson
  - Meat Science Researcher
  - Reproductive Physiologist
  - Embryo Transfer Technician
  - Vet Tech
  - Meat Shop Operators
  - USDA Inspectors

- Environmental Service Systems (Pollution Prevention, Water & Air Quality, Hazardous Materials, Solid Waste Management, Health & Safety Sanitation, etc.)
  - Pollution Prevention and Control Managers
  - Pollution Prevention and Control Technicians
  - Environmental Sampling and Analysis Scientists/Technicians
  - Health and Safety Sanitarian
  - Environmental Compliance Assurance Managers
  - Hazardous Materials

My Career Interests:

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Thursday, February 28, 2013
The US Department of Education maintains a catalog of common educational programs and trades. Think about what you want to do after High School. If an area interests you, checkmark it. If you are interested in several educational areas, adjust the order so that your top pick is first.

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Educational Areas:
- Agriculture, Agriculture Operations, and Related Sciences
- Natural Resources and Conservation
- Architecture and Related Services
- Area, Ethnic, Cultural, and Gender Studies
- Communication, Journalism, and Related Programs
- Communications Technologies/Technicians and Support Services
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- Family and Consumer Sciences/Human Sciences
- Technology Education/Industrial Arts
- Legal Professions and Studies
- English Language and Literature/Letters
- Liberal Arts and Sciences, General Studies and Humanities

Thursday, February 28, 2013
Agriculture Student Files

All of our students keep their record books in an online program called the Agriculture Experience Tracker. Each student uses their last name and first initial as their user name and their school student identification number as their password. They are assigned a unique number on the site and when the annual FFA roster is submitted their member number is recorded in their profile. These records can be archived for as long as is necessary and accounts can be marked as inactive without deleting them. I have a unique password into the system that allows me access to all of the record books for review and I can send messages to groups of students about up-coming events or due dates. Students can access their record books from any computer with internet service and can also set up an email account attached to their record book in order to import pictures. Agri-science students are required to login once per week to record classroom learning activities as well as time spent on SAE project activities.
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Thursday, February 28, 2013
This is a year-long, 1-credit class that will count as a humanities/elective/occupational education credit. Agriculture Science I and Agriculture Science II must be taken in succession in order for Agriculture Science II to count as a Life Science credit. (Freshmen are strongly encouraged to enroll in Modern Biology to complement these courses.)

Students will explore skills in agricultural sciences, which include animal science, plant & soil science, food & consumer science, and agribusiness. They will develop Supervised Agricultural Experiences and keep records on their personal career pathways. Students will also explore leadership opportunities through membership in the FFA Organization and learn the use of Parliamentary Procedure for the purpose of running meetings. Course content meets Nevada State Agriculture and Natural Science Standards.

**Supervised Agricultural Experience Project & Record Book**

All students are required to participate in an SAE project which will allow the active application of science based principles in a "learn by doing" environment. The project will be documented in the Agricultural Experience Tracker online record book at [www.theact.com](http://www.theact.com). Maintenance of their online record book will primarily be an in-class activity even though students will have access from any device with internet capability. This record book will document both in and out of class learning activities. Students may choose an SAEP from almost any field of agriculture, science, or industrial technology that will allow them to experience career skills in the industry. Examples include: Horticulture, Gardening, Community Service, work placement, market or breeding animals, metal or wood shop projects, etc.

**FFA**

All students enrolled in Agriculture Education classes are members of FFA. FFA is an organization that makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. The FFA is an integral part of every agriculture class. Every student’s grade will be enhanced by participation in meetings, events, field work, leadership conferences, community service projects and contests are some of the opportunities for students to become involved in the organization. There is a requirement of 1 FFA activity per academic quarter.

Instructor, Kristina Moore  
B.S. from University of Nevada, Reno, 1997  
e-mail: moorek@churchill.k12.nv.us

**Materials:**

Clear cover 3 ring binder, grey composition notebook, filler paper and a writing utensil

**Homework**

1 - Sometimes you will need to complete assignments that were not finished in class. Assignments and labs that aren’t turned in during class are due at the beginning of the next class meeting.

2 - Completed assignments need to be turned in to the "In-box" designated for your class and will be stamped with the date of receipt. It is the students' responsibility to get it there on time.

**Late Work Policy**

1 - Late work is defined as work turned in after the due date and will receive 50% credit.

**Make-up Work Policy**

1 - Following an excused absence or school sponsored activity, all missed work including tests, must be made up within one week.
**Behavior:**
1. Regular attendance is critical! Try to have consistent attendance so that you do not fall behind.
2. Pay attention in class.
3. Raise your hand before speaking.
4. Do your own work and turn it in on time!
5. Take responsibility for yourself & your actions.
6. Be respectful of yourself and others.
7. Electronic devices must stay in backpacks or purses at all times. (NOT IN YOUR POCKETS OR BINDERS!!)
   1st offense - I will take phone & keep until end of class  
   2nd offense- I will keep phone until the end of the day.  
   3rd offense & beyond - phone goes to the office
8. Dress Code violations. I will provide a garment/smock to cover the offending clothing and the student will stay in class. At the end of class student will go to the office with a referral.
9. Organization, preparation, and motivation will be keys to success in any class. Ask questions in class if you do not understand! If you don’t feel comfortable asking questions in class, you can come in before school, at lunch, on my prep, after school or you can email me.
10. I expect commitment, honesty, and hard work from all students. These qualities are the best guarantee of success in any endeavor.

**Parents and Students:**
Agricultural Science at CCHS is a laboratory course. Students will work in the laboratory periodically. Students will need to use good judgment, so that their laboratory experience is enjoyable, interesting and safe.

**Lab Safety:**
We need to focus for a moment on safety. Students and parents must be aware of the fact that some risk exists. The most common injuries in a laboratory classroom are slight burns associated with hot glass or liquids and cuts from scalpels or other sharp tools. If students and/or parents are unwilling to accept the associated risk, we will do our best to find a substitute course.
I have made safety a top priority in the laboratory. I cannot however, guarantee that accidents or injuries will not happen.

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<td>Parliamentary Procedure and Ag Leadership</td>
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<td>Career Research</td>
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<td>History of Animal Science</td>
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<td>Livestock Production - Beef, sheep, goats, swine, horses</td>
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<td>Small Animal Production - Poultry, Rabbits</td>
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<td>Plant Science - Structures, uses, germination, careers, industry sectors</td>
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<td>Plant Propagation and Care</td>
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<td>Environmental &amp; Natural Resource Management</td>
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<td>Wildlife Management practices</td>
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<td>Range Evaluation</td>
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Instructor, Kristina Moore  
B.S. from University of Nevada, Reno, 1997  
e-mail: [moorek@churchill.k12.nv.us](mailto:moorek@churchill.k12.nv.us)

**Materials:**

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**Homework**

1. You will have one homework assignment per week. They will vary based on what we are studying at the time.

2. Sometimes you will need to complete assignments that were not finished in class. Assignments and labs that aren’t turned in during class are due at the beginning of the next class meeting.

3. Completed assignments need to be turned in to the "In-box" designated for your class and will be stamped with the date of receipt. It is the students' responsibility to get it there on time.
Makeup and Late Work Policy
1 - Late work will receive 50% credit.
2 - Following an excused absence or school sponsored activity, all missed work including tests, must be made up within five school days. There will be exceptions for extended illness.
3 - To make up a missed lab, you, the student need to hand write a 200 word paper on a topic of the missed lab. Write the title of the missed assignment at the top.

Behavior:
1 - Regular attendance is critical! Try to have consistent attendance so that you do not fall behind.
2 - Pay attention in class. Raise your hand before speaking.
3 - Do your own work and turn it in on time!
4 - Take responsibility for yourself & your actions.
5 - Be respectful of yourself and others.
6 - Organization, preparation, and motivation will be keys to success in any class. Ask questions in class if you do not understand! If you don't feel comfortable asking questions in class, you can come in before school, at lunch, on my prep, after school or you can email me.
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</table>
Agricultural Leadership

This is a year-long, 1-credit class that will count as an Occupational or elective credit.

Ag Leadership is designed to meet the needs of advanced agri-science students and further enhance their knowledge, skills and abilities relative to leadership development and teamwork, communication research, verbal and written communication, and journalism. Public relations, mass media, human relations and agriculture policy will also be explored. Course will emphasize employability standards. Course content meets Nevada State Agriculture.

Supervised Agricultural Experience Project & Record Book

All students are required to participate in an SAE project which will allow the active application of science based principles in a “learn by doing” environment. The project will be documented in the Agricultural Experience Tracker online record book at www.theaet.com. Maintenance of their online record book will primarily be an in-class activity even though students will have access from any device with internet capability. This record book will document both in and out of class learning activities. Students may choose an SAEP from almost any field of agriculture, science, or industrial technology that will allow them to experience career skills in the industry. Examples include: Horticulture, Gardening, Community Service, work placement, market or breeding animals, metal or wood shop projects, etc.

FFA

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Instructor, Kristina Moore  B.S. from University of Nevada, Reno, 1997
e-mail: moorek@churchill.k12.nv.us

Materials:
Clear cover 3 ring binder, black & white composition notebook, filler paper and a writing utensil

Homework
1 - Sometimes you will need to complete assignments that were not finished in class. Assignments and labs that aren’t turned in during class are due at the beginning of the next class meeting.
2 - Completed assignments need to be turned in to the "In-box" designated for your class and will be stamped with the date of receipt. It is the students' responsibility to get it there on time.

Late Work Policy
1 - Late work is defined as work turned in after the due date that is not related to an absence. Late work will be accepted for one week following the due date and will receive 50% credit.

Makeup Work Policy
1 - Following an excused absence or school sponsored activity, all missed work including tests, must be made up within one week.
2 - To make up a missed lab/activity/field trip you, the student, need to hand write a 200 word paper on The topic of the missed lab/activity/field trip. Write the title of the missed assignment at the top.
**Behavior:**

1. Regular attendance is critical! Try to have consistent attendance so that you do not fall behind.
2. Pay attention in class.
3. Raise your hand before speaking.
4. Do your own work and turn it in on time!
5. Take responsibility for yourself & your actions.
6. Be respectful of yourself and others.
7. Electronic devices must stay in backpacks or purses at all times (NOT IN YOUR POCKETS OR BINDERS!!)
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   - 2nd offense - I will keep phone until the end of the day
   - 3rd offense & beyond - phone goes to the office
8. Dress Code violations. I will provide a garment/smock to cover the offending clothing and the student will stay in class. At the end of class student will go to the office with a referral.
9. Organization, preparation, and motivation will be keys to success in any class. Ask questions in class if you do not understand! If you don't feel comfortable asking questions in class, you can come in before school, at lunch, on my prep, after school or you can email me.
10. I expect commitment, honesty, and hard work from all students. These qualities are the best guarantee of success in any endeavor.

**Expected Learner Outcomes:**

<table>
<thead>
<tr>
<th>Learner Outcome</th>
<th>Measurements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinguish the difference between service organization, profit organization, non-profit organization and social organization.</td>
<td>Written assignment &amp; presentation</td>
</tr>
<tr>
<td>Name and describe the function of at least one local, regional, state and national organization.</td>
<td>Written assignment &amp; presentation</td>
</tr>
<tr>
<td>Demonstrate knowledge of the purpose and components of an organizational constitution.</td>
<td>Group meeting activities</td>
</tr>
<tr>
<td>Develop and implement a Business or Organizational Action Plan.</td>
<td>Group meeting activities</td>
</tr>
<tr>
<td>Describe duties and function of active members within two national organizations.</td>
<td>Written Report</td>
</tr>
<tr>
<td>Describe duties and functions of an officer within two regional, state and/or national organizations.</td>
<td>Apply for FFA State Office or other student organization</td>
</tr>
<tr>
<td>Develop and implement an annual budget for a local, regional, state or national organization.</td>
<td>FFA Chapter Budget Development for POA</td>
</tr>
<tr>
<td>Understand the purpose, function and proper use of formal and informal parliamentary procedure, as related to organizational meetings.</td>
<td>Facilitate monthly Chapter &amp; Committee Meetings</td>
</tr>
<tr>
<td>Plan, prepare and present a speech.</td>
<td>Recruiting presentation</td>
</tr>
<tr>
<td>Analyze the function, goals and performance of an organization.</td>
<td>Feedback on FFA Chapter Operations</td>
</tr>
<tr>
<td>Explain in detail eight separate critical Agriculture issues on the local, regional, state and national level.</td>
<td>Ag Issues Presentations</td>
</tr>
</tbody>
</table>
Ag Business

Ag Business is a year-long course designed to increase students' awareness of the "business" within Agriculture. This class will also focus on the development of personal leadership skills as they relate to Agriculture Management. Students will investigate, develop and demonstrate personal leadership skills as related to critical agriculture issues on the regional, state and national issues. Students will become aware of the necessity for positive leadership in Agriculture industry. This class is intended to provide students with opportunities to relate positively to others in a variety of situations, participate in activities that develop leadership, and participate in activities that increase occupational competency. Course content meets Nevada State Agriculture Standards.

**Supervised Agricultural Experience Project & Record Book**

All students are required to participate in an SAE project which will allow the active application of science based principles in a “learn by doing” environment. The project will be documented in the Agricultural Experience Tracker online record book at [www.theaet.com](http://www.theaet.com). Maintenance of their online record book will primarily be an in-class activity even though students will have access from any device with internet capability. This record book will document both in and out of class learning activities. Students may choose an SAEP from almost any field of agriculture, science, or industrial technology that will allow them to experience career skills in the industry. Examples include: Horticulture, Gardening, Community Service, work placement, market or breeding animals, metal or wood shop projects, etc.

**FFA**

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Instructor, Kristina Moore  
B.S. from University of Nevada, Reno, 1997  
e-mail: [moorek@churchill.k12.nv.us](mailto:moorek@churchill.k12.nv.us)

**Materials:**

3 ring binder, yellow spiral notebook, filler paper and a writing utensil

**Text:** Agribusiness: Decisions & Dollars. Elliot, Introduction to Agribusiness. Rickets & Rawlins

**Homework**

1 - You will have 1 homework assignment each week. They will be an "Article Review", "Interesting Ag Business Fact", "Quote of the Month", and "Joke of the Month". Each of them has an assignment sheet available in the classroom and on Ms. Moore's website on the Natural Resources page.

2 - Sometimes you will need to complete assignments that were not finished in class. Assignments and labs that aren't turned in during class are due at the beginning of the next class meeting.

3 - Completed assignments need to be turned in to the "In-box" designated for your class and will be stamped with the date of receipt. It is the students' responsibility to get it there on time.

**Makeup and Late Work Policy**

1 - Late work will receive 50% credit.
2 - Following an excused absence or school sponsored activity, all missed work including tests, must be made up within ten school days. There will be exceptions for extended illness.

3 - To make up a missed lab, you, the student need to **hand write** a 200 word paper on the topic of the missed lab. Write the title of the missed assignment at the top.

**Behavior:**

1 - Regular attendance is critical! Try to have consistent attendance so that you do not fall behind.

2 - Pay attention in class. Raise your hand before speaking.

3 - **Do your own work and turn it in on time!**

4 - Take responsibility for yourself & your actions.

5 - Be respectful of yourself and others.

6 - Organization, preparation, and motivation will be keys to success in any class. Ask questions in class if you do not understand! If you don’t feel comfortable asking questions in class, you can come in before school, at lunch, on my prep, after school or you can email me.

7 - I expect commitment, honesty, and hard work from all students. These qualities are the best guarantee of success in any endeavor.

**Expected Learner Outcomes:**

Develop and demonstrate skills in various styles of making presentations

Distinguish and describe the differences between the various types of risks agricultural businesses face

Describe the 4 P's of marketing

Summarize the major functions, utilities, and principles of marketing

Prepare a marketing plan

Construct a supply-demand curve

Practice effective writing techniques

Demonstrate agricultural sales principles

Differentiate between the various types of organizational structures of businesses

Outline human resource aspects to agricultural business management

Explain what causes agricultural price cycles and the factors that influence agricultural product prices

**Learner Outcome Measurements:**

Speech, sales presentation

Quiz

Quiz

Quiz

Develop a mock marketing plan

Quiz

Various research assignments, portfolio, & business plan proposal

Sales presentation

Quiz

Human resources research paper

Quiz
Plant Science & Horticulture

Plant Science/Horticulture is a year long course designed to introduce students to the world of plant propagation, environmental horticulture, and greenhouse management. Students will explore basics of soil science, hydrology, botany, plant selection, floriculture, cultivation techniques, environmental horticulture practices, greenhouse management, and crop science. Course content meets Nevada State Agriculture and Natural Science Standards.

**Supervised Agricultural Experience Project & Record Book**

All students are required to participate in an SAE project which will allow the active application of science based principles in a "learn by doing" environment. The project will be documented in the Agricultural Experience Tracker online record book at [www.theaet.com](http://www.theaet.com). Maintenance of their online record book will primarily be an in-class activity even though students will have access from any device with internet capability. This record book will document both in and out of class learning activities. Students may choose an SAEP from almost any field of agriculture, science, or industrial technology that will allow them to experience career skills in the industry. Examples include: Horticulture, Gardening, Community Service, work placement, market or breeding animals, metal or wood shop projects, etc.

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Instructor, Kristina Moore  B.S. from University of Nevada, Reno, 1997
e-mail: moorek@churchill.k12.nv.us

**Materials:**

Clear cover 3 ring binder, green composition notebook, filler paper and a writing utensil

We will be using the curriculum for the Master Gardener program through Nevada Extension in addition to several reference texts in the classroom and on the internet.

**Homework**

1 - Sometimes you will need to complete assignments that were not finished in class. Assignments and labs that aren’t turned in during class are due at the beginning of the next class meeting.

2 - Completed assignments need to be turned in to the “In-box” designated for your class and will be stamped with the date of receipt. It is the students’ responsibility to get it there on time.

**Late Work Policy**

1 - Late work is defined as work turned in after the due date that is not related to an absence. Late work will be accepted for one week following the due date and will receive 50% credit.

**Makeup Work Policy**

1 - Following an excused absence or school sponsored activity, all missed work including tests, must be made up within one week.

2 - To make up a missed lab/activity/field trip you, the student, need to [hand write](#) a 200 word paper on the topic of the missed lab/activity/field trip. Write the title of the missed assignment at the top.
**Behavior:**
1 - Regular attendance is critical! Try to have consistent attendance so that you do not fall behind.
2 - Pay attention in class.
3 - Raise your hand before speaking.
4 - Do your own work and turn it in on time!
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10 - I expect commitment, honesty, and hard work from all students. These qualities are the best guarantee of success in any endeavor.

**Parents and Students:**
Plant Science at CCHS is a laboratory course. Students will work in the laboratory at least every other week. Students will need to use good judgment, so that their laboratory experience is enjoyable, interesting and safe.

**Lab Safety:**
We need to focus on a moment on safety. Students and parents must be aware of the fact that some risk exists. The most common injuries in a laboratory classroom are slight burns associated with hot glass or liquids and cuts from scalpels or other sharp tools. If students and/or parents are unwilling to accept the associated risk, we will do our best to find a substitute course.
I have made safety a top priority in the laboratory. I cannot however, guarantee that accidents or injuries will not happen.

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<td>FFA, SAE &amp; CDEs</td>
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<tr>
<td>Careers in Horticulture</td>
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<td>Overview of US Horticulture Industry</td>
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<td>Naming and Classification - Taxonomy &amp; Plant Identification</td>
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<tr>
<td>Plant Anatomy &amp; Physiology - Photosynthesis &amp; Respiration</td>
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<td>Purposes and Uses of Horticultural Products</td>
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<td>Soils and other Growing Media - Basics, Composting, Hydroponics</td>
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<tr>
<td>Propagation and Care - Germination, Cuttings, Budding/Grafting, Separation/Division</td>
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<tr>
<td>Nutrition - Micronutrients, Soil Amendments, Determining Deficiencies, Reading Labels</td>
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<tr>
<td>Diseases and Pests - Integrated Pest Management, Safe Use of Pesticides/Herbicides/Fungicides/Insecticides</td>
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<tr>
<td>Greenhouse/Nursery Management</td>
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<tr>
<td>Home/Community Gardening</td>
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<tr>
<td>Using Plants in Landscape</td>
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</table>
Animal Science/Veterinary Medicine is a year long course designed to introduce students to the world of Animal Science and Veterinary Medicine. We will cover areas relative to animal science including anatomy and physiology, evaluation and selection, behavior and handling, genetics, reproduction, feeds & nutrition and health. We will also explore facility, equipment and handling, animal welfare, and career opportunities in the animal industries. Course content meets Nevada State Agriculture and Natural Science Standards.

Supervised Agricultural Experience Project & Record Book

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Instructor: Kristina Moore  B.S. from University of Nevada, Reno, 1997 & M.A. from Cal Poly, SLO 2012  e-mail: moorek@churchill.k12.nv.us

Materials:
Clear cover 3 ring binder, red composition notebook, filler paper and a writing utensil.
We will be using the text, Exploring Animal Science by Frank B. Flanders and they will be kept in the classroom.

Homework
1 - Sometimes you will need to complete assignments that were not finished in class. Assignments and labs that aren’t turned in during class are due at the beginning of the next class meeting.
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**Expected Learner Outcomes:**

Chronicle the U.S. history of animal agriculture industry

Survey various careers in animal science and identify education requirements for those careers

Explain the basics of animal breeding and hybrid vigor

Outline the basic reproductive structures, functions, and roles in reproductive management of livestock species

Identify livestock body conformation and how it relates to function and list positive selection characteristics for each species

Distinguish basic breeds of dairy cattle and describe the production cycle of the dairy cattle herd

Distinguish basic breeds of beef cattle and perform various beef cattle handling techniques

Distinguish basic breeds of sheep and describe the production cycle of the range and pasture sheep herds

Identify swine breeds and compare and contrast different swine productions systems in the U.S.

Distinguish basic breeds of horses and explain the nutritional and reproductive care of horses

Distinguish basic breeds of poultry and describe the various grading systems for poultry and eggs

Recognize the marketability, quality and yield grades of market animals and dairy products

Collect and evaluate data used to ensure scientifically-based management decisions

**Learner Outcome Measurements:**

Illustrated Timeline

Career flip Charts & presentations

Quiz

Quiz & test

Evaluation Contest

Report, Poster, presentation & Quiz

Report, Poster, Presentation, Lab & Quiz

Report, Poster, Presentation, & Quiz

Report, Poster, Presentation, Lab & Quiz

Report, Poster, Presentation, Lab & Quiz

Quiz, test, & lab

Research project
Natural Resources & Wildlife Management -- a year-long course designed to introduce students to the world of Natural Resource and Wildlife Management. During the first semester students will cover principles of managing wildlife habitats and population along with current issues facing wildlife worldwide. Second semester students will explore soil science, hydrology, air quality, energy, mineral resources, vegetative resources, range management, ecology of forests, and fire. Course content meets Nevada State Agriculture and Natural Science Standards.

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10 - I expect commitment, honesty, and hard work from all students. These qualities are the best guarantee of success in any endeavor.

Parents and Students:
Natural Resource Management at CCHS is a laboratory course. Students will work in the laboratory at least every other week. Students will need to use good judgment, so that their laboratory experience is enjoyable, interesting and safe.

Lab Safety:
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I have made safety a top priority in the laboratory. I cannot however, guarantee that accidents or injuries will not happen.

Topics
<p>| FFA History, Aims &amp; Purposes, Co-curricular nature, SAE, CDE |
| Supervised Agricultural Experience Projects |
| History of the interactions between humans and Natural Resources |
| Ecological Concepts and Scientific Principles |
| Rangeland Management |
| Forest Resources and Management |
| Fire Ecology |
| GPS &amp; GIS |
| Wildlife Ecology-Big Game, Predators, Gnarly mammals, Waterfowl, Upland Game Birds |
| Fish Ecology |
| Rivers, Lakes and Streams as Natural Resources |
| Renewable and Nonrenewable Resources and Management |
| Alternative Energy Resources |
| &quot;Green&quot; Industry |
| Career Exploration in Natural Resources and Wildlife Management |</p>
<table>
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<tr>
<th>Greenhouse Chp 25 Jan 30, 2013 PTS 36 x 1.00</th>
<th>An Inconvenient Truth vs The Great Global Warming Jan 31, 2013 PTS 10 x 1.00</th>
<th>Greenhouse Chp 19 Objective summary Feb 4, 2013 PTS 10 x 1.00</th>
<th>Week of 2/8/2013 Greenhouse Work Feb 8, 2013 PTS 10 x 1.00</th>
<th>Work of 2/15/2013 Greenhouse Work Feb 15, 2013 PTS 10 x 1.00</th>
<th>Weekly SMART goal Feb 19, 2013 PTS 5 x 1.00</th>
<th>Perennials Chapter 26 Feb 20, 2013 PTS 27 x 1.00</th>
<th>Unit 34 Landscape Principles Mar 1, 2013 PTS 25 x 1.00</th>
<th>March FFA Meeting Mar 4, 2013 PTS 20 x 1.00</th>
<th>SAE Recordbook Update Check Mar 25, 2013 PTS 20 x 1.00</th>
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Churchill County High School Agriculture Department SAE Project

Supervision Form

Student Name: __________________________ Date: _____ Time: ______

Project Type: ____________________________

Location: ________________________________

___ Record book current ___ Record book needs improvement

Animal Projects

Pen: ___ Clean ___ Dirty ___ Needs repair ___ Needs shelter

Water: ___ Available ___ Dirty ___ None

Feed: ___ Available ___ Dirty ___ None

Animal Health: ___ Good ___ OK ___ Poor

Comments _______________________________________

Animal Condition: ___ Underweight ___ Appropriate ___ Overweight

Comments _______________________________________

Animal Behavior: ___ Gentle ___ Approachable ___ Unapproachable

Other Projects

Observations: __________________________________________

_________________________________________________________________

Progress: _____________________________________________

_________________________________________________________________

Recommendations: __________________________________________

_________________________________________________________________

_________________________________________________________________

Advisor signature ___________________________ Student signature ___________________________
Churchill County High School Agriculture Department SAE Project
Supervision Form

Student Name: Clay Mulder Date: 2/23 Time: PM
Project Type: Market Steer
Location: 381 Lewis

Record book current ___ Record book needs improvement

Animal Projects
Pen: ___ Clean ___ Dirty ___ Needs repair ___ Needs shelter
Water: ___ Available ___ Dirty ___ None
Feed: ___ Available ___ Dirty ___ None
Animal Health: ___ Good ___ OK ___ Poor

Comments

Animal Condition: ___ Underweight ___ Appropriate ___ Overweight
Comments: Charles/Edgas Steen

Animal Behavior: ___ Gentle ___ Approachable ___ Unapproachable

Other Projects
Observations:

Progress:

Recommendations:

Advisor signature: 
Student signature: Clay Mulder
Churchill County High School Agriculture Department SAE Project

Supervision Form

Student Name: __________ Date: __________ Time: __________

Project Type: __________

Location: __________

☑ Record book current  ☐ Record book needs improvement

Animal Projects

Pen: ☑ Clean  ☐ Dirty  ☐ Needs repair  ☐ Needs shelter

Water: ☑ Available  ☐ Dirty  ☐ None

Feed: ☑ Available  ☐ Dirty  ☐ None

Animal Health: ☑ Good  ☐ OK  ☐ Poor

Comments: __________

Animal Condition: ☑ Underweight  ☑ Appropriate  ☐ Overweight

Comments: __________

Animal Behavior: ☑ Gentle  ☐ Approachable  ☐ Unapproachable

Other Projects

Observations: __________

__________________________

Progress: __________

__________________________

Recommendations: __________

__________________________

Advisor signature  Student signature
Churchill County High School Agriculture Department SAE Project

Supervision Form

Student Name: Elora Martin

Date: 2/23/13  Time: 11:15 AM

Project Type: Market Swine

Location: 325 Animal Pen

☑ Record book current  ☐ Record book needs improvement

Animal Projects

Pen: ☑ Clean  ☐ Dirty  ☐ Needs repair  ☐ Needs shelter

Water: ☑ Available  ☐ Dirty  ☐ None

Feed: ☑ Available  ☐ Dirty  ☐ None

Animal Health: ☑ Good  ☐ OK  ☐ Poor

Comments:

Animal Condition: ☑ Underweight  ☐ Appropriate  ☑ Overweight

Comments: [Handwritten note: Hamp x gilt weighed 177 - Gonna have to exercise and feed]

Animal Behavior: ☑ Gentle  ☐ Approachable  ☐ Unapproachable

Other Projects

Observations: ____________________________

____________________________________

Progress: ______________________________

____________________________________

Recommendations: ____________________________

____________________________________

Advisor signature

Student signature
Churchill County High School Agriculture Department SAE Project
Supervision Form

Student Name: Morgan Warner   Date: 2/23/13   Time: PM

Project Type: Market Lamb

Location: 4160 S Country Fever Dr

___Record book current   ___Record book needs improvement

Animal Projects

Pen:  ___Clean   ___Dirty   ___Needs repair   ___Needs shelter

Water:  ___Available   ___Dirty   ___None

Feed:  ___Available   ___Dirty   ___None

Animal Health:  ___Good   ___OK   ___Poor

Comments

Animal Condition:  ___Underweight   ___Appropriate   ___Overweight

Comments: Slight 8 lbs

Animal Behavior:  ___Gentle   ___Approachable   ___Unapproachable

Other Projects

Observations:

Progress:

Recommendations:

Advisor signature

Student signature
Churchill County High School Agriculture Department SAE Project
Supervision Form

Student Name: [REDACTED] Date: 2/23/3 Time: 1pm
Project Type: Market Lambs
Location: [REDACTED]

Record book current [x] Record book needs improvement

Animal Projects
Pen: [ ] Clean [x] Dirty [ ] Needs repair [ ] Needs shelter
Water: [x] Available [ ] Dirty [ ] None
Feed: [ ] Available [x] Dirty [ ] None
Animal Health: [x] Good [ ] OK [ ] Poor

Comments

Animal Condition: [ ] Underweight [x] Appropriate [ ] Overweight
Comments: [REDACTED]

Animal Behavior: [ ] Gentle [x] Approachable [ ] Unapproachable

Other Projects
Observations: ____________________________________________________________

Progress: ______________________________________________________________

Recommendations: _______________________________________________________

[Signature]
Advisor signature

[Signature]
Student signature
Churchill County High School Agriculture Department SAE Project
Supervision Form

Student Name: Bobby Jingwades
Date: 2/28/13
Time: 2pm

Project Type: Market Goats
Location: 328 Wade Cir

Record book current

Animal Projects
Pen: Clean ✓ Dirty ✓ Needs repair
Water: Available ✓ Dirty None
Feed: Available ✓ Dirty None
Animal Health: ✓ Good OK Poor

Comments

Animal Condition: ✓ Underweight Appropriate Overweight

Comments

Animal Behavior: Gentle ✓ Approachable Unapproachable

Other Projects
Observations:

Progress:

Recommendations:

Advisor signature
Student signature
Churchill County High School Agriculture Department SAE Project

Supervision Form

Student Name: Sadee Ventura

Date: 2/3/13  Time: 11am

Project Type: Market Swine

Location: CC Fairgrounds

Record book current

Animal Projects

Pen: ___ Clean ___ Dirty ___ Needs repair ___ Needs shelter

Water: ___ Available ___ Dirty ___ None

Feed: ___ Available ___ Dirty ___ None

Animal Health: ___ Good ___ OK ___ Poor

Comments: Weighed 140 lbs. - Dump X Bananas

Animal Condition: ___ Underweight ___ Appropriate ___ Overweight

Comments: Continue current feed program

Animal Behavior: ___ Gentle ___ Approachable ___ Unapproachable

Other Projects

Observations: ____________________________

________________________

Progress: ____________________________

________________________

Recommendations: ____________________________

________________________

Advisor signature

Student signature
Supervision Form

Student Name: Heather Hancock
Date: 2/2/13
Time: 4pm
Project Type: Market Steer
Location: 1999 Rio Vista

_____ Record book current  _____ Record book needs improvement

Animal Projects
Pen:  _____ Clean  _____ Dirty  _____ Needs repair  _____ Needs shelter
Water:  _____ Available  _____ Dirty  _____ None
Feed:  _____ Available  _____ Dirty  _____ None
Animal Health:  _____ Good  _____ OK  _____ Poor

Comments

Animal Condition:  _____ Underweight  _____ Appropriate  _____ Overweight

Comments: C.J.L.S. - 1100 lbs  N.J.L.S. - 1300 lbs

Animal Behavior:  _____ Gentle  _____ Approachable  _____ Unapproachable

Other Projects
Observations:

Progress:

Recommendations:

Advisor signature

Student signature
Churchill County High School Agriculture Department SAE Project

Supervision Form

Student Name: Andy Webster  Date: 2/3/13  Time: 9am

Project Type: Market Sheep

Location: 4100 Spring Lake Rd

☐ Record book current  ☐ Record book needs improvement

Animal Projects

Pen:  ☑ Clean  ☐ Dirty  ☐ Needs repair  ☐ Needs shelter

Water:  ☑ Available  ☐ Dirty  ☐ None

Feed:  ☑ Available  ☐ Dirty  ☐ None

Animal Health:  ☑ Good  ☐ OK  ☐ Poor

Comments: Bluebell X weighed 113 lbs

Animal Condition:  ☐ Underweight  ☑ Appropriate  ☐ Overweight

Comments: 

Animal Behavior:  ☑ Gentle  ☐ Approachable  ☐ Unapproachable

Other Projects

Observations: 

Progress: 

Recommendations: 

Advisor signature: [Signature]

Student signature: [Signature]
Churchill County High School Agriculture Department SAE Project
Supervision Form

Student Name: John Doe
Date: 2/23/13
Time: 9:30am

Project Type: Market hams
Location: 2132 Shopper

___ Record book current ___ Record book needs improvement

Animal Projects
Pen: ___ Clean ___ Dirty ___ Needs repair ___ Needs shelter
Water: ___ Available ___ Dirty ___ None
Feed: ___ Available ___ Dirty ___ None
Animal Health: ___ Good ___ OK ___ Poor

Comments
Animal Condition: ___ Underweight ___ Appropriate ___ Overweight

Comments
Animal Behavior: ___ Gentle ___ Approachable ___ Unapproachable

Other Projects
Observations:

Progress:

Recommendations:

K. Moore
Advisor signature

Student signature
Churchill County High School Agriculture Department SAE Project
Supervision Form

Student Name: [Handwritten name] Date: 2/23 Time: 3pm
Project Type: Breeding/Thytopic Coats/Garden
Location: 4275 Alby Rd

___ Record book current ___ Record book needs improvement

Animal Projects
Pen: ___ Clean ___ Dirty ___ Needs repair ___ Needs shelter
Water: ___ Available ___ Dirty ___ None
Feed: ___ Available ___ Dirty ___ None
Animal Health: ___ Good ___ OK ___ Poor

Comments: [Handwritten: Going to expose does to borrowed bucket for Spring Kids]
Animal Condition: ___ Underweight ___ Appropriate ___ Overweight
Comments: ___
Animal Behavior: ___ Gentle ___ Approachable ___ Unapproachable

Other Projects
Observations: ____________________________

________________________________________________________________________
Progress: _________________________________

________________________________________________________________________
Recommendations: _________________________

__________________________
Advisor signature

__________________________
Student signature
Wall Chart of SAE Visits and Record Book Progress
Supervised Agricultural Experience
Project & Record Book Requirement Policy

All students are required to participate in an SAE project which will allow the active application of science based principles in a "learn by doing" environment. The project will be documented in the Agricultural Experience Tracker online record book at www.theaet.com. Maintenance of their online record book will primarily be an in-class activity even though students will have access from any device with internet capability. This record book will document both in and out of class learning activities. Students may choose an SAEP from almost any field of agriculture, science, or industrial technology that will allow them to experience career skills in the industry. Examples include: Horticulture, Gardening, Community Service, work placement, market or breeding animals, metal or wood shop projects, etc.
FFA as an integral Part of Churchill County Agriculture Education Program

All students enrolled in Agriculture Education classes are members of FFA. FFA is an organization that makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. The FFA is an integral part of every agriculture class. Every student’s grade will be enhanced by participation in meetings, events, field work, leadership conferences, community service projects and contests are some of the opportunities for students to become involved in the organization. There is a requirement of 1 FFA activity per academic quarter.
Churchill County FFA
Program of Activities
See Comprehensive Program Plan
Section 11
CCHS Agriculture Education Recruitment Program

Each year the Agriculture Leadership class designs two promotional pamphlets. The first pamphlet is created at the very beginning of the school year and designed for recruiting Ag I students into a more active role in FFA. At the end of the first semester they design a brochure to be distributed at service club meetings after they have given a presentation to the group about the role of Agriculture Education in the modern education system and opportunities available to young leaders in FFA. The chapter awards scholarships all Ag I students to attend the annual Greenhand Conference in September put on by the Nevada State FFA Association. This gives all first year students a look at the enthusiasm and opportunities found in FFA. The Chapter Officer team maintains both a Churchill County FFA website and a Churchill County FFA Facebook page to help parents, members, staff, and community members to stay informed about FFA activities and give them access to information about the organization and upcoming opportunities. In the spring, during FFA week we play games on campus each day, announce Ag Facts, and invite students to sign up for an Ag class during registration to tap into the opportunities that we have available. On Friday of FFA week we put on an assembly at the Junior High that highlights all of the fun, travel, leadership, learning, and success that can be experienced through FFA. Current members talk about the Ag class that they can take at the high school, careers, Supervised Agriculture Experience Projects, leadership conferences, and conventions. At the end of the school year we host a BBQ at the high school on the quad area between the Ag Science classroom, Greenhouse, and Ag Shop for all current and prospective Ag students to get together and talk about the fun they have had, brainstorm ideas for new activities, and talk about going to Summer Leadership Camp. We award Summer Leadership Camp scholarships to incoming freshmen that attend this event in the hope that it will spark their interest and enthusiasm for the organization.
Welcome to the Official Churchill County FFA Web Page!

Super Leaders!

Be a Hero: Lead the World!

2012 - 2013 Officers

President - Robert Fagundes
Vice President - Amy Hesselgesser
Secretary - Kayla Arias
Treasurer - Christina Hesselgesser
Reporter - Trever Detomasi
Sentinel - Trey McGowan
Historian - Lacie McElvain

2012-2013 Advisors

Ms. Kristina Moore
Mr. Cortney Dahl

What is FFA?

FFA is a dynamic youth organization within agricultural education that changes lives and prepares students for success in leadership, personal growth and career success. FFA was created in 1926 as the Future Farmers of America. The name was changed in 1988 to the National FFA Organization to represent the growing diversity of agricultural education activities. Each leading to over 200 career opportunities in the agricultural sciences, food, fiber and natural resources industry. Student's success remains the primary mission of FFA.

The Mission Statement

FFA makes a positive difference in the lives of students by developing their potential for personal leadership, personal growth, and career success through agricultural education.

Motto

Learning to Do,
Doing to Learn,
Earning to Live,
Living to Serve.

Links:

ffana.org
www.ffa.org
www.sqfd.com

© 2004 - 2013 Churchill County High School - FFA (Future Farmers of America). All Rights Reserved.
THE FFA MISSION
FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.

THE AGRICULTURAL EDUCATION MISSION
Agricultural Education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems.

The National FFA Organization is a resource and support organization that does not select, control or supervise state association, local chapter or individual member activities. Educational materials are developed by FFA in cooperation with the U.S. Department of Education as a service to state and local agricultural education agencies.

The National FFA Organization affirms its belief in the value of all human beings and seeks diversity in its membership, leadership, and staff as an equal opportunity employer.

Funded as a special project of the National FFA Foundation
© 2012 National FFA Organization
WHAT IS FFA?
The National FFA Organization is one of the country’s largest youth organizations, with more than 540,000 members in nearly 7,500 chapters in all 50 states, Puerto Rico and the Virgin Islands. FFA combines classroom learning with hands-on experience, preparing members for premier leadership, personal growth and career success through agricultural education.

WHO ARE OUR MEMBERS?
Getting your food products from farm to fork requires many different people with many different specialties and skill sets. Students join FFA in order to explore a variety of career fields, from Biology to business management. Members receive the knowledge and leadership skills they need to succeed in any career path. Many go on to become chemists, veterinarians, policy makers, horticulturalists, entrepreneurs, ranchers and teachers.

HOW DOES FFA MAKE AN IMPACT?
FFA functions as a part of a school’s agricultural education program, helping students prepare for careers in the business, science and technology of agriculture. FFA members impact the community by participating in civic engagement activities and educating children and local communities about the importance of agriculture.

OPPORTUNITIES
Students benefit from curriculum that combines classroom instruction with hands-on experience. FFA members have the opportunity to participate in a personalized real-world project known as a supervised agricultural experience (SAE) program. Members build upon their leadership skills by serving as a chapter officer, planning special events and participating in various public speaking activities.

In addition to opportunities for scholarships and awards, FFA members also take part in dynamic leadership conferences, international travel and conventions. The National FFA Convention & Expo, held each Fall, draws nearly 55,000 attendees.

FFA MEMBERS are the innovators and leaders of tomorrow. Through agricultural education and hands-on learning, they prepare for the more than 300 career opportunities in the food, fiber and natural resources industry.

FFA MEMBERS take advantage of opportunities to grow in so many ways. They grow the sizes and scopes of their individual projects, they grow in their knowledge of agriculture, and they achieve personal growth through leadership development and hands-on learning.

@NationalFFA #FFAWeek
facebook.com/nationalffa
Chapter Advisor
FFA
Churchill County
Kristina Moore
Presentation by:

Churchill County

FFA Creed

Stand solid for my part in that inspiring task of making the product of our toil serve our own and the public interest in producing and one, in the world of agricultural education. I cannot deny the associations within, even in house of discomposure. I believe that it will be to my advantage. I do not wish to be thought of others. I believe in my ability to work efficiently and feel good about my work and respect from sense of pride of home. I believe in the future of agriculture. With a faith born of days of deeds and experience. I am for the present and feel confidence in the achievements in the past and words which deeds. I am for the future. I am for the present and feel confidence in the achievements in the past and words which deeds. I am for the future. I am for the present and feel confidence in the achievements in the past and words which deeds. I am for the future. I am for the present and feel confidence in the achievements in the past and words which deeds. I am for the future. I am for the present and feel confidence in the achievements in the past and words which deeds. I am for the future.

What is FFA?

- FFA is structured on three levels: local, state, and national.
- FFA is established on the premise that agriculture offers a wide range of opportunities for students engaged in a variety of agricultural activities.
- FFA activities include opportunities over 300 career opportunities in agriculture.
- FFA is an agricultural education program that is a part of agricultural education.
coming soon FFA Candy bars!! We will be order.

Candy Bar Sales

Neighbors,

Took, our “Heifer” of love to your friends and

community. We need to get nothing, we have

more, and have the “Heifer” of love. We have

about 20 people, no dogs, no cats, no fish,

and we will be able to provide the service.

The chapter members will sign up and pro-

vide the service. The chapter provides the food

and the food for the holidays.

The Heifer Christmas theme to provide a tea.

Every year the chapter adopts a needy family.

Gift of Giving

We make in a variety of $60/bake

and there is 1 to 2 cakes in each pack.

The red sheet from Spairs

we will bring you where food is

-2000%

Heifer Foundation offers a variety of planned

-50%

Every year and great for the Earth. To heal, for

the global hunger to end hunger and pov.

We make in a variety of $60/bake

-30%

Heifer Foundation offers a variety of planned

-50%

Every year and great for the Earth. To heal, for

the global hunger to end hunger and pov.
What is FFA?

Today, FFA is a dynamic youth organization that is a part of agricultural education-programs of better days through today's eyes. Even as the world of agriculture has changed, the spirit and past foundations of agriculture are still alive. FFA is an organization that is a part of local, state and national FFA is structured on three tiers in agriculture.

FFA works to help members of all ages get engaged in a wide range of agriculture and agriculture-related activities through over 300 career development programs.

-FFA is structured on three tiers in agriculture.
-FFA is a dynamic youth organization that is a part of agricultural education-programs of better days through today's eyes. Even as the world of agriculture has changed, the spirit and past foundations of agriculture are still alive. FFA is an organization that is a part of local, state and national
resource management, wildlife management, and other areas of study. These will be explorations of ecology, vertebrate resources, and natural resources. Key concepts in wildlife management, such as population dynamics and habitat management, will be explored. Students will explore soil science.

These courses are designed to meet the needs of students who are interested in leadership, business, and natural resources. They will explore critical topics such as business principles, economics, and marketing. They will also explore the impact of these topics on real-world situations. Students will develop skills in leadership, critical thinking, and problem-solving. They will also have the opportunity to participate in local and regional competitions. These courses are designed to meet the needs of students who are interested in leadership, business, and natural resources. They will explore critical topics such as business principles, economics, and marketing. They will also explore the impact of these topics on real-world situations. Students will develop skills in leadership, critical thinking, and problem-solving. They will also have the opportunity to participate in local and regional competitions.
Summer Leadership Camp

Have fun in Lake Tahoe with the Churchill County FFA!

June 18-21, 2012

Cost is $110 and Scholarships are available at the June 1st Barbeque!
Churchill County FFA Chapter Scrapbooks
Summer Ag Ed and FFA Activities

June
1 – CDE Team Declarations DUE to National FFA
   - Summer Leadership Camp and Chapter Officer Leadership Training
     Registration DUE to Nevada FFA
3 – Eagle’s Hall Breakfast 7-11am
4 – Chapter FFA Meeting – 6pm in the Ag room - Contact your Buddy
   Chapter with a Message of encouragement and Invitation to partner
   at Summer Leadership Camp
7 – 9 – Chapter Officer Retreat
9 – NV FFA Sporting Clay Shoot in Eureka, NV
16 – 17 – Cut hay at school farm
17 – Eagle’s Hall Breakfast 7-11am
18 – 21 – Summer Leadership Camp in South Lake Tahoe, NV
22 – Bale and stack hay at school farm
29 – Irrigate school farm
30 – Ownership date for Silver State Fair in Yerington, NV in August

July
1 – Eagle’s Hall Breakfast 7-11am
2 – Chapter FFA Meeting
7 – Horse Evaluation Team Practice at Fallon Horsemans’ Association Show
   at County Fairgrounds, 8am – 12pm
10 – SAEP Visits – Market animals for Silver State Fair
14 – Floriculture Team Practice 8am – 12pm in Ag Room with Daisy Mae Florist
15 – Eagle’s Hall Breakfast 7-11am
16 – 17 – Nevada Agriculture Teacher’s Association Summer Conference, Carson City
17 – 20 – Nevada Association for Career and Technical Educator’s Conference,
   South Lake Tahoe, NV
20 – Irrigate School Farm
21 – Horse Evaluation Team Practice – Nevada Reined Cowhorse Show at
   County Fairgrounds, 8am-12pm
28 – Floriculture practice at the Ag Room, 8am – 12pm with Desert Rose Florist

August
4 – Horse Evaluation Practice at Fallon Horsemans’ Association Show 8am-12pm
5 – Eagle’s Hall Breakfast 7-11am
6 – Floriculture Practice in the Ag Room, 10am-12pm
7 – SAEP Visits All Day
11 – Cut hay at school farm
14 – 15 – Bale and stack hay at school farm
16 – Irrigate school farm
17 – 19 – Silver State Fair and Livestock Show in Yerington, NV
19 – Eagle’s Hall Breakfast 7-11am
20 – Floriculture Practice in the Ag Room, 10am-12pm
31 – Build Labor Day Parade float and set up for Cantaloupe Festival with Chamber of Commerce
Churchill County School District Agriculture Department
Graduate Follow-up Survey

Name:_________________________________________________________
Address:_______________________________________________________
Phone:____________________ Email:_______________________________

1. Where are you now? (Mark all that apply.)
   ___Attending Post-Secondary Institution
   ___Full time  ___2-year school
   ___Part time  ___4-year school
   ___Technical School
   Business Type:________________________
   Job Title:_____________________________

   ___Military
   ___Homemaker
   ___Other ________________________________

2. Did being a part of the CCHS Ag Ed program help you choose your current path?  ____yes  ____no

3. How well did your CCHS Agriculture courses prepare you for further school/work?
   ____Excellent  ____Good  ____Fair  ____Poor

4. How well did your CCHS career guidance and counseling prepare you for post-graduate
   experiences?
   ____Excellent  ____Good  ____Fair  ____Poor

5. Mark the following FFA related experiences that you feel were valuable learning experiences.
   ___Career Development Events  ___Public Speaking Events
   ___Degree and award programs  ___Working with others in chapter activities
   ___Community Service Activities  ___Officer/Committee activities
   ___Industry Networking  ___Other ________________________________

6. Mark the following SAE related experiences that you feel were valuable.
   ___Skills learned directly related to project  ___Record keeping skills
   ___Developing a sense of responsibility  ___Industry Networking
   ___Learning to earn  ___Other ________________________________
7. How would you describe the CCHS Animal Science Program overall?
   ___ Disorganized       ___ Out-of-date       ___ Poorly maintained
   ___ Organized          ___ Modern           ___ Well Maintained
   ___ Inadequate amount of equipment           ___ Adequate amount of equipment

8. How would you describe the CCHS Horticulture Program overall?
   ___ Disorganized       ___ Out-of-date       ___ Poorly maintained
   ___ Organized          ___ Modern           ___ Well Maintained
   ___ Inadequate amount of equipment           ___ Adequate amount of equipment

9. How would you describe the CCHS Ag Mechanics Program overall?
   ___ Disorganized       ___ Out-of-date       ___ Poorly maintained
   ___ Organized          ___ Modern           ___ Well Maintained
   ___ Inadequate amount of equipment           ___ Adequate amount of equipment

10. How would you describe the CCHS Natural Resource Management Program overall?
    ___ Disorganized       ___ Out-of-date       ___ Poorly maintained
    ___ Organized          ___ Modern           ___ Well Maintained
    ___ Inadequate amount of equipment           ___ Adequate amount of equipment

Further comments or suggestions for Improving the CCHS Agriculture Education Program:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________
Graduate Survey Results for Classes of 2011 & 12
Churchill County School District Agriculture Department
Graduate Follow-up Survey

Name:__________________________________________________________
Address:_________________________________________________________________
Phone:________________________ Email:___________________________

1. Where are you now? (Mark all that apply.)
   65% Attending Post-Secondary Institution  25% Working
   45% Full time __2-year school  15% Full time
   20% Part time __4-year school  10% Part time
   __Technical School  Business Type:__________________________

   Course of study:__________________________________________  Job Title:________________________

   4% Military  6% Homemaker
   __Other _________________

2. Did being a part of the CCHS Ag Ed program help you choose your current path? 58% Yes 42% No

3. How well did your CCHS Agriculture courses prepare you for further school/work?
   67% Excellent  24% Good  8% Fair  1% Poor

4. How well did your CCHS career guidance and counseling prepare you for post-graduate experiences?
   41% Excellent  48% Good  11% Fair  0% Poor

5. Mark the following FFA related experiences that you feel were valuable learning experiences.
   68% Career Development Events  38% Public Speaking Events
   25% Degree and award programs  86% Working with others in chapter activities
   56% Community Service Activities  33% Officer/Committee activities
   78% Industry Networking  __Other __________________________

6. Mark the following SAE related experiences that you feel were valuable.
   82% Skills learned directly related to project  61% Record keeping skills
   89% Developing a sense of responsibility  57% Industry Networking
   63% Learning to earn  36% Other ___________________________
Graduate Survey Results for Classes of 2011 & 12

7. How would you describe the CCHS Animal Science Program overall?
5% Disorganized 0% Out-of-date 0% Poorly maintained
89% Organized 78% Modern 96% Well Maintained
5% Inadequate amount of equipment 89% Adequate amount of equipment

8. How would you describe the CCHS Horticulture Program overall?
4% Disorganized 2% Out-of-date 1% Poorly maintained
93% Organized 88% Modern 89% Well Maintained
____ Inadequate amount of equipment 98% Adequate amount of equipment

9. How would you describe the CCHS Ag Mechanics Program overall?
78% Disorganized 57% Out-of-date 94% Poorly maintained
11% Organized 59% Modern 4% Well Maintained
4% Inadequate amount of equipment 94% Adequate amount of equipment

10. How would you describe the CCHS Natural Resource Management Program overall?
4% Disorganized 8% Out-of-date 4% Poorly maintained
86% Organized 84% Modern 90% Well Maintained
2% Inadequate amount of equipment 96% Adequate amount of equipment

Further comments or suggestions for Improving the CCHS Agriculture Education Program:

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
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See Comprehensive Program Plan Project
Churchill County Agriculture Education Advisory Committee Constitution and By-Laws

I. Committee Operation
   A. Meetings will be held on the last Friday of January, April, and August at 6pm in the CCHS Agriculture Classroom, S-19.
   B. At least three meetings will be held each school year. Additional meetings can be called if there is a need by the CCHS Agricultural Education Department.
   C. The Executive Committee, consisting of the chair, chair-elect, and secretary, will develop an agenda for each meeting and distribute it to the committee one week prior each scheduled meeting.
   D. Meetings will be limited to one and one half hours.
   E. Parliamentary procedure will be used when a decision is to be recorded and transmitted as a recommendation.
   F. A quorum will consist of a simple majority of appointed members.
   G. Meeting minutes will be recorded for each meeting by the Agriculture teacher in attendance and distributed to the committee members via mail and to appropriate school officials via interoffice mail.

II. Subcommittees
   A. Standing subcommittees will be established for the leadership component (FFA), curriculum and instruction, and employment experiences (SAE, job shadowing, internships, and placement opportunities)
   B. Subcommittees will usually include three or four members but may consist of just two if deemed appropriate by the group.
   C. Subcommittees will select their own chairperson.

III. Officers
   A. Officers will be elected by a simple majority. Officers will serve a two year term and may be elected to another office following a one year gap between terms.
   B. Offices will include a chair and chair-elect. The Agriculture Science instructor will serve as the committee secretary.
   C. Officers will be elected at the first meeting of each new academic year.
   D.

IV. Member Responsibilities
   A. Each member is expected to attend meetings and participate in committee activities.
   B. Each member is expected to make themselves aware of the issues and ideas that come before the committee in order to contribute to the discussion and resolution of issues.
General Policies and Procedures
For Churchill County Agriculture Education Advisory Committee

Purpose of a Advisory Committee

An Agricultural Education advisory committee is a group of laypersons selected to serve in an advisory capacity to the Agricultural Education program. The purpose of an advisory committee is to advise school administration and instructors with respect to the development and maintenance of a quality Agricultural Education program. A properly functioning advisory committee helps the local school ensure that a program is consistent with the needs of the students and the community.

Functions of an Advisory Committee

An advisory committee can perform a wide variety of functions. The following list, not intended to be all-inclusive, should be useful in providing direction.

1. Provide assistance regarding:
   a. Current labor needs placement
   b. The relevance of the program
   c. Job opportunities for students and graduates
   d. Placement activities
   e. The relationship of basic skills such as problem solving, communication, mathematics, and employability skill and habits to job needs.

2. Determine community needs:
   a. For a Cooperative Agricultural Education program
   b. For short term training classes
   c. For new and emerging occupations
   d. For nontraditional employees
   e. For in-service of employees

3. Assist in the preparation and selection of program material to assure it meets the needs of students and reflects industry needs.
   a. Review program objectives
   b. Review present course outlines and proposed textbooks
   c. Assist in identifying competencies to be taught, including basic skills
   d. Suggest revisions or additions
4. Assist with program evaluation activities.
   a. Attend annual Perkins Grant funding meeting in order to evaluate funding applications and make recommendations on industry appropriate equipment and technology.
   b. Provide supporting documentation for grant funding requests.

5. Provide in-service/support opportunities for instructors.

6. Provide support services for students enrolled in the Agricultural Education program who need special assistance.

7. Recommend and assist in obtaining resource personnel and guest speakers.

8. Provide suggestions for public relations activities.
   a. Promote Agricultural Education in the community
   b. Provide current occupational information to counselors
   c. Participate in exhibits or displays
   d. Develop plans for recognizing students through the media
   e. Help prepare and review brochures explaining the Agricultural Education program.
   f. Advise on forms of program promotion.
   g. Assist with job placement for students.

9. Support the vocational technical student organization (FFA)
   a. Suggest means of raising chapter funds.
   b. Help secure speakers.
   c. Offer suggestions for obtaining financial aid for individual members.
   d. Serve as/recommend judges for competitive and other events.
   e. Attend leadership development activities and other chapter events when possible.

10. Help plan special events such as:
    a. National FFA Week
    b. Chapter banquet and other applicable activities
    c. Special events and demonstrations
    d. Field trips to industry
TO: Rick Lattin, Donna Withers, Ted Guazzini, Skylar Hiibel, DVM, Bob Oakden, Mickey Laca, Dave Ott
FROM: Kristina Moore
DATE: August 24, 2012
RE: Next Advisory Committee Meeting
DATE: August 31, 2012
TIME: 6:00pm
PLACE: CCHS Agriculture Classroom, S-19

AGENDA

1. Call for additional agenda items to be added to this meeting’s agenda.

2. Current programs, courses of study, facilities, and equipment.
   a. New Horticulture course objectives
   b. Grant fund purchase of Fodder Pro System and Raised beds

3. Consideration of recommendations for changes to current programs or courses of study.

4. Consideration of recommendations for Grant Funding Request items to update facilities and/or equipment.

5. Report and review of FFA Calendar of Events and Program of Activities by current FFA President Robert Fagundes.
   a. Appreciation Dinner October 5th – Open invitation to all committee members
   b. National FFA Convention – Qualifying CDE Teams
   c. Community Service Project – Heifer International

6. Next Meeting: January 25th, 2013 @ 6pm in CCHS Ag Room

7. Adjournment.
Churchill County School District
Agricultural Education Advisory Council
Meeting Agenda
January 25, 2013

TO: Rick Lattin, Donna Withers, Ted Guazzini, Skylar Hiibel, DVM, Bob Oakden,
Mickey Laca, Dave Ott
FROM: Kristina Moore
DATE: January 18, 2013
RE: Next Advisory Committee Meeting
DATE: January 25, 2013
TIME: 6:00pm
PLACE: CCHS Agriculture Classroom, S-19

AGENDA

1. Call for additional agenda items to be added to this meeting's agenda.

2. Old Business
   a. Status of Internship Program with NRCS @ Stillwater
   b. Status of Fodder Pro System set-up
   c. Information report on walk-in cooler and other necessities to establish a Floriculture Unit

3. New Business
   a. Judges needed for upcoming Zone and State CDE competitions
   b. Fallon All Breeds Bull Sale has offered trade show spaces to FFA supporters and all proceeds from booth fees will be donated to the CCFFA.

4. Consideration of recommendations for Grant Funding Request items to update facilities and/or equipment.

5. Report and review of FFA Calendar of Events and Program of Activities by current FFA President Robert Fagundes.

6. Next Meeting: April 26th, 2013 @ 6pm in CCHS Ag Room

7. Adjournment.
Minutes for Churchill County School District
Agricultural Education Advisory Committee Meeting
August 31, 2012

The meeting was called to order by chairperson, Mickey Laca at 6:10 p.m., August 31st, 2012 in room S-19 at Churchill County High School.

The call for additional agenda items was made.

Ms. Moore presented current programs, course offerings, state of facilities and general equipment inventory.

Mrs. Withers recommended establishing an internship program with the Stillwater Wildlife Refuge for students in the Natural Resource and Wildlife Management class.

It was moved by Mrs. Withers and seconded by Mr. Oakden that an internship program be established with the NRCS Stillwater Wildlife Refuge. Motion passed unanimously.

Mr. Guazzini recommended that Animal Science course update it’s nutrition unit to include a section on Fodder Systems as an alternative to tradition feed sources.

It was moved by Mr. Guazzini and seconded by Dr. Hiibel to include a unit on Fodder Systems in the Nutrition unit of Animal Science.

Mr. Lattin moved to amend the motion by adding “in conjunction with the Hydroponics unit in Horticulture Science”. Seconded by Dr. Hiibel. Amendment and motion passed unanimously.

Mr. Lattin recommended that we expand the Horticulture Science course to include a larger Floriculture Unit and pursue grant funding for a walk-in flower cooler for the classroom.

FFA President, Robert Fagundes presented the 2012-13 calendar of events and Program of Activities for the chapter. Milk Quality, Floriculture, and Horse Evaluation Teams will be traveling to Indianapolis, IN representing Nevada at the National FFA Convention. Churchill County FFA will be raising funds in order to participate as a sponsor of Heifer International which is a program that donates animals to families and villages in impoverished country and teaches them how to care for and proliferate the poultry or livestock for a continued source of nutrition.

The next meeting is scheduled for January 25th, 2013 @ 6:00pm, in the CCHS Ag Science Room, S-19.

The meeting was adjourned at 7:50 p.m. by chairperson Mickey Laca.

Respectfully Submitted,
Kristina Moore, CCHS FFA Advisor
Minutes for Churchill County School District
Agricultural Education Advisory Committee Meeting
January 25, 2013

The meeting was called to order by chairperson, Mickey Laca at 6:02 p.m., January 25th, 2013 in room S-19 at Churchill County High School.

The call for additional agenda items was made.

Ms. Moore and Mrs. Withers reported that the internship program had been established with the Stillwater Wildlife Refuge. A whole class field trip was taken first. Students were introduced to the Biologists and Specialists on site and given the opportunity to sign up for future opportunities for internships at the facility. Six students have volunteered for different programs at the refuge since the field trip. We have also established a partnership with NRCS to have Ag Ed students assist in their Carson River Day Event in April.

Fodder Pro System order has yet to be processed but should be completed and delivered by the end of February.

Daisy Mae’s and Desert Rose Florists have been contacted for more information and guidance and the equipment that would be necessary and helpful in establishing a floriculture program at CCHS.

Ms. Moore announced that Zone Contests will be held in Minden, Nevada on February 25th and would like some volunteers for judges and chaperones. Dr. Hiibel offered to assist in judging the Vet Science CDE and Mr. Oakden offered to help judge speaking events.

It was moved by Mrs. Withers to provide the Nevada State FFA Association with the contact information of those on the committee in order for them to have direct contact with the committee about needs for State Convention. Seconded by Ted Guazzini. Motion passed unanimously.

FFA President, Robert Fagundes presented the 2013 CCFFA Spring Events.

The next meeting is scheduled for January 25th, 2013 @ 6:00pm, in the CCHS Ag Science Room, S-19.

The meeting was adjourned at 7:38 p.m. by chairperson Mickey Laca.

Respectfully Submitted,
Kristina Moore, CCHS FFA Advisor
Agriculture Science

_________________________ has completed this course of study and practice in Horticulture Science and has attained proficiency in the following areas as certified by the instructor, ____________________, on _____________.

Areas of Competency

____ Nevada Agriculture
____ History of Agriculture
____ FFA History, Code of Ethics, Structure
____ Establish a plan for an SAE
____ Establish a record book on The AET
____ SAE, FFA, Academic Vin Diagram
____ Perform a 5 minute speech
____ Demonstrate 10 motions of Parli-Pro
____ Sectors in Agriculture
____ Knowledge of Livestock Species
____ General External Anatomy
____ Demonstrate handling techniques
____ Demonstrate SubQ & IM injections
____ Identify types of Nutrients
____ Proper use of livestock terminology
____ Identify common breeds of beef cattle
____ Identify common breeds of dairy cattle
____ Identify common breeds of sheep
____ Identify common breeds of goats
____ Identify common breeds of swine
____ Identify common breeds of horses
____ Identify common breeds of poultry
____ Plant Taxonomy
____ Plant Classification
____ Seed & Plant Parts
____ Germination Process
____ Sow seeds properly
____ Demo proper transplanting
____ Water properly
____ Demo proper plant care
____ Prepare soil properly
____ Prepare plot for planting
____ Read fertilizer label
____ Read herbicide & pesticide label
____ Demo proper harvesting methods
____ Processing of plant products for sale
____ Processing of animal products for sale
____ Identify common commodities
____ Identify common products
____ Describe distribution methods
____ Explain distribution patterns

Comprehensive Program Plan, K. Moore
Animal Science

_________________________ has completed this course of study and practice in Horticulture Science and has attained proficiency in the following areas as certified by the instructor, __________________________, on ________________.

Areas of Competency

____ Nevada Agriculture
____ History of Agriculture
____ FFA History, Code of Ethics, Structure
____ Establish an SAE
____ Establish record book
____ SAE, FFA, Academic Vin Diagram
____ Perform a 5 minute speech
____ Sectors in Animal Agriculture
____ Knowledge of Livestock Species
____ General External Anatomy
____ Demonstrate handling techniques
____ Demonstrate SubQ & IM injections
____ Demonstrate proper suture technique
____ Identify types of Nutrients
____ Proper us of livestock terminology
____ Identify common breeds of beef cattle
____ Identify common breeds of dairy cattle
____ Identify common breeds of sheep
____ Identify common breeds of goats
____ Identify common breeds of swine
____ Identify common breeds of horses
____ Identify common breeds of poultry
____ Knowledge of Companion animals
____ Identify common breeds of dogs
____ Identify common breeds of cats
____ Identify common breeds of small Mammals
____ Identify common breeds of reptiles
____ Identify common breeds of pet birds
____ Identify common parasite larvae
____ Identify common parasites
____ Identify common diseases/disorders
____ Knowledge of levels of organization
____ Knowledge of Internal Systems
____ Identify common veterinary tools
____ Job shadow at the Vet’s office
____ Attend industry tour of slaughter Facilty
____ Perform virtual cat dissection
____ Perform fetal pig dissection
____ Assist in lamb/kid autopsy
____ Attend/participate in livestock show
____ Attend livestock, horse, dairy or meat evaluation contest

Comprehensive Program Plan, K. Moore
Horticulture Science

__________________________ has completed this course of study and practice in Horticulture Science and has attained proficiency in the following areas as certified by the instructor, ____________________, on ________________.

Areas of Competency

___ Nevada Agriculture  ___ Tree ID
___ History of Agriculture  ___ Shrub ID
___ FFA History, Code of Ethics, Structure  ___ Perennial ID
___ Establish an SAE  ___ Annual ID
___ Establish record book  ___ Grass ID
___ SAE, FFA, Academic Vin Diagram  ___ Vine ID
___ Perform a 5 minute speech  ___ Propagate by seed
___ List Careers in Horticulture  ___ Propagate by division
___ Explain Plant Taxonomy  ___ Propagate by cuttings
___ Identify Plant Structure  ___ Propagate by culturing
___ Explain Plant Physiology  ___ Demonstrate irrigation methods
___ Describe Growth Requirements  ___ Soil & Plot preparation
___ Balance Photosynthesis Equation  ___ Transplant from indoors to outdoors
___ Balance Respiration Equation  ___ Demo Indoor plant care
___ Identify Macro vs Micro Nutrients  ___ Demo Outdoor plant care
___ Read Fertilizer Label  ___ Design a landscape
___ Read Pesticide & Herbicide Labels  ___ Maintain a landscape
___ Identify Common Diseases & Pests  ___ Maintain/Renovate lawn
___ Integrated Pest Management  ___ Prep field for irrigation
___ Mix potting soil  ___ Irrigate field
___ Identify Climate Zones  ___ Identify types of hay

Comprehensive Program Plan, K. Moore
Natural Resource and Wildlife Management

___________________________ has completed this course of study and practice in Horticulture Science and has attained proficiency in the following areas as certified by the instructor, ______________________, on ________________.

Areas of Competency

____ Nevada Agriculture
____ History of Agriculture
____ FFA History, Code of Ethics, Structure
____ Establish an SAE
____ Establish record book
____ SAE, FFA, Academic Vin Diagram
____ Perform a 5 minute speech
____ History of game Management
____ Explain game management
____ Explain range management
____ Identify common species of North American Big Game
____ Identify common species of N.A. Predators
____ Identify common species of waterfowl
____ Identify common species of upland game birds
____ Participate in Hunter Safety
____ Score Mule Deer Antlers
____ Score Elk Antlers
____ Score a Mountain Lion skull
____ Create a Nevada Wildlife Field Guide

____ Define Ecology
____ Attend tour of Wildlife Refuge
____ Delineate bet/ Renewable and Non-renewable resources
____ Explain “Green” building
____ Identify Alternative Energy sources
____ Build a Hydropower Model
____ Build a Wind Power Model
____ Build a Fuel Cell car
____ Build a Solar Car
____ Build a Solar Cooker
____ Assemble an operational Power house
____ Design a green built home that uses only alternative energy sources
____ Build a model of “green” home design
____ Attend industry tour at Geothermal plant
____ Attend tour of Lahontan Dam
____ Explain the differences between conservation & preservation
____ Explain Stewardship
____ Explain Sustainability
____ Identify importance of Reclamation

Comprehensive Program Plan, K. Moore
Agriculture Leadership

___________________________ has completed this course of study and practice in Horticulture Science and has attained proficiency in the following areas as certified by the instructor, ________________________, on ________________.

Areas of Competency

____Knowledge of Nevada Agriculture
____History of Agriculture
____FFA History, Code of Ethics, Structure
____Establish/continue an SAE
____Continue record book on The AET
____SAE, FFA, Academic Vin Diagram
____Perform a 5 minute speech
____Demonstrate 10 motions of Parli-Pro
____Identify Leadership Styles
____Create a Cover Letter
____Create a Resume
____Complete Officer Application
____Interview for Office
____Complete a scholarship application
____Deliver a 5 minute speech about FFA to a local service organization
____Write new goals each week & month
____Mentor an incoming student
____Participate in an Ag Issues team
____Create a promotional pamphlet for FFA
____Create a promotional pamphlet for AgEd
____Create a promo video for recruitment
____Create an assembly for 8th graders
____Participate in assembly for 8th graders
____Apply for State Degree
____Participate in Community Service
____Participate in Ag in the Classroom
____Participate in “Man Who Fed the World” essay contest
____Research 1 Ag Career each quarter
____Participate in Winter Leadership Training or the Nevada Legislative Experience
____Participate in FFA Week Planning
____Coordinate FFA Week Activities
____Participate in Where’s the Food Without the Farmer
____Update Chapter Web Page
____Maintain Chapter Facebook page
____Coordinate with Yearbook for FFA page

Comprehensive Program Plan, K. Moore
State of Nevada
License for Educational Personnel
License No. 0000037601

This License Certifies That

KRISTINA K MOORE

has complied with the prescribed rules and regulations of the Commission on Professional Standards in Education and that the Superintendent of Public Instruction has granted this license which authorizes the holder to provide service in the schools of the State of Nevada in the following areas:

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Keith W. Rhoadt
State Superintendent of Public Instruction

Each teacher or other educational employee who is required to hold a license is responsible for securing, maintaining and renewing his/her license [NAC 391.025(1)].

(NSPO Rev. 10-05)
NACTE Membership Card

Member ID: 1706
Name: Kristina Moore
Division: Agriculture
Expiration Date: 7/31/2013

Cindi L. Chang, Membership Chair
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<tr>
<td>2 Eagle’s Hall</td>
<td>3 Horse Eval Practice @ Labor Day Show</td>
<td>4 6:00 PM-7:00 PM Chapter Meeting</td>
<td>5 Horse Eval Practice After School</td>
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Printable School Year Calendar

http://theaet.com/PoA/default.aspx?Printable=1

2/28/2013
### October 2012

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<tr>
<td>1</td>
<td>Horse Eval Practice After School</td>
<td>2 Floriculture Practice After School</td>
<td>3 Horse Eval Practice After School</td>
<td>4 Floriculture Practice After School</td>
<td>5 Appreciation Dinner @ 6:00 in the Cafeteria</td>
<td>6</td>
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<tr>
<td>7</td>
<td>Eagle's Hall (Bobby, Trever, Josey, Quincy)</td>
<td>8 Horse Eval Practice After School</td>
<td>9 Floriculture Practice After School</td>
<td>10 Horse Eval Practice After School</td>
<td>11 Floriculture Practice After School</td>
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<td>15 Horse Eval Practice After School</td>
<td>16 Floriculture Practice After School</td>
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<td>18 Floriculture Practice After School</td>
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<tr>
<td>21</td>
<td>Eagle's Hall (Kayla, Sierra, Lani, Blane)</td>
<td>22 National Convention</td>
<td>23 National Convention</td>
<td>24 National Convention</td>
<td>25 National Convention</td>
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<tr>
<td>28</td>
<td>6:00 PM-7:00 PM Officer Meeting</td>
<td>30</td>
<td>31 6:00 AM-8:00 AM Halloween/Trick or Treat</td>
<td>32 National Convention</td>
<td>33 National Convention</td>
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**Printable School Year Calendar**

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<td>7:00 AM-11:00 AM Eagle's Hall</td>
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<td>SAE Project Visits</td>
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<td>12:35 PM-1:35 PM Greenband Officer Meeting</td>
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<td>1:30 PM-4:35 PM Twine Gathering</td>
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<tr>
<td>7:00 AM-11:00 AM Eagle's Hall (Amy, Joey, Bobby, Jojoen)</td>
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<td>Fruit Sale Order Forms Due</td>
<td>Thanksgiving Break</td>
<td>Thanksgiving for the Elderly</td>
<td>Thanksgiving Break</td>
<td>Officer Bonding</td>
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<td>7:00 PM-9:30 PM Officer Meeting</td>
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<td>1:30 PM-3:30 PM Twine Gathering</td>
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[Printable School Year Calendar](http://theaet.com/PoA/default.aspx?Printable=1)
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<td>7:00 AM-11:00 AM Eagle's Hall (Quincee)</td>
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<td>SAE Project Visits</td>
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<td>Officer Meeting @ Pizza Barn</td>
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# January 2013

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<tr>
<td>7:00 AM-11:00 AM Eagle's Hall</td>
<td>Floriculture Practice 6:00 PM-7:00 PM FFA Meeting @ Ag. Room</td>
<td>SAE Project Visits Meat Eval Practice</td>
<td>Horse Eval Practice</td>
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<td>NATA Meeting in Alamo, NV</td>
<td>NATA Meeting in Alamo, NV</td>
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<td>Floriculture Practice</td>
<td>Meat Eval Practice</td>
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<td>5:00 PM-10:00 PM Zone Initiation in Smith Valley</td>
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Printable School Year Calendar:

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2/28/2013
# February 2013

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<td>7:00 AM-11:00 AM Eagle's Hall</td>
<td>Floriculture Practice 6:00 PM-7:00 PM FFA Meeting @ Ag. Room</td>
<td>Meat Eval Practice 8:00 AM-12:00 PM WLT &amp; NAYLA in Carson City</td>
<td>Horse Eval Practice</td>
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<td>Bull Sale</td>
<td>Bull Sale 6:00 PM-10:00 PM Bull Sale Dinner</td>
<td>Horse Eval Practice</td>
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<td>FFA WEEK 7:00 AM-11:00 AM Eagle's Hall</td>
<td>FFA WEEK Floriculture Practice 8:00 AM-4:00 PM Twine Gathering</td>
<td>FFA WEEK Meat Eval Practice</td>
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<td>Zone Contest in Gardnerville</td>
<td>Meat Eval Practice</td>
<td>Horse Eval Practice 11:00 AM-12:00 PM Officer Meeting</td>
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<td>5 Meat Eval Practice</td>
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<td>9 8:00 AM-9:00 AM Pershing County Livestock Judging Contest</td>
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<td>11 Floriculture Practice</td>
<td>12 Meat Eval Practice</td>
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<td>17 7:00 AM-11:00 AM Eagle’s Hall Breakfast</td>
<td>18 Floriculture Practice</td>
<td>19 State Convention</td>
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<td>30</td>
<td>31</td>
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Printable School Year Calendar
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<th>Activity</th>
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<td>Horse Judging Practice 3:30-5:30pm</td>
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<tr>
<td>4-Sep</td>
<td>Chapter FFA Meeting 6:00-8pm</td>
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<td>5-Sep</td>
<td>Range Evaluation Practice 3:30-5:30pm</td>
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<td>Floriculture Practice 3:30-5:30pm</td>
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<td>Horse Judging Practice 3:30-5:30pm</td>
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<tr>
<td>11-Sep</td>
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<tr>
<td>11-Sep</td>
<td>FFA Ice Cream Social at Convention Center 5:30-8:30pm</td>
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<tr>
<td>12-Sep</td>
<td>Greenhand Conference 7:30am-3:30pm(during school hours)</td>
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<tr>
<td>12-Sep</td>
<td>Range Evaluation Practice 3:30-5:30pm</td>
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<td>Range Evaluation Practice 3:30-5:30pm</td>
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<td>Floriculture Practice 3:30-5:30pm</td>
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<tr>
<td>21-Sep</td>
<td>Twine Gathering 1:30-4:30pm</td>
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<tr>
<td>22-Sep</td>
<td>Twine Gathering 8am-12pm</td>
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<td>Range Evaluation Practice 3:30-5:30pm</td>
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<td>Homecoming Parade 5:30-7:30pm</td>
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<td>Floriculture Practice 3:30-5:30pm</td>
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<td>26-Sep</td>
<td>Range Evaluation Practice 3:30-5:30pm</td>
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<tr>
<td>27-Sep</td>
<td>Range Eval Contest in Eureka 5:30am - 6pm</td>
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<td>Twine Gathering 1:30-6:30pm</td>
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<td>Horse Judging Practice 3:30-5:30pm</td>
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<td>Chapter FFA Meeting 5:30 - 7:30pm</td>
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<td>Floriculture Practice 3:30-5:30pm</td>
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<td>4-Oct</td>
<td>Floriculture Practice 3:30-5:30pm</td>
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<tr>
<td>5-Oct</td>
<td>Fall Appreciation Dinner in CCHS Cafeteria 5:30-8pm</td>
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<td>7-Oct</td>
<td>Eagle’s Hall Breakfast 7-11am</td>
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<td>8-Oct</td>
<td>Horse Judging Practice 3:30-5:30pm</td>
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<td>9-Oct</td>
<td>Floriculture Practice 3:30-5:30pm</td>
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<td>Floriculture Practice 3:30-5:30pm</td>
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<td>National Convention Itinerary Meeting for members and parents 5:30-7pm</td>
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<tr>
<td>Date</td>
<td>Event Description</td>
<td>Hours</td>
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<td>18-Oct</td>
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<tr>
<td>19-Oct</td>
<td>National Convention preparations and paperwork 4-6pm</td>
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<td>22-Oct</td>
<td>Leave for National FFA Convention 4:30am-8am</td>
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<tr>
<td>22-Oct</td>
<td>National FFA Convention 3:30-12am</td>
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<tr>
<td>23-Oct</td>
<td>National FFA Convention 12am-8am + 3:30pm-12am</td>
<td>16.5</td>
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<tr>
<td>24-Oct</td>
<td>National FFA Convention 12am-8am + 3:30pm-12am</td>
<td>16.5</td>
</tr>
<tr>
<td>25-Oct</td>
<td>National FFA Convention 12am-8am + 3:30pm-12am</td>
<td>16.5</td>
</tr>
<tr>
<td>26-Oct</td>
<td>National FFA Convention 12am-8am + 3:30pm-12am</td>
<td>16.5</td>
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<tr>
<td>27-Oct</td>
<td>Return from Nat’l Convention 12am-3:30pm</td>
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<td>29-Oct</td>
<td>Chapter Officer meeting 6-7:30pm</td>
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<tr>
<td>31-Oct</td>
<td>Halloween Trick or Treat for Canned Food 6pm - 8pm</td>
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<td>5-Nov</td>
<td>Chapter FFA Meeting 5:30-7:30pm</td>
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<td>6-Nov</td>
<td>SAEP Visits 3:30-5:30pm</td>
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<td>12-Nov</td>
<td>Recreation Committee Planning Meeting 3:30-4:30pm</td>
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<td>14-Nov</td>
<td>Greenhand Offer Team Meeting 3:30-4:30pm</td>
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<td>Fruit Sales Order 3:30-4:30pm</td>
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<td>21-Nov</td>
<td>Deliver Thanksgiving Dinners to Elderly Couples in need 12-2pm</td>
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<td>FFA Officer meeting 7-8:30pm</td>
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<td>30-Nov</td>
<td>Twine Gathering 1:30-5:30pm</td>
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<td>1-Dec</td>
<td>CCJLS/NJLS Beef Weigh-in &amp; tagging @ Fallon Livestock Exchange 8-10am</td>
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<tr>
<td>1-Oct</td>
<td>Eagle’s Hall Breakfast with Santa 7-10am</td>
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<td>3-Dec</td>
<td>Chapter FFA Meeting 5:30-7:30pm</td>
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<td>4-Dec</td>
<td>SAEP Visits 3:30-5:30pm</td>
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<td>Gift of Green Organizational meeting 3:30-4:30</td>
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<td>Gift of Green present wrapping and delivery 3:30-5:30pm</td>
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<td>FFA Christmas Party and Gift Exchange 6:30-10pm</td>
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<td>Officer Meeting at Pizza Barn 12-1pm</td>
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<td>7-Jan</td>
<td>Floriculture Practice 3:30-5:30pm</td>
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<td>Chapter FFA Meeting 5:30-7:30pm</td>
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<td>9-Jan</td>
<td>Horse Judging Practice 3:30-4:30pm</td>
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<tr>
<td>11-Jan</td>
<td>NATA Meeting in Alamo, NV</td>
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<td>NATA Meeting in Alamo, NV</td>
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<tr>
<td>Date</td>
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<td>Duration</td>
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<td>Meat Evaluation Meeting 3:30-4:30pm</td>
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<td>16-Jan</td>
<td>Horse Judging Practice 3:30-4:30pm</td>
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<tr>
<td>18-Jan</td>
<td>Zone Initiation 5-10pm</td>
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<td>Floriculture Practice 3:30-5:30pm</td>
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<tr>
<td>22-Jan</td>
<td>Meat Evaluation Practice 3:30-4:30pm</td>
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<td>23-Jan</td>
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<td>28-Jan</td>
<td>Chapter Officer meeting 6-7:30pm</td>
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<td>Meat Evaluation Practice 3:30-4:30pm</td>
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<td>Floriculture Practice 3:30-5:30pm</td>
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<td>Chapter FFA Meeting 5:30-7:30pm</td>
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<td>Meat Evaluation Practice 3:30-4:30pm</td>
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<tr>
<td>6-Feb</td>
<td>Horse Judging Practice 3:30-4:30pm</td>
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<td>Floriculture Practice 3:30-4:30pm</td>
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<tr>
<td>11-Feb</td>
<td>Winter Leadership Training in Carson 12pm-12am</td>
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<td>12-Feb</td>
<td>Winter Leadership Training in Carson 12am-1pm</td>
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<tr>
<td>13-Feb</td>
<td>Horse Judging Practice 3:30-4:30pm</td>
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<tr>
<td>13-Feb</td>
<td>Fallon All Breeds Bull Sale Prep work 3:30 - 6:30pm</td>
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<td>14-Feb</td>
<td>Fallon All Breeds Bull Sale Sift &amp; Grader’s list 3:30-6:30pm</td>
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<td>Fallon All Breeds Bull Sale Book &amp; Sift List 3:30-5:30pm</td>
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<td>15-Feb</td>
<td>Cowbelle’s Bull Sale Dinner 5:30-9:30pm</td>
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<td>Fallon All Breeds Bull Sale Office Work 8am-3pm</td>
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<td>FFA Week Meeting and sign making party 4:30-7pm</td>
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<td>18-Feb</td>
<td>Twine Gathering 8am-6pm</td>
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<td>FFA Week Bowling Activity 4:30-5:30pm</td>
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<td>20-Feb</td>
<td>FFA Week Game night in the classroom 4:40-6:30pm</td>
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<tr>
<td>21-Feb</td>
<td>FFA Week Petting Zoo</td>
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<tr>
<td>22-Feb</td>
<td>FFA Week Staff Breakfast 7-8am</td>
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<tr>
<td>22-Feb</td>
<td>Floriculture Practice 1:30-3:30pm</td>
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<tr>
<td>22-Feb</td>
<td>FFA Week Party &amp; Dance at Old Post Office 6-10pm</td>
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<tr>
<td>23-Feb</td>
<td>CCJLS/NJLS Small Animal Weigh-in at County Fairgrounds 8am-12pm</td>
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<tr>
<td>25-Feb</td>
<td>Zone Contest @ Douglas High 7am-5pm</td>
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<tr>
<td>Date</td>
<td>Event Description</td>
<td>Hours</td>
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<tr>
<td>26-Feb</td>
<td>Meat Evaluation Practice 3:30-4:30pm</td>
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<tr>
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<td>Horse Judging Practice 3:30-4:30pm</td>
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<tr>
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<td>Floriculture Practice 1:30-3:30pm</td>
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<tr>
<td>1-Mar</td>
<td>UC Davis Agricultural Field Day 1:30pm-12am</td>
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<td>Floriculture Practice 3:30-4:30pm</td>
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<td>4-Mar</td>
<td>Chapter FFA Meeting 5:30pm-7:30pm</td>
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<td>5-Mar</td>
<td>Meat Evaluation Practice 3:30-4:30pm</td>
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<tr>
<td>6-Mar</td>
<td>Horse Evaluation Practice 3:30-4:30pm</td>
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<tr>
<td>7-Mar</td>
<td>Floriculture Practice 3:30-4:30pm</td>
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<tr>
<td>8-Mar</td>
<td>Reasons Practice 1:30-3:30pm</td>
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<tr>
<td>9-Mar</td>
<td>Horse Judging Practice at Fallon Horseman's Association Winter Show 6am-12pm</td>
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<td>Floriculture Practice 3:30pm-4:30pm</td>
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<tr>
<td>12-Mar</td>
<td>Meat Evaluation Practice 3:30-4:30pm</td>
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<tr>
<td>13-Mar</td>
<td>Horse Evaluation Practice 3:30-4:30pm</td>
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<td>14-Mar</td>
<td>Rituals Practice 3:30-4:30pm</td>
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<tr>
<td>15-Mar</td>
<td>Reasons Practice 1:30-3:30pm</td>
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<tr>
<td>16-Mar</td>
<td>Twine Gathering 8am-12pm</td>
<td>4</td>
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<tr>
<td>19-Mar</td>
<td>Nevada FFA State Convention in Reno 12pm-12am</td>
<td>8.5</td>
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<tr>
<td>20-Mar</td>
<td>Nevada FFA State Convention in Reno 12am-8am + 3:30pm-12am</td>
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<td>Nevada FFA State Convention in Reno 12am-8am + 3:30pm-12am</td>
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<td>22-Mar</td>
<td>Nevada FFA State Convention in Reno 12am-8am + 3:30pm-12am</td>
<td>16.5</td>
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Total hours: 449.5
Total # of days: 59.67
Nevada Quality Criteria standards require that at least one of the qualified Agriculture Education instructors in a program must attend scheduled state association meetings in order to qualify for allocated Perkins Funding as well as Nevada CTE Grant funding. The following is a list of state meetings and Professional Development opportunities throughout the year.

<table>
<thead>
<tr>
<th>Professional Development Activities</th>
<th>Date &amp; Location</th>
<th>K. Moore</th>
<th>C. Dahl</th>
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<tr>
<td>Summer Leadership Camp</td>
<td>June 18-21, South Lake Tahoe</td>
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<tr>
<td>NATA Summer Conference</td>
<td>July 16 &amp;17, Carson City</td>
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<tr>
<td>NAAE Western Region Conf</td>
<td>July 18-20, South Lake Tahoe</td>
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<tr>
<td>National FFA Convention</td>
<td>October 24-17, Indianapolis</td>
<td>X</td>
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<tr>
<td>NACTE Conference</td>
<td>December</td>
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<tr>
<td>NATA Winter Meeting</td>
<td>January 11-12, Alamo</td>
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<tr>
<td>Western Region NACTE</td>
<td>April</td>
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Winter Inservice Agenda

January 11-12, 2012

Alamo, NV

Friday, January 11

8:00 am Registration, Networking

8:30 am Greetings and Introductions: Wes Wilson President, NATA

8:45 am - CTE Update – Sue Poland
  - Board Approved Standards
  - Programs of Study
  - Curriculum Frameworks
  - Proposed CTE credentialing system
  - Assessment Scheduling
  - Spring/Fall 2013 Standards Writing Schedule

9:45 Break

10:00 – 11:30 Grant Writing Workshop
  - Food For All – Michele Lewis
  - CTE – Shane Sutton
  - FFA Environmental – Denise O'Toole
  - USDA Specialty Crop – Michele Lewis
11:30 am AET New State Degree Checklist

11:45 Working Lunch – Will order that morning, please bring cash!

12:30 pm National FFA Update – Ernie Gill, Local Program Success Specialist

1:30 pm SAE and Program Standard Application Report – Sue Poland

2:00 – 5:00 pm – Natural Resource Workshop – Wes Wilson/Don Noorda/Chance Crain

6:00 – 8:00 pm – Dinner and Guest Speaker – hosted by NATA

Saturday, January 12

8:00 am NATA General Session

- Call to order – Wes Wilson, President
- Minutes and Financial Report – Shane Sutton Secretary/Treasurer
- NAAE/ACTE update – John Kohntopp
  - NAAE award applications
    - Nominations for Outstanding Service, Cooperation and Lifetime Achievement
- Region 1 Update – Ty Smith
  - 1. Flyer and Registration Information
- Vet Science Workshop – Shane Sutton
- FFA and State Convention update – Heather Dye
- National Officer/FFA Week update – Heather Dye
- National Convention update – Hotel and Tax Form
- State CDE Report – Heather Dye-Chairmen
- NACTE Update – John Kohntopp
- Soils Range Site Selection – Heather Dye
- AET and membership reports – Heather Dye
- Other New Business

Adjourn - Noon
The Nevada Vocational Agriculture Teachers meeting was held at Pahranagat Valley High School in Alamo, NV on January 11 & 12, 2013. The meeting began at 8am with the minutes of the Summer Meeting in Lake Tahoe. Revised state standards in Animal Science, Horticulture, Natural Resource Management, Floriculture, and Agriculture Science I & Agriculture Science II have been approved by the Nevada State Board of Education. The next step will be to evaluate our assessment tools and implement proficiency exams in May of 2013. Once the proficiency exams are in place we are going to work in teams to create Curriculum Frameworks and pacing guides to help programs to share information and materials. We set schedules to revise Ag Leadership, Ag Business, and Ag Communications course standards. Environmental Science standards are still on the schedule to be written this summer for implementation next Fall.

There was a grant writing workshop hosted by Michele Lewis and Denise O’Toole. There is a focus on Food for All, FFA Environmental, and USDA Specialty Crops grants that all programs are eligible to apply for this Spring. These programs could help a program to fund vegetable gardening projects and recycling projects. Information was distributed to all teachers for their own personal review.

A new state degree checklist was reviewed and approved for upload onto the AET online record book so that applications can be reviewed and completed online by the student as well as advisors.

The new Natural Resources Standards are online and the state assessment has been piloted. The assessment will be given again in May to all students currently enrolled in the course. There was discussion about what programs will need in order to teach the course properly and teach the standards. There were several hands-on work stations provided to share ideas from different programs. We then went to a workshop at a local wildlife refuge that gave insight to industry needs in employees and their background knowledge.

The second day was more focused on Association updates and planning for spring FFA activities. There was information available for the region I meeting in Pendleton, Oregon in April as well as awards application information shared and distributed. Career Development Events were discussed and teachers split up into teams to discuss state convention events. Heather Dye reported to us the status of convention planning from the Nevada FFA Foundation. Membership reporting through AET and Ag Career Network was discussed. Advisors must log in to AgCN and allow for their AET roster to be downloaded in order for National FFA to have access to our student information. We walked through the process together to be sure that all chapters would be able to register their members properly and in a timely manner.

The itinerary for the visiting National FFA officer was announced and plans were made for visits to as many chapters as possible during his visit throughout FFA Week.

The meeting was adjourned at noon on Saturday, January 12, 2013

Respectfully submitted by Kristina Moore.
Churchill County School District Travel Plans for 2012-2013 School Year

Each year there are many opportunities for FFA member to experience many different conferences, conventions and competitions. The following is a summary of the travel plans for the Churchill County FFA Chapter for the 2012-13 school year.

9/12/12 - Greenhand Conference @ Fallon Convention Center – all first year members
9/27/12 – Range and Soils Evaluation Contests in Eureka, Nevada – team members only
10/22-27/12 – National FFA Convention – Qualifying CDE teams only
11/5-6/12 – Western Range Nationals in Idaho Falls, ID – Team members only
1/18/13 – Zone Initiation in Smith Valley – Teams & Officers only
2/11-12/13 – Winter Leadership Training in Carson City – All members welcome
2/25/13 – Zone Contests in Minden, NV – CDE Teams only
3/1-2/13 – UC Davis Field Day, Davis, CA – CDE Teams only
3/19-22/13 – Nevada State FFA Convention in Reno, NV – All members welcome
4/11/13 – Nevada State Livestock Judging Contest in Logandale, NV – team members
5/16-19/13 – Nevada Junior Livestock Show in Reno, NV – all members showing projects
6/17-20/13 – Summer Leadership Camp in South Lake Tahoe, NV – all members
## TRANSPORTATION REQUEST

**283 Sherman St.**  
**Fallon, Nevada 89406**

<table>
<thead>
<tr>
<th>Date of Trip</th>
<th>School:</th>
<th>Destination:</th>
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<tr>
<td>9/12/12</td>
<td>CCHS</td>
<td>Fallon Convention Center</td>
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<tr>
<th>Departure Time</th>
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<td>7:10 am</td>
<td>3:30 pm</td>
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<tbody>
<tr>
<td>30</td>
<td>2</td>
<td>K. Moore</td>
<td>8/30/12</td>
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**Educational Value:**  
First year Ag Student Leadership Training

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**Approved by:**

**Title:**

**Date Approved:**

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**Comments:**

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**Approved by:**

**Title:**

**Date Approved:**

---

*Bus can drop group off @ convention center around 7:30am and then return to pick us up @ 3:15-3:30pm.*  
— K. Moore
**TRANSPORTATION REQUEST**  
283 Sherman St.  
Fallon, Nevada 89406  
Request must be ten (10) normal school days prior to trip. Please indicate pick-up area at your school:

Can pick van up @ bus barn the evening before &  return to same place on day of event.

<table>
<thead>
<tr>
<th>Date of Trip:</th>
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<th>Destination:</th>
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<tr>
<td>9/27/12</td>
<td>CCHS</td>
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<tbody>
<tr>
<td>7am</td>
<td>3pm</td>
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<tr>
<td>6</td>
<td>1</td>
<td>K. Moore</td>
<td>8/30/12</td>
</tr>
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</table>

Educational Value: Range + Soils State Competition

Approved by: | Title: | Date Approved: |
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**THIS SECTION TO BE FILLED OUT BY TRANSPORTATION:**

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Comments:

Approved by: | Title: | Date Approved: |
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OUT-OF-STATE or OVERNIGHT FIELD TRIPS

(All Requests Must be Received by Superintendent's Office at Least Two (2) Weeks Prior to Trip)

TEACHER/ADVISOR/COACH: K. Moore
SCHOOL: CCAS
DATE: 8/23/12

CLASS/TEAM/CLUB: FFA
DESTINATION: Indianapolis, IN (CITY/STATE)

DATE(S) OF TRIP: 10/22/12 - 10/27/12
LIST ACTIVITY THAT WILL BE INVOLVED (E.G. ATTEND SHAKESPEARE PLAY):
Natl FFA Convention
Prof Dev Conference/Natl FFA Conv.

NUMBER OF STUDENTS: 12
NUMBER OF CHAPERONES: 2

PARENT PERMISSION SLIPS ARE OR WILL BE ON FILE PRIOR TO TRIP: YES [X]  NO

PURPOSE AND RATIONALE FOR TRIP: These students are all state winners in their contest areas and will be representing NV at the Natl FFA Convention.

Signature of Teacher/Advisor/Coach: [Signature]

THIS SECTION TO BE COMPLETED BY SCHOOL PRINCIPAL:

TRIP FUNDED BY: (CHECK ALL THAT APPLY):

[ ] Students
[ ] Class/Club/Team
[ ] School Budget
[ ] District Budget

DATE REQUEST RECEIVED BY PRINCIPAL: 8/23/12
Recommended Approval: Yes [X]  No

Principal's Signature: [Signature]

IF DISTRICT BUDGET IS INVOLVED, PLEASE LIST AMOUNT(S) REQUESTED AND INTENDED USE OF FUNDS, (E.G. TRANSPORTATION, PER DIEM, REGISTRATION FEES, SUBSTITUTE TEACHER COSTS, ETC.) ALL EXPENSES NOT REQUESTED AND APPROVED WILL BE CHARGED TO A SPECIFIC SCHOOL'S BUDGET.

DATE REQUEST RECEIVED BY SUPERINTENDENT:

APPROVAL GRANTED: Yes [X]  No

Superintendent's Signature: [Signature]

NOTES:

cc: Business Office Manager
Transportation Manager
Principal
Teacher/Advisor
**TRANSPORTATION REQUEST**
283 Sherman St.
Fallon, Nevada 89406

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<td>Reno International Airport</td>
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<tr>
<td>10/27 4am</td>
<td>10/27 1:30pm</td>
<td>FFA</td>
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<td>12</td>
<td>2</td>
<td>K. Moore</td>
<td>8/20/12</td>
</tr>
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**Educational Value:**
National Competitions and Leadership Development Conference

**Approved by:**

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Bus will take group to airport on Monday and then return to pick us up from airport on Saturday. K. Moore
OUT-OF-STATE or OVERNIGHT FIELD TRIPS

(All Requests Must be Received by Superintendent's Office at Least Two (2) Weeks Prior to Trip)

TEACHER/ADVISOR/COACH: X. Moore

SCHOOL: CCHS

DATE: 8/29/12

CLASS/TEAM/CLUB: FFA

DESTINATION: Carson City, NV

DATE(S) OF TRIP: 2/11 & 12/13

NUMBER OF STUDENTS: 20

NUMBER OF CHAPERONES: 2

LIST ACTIVITY THAT WILL BE INVOLVED (E.G. ATTEND SHAKESPEARE PLAY):

- Leadership Conference
- State Meetings

PARENT PERMISSION SLIPS ARE OR WILL BE ON FILE PRIOR TO TRIP: YES □ NO

PURPOSE AND RATIONALE FOR TRIP: Students will learn how to better lead their organization and progress in their leadership skills.

Signature of Teacher/Advisor/Coach

THIS SECTION TO BE COMPLETED BY SCHOOL PRINCIPAL:

TRIP FUNDED BY: (CHECK ALL THAT APPLY):

- □ Students
- □ Class/Club/Team
- □ School Budget
- □ District Budget

DATE REQUEST RECEIVED BY PRINCIPAL: 8/31/12

Recommended Approval: Yes □ No □

Principal's Signature

IF DISTRICT BUDGET IS INVOLVED, PLEASE LIST AMOUNT(S) REQUESTED AND INTENDED USE OF FUNDS, (E.G. TRANSPORTATION, PER DIEM, REGISTRATION FEES, SUBSTITUTE TEACHER COSTS, ETC.) ALL EXPENSES NOT REQUESTED AND APPROVED WILL BE CHARGED TO A SPECIFIC SCHOOL'S BUDGET.

DATE REQUEST RECEIVED BY SUPERINTENDENT:

APPROVAL GRANTED: Yes X No □

Superintendent's Signature

NOTES:

cc: Business Office Manager
    Transportation Manager
    Principal
    Teacher/Advisor
### TRANSPORTATION REQUEST

**283 Sherman St.**
**Fallon, Nevada 89406**

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<td>Carson City, NV (Plaza Hotel)</td>
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<td>Departure Time:</td>
<td>11am on 2/11</td>
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<td>Return Time:</td>
<td>7pm on 2/12</td>
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<td>No. of Adults:</td>
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<td>Teacher in Charge:</td>
<td>K. Moore</td>
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<tr>
<td>Date Submitted:</td>
<td>1/30/12</td>
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**Educational Value:**
Leadership training & Legislative experience for upperclassmen.

**Approved by:**

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<th>Approved by:</th>
<th>Title:</th>
<th>Date Approved:</th>
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*Bus can drop us off @ conference and then return to pick us up @ same location the next day @ 11:30am.*

K. Moore
OUT-OF-STATE or OVERNIGHT FIELD TRIPS

(All Requests Must be Received by Superintendent’s Office at Least Two (2) Weeks Prior to Trip)

TEACHER/ADVISOR/COACH: X Moore
SCHOOL: CCHS
DATE: 8/29/12

CLASS/TEAM/CLUB: FFA
DESTINATION: Davis, CA

DATE(S) OF TRIP: 3/14/13
LIST ACTIVITY THAT WILL BE INVOLVED (E.G. ATTEND SHAKESPEARE PLAY):
U.C. Davis V. Field Day

NUMBER OF STUDENTS: 7
NUMBER OF CHAPERONES:

PARENT PERMISSION SLIPS ARE OR WILL BE ON FILE PRIOR TO TRIP: YES / NO
PURPOSE AND RATIONALE FOR TRIP: This field day exposes students to inter-state competition and leadership opportunities.

Signature of Teacher/Advisor/Coach:

THIS SECTION TO BE COMPLETED BY SCHOOL PRINCIPAL:

TRIP FUNDED BY: (CHECK ALL THAT APPLY):

[ ] Students
[ ] Class/Club/Team
[ ] School Budget
[ ] District Budget

DATE REQUEST RECEIVED BY PRINCIPAL: 8/29/12
Principal’s Signature
Recommended Approval: Yes [X] No

IF DISTRICT BUDGET IS INVOLVED, PLEASE LIST AMOUNT(S) REQUESTED AND INTENDED USE OF FUNDS, (E.G. TRANSPORTATION, PER DIEM, REGISTRATION FEES, SUBSTITUTE TEACHER COSTS, ETC.) ALL EXPENSES NOT REQUESTED AND APPROVED WILL BE CHARGED TO A SPECIFIC SCHOOL’S BUDGET.

DATE REQUEST RECEIVED BY SUPERINTENDENT:

APPROVAL GRANTED: Yes [X] No
Superintendent’s Signature

NOTES:

cc: Business Office Manager
    Transportation Manager
    Principal
    Teacher/Advisor
## TRANSPORTATION REQUEST

283 Sherman St.
Fallon, Nevada 89406

Request must be ten (10) normal school days prior to trip. Please indicate pick-up area at your school:

Can pick up van on Friday & return to Carson after event.

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<td>CCHS</td>
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<tr>
<td>Destination:</td>
<td>Davis, CA</td>
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<tr>
<td>Departure Time:</td>
<td>3/1/13 2pm</td>
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<td>Return Time:</td>
<td>3/2/13 8pm</td>
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<td>Group:</td>
<td>FFA</td>
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<tr>
<td>No. of Students:</td>
<td>7</td>
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<td>No. of Adults:</td>
<td>1</td>
</tr>
<tr>
<td>Teacher in Charge:</td>
<td>T. Moore</td>
</tr>
<tr>
<td>Date Submitted:</td>
<td>3/3/13</td>
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<tr>
<td>Educational Value:</td>
<td>Competition &amp; Leadership Opportunities at UC Davis Ag Field Day</td>
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Approved by: [Signature]
Title: [Title]
Date Approved: [Date]

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**THIS SECTION TO BE FILLED OUT BY TRANSPORTATION:**

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Approved by: [Signature]
Title: [Title]
Date Approved: [Date]
OUT-OF-STATE or OVERNIGHT FIELD TRIPS

(All Requests Must be Received by Superintendent's Office at Least Two (2) Weeks Prior to Trip)

TEACHER/ADVISOR/COACH: K. Moore

SCHOOL: CCHS

CLASS/TEAM/CLUB: FFA

DESTINATION: Reno, NV

DATE: 3/20-23/13

DATE(S) OF TRIP:

NUMBER OF STUDENTS: 30

NUMBER OF CHAPERONES: 2

LIST ACTIVITY THAT WILL BE INVOLVED
(E.G. ATTEND SHAKESPEARE PLAY):

State FFA Competitions

PARENT PERMISSION SLIPS ARE OR WILL BE ON FILE PRIOR TO TRIP:

YES V NO

PURPOSE AND RATIONALE FOR TRIP:

Students will apply skills learned in class and in practices in contests at the state level.

Signature of Teacher/Advisor/Coach

THIS SECTION TO BE COMPLETED BY SCHOOL PRINCIPAL:

TRIP FUNDED BY: (CHECK ALL THAT APPLY):

[] Students

[] Class/Club/Team

[] School Budget

[] District Budget

DATE REQUEST RECEIVED BY PRINCIPAL: 3/31/12

Recommended Approval: Yes [x] No

Principal's Signature

IF DISTRICT BUDGET IS INVOLVED, PLEASE LIST AMOUNT(S) REQUESTED AND INTENDED USE OF FUNDS, (E.G. TRANSPORTATION, PER DIEM, REGISTRATION FEES, SUBSTITUTE TEACHER COSTS, ETC.) ALL EXPENSES NOT REQUESTED AND APPROVED WILL BE CHARGED TO A SPECIFIC SCHOOL'S BUDGET.

DATE REQUEST RECEIVED BY SUPERINTENDENT:

APPROVAL GRANTED: Yes [x] No

Superintendent's Signature

NOTES:

cc: Business Office Manager
    Transportation Manager
    Principal
    Teacher/Advisor
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<th>Group: FFA</th>
<th>Teacher in Charge: T. Moore</th>
<th>Title: State Competitions and Leadership Conference</th>
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**Educational Value:**

**Transportation Request**

School: CCHS

Destination: Reno, NV (TXL Airport)

**Approved by:**

Date Submitted: 3/12

Date Approved: 3/12

**Vehicle:**

- [ ] VAN
- [ ] CAR
- [ ] BUS

**Comments:**

@2PM on Saturday, T. Moore

Ted can drop us off @ Hotel and then return to pick us up @ hotel
2012-2017
Agriculture Department
Five Year Facilities and Equipment Acquisition List
Year 1 – 2012-2013

1. Acquire Renewable Energy Models
2. Acquire Plasma Cam for Mechanics Shop
3. Canine & Feline CPR dummies
4. Rotate School Farm back into Alfalfa
5. Replace shop equipment and tools
6. Replace OH trays and containers
7. Landscape in front of the Greenhouse
8. Move stage pieces away from greenhouse to make room for more OH projects
9. Apply for Farm to School Grant
10. Replace irrigation system in greenhouse
11. Purchase shade cloth for greenhouse
12. Update Articulation Agreements with GBC

Year 2 – 2013-2014

1. Purchases two more student computers for S-19
2. Build more raised beds outside greenhouse
3. Increase number of sites where we collect twine
4. Clean trees out of the borders of the school farm
5. Repair irrigation ditches & gates
6. Acquire location & materials for high tunnel
7. Landscape outside Science building
8. Grow Poinsettias for Christmas(Fall)
9. Grow Petunias for hanging baskets in downtown Fallon(Spring)
10. Purchase a flower cooler for floral unit in the OH class
11. Spray field with herbicide in the spring to reduce weeds
12. Plant bramble plot between raised beds and chain link fence

Comprehensive Program Plan, K. Moore
Year 3 – 2014-2015
1. Fertilize school farm
2. Build a Learning Garden between Science Building and Greenhouse
3. Purchase another department vehicle
4. Build a rabbit facility
5. Build a poultry facility
6. Increase the tonnage of twine collected
7. Increase the tonnage of hay produced on the school farm
8. Replace and repair Ag Shop tools and equipment
9. Repair and Replace OH Facility tools and equipment
10. Acquire collection of pelts, horns, and sheds for Wildlife ID

Year 4 – 2015-2016
1. Expand program to include another Ag Science instructor
2. Offer exploratory courses at the Jr. High
3. Update shop equipment
4. Acquire GPS units and survey equipment for Natural Resources
5. Update Articulation Agreements with GBC
6. Purchase a new baler for school farm
7. Host Ag in the Classroom at our Learning Garden
8. Provide fresh vegetables for school lunch through Farm to school
9. Expand Aquaculture Unit
10. Beautify Landscaping on Campus
11. Establish Internship Program with Nevada Department of Wildlife and Natural Resource Conservation District
Year 5 – 2016-2017

1. Replace the student classroom computers
2. Replace school farm fencing
3. Install water developments for Fall grazing on school farm
4. Expand Fodder System
5. Acquire and assemble a preserved complete bovine skeleton.
6. Build Veterinary Science practicum stations in Ag Science classroom
7. Build a second self-sustaining greenhouse with shade facility
8. Expand Horticulture Program to offer a 1 year course in Floriculture
**Agriculture Education Discretionary Funds (local) - $3000**
- Horticulture class supplies (flats, containers, soil, etc) $1000
- Animal Science class supplies (dissection specimens) $500
- Ag Mechanics class supplies (rod and practice metal) $1500

**Agriculture Science ASB account for class fees ($5-10 per student) - $1580**
- Horticulturesupplies (seeds, plugs, etc) $300
- Animal Science (rope, syringes, vet supplies etc) $520
- Natural Resources (tools, pelts, field trips, etc) $320
- Ag Sci I (field trips & travel) $150
- Environmental Science (lab supplies & field trip) $290

**Agriculture Mechanics ASB account for class fees ($15 per student) - $1350**
- Safety glasses, gloves, face shields, shaded lenses, practice metal

**FFA ASB Account**

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<th>Income</th>
<th>Expenses</th>
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<tr>
<td>Hay from school field</td>
<td>Greenhand Conference $2080</td>
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<tr>
<td>Twine Recycling</td>
<td>National Convention $18,000</td>
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<tr>
<td>Bull Sale proceeds</td>
<td>Thanksgiving &amp; Christmas Families $300</td>
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<tr>
<td>Honey Sales</td>
<td>Winter Leadership Training $800</td>
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<td>Zone Contest $240</td>
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<td>UC Davis Field Day $1,000</td>
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<td></td>
<td>Banquet $1,000</td>
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<td>Summer Leadership Camp $2400</td>
</tr>
<tr>
<td></td>
<td>Total $30,820</td>
</tr>
</tbody>
</table>

Comprehensive Program Plan, K. Moore
# CCHS Future Farmers of America (FFA)

## Nevada State Career and Technical Education Grant Funds

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>SolGear Student Kits</td>
<td>$1,040.00</td>
</tr>
<tr>
<td>Experimental Fuel Cell Car Kit</td>
<td>$909.35</td>
</tr>
<tr>
<td>36 V 2230 Hydropower Science Kit</td>
<td>$649.35</td>
</tr>
<tr>
<td>36 V 2231 Wind Power Science Kit</td>
<td>$649.35</td>
</tr>
<tr>
<td>36 V 6058 Survey of Environmental Science</td>
<td>$199.95</td>
</tr>
<tr>
<td>36 V 5517 Tapwater Tour Water Quality Test</td>
<td>$66.50</td>
</tr>
<tr>
<td>36 V 0959 Stream Ecology Test Kit</td>
<td>$86.50</td>
</tr>
<tr>
<td>12 V 0022 USDA Soil Texturing Field flow Chart</td>
<td>$16.95</td>
</tr>
<tr>
<td>33 V 0076 Animal Tracks Poster</td>
<td>$19.95</td>
</tr>
<tr>
<td>67 V 1113 Recycling Riker Mount</td>
<td>$75.75</td>
</tr>
<tr>
<td>67 V 1153 Basic Leaf Riker Mount</td>
<td>$57.95</td>
</tr>
<tr>
<td>36 V 6216 WARD’S Paper Recycling Kit</td>
<td>$645.00</td>
</tr>
<tr>
<td>74 V 7002 Pig Development Museum Mount</td>
<td>$199.00</td>
</tr>
<tr>
<td>33 V 2830 Rabbit Anatomy Poster</td>
<td>$21.00</td>
</tr>
<tr>
<td>74 V 7002 Cat 3-D Dissection CD-ROM</td>
<td>$109.00</td>
</tr>
<tr>
<td>Chop saw blades</td>
<td>$372.00</td>
</tr>
<tr>
<td>SMAW Electrodes</td>
<td>$250.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$5,367.60</strong></td>
</tr>
</tbody>
</table>

## Perkin's Grant Fund

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAERT Agriculture Science Curriculum</td>
<td>$1,500.00</td>
</tr>
<tr>
<td>Advisor Travel to National FFA Convention</td>
<td>$1,500.00</td>
</tr>
<tr>
<td>Advisor Travel to Summer NAAE Conference</td>
<td>$600.00</td>
</tr>
<tr>
<td>Advisor Travel to Winter NAAE Conference</td>
<td>$300.00</td>
</tr>
<tr>
<td>Advisor Travel to State FFA Convention</td>
<td>$600.00</td>
</tr>
<tr>
<td>Agriculture &amp; FFA Periodical/curriculum packets</td>
<td>$1,800.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$6,300.00</strong></td>
</tr>
</tbody>
</table>
District Budget Process

In August, all departments are issued a discretionary budget for the school year. The Agriculture Education Dept. receives a total of $3000 to support instruction in all areas of Ag Ed. The two Ag Ed teachers meet to decide how to best split the money amongst the different areas. In addition, the Ag Mechanics courses are allowed to charge a $15 per student lab fee and the Ag Science courses are allowed to charge a lab fee from $5-10 depending on the demand of the labs for that course. All purchases must go through the CCHS office manager. We must first get an estimated invoice to present to the office manager, request a Purchase Order number, place the order or purchase the items, give the invoice or receipt to the office manager, and then she will pay the invoice or reimburse the purchase. We are encouraged to use the businesses with which the school district has charge accounts with so that they can keep track of purchases in a more efficient manner as well as avoid reimbursements.
### CDEs

<table>
<thead>
<tr>
<th>Cortney Dahl</th>
<th>Kristina Moore</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ag. Mechanics</td>
<td>Floriculture</td>
</tr>
<tr>
<td>Soils</td>
<td>Nursery/Landscape</td>
</tr>
<tr>
<td>Livestock Evaluation</td>
<td>Rituals</td>
</tr>
<tr>
<td>Meat Evaluation</td>
<td>Horse Evaluation</td>
</tr>
<tr>
<td>Parli-Pro</td>
<td>Meat Evaluation</td>
</tr>
<tr>
<td></td>
<td>Farm Business Mgmt</td>
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<tr>
<td></td>
<td>Dairy Evaluation</td>
</tr>
<tr>
<td></td>
<td>Ag Issues</td>
</tr>
<tr>
<td></td>
<td>Veterinary Science</td>
</tr>
<tr>
<td></td>
<td>Range Evaluation</td>
</tr>
<tr>
<td></td>
<td>Poultry Evaluation</td>
</tr>
<tr>
<td></td>
<td>Job Interview</td>
</tr>
</tbody>
</table>

### Committees

<table>
<thead>
<tr>
<th>Cortney Dahl</th>
<th>Kristina Moore</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive</td>
<td>Banquet</td>
</tr>
<tr>
<td>School Farm</td>
<td>Recreation</td>
</tr>
<tr>
<td></td>
<td>Chp/Comm Dev. &amp; FFA Week</td>
</tr>
<tr>
<td></td>
<td>Executive</td>
</tr>
<tr>
<td></td>
<td>Fundraising</td>
</tr>
<tr>
<td></td>
<td>Twine/Recycling</td>
</tr>
<tr>
<td></td>
<td>Community Service</td>
</tr>
</tbody>
</table>

### Events

<table>
<thead>
<tr>
<th>Cortney Dahl</th>
<th>Kristina Moore</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zone Initiation</td>
<td>School Board Presentations</td>
</tr>
<tr>
<td>Winter Ag Teacher Mtg</td>
<td>National Convention</td>
</tr>
<tr>
<td>Fallon Bull Sale</td>
<td>Alumni/Appreciation Dinner</td>
</tr>
<tr>
<td>UC Davis Field Day</td>
<td>American Ag Credit BBQ</td>
</tr>
<tr>
<td>Zone Contests</td>
<td>Zone Initiation</td>
</tr>
<tr>
<td></td>
<td>Thanksgiving for the Elderly</td>
</tr>
<tr>
<td>State FFA Convention</td>
<td>Gift of Green</td>
</tr>
<tr>
<td></td>
<td>Christmas Party</td>
</tr>
<tr>
<td>CCJLS</td>
<td>Winter Ag Teacher Mtg</td>
</tr>
<tr>
<td>NJLS</td>
<td>Winter Leadership Training</td>
</tr>
<tr>
<td>Chapter Banquet</td>
<td>Fallon Bull Sale</td>
</tr>
<tr>
<td></td>
<td>Cowbell's Dinner</td>
</tr>
<tr>
<td></td>
<td>FFA Week Activities</td>
</tr>
<tr>
<td></td>
<td>Zone Contests</td>
</tr>
<tr>
<td></td>
<td>UC Davis Field Day</td>
</tr>
<tr>
<td></td>
<td>State FFA Convention</td>
</tr>
<tr>
<td></td>
<td>CCJLS</td>
</tr>
<tr>
<td></td>
<td>NJLS</td>
</tr>
<tr>
<td></td>
<td>Chapter Banquet</td>
</tr>
<tr>
<td>Activities</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Cortney Dahl</strong></td>
<td></td>
</tr>
<tr>
<td>Chapter Meetings</td>
<td></td>
</tr>
<tr>
<td>SAE Visits</td>
<td></td>
</tr>
<tr>
<td>CTE Meetings</td>
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<tr>
<td>Industrial Arts Fair</td>
<td></td>
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<tr>
<td>Winter Plant Sale</td>
<td></td>
</tr>
<tr>
<td>Emergency Authorizations</td>
<td></td>
</tr>
<tr>
<td>Spring Plant Sale</td>
<td></td>
</tr>
<tr>
<td>Industrial Arts Fair</td>
<td></td>
</tr>
<tr>
<td>Travel Planning</td>
<td></td>
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<tr>
<td>Permission Slips</td>
<td></td>
</tr>
<tr>
<td>Ag in the Classroom</td>
<td></td>
</tr>
<tr>
<td><strong>Kristina Moore</strong></td>
<td></td>
</tr>
<tr>
<td>Committee activities</td>
<td></td>
</tr>
<tr>
<td>Chapter Meetings</td>
<td></td>
</tr>
<tr>
<td>SAE Visits</td>
<td></td>
</tr>
</tbody>
</table>
Agriculture Education Extended Contract

This Agreement is between the Churchill County School District, hereinafter referred to as “District”, the Churchill County Education Association, hereinafter referred to as the “Association”, and the agriculture instructor at Churchill County High School, hereinafter referred to as “Employee.”

ARTICLE I PERIOD OF PERFORMANCE

This Agreement shall be effective upon approval by the District Board of Trustees and shall continue through August, 2013. Work shall be performed throughout the school year and during additional instructional days. The terms of this Agreement may be modified upon mutual written agreement of the Parties.

ARTICLE II SCOPE OF WORK

Under this Agreement, Employee agrees to supervise and conduct the Churchill County High School (CCHS) agriculture education program, the CCHS FFA program, the agriculture education equipment training program, and the extended (summertime) agriculture education program.

ARTICLE III DESCRIPTION OF WORK

1) **FFA Program:** Supervision of year long FFA activities and events to include but not limited to, the National FFA Convention, zone contests, agricultural field days at Davis and Chico, Nevada State FFA Convention, FFA Chapter Banquet, Winter and Summer Leadership Trainings. **Duties and responsibilities shall be shared equally.**

2) **Supervised Agricultural Experience (SAE) Projects:** Conduct home project visits to FFA students doing SAE projects during the school year and summer, and attend livestock shows (CCJLS, NJLS and State Fair). **Duties shall be determined by the nature of the students’ projects for the appropriate teacher.**

3) **Twine Recycling Program:** Supervision of students in all aspects, including twine collection, baling and disposition of the collected twine. **Duties shall be shared but the primary responsibility shall be Ms. Kristina Moore’s.**

4) **Having Program:** Supervision of students in all aspects of learning the haying operation. Work shall include cuttings, field preparation and maintenance, irrigation, hay stacking and training students in proper use, maintenance and repair of equipment. **Duties shall be shared but the primary responsibility shall be Mr. Cortney Dahl’s.**

5) **Other Duties:** As directed by the District’s Vocational Director.
ARTICLE IV  COMPENSATION

Employee shall be paid for thirty-five (35) additional instructional days at their daily rate of pay. Compensation will be in the regular payroll cycles on a monthly basis. (September 2012 through August 2013)

ARTICLE V  GENERAL PROVISIONS

The Parties further agree:

A. The Employee shall be under the general supervision and evaluation by the Vocational Director.

B. The supervisor shall review expectations with the Employee and clarify individual responsibilities if necessary.

C. Because the work under this Agreement consists of extra instructional days, all mandatory federal/state taxes will be withheld and employer portions paid appropriately. All other benefits of state employment and protection shall apply in the same manner as the regular contracted school days.

D. Time logs of the Employee’s and students’ activities shall be maintained by the Employee.

E. An annual report shall be provided to the Board of Trustees upon request.

F. This Agreement may be terminated by the District only under the terms and rights of the Employee in the Master Agreement between the Association and the Churchill County Board of School Trustees.

The undersigned Employee and representatives of the Parties tentatively agree to the provisions described in this agreement, pending approval by the Board of Trustees.

<table>
<thead>
<tr>
<th>Churchill County School District</th>
<th>Title</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Churchill County Education Association</th>
<th>Title</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Employee</th>
<th>Date</th>
</tr>
</thead>
</table>
Sub Plans for

Thank you for coming in today! The following are the instructions for each class period.

1st hour – Wildlife Management - 8:10am-8:59am
1 – Take roll using Power School.
2 – They need to write their weekly goal in their composition notebook. When they are finished with that they all need to update their record books online in the lab area.
3 –

2nd hour – Animal Science – 9:04am-9:53am
1 – Take roll using Power School.
2 – They need to write their weekly goal in their composition notebook. When they are finished with that they all need to update their record books online in the lab area.
3 –

3rd hour – Ag Science I – 9:58am – 10:47am
1 – Take roll using Power School.
2 – They need to write their weekly goal in their composition notebook. When they are finished with that they all need to update their record books online in the lab area.
3 –

4th hour – Agriculture Leadership - 10:52am-11:41am
1 – Take roll using Power School.
2 – They need to write their weekly goal in their composition notebook. When they are finished with that they all need to update their record books online in the lab area.
3 –

5th hour – Animal Science - 11:46am - 12:35pm
1 – Take roll using Power School.
Same as 2nd hour Animal Science.

LUNCH – 12:35pm – 1:10pm
6th hour -Environmental Science- 1:15pm – 2:04pm
1 – Take roll using Power School.
2 – They need to write their weekly goal in their composition notebook. When they are finished with that they all need to update their record books online in the lab area.
3 –

7th hour – Horticulture Science - 2:09pm-2:58pm
1 – Take roll using Power School.
2 – They need to write their weekly goal in their composition notebook. When they are finished with that they all need to update their record books online in the lab area.
3 –

Thank you, again, for your time today. Please feel free to leave me any feedback about my classes or lessons. Have a great day!

Kristina Moore

To load a DVD open CD-ROM/DVD player on CPU. Place DVD into drive and close. If video does not automatically load select MyComputer icon on desktop, then left click DVD at top right hand side that should start the video. Use projector remote on CPU to turn projector on.*
Churchill County School District Agriculture Education
Program Completer

In the Churchill County School District a Program Completer is a student that has completed a series of at least three consecutive Agriculture Education courses.

Examples:
Agriculture Science I
Agriculture Science II
Animal Science – completer course

Agriculture Science I
Agriculture Science II
Natural Resource Management – completer course

Agriculture Science I
Agriculture Science II
Agriculture Leadership – completer course

Agriculture Science I
Agriculture Science II
Agriculture Business

Agriculture Science I
Agriculture Science II
Horticulture Science – completer course

Agriculture Mechanics & Engineering Technology I
Agriculture Mechanics & Engineering Technology II
Agriculture Mechanics & Engineering Technology III – completer course
Advanced Studies in AMET – completer course
TECH PREP PROGRAM ARTICULATION AGREEMENT
BETWEEN GREAT BASIN COLLEGE AND
CHURCHILL COUNTY SCHOOL DISTRICT
11/24/2010

This Articulated Agreement has been enacted to facilitate the transfer of students taking the following high school course(s) listed by earning college credit for the equivalent Great Basin College course(s) listed. This agreement is the result of an articulation meeting involving the faculty and administration at both Churchill County School District and Great Basin College.

This agreement will be reviewed every year by Great Basin College and High School program representatives. Recommendations for amending this agreement are made during a meeting scheduled in the fall of each year. Any changes will be reflected in a revised agreement and submitted for joint high school program and GBC program approval.

1. ARTICULATED COURSES
This articulation agreement applies to the following courses:

Churchill County School District Course | Great Basin College Course and Credits
Animal Science or Veterinary Medicine | ANSC 100 Elements of Livestock Production
                                           3 credits

2. ARTICULATION PROCEDURE
Participants will follow approved procedures between Churchill County School District and Great Basin College outlined in the Tech Prep Memorandum of Understanding. A Tech Prep Memorandum of Understanding from Great Basin College and Churchill County School District outlining the articulation, implementation, and marketing of the Tech Prep program is required and will be renewed each year.

3. COMPETENCIES
A list of competencies (in the form of a list, syllabus or class curriculum) for the aforementioned articulated courses are attached to this document. Students must maintain a minimum grade of "B" in the articulated high school course to receive credit at GBC and take the course as a Junior or Senior, or complete the final course in a series as a junior or senior.
4. APPROVAL
The following signatures represent and uphold this agreement.

Kristen K. Moore 12/13/10
High School Instructor
Date

Tracy Shane 2/23/11
GBC Instructor
Date

Heather Steel 2/18/11
GBC Tech Prep Coordinator
Date

Robert Freeman 12/13/10
High School Principal
Date

Bret Murphy 2/11/11
Dean of Applied Sciences
Date

Mike McFarlane 3-8-11
Vice President of Academic Affairs
Date

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TECH PREP PROGRAM ARTICULATION AGREEMENT
BETWEEN GREAT BASIN COLLEGE AND
CHURCHILL COUNTY SCHOOL DISTRICT
11/24/2010

This Articulated Agreement has been enacted to facilitate the transfer of students taking the following high school course(s) listed by earning college credit for the equivalent Great Basin College course(s) listed. This agreement is the result of an articulation meeting involving the faculty and administration at both Churchill County School District and Great Basin College.

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1. ARTICULATED COURSES
This articulation agreement applies to the following courses:

<table>
<thead>
<tr>
<th>Churchill County School District Course</th>
<th>Great Basin College Course and Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ag III or Leadership</td>
<td>AGR 105 Ag Communications and Organization 3 credits</td>
</tr>
</tbody>
</table>

2. ARTICULATION PROCEDURE
Participants will follow approved procedures between Churchill County School District and Great Basin College outlined in the Tech Prep Memorandum of Understanding. A Tech Prep Memorandum of Understanding from Great Basin College and Churchill County School District outlining the articulation, implementation, and marketing of the Tech Prep program is required and will be renewed each year.

3. COMPETENCIES
A list of competencies (in the form of a list, syllabus or class curriculum) for the aforementioned articulated courses are attached to this document. Students must maintain a minimum grade of "B" in the articulated high school course to receive credit at GBC and take the course as a Junior or Senior, or complete the final course in a series as a junior or senior.
4. APPROVAL
The following signatures represent and uphold this agreement.

Kristin K. Moore 1/21/10 7/22/11
High School Instructor

Tracy Shane 2/18/11
GBC Instructor

Heather Steel 2/18/11
GBC Tech Prep Coordinator

Robert Freema 12/13/10
High School Principal

Bret Murphy 2-11-11
Dean of Applied Sciences

Mike McFarlane 3-8-11
Vice President of Academic Affairs

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TECH PREP PROGRAM ARTICULATION AGREEMENT
BETWEEN GREAT BASIN COLLEGE AND
CHURCHILL COUNTY SCHOOL DISTRICT
11/24/2010

This Articulated Agreement has been enacted to facilitate the transfer of students taking the following high school course(s) listed by earning college credit for the equivalent Great Basin College course(s) listed. This agreement is the result of an articulation meeting involving the faculty and administration at both Churchill County School District and Great Basin College.

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<table>
<thead>
<tr>
<th>Churchill County School District Course</th>
<th>Great Basin College Course and Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plant Science</td>
<td>NRES 150 Fundamentals of Plant Science</td>
</tr>
<tr>
<td></td>
<td>3 credits</td>
</tr>
</tbody>
</table>

2. ARTICATION PROCEDURE
Participants will follow approved procedures between Churchill County School District and Great Basin College outlined in the Tech Prep Memorandum of Understanding. A Tech Prep Memorandum of Understanding from Great Basin College and Churchill County School District outlining the articulation, implementation, and marketing of the Tech Prep program is required and will be renewed each year.

3. COMPETENCIES
A list of competencies (in the form of a list, syllabus or class curriculum) for the aforementioned articulated courses are attached to this document. Students must maintain a minimum grade of "B" in the articulated high school course to receive credit at GBC and take the course as a Junior or Senior, or complete the final course in a series as a junior or senior.
4. APPROVAL
The following signatures represent and uphold this agreement.

Kristina K. More 12/13/10  Tracy Shaye 2/23/11
High School Instructor Date GBC Instructor Date

Heather Steel 2/18/11
GBC Tech Prep Coordinator
High School Principal

Robert Freeman 12/13/10
Tech Prep Representative Date

Bret Murphy 2/11/11
Dean of Applied Sciences

Mike McFarrane 3/8/11
Vice President of Academic Affairs

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TECH PREP PROGRAM ARTICULATION AGREEMENT
BETWEEN GREAT BASIN COLLEGE AND
CHURCHILL COUNTY SCHOOL DISTRICT
11/24/2010

This Articulated Agreement has been enacted to facilitate the transfer of students taking the following high school course(s) listed by earning college credit for the equivalent Great Basin College course(s) listed. This agreement is the result of an articulation meeting involving the faculty and administration at both Churchill County School District and Great Basin College.

This agreement will be reviewed every year by Great Basin College and High School program representatives. Recommendations for amending this agreement are made during a meeting scheduled in the fall of each year. Any changes will be reflected in a revised agreement and submitted for joint high school program and GBC program approval.

1. ARTICULATED COURSES
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<thead>
<tr>
<th>Churchill County School District Course</th>
<th>Great Basin College Course and Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ag Business</td>
<td>AGR 110 Introduction to Ag Management</td>
</tr>
<tr>
<td></td>
<td>3 credits</td>
</tr>
</tbody>
</table>

2. ARTICULATION PROCEDURE
Participants will follow approved procedures between Churchill County School District and Great Basin College outlined in the Tech Prep Memorandum of Understanding. A Tech Prep Memorandum of Understanding from Great Basin College and Churchill County School District outlining the articulation, implementation, and marketing of the Tech Prep program is required and will be renewed each year.

3. COMPETENCIES
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4. APPROVAL
The following signatures represent and uphold this agreement.

Kristina K. Moore 12/13/10
High School Instructor

Date

Tracy Shane
GBC Instructor

Date

Heather Steele
GBC Tech Prep Coordinator

Date

Robert Freeman 12/13/10
Tech Prep Representative

Date

Bret Murphy
Dean of Applied Sciences

Date

Mike McFarlane
Vice President of Academic Affairs

Date

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CHURCHILL COUNTY SCHOOL DISTRICT TRAVEL PROCEDURES

A. Travel Status - In-State:
   1. Persons on travel status for a twenty-four (24) hour period are allowed up to $106.00 for expenses unless permission otherwise is granted by the Principal, Site Administrator or Manager.
   2. Persons on travel status for less than a full day may receive a maximum of $7.00 for breakfast, $11.00 for lunch, $18.00 for dinner and $70.00 for lodging unless permission otherwise is granted by the Principal, Site Administrator or Manager.
   3. Breakfast claims are allowed if a person leaves before 7:00 a.m. Lunch claims are allowed if a person leaves before 11:30 a.m. or returns after 1:00 p.m. Dinner claims are allowed if a person leaves before 6:00 p.m. or returns after 7:00 p.m.
   4. Receipts are required for registration fees, lodging in excess of $70.00, and all transportation expenses, including, commercial parking, air fare (attach airline ticket coupon), taxis, car rental, etc. Personal telephone calls or other personal expenditures are not allowable.
   5. When employees receive meals in flight as part of the air fare or when provided by registration fees, no reimbursement is allowed.
   6. If an individual is representing the district or acting in his/her official capacity, the full cost of the meal is reimbursable with receipts.

B. Travel Status - Out-of-State:
   1. Persons on travel status for a twenty-four (24) hour period outside the State of Nevada may receive $36.00 per diem without receipts or additional meal expenses up to $70.00 per diem including taxes and tips with receipts in addition to a reasonable room rate approved by the Principal, Site Administrator or Manager prior to the travel.
   2. Receipts will be required for all out-of-state lodging reimbursements. When registration fees provide for meals, employees shall not request additional reimbursement for the meal; persons receiving meals in flight as part of air fare shall not be entitled to reimbursement for meals enroute.

C. Private Automobiles, Employee's Convenience:
   1. Use of Private Automobiles, Employee's Convenience:
      a. The allowance for travel is at one half the current IRS rate per mile traveled if a private conveyance is used for reason of personal convenience in the transaction of school district business.
   2. Use of Private Automobiles, School District Convenience:
      a. The allowance for travel by private conveyance is at the current IRS rate per mile traveled in the transaction of school district business when the conveyance is for the convenience of the school district and approved in advance of the travel by the Transportation Manager.
   3. Transportation must be by the most economical means, considering total cost, time spent in transit and the availability of district-owned automobiles.

TRAVEL.INS (Effective 07/01/11)
# CHURCHILL COUNTY SCHOOL DISTRICT
## TRAVEL REIMBURSEMENT FORM

### TRAVEL APPROVAL

<table>
<thead>
<tr>
<th>CLAIMANT:</th>
<th>DESTINATION:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PURPOSE OF TRAVEL:</td>
<td></td>
</tr>
</tbody>
</table>

**DATE AND TIME OF DEPARTURE:**

**DATE AND TIME OF RETURN:**

- **MILEAGE:**
  - [ ] Personal car used for convenience of district (55.5¢ per mile reimbursement)
  - [ ] Personal car used for convenience of claimant (27.75¢ per mile reimbursement)
  - [ ] Passenger or district car

**ESTIMATED EXPENSE:**

<table>
<thead>
<tr>
<th>Transportation</th>
<th>Per Diem</th>
<th>Lodging</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
</table>

**IS A BUSINESS LEAVE FORM REQUIRED FOR THIS TRIP?** [ ] YES [ ] NO

*If yes, attach copy of approved form.*

**APPROVAL BY**

**SUPERVISOR:**

**DATE:**

**BUDGET CODE:**

### TRAVEL REIMBURSEMENT

<table>
<thead>
<tr>
<th>Date</th>
<th>Time Left and Time Returned</th>
<th>Breakfast</th>
<th>Lunch</th>
<th>Dinner</th>
<th>Lodging</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$7.00</td>
<td>$11.00</td>
<td>$18.00</td>
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</tbody>
</table>

**RECEIPT REQUIRED IF OVER $70.00**

- AIRPLANE - RECEIPT REQUIRED
- REGISTRATION - RECEIPT REQUIRED
- OTHER EXPENSE – RECEIPT REQUIRED
- MILEAGE - [ ] Miles @ [ ]¢

*If requesting 55.5¢ per mile, approval from the Transportation Department must be attached.*

**TOTAL DUE CLAIMANT**

---

I understand that receipts and/or written documentation must be attached to this claim in order to be reimbursed.

<table>
<thead>
<tr>
<th>CLAIMANT SIGNATURE:</th>
<th>DATE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLAIMANT ADDRESS:</td>
<td>PHONE:</td>
</tr>
<tr>
<td>SUPERVISOR SIGNATURE:</td>
<td>DATE:</td>
</tr>
</tbody>
</table>

TRAVEL.FRM (Effective 7/1/11)
LOCAL MILEAGE REIMBURSEMENT REQUEST

FOR THE MONTH OF: __________________________

NAME OF EMPLOYEE: ______________________________________ (Please Print)

<table>
<thead>
<tr>
<th>DATE</th>
<th>FROM</th>
<th>TO</th>
<th>PURPOSE</th>
<th>MILES &amp; TENTHS</th>
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</thead>
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</table>

TOTAL MILES

TIMES REIMBURSEMENT PER MILE 55.5¢

EQUALS TOTAL REIMBURSEMENT

This is a true and correct statement of my required travel for the month indicated.

Budget Code: __________________________ Date: __________
Employee Signature: __________________________
Address: __________________________
City/State/Zip: __________________________
Supervisor Signature: __________________________ Date: __________

BUSINESS OFFICE AUTHORIZATION

__________________________  __________________________
Business Office Supervisor Date

(Effective 7/1/11) 0:/forms/local travel form