Golden West High School- Visalia, California

AGED 539
Teacher Internship Report

Courtney Serafin
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Golden West High School - Visalia, California

Agriculture Department
Quality Criteria Narratives

Courtney Serafin
Quality Criteria Narratives
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Agriculture Department
Quality Criteria
Narrative 1
1A. The curriculum includes the components required under Section 52454 of the Education Code: organized classes in the study of agriculture science and technology; student supervised agricultural experience; and a program of leadership, organization and personal development.

The following courses are currently offered at Golden West High School: Ag Earth Science, Ag Biology, Introduction to Environmental Horticulture, Advanced Environmental Horticulture, Animal Science, Pre-Vet Science, Introduction to Agriculture Mechanics, Agriculture Mechanics II, Advanced (TCOVE) Agriculture Mechanics. All students in the agriculture program are required to maintain a current Supervised Agriculture Experience project. The projects are documented in the student's FFA Record Book. All students enrolled in agricultural classes are members of the FFA and are required to participate in a minimum of three activities per semester.

Agriculture Biology is a yearlong laboratory class that satisfies the graduation requirements for life science. The course is designed as an introductory science course in living systems for the college prep student. The course is designed to meet the State of California's academic standards for biology. Curriculum is divided into five major areas of study: cells, genetics, ecology, evolution, and structure/function of living things. The class aligns with other biology classes on campus and students participate in the same district exams. This class is offered to sophomore students in the agriculture pathway.

Introduction to Environmental Horticulture is a yearlong elective class currently offered to grade 9th-12th. This course is designed to teach the basics of horticulture including but not limited to: plant systems, nutrient cycles, daily care and maintenance of a nursery facility, tool identification, plant identification, fertilizers and nutrition, insects, integrated pest management, leadership training (public speaking, judging teams, SAE projects), record keeping skills and career opportunities. This course leads into the capstone class for the Plant Science pathway.

Advanced Environmental Horticulture is a yearlong elective class and is the capstone class for the Plant Science Pathway. Curriculum covered in Advanced Horticulture includes plant identification, daily operating procedures of a nursery facility, propagation methods, marketing and retail sales of plants, seasonal floral arrangements, construction of prom flowers, evaluating and treating plant diseases, career training, record keeping skills, job resumes and cover letters.
When I started at Golden West last school year (August 2011) the pathways offered to students were incomplete and lacked significant structure. There was only one clear-cut pathway offered and that was the Agriculture Mechanics pathway. Emmett Schultz has done a great job in setting up that pathway and it quickly became the model for our Animal Science and Plant Science pathways. Students in the Animal Science or Plant Science pathway did not really have a pattern of classes to follow. For example, I had a senior student who was in her fourth year in Advanced Horticulture. Working with my teaching partners, we restructured our Animal Science and Plant Science pathways to include the following:

**Animal Science**

- Ag Earth Science
- Ag Biology
- Animal Science
- Pre-Vet Science

**Plant Science**

- Ag Earth Science
- Ag Biology
- Introduction to Enviro. Horticulture
- Advanced Enviro. Horticulture

With the new pathways set, freshmen students will take either Ag Earth Science, Introduction to Ag Mechanics or both. Sophomores would take either Ag Biology, Ag Mechanics II or both. Our intention is to give our students their two-year science requirement in the Agriculture department and open up their junior and senior years for electives. Our Advanced (TCOVE) Ag Mechanics, Animal Science and Introduction to Environmental Horticulture classes are junior level classes and our Advanced (TCOVE) Ag Mechanics, Pre-Vet Science and Advanced Horticulture courses are our senior capstone classes.


**1C. Career paths in agriculture have been identified and can be found on a chart of diagram in the Program Plan. (Foundation Standard 3.0)**

The following outline is for students who would like to attend a two/four year college or university directly after high school or who want to graduate with a strong background in agriculture. Following these guidelines will allow a student to have a broad understanding of the agriculture industry and enter into a two/four year college or university majoring in agriculture or directly into the agriculture industry.
Agriculture Department Pathways

The Golden West High School Agriculture Department offers three outstanding pathways for our students. Each is designed to give students great hands-on learning experiences, exposure to the Agriculture Industry and Leadership and personal development through the FFA.

<table>
<thead>
<tr>
<th>Pathway Sequence</th>
<th>Agricultural Mechanics &amp; Construction</th>
<th>Animal Science</th>
<th>Nursery and Floral Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>Introduction to Agricultural Mechanics **</td>
<td>Agricultural Earth Science*</td>
<td>Agricultural Earth Science*</td>
</tr>
<tr>
<td>10th</td>
<td>Agricultural Welding **</td>
<td>Agricultural Biology*</td>
<td>Agricultural Biology*</td>
</tr>
<tr>
<td>11th</td>
<td>Adv. Ag Mechanics &amp; Construction</td>
<td>Animal Science*</td>
<td>Intro to Environmental Horticulture</td>
</tr>
</tbody>
</table>

Graduation Requirements
* Graduation and CSU Lab Science Requirement
** Fine and Arts Graduation Requirement
*** Graduation and CSU Economics Requirement
1D. The school master schedule allows for students to follow the recommended sequence of agriculture courses to complete the selected career path(s).

It is the goal that students at Golden West get the most out of their education and that they leave our school well-rounded and self-sufficient. Our Vice Principal of Curriculum, Dave Whitmore, has tried extremely hard to ensure that courses in departments do not overlap (i.e., Advanced Horticulture & TCOVE Ag Mechanics are not the same period). This allows students in the Agriculture Department to complete more than one pathway. My Ag Biology courses are offered during the same periods as the regular biology courses and the same time as Sammi’s Ag Earth Science courses. This allows our sophomores who are taking a regular biology course or AP biology the option to take an Agriculture class as well. Below is the 2012-2013 schedule for the Agriculture Department.

<table>
<thead>
<tr>
<th>TEACHER</th>
<th>1st Period</th>
<th>2nd Period</th>
<th>3rd Period</th>
<th>4th Period</th>
<th>5th Period</th>
<th>6th Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schultz</td>
<td>TCOVE Ag Mechanics</td>
<td>TCOVE Ag Mechanics</td>
<td>Ag Mechanics II</td>
<td>Prep</td>
<td>Intro to Ag Mechanics</td>
<td>Intro to Ag Mechanics</td>
</tr>
<tr>
<td>Serafin</td>
<td>Ag Biology</td>
<td>Intro to Horticulture</td>
<td>Intro to Horticulture</td>
<td>Advanced Horticulture</td>
<td>Prep</td>
<td>Ag Biology</td>
</tr>
<tr>
<td>Slover</td>
<td>Ag Earth Science</td>
<td>Prep</td>
<td>Animal Science</td>
<td>Ag Earth Science</td>
<td>Pre-Vet Science</td>
<td>Ag Earth Science</td>
</tr>
</tbody>
</table>

1E. Agriculture Career Awareness information is included in every course. (FS 3.1, 3.2)

Each class in the Agriculture Department includes Career Awareness. Depending on the course, the Career Units are changed to fit the curriculum being taught.

In Ag Biology, career awareness is provided through several different means. After CST testing, Ag Biology students partake on a field trip to the UC Davis Veterinary Medicine Teaching and Research Center in Tulare with Sammi’s Animal Science and Pre-Vet Science classes. Additionally, they complete a job interest survey that goes into the student file in the Ag department.

Students in Introduction to Environmental Horticulture are presented with different agriculture careers through the different units of instruction. While working on insects and integrated pest management, local PCA’s are brought into class. Prior to our plant sale, students complete a retail nursery unit and become aware of the different aspects of owning and operating a nursery.

The Pre-Vet Science classes have visited several local veterinary clinics throughout the year to increase their career awareness. In Advanced Horticulture students complete a job application, resume and cover letter and participate in mock interviews. Many of our upperclassmen use these tools when applying for part-time or summer work.
Our library on campus includes two computer labs; one containing twenty-three computers and the other with twenty-seven. We are able to use these on a scheduled basis. Reserving a computer lab must be done ahead of time with the librarian. We also have three mini lap top computers in the department that students may use when needed. None of this is an ideal situation for us. It is hard to actually get a computer lab on the date that you need it and often there are double-bookings or the library will be closed when you want to come in. The mini lap tops in the agriculture department are hard to type on and are not programmed for every students school identification number.

Computers are used for the following items: Term Papers, Manuscripts, Job Resume, Job Cover Letter, SAE Proficiency Applications, and Semester SAE Projects. In Animal Science and Pre-Vet Science, students use computers to complete term papers on various livestock species and breeds while the Pre-Vet Science works on case studies. My Advanced Horticulture class completes their cover letter and job resume on computers. This year, I worked with a student on her proficiency application in Agricultural Processing. Additionally, all of my students complete a semester SAE project that requires them to download a proficiency application and complete the cover page, pages 2 and 3, and the six picture pages. All of this must be done on a computer and emailed to the instructor.

All students in the department are taught recordkeeping through the FFA record book. All students in our program maintain a paper record book that is filed in the Ag teachers' classrooms. Graduate books are moved to their permanent file in the department. Students applying for their State Degree may transfer their written books to an E-Record book. Students update their record books on a monthly basis in all classes.
My first year at Golden West was a challenge in regards to this specific area. Both new teachers had stacks of record books in their classrooms with no rhyme or reason to the order. Over the past year and a half, we have gone through all record books and now have a filing system. At the beginning of the year, student files are updated or created in our filing cabinets in our classrooms and graduates’ files and record books are moved to their permanent student file in our copy room. The permanent files contain a student’s data sheet, home visit records, past record books and proficiency applications.

All agriculture courses meet graduation requirements. For basic graduation requirements, students must have one year of life science and one year of physical science credit. Ag Earth Science counts for physical science credit and Ag Biology counts for life science credit. Our newest courses, Animal Science and Pre-Vet Science, along with Advanced Environmental Horticulture, all meet the A-G credit. We will work on making Introduction to Environmental Horticulture A-G in the 2013-2014 school year. Additionally, students need a total of 75 elective units for graduation requirements.

<table>
<thead>
<tr>
<th>Agriculture Class:</th>
<th>Requirement Met:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ag Earth Science</td>
<td>Graduation Science; A-G College</td>
</tr>
<tr>
<td>Ag Biology</td>
<td>Graduation Science; A-G College</td>
</tr>
<tr>
<td>Animal Science</td>
<td>Elective; A-G College</td>
</tr>
<tr>
<td>Pre-Vet Science</td>
<td>Elective; A-G College</td>
</tr>
<tr>
<td>Intro to Environmental Horticulture</td>
<td>Elective</td>
</tr>
<tr>
<td>Advanced Environmental Horticulture</td>
<td>Elective; A-G College</td>
</tr>
<tr>
<td>Intro to Ag Mechanics</td>
<td>Elective</td>
</tr>
<tr>
<td>Ag Mechanics II</td>
<td>Elective</td>
</tr>
<tr>
<td>Ag Mechanics III</td>
<td>Elective</td>
</tr>
<tr>
<td>Ag Mechanics IV</td>
<td>Elective</td>
</tr>
</tbody>
</table>
Agriculture Department
Quality Criteria
Narrative 2
2A. An FFA Chapter has been chartered by the State Association or has been applied for.

The Visalia-Golden West chapter received its state charter in 1979, the year the school first opened. We are currently in our 33rd year as a school and FFA chapter.

2B. A Chapter Program of Work is developed annually and a copy is furnished to the Regional Supervisor by December 15th.

Our Program of Work was completely redrafted in 2011. At the start of my first year at Golden West, there was not a current P.O.A. on file in the Ag Department or with the Regional Supervisor. The FFA officers and advisors created a new P.O.A. and at our retreat in July 2012, we updated the document for the current school year. The newest Program of Activities is currently on file with Mr. Charles Parker.

2C. Every student is given a grade based upon participation in leadership activities.

Every ag course in our department includes a grading scale that includes FFA as 10% of a student’s grade. To meet the 10% requirement per semester, students must attend/participate in a minimum of 3 FFA activities during that semester. Activities may not be accumulated in one semester and used in the next. FFA activities are announced in classes, posted on our Facebook and website, announced in the campus bulletin and by flyers and word of mouth.

2D. All students enrolled in agriculture classes are affiliated with the State FFA Association.

All students enrolled in an agriculture class are listed on the R-2 data report. The R-2 report is filled out and submitted electronically prior to October 15th annually. During the third week of the second semester (typically the end of January) the R-2 roster is updated to reflect students that have either added or dropped an Ag class.

2E. Based on previous year’s record, the department participated in a minimum of 12 activities as listed on the FFA Activities Check Sheet.

According to our Annual FFA Chapter Activities Check Sheet, our department participated in the following activities:

- State Leadership Conference
- Made For Excellence Conference
- Advanced Leadership Academy
- Sectional COOP Quiz Contest
- Submitted Proficiency App.
- Regional Banking Quiz
- Hanford Citrus Contest
- Merced College Field Day
- Fresno State Field Day
- Regional Meeting
- Sectional O/C Contest
- Sectional Job Interview
- State FFA Degree App.
- Sectional Chapter Award Applications
- Exeter Citrus Contest
- Mid Winter State Finals
- Modesto JC Field Day
- Cal Poly State Finals
- Greenhand Conference
- Sectional BIG Contest
- Sectional Creed
- COLC
- Tulare Citrus Contest
- UC Davis Field Day
- Reedley Field Day
2F. A minimum of 80% of the students participate in at least three leadership development activities annually as verified by department records. Activities could include any three of the following intracurricular activities:

| Local Best Informed Greenhand Contest | Local Creed Speaking Contest |
| Local Opening & Closing Contest       | Local COOP Quiz Contest     |
| Local Program of Work Committee(s)    | Local Demonstration Fair    |
| Local Agriscience Fair Exhibition     | Local Public Speaking Contest|
| Local Parliamentary Procedure Contest | Chapter Meeting or Activity  |
| Any Section, Region, or State Activity| Other Local Activities      |

Over 80% of our members meet the requirement of three leadership development activities annually through a variety of activities. Our documentation of this can be found in an Excel spreadsheet for our Point Awards competition. The majority of our members attend monthly FFA meetings and participate on CDE teams.
Agriculture Department
Quality Criteria
Narrative 3
3A. **Student participation in Supervised Agricultural Experience (SAE) is part of the grading criteria for every agriculture student in the program.**

Every student in our agriculture department is required to have a Supervised Agriculture Experience project as part of their grade. This is 10% of their grade. Students are required to keep records of their projects in their record books that are kept in the classrooms. The most common types of SAE projects are Tulare County Fair projects (livestock, indoor Ag mechanics projects & plant projects) and home improvement projects such as mowing the lawn or planting and maintaining a garden.

3B. **First year students have either been engaged in a SAE project(s) or have a plan in place for a SAE, as verified by the Student Data-Career Plan.**

First year students jump right into SAE projects within our department. Incoming freshmen have the option of raising a market animal for the Tulare Fair. Students in Intro to Ag Mechanics enter woodworking, electrical and rope projects into the fair and students in Intro to Environmental Horticulture enter various plants into the fair as well. From their students develop plans to further their projects in these areas or create and a start another SAE project. Students in Ms. Serafin's class complete an SAE report the first semester and enter a local project competition the second semester. Both of these assignments require first year students to be engaged in an SAE project regardless of size or scope.

3C. **A minimum of 80% of continuing students are engaged in SAE project(s) as verified by Department records.**

All students in the department are required to fill out a California FFA Record book. The record book serves as our department records to verify the 80% minimum. Record books are updated and kept in every classroom in our department.

3D. **Students with SAE projects are visited by the agriculture teachers at least twice per year as documented by Department records.**

This past year, I made it a point to really record my visits to SAE projects. By doing so I have noticed that I visit livestock projects far more than I do other projects. For my swine SAE visits, I use a swine binder that contains a tab for each exhibitor. Each tab has a blank piece of paper where I record the date of each visit and what took place at the visit. With horticulture and home improvement projects, I use a similar method with a binder and handwritten notes. All binders are kept in my classroom and updated annually. Notes from the visits then go into the students' permanent folder in our department.

3E. **A school vehicle is readily available to each agriculture teachers for all SAE activities associated with the program, or each teacher is adequately compensated for using their own personal vehicle.**

Our agriculture department has three vehicles in our immediate possession. They include a 1991 Ford F-250 that is currently inoperable, a 2000 Ford F-350 and an 8-passenger Ford van. When we need additional vehicles for transportation we can request to borrow a school suburban. However, the suburban may only be used within a 75-mile distance. Often we do not get a suburban because of sports conflicts. This can cause limitations on the number of students able to attend events.
Agriculture Department
Quality Criteria
Narrative 4
4A. Every agriculture teacher has the appropriate credential for teaching the subject(s) assigned. Copy of authorizing credential(s) is in the Comprehensive Program Plan.

All agriculture teachers, Emmett Schultz, Courtney Serafin, and Sammi Slover, hold a Single Subject Agriculture credential and an Agriculture Specialist credential.

4B. Based on the previous year’s records, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of four professional development activities.

Below is the list of professional development activities attended by each agriculture teacher.

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>Qualified and Competent Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sammi Slover</td>
</tr>
<tr>
<td>Fall Region Meeting</td>
<td>X</td>
</tr>
<tr>
<td>Region In-service Day</td>
<td>X</td>
</tr>
<tr>
<td>Spring Region Meeting</td>
<td>X</td>
</tr>
<tr>
<td>Section In-service</td>
<td>X</td>
</tr>
<tr>
<td>Section In-service</td>
<td>X</td>
</tr>
<tr>
<td>Section In-service</td>
<td>X</td>
</tr>
<tr>
<td>Summer Conference</td>
<td>X</td>
</tr>
<tr>
<td>University AgEd Skills Week</td>
<td>X</td>
</tr>
<tr>
<td>Professional Development</td>
<td>X</td>
</tr>
</tbody>
</table>

* Four Section In-service Meetings equals one Professional Development Activity
** Can utilize a maximum of two other *Agriculturally Related* Professional Development activities than those listed above. Explain the Professional Development.

4C. The agriculture staff meets a minimum of twice per month.

Our agriculture department does not hold formal staff meets but rather meets every day at lunch and in the mornings when needed. We have a great working relationship and the lines of communication between the three of us are extremely open and efficient. Additionally, we meet with our chapter officer team every Tuesday at lunch.

4D. A written record of minutes is kept of action taken during agriculture staff meetings and is kept in Department files or the Comprehensive Program Plan.

We do not have a written record of minutes for each meeting/lunch period. Usually, our notes consist of my to-do list and post-it notes with reminders. We do keep written minutes from each chapter officer meeting and those are kept in our department files.
4E. Teachers are reimbursed for personal expenses they incur while participating in all approved integral activities associated with FFA, SAE, and professional CATA in-service activities.

All expenses that are incurred while participating in a board-approved activity is reimbursed after the conference attendance sheet and all receipts are turned back into the office secretary. If receipts are not included, the teacher must fill out an affidavit stating that the amount is true. If a conference attendance sheet is not filled out for an event, a teacher cannot be reimbursed for those personal expenses. A reimbursement check is usually given out a week after the conference attendance sheet and receipts have been turned in.
Agriculture Department
Quality Criteria
Narrative 5
Facilities and equipment are modified when needed to meet the needs of students. The majority of all students in the agriculture department can function without the need of additional modification. However, accommodations have been made to ensure our two hard of hearing students can understand the content of videos shown in class by using closed captioning. Additionally, students with vision problems are allowed to move closer to the front of the classrooms for better seeing and/or printed materials. My newest student, Zachary, has autism and requires additional time on the daily warm ups. He can fully function in the greenhouse and OH unit and has shown no need for modification of facilities.

Our department consists of a self-contained building that holds three classrooms, a copy/print room, department office, storage/kitchen space, Ag shop, and mezzanine that includes two enclosed rooms that span the entire length of the building. Additionally, we have two acres on campus that hold two tool sheds, eight cinder block stalls, a greenhouse, small hoop house, shade house, pheasant run, chicken coop and barn.

Within the department, each classroom has two walls lined with cabinets and counters for additional space within the classroom. Student supplies, record books, lab supplies and equipment are typically stored in these. In the copy/print room, filing cabinets contain our student files as well as all printing materials (i.e. paper, labels, envelopes, ink cartridges). The department office includes built in shelving and five individual workstations.

The shop holds various tools and equipment used for projects throughout the year. Permanent welding booths are located along two walls of the shop while work benches with student lockers underneath are found on the opposite side. The shop contains three tool rooms and two roll up doors for larger projects. Metal is stored horizontally in an outside cage located under the shop awning. Wood is stored in the mezzanine upstairs. The two enclosed rooms of the mezzanine are used for design container storage storage (pots, pans, to go fair supplies storage, floral and food preparation containers, etc.).
In our OH unit, our tool sheds are used to store hand tools, lawn mowers, weed eaters, tillers, back pack sprayers, fertilizers, herbicides and insecticides. Our cinder block stalls hold various planting containers, soil, and compost mixes. The barn includes a tack room that currently houses all our chicken supplies and feed.

**5C. At least one of the below listed community or school-based laboratory facilities has been provided to accommodate students who have no place for the SAE project(s):**
- School Farm Laboratory
- Growing Area
- Greenhouse
- Agriculture Shop

Our School Farm Laboratory is located on campus and is an enclosed two acre area that includes a newly built barn, chicken coop, pheasant run, small hoop house, shade house and greenhouse. Students interested in raising poultry or growing various horticulture projects may keep these projects at this site. Students constantly use the Ag shop to build a variety of SAE projects. Currently, a senior student is building a stock trailer in the shop. Other students build barbecues and fire pits throughout the school year as their projects. Students wanting to show a market hog, market lamb, market steer, or dairy heifer at the Tulare Fair can house their project at the VUSD School Farm. This thirty-five acre farm is shared by all four high schools in Visalia. Students housing projects in any of the facilities are responsible for feeding, watering, daily cleaning and maintenance of all things related to their project. They are also financially responsible for all supplies and materials needed.

**5D. The Agriculture Department has E-mail capabilities.**

All agriculture staff have district emails and have access to their district email through Microsoft Outlook, which is installed on each laptop/desktop used by the teachers.

**5E. The reviewer verifies that the agriculture facilities are neat, clean and orderly.**

Each teacher is responsible for making sure his or her area of interest is neat, clean and orderly. Emmett is in charge of his classroom and shop and keeps them in proper working order throughout the year. Sammi is responsible for her classroom, the chicken coop, barn and pheasant run. Students in her Animal Science and Pre-Vet classes work regularly in these areas to ensure they are up kept. I am responsible for my classroom and the tool sheds, cinder block stalls, greenhouse, small hoop house, and shade house. When I first arrived at Golden West, I can say that these facilities were far from neat, clean, and orderly. They were overgrown, damaged, messy and outright embarrassing. The past year and a half has brought significant challenges but these areas
are completely transformed. They are clean, in working order and relatively neat, although there is still more work to be done.

5F. Facilities and equipment are regularly maintained, repaired, or replaced.

When first starting at Golden West, I was overwhelmed with the amount of repair and maintenance the OH unit needed. At times, I still feel like I will never have it completely done but there is a tremendous amount of support to make it happen. Emmett Schultz is our department “dad” and will repair and fix anything we need. We have replaced the shade cloth on the shade house and just recently ordered new panels for the greenhouse. Flat tires on wheelbarrows are replaced or repaired by students in Emmett’s Ag Mech classes. Any sprinkler/irrigation maintenance or repair that I cannot handle on my own can be taken care of by Fred Avalos, our campus grounds supervisor, or by district plumbers and landscapers. Tools in the OH unit are often replaced with better quality items. All my students know that if something breaks, they are to tell me immediately so that it can be fixed.
Agriculture Department
Quality Criteria
Narrative 6
The Agriculture Advisory Committee was reintroduced to our department during the 2011-2012 school year. When I first started at Golden West, the most recent Advisory minutes on file were from 2005. We held one advisory meeting last year and one thus far for this school year. Our committee is comprised of the following members from the Visalia community:

Johnny Jameson: Mr. Jameson owns and operates De Leo Olive Company that grows and produces olives for the purpose of olive oil. Johnny has strong ties to the community and is currently serving as our committee chair. He has had one daughter complete the FFA program at Golden West, two currently enrolled, and another daughter on her way in.

Leslie Gardner: Leslie is an alumnus of Golden West High School and was extremely active when she went through the program. She has two sons that have both gone through the program as well. She is the current Executive Director for Happy Trails Riding Academy and a member of California Women in Agriculture.

Kim Alvetri: Mrs. Alvetri manages Bud Nursery, north of Visalia. The nursery specializes in the development of new fruit. Her three sons are Golden West graduates and her husband is the current president of the Tulare County Fair and is a huge Golden West FFA supporter.

Tom Polish: Tom works for All-Flex ear tags and travels throughout California selling livestock tags. His family raises and breeds Dorset sheep and he has connections to pharmaceutical veterinary supplies through his wife and works closely with Emmett to maintain the VUSD school farm.

Ed Needham: Mr. Needham is another local agriculturalist that works for Duarte nursery. He is the former president of the Tulare County Farm Bureau and is a generous sponsor for various department needs.

Rick Hamilton: Rick is our current Golden West Principal. Rick has an interest in our program and is focused on our continued growth and development.

Jason Starr: Jason owns Gold Starr Cattle Company in Tulare and just recently donated new breeding stock to our sheep enterprise program. Jason has close ties to the school. He is a past graduate and his father was the auto shop teacher on campus for over thirty years.

Our Advisory committee met on November 29, 2012 and is scheduled to meet for a second time this school year on April 25, 2013. Minutes are available for the November meeting and were sent to all advisory members after the meeting.
At the November advisory meeting the following components of the Comprehensive Program Plan were discussed: Total Program Goals & Objectives, Course Subject Matter Outlines, 5 Year Facility & Equipment Acquisition, and Program Description. At the April meeting the committee plans to evaluate the following: Job market description, Graduate follow up, Targeted occupations, Program Completion standards, and Active placement sites.

6D. The contact information of the Advisory Committee Chair has been provided on the cover of this checklist.

Our current Advisory Committee Chair is Johnny Jameson. His information can be found on the cover of our AIG checklist submitted to Charles Parker in November.
Agriculture Department
Quality Criteria
Narrative 7
7A. Students are counseled regarding: (FS 3.0)
Career opportunities in agriculture and agribusiness
Agriculture and academic courses necessary to complete career pathway offerings
Post-secondary education and training options

Through curriculum presented to students in class, they are taught about the career opportunities available to them based on the pathway they chose to pursue through the agriculture department. In addition, students meet with their counselors between March and April to enroll for the upcoming school year. Prior to this, students are counseled in class about which classes they can take for the upcoming school year. Through the different career presentations and curriculum students gain an understanding of what post-secondary education and options are needed. In my classes, we celebrate Teach Ag Day and explore what it takes to become an Agriculture Educator.

7B. All students have a completed career plan (Student Data Sheet) and it is updated annually.

Student Data Sheets are completed in every agriculture class by October 1st annually. Students that are returning members fill out a new sheet each year and all sheets are added to each student’s permanent folder in the department.

7C. Efforts have been made, or completed, to articulate with Community Colleges and/or Universities (i.e., 2+2+2 articulation agreements).

Currently there are no articulation agreements with community colleges or universities. The last record of an articulation agreement was from 2003 for Ornamental Horticulture and the College of the Sequoias. One of my goals for the 2013-2014 school year is to gain this articulation once again. We looked into articulating our Pre-Vet science class but the closest college to articulate with would be one located in Southern California.
In my first year at Golden West, I developed a program brochure that highlighted our plant science, animal science, and agriculture mechanics pathways, as well as FFA and SAE activities and events. The brochure was updated at the start of the 2012 school year and has been used at our local middle school recruitment visits, as well as our Back to School Nights and 8th Grade Parents night. The brochure is available digitally and in hard copy and in color and black and white. The brochure was emailed to local feeder schools to also help with recruitment. One way to increase the efficiency of our brochure would be to make a Spanish version. To accomplish this, I would need to work with one of Spanish teachers, counselors or Assistant Principal.

We are fortunate to have a supportive community that will help students with financial barriers. This year the Tulare County Farm Bureau launched the Blue Jacket Bonanza. Students that are unable to purchase an FFA jacket on their own, would fill out an application and interview through this program to earn their own jacket. Supporters, such as Groppetti Automotive and Peter Alvetri, will pay for students to attend conferences. When the Ag Mechanics team went back to Indiana to compete in the National Contest, one of the students could not pay for his airline ticket and Mr. Alvetri graciously paid for it.

In regards to fair projects, students can apply for a loan through Rabobank or work in our sheep breeding enterprise to earn their market project. If a student works thirty hours through feeding and caring for the sheep, they will receive a sheep raised by the school to show at the Tulare County Fair.

There are various activities that are held or attended in order to recruit for the agriculture program. This year, our officer team contacted Valley Oak Middle School and set up four lunchtime visits. The visits were focused on the following four areas: FFA, Ag Mechanics, Animal Science and Plant Science. Recruitment brochures and postcards were passed out at each lunchtime visit. In addition to FFA officers attending these lunch visits, current freshmen attended as well. Our hope was that they would know the current 8th graders and be able to help recruit them into our program. At each pathway visit, projects geared towards the curriculum of each pathway were brought with us. For example, at the Ag Mechanics visit, a BBQ and toolbox went with us to Valley Oak; at the Animal Science visit, a live goat went to the school with us. This was the first year we recruited at the local middle school and their principal was so impressed that he has already asked us to come back next year.

In addition to targeting incoming freshmen, we also engage younger students each year through our Petting Farm. In May, we invite first and second graders to our School Farm Laboratory and rotate them through various livestock and plant stations. This is a huge hit with these small students and their teachers. Our goal is that we plant the seed early on and then by middle school when they see us at lunch it is another reminder to join the agriculture program in high school.
Agriculture Department
Quality Criteria
Narrative 9
9A. A Comprehensive Program Plan is on file with the Regional Supervisor and a copy is retained in the local department files.

There is not a current comprehensive program plan on file with the Regional Supervisor. The plan on file is at least ten years old. Along with completing my Master's project, I have compiled, updated, and created a comprehensive program plan that is now on file with Mr. Parker and is stored in the Ag department office. The majority of the documents for the program plan were up to date, just not compiled in a binder or on file with our Regional Supervisor.

9B. Updates of the Program Plan are sent to the Regional Supervisor by November 15th. These updates include: (1) Five Year Acquisition Schedule; (2) Chart of Staff Responsibilities; (3) FFA Program of Work; (4) Advisory Committee Roster; (5) Advisory Committee Minutes.

Although a complete Comprehensive Program Plan is not on file with our Regional Supervisor, we still ensured that our information for the five areas were updated and on file with Mr. Parker. Below is a Word document that was sent out by Chuck on November 26, 2012, which shows that all of our updates were met.

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9C. A follow-up system is used which gathers the following information from program completers:

- Status of employment or school enrolled within
- Opinion regarding the value and relevance of the agriculture program
- Suggestions for improving the agriculture program

We do not currently use a paper method to gather information from program completers. We gather the information via phone or email or by asking current students what the program completer is currently doing. While this is not an ideal method and does not give us any feedback in regards to value or relevance of the program or improvement suggestions, it does work for collecting status of employment or school enrolled within. Working with Emmett and Sammi, we are developing an online survey that we can email out to our recent graduates that will gather information on all areas. We are planning to launch the survey with our 2013 graduates.
The Graduate Follow Up data collected was entered with the On-line R2/FFA Roster Data Entry by October 15th.

Using the information gathered from recent graduates and current members, we successfully entered information for twenty-eight graduates by the October 15th deadline.

The Agriculture Department analyzes their student retention numbers each year and develops strategies to help increase retention within the program.

During the 2011-2012 school year, we recognized that the current classes and pathways offered in our Agriculture department were not conducive to retention within the program. We were losing a large amount of our juniors because we really only had one class to offer. The current school year is the first year with our new pathways and two years of science being offered in the department. We struggled with our counseling department and the placement of students within the Ag Earth Science class. Our freshmen class this year is not as strong as we would like to see. However, we do have very supportive administrators that have made it a point to fill our classes with quality students next year to build up our program. We will re-evaluate the current course offerings at the end of the 2013-2014 school year to see how our change to the pathways has impacted our retention.

The R-2, AIG Expenditure Reports, and FFA Roster have been received by the Regional Supervisor and/or State FFA Financial Coordinator on or before October 15th.

This year Emmett and I worked together to submit the above documents by the October 15th deadline. Emmett worked on and submitted the AIG Expenditure Reports while I worked on and submitted the R-2 and FFA Roster.
Agriculture Department
Quality Criteria
Narrative 10
10A. *Shop and laboratory-based classes have no more than 20 students enrolled. Classroom-based classes have no more than 25 students enrolled.*

If we count first year students as .5 then we meet the above class sizes. If we count all students per class then we exceed both of these class size numbers. Our shop classes max out at twenty-two students and our classroom-based classes are capped at twenty-eight students. Administration and our counselors are very diligent at staying within those maximums. In my past two years at Golden West, I have not exceeded twenty-eight students in a single class period.

10B. *The total number of students enrolled in agriculture classes does not exceed 75 students per teacher. First year students enrolled in agriculture courses will be counted as .5 for purpose of determining the total count only.*

We currently have 268 students enrolled in our program. Out of the 268, 157 are first year members. The math below shows that each teacher is below 75 students per teacher.

\[
\begin{align*}
268 - 157 &= 111 \\
157 \times 0.5 &= 78.5 \\
111 + 78.5 &= 189.5 \\
189.5 / 3 &= 63.17 \text{ students per teacher}
\end{align*}
\]
Agriculture Department
Quality Criteria
Narrative 11
11A. A full-time equivalent teacher is employed year-round for each 75 students enrolled in the agriculture program and is compensated no less than $2000.

Each teacher in the agriculture department is given an FFA stipend that exceeds the $2000 minimum as well as an additional 35 contract days throughout the school year.

11B. During the school year, one teaching period for supervision is assigned to each agriculture teacher. This project supervision period is in addition to the preparation period normally assigned to all teacher in the school. This requirement may also be met if a period is not available by financially compensating the agriculture teacher(s) at the equivalent cost of providing one period for supervision.

Our school, nor our district meets the criteria. The district does not give agriculture teachers project supervision periods. We are not compensated for the loss of the project period either. This has been the norm since I first started and after talking to other agriculture teachers in the district, this has been common practice for numerous years now. Project supervision, for most agriculture teachers in our district, takes place after school or on the weekends.
Agriculture Department
Quality Criteria
Narrative 12
Based on the Criteria 12 checklist below, we do not meet 12 E or 12 F. Since our Advisory Committee was re-established last year, we did not meet three times. This year we will meet that criterion. On 12 F our 3rd and 4th year members are 16% of our R-2 number, not 25. With the restructuring of our pathways and the new courses being offered, we are planning on seeing that number increase.

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<td>Johnny Jameson</td>
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<tr>
<td></td>
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<td>Retention</td>
<td>Number of students who were in their 3rd and 4th year of agriculture instruction (must be at least 25% of the R-2 number)</td>
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<td>Number of those who graduated who are employed in agriculture, in the military, or continuing their education (must be at least 75% of the program completers) Attach graduate follow-up report.</td>
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Golden West High School - Visalia, California

AGED 539 Project Report
Repair and Modification to Ornamental Horticulture Unit

Courtney Serafin
Background

The Golden West Agriculture Department was established in 1979, the same year the school opened. The department has always had three full time agriculture instructors, although the courses taught have changed numerous times. During the history of the department, two acres on campus were devoted to an onsite-learning laboratory. Originally, the onsite farm housed a greenhouse, shade house, and tool sheds. Over time, the original greenhouse was torn down and a larger greenhouse and pole barn with cinder block stalls were added. The area was also fenced in with security paneling added within the last ten years. Currently this area, most commonly referred to as the OH unit, contains two 20’ x 20’ tool sheds, a 37’ x 80’ greenhouse, a 50’ x 50’ shade house, 8 cinder block stalls under a pole barn, a 20’ x 30’ hoop house, chicken coop, pheasant run and a 40’ x 50’ barn.

When first starting at Golden West High School in July 2011, I was offered the position of horticulture instructor and told that I had an OH unit on campus. I eagerly accepted the position without looking at the OH unit first. In hindsight, I would have still accepted my current position and the challenge it has given my students and I.

After receiving keys to the OH unit, I went out to explore. A flood of emotions overwhelmed me as I walked through an overgrown, weed infested, worn down, dead, and neglected OH unit. I knew instantly that I could change it and that is where my Master’s project began. Pictures on the following pages show the OH unit in August 2011, at the start of my first year teaching.
The above pictures show the inside of the greenhouse at the start of the 2011-2012 school year. Benches were filled with dead plants. Wandering Jews among other plants that became invasive covered the greenhouse floor in addition to the almost 10’ ficus tree that was growing in the middle of the greenhouse. Panels from the back water cooler wall were missing and feral cats were living inside the greenhouse.
The pictures of the shade house were also taken at the beginning of the 2011-2012 school year. Not only was the shade house completely over run by invasive weeds and dead plants in containers, the expanded metal growing tables were in piles in the corner of the shade house. The corner sprinklers in the shade house were in decent condition, but the solenoids in the valves needed to be replaced.
The OH unit in its entirety was a huge example of neglect. Weeds and Johnson grass filled flowerbeds and the space between the greenhouse and shade house. The raised garden beds had dead vegetables left in them and the cinder block stalls were disorganized.
Goal

At the start of my tenure, my goal wasn’t my Master’s degree but rather to have a working, operational OH unit that my students and I could be proud of. As we spent the first year cleaning and modifying the OH unit, I began to realize that this had turned into my Master’s project.

With this in mind, I focused my Master’s project on Quality Criteria 3: Practical Application of Occupation Skills and Quality Criteria 5: Modification of facilities and equipment. The overall goal of this project was to improve the horticulture unit at Golden West High School. This goal would be accomplished through five objectives:

1: Installing a sprinkler system in the existing greenhouse and shade house
2: Replacing the shade cloth on the shade house
3: Creating and implementing an integrated pest management plan
4: Creating a mother stock bed
5: Reintroduce community support by holding Spring Plant Sales

Objective 1: Installing a sprinkler system in the existing greenhouse and shade house

For the past year, I worked with an Advisory Committee member, Ed Needham, on getting a Rain Bird sprinkler system donated to the program. The only sprinkler system in the greenhouse was a mist system that hung three feet above one table in the greenhouse. It was not on a timer and was extremely ineffective when on. Most of the mister heads were pointing in random positions and not even misting the plants that would be on the table below. This was not sufficient for a greenhouse full of plants. Despite creating layouts of the greenhouse and tables and constant communication with Ed, I was getting nowhere with securing the sprinkler system donation. After sending in a monthly update to my Master’s
committee, Dr. Burgoa placed me in contact with Dave Palumbo, a Xerigation Product Sales Manager for Rain Bird. Within two weeks of emailing and talking to Dave over the phone, all the sprinkler parts had arrived at school.

With my Advanced OH students, we carefully laid out all parts to the three sprinkler lines and began connecting the pieces. Our system includes a six line out emitter with spaghetti line and individual staking tubes for individual container watering. We installed three lines, each with twenty emitters on two tables in the greenhouse. The sprinkler systems connect into our main water line in the greenhouse and run off of our current timer system. The list of sprinkler parts is listed below:

- Multi (6)-outlet Xeri-bug (XB-05-6 or XB-10-6 or XB-20-6)
- Low Flow Control Zone Kits with PR filter (XCY-100-PRF):
- ½" Male pipe thread adapter (MDCF50MPT)
- Removable flush cap (MDCFPCAP)
- XT-700 Distribution Tubing
- XQ ¼" Distribution Tubing
- Universal ¼" tubing stake (TS-025)

In the shade house, we were able to use the existing corner sprinklers and just replace the solenoids in the valves. We then ran a low voltage wire underneath the weed cover in the shade house to connect it to a timer located on the Southwest corner of the greenhouse.
Objective 2: Replacing the shade cloth on the shade house

During the spring of 2012, students in Emmett’s Ag Mechanics class replaced the shade cloth on the shade house. Using AIG and VPIE funds, we ordered 240 feet of shade cloth from Grower’s Supply. The original shade cloth had tears on all four sides of the shade house that were large enough for a grown adult to step through. By replacing the shade cloth we allowed for better shade coverage and overall eye appeal of the OH unit.

Objective 3: Creating and implementing an integrated pest management plan

I have really focused on creating and implementing a plan to control pests, which includes feral cats, ants and weeds. These are the most prominent nuisances in our OH unit.

First and foremost are the weeds. At the start of the 2011-2012 school year, they were taking over the entire OH unit. Having ninety students chop them out is a nice way to get rid of them at first but is not a permanent solution. We focused on eradicating every weed in the greenhouse, shade house and around the OH unit in the Fall Semester of 2011. Our first step was to simply remove them. Once we cleaned up the area, Emmett and I set up a spray control. During winter, spring and summer breaks we spray a pre-emergent in the OH unit. Once a month, we spot treat any weeds that may be a problem. Additionally, students still manually remove weeds from the OH unit. Although, we are still nowhere near the ideal, we are much closer than when we first began and now have a schedule in place.

Feral cats are another issue on our pest list. They were living in the greenhouse when we started the 2011-2012 school year. They were using our soil piles as litter boxes, spraying containers in the greenhouse and breeding and having litters in the tool sheds. Working with our grounds keeper, we placed “have a heart” traps in the OH unit.
Working with our grounds keeper, we placed “have a heart” traps in the OH unit.

Throughout the course of a year and a half, we have caught and removed eight adult cats and a litter of four kittens. While our cat problem is still ongoing the amount of cats in the OH unit has dropped significantly.

Our last major problem in the OH unit is ants. It seems like every time we would work in a flowerbed, we would uncover a new colony of red ants. While I do not have a monthly plan in place, we do keep ant spray in the OH unit now so that we can spray on an as needed basis.

Through regular maintenance and strict spraying schedules we are able to control the weeds in the OH unit. Additionally, we replaced the pads in the water cooler so that feral cats cannot find their way into the greenhouse.
Objective 4: Creating a mother stock bed

From our first plant sale in May 2012 until now, I have come to the realization that we do not have any mother stock plants in our OH unit. The majority of plants sold in May were annuals that died after the first freeze. It is difficult, as a teacher, to have students try various propagation methods when you do not have proper stock. I want my classes to have plants in the OH unit year round and a way to do that is by installing a mother stock bed.

We had a flowerbed behind the greenhouse that was overgrown and lacking purpose. During the 2012-2013 school year, my Advanced OH students designed and installed a mother stock bed in this area. Our water cooler wall in the greenhouse leaks and the water puddles in a part of this flowerbed. My students decided to use this as a natural pond and lined the area with rocks. After that they selected perennial shrubs and bushes that can tolerate full sun and little water. We also lined the flowerbed with weed cover to aid in our weed management of this area. Students chose the following plants to use: boxwood, butterfly weed, lavender, lemon verbena, achillea, tri-color sage, and variegated pittosporum. All plants were donated by Monrovia nursery and will be used for teaching various propagation methods with future students.
Objective 5: Reintroduce community support by holding Spring Plant Sales

Last year, I wanted to bring back the community that once supported the Golden West Agriculture program and the horticulture unit by holding a spring plant sale. This was a first for me and most of my students. We planned everything for a plant sale: timing, advertising, marketing, growing our own plants and set up of our facilities. We sold various annuals in cell packs, houseplants, sweet potato vines, and summer vegetables. We also made our own pots thanks to Dan’s pots with pizzazz recipe and sold succulent pots. Overall, our first plant sale was very successful. We sold $3000 worth of plants and had a two-page article in the Visalia Times Delta. Our customers were very supportive and gave great feedback. We had a lot of requests for drought tolerant plants and perennials, shrubs and ground cover.

For this year’s plant sale, we have taken the information gathered from last year and applied it. We are going to feature our pots again this year since they were such a hit last year. In addition to some annuals, we have increased our number of perennials, shrubs and ground covers for this year’s sale. Since the houseplants did not sell as well I had hoped, we cut back on the amount of those ordered. In addition to the pots, we are also going to sell Golden West football planters that will contain black velvet petunias and yellow snapdragons. I am working with the local newspaper again to get an article to promote the event.

Through last year’s sale I made connections with Terry Denlay, the propagation manager from Monrovia who helped us with donations this year, several Visalia Unified School District employees, and Phil Brown, the very first OH teacher at Golden West. It is humbling and very exciting to receive such praise for our program and the amount of work our students have put into the OH unit.
Conclusion

After two years of work in the OH unit, I feel that my students and I have set a foundation for future years. There have been noticeable changes and modifications to the unit and I can really begin to see my future ideas and plans start to become reality. There is still so much to be done in the OH unit but I am so proud of everything accomplished thus far. Although we have finished the objectives outlined in this report; in the next three to five years the following items in the OH unit will be also be completed:

- Replace greenhouse siding
- Install orchard and grape vines
- Re-gravel the greenhouse floor
- Lay new weed cover in the shade house
- Modify the existing raised garden beds and begin summer garden projects
- Apply for and obtain school nursery certification
- Articulation horticulture classes with COS
Supporting Completion Materials
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AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name: [Redacted] Last Name: [Redacted] First Name, MI: [Redacted]

B. Gender: Male ______ Female ______ Female ______

C. Ethnicity/Race: ______ Are you Hispanic or Latino? (Check one): Yes ______ No ______

The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.

______ American Indian or Alaskan Native
______ Asian Indian
______ Cambodian
______ Chinese
______ Hmong
______ Japanese
______ Korean
______ Laotian
______ Vietnamese
______ Black or African American
______ Filipino
______ Guamanian
______ Samoan
______ Tahitian
______ White

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

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

F. I Am Taking This Course Because: (Select One)

(Yes) I plan a career in agriculture

_____ Not a career, just an interest in agriculture.

_____ Not interested, placed in class.

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

Veteran

H. Date: 10/11/19

I. Locator Data
Street Address: [Redacted]
City, Zip: Virginia 03392
Phone Number: 850-130-3557
Email: soccerdiva0001.com
Parent/Guardian Name (Print Full Name For Each):
Mr.
Miss/Mrs./Ms.

J. Program of Instruction Being Pursued: (Select Only One)

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

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

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

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

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

A. Name
   Last Name
   First Name, MI

B. Gender: Male          Female  

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

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

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

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

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

H. Date:  
   Oct 1

I. Locator Data
   Street Address:
   Visalia, CA 93292
   Phone Number: 559-623-1728
   Email: [REDACTED]
   Parent/Guardian Name (Print Full Name For Each):
   Mr. Pat
   Miss/Mrs./Ms. Ana

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

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

A. Name

B. Gender: Male ☑ Female ☐

C. Ethnicity/Race:
- Are you Hispanic or Latino? (Check one): Yes ☑ No ☐

The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.
- American Indian or Alaskan Native
- Asian Indian
- Cambodian
- Chinese
- Hmong
- Japanese
- Korean
- Laotian
- Vietnamese
- Black or African American
- Filipino
- Guamanian
- Samoan
- Tahitian
- White

D. Year in Agriculture Program: 5th
   (1st, 2nd, 3rd, 4th)

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

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

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

H. Date: Oct 12, 2017

I. Locator Data
   - Street Address: [Redacted]
   - City, Zip: [Redacted]
   - Phone Number: 609-818-8

   Email: [Redacted]

   Parent/Guardian Name (Print Full Name For Each):
   - Mr. [Redacted]
   - Mrs. [Redacted]

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

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

A. Name
   Last Name
   First Name

B. Gender: Male ______ Female ______

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

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

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

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

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

H. Date: 10/1/17

I. Locator Data
   Street Address: Visalia, CA 93272
   City, Zip: ______
   Phone Number: 559-241-1013
   Email: ______

Parent/Guardian Name (Print Full Name For Each):
   Mr. Rose
   Miss/Mrs./Ms. ______

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

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

B. Gender: Male  X  Female ___

C. Ethnicity/Race:  
   Are you Hispanic or Latino? (Check one): Yes ______ No ______
   American Indian or Alaskan Native X
   Asian Indian ___
   Cambodian ___
   Chinese ___
   Hmong ___
   Japanese ___
   Korean ___
   Laotian ___
   Vietnamese ___
   Black or African American ___
   Filipino ___
   Guamanian ___
   Samoan ___
   Tahitian X
   White ___

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

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

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

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

H. Date: 10-1-12

I. Locator Data
   Street Address: ____________
   City, Zip: ____________
   Phone Number: ____________
   Email: ________________________
   Parent/Guardian Name (Print Full Name For Each): Mr. Chris Babyn
   Miss/Mrs. Babyn

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

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

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

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

<table>
<thead>
<tr>
<th>A. Name</th>
<th>B. Gender: Male ☑ Female ☐</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C. Ethnicity/Race: American Indian or Alaskan Native ☑ Asian Indian ☐ Cambodian ☐ Chinese ☐ Hmong ☐ Japanese ☐ Korean ☐ Laotian ☐ Vietnamese ☐ Black or African American ☐ Filipino ☐ Guamanian ☐ Samoan ☐ Tahitian ☑ White ☐</td>
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<td></td>
<td>D. Year in Agriculture Program: 3rd (1st, 2nd, 3rd, 4th)</td>
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<td></td>
<td>E. Grade Level in School: 12 (9, 10, 11, 12)</td>
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<td>F. I Am Taking This Course Because: (Select One)</td>
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<tr>
<td></td>
<td>I plan a career in agriculture ☑ Not a career, just an interest in agriculture. ☐ Not interested, placed in class. ☐</td>
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<tr>
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<td>G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis ( ) an occupation in agriculture you would enjoy doing.</td>
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<tr>
<td></td>
<td>H. Date: 01-01-2012</td>
</tr>
<tr>
<td></td>
<td>I. Locator Data</td>
</tr>
<tr>
<td></td>
<td>Street Address: Tijarete, CA 93214</td>
</tr>
<tr>
<td></td>
<td>City, Zip: 559-736-2642</td>
</tr>
<tr>
<td></td>
<td>Phone Number: 559-736-2642</td>
</tr>
<tr>
<td></td>
<td>Email:</td>
</tr>
<tr>
<td></td>
<td>Parent/Guardian Name (Print Full Name For Each): Mr. Bobby Ruy Kim</td>
</tr>
<tr>
<td></td>
<td>Miss/Mrs./Ms.</td>
</tr>
<tr>
<td></td>
<td>J. Program of Instruction Being Pursued: (Select Only One)</td>
</tr>
<tr>
<td></td>
<td>K. Please indicate below your plans after graduation from high school:</td>
</tr>
<tr>
<td></td>
<td>1. Go to Work Full - Time ☑ No Further Education ☐ Some College Later ☐</td>
</tr>
<tr>
<td></td>
<td>2. Go to College ☐ Community College ☐ Four Year College ☐ Full-Time Student ☐ Part-Time Student ☐ Agriculture Major ☐ Non-Agriculture Major ☐</td>
</tr>
<tr>
<td></td>
<td>3. Go Into Military Service ☐</td>
</tr>
</tbody>
</table>
AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name: [Redacted]
B. Gender: Male [ ] Female [X]
C. Ethnicity/Race: [ ] Yes [X] No
  Are you Hispanic or Latino? (Check one):
  American Indian or Alaskan Native
  Asian Indian
  Cambodian
  Chinese
  Hmong
  Japanese
  Korean
  Laotian
  Vietnamese
  Black or African American
  Filipino
  Guamanian
  Samoan
  Tahitian
  White

D. Year in Agriculture Program: [Redacted]
(1st, 2nd, 3rd, 4th)
E. Grade Level in School: [Redacted]
(9, 10, 11, 12)
F. I Am Taking This Course Because: (Select One)
  [ ] I plan a career in agriculture
  [X] Not a career, just an interest in agriculture.
  [ ] Not interested, placed in class.

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

H. Date: 10-1-12
I. Locator Data
  Street Address: [Redacted]
  City, Zip: [Redacted]
  Phone Number: [Redacted]
  Email: Squid9797@gmail.com
  Parent/Guardian Name (Print Full Name For Each):
  Mr.
  Miss/Mrs./Ms. [Redacted]

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

K. Please indicate below your plans after graduation from high school:
  1. Go to Work Full - Time
  2. Go to College
     Community College
     Four Year College
     Full-Time Student
     Part-Time Student
     Agriculture Major
     Non-Agriculture Major
  3. Go Into Military Service [X]
AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name
   First Name, MI

B. Gender: Male ☐ Female ☒

C. Ethnicity/Race: ☐ American Indian or Alaskan Native
   ☐ Asian Indian
   ☐ Cambodian
   ☐ Chinese
   ☐ Hmong
   ☐ Japanese
   ☐ Korean
   ☐ Laotian
   ☐ Vietnamese
   ☐ Black or African American
   ☐ Filipino
   ☐ Guamanian
   ☐ Samoan
   ☐ Tahitian
   ☒ White

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

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

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

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

H. Date: 10-3-12

I. Locator Data
   Street Address: Wisconsin 43119
   City, Zip: 53917
   Phone Number: (630) 635-7820
   Email: ☐

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

K. Please indicate below your plans after graduation from high school:
   1. Go to Work Full-Time
   2. ☒ Go to College
      ☐ Community College
      ☐ Four Year College
      ☐ Full-Time Student
      ☐ Part-Time Student
      ☐ Agriculture Major
      ☒ Non-Agriculture Major
   3. ☐ Go Into Military Service
AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name
   Last Name [Redacted]  First Name [Redacted]

B. Gender:  
   Male  X  Female  

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

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

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

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

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

H. Date:  10/1/12

I. Locator Data
   Street Address:  [Redacted]
   City, Zip:  93289
   Phone Number:  559-324-7869
   Email:  [Redacted]
   Parent/Guardian Name (Print Full Name For Each):  Mr.  Guadalupe  Maria

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

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

Revised
AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name

Last Name [---------]
First Name, MI [---------]

B. Gender: Male [✓] Female [ ]

C. Ethnicity/Race:

Are you Hispanic or Latino? (Check one): Yes [ ] No [✓]

The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.

American Indian [ ]
Asian Indian [ ]
Cambodian [ ]
Chinese [ ]
Hmong [ ]
Japanese [ ]
Korean [ ]
Laotian [ ]
Vietnamese [ ]
Black or African American [ ]
Filipino [ ]
Guamanian [ ]
Samoan [ ]
Tahitian [ ]
White [✓]

D. Year in Agriculture Program: [3rd]

(1st, 2nd, 3rd, 4th)

E. Grade Level in School: [11]

(9, 10, 11, 12)

F. I Am Taking This Course Because: (Select One)

[✓] I plan a career in agriculture
[ ] Not a career, just an interest in agriculture.
[ ] Not interested, placed in class.

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

(play_basketball) Grow crops

H. Date: [10-1-12]

I. Locator Data

Street Address:
City, Zip: [Visalia, 93292]
Phone Number: [559] 744-6647
Email: [-----------]

Parent/Guardian Name (Print Full Name For Each):

Mr. [Dean [ ]
Miss/Mrs./Ms. [Rhonda [ ]

J. Program of Instruction Being Pursued: (Select Only One)

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

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

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

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

3. Go Into Military Service

   [ ]
2. Permanent Student File System
Permanent Filing System

Our permanent Agriculture student filing system was completely restructured last year. Originally, the filing system had our students divided by grades in the different filing cabinet drawers. This year, we simply went by last name of students. This is a little easier for us to update and manage. In October, we print labels for each student and attach them to a file folder. A Teachers Aide then organizes the files in alphabetical order. In the cabinet to the right of our filing system, we store recent graduate files and files for students that are still enrolled at Golden West High School but are not currently in an Agriculture class. We have had a lot of students that are in an Ag class one year, out the next, and back in again, so we hold their file incase of this happening.
3. Course Outlines
Golden West Agriculture Department
Advanced Environmental Horticulture
Ms. Serafin

Room: AG-3
Length of Course: 1 Year
School Phone: (559) 735-8087
Email: cserafin@vusd.org

1) **Course Description:**
Advanced Environmental Horticulture is a course designed for students who have a sincere interest in the nursery and or floral industry. Topics discussed include floral design techniques, design principles, nursery production, landscape design and maintenance, irrigation, botany, soils and fertilizers. Activities will include designing with fresh flowers, holiday arrangements, personal flower, greenhouse and nursery crop production, landscape design and construction and care of outdoor landscaped areas. Students will have the opportunity to grow nursery crops and sell them to the public through class run plant sales in the fall and spring. Leadership skills will be taught through participation in FFA.

2) **Course Objectives:** Students will be able to:
- understand plant classification and use principles.
- understand plant physiology and growth principles.
- understand sexual and asexual plant reproduction.
- understand water and soil management practices.
- understand ornamental plant nutrition practices.
- understand the selection, installation, and maintenance of turf.
- understand nursery production principles.
- understand the use of containers and horticultural tools, equipment, and facilities.
- understand basic landscape planning, design, construction, and maintenance.
- understand basic floral design principles.

3) **Textbooks:**
- Introduction to Ornamental Horticulture (In Class Only)
- Sunset Western Garden Book, 2001 Sunset Magazine
- California Vocational Record Book
- REQUIRED: Notebook
- Pencils/Pens

4) **Assessment Methods:**
Tests and Quizzes
Classroom assignments
Self-Evaluations/ Group Projects
Participation

5) **GRADING:**
- **35% Classroom Participation**
  This includes: Exams / Assignments / Participation / Weekly Notebooks
- **35% OH Unit Participation**
  This includes: Clean Up / Plant Care / Soil Mixing / Plantings and Cuttings / Plant Sales
10%  **FFA Participation**
   This includes:  Attendance to 3 activities per quarter
   Activities can be fundraisers, meetings, team practices, contests, etc.

10%  **Supervised Agriculture Experience Program (SAE)**
   This includes:  Record Book or Teacher Approved Reports

10%  **Cooperative Attitude & Behavior**
   This includes learning and being responsible for his/her behavior.
   Volunteer to assist teacher, fellow students, or the community

6)  **Attendance:**
   Attendance is very important, as the activities involving discussion and classroom participation
   are invaluable and notes cannot substitute what took place in the classroom. It is the
   responsibility of the student to make up missed notes and assignments, NOT the instructor’s.
   This can best be done prior to missing class or after class and after school. Please be aware that
   class instruction time is never an appropriate time to request make up work.

   ***Missing days when we are working in the OH Unit will result in a “0” for the day unless
   student is on an excused school activity***

7) **Late Work:**
   Late work will be **NOT** be accepted after the due date. If a student is absent on the day an
   assignment is due and **HAS NOT** made prior contact with the teacher the work will not be
   accepted.

8)  **No Name Work:**
   Any assignment turned in without a name will be posted on the “No Name” clipboard. The
   assignment will remain there for 2 days. After the 2 days, if the paper has not been claimed by
   the student, the assignment will be thrown out.

9)  **Course Outline:**
   a.  **Ag Leadership Development**
      i.  FFA
      ii. SAE
      iii. California Record Book
   b.  **Plant Identification**
      i.  Classification
      ii. Common Names
      iii. Botanical Names
   c.  **Botany**
      i.  Plant Taxonomy & Classification
      ii. Plant Parts & Functions
      iii. Photosynthesis
      iv. Respiration
   d.  **Plant Propagation**
      i. Sexual with seeds, methods & applications
      ii. Asexual with methods and applications
      iii. Cuttings
iv. Layering
v. Budding & Grafting
e. Soils
   i. Characters of planting medias
   ii. PH of the soil & regulation
   iii. Soil type characteristics
   iv. Plant nutrients, functions & uses
f. Landscape Maintenance
g. Landscape Design
   i. Principles of design
   ii. Tools & Materials
   iii. Lettering, symbols & measurement
h. Nursery Practices
   i. Nursery & Greenhouse Plant Production
   ii. Soil Mixes
   iii. Sterilization Methods
   iv. Planting Containers
i. Irrigation Design
   i. Basic Hydraulics
   ii. Irrigation Equipment
   iii. System Design
j. Plant Maintenance
   i. Nursery Organization
   ii. Proper Pruning Methods
   iii. Irrigation Methods & schedules
k. Turf & Lawns
   i. Turf varieties & uses
   ii. Mowing
   iii. Fertilization
   iv. Planting Techniques
l. Floral Design Principles
   i. Elements of design
   ii. Color & the Color Wheel
   iii. Design Style
m. Holiday Arrangement
n. Arrangement Design
   i. Basic table arrangements
o. Corsages & boutonnieres
   i. Basic design & construction
p. Merchandise & Sales
   i. Management
   ii. Advertising
   iii. Cashiering
   iv. Sales & Displays
q. Job Preparation & Professionalism
   i. Work ethics
   ii. Filling out an application
   iii. Preparing an effective resume
   iv. Job researching skills
10) **Grading Scale:**
   A = 90% and above
   B = 80-89%
   C = 70-79%
   D = 60-69%

*I have read over the class syllabus and understand fully the requirements and expectations of this course.*

_________________________________________  _______________________
Student Signature                                      Date

_________________________________________  _______________________
Parent/Guardian Signature                             Date
Golden West Agriculture Department

Agriculture Biology

Ms. Serafin

Room: AG-3
Length of Course: 1 Year
School Phone: (559) 735-8087
Email: cserafin@vusd.org

1) Course Description:
A study of agriculture biology is basic to all students regardless of their educational goals, it is especially important to students interested in an agriculture career. This course is designed as an introductory course in living systems for the college preparatory student. The course is designed around the State of California's academic standards for biology and is matched to the Visalia Unified School District common course outline for Biology. Major areas of study include cell biology, genetics, ecology, evolution and the structure and function of living things. Participants are expected to take the Core Content Area Test for Biology.

2) Course Objectives: Students will be able to:
• understand the skills necessary for scientific investigation.
• understand the diversity in cell structures and functions.
• understand the difference between meiosis and mitosis and understand both.
• understand how genotype and phenotype affect traits in offspring.
• understand basic DNA principles.
• understand what evolution means and how genes are affected.
• understand structures and functions in the living system.
• understand the human immune response and how it is triggered.

3) Textbooks: Biology – McDougal- Littell Publisher, 2007
REQUIRED: Notebook
Pencils/Pens

4) Assessment Methods:
Tests and Quizzes
Classroom assignments
Self-Evaluations/ Group Projects
Participation

5) GRADING:
50% Interactive Notebook
This includes: Notes / Lab Write Ups / Handouts / Assignments / Homework

20% Test & Quizzes

10% FFA Participation
This includes: Attendance to 3 activities per quarter
Activities can be fundraisers, meetings, team practices, contests, etc.

10% Supervised Agriculture Experience Program (SAE)
This includes: Record Book or Teacher Approved Reports
10%  **Cooperative Attitude & Behavior**
This includes learning and being responsible for his/her behavior. Volunteer to assist teacher, fellow students, or the community

6) **Attendance:**
Attendance is very important, as the activities involving discussion and classroom participation are invaluable and notes cannot substitute what took place in the classroom. It is the responsibility of the student to make up missed notes and assignments, NOT the instructor's. This can best be done prior to missing class or after class and after school. Please be aware that class instruction time is never an appropriate time to request make up work.

***Missing days when we are working in the OH Unit will result in a “0” for the day unless student is on an excused school activity***

7) **Late Work:**
Late work will be **NOT** be accepted after the due date. If a student is absent on the day an assignment is due and **HAS NOT** made prior contact with the teacher the work will not be accepted.

8) **No Name Work:**
Any assignment turned in without a name will be posted on the “No Name” clipboard. The assignment will remain there for 2 days. After the 2 days, if the paper has not been claimed by the student, the assignment will be thrown out.

9) **Course Outline:**
   a. Ag Leadership Development
      i. FFA
      ii. SAE
      iii. California Record Book
   b. Introduction to Agriculture Biology
      i. Ag Biology
      ii. Ag Research
      iii. Scientific Method
      iv. Lab Skills & Procedures
   c. Cell Biology- Plants & Animals
      i. Cell organelles (structure & function)
      ii. Homeostasis (osmosis & diffusion)
      iii. Enzymes
      iv. Prokaryotic & Eukaryotic Cells
      v. Biochemistry
      vi. Cell Reproduction (Mitosis)
      vii. Cell Respiration & Photosynthesis
   d. Genetics- Plants & Animals
      i. Meiosis
      ii. Mendelian principles of genetics
      iii. Human genetics
      iv. DNA/Structure & Replication
      v. Protein Synthesis
e. Evolution
   i. Theories
   ii. Environment & Genetic Influences
f. Structure & Function in Living Systems
   i. Organ Systems/Homeostasis
   ii. Disease & Immune Response
g. Ecology
   i. Ecosystems
   ii. Communities
   iii. Populations
   iv. Environment Problems/Human Impact

10) Grading Scale:
   A = 90% and above
   B = 80-89%
   C = 70-79%
   D = 60-69%

I have read over the class syllabus and understand fully the requirements and expectations of this course.

______________________________  __________________
Student Signature                Date

______________________________  __________________
Parent/Guardian Signature        Date
Golden West Agriculture Department
Introduction to Environmental Horticulture
Ms. Serafin

Room: AG-3
Length of Course: 1 Year
School Phone: (559) 735-8087
Email: cserafin@vusd.org

1) Course Description:
Instruction in this course provides a understanding of the basic anatomy and physiology of plants. The Introduction to Environmental Horticulture course emphasizes practical biological knowledge and develops essential understandings in soil science, entomology, propagation, genetics, and local crop production and harvesting practices. Leadership skills are taught through participation in FFA.

2) Course Objectives: Students will be able to:
   • understand the effects of technology on agriculture.
   • understand the cell structure and function of plants and animals.
   • understand soil science principles.
   • understand plant growth and development.
   • understand fundamental pest management.

3) Textbooks & Materials: Introduction to Ornamental Horticulture (In Class Only)
   Sunset Western Garden Book, 2001 Sunset Magazine
   California Vocational Record Book
   REQUIRED: Notebook
   Pencils/Pens

4) Assessment Methods: Tests and Quizzes
   Classroom assignments
   Self-Evaluations/ Group Projects
   Participation

5) GRADING:
   35% Classroom Participation
   This includes: Exams / Assignments / Participation / Weekly Notebooks

   35% OH Unit Participation
   This includes: Clean Up / Plant Care / Soil Mixing / Plantings and Cuttings / Labs

   10% FFA Participation
   This includes: Attendance to 3 activities per quarter
   Activities can be fundraisers, meetings, team practices, contests, etc.

   10% Supervised Agriculture Experience Program (SAE)
   This includes: Record Book or Teacher Approved Reports

   10% Cooperative Attitude & Behavior
   This includes learning and being responsible for his/her behavior.
   Volunteer to assist teacher, fellow students, or the community
6) Attendance:
Attendance is very important, as the activities involving discussion and classroom participation are invaluable and notes cannot substitute what took place in the classroom. It is the responsibility of the student to make up missed notes and assignments, NOT the instructor's. This can best be done prior to missing class or after class and after school. Please be aware that class instruction time is never an appropriate time to request make up work.

***Missing days when we are working in the OH Unit will result in a “0” for the day unless student is on an excused school activity***

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8) No Name Work:
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9) Course Outline:
   a. Ag Leadership Development
      i. FFA
      ii. SAE
      iii. California Recordbooks
      iv. Careers
   b. Plant Classification
      i. Taxonomy & Classification
      ii. Plant Identification
   c. Plant Cell Components
      i. Cell Structure & Function
      ii. Cell Reproduction
      iii. Genetics & Heredity
      iv. DNA
   d. Plant Physiology & Growth
      i. Anatomy
      ii. Functions
      iii. Physiological Processes
   e. Plant Reproduction
      i. Asexual Reproduction
      ii. Sexual Reproduction
      iii. Propagation
   f. Plant Pathology
      i. Entomology
      ii. Weed & Insect Identification
      iii. Integrated Pest Management
   g. Soil Properties
      i. Texture, Structure & Types
      ii. Irrigation & Drainage
iii. Soil & Water Management
h. Fertilizers
   i. Components & Structures
   ii. Essential Nutrients
   iii. Application
i. Crop Management
   i. Cotton
   ii. Alfalfa
   iii. Citrus
   iv. Walnuts
   v. Grapes
j. Retail Nursery Practices
   i. Selection & Maintenance of Plants
   ii. Marketing
   iii. Merchandising
   iv. Customer Service & Sales

10) Grading Scale:
A = 90% and above
B = 80-89%
C = 70-79%
D = 60-69%

I have read over the class syllabus and understand fully the requirements and expectations of this course.

_________________________________________  ______________
Student Signature                          Date

_________________________________________  ______________
Parent/Guardian Signature                  Date
4. Grade Book
<table>
<thead>
<tr>
<th>Student (PS)</th>
<th>Final Grade</th>
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<tbody>
<tr>
<td>82% 334/4...</td>
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<tr>
<td>77% 309/3...</td>
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<tr>
<td>85% 330/3...</td>
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<tr>
<td>73% 309/3...</td>
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<tr>
<td>94% 360/3...</td>
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<td>87% 356/4...</td>
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<td>88% 358/4...</td>
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<td>83% 338/4...</td>
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<td>81% 323/3...</td>
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<td>94% 374.5/...</td>
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<td>88% 343/3...</td>
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<tr>
<td>90% 351/3...</td>
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<td>58% 224/3...</td>
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<td>94% 305.5/...</td>
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<td>94% 374/3...</td>
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<td>58% 383/3...</td>
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<td>76% 281.5/...</td>
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<td>92% 358/3...</td>
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<td>86% 361/4...</td>
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<td>83% 324.5/...</td>
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<tr>
<td>79% 316/3...</td>
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5. SAE Supervision Forms
SAE Supervision Forms

In addition to using the notepad for project visits, I also keep a binder on all of my students' SAE projects. The binder contains a tab per student. Within the tab, any contracts signed by the student pertaining to the project, copies of receipts, and a written record of visits are kept. If a student has multiple projects all projects will be listed under their tab in the binder.
Mereesa Foreman

Hog: Lambert	Beef: Goat	Heifer: Other
Animal Wt.: 123 lbs	Expected Wt.: 100 lbs

Current Feed Program
Grain
Hay
Supplements

New Feed Program
Grain
Hay
Supplements

Management Recommendations
York Gilt #1237

Achille Williams

Hog: Lambert	Beef: Goat	Heifer: Other
Animal Wt.: 123 lbs	Expected Wt.: 100 lbs

Current Feed Program
Grain
Hay
Supplements

New Feed Program
Grain
Hay
Supplements

Management Recommendations
York Gilt #1237

Brady Williams

Hog: Lambert	Beef: Goat	Heifer: Other
Animal Wt.: 123 lbs	Expected Wt.: 100 lbs

Current Feed Program
Grain
Hay
Supplements

New Feed Program
Grain
Hay
Supplements

Management Recommendations
Duroc Gilt #1234

Carley Pratt

Hog: Lambert	Beef: Goat	Heifer: Other
Animal Wt.: 123 lbs	Expected Wt.: 100 lbs

Current Feed Program
Grain
Hay
Supplements

New Feed Program
Grain
Hay
Supplements

Management Recommendations
X Barrow #1234
1 dose A-gard
### Project Visit

**Name:** Adam Miller  
**Date:** 11/12  
**Days to Fair:** 110+  
**Animal Wt.:** 90 lbs  
**Expected Wt.:** 100 lbs

**Current Feed Program**

<table>
<thead>
<tr>
<th>Grain</th>
<th>Pounds Fed</th>
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<table>
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<tr>
<th>Hay</th>
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<th>Supplements</th>
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**New Feed Program**

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<th>Hay</th>
<th>Pounds Fed</th>
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<tr>
<th>Supplements</th>
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</table>

**Management Recommendations**

- Hamp Gift #1228  
- DOSE Atgard

---

**Name:** Pam Stage  
**Date:** 12/12  
**Days to Fair:** 100+ (11)  
**Animal Wt.:** 117 lbs  
**Expected Wt.:** 100 lbs

**Current Feed Program**

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<th>Grain</th>
<th>Pounds Fed</th>
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<tr>
<th>Hay</th>
<th>Pounds Fed</th>
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<th>Supplements</th>
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**New Feed Program**

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<th>Hay</th>
<th>Pounds Fed</th>
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<tr>
<th>Supplements</th>
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</table>

**Management Recommendations**

- Hamp Gift #1227  
- I dose Atgard

---

**Name:** Gradie Jameson  
**Date:** 12/12  
**Days to Fair:** 100+ (11)  
**Animal Wt.:** 17 lbs  
**Expected Wt.:** 100 lbs

**Current Feed Program**

<table>
<thead>
<tr>
<th>Grain</th>
<th>Pounds Fed</th>
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<tbody>
<tr>
<td>SHOWTIME</td>
<td>3-4 lbs</td>
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<tr>
<th>Hay</th>
<th>Pounds Fed</th>
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<th>Supplements</th>
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**New Feed Program**

<table>
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<tr>
<th>Grain</th>
<th>Pounds Fed</th>
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<tr>
<td>KEEP THE SAME</td>
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<table>
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<tr>
<th>Hay</th>
<th>Pounds Fed</th>
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<th>Supplements</th>
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**Management Recommendations**

- Cross X Gift #12310  
- Atgard - 1 dose

---

**Name:** Mackenzie Jared  
**Date:** 12/12  
**Days to Fair:** 100+ (11)  
**Animal Wt.:** 118 lbs  
**Expected Wt.:** 100 lbs

**Current Feed Program**

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<th>Grain</th>
<th>Pounds Fed</th>
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<th>Hay</th>
<th>Pounds Fed</th>
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<th>Supplements</th>
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**New Feed Program**

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<th>Grain</th>
<th>Pounds Fed</th>
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<th>Hay</th>
<th>Pounds Fed</th>
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<tr>
<th>Supplements</th>
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</table>

**Management Recommendations**

- X bred barrow #1229

- I dose Atgard
Project Visit

Name: Ricci Padilla
Date: 7/2/12
Days to Fair: 100+ (71 days)
Hog, Lamb, Beef, Goat, Heifer, Other: Hog
Animal Wt.: 118 lbs.
Expected Wt.: 100 lbs.

Current Feed Program
Grain: Unknown Brand
Pounds Fed: 30 lbs.
Grain: N/A
Pounds Fed: N/A
Hay: N/A
Pounds Fed: N/A
Supplements: N/A

New Feed Program
Grain: Showtime
Pounds Fed: Free
Grain: Showtime
Pounds Fed: Free
Hay: N/A
Pounds Fed: N/A
Supplements: N/A

Management Recommendations
Blue x Barrow
#1230
Atgard wormer - 1 dose

---

Project Visit

Name: Brianna Sanchez
Date: 7/2/12
Days to Fair: 100+ (71 lbs)
Hog, Lamb, Beef, Goat, Heifer, Other: Hog
Animal Wt.: 144 lbs.
Expected Wt.: 100 lbs.

Current Feed Program
Grain: Showtime
Pounds Fed: Free
Grain: Showtime
Pounds Fed: Free
Hay: N/A
Pounds Fed: N/A
Supplements: N/A

New Feed Program
Grain: Showtime
Pounds Fed: Free
Grain: Showtime
Pounds Fed: Free
Hay: N/A
Pounds Fed: N/A
Supplements: N/A

Management Recommendations
Coss x Barrow
#1231
Atgard - 1 dose

---

Project Visit

Name: Nick Scamure
Date: 7/2/12
Days to Fair: 100+ (71)
Hog, Lamb, Beef, Goat, Heifer, Other: Hog
Animal Wt.: 109 lbs.
Expected Wt.: 100 lbs.

Current Feed Program
Grain: Feed & Show
Pounds Fed: 10 lbs
Grain: N/A
Pounds Fed: N/A
Hay: N/A
Pounds Fed: N/A
Supplements: N/A

New Feed Program
Grain: GAme on CURRENT
Pounds Fed: N/A
Grain: N/A
Pounds Fed: N/A
Hay: N/A
Pounds Fed: N/A
Supplements: N/A

Management Recommendations
Ham Barrow
#1232
6. School Board-Approved Policy (SAE)
Visalia Unified School District
Course Outline

Course Title: ROP Advanced Environmental Horticulture
"Nursery and Floral Industry"
Grade Level: 11-12
Elective/Required: Elective
Length/Credits: 1 Year/2 periods/20 Credits
Prerequisites: NONE
Course Number and CBEDS: TCOVE Nursery Technology

Replaces: TCOVE Nursery Technology

I. Course Description:

This is an advanced course designed for students who have a sincere interest in the nursery and or floral industry. Topics discussed include floral design techniques, design principles, nursery production, landscape design and maintenance, irrigation, botany, soils and fertilizers. Activities will include designing with fresh flowers, holiday arrangements, personal flower, greenhouse and nursery crop production, landscape design and construction and care of outdoor landscaped areas. Students will have the opportunity to grow nursery crops and sell them to the public through class run plant sales in the Spring and Fall. Leadership skills will be taught through participation in FFA.

II. Instructional Materials:

Each student will have the opportunity to work in a commercial style greenhouse and utilize the latest in horticulture and floral equipment. Equipment used will include tractors, mowers, chainsaws, shredders, soil mixers and sterilizers and edging equipment. In the classroom student will have access to all the floral tools used in the floral industry including glue pans, cash registers and bunch cutters. Safety equipment will be utilized as needed for the student’s protections. Videos and slides will be utilized as needed for educational purposes.

Required Text:

California Association of Nurseryman Retail Training Manual

Ornamental Plants, D. Dwight Wait
III. Course Outline: (260 Hours of Classroom Instruction)

A. Plant Identification
   1. Plant Classification
   2. Terms used to classify plants
   3. Common names
   4. Botanical names
   5. Plant uses in landscapes

B. Botany
   1. Plant taxonomy and classification
   2. Plant parts and functions
   3. Photosynthesis
   4. Respiration
   5. Plant reproduction

C. Plant Propagation
   1. Sexual propagation with seeds, methods and applications
   2. Asexual propagation, methods and applications
   3. Cuttings
   4. Layering
   5. Budding and grafting

D. Soils
   1. Characters of planting medias
   2. PH of the soil and regulation
   3. Characteristics of soil type
   4. Plant nutrients, functions, and uses
   5. Irrigation of soil medias

E. Landscape maintenance
   1. Prepare the site
   2. Planting trees, shrubs, and bedding plants
   3. Construction methods and materials

F. Landscape Design
   1. Principals of design
   2. Tools and materials
   3. Lettering, symbols, and measurement
   4. How to read blueprints
   5. Design problems and practice

G. Nursery Practices
   1. Nurseries and Greenhouse Plant Production
   2. Soil Mixes
   3. Sterilization methods
   4. Planting containers
H. Fertilizers
   1. Foliage Plant Production
   2. Fertilizers in the Landscape
   3. Application Practices

I. Irrigation Design
   1. Basic Hydraulics
   2. Irrigation equipment
   3. System Design

J. Plant Maintenance
   1. Nursery organization
   2. When and how to use fertilizer
   3. Proper pruning methods
   4. Irrigation methods and schedules

K. Turf and Lawns
   1. Tools and equipment
   2. Turf varieties and uses
   3. Mowing
   4. Fertilization
   5. Planting techniques

L. Floral Design Principles
   1. Elements of design
   2. Color and the color wheel
   3. Design styles and origins
   4. Scale, harmony, balance and texture

M. Holiday Arrangement
   1. Cultural Implications
   2. Scheduling

N. Arrangement Design
   1. Basic table arrangements
   2. Vase arrangements
   3. Container selection
   4. Round and one-sided arrangements

O. Wedding flower Construction
   1. Bouquets
   2. Personal flowers
   3. Altar pieces

P. Merchandise and Sales
   1. Management
   2. Advertising
   3. Cashiering
   4. Use of floral wire service (FTD)
   5. Delivery techniques
   6. Sales and displays
Q. Professionalism
   1. Define professional responsibility
   2. Ethical and legal roles in the workplace
   3. Professionalism in the floral industry
   4. Time management and goal setting

R. Inter-Personal Communication
   1. Customer and employee interaction
   2. Teamwork in the workplace
   3. Non-verbal communication
   4. Customer relations
   5. Telephone skills

S. Occupational Safety
   1. Tool safety and handling
   2. Proper lifting and moving techniques
   3. Electrical power hazard
   4. Work-place safety and liability issues

T. Job Preparation Skills
   1. Filling out an application
   2. Preparation of an effective resume
   3. Job researching skills
   4. Job interviewing

U. Cut Flowers
   1. Uses in design
   2. Identification
   3. Cultural practices
   4. Optimum stage of security

V. Flower Processing
   1. Techniques
   2. Flower preservation
   3. Bunching, shipping, and grading of cut flowers

W. Community Classroom (100 hours)
   1. Students will have the option to participate in real world learning experiences through the community classroom program.
   2. Areas of practical study include:
      a. Nursery Production
      b. Floral Design
      c. Landscape Installation and Maintenance
      d. Parks and Golf Courses

IV. Expectations for Student Learning
    Each student who completes this course will be able to:
A. Botany, Fertilizers and Soils
   1. Identify and understand the functions and uses of the different parts of cultivated plant material
   2. Understand biological functions such as photosynthesis, respiration and transpiration and their importance to humans.
   3. Understand soil science and how correct to soil conditions in the landscape
   4. Identify major and minor nutrients needed by plants.
   5. Understand and be able to identify nutrient problems and understand how to correct them in a nursery or garden setting
   6. Be able to apply fertilizers to plant material both in the garden and in containers

Plant Propagation and Nursery Practices
   1. Understand and demonstrate typical methods of asexual and sexual propagation.
   2. Identify characteristics of a nursery and how they are used in plant production.
   3. Understand the components of a greenhouse and demonstrate the use of climate controls
   4. Demonstrate novelty techniques in plant propagation such as Air-layers and budding and grafting.
   5. Understand soil mixes and their importance to plant production
   6. Identify and utilize different soil and container sterilization techniques

Landscape and Irrigation Design and Maintenance
   1. Demonstrate proper landscape maintenance practices
   2. Demonstrate basic skills in landscape design
   3. Design to scale a working drawing to be used in an actual landscape installation
   4. Identify different varieties of turf used in the San Joaquin Valley
   5. Demonstrate basic turf practices such as mowing and fertilizing
   6. Demonstrate proper Pruning Practices
   7. Understand the basic concepts in irrigation design
   8. Design a basic irrigation system for a garden and install it to the correct specifications
   9. Understand and demonstrate proper planting techniques for tree, shrubs and annuals

Plant and Flower Identification
   1. Identify floral and ornamental plants of the San Joaquin Valley
   2. Identify plant uses in the landscape
   3. Understand and demonstrate the correct use of cut flowers and foliage in floral designs

Career Preparation
   1. Understanding how professional skill development—including positive attitude, honesty, self-confidence, time-management and other positive traits affect employability.
   2. Understanding principles of effective interpersonal skills, including group dynamics, conflict resolution and negotiation.
   3. Understand the importance of good basic skills, critical thinking and problem solving skills in the work place.
4. Understand principles of effective communication.
5. Understand occupational safety issues.
7. Understand and adapt to changing technology.

Design Elements
1. Explain the history of floral design
2. Explain the cultural diversity and implications of different types of floral design.
3. Explain the three styles of modern floral design and their origins.
4. Explain the elements and principles of floral design.
5. Demonstrate the design of a variety of popular floral arrangements
6. Demonstrate the construction personal flowers
7. Construct holiday and wedding flowers

Oral and Written Communications and Research
(As per English Standards)
1. Students will write a 2 page research paper on a new technology or application in the industry.
2. Students will make short oral presentations and demonstrations
3. Students will be expected to read and keep up to date using trade journals and selected readings.

V. Instructional Methods

Lecture
Audio/Visual Materials
Group/Individual Assignments
Laboratory Activities
Discussions
Reading Assignments
Field Trips
Research Projects

VI. Assessment and Evaluation

A. Assignments
Students will be responsible for completing a variety of assignments as determined by the instructor. Possible assignments include:
1. Term Paper
2. Speeches
3. Class Participation
4. Class Assignments
5. Laboratory Activities
6. Class Projects

B. Assessment
1. Students will be given objective tests including performance based tests on a regular basis. Assessment will require students to retain, interpret and apply the ideas and information discussed in class through the use of written assignments, laboratory activities, scenarios and class presentations.
2. Students will participate regular lab activities and will be evaluated by the instructor.
3. Students will be given comprehensive quizzes during each unit of instruction.

C. Homework
   1. The students will be responsible for completing a variety of assignments as determined by the instructor.

D. Plant and Landscape Projects
   1. All students will be required to maintain a plant and landscape project. The plant projects may consist of houseplants, shrubs, vegetable or perennials, grown and cared for by the student. The students will also be responsible for the maintenance of one of the many landscaped flower beds or lawn areas in the GWHS OH unit.
   2. Projects will vary depending on class and student interest.
Visalia Unified School District
Course Outline

Course Title: Agriculture Biology
Grade Level: 10th
Elective/Required: Required
Length/Credits: 1 year/10 credits
Prerequisites: None
Course Number & CBEDS Codes: 0041/2603
Replaces: N/A

I. Course Description:

A study of agriculture biology is basic to all students regardless of their educational goals, it is especially important to students interested it an agriculture career. This course is designed as an introductory course in living systems for the college preparatory student. The course is designed around the State of California's academic standards for biology. Major areas of study include cell biology, genetics, ecology, evolution and structure and function of living things.

II. Instructional Materials:

Required Text:

_Biology: Principles and Explorations_, George P. Johnson and Peter H. Raven, 1998 Holt, Rhinehart, and Winston

Supplementary Text: None

III. Course Outline:

1. Introduction to Agricultural Biology (10%)
   a. Agricultural Biology
   b. Agricultural Research
   c. Scientific Method
   d. General Lab Skills and Procedure
2. Cell Biology – Plants & Animals (25%)
   a. Cell organelles (structure and function)
   b. Homeostasis (osmosis and diffusion)
   c. Enzymes
   d. Prokaryotic and Eukaryotic Cells/Cellular Complexity
   e. Biochemistry
   f. Cell reproduction (Mitosis)
   g. Cell Respiration and Photosynthesis
3. Genetics- Plants & Animals (25%)
   a. Meiosis
   b. Mendelian principles of genetics
   c. Human genetics
   d. DNA/Structure and Replication
   e. Protein Synthesis
   f. Modern application of bioengineering
4. Evolution (10%)
   a. Theories of evolution
   b. Environmental and Genetic Influences on Evolution
5. Structure and Function in Living Systems (15%)
   a. Organ Systems/Homeostasis
   b. Disease and Immune Response
6. Ecology- Plants & Animals (10%)
   a. Ecosystems
   b. Communities
   c. Populations
   d. Environmental Problems/Human Impact
7. Leadership (5%)
   a. SOEP (Supervised Agriculture Experience Project)
   b. FFA- Leadership development
   c. Record Books

IV. Expectations for Student Learning

A. Introduction to Agricultural Biology
   1. Biological skills are an important aspect of biological sciences. Students must develop the skills necessary for science investigation. As a basis for understanding this concept, students should learn:
      a. The use of the scientific method and procedure.
      b. Utilization of agriculture of agriculture research.
      c. Implementation of agriculture and laboratory skills

B. Cell Biology
   1. Fundamental life processes of plants and animals depend on a variety of chemical reactions that are carried out in specialized areas of the organism’s cells. As a basis for understanding this concept, students should learn:
a. Cells are enclosed within semi-permeable membranes that regulate their interaction with their surroundings.

b. Enzymes are proteins and catalyze biochemical reactions without altering the reaction equilibrium, the activity of enzymes depends on the temperature, ionic conditions and pH of the surroundings.

c. How prokaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure.

d. The Central Dogma of molecular biology outlines the flow of information from transcription of RNA in the nucleus to translation of proteins on ribosomes in the cytoplasm.

e. The role of endoplasmic reticulum and Golgi apparatus in secretion of proteins.

f. Usable energy is captured from sunlight by chloroplasts, and stored via the synthesis of sugar from carbon dioxide.

g. The role of the mitochondria in making stored chemical bond energy available to cells by completing the breakdown of glucose to carbon dioxide.

h. Most macromolecules (polysaccharides, nucleic acids, proteins, lipids) in cells and organisms are synthesized from a small collection of simple precursors.

C. Genetics

1. Mutation and sexual reproduction lead to genetic variation in a population. As a basis for understanding this concept, students should learn:

   a. Meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each type.

   b. Only certain cells in a multicellular organism undergo meiosis.

   c. How random chromosome segregation explains the probability that a particular allele will be in a gamete.

   d. New combinations of alleles may be generated in a zygote through fusion of male and female gametes (fertilization).

   e. Why approximately half of an individual's DNA sequence comes from each parent.

   f. The role of chromosomes in determining an individual’s sex.

   g. How to predict possible combinations of alleles in a zygote from the genetic makeup of the parents.

2. A multicellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization. As a basis for understanding this concept, students should learn:

   a. How to predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance (autosomal or X-linked, dominant or recessive).

   b. The genetic basis for Mendel’s laws of segregation and independent assortment.
3. Genes are a set of instructions, encoded in the DNA sequence of each organism that specify the sequence of amino acids in proteins characteristic of that organism. As a basis for understanding this concept, students should learn:
   a. The general pathway by which synthesize proteins, using tRNAs to translate genetic information in mRNA.
   b. How to apply the genetic coding rules to predict the sequence of amino acids from a sequence of codons in RNA.
   c. How mutations in the DNA sequence of a gene may or may not affect the expression of the gene, or the sequence rather than to differences of the genes themselves.
   d. Specialization of cells in multicellular organisms is usually due to different patterns of gene expressions rather than to differences of the genes themselves.
   e. Proteins can differ from one another in the number and sequence of amino acids.

4. The genetic composition of cells can be altered by incorporation of exogenous DNA into the cells. As a basis for understanding this concept, students should learn:
   a. The general structures and functions of DNA, RNA, and protein.
   b. How to apply base-pairing rules to explain precise copying of DNA during semi-conservative replication, and transcription of information from DNA into mRNA.
   c. How genetic engineering (biotechnology) is used to produce novel biomedical agricultural products.

D. Ecology

1. Stability in an ecosystem is a balance between competing effects. As a basis for understanding this concept, students should learn:
   a. Biodiversity is the sum total of different kinds of organisms, and is affected by alterations of habitats.
   b. How to analyze changes in an ecosystems resulting from changes in climate, human activity, introduction of non-native species, or changes in population size.
   c. How fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death.
   d. How water, carbon, nitrogen cycle between abiotic resources and organic matter in the ecosystem and how oxygen cycles via photosynthesis and respiration.
   e. A vital part of an ecosystem is the stability of its producers and decomposers.
   f. At each link in a food web, some energy is stored in newly made structures but much is dissipated into the environment as heat and this can be represented in a food pyramid.
   g. How to analyze the effects that changes in population size have on the ecological balance of a community.
E. Evolution

1. The frequency of an allele in a gene pool of a population depends on many factors, and may be stable or unstable over time. As a basis for understanding this concept, students should learn:
   a. Why natural selection acts on the phenotype rather than the genotype of an organism.
   b. Why alleles that are lethal in a homozygous individual may be carried in a heterozygote, and thus maintained in a gene pool.
   c. New mutations are constantly being generated in a gene pool.
   d. Variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.

2. Evolution is the result of genetic changes that occur in constantly changing environments. As a basis for understanding this concept, students should learn:
   a. How natural selection determines the differential survival of groups of organisms.
   b. A great diversity of species increases the chance that at least some organisms survive large changes in the environment.
   c. The effects of genetic drift on the diversity of organisms in a population.
   d. Reproductive or geographic isolation affects speciation.
   e. How to analyze fossil evidence with regard to biological diversity, episodic speciation, and mass extinction.

F. Structure and Function in Living Systems

1. As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic), despite changes in the outside environment. As a basis for understanding this concept, students should learn:
   a. How the complementary activity of major body systems provides cells with oxygen and nutrients, and remove toxic waste products such as carbon dioxide.
   b. How the nervous system mediates communication between different parts of the body and interactions with the environment.
   c. How feedback loops in the nervous and endocrine systems regulate conditions within the body.
   d. The functions of the nervous system, and the role of neurons in transmitting electrochemical impulses.
   e. The roles of sensory neurons, interneurons, and motor neurons in sensation, thought, and response.
   f. The individual functions and sites of secretion of digestive enzymes (amylases, proteases, nucleases, lipases), stomach acid, and bile salts.
g. The homeostatic role of the kidneys in the removal of nitrogenous wastes, and of the liver in blood detoxification and glucose balance.
h. The cellular and molecular basis of muscle contraction, including the roles of ctn, myosin, Ca+2, and ATP.
i. How hormones (including digestive, reproductive, osmoregulatory) provide feedback mechanisms for homeostasis at the cellular level and in whole organisms.

2. Organisms have a variety of mechanisms to combat disease. As a basis for understanding the human immune response concept, students should learn:
a. The role of the skin in providing nonspecific defenses against infection.
b. The role of antibodies in the body’s response to infection.
c. How vaccination protects an individual from infectious disease.
d. There are important differences between bacteria and viruses, with respect to their requirements for growth and replication, the primary defense of the body against them, and effective treatment of infects they cause.
e. Why an individual with a compromised immune system. (for example, a person with AIDS) may be unable to fight off and survive infections of microorganisms that are usually benign.
f. The roles of phagocytes, B-lymphocytes, and T-lymphocytes in the immune system.

G. Leadership
1. The future of Agriculture is dependent upon skilled and confident leaders who aspire to premier leadership, personal growth and career success. As a basis for understanding this concept, students should learn:
a. The skills necessary for public speaking.
b. The importance of keeping accurate records in relation to their SOEP.
c. The ability to communicate and work with others effectively for a future career in Agriculture.
d. The opportunities in Agriculture Biology related fields.
e. And appreciate their self worth and develop a sense of self-confidence.

V. Instructional Methods

A. Laboratory and field investigations
B. Current readings
C. Videos
D. Discussions
E. Lectures
F. Guest speakers
G. Internet activities
H. Research projects.
VI. Assessment and Evaluations

A. Assignments
Students will be responsible for completing a variety of assignments as determined by the instructor. Possible assignments include:
1. Term Paper
2. Speech
3. Lab activities
4. Record keeping problem
5. Class Participation
6. Science project

B. Testing
1. Students will be given objective tests on a regular basis. Tests will require students to retain, interpret, and apply ideas and information taught in each unit.
2. Students will participate in regular lab activities which reinforce ideas and information conveyed by the instructor.
3. Students will be given a comprehensive exam.

C. SOEP and Record Book
1. A Supervised Occupational Experience Program or project is an organized agricultural activity conducted outside of class time with supervision from one of the Agriculture instructors.
2. Hours, inventory and/or money earned must be recorded in a California Agricultural Education Record Book.

D. FFA Activity Involvement
1. Students will be required to participate in a variety of FFA activities.
2. Potential Activities include: Chapter Meetings, Fairs and Shows, Committee Meetings, etc.

E. Homework
1. The student will be responsible for completing a variety of assignments as determined by the instructor.

VII. Grading Policy:

Completion of assigned projects & FFA involvement

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 – 100%</td>
<td>A</td>
</tr>
<tr>
<td>80 – 89%</td>
<td>B</td>
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<tr>
<td>70 – 79%</td>
<td>C</td>
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<tr>
<td>60 – 69%</td>
<td>D</td>
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<tr>
<td>0 – 59%</td>
<td>F</td>
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</tbody>
</table>
Visalia Unified School District
Course Outline

Course Title: Plant and Soil Science
Alternate Course Titles: None
Grade Level: 11th and 12th
Elective/Required: Elective
Length/Credits: 1-year/10 credits
Prerequisites: Ag Science I, Ag Biology, Algebra, English I
Course Numbers: 0086, 0087
CBEDS Number: 4010
Replaces: None

I. Course Description:

A course that covers the fundamentals of plant and soil science, the factors that influence crop production, integrated pest management, laboratory skills, basic research and the role of plants in the ecosystem. FFA instruction and participation, and student projects (supervised Agricultural Experience Programs) are an integral part of the class. The goals of the course are to provide students the basic knowledge and skills necessary for an entry-level position in the Agricultural Industry, and to provide students the basic background knowledge necessary for an entry-level college course in plant science. The class meets the science high school graduation requirement.

II. Instructional Materials:

Required Text: Introduction to Plant and Soil Science; Biondo and Lee.

Supplementary Texts:
Teacher notes, Student handouts, related agricultural magazines and the Agricultural Education Record Book.
III. Course Outline:

First six-week grading period
A. Agriculture Leadership Development
   1. Use and application of Parliamentary Law
   2. FFA Leadership Development and public speaking
   3. Careers and Supervised Occupational Experience Project

B. Plant Classification
   1. Taxonomy and Classification
   2. Plant Identification

C. Plant Cell Components
   1. Cell Structure and Function
   2. Cell Reproduction
   3. Genetics and Heredity

   *English Language Arts - 1.3,2.5*

Second six-week grading period
A. Plant Cell Components
   1. Plant DNA

B. Plant Physiology and Growth
   1. Anatomy
   2. Functions
   3. Factors affecting growth
   4. Physiological Processes

   *English Language Arts – 1.7,2.4,2.8*

Third six-week grading period
A. Plant Reproduction
   1. Asexual versus Sexual Reproduction
   2. Propagation

   *English Language Arts – 3.2*

B. Plant Pathology
   1. Entomology
   2. Weed Identification
   3. Integrated Pest Management
   4. Plant Diseases

   *English Language Arts – 2.4,2.7*
Fourth six-week grading period
A. Soil Properties
   1. Soil Texture, Structure, and Types
   2. Soil and Water Management
   3. Biology
   4. Soil Origins
   5. Irrigation and Drainage

English Language Arts – 1.7,2.5,2.6,2.7,2.8

B. Fertilizers
   1. Components, Structures
   2. pH, Salinity
   3. Application
   4. Development

English Language Arts – 2.4,2.5,2.7,3.2

Fifth six-week grading period
A. Crop Management
   1. Cotton
   2. Alfalfa
   3. Citrus
   4. Walnuts
   5. Grapes

English Language Arts – 2.3

B. Post Harvest Physiology and Marketing
   1. Packaging
   2. Processing
   3. Post Harvest Treatments

Sixth six-week grading period
A. Equipment Management and Safety
   1. Tractors, Maintenance, and Implements
   2. Occupational Safety Hazards
   3. Hazardous Materials

B. Biotechnology
   1. Micro-propagation
   2. Biological Pest Controls
   3. Modern Mechanized Agriculture

English Language Arts – 1.5,1.7,2.2,2.7

C. Record Keeping
   1. Record Books and Financial Records

English Language Arts – 2.7
IV. Expectations for Student Learning:
First six-week grading period
Biology
1a – Students know cells are enclosed within semi permeable membranes that regulate their interaction with their surroundings.
1c – Students know how prokaryotic cells and eukaryotic cells differ in complexity and general structure.
1e – Students know the role of the endoplasmic reticulum and Golgi apparatus in the secretion of proteins.
1f – Students know usable energy is captured from sunlight by chloroplasts and is stored through the synthesis of sugar from carbon dioxide.
1g – Students know the role of the mitochondria in making stored chemical-bond energy available to cells by completing the breakdown of glucose to carbon dioxide.
2a – Students know meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each type.
3a – Students know how to predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance (autosomal or sex-linked, dominant or recessive).
4d – Students know every cell has the same set of genes although all of them may not be utilized by each cell.

Second six-week grading period
Biology
6d – Students know that water, carbon, and nitrogen cycle between abiotic resources and organic matter in the ecosystem and that oxygen cycles through photosynthesis and respiration.

Third six-week grading period
Biology
2a - Students know meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each type.
2b – Students know only certain cells in a multicellular organism undergo meiosis.
2e – Students know why approximately half of an individual’s DNA sequence comes from each parent.
2f – Students know the role of chromosomes in determining an individual’s sex.
3a - Students know how to predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance (autosomal or sex-linked, dominant or recessive).

Fourth six-week grading period
Chemistry
Atomic Structure and Bonding
- Students know how to use the periodic table to identify metals, metalloids, nonmetals, halogens, and noble gases.
• Students know how to use the periodic table to identify alkali metals, alkaline earth metals and transition metals, trends in ionization energy, electronegativity, and the relative sizes of ions and atoms.
• Students know protons and neutrons in the nucleus are held together by nuclear forces that overcome the electromagnetic repulsion.
• Students know atoms combine to form molecules by sharing electrons to form covalent or metallic bonds or by exchanging electrons to form ionic bonds.
• Students know salt crystals, such as NaCl, are repeating patterns of positive and negative ions held together by electrostatic attraction.
• Students know the atoms and molecules in liquid move in a random pattern relative to one another because the intermolecular forces are too weak to hold the atoms or molecules in a solid form.

Conservation of Matter/Stoichiometry
• Students know how to describe chemical reactions by writing balanced equations.
• Students know how to calculate the masses of reactants and products in a chemical reaction from the mass of one of the reactants or products and the relevant atomic masses.

States of Matter
• Students know the random motion of molecules and their collisions with a surface create the observable pressure on that surface.
• Students know the definitions of solute and solvent.
• Students know temperature, pressure, and surface area affect the dissolving process.
• Students know how to calculate the concentration of a solute in terms of grams per liter, molarity, parts per million, and percent composition.
• Students know the observable properties of acids, bases, and salt solutions.
• Students know strong acids and bases fully dissociate and weak acids and bases partially dissociate.
• Students know how to use the pH scale to characterize acid and base solutions.

Kinetics and Thermodynamics
• Students know chemical processes can either release (exothermic) or absorb (endothermic) thermal energy.
• Students know energy is released when a material condenses or freezes and is absorbed when material evaporates or melts.
• Students know how reaction rates depend on such factors as concentration, temperature, and pressure.
• Students know the role a catalyst plays in increasing the reaction rate.
Organic and Biochemistry

- Students know large molecules (polymers), such as proteins, nucleic acids, and starch, are formed by repetitive combinations of simple subunits.
- Students know the bonding characteristics of carbon that result in the formation of a large variety of structures ranging from simple hydrocarbons to complex polymers and biological molecules.

Fifth six-week grading period
Chemistry
None

Sixth six-week grading period
Chemistry

States of Matter

- Students know how to apply the gas laws to relations between the pressure, temperature, and volume of any amount of an ideal gas or any mixture of ideal gases.
- Students know the values and meanings of standard temperature and pressure (STP).

V. Instructional Methods:
A. Lecture/Note-taking
B. Audio/Visual materials
C. Group/Individual assignments
D. Laboratory activities
E. Discussion
F. Reading assignments/related worksheets
G. Guest Speakers
H. Field trips

VI. Assessment and Evaluations:

A. Students will be responsible for completing a variety of assignments as determined by the instructor. Possible assignments include:
   1. In-class work/homework
   2. Labs
      a. Field work and laboratory
   3. Speeches/Presentations
   4. Term paper

B. Testing
   1. Students will be given objective tests on a regular basis. Tests will require students to retain, interpret, and apply the ideas and information taught in each unit.
2. Students will participate in regular lab activities, which reinforce ideas and information conveyed by the instructor.
3. Students will be given comprehensive quizzes and exams during each unit.

C. Supervised Occupational Experience Project and Record Book
   1. A Supervised Occupational Experience Program or project is an organized agricultural activity conducted outside of class time with supervision from one of the Agriculture instructors, which accumulates money, inventory or hours, as evidenced in his/her California Agricultural Education Record Book.

VII. Grading Policy:

Reports of student progress will be provided every six weeks, with final grades provided at the end of each of two semesters. Final grades will be determined by classroom assessments of student proficiency levels based upon individual student achievement of the course content standards included within this course outline. Final grades reflect only academic factors and do not include non-academic factors (attendance and behavior); although these factors do impact the student's ability to master concepts and skills. Non-academic factors are reported through individual citizenship grades.

All final grades will follow Visalia Unified School District Board Policy, including adhering to the approved grading scale below.

```
A   = 90% - 100%
B   = 80% - 89%
C   = 70% - 79%
D   = 60% - 69%
F   = 0% - 59%
```
7. School Board-Approved Policy (FFA)
School Board-Approved Policy

Please refer to Tab 6 for School Board-Approved Policies that highlight FFA as intracurricular.
8. FFA Program of Activities
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Advisors’ Message

Dear Parent(s), Guardian(s), & FFA Members,

Your child(ren) has shown interest in being an active member of the Golden West FFA Chapter. While some people believe that you have to live on a farm to be in FFA, this is no longer true. FFA is a student organization that, at one time, was known as “Future Farmers of America,” however in 1988 the name was changed to the “National FFA Organization.” This was done to accommodate the changing face and diversity of today’s agriculture industry. Whereas agricultural production in farming crops and livestock was the focal point for projects, new projects like turf grass management, forestry, ag sales, floriculture/landscaping, and many more are now widespread FFA activities.

This Program of Activities (POA) is designed to allow you to fully understand and become aware of the opportunities your child(ren) has in the Golden West FFA. It contains a brief chapter overview, events, and a tentative calendar of activities. Please let us know if you have any questions involving the FFA opportunities available to your student. We look forward to our upcoming year with you!

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Plant Science Teacher
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Sammi Slover
Animal Science Teacher
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Department Outline

Introduction:
The purpose of this outline is to acquaint you with the opportunities offered by the Golden West High school Agriculture Department. This will enable your student to take full advantage of these opportunities. The agriculture program is unique to each student as it is customized to individual educational needs and interests. To participate fully in the agriculture program, students must be actively engaged in all three aspects of agriculture education: classroom activities, FFA, and SAE.

FFA:
This intra-curricular national youth organization is for all students studying agriculture education. The purpose of this organization is to develop leadership skills and serve as a learning tool to strengthen the “hands-on” component of the high school agriculture curriculum.

Supervised Agricultural Experience (SAE):
Otherwise known as “projects,” students engage themselves in an activity related to their individual agriculture program outside of the normal classroom environment. They keep records on the transactions related to their project in an official record book. It also provides them the opportunity for personal recognition, skill development, and career preparation.

Advisors:
Mr. Emmett Schultz- Department Head, Ag Mechanics, Beef Projects
Ms. Courtney Serafin- FFA Advisor, OH Supervisor, Plant Science, Swine Projects
Ms. Sammi Slover- Animal Science, Sheep Breeding Enterprise, Sheep Projects

What is taught in the Agriculture Department?

- Advanced Environmental Horticulture
- Ag Biology
- Ag Earth Science
- Ag Mechanics
- Animal Science
- Introduction to Environmental Horticulture
- Pre-Vet Technology
- Welding
Department Outline, Continued

Career Development Events (CDE):

*Ag Mechanics * Farm Safety * Soils/Land
*Agriscience Fair * Floriculture * *Specialty Animals
*Best Informed Greenhand * Horse Judging * Vegetables
*Citrus * *Impromptu Speaking * Vine Pruning
*Cooperatives * *Job Interview
Cotton * Livestock Judging
*Creed Speaking * Marketing
*Dairy Products * Marketing Plan
*Extemporaneous Speaking * *Opening/Closing
Farm Records * Parliamentary Procedure
Farm Business Management * Small Engines

The CDE’s marked with an * are current teams offered through Golden West FFA.

Leadership Development Plan:

9th grade- Greenhand Conference
10th grade- Made for Excellence Conference
11th grade- Advanced Leadership Academy
12th grade- Sacramento Leadership Experience
9th-12th State Leadership Conference
9th- Graduate National FFA Conference

Fairs and Shows:

- Tulare County Fair
- Cow Palace, Grand National Junior Livestock Show
- California State Fair
- Various jackpots and shows throughout California

Comments:
The above outline is only a brief sketch of the opportunities available to students. A student, with the support of family, can take advantage of any of these opportunities. By doing so, students will be able to graduate saying, “I’m glad I did...” rather than, “I wish I would have...”
2012-2013 Officer Team

President- Carley Pratt
Vice President- Hattie Jameson
Secretary- Ashlee Williams
Treasurer- Courtney Russell
Reporter- Audra Walker
Sentinel- Kacey Seeger
Historian- Mary Akin
Operations- Brody Williams

2012-2013 Chapter Goals

1) Create an easy to find, easy to use webpage that is user friendly and is updated after every meeting.

2) Scrapbook in Regional contest and make top five.

3) Establish and stick to a budget and update after every event.

4) Participate in 1 additional community service activity outside the regularly scheduled activities. The additional activity will be one of the following: Relay for Life, Happy Trails event, Blind Babies.

5) Meet specified attendance goals on each activity sheet.

6) Post meeting agendas a week before each meeting inside each ag teacher’s classroom.

7) Hold a T-shirt design contest, starting August 19th with voting at the Welcome Back BBQ, and are available by Tulare Fair.

8) Fundraise a minimum of $16,000 during the 2012-2013 school year.

9) Plan lunchtime activities with the Valley Oak 8th graders two times a semester. Activities and displays will be the following: FFA, Ag Mechanics, Animal Science, Plant Science
## 2012-2013 Chapter Budget

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<thead>
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<th>Date</th>
<th>Event</th>
<th>Expenses</th>
<th>Receipts</th>
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<td>Officer Retreat</td>
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<td>Officer/Parent Dinner</td>
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<td>Aug 31</td>
<td>Welcome Back BBQ</td>
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<td>Sept 15</td>
<td>Fair Booth &amp; Banner</td>
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# Calendar of Activities

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<td>July 23-25</td>
<td>Officer Retreat</td>
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<td>Officer &amp; Parent Potluck</td>
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<td>January 8</td>
<td>Mid-year Officer Retreat</td>
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<td>Welcome Back BBQ (5 PM) &amp; T-shirt Design Voting</td>
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<td>Tulare Citrus Contest</td>
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<td>Farm Fair</td>
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<td>January 24</td>
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<td>Scrapbook Meeting (8:20 AM)</td>
<td>February 2</td>
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<td>Kiss-a-cow at lunch</td>
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<td>BIG &amp; CoOp Contests</td>
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<td>Halloween Meeting</td>
<td>March 16</td>
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<td>San Joaquin Regional Meeting</td>
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<td>Petting Farm</td>
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<td>Top Ten Trip</td>
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Introduction to the FFA

The FFA is a national organization of, by, and for students studying agriculture in public secondary schools under the provision of the National Vocational Education Acts.

An integral part of the program of education in agriculture in the public school system of America, the FFA has become well known in recent years. No National student organization enjoys greater freedom of self-government under adult council and guidance than the FFA. Organized in November 1928, it has served to motivate and vitalize the instruction offered to students of agriculture and to provide further training in citizenship and agriculture business.

The FFA is a non-profit, non-political youth organization designed to take its place with other agents striving for the development of leadership, the advancement of agriculture technology, and improvement of agricultural life. The foundation upon which the FFA organization is molded includes leadership, service, thrift, scholarship, improved agriculture, organized recreation, citizenship, and patriotism.

National Headquarters for the FFA are located in Indianapolis, Indiana. The National FFA Convention is held in October every year and is currently located in Indianapolis, Indiana. The California FFA Association holds its annual conference at the Selland Arena in Fresno each April.

This 2012-2013 Program of Activities was developed to explain the purpose of the FFA organization and give insight into many opportunities that are available to all agriculture students at Golden West High School.

The FFA Motto:
Learning to Do
Doing to Learn
Earning to Live
Living to Serve
Mission and Strategies

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.

To accomplish this mission, FFA:

• Develops competent and assertive agricultural leadership.

• Increases awareness of the global and technological importance of agriculture and its contribution to our well-being.

• Strengthens the confidence of agriculture students in themselves and their work.

• Promotes the intelligent choice and establishment of an agricultural career.

• Encourages achievement in supervised agricultural experienced programs.

• Encourages wise management of economic, environmental and human resources of the community.

• Develops interpersonal skills in teamwork, communications, human relations and social interaction.

• Builds character and promotes citizenship, volunteerism and patriotism.

• Promotes cooperation and cooperative attitudes among all people.

• Promotes healthy lifestyle.

• Encourages excellence in scholarship.

The Agricultural Education Mission

The mission of Agriculture Education is to prepare and support individuals for careers, build awareness and develop leadership for the food, fiber and natural resource system.
FFA Code of Ethics

FFA members conduct themselves at all times to be a credit to their organization, chapter, school, community and family. As an FFA member, I pledge to:

1. Develop my potential for premier leadership, personal growth, and career success.
2. Make a positive difference in the lives of others.
3. Dress neatly and appropriately for the occasion.
4. Respect the rights of others and their property.
5. Be courteous, honest and fair with others.
6. Communicate in an appropriate, purposeful, and positive manner.
7. Demonstrate good sportsmanship by being modest in winning and generous in defeat.
8. Make myself aware of FFA programs and activities and be an active participant.
9. Conduct and value a supervised agricultural program.
10. Strive to establish and enhance my skill through agricultural education in order to enter a successful career.
11. Appreciate and promote diversity in our organization.

FFA Official Dress

The uniform worn by FFA members at local, state, and national functions is called official dress. It provides identity and gives a distinctive and recognizable image to the organization.

Female members are to wear a black skirt, white blouse with official FFA blue scarf, black shoes and official jacket zipped to the top. Black slacks may be worn for traveling and outdoor activities such as judging contests and camping.

Official dress for male members is black slacks, white shirt, official FFA tie, black shoes, black socks, and official jacket zipped to the top.
Proper Use of the FFA Jacket

The FFA jacket is the most recognizable symbol of the organization. As a member, one of your responsibilities is to ensure its proper use. Specific guidelines are outlined below.

1. The jacket is to be worn only by members.
2. The jacket should be kept clean and neat.
3. The back of the jacket includes only: a large official FFA emblem, the name of the state association, and the name of the local chapter, district, or area. The front of the jacket includes only a small official FFA emblem, the name of the individual, one office or honor, and the year of that office or honor.
4. The jacket should be worn on official occasions with the zipper fastened to the top. The collar should be turned down and the cuffs buttoned.
5. The jacket should be worn by members and officers on all official FFA occasions, as well as other occasions where the chapter or state association is represented. It may be worn to school and other appropriate places.
6. The jacket should only be worn to places that are appropriate for members to visit.
7. School letters and insignia of other organizations should not be attached to or worn on the jacket.
8. When the jacket becomes faded and worn, it should be discarded or the emblems and lettering removed.
9. The emblems and lettering should be removed if the jacket is given or sold to a non-member.
10. A member should act professionally when wearing the official FFA jacket.
11. Members should refrain from use of tobacco and alcohol when underage and at all times when representing the FFA. In addition, members should exhibit their leadership qualities when they encounter substance including tobacco and alcohol and serve to discourage others from inappropriate behavior.
12. All chapter degree, officer and award medals should be worn beneath the name on the right side of the jacket, with exception that a single state FFA Degree charm or American FFA Degree key should be worn above the name or attached to a standard key chain. No more than three medals should be worn on the jacket. These should represent the highest degree earned, the highest office held and the highest award earned by the member.
How to Order Your Very Own FFA Jacket

Follow the steps below to purchase your Golden West FFA Jacket. If you have any questions, please do not hesitate to contact an advisor.

Step 1: Have your son or daughter try on a chapter jacket at school and record their size in the box below.

Name: ___________________________ Size: ___________________________

Step 2: Go to http://ffa.org

Step 3: Click on Shop, then Blue Catalog, then Official Dress, then Click here to order Official Jackets!
Step 4: Click on either **Men’s Standard Official Dress Jacket** or **Women’s Standard Official Dress Jacket**

Step 5: Type in the following information...

**WARNING:**
Use correct spelling!

- **Jacket**
  - Size: Choose a size below
  - Color: Navy
  - Chapter Number (required):
  - Advisor Name (required):
  - Front Line 1 (Name) (optional):
  - Front Line 2 (Chapter Office - Only one - optional):
  - Front Line 3 (Year of office held - optional):
  - Front Line 4 (optional):
  - Back State Line 1 (required):
  - Back Chapter Name Line 2 (required):
  - Back Chapter Name Line 3 (if applicable):

- **CA0224**
- **Courtney Serafin**
- **First & Last**
- **California**
- **Golden West**
- **Visalia**
Step 6: Click on **ADD TO CART**

**Step 7:** Click on **Official Dress**, then **Ties**

Step 8: Add any style tie (men) or any style scarf (women) to your shopping cart.

Step 9: Click on **CHECKOUT**. Login as a **First Time Customer** and enter your billing and shipping information. Include the following information on the New Customer page:

- **Chapter Name** (optional): **Golden West-Visalia**
- **Chapter #** (six-digits) (optional): **CA0224**

*Note: The remainder of the Official FFA Uniform can be purchased more affordably by shopping locally. Here are some suggestions...*

**Ladies Official Dress**
- Nude Colored Nylons.................................Grocery Store, Wal Mart $3-$6
- Knee Length Black Skirt.............................Ross, Good Will, Kohls $5-$20
- White Collared Shirt (with top button)............ Ross, Good Will, Kohls $5-$20
- Black, Close Toed, Dress Shoes...............Ross, Good Will, Payless, Target $10-$25

**Mens Official Dress**
- Black Socks........................................Grocery Store, Wal Mart $3-$6
- Black Slacks........................................Ross, Good Will, Kohls $10-$25
- White Collared Shirt (with top button)........... Ross, Good Will, Kohls $5-$20
- Black Dress Shoes......................Ross, Good Will, Payless, Target $10-$25
FFA Emblem

The National Emblem of the FFA is significant and meaningful in every detail. Used by members in all recognized units in the organization, it is made up of five symbols: the owl, the plow, and the rising sun, within the cross section of an ear of corn, which is surrounded or surmounted by the American eagle. Upon the face of the emblem appear the words, "Agricultural Education," and the letters, "FFA."

The owl is symbolic of wisdom and knowledge.

The plow is the symbol of labor and tillage of the soil.

The rising sun is emblematic of progress and the new day that will dawn when all farmers are trained and have learned to cooperate.

The cross section of an ear of corn represents common agricultural interests since corn in native to America and grown in every state.

The eagle is indicative of the national scope of the organization.
FFA Creed

I believe in the future of agriculture, with a faith born not of words but of deeds – achievements won by the present and past generations of agriculturalists; 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 agriculturalists 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.

The creed was written by E.M. Tiffany, and adopted at the 3rd National Convention of the FFA. It was revised at the 38th Convention and the 63rd Convention.
FFA Degrees

There shall be four degrees of active membership based on individual achievement. These are the Greenhand FFA Degree, Chapter FFA Degree, State FFA Degree, and the American FFA Degree. The national organization shall set the minimum qualifications for each degree.

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

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

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

- Must have received the Greenhand FFA Degree.
- Must have satisfactorily completed the equivalent of at least 180 hours of systematic school instruction in agricultural education at or above the ninth grade level, have in operation an approved supervised agriculture experience program, and be enrolled in an agricultural education course.
- Have participated in the planning and conducting of at least three official functions in the chapter Program of Activities.
- Have earned and productively invested at least $150 by the members own efforts or worked at least forty-five hours in excess of scheduled class time, or a combination thereof, and have developed plans for continued growth and improvement in a supervised agriculture experience program.
- Have effectively led a group discussion for 15 minutes.
- Have demonstrated five procedures of parliamentary law.
- Show progress toward individual achievement in the FFA awards program.
- Have a satisfactory scholastic record.
- Submit a written application for the Chapter FFA Degree.
State FFA Degree
To be eligible to receive the State FFA Degree from the state association, the member must meet the following minimum qualifications:

- Have received the Chapter FFA Degree.
- Have been an active FFA member for at least two years (24 months) at the time of receiving the State FFA Degree.
- While in school, have completed the equivalent of at least two years (360 hours) of systematic school instruction in agricultural education at or above the ninth grade level, which includes a SAE program.
- Have earned and productively invested at least $1,000, or worked at least 300 hours in excess of scheduled class time, or a combination thereof, in a supervised agricultural experience program.
- Demonstrate leadership ability by:
  - Performing 10 procedures of parliamentary law or a test.
  - Giving a six-minute speech on a topic relating to agriculture or the FFA.
- Serving as an officer, committee chairperson, or participating member of a chapter committee.
- Have a satisfactory scholastic record as certified by the local agriculture educator and the principal or superintendent.
- Have participated in at least five different FFA activities above the chapter level.

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

- Have received the State FFA Degree, have been an active member for the past three years (36 months) and have a record of satisfactory participation in activities on the chapter and the state level.
- Have satisfactorily completed the equivalent of at least three years (540 hours) of systematic secondary school instruction in an agricultural education program.
- Have graduated from high school at least 12 months prior to the national convention at which the degree is to be granted.
- Have in operation and have maintained records to substantiate an outstanding SAE program through which a member has exhibited comprehensive planning, managerial and financial expertise.
- Have earned and productively invested at least $7,500 or have earned and productively invested at least $1,500 and worked 2,250 hours in excess of scheduled class time.
- Have a record of outstanding leadership abilities and community involvement and have achieved a high school scholastic record of a “C” or better as certified by the principal or superintendent.
Proficiency Award Areas

Agricultural Communications
Typically includes programs in which students work at newspapers or other agricultural print facilities such as magazines to obtain training and practical experience in writing and publicizing in preparation for a writing or communications career. SAE programs may occur at radio or television stations, fair media rooms, or other businesses that require speaking skills and a knowledge of agriculture. This area includes any use of communication technology, such as web sites, aimed at communicating about agriculture.

Agricultural Mechanics Design and Fabrication
Involves designing and constructing agricultural equipment, structural land improvements and/or structures. It also includes selecting structural materials and/or implementing plans that use concrete, plumbing, heating, ventilation, and/or air conditioning in agricultural settings.

Agricultural Mechanics Repair and Maintenance
Involves adjusting, repairing, and maintaining agricultural power systems, which includes those that run by the way of mechanical, electrical, chemical, wind, solar, fluid, and/or water power.

Agricultural Mechanics Energy Systems (Agricultural Power)
Involves adjusting, repairing and maintaining agricultural power systems, which includes those that run by the way of mechanical, electrical, chemical, wind, solar, fluid and/or water power.

Agricultural Processing
Involves students who assemble, transport, process, fabricate, mix, package, and store food and nonfood agricultural products. Products may include the processing of meat, milk, honey, cheese, raisins and other dried fruits, maple syrup, and/or other food items. Nonfood products can include the processing of by-products such as meat, bone, fish and blood meal; tallow; compost; hides; wool and cotton. It can include the cubing and pelleting of forages, as well as producing birdseed and other pet foods. Note: the processing of forest products is no longer a part of this proficiency area.

Agriculture Sales Entrepreneurship/Placement
Involves students who sell feed, seed, fertilizer or agricultural chemicals. Students can also own businesses that involve the sales of agricultural equipment, machinery, or structures. Activities can include the merchandising of crops, livestock, processed agricultural commodities, horticultural or forestry items at either the retail or wholesale level.

Agricultural Services
Involves students who work in services offered through agricultural enterprises that deal with custom equipment operation and maintenance, agricultural management and finance, agricultural education, animal breeding, custom bailing, crop scouting,
horseshoeing, taxidermy, animal hospitals, custom and contract feeding or other appropriate services.

**Beef Production Entrepreneurship/Placement**
Includes programs that use the best management practices available to produce and market beef efficiently.

**Dairy Production Entrepreneurship/Placement**
Involves programs that use the best management practices available to produce and market dairy cattle and dairy products efficiently.

**Diversified Agricultural Production**
Involves the use of the best management practices available to produce and market efficiently at least one livestock and at least one crop related proficiency.

**Diversified Crop Production Entrepreneurship/Placement**
Involves the use of the best management practices available to produce and market efficiently two or more crop related proficiency areas such as grain, fiber/oil, forage, specialty crop, non-horticultural vegetable or fruit production.

**Diversified Horticulture Entrepreneurship/Placement**
Typically involves producing, processing, and marketing plants used principally for ornamental or aesthetic purposes and fruits and vegetables traditionally related to horticulture. This diversified proficiency area encompasses a student SAE with at least two of the following areas: Floriculture; Nursery Operations; Landscape Management; Turf Grass Management; and Fruit and/or Vegetable Production – such as viticulture (grapes), pomology (fruit trees) and horticulture fruits and vegetable (not including fruit and vegetable row crops).

**Diversified Livestock Production Entrepreneurship/Placement**
Involves the use of the best management practices available to produce and market efficiently a combination of two or more livestock related proficiency areas such as beef, dairy, swine, equine, specialty animal, small animal, small animal production or poultry.

**Emerging Agricultural Technology**
Involves programs where students gain career experiences in new and emerging agricultural technologies such as agriscience, global positioning, biotechnology lab research, computers and others that are not covered by existing categories.

**Environmental Sciences and Natural Resources Management**
Typically results in FFA members receiving practical experiences in the principles and practices of managing and/or improving the environment and natural resources. Activities can involve managing agricultural waste, recycling agriculture products, cleaning the environment, or serving in the conservation corps. This area can include multiple resource uses; wildlife surveys; erosion prevention practices; public relations
and pollution education; land use that regulations that pertain to soil, water and air quality; as well as wetlands, shorelines and grasslands preservation.

**Equine Science Entrepreneurship/Placement**
Typically provides insights into horse production, breeding, marketing, showing and other aspects of the equine industry. Programs can also include calf roping, barrel racing, rodeo, racing, riding lessons and therapeutic horseback riding if horses are owned and/or managed by a member.

**Fiber Crop Production**
Involves the use of the best management practices available to produce a market efficiently fiber and/or oil crops such as cotton, sisal, hemp, soybeans, flax, mustard, canola, caster beans, sunflower, peanuts, dill, spearmint and safflower.

**Floriculture**
Involves the use of the best management practices available to produce and market efficiently fresh and dried field or greenhouse flowers, foliage and related plant materials, including the arranging, packaging and marketing of these materials, for ornamental purposes.

**Food Science and Technology**
Involves students who work for wages and/or experiences in applying microbiology, food biochemistry or food product research and development to improve taste, nutrition, quality and/or the value of food. Programs can include research, new product development, food testing, grading and inspecting.

**Forage Production**
Involves the use of the best management practices available to produce and market efficiently forage crops such as non-grain sorghum, alfalfa, clover, brome grass, orchard grass, grain forages, corn or grass silages and pasture.

**Forest Management and Products**
Involves the use of the best management practices available to conserve or increase the economic value of a forest and/or forest products through such practices a thinning, pruning, weeding, stand improvement, reforestation, insect and disease control, planting and harvesting. It can include experience with the Forest Service, Christmas tree farming, as well as making and selling cedar shakes, firewood and wood chips/mulch.

**Grain Production Entrepreneurship/Placement**
Involves the use of the best management practices available to produce and market efficiently grain crops such as corn, barley (including the malting types), millet, buckwheat, oats, grain sorghum, Milo, wheat, rice and rye. (Grain production would not include any of the previously mentioned crops where its intended use is for forage.)
Home and/or Community Development
Typically involves improving and protecting the beauty of an area by using natural vegetation or commercial ornamental plants. This area can include activities to modernize a home for better health and comfort by installing or improving water and sanitary facilities, heating and air conditioning or labor saving devices. It can include community and betterment and development activities such as volunteerism to improve the community.

Landscape Management
Typically involves experiences of planting and maintaining plants and shrubs landscaping and outdoor beautification, installing sprinklers and improving recreational areas.

Nursery Operations
Typically provides students with job-entry experiences in areas such as shrubs, tree or other plant production for the purpose of transplanting or propagation. It can include water garden plants produced for sale.

Outdoor Recreation
Typically involves outdoor recreational activities as the primary land use. Some activities best suited to family use or as income-producing enterprises include vacation cabins and cottages, camping areas, fishing, hunting, shooting preserves, guide services, riding stables, vacation farms and guest ranches, natural scenic or historic areas and rodeo events where members do not own or manage horses.

Pomology Production Entrepreneurship/Placement
Involves the use of the best management practices to produce and market efficiently fruit crops such as stone, pome, and citrus fruits; pineapples; coconuts; berries; watermelon; grapes; nuts and all common fruits. (Pome fruits include apples, may haws and pears. Stone fruits include peaches, nectarines, plums, apricots, and cherries.)

Poultry Production
Involves the use of the best management practices available to produce and market efficiently domestic fowl such as duck, geese and guinea; chickens; as well as turkeys and their products.

Sheep Production
Involves the use of the best management practices available to produce and market sheep and wool efficiently.

Small Animal Production and Care
Involves the use of the best management practices available to manage, produce and/or market efficiently small pet animals such as rabbits (for pets), cats, dogs, mice, hedgehogs and guinea pigs. Programs can typically provide a service where students care for the well-being of pets. They can also include working at a pet shop or kennel, grooming or training dogs, as well as serving as a veterinary assistant or providing pet sitting service.
Specialty Animal Production Entrepreneurship/Placement
Involves the use of the best management practices available to manage, produce and market efficiently specialty animals covered by none of the existing award categories, including bees, goats, mules, donkeys, miniature horses, meat rabbits, mink, worms, ostriches, emus, alpacas or llamas. Placement experiences can involve working at zoo or at any specialty animal facility.

Specialty Crop Production
Involves the use of the best management practices available to produce and market efficiently crops covered by none of the existing award categories, including sugar beets, dry edible beans, gourds, tobacco, popcorn, Indian and other specialty corns, grass seed, herbs and spices, mushrooms, sugar cane, hops, sorghum cane, confectionary sunflowers or crop seed.

Swine Production Entrepreneurship/Placement
Involves the use of the best management practices available to produce and market swine efficiently.

Turf Grass Management
 Typically involves the planting and maintaining of turf for outdoor beautification, owning a lawn mowing service, improving recreational areas, producing sod for sale and managing golf courses.

Vegetable Production Entrepreneurship/Placement
Involves the use of the best management practices available to produce and market efficiently crops such as beans, potatoes, pumpkins, sweet corn, tomatoes, onions, zucchini, hot peppers, as well as all canning and common garden vegetables.

Viticulture Production Entrepreneurship/Placement
Involves the use of the best management practices available to produce and market efficiently grapes and/or their by-products.

Wildlife Production and Management Entrepreneurship/Placement
Typically involves activities to improve the availability of fish and wildlife through practices such as trapping, stocking fish and wild game or those that develop new or improve existing land and water habitats for wildlife. This proficiency can include experiences with Fish and Wildlife Departments and Department of Natural Resources. Wildlife and wild species of ducks, geese, quail and pheasants are eligible in this area if used as an income enterprise.
California Leadership Map

GREENHAND CONFERENCE (9th Grade)
FFA Organization, Agricultural Career Awareness, Individual Personal Plan

MADE FOR EXCELLENCE (10th/11th Grades)
Self-Esteem Building, Internal Motivation, Positive Attitude,
Self Improvement, Time Management

CHAPTER OFFICER LEADERSHIP CONFERENCE
Coordinated by Regional and State Officers, Officer Skills, Meeting Activities,
Speaking, Team Management

SECTIONAL OFFICER LEADERSHIP CONFERENCE
Coordinated by Regional and State Officers, Organizing Meetings,
Mixers & Eye Openers, Making Presentations

ADVANCED LEADERSHIP ACADEMY (11th/12th Grade)
Verbal Communication, Interviewing, Presentation Techniques,
Key Messages

STATE LEADERSHIP CONFERENCE
Exercising Democratic Principles, Developing a Committee Report,
Award Recognition, Group Interaction

REGIONAL OFFICER LEADERSHIP CONFERENCE
Working with Others, Critical Thinking, Workshop Development, Team Building

NATIONAL CONVENTION
Group Interaction, Teamwork, Critical
Thinking, Developing a National Perspective

SACRAMENTO LEADERSHIP EXPERIENCE (12th Grade)
Government Operations, Agricultural Industry, Organization, Management,
Critical Thinking
Point Awards System

Each year the Golden West FFA keeps a point system for the activities that students attend. Each activity is worth a certain amount of points that are tallied up through the year. Chapter level activities are worth 10 points. Sectional and regional level activities are worth 20 points. State and national level activities are worth 30 points. The chapter secretary is in charge of keeping this system up to date. Monthly totals are posted in the agriculture department for students to keep track. At the end of the school year, the top ten most active, non-officer members are announced at the Spring Awards banquet. These individuals are then invited to a paid trip to an adventure park or activity chosen by the officer team at the summer officer retreat.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>POINT VALUE</th>
<th>ACTIVITY</th>
<th>POINT VALUE</th>
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<tbody>
<tr>
<td>1. State Fair</td>
<td>30</td>
<td>28. Taco Truck Meeting</td>
<td>10</td>
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<tr>
<td>2. Welcome Back BBQ</td>
<td>10</td>
<td>29. MFE/ALA</td>
<td>20</td>
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<tr>
<td>3. Tulare Fair</td>
<td>20</td>
<td>30. Farm Show</td>
<td>30</td>
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<tr>
<td>4. Farm Fair</td>
<td>20</td>
<td>31. Sectional Speech Contest</td>
<td>20</td>
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<tr>
<td>5. Fair Booth</td>
<td>20</td>
<td>32. BIG Contest</td>
<td>20</td>
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<td>6. Fair Banner</td>
<td>20</td>
<td>33. Banking Quiz</td>
<td>20</td>
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<tr>
<td>7. Fall Movie Night</td>
<td>10</td>
<td>34. Co-Op Contest</td>
<td>20</td>
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<td>8. Cow Palace</td>
<td>30</td>
<td>35. Staff Appreciation Breakfast</td>
<td>10</td>
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<td>9. Strathmore O/C</td>
<td>20</td>
<td>36. Spring Regional Meeting</td>
<td>20</td>
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<tr>
<td>10. Sectional O/C</td>
<td>20</td>
<td>37. UC Davis Field Day</td>
<td>20</td>
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<tr>
<td>11. Drive Thru BBQ- 5 Tickets Sold</td>
<td>10</td>
<td>38. Hanford Field Day</td>
<td>20</td>
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<tr>
<td>13. National Convention</td>
<td>30</td>
<td>40. MJC Field Day</td>
<td>20</td>
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<tr>
<td>15. Greenhand Conference</td>
<td>20</td>
<td>42. State Degree Ceremony</td>
<td>30</td>
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<tr>
<td>16. Fall Regional Meeting</td>
<td>20</td>
<td>43. Sweetheart Dinner</td>
<td>10</td>
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<tr>
<td>17. Turkey Bowling</td>
<td>10</td>
<td>44. Western Week Committee or Team</td>
<td>10</td>
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<tr>
<td>18. Fall Awards Banquet</td>
<td>10</td>
<td>45. Petting Zoo</td>
<td>10</td>
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<tr>
<td>19. Sectional Activities (Skating)</td>
<td>20</td>
<td>46. Reedley Field Day</td>
<td>20</td>
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<tr>
<td>20. Winter Wonderland Meeting</td>
<td>10</td>
<td>47. Spring Movie Night</td>
<td>10</td>
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<tr>
<td>21. GW Citrus Contest</td>
<td>20</td>
<td>48. Fresno Field Day</td>
<td>10</td>
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<tr>
<td>22. Scrapbook Committee</td>
<td>20</td>
<td>49. State Conference</td>
<td>30</td>
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<tr>
<td>23. Proficiency Application</td>
<td>20</td>
<td>50. Cal Poly State Finals</td>
<td>30</td>
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<tr>
<td>24. Lock-In</td>
<td>10</td>
<td>51. Chapter Officer Application</td>
<td>10</td>
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<tr>
<td>25. Porterville Citrus Contest</td>
<td>20</td>
<td>52. Sectional/Regional Officer Application</td>
<td>20</td>
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<tr>
<td>26. Tulare Citrus Contest</td>
<td>20</td>
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<tr>
<td>27. Winter State Finals</td>
<td>30</td>
<td>52. SLE or State Officer Candidate</td>
<td>30</td>
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</tbody>
</table>
Chapter Officer Duties

PRESIDENT: Carley Pratt

Preside over meetings
Help appoint committees and serve on them when needed as ex-officio
Coordinate the activities of the chapter
Evaluate the process of the POA
Represent the chapter in public & official functions
Assist committee chairs with activities
Preside over officer meetings and meet beforehand with advisor to set up agenda

VICE PRESIDENT: Hattie Jameson

Assume all duties of the president when needed
Develop the POA and serve as the ex-officio on committee when needed
Coordinate all committee work
Work closely with the president and advisor to assess progress toward meeting chapter goals
Submit school bulletin announcements

SECRETARY: Ashlee Williams

Prepare and present the minutes of each chapter meeting
Record minutes for each officer meeting and keep on file with ASB
Place all committee reports on file
Be responsible for chapter correspondence
Maintain membership attendance records and issue membership cards
TREASURER: Courtney Russell

Assist the advisor with receiving, recording, and depositing FFA funds
Present up-to-date treasurer's reports at each chapter meeting
Collect money when required and serve as the chairperson to the fundraising committee
Maintain financial records
Correspond with ASB Director about authorization of fundraiser dates
Promote innovative ideas to increase revenue at chapter fundraisers

REPORTER: Audra Walker

Work with local newspapers, radios, television, and service clubs to promote chapter happenings
Write articles for the New Horizon magazine
Create press releases for chapter activities
Compile a chapter scrapbook to submit in Regional contest
Serve as the chapter photographer and assist the advisor in maintaining the chapter display case

SENTINEL: Kacey Seeger

Assist the president in maintaining order during meetings
Get the FFA paraphernalia and supplies for each meeting
Welcome members and guests at events
Reserve the meeting room and keep it comfortable
Take charge of candidates for degree ceremonies
Assist with special activities and refreshments
Serve as decorations committee chair
HISTORIAN: Mary Akin

Develop and maintain a scrapbook of memorabilia
Research and prepare items of significance of the chapter's history
Prepare displays of chapter activities and submit stories of former members to the media
Assist the reporter in providing photography for chapter needs

OPERATIONS: Brody Williams

Assist the sentinel in preparing meeting room
Aid in set up and take down at all events
Work with sentinel to reserve meetings rooms
Serve as Barbecue committee chair
GOLDEN WEST – VISALIA CHAPTER
NATIONAL FFA ORGANIZATION
CONSTITUTION

ARTICLE I. Name and Purposes

Section A. The name of this organization shall be “Golden West – Visalia Chapter of the National FFA Organization”.

Section B. The purposes in which this chapter is formed are as follows:

1. To develop competent, aggressive, rural, and agricultural leadership.
2. To create and nurture a love of country life.
3. To strengthen confidence of young men and women in themselves and their work.
4. To create more interest in the intelligent choice of agriculture occupations.
5. To encourage members in development of individual agricultural programs.
6. To encourage members to improve the home and its surroundings.
7. To participate in worthy undertakings for the improvement of agriculture.
8. To develop character, train for useful citizenship, and foster patriotism.
9. To participate on cooperative effort.
10. To encourage and practice thrift.
11. To encourage improvement in scholarship.
12. To provide and encourage the development of organized recreational activities.

ARTICLE II. Organization

Section A. The Golden West – Visalia Chapter is a chartered local unit of the California State Association, which is a chartered unit by the National FFA Organization.

Sectional B. The chapter accepts in full provisions in the constitution and bylaws of the California State Association as well as those of the National FFA Organization.

ARTICLE III. Membership

Section A. Membership in this chapter shall be of two kinds: (1) Honorary as defined by the National FFA Constitution; and (2) Active.

Section B. The regular work of this chapter shall be carried on by the active membership.

Section C. Honorary membership in this chapter shall be limited to the Honorary Chapter Degree.
Section D. Active members in good standing may vote on all business brought before the chapter. An active member shall be considere in good standing when:

1. He/she attends 3 chapter activities per semester (1 activity per 6 week period)
2. He/she shows an interest in, and takes part in the affairs of the chapter.

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

ARTICLE IV. Emblems

Section A. The emblem of the FFA shall be the emblem of the chapter.

Section B. Emblems used by the members shall be uniform and those obtained from concerns officially designated by the National FFA Organization.

ARTICLE V. Membership Degrees and Privileges

Section A. There shall be four grades of active membership in this chapter. Those grades are: (1) the Greenhand Degree; (2) the Chapter Degree; (3) the State Degree; and (4) the American Degree.

Section B. Qualifications for election to the various degrees shall be the same as those set up in the FFA Handbook.

Section C. Special committees shall review the qualifications of members, and make recommendations to the chapter concerning degree advancements.

Section D. The Star Greenhand, Star Chapter Degree, Star Junior and Star Senior, shall be selected from the top five—point award winners of each class demonstrating the most diversified degree of FFA participation.

1. FFA participation shall be judged by:
   A. Scholarship
   B. Judging Teams
   C. Projects
   D. Fair and Shows
   E. FFA Activities
   F. Citizenship
   G. Conferences/Conventions

ARTICLE VI. Officers

Section A. The officers of the chapter shall be as follows: (Constituitional) President, Vice President, Secretary, Reporter, Treasurer, Sentinel; (Optional) Historian, Operations.

Section B. Officers shall be elected annually through a scoring rubric: Application 40%; Interview 40%; Member voting 20%.
Section C. President shall be a senior during his/her year in office, susceptible to an amendment.

Section D. The officers of the chapter together while the chairman in charge of the major committees of this Program of Work shall constitute the Chapter Executive Committee. This Executive Committee shall have full power to act as necessary for the chapter in accordance with actions taken at chapter meetings and various regulations or by-laws adopted from time to time.

Section E. Honorary members shall not vote nor shall they hold office in the chapter except that of adviser.

Section F. Major Duties:

1. PRESIDENT
   Preside over meetings
   Appoint committees
   Coordinate work of chapter
   Members of all committees, ex officio
   Be familiar with constitution and bylaws
   Check on progress being made by chapter
   Represent the chapter at special occasions

2. VICE PRESIDENT
   Assist the President
   President at meetings in absence of President

3. SECRETARY
   Prepare and read minutes and reports
   Attend to official correspondence
   Keep membership and degree roll
   Have available list of business for each meeting
   Have on hand for each meeting secretary’s book and list of committee
   Prepare membership cards

4. TREASURER
   Maintains chapter funds
   Collect dues and send in State and National Dues
   Assist in preparing annual budget
   Keep financial record of chapter
   Pay out chapter funds as authorized
   Devise methods to raise funds
   Encourage individual and chapter thrift

5. REPORTER
   Prepare chapter news articles
   Keep a chapter scrapbook
   Keep file on all chapter news
   Contact newspapers and arrange publicity
   Maintain FFA bulletin boards

6. SENTINEL
Set up the meeting room  
Care for chapter paraphernalia and equipment  
Attend the door and welcome visitors  
See that the meeting room is kept comfortable  
Assist with entertainment and refreshments

7. **HISTORIAN**  
   Assist Reporter in maintaining scrapbook  
   Assist Reporter in maintaining FFA bulletin boards

8. **OPERATIONS**  
   Help arrange chapter parliamentary procedure contest  
   Help sentinel with meeting room and paraphernalia

**ARTICLE VII. Meetings**

Section A  
Regular Chapter meetings shall be held at least once a month during the school year at such a time and place designated by the Chapter Executive Committee.

Section B.  
Official delegates at the State Convention shall be active members in good standing.

1. Additional members may be named as necessary in order to have proper representation at various sessions as the State Convention. These delegates must have a 3.0 GPA and will be required to pay the specified amount determined on a year to year basis. Selection of these additional delegates will be done by interview.

Section C.  
One-third of the active members listed on the secretary’s membership roll shall constitute a quorum, and a quorum must be present at any meeting at which business in transacted or a vote take committing the chapter to a proposal or action.

**ARTICLE VIII. DUES**

Section A.  
Full local, State, and National Dues shall be paid by the chapter.

**ARTICLE IX. Amendments**

The constitution may be amended at any regular chapter meeting by a two-thirds vote of the active membership present providing it is not a conflict with the State and National Constitutions.

**POLICIES**

**I. ELECTION OF OFFICERS**

1. Officers shall be slated by a committee.
2. All officers, except Sentinel, Historian, and Operations must hold a chapter degree.
3. Applicants must have a 2.5 GPA with no “F’s” for the last grade period and a “B” in their current Ag class at that time of the application.
4. President must be a senior.

II. NONPERFORMANCE OF DUTY

1. An officer may be removed from office by a majority vote of the Executive Committee if in the opinion of the Executive Committee, he/she fails to perform their duty.

III. REPLACEMENT OF OFFICERS

1. Replacement of officers will be made by appointment of the Executive Committee.

IV. ELIGIBILITY RULES FOR PARTICIPATION

1. To participate in off campus activities, a member must:
   A. Have a 2.0 GPA with no “F’s” in all subjects and a “C” or better in his/her Agriculture class.
   B. Members must show proper citizenship and behavior at all activities.
   C. Show proper conduct in the FFA jacket.
   D. Not have been sent to the Vice Principal for disciplinary action more than two times per year.

VI. CHANGE OF POLICIES

1. The executive committee will convene annually to evaluate the constitution and make any necessary modifications or amendments for the benefit of the chapter.
2. These policies may be changed or added to by a two-thirds majority vote of the Chapter at any regular meeting at which a quorum is present.
Agriculture Department Pathways

The Golden West High School Agriculture Department offers three outstanding pathways for our students. Each is designed to give students great hands-on learning experiences, exposure to the Agriculture Industry and Leadership and personal development through the FFA.

Pathway Sequence

9th
- Agricultural Mechanics & Construction
- Introduction to Agricultural Mechanics **

10th
- Agricultural Welding **
- Agricultural Earth Science*
- Agricultural Biology*

11th
- Adv. Ag Mechanics & Construction
- Animal Science*
- Intro to Environmental Horticulture

12th
- Adv. Ag Mechanics & Construction
- Pre-Vet Science*
- Adv. Environmental Horticulture

Graduation Requirements
* Graduation and CSU Lab Science Requirement
** Fine and Arts Graduation Requirement
*** Graduation and CSU Economics Requirement
Offered Agriculture Courses

Course Title: Ag Physical/Earth Science
Grade Level: 9th
Elective/Required: Elective; meets Physical/Earth science graduation requirement
Length/Credits: One Year / 10 credits
Prerequisites: None
Course Numbers: 4400 2618
Places: N/A

Course Description: Earth Science plays a unique and essential role in today's rapidly changing world. Knowledge of the Earth Sciences is important because most human activities involve interaction with the structures, cycles and history of this planet.

Earth Science is designed to be a first year course that introduces the history and structure of the Earth. Described by NASA as "Earth System Science," this course will explore the Solid Earth (tectonics, geologic history), and the Fluid and Biologic Earth (water cycle and climate, radiation, ocean currents, biogeochemical cycles, and ecosystems/biomes). The observational aspects of science will be emphasized through laboratory investigations and activities.

Course Title: Agriculture Biology
Grade Level: 10th
Elective/Required: Elective; meets biology graduation requirement
Length/Credits: 1 year/10 credits
Prerequisites: None
Course Numbers: 0041, 0042
CBEDS Codes: 2603
Replaces: N/A

Course Description: A study of agriculture biology is basic to all students regardless of their educational goals, it is especially important to students interested in an agriculture career. This course is designed as an introductory course in living systems for the college preparatory student. The course is designed around the State of California's academic standards for biology and is matched to the Visalia Unified School District common course outline for Biology. Major areas of study include cell biology, genetics, ecology, evolution and the structure and function of living things. Participants are expected to take the Core Content Area Test for Biology.
Course Title: Agricultural Mechanics I
Grade Level: 9a -12a
Elective/Required: Elective
Length/Credits: 1 year/10 credits
Prerequisites: None
Course Numbers: 0052, 0053
CBEDS Codes: 4030
Replaces: N/A

Course Description: This introductory course in Agricultural Mechanics is designed to provide a strong foundation in the use of all basic farm shop skills. Tools, materials, and safety will be reviewed when each unit is taught. Proper skills involving hand tools will be stressed. This basic course in mechanics includes woodworking, metals, rope work, cutting and welding, etc. Instruction provides an opportunity for project development and begins preparation for careers in the construction, operation, and maintenance of equipment used by the agriculture industry. Throughout the school year, students will be working on small individual projects.

Course Title: Agriculture Mechanics II
Grade Level: 10a -12a
Elective/Required: Elective
Length/Credits: 1 year/10 credits
Prerequisites: Agriculture Mechanics I or approval of instructor
Course Numbers: 0054, 0055
CBEDS Code: 4030
Replaces: N/A

Course Description: This second course in Agricultural Mechanics is designed to further understanding of Metal Inert Gas (MIG) welding, arc and oxy-acetylene welding, cutting, and project construction. Instruction also includes small engine repair and maintenance. The Agricultural Mechanics Pathway provides preparation for careers related to the construction, operation, and maintenance of equipment used by the agriculture industry. While students learned the “basics” in Agriculture Mechanics I, this course requires advanced welding techniques, as well as beginning project construction.
Course Title: Agriculture Mechanics III
Grade Level: 11-12
Elective/Required: Elective
Length/Credits: 1 year/10 credits
Prerequisites: Ag. Mech. 2, and/or approval of teacher Course Number & CBEDS Codes:
0003/4030
Replaces: N/A

Course Description: Students will experience advanced welding and the construction of various projects. Instruction in welding stainless steel and aluminum as well as cutting with the electric plasma-arc torch and operation of the hydraulic shear and punch will be covered in detail. Students will be expected to design and construct a major project and compile a detailed written report of the process involved in the building of projects such as wood splitters, trailers, barbecues, stoves, benches, etc.

Course Title: Agriculture Mechanics IV
Grade Level: 12
Elective/Required: Elective
Length/Credits: 1 year/10 credits
Prerequisites: Ag. Mech. 2, and/or 3 or approval of teacher Course Number & CBEDS Codes:
0004/4030
Replaces: N/A

Course Description: Students will experience advanced welding and the construction of various projects. Instruction in welding stainless steel and aluminum as well as cutting with the electric plasma-arc torch and operation of the hydraulic shear and punch will be covered in detail. Students will be expected to design and construct a major project and compile a detailed written report of the process involved in the building of projects such as wood splitters, trailers, barbecues, stoves, benches, etc. This course is an extension of the principles taught in Agricultural Mechanics 3.
Course Title: Animal Science
Grade Level: 11th
Elective/Required: Elective
Length/Credits: Year/10 Units
Prerequisites: English I, Algebra I, Ag Biology or Biology, Ag Chemistry or Chemistry
Course Numbers: 0093, 0094, and 0095
CBEDS Code: 4020
Replaces: NA

Course Description: This is an advanced course in the Agriculture Animal Science pathway. The course will cover anatomy and physiology of livestock animals, animal health as it relates to specific species, animal management, reproduction, nutrition, marketing, and record keeping. This course supports the standards in Algebra, with emphasis on mathematical problem solving, and English. Students will be assessed with written and practical exams. Benchmarks will check mastery of subject content.

Course Title: Pre-Vet Science
Grade Level: 12th
Elective/Required: Elective
Length/Credits: Year/10 units
Prerequisites: Ag Science I, Ag Biology, Algebra, English I
CBEDS Codes: 0084, 0085 4020
Replaces: None

Course Description: This course covers the fundamentals of animal health care. Instruction is offered in nutrition, diseases and sanitation, small animal care, as well as basic livestock handling. FFA instruction and participation, and student projects (supervised Agricultural Experience Programs) are an integral part of the class. The goals of the course are to provide the students with basic knowledge and skills necessary for an entry-level college course in animal science.
Course Title: Introduction to Environmental Horticulture
Grade Level: 9-10  
Elective/Required: Elective  
Length/Credits: 1 Year/10 Credits  
Prerequisites: None  
Course Numbers: 0032, 0033  
CBEDS Code: 4050  
Replaces: None  

Course Description: Instruction in this course provides a understanding of the basic anatomy and physiology of plants. The Introduction to Environmental Horticulture course emphasizes practical biological knowledge and develops essential understandings in soil science, entomology, propagation, genetics, and local crop production and harvesting practices. Leadership skills are taught through participation in FFA.

Course Title: Advanced Environmental Horticulture
Grade Level: 11a -12a  
Elective/Required: Elective  
Length/Credits: 1 Year/2 periods/20 Credits  
Prerequisites: NONE  
Course Numbers: 4533, 4534, 4535  
ROP Course Numbers: 8732, 8733, 8734  
CBEDS: 2535  
Replaces: TCOVE Nursery Technology  

Course Description: This is an advanced course designed for students who have a sincere interest in the nursery and/or floral industry. Topics discussed include floral design techniques, design principles, nursery production, landscape design and maintenance, irrigation, botany, soils and fertilizers. Activities include designing with fresh flowers, holiday arrangements, personal flower, greenhouse and nursery crop production, landscape design and construction and care of outdoor landscaped areas. Course participation includes production of nursery crops and marketing and sales of nursery/floral products each semester. Leadership skills will be taught through participation in FFA.
9. Recruitment
Recruitment Program

Our Agriculture Department participates in four specific recruitment activities during the course of the school year. The four events are: Valley Oak lunch visits, 8th Grade walk thru, 8th Grade parent night, and our Annual Petting Farm.

Valley Oak Lunches
The Valley Oak lunch visits stemmed from an idea at our officer retreat in July and were extremely successful. We set up four visits to promote four specific areas: FFA, Ag Mechanics, Animal Science and Plant Science. On December 5, we made our first visit to Valley Oak Middle School and promoted our FFA chapter. Our members wore their FFA t-shirts and we brought along our scrapbook, trophies and FFA banner. We handed out postcard flyers and played a few icebreakers with interested students. On December 18, we went back to Valley Oak and focused on our Ag Mechanics pathway. Emmett had some of his Intro to Ag Mechanics students attend the visit and student projects were brought along as displays. We had interested students sign up and write down their student identification number so that we could give that to our counseling staff. We continued our visits on January 15 and January 24 with our emphasis on our Animal Science and Plant Science pathways respectively. At the Animal Science lunch visit we were able to coordinate with their annual Kiss A Pig event and bring a pig as well as a goat. At the plant science visit, current freshmen in Intro to OH recruited potential 8th graders for the program. The Principal at Valley Oak was so impressed with our visits that they have already asked us back for next year.

8th Grade Walk Thru
Every year, prior to ninth grade registration, 8th graders from the local feeder schools visit Golden West and are given a tour of campus by our Link Leaders. On this day, departments are encouraged to set up a display table for the groups. We not only set up a table display outside the department, we also have live animals and current freshmen students out there. The animals are a great way to get students interested.

8th Grade Parent Night
In conjunction with the 8th grade walk thru, we also hold an 8th grade parent night. All incoming freshmen parents and guardians are invited to the Main Gym at Golden West where they have the opportunity to meet Administrators, counselors and clubs and organizations on campus. We set up a display table at this event and are on site to answer any questions the parents may have about the program.

Annual Petting Farm
With the completion of our onsite barn in 2011, we held our first ever petting farm last spring. Our second annual petting farm is scheduled for May 2, 2013. The purpose of the petting farm is to ignite interest in agriculture and in our program at an early age. Local first and second graders from our feeder schools are invited to our OH unit and are rotated through various livestock and planting stations. This is a huge hit with the local schools and a lot of teachers are using this as their field trip for the year since it is local, free and very hands-on.
Become a Golden West FFA Member!

Sign up for Ag Earth Science or Ag Mechanics I today!
Golden West FFA
The Ag Way or The Highway!

GET INVOLVED!
FFA Activities include monthly meetings, raising animals, traveling and more!

Like Us On facebook
http://www.facebook.com/goldenwestffa

GET INVOLVED!
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Like Us On facebook
http://www.facebook.com/goldenwestffa
Contact the Department:

Emmett Schultz, Department Head
(Ag Mechanics, Steer Advisor, Ag Mechanics CDE)
Courtney Serafin, Agriculture Teacher
(Horticulture, Swine Advisor, Dairy Products CDE)
Sammi Slover, Agriculture Teacher
(Animal Science, Sheep Advisor, Specialty Animal CDE)

Emails:
eschultz@vusd.org
cserafin@vusd.org
sslover@vusd.org

2012-2013 Golden West FFA Events

July 23-25  Officer Retreat
August 9   Officer & Parent Potluck
August 20  T-shirt Design Contest
August 29  Welcome Back BBQ
September 5 Farm Fair
September 7 GW FFA T-shirts in
September 10-16 Tulare County Fair
September 17 Scrapbook Meeting
September 19 Record book Meeting
September 26 Fall Movie Night (6 PM)
September 27 Time Out Pizza Section
                    Event
September 29  Drive Thru BBQ (6-8)
October 1   Scrapbook Meeting
October 1   Strathmore O/C Contest
October 3   Record book Meeting
October 5-6  COLC - Scicon
October 10  Sequoia Sectional O/C
October 11  Valley Oak Lunch
October 17  Record book Meeting
                    Section Corn Maze
October 31   Halloween Meeting
November 5  Scrapbook Meeting
November 7  Record book Meeting
November 8  Greenhand Conference
November 14 Turkey Bowling
November 17 San Joaquin Regional
                    FFA Meeting (8:30 AM)
November 28  Fall Awards Banquet
December 5  Record book Meeting
December 5  Valley Oak Lunch
December 11 Section Christmas Tree
                    Decorating (5-7)
December 12  Winter Wonderland FFA
                    Meeting
December 15  Exeter Citrus Contest
December 17  Scrapbook Meeting
December 21  Officer Potluck
January 8   Mid-year Officer Retreat

Golden West High School Agriculture Department

The Ag Way or The Highway!

1717 N. McAuliffe Street
Visalia, CA  93292
(559) 735-8087
**LEADERSHIP THROUGH FFA!**

**Pathways:**

**Animal Science**
- Agriculture Earth Science
- Agriculture Biology
- Animal Science
- Pre-Vet Tech

**Horticulture**
- Agriculture Earth Science
- Agriculture Biology
- Introduction to Environmental Hort.
- Advanced Environmental Hort.

**Ag Mechanics**
- Intro to Ag Mechanics
- Ag Mechanics 2
- TCOVE Ag Mechanics (11th & 12th)

**Work Experience**
- Gain experience working in the field of agriculture

**SAE... What's in it for you?**

**Enterprise Project**
- Applying knowledge of agriculture by taking ownership of your own project

**It all starts in the CLASSROOM!**

10% of a student's grade in an ag class comes from FFA participation. Another 10% comes from an SAE project.
10. FFA Chapter Scrapbook
FFA Scrapbook

The FFA scrapbook has been a tradition in our department since its opening in 1979. For the past two years, I have had the opportunity to work with our students on the chapter scrapbook. Not coming from a program with a chapter scrapbook, I am still in disbelief over the time, energy, and effort members pour into this book. It truly is a piece of our chapter history. Every year at our Annual Sweetheart Dinner, supporters flock to our scrapbook table and look over the past years and remember their own time in the Golden West Agriculture Department. After attending a workshop on scrapbooking during the CATA summer conference, we purchased a Cricut for the department and let our scrapbook committee take over the staff office for a couple of months. Our goal for this year was to be in the top ten at the regional contest. Our goal was exceeded this year when we won the San Joaquin Regional Scrapbook Contest.
11. Summer Activities Calendar
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<td>Sarah's birthdays?</td>
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<td>12</td>
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<td>Staff Develop.</td>
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<td>Teacher Work Day</td>
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<td><em>Kacey's B'day</em></td>
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12. Graduate Follow Up Surveys
Graduate Follow-Up Survey

We currently do not have a formal graduate survey. We call, text, or email our recent graduates or ask current members that may know a recent graduate what they are doing currently. While this provides us with information needed to complete the graduate portion of our R-2, it does not give us feedback as to the value of our agriculture program or how we can improve it. Currently, Emmett, Sammi and I are working on developing an online survey that we can email out to recent graduates that will give us the information needed for the R-2 but also provide feedback to our department. On the following pages are our online survey that is in development.
Graduate Follow Up Survey

Name: (optional) 

1. Year Graduated 
   HS Graduated From 

2. Sex: 
   ☐ Male 
   ☐ Female 

3. Please check education/training you are now involved in or have completed since high school graduation. 
   a. 4-year college degree 
   b. 2-year college degree 
   c. Vocational/Technical Training 
   d. Military 
   e. Apprenticeship program 
   f. Other 
   g. No further education/training 

4. If working, my current job is: 

5. In my working experience since graduation: 
   (check all that are true) 
   ☐ a. I use computer technology often 
   ☐ b. I work in small groups to solve work problems 
   ☐ c. I need to read technical manuals 
   ☐ d. I do basic math without any technology 
   ☐ e. I am expected to "think on my feet" 
   ☐ f. I have to communicate well in writing 
   ☐ g. I have to communicate well verbally 
   ☐ h. I have to analyze information to solve problems 

6. Staff at my high school encouraged me to: 
   (check all that apply) 
   ☐ a. strive for excellence
7. For each area below, check column A to represent which high school skills/courses best prepared you for what you are doing now

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<td>Science</td>
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<td>Social Studies</td>
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<td>Speech</td>
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<td>Extracurricular Activity</td>
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<td>A</td>
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<td>Other</td>
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8. Of the above, are there any classes you feel should have been emphasized more? Check B

9. How could the following services be improved?

Counseling (guidance services)
Career Ed.- speakers/job shadow
Field Trips
Media/Library
Vocational/technical
10. For each area below, indicate activities you were involved in:

- Pep Club
- Speech
- Drama
- Music
- Athletics
- Cheerleading
- Church Group
- 4-H
- FFA/FHA
- Student Council
- Other

11. How well have these activities prepared you for your current situation?
(Examples: team player, goal setting)

12. How well did the education you received at your H.S. prepare you for your current situation? (e.g., work, education, other)

- a. very well
- b. well
- c. adequately
- d. poorly

13. Grade each item below with an A, B, C, D, or F.

   The quality of the program: 
   The school climate: 
   The support I received for personal needs: 
   The practical learning I received: 
   The problem solving skills I learned: 
   The quality of equipment and materials: 

http://www.w-cl-t.org/gradudefollowup.html
The quality of equipment and materials: □
The availability of equipment and materials: □

14. If you could repeat high school, what classes would you want offered?
13. Graduate Follow Up Survey Results
Graduate Follow-Up Survey Results

Since we do not currently have a survey used to gather feedback about our program, we do not have survey results to analyze and use to improve our program. However, with the implementation of our new survey explained in our graduate follow-up survey section, we will be able to collect the information of our recent graduates, import the data into an Excel spreadsheet and analyze the results. By starting this process, we will also be able to compare results from each year for a better understanding about our program and its effectiveness and support to our students.
Graduate Follow-up

# CA0224  Visalia - Golden West
Golden West HS
1717 N. McAuliff
Visalia, CA  93292

Graduates for Spring: 2012  Go

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<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Graduate Status</th>
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<tbody>
<tr>
<td>Gomez</td>
<td>Jonathan</td>
<td>Two Year College-Non-Ag Major</td>
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<tr>
<td>Sahagun</td>
<td>Cynthia</td>
<td>Two Year College-Non-Ag Major</td>
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<td>Stage</td>
<td>Sarah</td>
<td>Two Year College-Ag Major</td>
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<tr>
<td>Jameson</td>
<td>Mazie</td>
<td>Four Year College-Ag Major</td>
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Count: 28
14. Comprehensive Program Plan
A. Job Market

Golden West High School is one of four comprehensive high schools in the Visalia Unified School District. Located on the northeast side of Visalia (population 124,442) just south of Fresno, CA (population 495,913), the high school has a current enrollment of 1,821 students. The composition of student demographics are as follows; 55% Hispanic or Latin, 37% Caucasian, 4% Asian, 1% African American, 1% American Indian or Alaska Native, and less than 1% Filipino and Pacific Islander. 45% of students at this school participate in the free of reduced-price lunch program and 12% of the students are identified as English Language Learners.

Due to Golden West's location on the northeast side of Visalia, the school receives students from the low socio-economic country areas of Ivanhoe (population 5,051; 82.5% Hispanic) and Farmersville (population 10,773; 72.9% Hispanic). The majority of families living in these areas are employed in production agriculture. To reflect the importance of the agriculture industry, the Golden West High School Agriculture Department offers pathways in Plant Science, Animal Science, and Agriculture Mechanics.

Tulare County's Agriculture is a diverse one, producing numerous crops, livestock, poultry, and other agricultural commodities. Once in five jobs in Tulare County is agriculturally related, most of which don’t require any college degree. Therefore, preparing students with job skills for positions in agricultural occupations is crucial. High school graduates from Golden West High School attend schools, or obtain work throughout California but primarily attend community colleges within the San Joaquin Valley and obtain part or full-time work in or near the Tulare County boundaries. Graduates are employed in agricultural production as well as packing houses, welding, and numerous other agricultural related jobs.

Tulare County is a total of 3,100,800 acres. Of this total 1,400,885 acres are described as farms by the United State census. The remainder of the area is in Kings Canyon and Sequoia Parks, Sequoia National Forest, cities, and roads. It extends from about the mid-valley floor on the west to the crest of the Sierra Nevada range on the east side including Mt. Whitney, the highest peak in the original 48 state. It is bound on the north by Fresno County, on the south by Kern County, and on the west by Kings County. It lays 80 air miles inland from the Pacific Ocean. The climate is one of limited rainfall, 10 inches during November to March. The summers are hot and dry with day temperatures of 90 to 105 degrees Fahrenheit. The winter months are cool and foggy with night temperatures ranging as low as 25 degrees Fahrenheit. Extremes of 115 degrees and 16 degrees have been recorded although such temperatures are rare. The months of July and August are the hottest and January and February are the coldest. Because of the dry summers, most agricultural crops require irrigation. There is a small acreage of dry farmed barley and wheat and considerable dry land pasture, particularly in the foothills. Water for irrigation is supplied from wells and from rivers that flow from the Sierra Nevada Mountains. Storage reservoirs on the San Joaquin, Kings, Kaweah, and Tule rivers extend the snowmelt runoff into the summer. Additional water supplies would increase the irrigated acreage. About 700,000 acres of land are irrigated.
The soils along the foothills have weathered in place and usually have a hardpan. The valley floor is made up of alluvial soils placed there in the past by streams. Consequently, soil texture ranges from sandy soils near the mountains in the east, to very fine clay soils in the basin in the western part of the county. A wide variety of crops are grown. Agricultural enterprises include alfalfa, citrus, cotton, corn, beans, deciduous fruits, nuts, oil crops, grapes, olives, sugar beets, vegetables, barley, wheat, sorghum, beef, dairy, poultry, nursery crops, and many others. The gross agricultural income in 2011 was $5.017 billion dollars, making Tulare County the second richest agricultural county in the state of California.

Some of the major agricultural enterprises in Tulare County in 2011 were:

- Milk & Cream
- Oranges
- Cattle & Calves
- Grapes
- Alfalfa
- Plums
- Cotton
- Nectarines
- Corn
- Peaches
B. Targeted Occupations

The career paths that we have targeted at Golden West are Ag Mechanics & Construction, Animal Science, and Nursery & Floral Technology. Because of our onsite facility, we have a strong exposure to nursery practices in our Ornamental Horticulture courses. This exposure has led to many students finding an interest in the Ornamental Horticulture area.

Our classes have regular guest presenters from industry and higher education options, such as tech schools, local community colleges and local universities.

The sequence of courses in Ag Mech & Construction is:

- Ag Mech 1: Introduction to Agricultural Mechanics
- Ag Mech 2: Agricultural Welding
- TCOVE (ROP): Advanced Ag Mechanics & Construction

The sequence of courses in Animal Science is:

- Ag Earth: Agricultural Earth Science
- Ag Bio: Agricultural Biology
- Animal Sci: Animal Science
- Pre-Vet: Pre-Vet Science

The sequence of courses in Nursery & Floral Technology is:

- Ag Earth: Agricultural Earth Science
- Ag Bio: Agricultural Biology
- Intro to OH: Introduction to Environmental Horticulture
- TCOVE Adv. OH (ROP): Advanced Environmental Horticulture

We strive to teach our students skills to meet competencies in an occupation in one or more of the “Four Program Areas of Occupations in Agriculture.” Listed below are various jobs within each of the program areas.

**Agriculture Production**

- Crop Production

**Jobs**

- Irrigator, Propagator, Farmhand, Foreman, Ranch Laborer, Feed Lot Hand, Field Crop Grower, General Maintenance

**Animal Production**

**Jobs**

- Livestock Handler, Milker, Inseminator, Auctioneer, Vet, Aide, Pet Care, Ranch Laborer, Brand Inspector, Farm Hand, Pest Control

**Agriculture Mechanics**

- Mechanics

**Jobs**

- Small Engine Mechanics, Equipment
Operator, Parts Person, Farm Mechanic, Shop Foreman, Repairman, General Maintenance/Mechanics

Welder
Welder/Helper, Fabricator, Specialized Repair and Maintenance, Equipment Operator, Tractor Driver, Harvest Equipment, Operator, Fork Lift Driver, Mechanic Helper Ornamental Horticulture

**Greenhouse Management**
Greenhouse Worker, Forman

**Nursery & Turf Operator**
Nursery Worker, Salesman, Plant Propagator, Gardener, Golf Course Maintenance

**Landscape**
Grounds Worker, Gardening Business, Garden Store Sales

**Floriculture**
Floral Design, Floral Sales, Floral Delivery

**Agribusiness/Computers**
Agribusiness

**Jobs**
Maintenance, Propagator, Tissue Culture

Nursery Worker, Salesman, Plant Propagator, Gardener, Golf Course Maintenance

Grounds Worker, Gardening Business, Garden Store Sales

Floral Design, Floral Sales, Floral Delivery

**Jobs**
Ag Sales, Banking, Keyboard, Operator, Farm Accounting, Ag Secretary/Bookkeeper, Inventory Maintenance
C. Total Program Goals & Objectives

The majority of families living in these areas are employed in production agriculture. To reflect the importance of the agriculture industry, the Golden West High School Agriculture Department offers pathways in Plant Science, Animal Science, and Agriculture Mechanics. The Golden West Agriculture Department is fortunate to have an onsite learning facility, which is the result of over 30 years of support from our school district and community. Students can walk out of the classroom and into the onsite facility where they take an active part in maintaining the site. The Agriculture Unit consists of approximately ½ acre including 2 tool sheds, 1 pole barn with 8 storage stalls, 2 greenhouses, 1 shade house, 2 compartment chicken coop, 1 pheasant run, and 1 barn. Off site students house fair projects at the Visalia Unified School District school farm that is a shared farm between the 4 agriculture programs in the district. In addition to the Agriculture Unit on campus, there are 3 laboratory classrooms, a staff office, copy room, a small food storage room, a large fabrication Agriculture Mechanics shop, and a 3 room mezzanine. The space that we have in the shop allows for a variety of small projects as well as larger projects. Our shop projects have won awards in our county and state. Advisors, students, advisory committee, school board, and parents work together in all aspects of the farm and program. The Agriculture unit on campus is still in the process of being finished, with the addition of solar panels to the barn and an experimental orchard being put in. All the facilities are safe and efficient with built in allowances from technology such as presentation hardware and computers for student use.

Our course offerings reflect our newly developed pathways and our goal is to obtain many program completers. We recently added Agricultural Earth Science, Animal Science and Pre-Vet Science as new courses to offer to students. We also remain teaching Agriculture Biology, Agriculture Mechanics I & II, TCOVE Ag Mechanics & Construction, Introduction to Environmental Horticulture, and Advanced Environment Horticulture. We teach a traditional six period day with each teacher having one planning period. Golden West FFA offers endless possibilities for its members. With such a variety of activities offered in the program through judging teams, leadership conferences and retreats, there are constantly choices for members. I truly believe that students become active because they see it as a place where they belong; their niche in the high school scene. In our department we model all three circles of Agriculture Education working together. Students learn in the classroom and apply these skills "hands-on" with their SAE project(s) and also in the FFA program. The main goal of our department is to prepare student for entering not only the work force with competency in valuable hands-on skills, but also to prepare rigorous course work for those that are going to college.

We believe that by changing our pathways that we will have the ability to successfully maintain a well-rounded program. Our hopes and goals is that we will take our current program and transition it into one of the top ranked programs in our section, region, and state. Our Ag Advisory Committee, community members and industry leaders are assisting in providing a comprehensive program that is sure to enhance student success. We have a new Advisory Committee that meets with us at least two times a year.
Our goals that we hope to provide our students with follow below:
1. Teach students to practice responsibility through SAE Projects
2. Enhance students confidence through leadership growth
3. Practice good citizenship and community involvement
4. Ensure that student's interest in agriculture is positively influenced
5. An appreciation of conservation of our natural resources is developed in the student
6. Gives the student the ability to make intelligent selections of farm products for home use.
7. Teaches the student to provide and maintain attractive home surroundings
8. Develops in the student an appreciation and understanding for the importance of agriculture to all citizens
9. Acquaint students with related agricultural careers
10. Trains students for related agricultural fields
11. Prepares the student to become engaged in an agricultural production enterprise
12. Prepares the student for higher education in agriculture or its related fields

The Golden West FFA chapter is comprised of about 250 students. Our Program of Activities is filled with FFA activities and many of our members are student leaders in other programs as well. Our chapter is active in the Sequoia FFA Section, the San Joaquin Region, and the California FFA State Association. My teaching partners and I strive to ensure our members are prepared and represent our school and community well at all FFA activities. The FFA officer team meets weekly with all FFA Advisors to maintain the Chapter Program of Activities and plan and prepare for upcoming activities and events. Every year we take the newly elected officer team on a three-day teambuilding and planning retreat. During the retreat officers and advisors bond as a team, set chapter goals, and plan all FFA activities for the school year.

This past year our chapter had 150 Greenhands, 49 Chapter Degrees, and 14 State Degrees. We have won 16 state championship titles and 2 national titles in CDE competitions and routinely place well at contests around the state. We make sure all members have an opportunity to attend that annual FFA State Convention and select about 18 members on average to attend the conference each year.

The Golden West FFA has been recognized as a Superior Chapter through the National FFA Association. The chapter strives to maintain communication with members on upcoming activities by keeping announcements in the student bulletin, through the chapter website and chapter Facebook page. Additionally, members attend and speak at local organizations such as School Board meetings and feeder schools. We partner with another local high school Agriculture program to host a Citrus Contest every fall. Our FFA members compete and help organize. We have a variety of competitive teams offered at Golden West including: Opening & Closing Teams, Banking Quiz, Citrus Judging, Impromptu Speaking, Job Interview, Scrapbook, Best Informed Greenhand, Dairy Products, and Ag Mechanics. This past year our Ag Mechanics team won the National Contest in Indiana. Courtney and
myself are both starting new teams at Golden West, which include Dairy Products and Fruit Tree Judging.
D. Program Description of included Courses, SAE and Leadership

The Golden West High School Agriculture Department offers students many opportunities to get involved in activities. The cornerstone of our department is the FFA. The Golden West FFA is a national organization with over 500,000 students across the country. In the FFA, students will gain leadership skills and have an opportunity to compete in Agricultural based contests across the state. In addition to the FFA, students can follow career-oriented pathways in Animal Science, Plant Science or Agriculture Mechanics. Our current course offerings include:

<table>
<thead>
<tr>
<th>Ag Earth Science</th>
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<td>Introduction to Agriculture Mechanics</td>
<td>Animal Science</td>
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<tr>
<td>Agriculture Mechanics II</td>
<td>Pre-Vet Science</td>
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<td>Agriculture Mechanics III</td>
<td>Agriculture Mechanics IV</td>
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<tr>
<td>Intro Environmental Horticulture</td>
<td>Advanced Horticulture</td>
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FFA activities offered at Golden West include monthly chapter meetings, Greenhand Conference, Made For Excellence, Advanced Leadership Academy, State Conference, COLC, SOLC, ROLC, Sectional and Regional activities, judging team competitions and scrapbooking.

Possible SAE projects for Golden West agriculture students are beef, sheep and swine projects, dairy cattle projects, agriculture mechanics and plant projects, and home & community development projects. In addition, some students have a placement project in an agriculturally related job.
Visalia Unified School District
Course Outline

Course Title: Agricultural Mechanics I
Grade Level: 9-12
Elective/Required: Elective
Length/Credits: 1 year/10 credits
Prerequisites: None
Course Number & CBEDS Codes: 0001/4030
Replaces: N/A

I. Course Description:

This course is designed to give students a strong foundation in the use of all basic farmshop skills. Tools, materials, and safety will be reviewed when each unit is taught. Proper skills involving hand tools will be stressed. This basic course in mechanics includes woodworking, metals, rope work, cutting and welding, etc. During the fourth quarter, students will be working on individual projects.

II. Instructional Materials:

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

Required Text: None

Supplementary Texts:
Supplemental reference books provided to include Shopwork on the Farm and Mechanics in Agriculture.
III. Course Outline:

**First Quarter**
- Shop Orientation/Record keeping: 3 days
- General Safety/Tool Identification: 7 days
- Rope/Knots/Splices: 10 days
- Drawing (Bill of Materials): 5 days
- Wood working (Safety Unit): 20 days

**Second Quarter**
- Record Keeping: 2 days
- Arc Welding (Safety Unit): 15 days
- Oxy-Acetylene Welding (Safety Unit): 15 days
- Oxy-Acetylene Welding Cutting (Safety Unit): 13 days
- Record Keeping: 2 days

**Third Quarter**
- Hot Metal Forming (Safety Unit): 8 days
- Tool Sharpening: 5 days
- Tap & Die (Safety Unit): 5 days
- Electricity (Safety Unit): 10 days
- Plumbing (Safety Unit): 7 days
- Concrete (Safety Unit): 8 days

**Fourth Quarter**
- Individual Projects: 45 days

VI. Expectations for Student Learning:
Each student who completes this course will be able to:

1. Understand and follow safety procedures
2. Demonstrate a knowledge of common ropes/splices
3. Plan and estimate cost of materials
4. Construct a wood project (i.e. Nail box, saw horse, stool, etc.)
5. Weld 4 position, two rods
6. Fusion weld, braze, puddle
7. Set, adjust and cut using oxy-acetylene
8. Plan, form a hot metal project
9. Demonstrate correct tool sharpening
10. Plan and layout drill & tap
11. Masters electrical splices and single switch wiring
12. Masters plumbing – PVC, Copper, Galvanized, threading and fitting
13. Masters measurement and mixing techniques of concrete
V. Instructional Methods:

A. Lectures
B. Demonstrations
C. Class discussion
D. Visual aids
E. Laboratory practice
F. Speakers/guest
G. Practical application of course outline

VI. Assessment and Evaluations:

A. Written tests
B. Daily work
C. Grading of all materials as completed, such as rope work, welds, woodwork, etc.
D. Successful completion of each project

VII. Grading Policy:

Completion of assigned projects & FFA involvement

<table>
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<tr>
<th>Percentage</th>
<th>Grade</th>
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<td>0 – 59%</td>
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Visalia Unified School District
Course Outline

Course Title: Agriculture Mechanics II
Grade Level: 10-12
Elective/Required: Elective
Length/Credits: 1 year/10 credits
Prerequisites: Agriculture Mechanics I or approval of instructor
Course Number & CBEDS Codes: 0002/4030
Replaces: N/A

I. Course Description:

This course is designed to give the students a further understanding of Metal Inert Gas (MIG) welding, arc and oxy-acetylene welding, cutting, and project construction, as well as small engine repair and maintenance. The students learned the "basics" in Agriculture Mechanics I. In this course, the student will learn advanced welding techniques, as well as beginning project construction.

II. Instructional Materials:

A. Audio/Visual materials where appropriate
B. Guest Speakers
C. All available equipment as needed for implementation of course outline

Required Text: None

Supplementary Texts:
Shopwork On the Farm by Briggs and Stratton
Mechanics In Agriculture by Briggs and Stratton
Small Engine Repair by Briggs and Stratton
III. Course Outline:

The second year of Agricultural Mechanics is an expansion of the first year. The student will take the skills learned during the first year and build on them. This course is designed to give students a strong foundation in the use of all basic farmshop skills. Tools, materials, and safety will be reviewed when each unit is taught. Proper skills involving hand tools will be stressed. This basic course in mechanics includes woodworking, metals, rope work, cutting and welding, etc. During this year, the student will be allowed to show more personal expression in the type of project he/she may construct.

First Semester:
- Shop Orientation/Record Keeping 5 days
- General Safety 2 days
- Hand tool repair 3 days
- Advanced Arc welding/safety 20 days
- Advanced oxy-acetylene/safety 20 days
- Advanced MIG welding techniques/safety 20 days
- Small engine theory and maintenance/safety 20 days

Second Semester:
- Construction safety procedures 3 days
- Project construction
  (i.e. feed scoop, weather vane, small BBQ) 82 days
- Record Keeping 5 days

IV. Expectations for Student Learning
Each student who completes this course will be able to:

A. Demonstrate proper safety procedures
B. Repair and maintain common hand tools
C. Weld both vertical and horizontal welds
D. Perform simple brazing operations
E. Properly adjust a MIG welder for different welding positions and material thickness
F. Understand the principles of small gas engine operation, basic maintenance, and equipment adjustment
G. Construct small projects using all previously learned techniques
H. Record and maintain proper records

V. Instructional Methods

A. Lecture/note taking
B. Audio/visual materials
C. Group/individual assignments
D. Laboratory activities  
E. Discussion  
F. Reading assignments/related worksheets  
G. Guest speakers  
H. Test-taking  
I. Field trips  
J. Research/term paper  
K. Student presentations  

VI. Assessment and Evaluations  
A. Written tests  
B. Daily work  
C. Grading of all materials as completed (i.e. welds, woodwork, rope work, etc.)  
D. Successful completion of each project  

VII. Grading Policy  

90 – 100% = A  
80 – 89% = B  
70 – 79% = C  
60 – 69% = D  
0 – 59% = F
Visalia Unified School District
Course Outline

Course Title: Agriculture Mechanics III
Grade Level: 11-12
Elective/Required: Elective
Length/Credits: 1 year/10 credits
Prerequisites: Ag. Mech. 2, and/or approval of teacher
Course Number & CBEDS Codes: 0003/4030
Replaces: N/A

I. Course Description:

Students will experience advanced welding and the construction of various projects. Instruction in welding stainless steel and aluminum as well as cutting with the electric plasma-arc torch and operation of the hydraulic shear and punch will be covered in detail. Students will be expected to design and construct a major project and compile a detailed written report of the process involved in the building of projects such as wood splitters, trailers, barbecues, stoves, benches, etc.

II. Instructional Materials:

Various handouts given to the students to explain welding and welding techniques.

Required Text: None

Supplementary Text: Mechanics in Agriculture

III. Course Outline:

Orientation and safety: 5 days
Record keeping: 5 days
Project design and measurement: 5 days
Materials 3 days
Fasteners 2 days
Advanced welding (arc) 10 days
Advanced welding (mig) 10 days
Advanced welding (tig) 5 days
Plasma-arc cutting 2 days
Oxy-acetylene automated cutting 2 days
Hydraulic punch and shear 2 days
Construction techniques 3 days
Construction projects 105 days
Electrical wiring 3 days
Hydraulics/pneumatics 5 days
Report Writing 10 days
Painting and finishing 3 days

IV. Expectations for Student Learning

A. Follow proper safety procedures
B. Be able to design and develop a project idea
C. Understand the uses of various wood and metals and fasteners
D. Demonstrate advanced welding and cutting techniques
E. Proper use of the hydraulic shear and punch
F. Construct a major project
G. Understand the principles of electrical wiring as used in projects under construction
H. Understand hydraulic and pneumatics as used in the construction of various projects
I. Write a detailed report of project
J. Demonstrate correct painting and finishing procedures

V. Instructional Methods

A. Demonstrations
B. videos
C. speakers

VI. Assessment and Evaluations

A. Written progress reports
B. Test and quizzes
C. Weekly grades
D. Written report
VII. Grading Policy

90 – 100% = A
80 – 89% = B
70 – 79% = C
60 – 69% = D
0 – 59% = F
Visalia Unified School District
Course Outline

Course Title: Agriculture Mechanics IV
Grade Level: 12
Elective/Required: Elective
Length/Credits: 1 year/10 credits
Prerequisites: Ag. Mech. 2, and/or 3 or approval of teacher
Course Number & CBEDS Codes: 0004/4030
Replaces: N/A

I. Course Description:

Students will experience advanced welding and the construction of various projects. Instruction in welding stainless steel and aluminum as well as cutting with the electric plasma-arc torch and operation of the hydraulic shear and punch will be covered in detail. Students will be expected to design and construct a major project and compile a detailed written report of the process involved in the building of projects such as wood splitters, trailers, bar-b-cues, stoves, benches, etc. This course is an extension of the principles taught in Agricultural Mechanics 3.

II. Instructional Materials:

Various handouts given to the students to explain welding and welding techniques.

Required Text: None

Supplementary Texts:

Mechanics in Agriculture

III. Course Outline:

Orientation and safety 5 days
Record keeping 5 days
Project design and measurement 5 days
Materials 3 days
Fasteners 2 days
Advanced welding (arc) 10 days
Advanced welding (mig) 10 days
Advanced welding (tig) 5 days
Plasma-arc cutting 2 days
Oxy-acetylene automated cutting 2 days
Hydraulic punch and shear 2 days
Construction techniques 3 days
Construction projects 105 days
Electrical wiring 3 days
Hydraulics/pneumatics 5 days
Report Writing 10 days
Painting and finishing 3 days

IV. Expectations for Student Learning

A. Follow proper safety procedures
B. Be able to design and develop a project idea
C. Understand the uses of various wood and metals and fasteners
D. Demonstrate advanced welding and cutting techniques
E. Proper use of the hydraulic shear and punch
F. Construct a major project
G. Understand the principles of electrical wiring as used in projects under construction
H. Understand hydraulic and pneumatics as used in the construction of various projects
I. Write a detailed report of project
J. Demonstrate correct painting and finishing procedures

V. Instructional Methods

A. Demonstrations
B. videos
C. speakers
VI. Assessment and Evaluations
   A. Written progress reports
   B. Test and quizzes
   C. Weekly grades
   D. Written report
   E. Completion of project

VII. Grading Policy

   90 – 100%   =   A
   80 – 89%    =   B
   70 – 79%    =   C
   60 – 69%    =   D
   0 – 59%     =   F
VISALIA UNIFIED SCHOOL DISTRICT
Course Outline

Course Title: Agriculture Biology
Grade Level: 10th
Elective/Required: Required
Length/Credits: 1 year/10 credits
Prerequisites: None
Course Number & CBEDS Codes: 0041/2603
Replaces: N/A

I. Course Description:

A study of agriculture biology is basic to all students regardless of their educational goals, it is especially important to students interested in an agriculture career. This course is designed as an introductory course in living systems for the college preparatory student. The course is designed around the State of California's academic standards for biology. Major areas of study include cell biology, genetics, ecology, evolution and structure and function of living things.

II. Instructional Materials:

Required Text:

Biology: Principles and Explorations, George P. Johnson and Peter H. Raven, 1998 Holt, Rhinehart, and Winston

Supplementary Text: None

III. Course Outline:

1. Introduction to Agricultural Biology (10%)
   a. Agricultural Biology
   b. Agricultural Research
   c. Scientific Method
   d. General Lab Skills and Procedure
2. Cell Biology – Plants & Animals (25%)
   a. Cell organelles (structure and function)
   b. Homeostasis (osmosis and diffusion)
   c. Enzymes
   d. Prokaryotic and Eukaryotic Cells/Cellular Complexity
   e. Biochemistry
   f. Cell reproduction (Mitosis)
   g. Cell Respiration and Photosynthesis
3. Genetics- Plants & Animals (25%)
   a. Meiosis
   b. Mendelian principles of genetics
   c. Human genetics
   d. DNA/Structure and Replication
   e. Protein Synthesis
   f. Modern application of bioengineering
4. Evolution (10%)
   a. Theories of evolution
   b. Environmental and Genetic Influences on Evolution
5. Structure and Function in Living Systems (15%)
   a. Organ Systems/Homeostasis
   b. Disease and Immune Response
6. Ecology- Plants & Animals(10%)
   a. Ecosystems
   b. Communities
   c. Populations
   d. Environmental Problems/Human Impact
7. Leadership (5%)
   a. SOEP (Supervised Agriculture Experience Project)
   b. FFA- Leadership development
   c. Record Books

IV. Expectations for Student Learning

A. Introduction to Agricultural Biology
   1. Biological skills are an important aspect of biological sciences. Students must develop the skills necessary for science investigation. As a basis for understanding this concept, students should learn:
      a. The use of the scientific method and procedure.
      b. Utilization of agriculture of agriculture research.
      c. Implementation of agriculture and laboratory skills

B. Cell Biology
   1. Fundamental life processes of plants and animals depend on a variety of chemical reactions that are carried out in specialized areas of the organism’s cells. As a basis for understanding this concept, students should learn:
a. Cells are enclosed within semi-permeable membranes that regulate their interaction with their surroundings.

b. Enzymes are proteins and catalyze biochemical reactions without altering the reaction equilibrium, the activity of enzymes depends on the temperature, ionic conditions and pH of the surroundings.

c. How prokaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure.

d. The Central Dogma of molecular biology outlines the flow of information from transcription of RNA in the nucleus to translation of proteins on ribosomes in the cytoplasm.

e. The role of endoplasmic reticulum and Golgi apparatus in secretion of proteins.

f. Usable energy is captured from sunlight by chloroplasts, and stored via the synthesis of sugar from carbon dioxide.

g. The role of the mitochondria in making stored chemical bond energy available to cells by completing the breakdown of glucose to carbon dioxide.

h. Most macromolecules (polysaccharides, nucleic acids, proteins, lipids) in cells and organisms are synthesized from a small collection of simple precursors.

C. Genetics

1. Mutation and sexual reproduction lead to genetic variation in a population. As a basis for understanding this concept, students should learn:

a. Meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each type.

b. Only certain cells in a multicellular organism undergo meiosis.

c. How random chromosome segregation explains the probability that a particular allele will be in a gamete.

d. New combinations of alleles may be generated in a zygote through fusion of male and female gametes (fertilization).

e. Why approximately half of an individual's DNA sequence comes from each parent.

f. The role of chromosomes in determining an individual's sex.

g. How to predict possible combinations of alleles in a zygote from the genetic makeup of the parents.

2. A multicellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization. As a basis for understanding this concept, students should learn:

a. How to predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance (autosomal or X-linked, dominant or recessive).

b. The genetic basis for Mendel's laws of segregation and independent assortment.
3. Genes are a set of instructions, encoded in the DNA sequence of each organism that specify the sequence of amino acids in proteins characteristic of that organism. As a basis for understanding this concept, students should learn:
   a. The general pathway by which synthesize proteins, using tRNAs to translate genetic information in mRNA.
   b. How to apply the genetic coding rules to predict the sequence of amino acids from a sequence of codons in RNA.
   c. How mutations in the DNA sequence of a gene may or may not affect the expression of the gene, or the sequence rather than to differences of the genes themselves.
   d. Specialization of cells in multicellular organisms is usually due to different patterns of gene expressions rather than to differences of the genes themselves.
   e. Proteins can differ from one another in the number and sequence of amino acids.

4. The genetic composition of cells can be altered by incorporation of exogenous DNA into the cells. As a basis for understanding this concept, students should learn:
   a. The general structures and functions of DNA, RNA, and protein.
   b. How to apply base-pairing rules to explain precise copying of DNA during semi-conservative replication, and transcription of information from DNA into mRNA.
   c. How genetic engineering (biotechnology) is used to produce novel biomedical agricultural products.

D. Ecology

1. Stability in an ecosystem is a balance between competing effects. As a basis for understanding this concept, students should learn:
   a. Biodiversity is the sum total of different kinds of organisms, and is affected by alterations of habitats.
   b. How to analyze changes in an ecosystems resulting from changes in climate, human activity, introduction of non-native species, or changes in population size.
   c. How fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death.
   d. How water, carbon, nitrogen cycle between abiotic resources and organic matter in the ecosystem and how oxygen cycles via photosynthesis and respiration.
   e. A vital part of an ecosystem is the stability of its producers and decomposers.
   f. At each link in a food web, some energy is stored in newly made structures but much is dissipated into the environment as heat and this can be represented in a food pyramid.
   g. How to analyze the effects that changes in population size have on the ecological balance of a community.
E. Evolution

1. The frequency of an allele in a gene pool of a population depends on many factors, and may be stable or unstable over time. As a basis for understanding this concept, students should learn:
   a. Why natural selection acts on the phenotype rather than the genotype of an organism.
   b. Why alleles that are lethal in a homozygous individual may be carried in a heterozygote, and thus maintained in a gene pool.
   c. New mutations are constantly being generated in a gene pool.
   d. Variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.
2. Evolution is the result of genetic changes that occur in constantly changing environments. As a basis for understanding this concept, students should learn:
   a. How natural selection determines the differential survival of groups of organisms.
   b. A great diversity of species increases the chance that at least some organisms survive large changes in the environment.
   c. The effects of genetic drift on the diversity of organisms in a population.
   d. Reproductive or geographic isolation affects speciation.
   e. How to analyze fossil evidence with regard to biological diversity, episodic speciation, and mass extinction.

F. Structure and Function in Living Systems

1. As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic), despite changes in the outside environment. As a basis for understanding this concept, students should learn:
   a. How the complementary activity of major body systems provides cells with oxygen and nutrients, and remove toxic waste products such as carbon dioxide.
   b. How the nervous system mediates communication between different parts of the body and interactions with the environment.
   c. How feedback loops in the nervous and endocrine systems regulate conditions within the body.
   d. The functions of the nervous system, and the role of neurons in transmitting electrochemical impulses.
   e. The roles of sensory neurons, interneurons, and motor neurons in sensation, thought, and response.
   f. The individual functions and sites of secretion of digestive enzymes (amylases, proteases, nucleases, lipases), stomach acid, and bile salts.
g. The homeostatic role of the kidneys in the removal of nitrogenous wastes, and of the liver in blood detoxification and glucose balance.

h. The cellular and molecular basis of muscle contraction, including the roles of ctn, myosin, Ca+2, and ATP.

i. How hormones (including digestive, reproductive, osmoregulatory) provide feedback mechanisms for homeostasis at the cellular level and in whole organisms.

2. Organisms have a variety of mechanisms to combat disease. As a basis for understanding the human immune response concept, students should learn:
   a. The role of the skin in providing nonspecific defenses against infection.
   b. The role of antibodies in the body’s response to infection.
   c. How vaccination protects an individual from infectious disease.
   d. There are important differences between bacteria and viruses, with respect to their requirements for growth and replication, the primary defense of the body against them, and effective treatment of infects they cause.
   e. Why an individual with a compromised immune system. (for example, a person with AIDS) may be unable to fight off and survive infections of microorganisms that are usually benign.
   f. The roles of phagocytes, B-lymphocytes, and T-lymphocytes in the immune system.

G. Leadership
   1. The future of Agriculture is dependent upon skilled and confident leaders who aspire to premier leadership, personal growth and career success. As a basis for understanding this concept, students should learn:
      a. The skills necessary for public speaking.
      b. The importance of keeping accurate records in relation to their SOEP.
      c. The ability to communicate and work with others effectively for a future career in Agriculture.
      d. The opportunities in Agriculture Biology related fields.
      e. And appreciate their self worth and develop a sense of self-confidence.

V. Instructional Methods

A. Laboratory and field investigations
B. Current readings
C. Videos
D. Discussions
E. Lectures
F. Guest speakers
G. Internet activities
H. Research projects.
VI. Assessment and Evaluations

A. Assignments
Students will be responsible for completing a variety of assignments as determined by the instructor. Possible assignments include:
1. Term Paper
2. Speech
3. Lab activities
4. Record keeping problem
5. Class Participation
6. Science project

B. Testing
1. Students will be given objective tests on a regular basis. Tests will require students to retain, interpret, and apply ideas and information taught in each unit.
2. Students will participate in regular lab activities which reinforce ideas and information conveyed by the instructor.
3. Students will be given a comprehensive exam.

C. SOEP and Record Book
1. A Supervised Occupational Experience Program or project is an organized agricultural activity conducted outside of class time with supervision from one of the Agriculture instructors.
2. Hours, inventory and/or money earned must be recorded in a California Agricultural Education Record Book.

D. FFA Activity Involvement
1. Students will be required to participate in a variety of FFA activities.
2. Potential Activities include: Chapter Meetings, Fairs and Shows, Committee Meetings, etc.

E. Homework
1. The student will be responsible for completing a variety of assignments as determined by the instructor.

VII. Grading Policy:

Completion of assigned projects & FFA involvement

90 – 100% = A
80 – 89% = B
70 – 79% = C
60 – 69% = D
0 – 59% = F
Visalia Unified School District
Course Outline

Course Title: Animal Science
Alternative Title: None
Grade Level: 11th - 12th
Elective/Required: Elective
Length/Credits: Year/10 Units
Prerequisites: English I, Algebra I, Ag Biology or Biology, Ag Chemistry or Chemistry
Course Numbers: 0093, 0094, and 0095
CBEDS Code: 4020
Replaces: NA

I. Course Description:
This is an advanced course in the Agriculture Animal Science pathway. The course will cover anatomy and physiology of livestock animals, animal health as it relates to specific species, animal management, reproduction, nutrition, marketing, and record keeping. This course supports the standards in Algebra, with emphasis on mathematical problem solving, and English. Students will be assessed with written and practical exams. Benchmarks will check mastery of subject content.

II. Instructional Materials:

Required Text:
Animal Production and Management; Kirby Barrick and Hobart L. Harmon.

Supplementary Texts:
Teacher notes, Student handouts, related magazine articles and current industry videos.

III. Course Outline (include approximate length of time):
First six-week grading period
A. Introduction to Animal Management
   1. Careers and Supervised Occupational Experience Project
   2. Animal Production in the United States
   3. Animals and their uses
B. Animal Selection and evaluation
   1. Selection of breeding stock
   2. Selection of market stock

Second six-week grading period
A. Breeding and Reproduction
   1. Mating Systems
   2. Breeding Periods
   3. Female reproductive tract
   4. Male reproductive tract
   5. Reproductive Hormones
B. Nutrition
   1. Digestive systems
   2. Functions of essential nutrients
   3. Calculating rations

Third six-week grading period
A. Animal Health
   1. Causes of Disease
   2. Diagnosis
   3. Disease Prevention
   4. Controlling Parasites
   5. Controlling Poisonous Plants
   6. Treatment of Disease

Fourth six-week grading period
A. Managing Beef Cattle
   1. Types, breeds
   2. Breeding management
   3. Feeding management
   4. Health management
   5. Housing and equipment
B. Managing Dairy Cattle
   1. Types, breeds
   2. Breeding management
   3. Feeding management
   4. Health management
   5. Housing and equipment

Fifth six-week grading period
A. Managing Sheep
   1. Types, breeds
   2. Breeding management
   3. Feeding management
   4. Health management
   5. Housing and equipment
B. Managing Swine
   1. Types, breeds
   2. Breeding management
   3. Feeding management
   4. Health management
   5. Housing and equipment

**Sixth six-week grading period**
A. Managing Horses
   1. Types, breeds
   2. Breeding management
   3. Feeding management
   4. Health management
   5. Housing and equipment
B. Career Planning
   1. Student Seminar Presentation
   2. College education and/or vocational career planning
   3. Work ethics and employability skills
   4. Developing a professional portfolio

IV. **Expectations for Student Learning:**

**Essential Standard:** Students will understand fundamental life processes.
1a – Students know cells are enclosed within semi permeable membranes that regulate their interaction with their surroundings.
1c – Students know how prokaryotic cells and eukaryotic cells differ in complexity and general structure.
1g – Students know the role of the mitochondria in making stored chemical-bond energy available to cells by completing the breakdown of glucose to carbon dioxide.

**Essential Standard:** Students will understand the role genetics play in the development of bacteria for fermentation of milk.
5c – Students know how genetic engineering (biotechnology) is used to produce novel biomedical and agricultural products.

**Essential Standard:** Students will understand structures and functions of organ systems, the internal environment of animals relatively stable despite changes in the outside environment.
9a – Students know how the complementary activity of major body systems provides cells with oxygen and nutrients and removes toxic waste products such as carbon dioxide.
10c – Students know how vaccination protects an individual from infectious diseases.
10d – Students know there are important differences between bacteria and viruses with respect to their requirements for growth and replication, the body’s primary defenses against bacterial and viral infection, and effective treatments of these infections.
Essential Standard: Students will understand solutions, gases and their properties, acids and bases, reaction rates, and thermodynamics as it relates to the production of dairy products.
4a – Students know the random motion of molecules and their collisions with a surface create the observable pressure on that surface.
4d – Students know the values and meanings of standard temperature and pressure
5a – Students know the observable properties of acids, bases, and salt solutions
6c – Students know temperature, pressure, and surface area affect the dissolving process
7a – Students know how to describe temperature and heat flow in terms of the motion of molecules (or atoms).
7d – Students know how to solve problems involving heat flow and temperature changes, using known values of specific heat and latent heat of phase change.
8b – Students know how reaction rates depend on such factors as concentration, temperature, and pressure.
8c – Students know how to write and calculate an equilibrium constant expression for a reaction.

Co-Curricular Standards (English and Mathematics)

English
1.1 Understand words and their derivations
1.2 Understanding denotative and connotative meanings of words
2.4 Synthesize content, paraphrase and connect ideas
2.5 Extend ideas
2.6 Follow technical directions

Math
10.0 Add, subtract, multiply, and divide to solve multi-step problems using these techniques.
13.0 Add, subtract, multiply, and divide rational expressions/functions solving both computationally and conceptually challenging problems.

V. Instructional Methods:
A. Lecture/Note-taking
B. Audio/Visual materials
C. Group/Individual assignments
D. Laboratory activities
E. Discussion
F. Reading assignments/related worksheets
G. Guest Speakers
H. Field trips
VI. Assessment and Evaluations:
   A. Students will be responsible for completing a variety of assignments as
determined by the instructor. Possible assignments include:
   1. In-class work
   2. Homework
   3. Labs (Field work and laboratory)
   4. Speeches/Presentations
   5. Term paper

   B. Testing
   1. Students will be given objectives test on a regular basis. Tests will
   require students to retain, interpret, and apply the ideas and
   information taught in each unit.
   2. Students will participate in regular lab activities, which reinforce
   ideas and information conveyed by the instructor.
   3. Students will be given comprehensive quizzes and exams during
   each unit.

   C. Supervised Occupational Experience Project and Record Book
   A Supervised Occupational Experience Program or project is an
   organized agricultural activity conducted outside of class time with
   supervision from one of the Agriculture instructors, which
   accumulates money, inventory or hours, as evidenced in his/her
   California Agricultural Education Record Book.

VII. Grading Policy:
Reports of student progress will be provided every six weeks, with final grades
provided at the end of the semester. Final grades will be determined by classroom
assessments of student proficiency levels based upon individual student
achievement of the course content standards included within this course outline.
Final grades reflect only academic factors and do not include non-academic factors
(attendance and behavior): although these factors do impact the student's ability to
master concepts and skills. Non-academic factors are reported through the
individual citizenship grades.

All final grades will follow Visalia Unified School District Board Policy, including
adhering to the approved grading scale below.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100-90%</td>
<td>A</td>
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<tr>
<td>89-80%</td>
<td>B</td>
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<td>79-70%</td>
<td>C</td>
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<td>69-60%</td>
<td>D</td>
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<td>59 &amp; below</td>
<td>F</td>
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Visalia Unified School District
Course Outline

Course Title: ROP Advanced Environmental Horticulture
"Nursery and Floral Industry"

Grade Level: 11-12
Elective/Required: Elective
Length/Credits: 1 Year/2 periods/20 Credits
Prerequisites: NONE
Course Number and CBEDS: TCOVE Nursery Technology

I. Course Description:

This is an advanced course designed for students who have a sincere interest in the nursery and or floral industry. Topics discussed include floral design techniques, design principles, nursery production, landscape design and maintenance, irrigation, botany, soils and fertilizers. Activities will include designing with fresh flowers, holiday arrangements, personal flower, greenhouse and nursery crop production, landscape design and construction and care of outdoor landscaped areas. Students will have the opportunity to grow nursery crops and sell them to the public through class run plant sales in the Spring and Fall. Leadership skills will be taught through participation in FFA.

II. Instructional Materials:

Each student will have the opportunity to work in a commercial style greenhouse and utilize the latest in horticulture and floral equipment. Equipment used will include tractors, mowers, chainsaws, shredders, soil mixers and sterilizers and edging equipment. In the classroom student will have access to all the floral tools used in the floral industry including glue pans, cash registers and bunch cutters. Safety equipment will be utilized as needed for the student’s protections. Videos and slides will be utilized as needed for educational purposes.

Required Text:

California Association of Nurseryman Retail Training Manual

Ornamental Plants, D. Dwight Wait
III. Course Outline: (260 Hours of Classroom Instruction)

<table>
<thead>
<tr>
<th>Course Area</th>
<th>Hours of Class Time</th>
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<tbody>
<tr>
<td>A. Plant Identification</td>
<td>20</td>
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<tr>
<td>1. Plant Classification</td>
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<tr>
<td>2. Terms used to classify plants</td>
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<td>3. Common names</td>
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<td>4. Botanical names</td>
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<td>5. Plant uses in landscapes</td>
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<tr>
<td>B. Botany</td>
<td>20</td>
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<tr>
<td>1. Plant taxonomy and classification</td>
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<td>2. Plant parts and functions</td>
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<td>3. Photosynthesis</td>
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<td>4. Respiration</td>
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<td>5. Plant reproduction</td>
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<tr>
<td>C. Plant Propagation</td>
<td>20</td>
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<tr>
<td>1. Sexual propagation with seeds, methods and applications</td>
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<tr>
<td>2. Asexual propagation, methods and applications</td>
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<td>3. Cuttings</td>
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<td>4. Layering</td>
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<td>5. Budding and grafting</td>
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<tr>
<td>D. Soils</td>
<td>10</td>
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<tr>
<td>1. Characters of planting medias</td>
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<td>2. PH of the soil and regulation</td>
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<tr>
<td>3. Characteristics of soil type</td>
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<td>4. Plant nutrients, functions, and uses</td>
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<tr>
<td>5. Irrigation of soil medias</td>
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<tr>
<td>E. Landscape maintenance</td>
<td>20</td>
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<tr>
<td>1. Prepare the site</td>
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<td>2. Planting trees, shrubs, and bedding plants</td>
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<tr>
<td>3. Construction methods and materials</td>
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<tr>
<td>F. Landscape Design</td>
<td>10</td>
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<tr>
<td>1. Principals of design</td>
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<td>2. Tools and materials</td>
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<td>3. Lettering, symbols, and measurement</td>
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<tr>
<td>4. How to read blueprints</td>
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<tr>
<td>5. Design problems and practice</td>
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<tr>
<td>G. Nursery Practices</td>
<td>20</td>
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<tr>
<td>1. Nurseries and Greenhouse Plant Production</td>
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<td>2. Soil Mixes</td>
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<td>3. Sterilization methods</td>
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<tr>
<td>4. Planting containers</td>
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</tbody>
</table>
H. Fertilizers
   1. Foliage Plant Production
   2. Fertilizers in the Landscape
   3. Application Practices

I. Irrigation Design
   1. Basic Hydraulics
   2. Irrigation equipment
   3. System Design

J. Plant Maintenance
   1. Nursery organization
   2. When and how to use fertilizer
   3. Proper pruning methods
   4. Irrigation methods and schedules

K. Turf and Lawns
   1. Tools and equipment
   2. Turf varieties and uses
   3. Mowing
   4. Fertilization
   5. Planting techniques

L. Floral Design Principles
   1. Elements of design
   2. Color and the color wheel
   3. Design styles and origins
   4. Scale, harmony, balance and texture

M. Holiday Arrangement
   1. Cultural Implications
   2. Scheduling

N. Arrangement Design
   1. Basic table arrangements
   2. Vase arrangements
   3. Container selection
   4. Round and one-sided arrangements

O. Wedding flower Construction
   1. Bouquets
   2. Personal flowers
   3. Altar pieces

P. Merchandise and Sales
   1. Management
   2. Advertising
   3. Cashiering
   4. Use of floral wire service (FTD)
   5. Delivery techniques
   6. Sales and displays
Q. Professionalism
   1. Define professional responsibility
   2. Ethical and legal roles in the work place
   3. Professionalism in the floral industry
   4. Time management and goal setting

R. Inter-Personal Communication
   1. Customer and employee interaction
   2. Team work in the work place
   3. Non-verbal communication
   4. Customer relations
   5. Telephone skills

S. Occupational Safety
   1. Tool safety and handling
   2. Proper lifting and moving techniques
   3. Electrical power hazard
   4. Work-place safety and liability issues

T. Job Preparation Skills
   1. Filling out an application
   2. Preparation of an effective resume
   3. Job researching skills
   4. Job interviewing

U. Cut Flowers
   1. Uses in design
   2. Identification
   3. Cultural practices
   4. Optimum stage of security

V. Flower Processing
   1. Techniques
   2. Flower preservation
   3. Bunching, shipping, and grading of cut flowers

W. Community Classroom (100 hours)
   1. Students will have the option to participate in real world leaning experiences through the community classroom program.
   2. Areas of practical study include:
      a. Nursery Production
      b. Floral Design
      c. Landscape Installation and Maintenance
      d. Parks and Golf Courses

IV. Expectations for Student Learning
   Each student who completes this course will be able to:
A. Botany, Fertilizers and Soils
   1. Identify and understand the functions and uses of the different parts of cultivated plant material
   2. Understand biological functions such as photosynthesis, respiration and transpiration and their importance to humans.
   3. Understand soil science and how correct to soil conditions in the landscape
   4. Identify major and minor nutrients needed by plants.
   5. Understand and be able to identify nutrient problems and understand how to correct them in a nursery or garden setting
   6. Be able to apply fertilizers to plant material both in the garden and in containers

Plant Propagation and Nursery Practices
   1. Understand and demonstrate typical methods of asexual and sexual propagation.
   2. Identify characteristics of a nursery and how they are used in plant production.
   3. Understand the components of a greenhouse and demonstrate the use of climate controls
   4. Demonstrate novelty techniques in plant propagation such as Air-layers and budding and grafting.
   5. Understand soil mixes and their importance to plant production
   6. Identify and utilize different soil and container sterilization techniques

Landscape and Irrigation Design and Maintenance
   1. Demonstrate proper landscape maintenance practices
   2. Demonstrate basic skills in landscape design
   3. Design to scale a working drawing to be used in an actual landscape installation
   4. Identify different varieties of turf used in the San Joaquin Valley
   5. Demonstrate basic turf practices such as mowing and fertilizing
   6. Demonstrate proper Pruning Practices
   7. Understand the basic concepts in irrigation design
   8. Design a basic irrigation system for a garden and install it to the correct specifications
   9. Understand and demonstrate proper planting techniques for tree, shrubs and annuals

Plant and Flower Identification
   1. Identify floral and ornamental plants of the San Joaquin Valley
   2. Identify plant uses in the landscape
   3. Understand and demonstrate the correct use of cut flowers and foliage in floral designs

Career Preparation
   1. Understanding how professional skill development-including positive attitude, honesty, self-confidence, time-management and other positive traits affect employability.
   2. Understanding principles of effective interpersonal skills, including group dynamics, conflict resolution and negotiation.
   3. Understand the importance of good basic skills, critical thinking and problem solving skills in the work place.
4. Understand principles of effective communication.
5. Understand occupational safety issues.
7. Understand and adapt to changing technology.

**Design Elements**
1. Explain the history of floral design
2. Explain the cultural diversity and implications of different types of floral design.
3. Explain the three styles of modern floral design and their origins.
4. Explain the elements and principles of floral design.
5. Demonstrate the design of a variety of popular floral arrangements
6. Demonstrate the construction personal flowers
7. Construct holiday and wedding flowers

**Oral and Written Communications and Research**
(As per English Standards)
1. Students will write a 2 page research paper on a new technology or application in the industry.
2. Students will make short oral presentations and demonstrations
3. Students will be expected to read and keep up to date using trade journals and selected readings.

**V. Instructional Methods**
- Lecture
- Audio/Visual Materials
- Group/Individual Assignments
- Laboratory Activities
- Discussions
- Reading Assignments
- Field Trips
- Research Projects

**VI. Assessment and Evaluation**

A. Assignments
   Students will be responsible for completing a variety of assignments as determined by the instructor. Possible assignments include:
   1. Term Paper
   2. Speeches
   3. Class Participation
   4. Class Assignments
   5. Laboratory Activities
   6. Class Projects

B. Assessment
   1. Students will be given objective tests including performance based tests on a regular basis. Assessment will require students to retain, interpret and apply the ideas and information discussed in class through the use of written assignments, laboratory activities, scenarios and class presentations.
2. Students will participate regular lab activities and will be evaluated by the instructor.
3. Students will be given comprehensive quizzes during each unit of instruction.

C. Homework
1. The students will be responsible for completing a variety of assignments as determined by the instructor.

D. Plant and Landscape Projects
1. All students will be required to maintain a plant and landscape project. The plant projects may consist of houseplants, shrubs, vegetable or perennials, grown and cared for by the student. The students will also be responsible for the maintenance of one of the many landscaped flower beds or lawn areas in the GWHS OH unit.
2. Projects will vary depending on class and student interest.
Visalia Unified School District
Course Outline

Course Title: Plant and Soil Science
Alternate Course Titles: None
Grade Level: 11th and 12th
Elective/Required: Elective
Length/Credits: 1-year/10 credits
Prerequisites: Ag Science I, Ag Biology, Algebra, English I
Course Numbers: 0086, 0087
CBEDS Number: 4010
Replaces: None

I. Course Description:

A course that covers the fundamentals of plant and soil science, the factors that influence crop production, integrated pest management, laboratory skills, basic research and the role of plants in the ecosystem. FFA instruction and participation, and student projects (supervised Agricultural Experience Programs) are an integral part of the class. The goals of the course are to provide students the basic knowledge and skills necessary for an entry-level position in the Agricultural Industry, and to provide students the basic background knowledge necessary for an entry-level college course in plant science. The class meets the science high school graduation requirement.

II. Instructional Materials:

Required Text:
Introduction to Plant and Soil Science; Biondo and Lee.

Supplementary Texts:
Teacher notes, Student handouts, related agricultural magazines and the Agricultural Education Record Book.
III. Course Outline:

First six-week grading period
A. Agriculture Leadership Development
   1. Use and application of Parliamentary Law
   2. FFA Leadership Development and public speaking
   3. Careers and Supervised Occupational Experience Project

B. Plant Classification
   1. Taxonomy and Classification
   2. Plant Identification

C. Plant Cell Components
   1. Cell Structure and Function
   2. Cell Reproduction
   3. Genetics and Heredity

   English Language Arts - 1.3,2.5

Second six-week grading period
A. Plant Cell Components
   1. Plant DNA

B. Plant Physiology and Growth
   1. Anatomy
   2. Functions
   3. Factors affecting growth
   4. Physiological Processes

   English Language Arts – 1.7,2.4,2.8

Third six-week grading period
A. Plant Reproduction
   1. Asexual versus Sexual Reproduction
   2. Propagation

   English Language Arts – 3.2

B. Plant Pathology
   1. Entomology
   2. Weed Identification
   3. Integrated Pest Management
   4. Plant Diseases

   English Language Arts – 2.4,2.7
Fourth six-week grading period
A. Soil Properties
   1. Soil Texture, Structure, and Types
   2. Soil and Water Management
   3. Biology
   4. Soil Origins
   5. Irrigation and Drainage

*English Language Arts – 1.7,2.5,2.6,2.7,2.8*

B. Fertilizers
   1. Components, Structures
   2. pH, Salinity
   3. Application
   4. Development

*English Language Arts – 2.4,2.5,2.7,3.2*

Fifth six-week grading period
A. Crop Management
   1. Cotton
   2. Alfalfa
   3. Citrus
   4. Walnuts
   5. Grapes

*English Language Arts – 2.3*

B. Post Harvest Physiology and Marketing
   1. Packaging
   2. Processing
   3. Post Harvest Treatments

Sixth six-week grading period
A. Equipment Management and Safety
   1. Tractors, Maintenance, and Implements
   2. Occupational Safety Hazards
   3. Hazardous Materials

B. Biotechnology
   1. Micro-propagation
   2. Biological Pest Controls
   3. Modern Mechanized Agriculture

*English Language Arts – 1.5,1.7,2.2,2.7*

C. Record Keeping
   1. Record Books and Financial Records

*English Language Arts – 2.7*
IV. **Expectations for Student Learning:**

**First six-week grading period**

**Biology**
1a – Students know cells are enclosed within semi permeable membranes that regulate their interaction with their surroundings.
1c – Students know how prokaryotic cells and eukaryotic cells differ in complexity and general structure.
1e – Students know the role of the endoplasmic reticulum and Golgi apparatus in the secretion of proteins.
1f – Students know usable energy is captured from sunlight by chloroplasts and is stored through the synthesis of sugar form carbon dioxide.
1g – Students know the role of the mitochondria in making stored chemical-bond energy available to cells by completing the breakdown of glucose to carbon dioxide.
2a – Students know meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each type.
3a – Students know how to predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance (autosomal or sex-linked, dominant or recessive).
4d – Students know every cell has the same set of genes although all of them may not be utilized by each cell.

**Second six-week grading period**

**Biology**
6d – Students know that water, carbon, and nitrogen cycle between abiotic resources and organic matter in the ecosystem and that oxygen cycles through photosynthesis and respiration.

**Third six-week grading period**

**Biology**
2a - Students know meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each type.
2b – Students know only certain cells in a multicellular organism undergo meiosis.
2e – Students know why approximately half of an individual's DNA sequence comes from each parent.
2f – Students know the role of chromosomes in determining an individual's sex.
3a - Students know how to predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance (autosomal or sex-linked, dominant or recessive).

**Fourth six-week grading period**

**Chemistry**

Atomic Structure and Bonding
- Students know how to use the periodic table to identify metals, metalloids, nonmetals, halogens, and noble gases.
• Students know how to use the periodic table to identify alkali metals, alkaline earth metals and transition metals, trends in ionization energy, electronegativity, and the relative sizes of ions and atoms.
• Students know protons and neutrons in the nucleus are held together by nuclear forces that overcome the electromagnetic repulsion.
• Students know atoms combine to form molecules by sharing electrons to form covalent or metallic bonds or by exchanging electrons to form ionic bonds.
• Students know salt crystals, such as NaCl, are repeating patterns of positive and negative ions held together by electrostatic attraction.
• Students know the atoms and molecules in liquid move in a random pattern relative to one another because the intermolecular forces are too weak to hold the atoms or molecules in a solid form.

Conservation of Matter/Stoichiometry
• Students know how to describe chemical reactions by writing balanced equations.
• Students know how to calculate the masses of reactants and products in a chemical reaction from the mass of one of the reactants or products and the relevant atomic masses.

States of Matter
• Students know the random motion of molecules and their collisions with a surface create the observable pressure on that surface.
• Students know the definitions of solute and solvent.
• Students know temperature, pressure, and surface area affect the dissolving process.
• Students know how to calculate the concentration of a solute in terms of grams per liter, molarity, parts per million, and percent composition.
• Students know the observable properties of acids, bases, and salt solutions.
• Students know strong acids and bases fully dissociate and weak acids and bases partially dissociate.
• Students know how to use the pH scale to characterize acid and base solutions.

Kinetics and Thermodynamics
• Students know chemical processes can either release (exothermic) or absorb (endothermic) thermal energy.
• Students know energy is released when a material condenses or freezes and is absorbed when material evaporates or melts.
• Students know how reaction rates depend on such factors as concentration, temperature, and pressure.
• Students know the role a catalyst plays in increasing the reaction rate.
Organic and Biochemistry
- Students know large molecules (polymers), such as proteins, nucleic acids, and starch, are formed by repetitive combinations of simple subunits.
- Students know the bonding characteristics of carbon that result in the formation of a large variety of structures ranging from simple hydrocarbons to complex polymers and biological molecules.

Fifth six-week grading period
Chemistry
None

Sixth six-week grading period
Chemistry

States of Matter
- Students know how to apply the gas laws to relations between the pressure, temperature, and volume of any amount of an ideal gas or any mixture of ideal gases.
- Students know the values and meanings of standard temperature and pressure (STP).

V. Instructional Methods:
A. Lecture/Note-taking
B. Audio/Visual materials
C. Group/Individual assignments
D. Laboratory activities
E. Discussion
F. Reading assignments/related worksheets
G. Guest Speakers
H. Field trips

VI. Assessment and Evaluations:
A. Students will be responsible for completing a variety of assignments as determined by the instructor. Possible assignments include:
   1. In-class work/homework
   2. Labs
      a. Field work and laboratory
   3. Speeches/Presentations
   4. Term paper

B. Testing
   1. Students will be given objective tests on a regular basis. Tests will require students to retain, interpret, and apply the ideas and information taught in each unit.
2. Students will participate in regular lab activities, which reinforce ideas and information conveyed by the instructor.
3. Students will be given comprehensive quizzes and exams during each unit.

C. Supervised Occupational Experience Project and Record Book
1. A Supervised Occupational Experience Program or project is an organized agricultural activity conducted outside of class time with supervision from one of the Agriculture instructors, which accumulates money, inventory or hours, as evidenced in his/her California Agricultural Education Record Book.

VII. Grading Policy:

Reports of student progress will be provided every six weeks, with final grades provided at the end of each of two semesters. Final grades will be determined by classroom assessments of student proficiency levels based upon individual student achievement of the course content standards included within this course outline. Final grades reflect only academic factors and do not include non-academic factors (attendance and behavior); although these factors do impact the student's ability to master concepts and skills. Non-academic factors are reported through individual citizenship grades.

All final grades will follow Visalia Unified School District Board Policy, including adhering to the approved grading scale below.

A = 90% - 100%
B = 80% - 89%
C = 70% - 79%
D = 60% - 69%
F = 0% - 59%
Visalia Unified School District
Course Outline

Course Title: Pre-Vet Science
Alternate Course Titles: None
Grade Level: 11th and 12th
Elective/Required: Elective
Length/Credits: Semester
Prerequisites: Ag Science I, Ag Biology, Algebra, English I
Course Numbers: 0084, 0085
CBEDS Number: 4020
Replaces: None

I. Course Description:

This course covers the fundamentals of animal health care. Instruction is offered in nutrition, diseases and sanitation, small animal care, as well as basic livestock handling. FFA instruction and participation, and student projects (supervised Agricultural Experience Programs) are an integral part of the class. The goals of the course are to provide the students with basic knowledge and skills necessary for an entry-level college course in animal science.

II. Instructional Materials:

Required Text:

None

Supplementary Texts:
Teacher notes, Student handouts, related agricultural magazines and the Agricultural Education Record Book.

III. Course Outline:
First six-week grading period
A. Agriculture Leadership Development
   1. Careers and Supervised Occupational Experience Project
B. Animal Nutrition
   1. Nutrients
   2. Digestive Systems
   3. Feeding Balanced Rations/Feed Formulations

*English Language Arts – 1.1,1.4,1.5,1.7,1.9,2.2,2.3,2.5,2.6,2.7,3.2*

C. Basic Livestock Handling
   1. Fight/Flight Response
   2. Equipment/Usage

**Second six-week grading period**
A. Animal Sanitation and Disease
   1. Causes of Disease
   2. Diagnosis
   3. Parasites
   4. Poisonings
   5. Infectious Diseases
   6. Treatment of Diseases

*English Language Arts – 1.1,1.4,1.5,1.7,1.9,2.2,2.3,2.5,2.6,2.7,3.2*

**Third six-week grading period**
A. Animal Health
   1. Veterinary Therapy
   2. Antibiotics
   3. Biologicals
   4. Obstetrics
   5. Care of Dam and the Newborn
   6. Vaccination Schedules

*English Language Arts – 1.1,1.4,1.5,1.7,1.9,2.2,2.3,2.5,2.6,2.7,3.2*

IV. **Expectations for Student Learning:**
**First six-week grading period**

**Biology**
1e – Students know the role of the endoplasmic reticulum and Golgi apparatus in the secretion of proteins.
1f – Students know usable energy is captured from sunlight by chloroplasts and is stored through the synthesis of sugar from carbon dioxide.
1g – Students know the role of the mitochondria in making stored chemical-bond energy available to cells by completing the breakdown of glucose to carbon dioxide.

**Second six-week grading period**

**Biology**
1a – Students know cells are enclosed within semi permeable membranes that regulate their interaction with their surroundings.
1c – Students know how prokaryotic cells and eukaryotic cells differ in complexity and general structure.
Third six-week grading period

Biology

2a – Students know meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each type.

2b – Students know only certain cells in a multicellular organism undergo meiosis.

3a - Students know how to predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance (autosomal or sex-linked, dominant or recessive).

4d – Students know every cell has the same set of genes although all of them may not be utilized by each cell.

7d – Students know variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.

9a – Students know how the complementary activity of major body systems provides cells with oxygen and nutrients and removes toxic waste products such as carbon dioxide.

9c – Students know how feedback loops in the nervous and endocrine systems regulate conditions in the body.

10c – Students know how vaccination protects an individual from infectious diseases.

10d – Students know there are important differences between bacteria and viruses with respect to their requirements for growth and replication, the body’s primary defenses against bacterial and viral infection, and effective treatments of these infections.

V. Instructional Methods:

A. Lecture/Note-taking
B. Audio/Visual materials
C. Group/Individual assignments
D. Laboratory activities
E. Discussion
F. Reading assignments/related worksheets
G. Guest Speakers
H. Field trips

VI. Assessment and Evaluations:

A. Students will be responsible for completing a variety of assignments as determined by the instructor. Possible assignments include:
   1. In-class work/homework
   2. Labs
      a. Field work and laboratory
   3. Speeches/Presentations
   4. Term paper
B. Testing
  1. Students will be given objective tests on a regular basis. Tests will require students to retain, interpret, and apply the ideas and information taught in each unit.
  2. Students will participate in regular lab activities, which reinforce ideas and information conveyed by the instructor.
  3. Students will be given comprehensive quizzes and exams during each unit.

C. Supervised Occupational Experience Project and Record Book
A Supervised Occupational Experience Program or project is an organized agricultural activity conducted outside of class time with supervision from one of the Agriculture instructors, which accumulates money, inventory or hours, as evidenced in his/her California Agricultural Education Record Book.

VII. Grading Policy:

Reports of student progress will be provided every six weeks, with final grades provided at the end of each of two semesters. Final grades will be determined by classroom assessments of student proficiency levels based upon individual student achievement of the course content standards included within this course outline. Final grades reflect only academic factors and do not include non-academic factors (attendance and behavior); although these factors do impact the student’s ability to master concepts and skills. Non-academic factors are reported through individual citizenship grades.

All final grades will follow Visalia Unified School District Board Policy, including adhering to the approved grading scale below.

A = 90% - 100%
B = 80% - 89%
C = 70% - 79%
D = 60% - 69%
F = 0% - 59%
ORNAMENTAL HORTICULTURE

Student has completed the following areas of study and practice and has attained a competency level of (n/a) non-applicable; (1) does not meet basic standards; (2) meets basic standards; (3) exceeds basic standards

Competency Level

Plant Nutrition
- Nutrients Essential to plant growth
- Sources of Primary Plant Nutrients
- Fertilizer labels and calculations
- Determining Nutrient Deficiencies
- Fertilizer Application
- Organic and Inorganic Fertilizers

Pest Management
- Introduction to Plant Pests
- Weed Control
- Damage Caused by plant pests
- Biology of Insects

Basic Botany
- Photosynthesis
- Respiration
- Transpiration
- Translocation
- Plant Growth Requirements
- Hormones
ADVANCED ENVIRONMENTAL HORTICULTURE

The individual whose name appears on the front of this certificate has demonstrated employable skills and knowledge in some or all of the following areas; additional information concerning work habits and the degree of competency gained in the areas listed below may be obtained by calling the instructor.

<table>
<thead>
<tr>
<th>Plant Identification</th>
<th>Landscape Design</th>
<th>Turf and Lawn Maintenance</th>
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<tbody>
<tr>
<td>Common name</td>
<td>Principles of design</td>
<td>Turf identification</td>
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<td>Botanical name</td>
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<td>Planting</td>
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<td>Plant landscape uses</td>
<td>How to read blueprints</td>
<td>Mowing</td>
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<td>Design problems</td>
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<td>Seeds</td>
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<td>Transplanting</td>
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<td>Cuttings</td>
<td>Installation of landscape plants</td>
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<td>Budding and Grafting</td>
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<td>Plant Maintenance</td>
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<td>Nursery organization</td>
<td>Irrigation Systems</td>
<td>Marketing and Promotion</td>
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<td>Designing the system</td>
<td>Marketing flowers and plants</td>
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<td>Preparing plants for sales</td>
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<td>Watering</td>
<td>Installation</td>
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<td>Pest control</td>
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<td>_____ Work Habits</td>
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<td>_____ Attendance / Punctuality</td>
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<td>Soil mixes</td>
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<td>Sterilization of soil and media</td>
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<td>Planting and transplanting into containers</td>
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<td>Tools, equipment and supplies</td>
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<td>Corsage construction</td>
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<td>Flower arrangements</td>
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<td>Care of fresh flowers</td>
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Please look this proof over very carefully. Check for overall appearance, completeness and spelling. If you are not satisfied, please indicate changes. After OK is given, TCove will NOT be responsible for errors.

☐ OK  ☐ Changes as indicated

Signature/Date
Agricultural Welding

The individual whose name appears on the front of this certificate has demonstrated employable skills and knowledge in some or all of the following areas; additional information concerning work habits and the degree of competency gained in the areas listed below may be obtained by calling the instructor at 627-3975.

**General Shop Safety**

Proper and safe use of hand tools
Proper and safe use of power equipment
Appropriate use of personal safety equipment

**Billing Procedures**

Estimating bill of materials
Estimating cost of materials

**Principles of the Progress of Welding**

M.I.G.
Shielded Arc
Oxygen Acetylene

**Job Skills**

Demonstrates responsibility,
And other desirable skills
of a good employee.

**Welds Completed**

Flat bead
Fillet
Butt
Pad
Lap
Thick to thin
Pipe to plate
Pipe to pipe
Vertical

**M.I.G.**

Flat bead
Fillet
Lap
Butt
Horizontal
Vertical

**Oxygen Acetylene**

Puddle
Fusion
Fillet with rod
Brazing
Cutting with torch

**Project Construction**

Demonstrates good fabrication skills from concept to completed Project (paints and or finishes project).

Please look this proof over very carefully. Check for overall appearance, completeness and spelling. If you are not satisfied, please indicate changes. After OK is given, TCove WILL NOT be responsible for errors.

☐ OK
☐ Changes as Indicated

Signature/Date

rev 5/04
Our department consists of a self-contained building that holds three classrooms, a copy/print room, department office, storage/kitchen space, Ag shop, and mezzanine that includes two enclosed rooms that span the entire length of the building. Additionally, we have two acres on campus that hold two tool sheds, eight cinder block stalls, a greenhouse, small hoop house, shade house, pheasant run, chicken coop and barn.

Within the department, each classroom has two walls lined with cabinets and counters for additional space within the classroom. Student supplies, record books, lab supplies and equipment are typically stored in these. In the copy/print room, filing cabinets contain our student files as well as all printing materials (i.e. paper, labels, envelopes, ink cartridges). The department office includes built in shelving and five individual workstations.

The shop holds various tools and equipment used for projects throughout the year. Permanent welding booths are located along two walls of the shop while work benches with student lockers underneath are found on the opposite side. The shop contains three tool rooms and two roll up doors for larger projects. Metal is stored horizontally in an outside cage located under the shop awning. Wood is stored in the mezzanine upstairs. The two enclosed rooms of the mezzanine are used for fair supplies storage, container storage and storage (pots, pans, to go food preparation containers, etc.).

In our OH unit, our tool sheds are used to store hand tools, lawn mowers, weed eaters, tillers, back pack sprayers, fertilizers, herbicides and insecticides. Our cinder block stalls hold various planting containers, soil, and compost mixes. The barn includes a tack room that currently houses all our chicken supplies and feed.
Our School Farm Laboratory is located on campus and is an enclosed two acre area that includes a newly built barn, chicken coop, pheasant run, small hoop house, shade house and greenhouse. Students interested in raising poultry or growing various horticulture projects may keep these projects at this site. Students constantly use the Ag shop to build a variety of SAE projects. Currently, a senior student is building a stock trailer in the shop. Other students build barbecues and fire pits throughout the school year as their projects. Students wanting to show a market hog, market lamb, market steer, or dairy heifer at the Tulare Fair can house their project at the VUSD School Farm. This thirty-five acre farm is shared by all four high schools in Visalia. Students housing projects in any of the facilities are responsible for feeding, watering, daily cleaning and maintenance of all things related to their project. They are also financially responsible for all supplies and materials needed.
Five-Year Facility and Equipment Acquisition Schedule for
Golden West Ag Department

2012-2013
Plasma Cam
Mist System in Greenhouse
Install Solar Panels on Barn
Natural Gas Forge
Livestock Hand Tools for Fair  Complted
Purchase Breeding Stock for Sheep Enterprise  Complted
Landscape Area in OH Unit

2013-2014
Recondition Livestock Trailer
New Soil Sterilizer
Install Squeeze Chute
Computers for Student Use
Build Fence for Pastures Attached to Barn

2014-2015
Replace/Repair Greenhouse Siding
Repaint Tool Sheds
Replace Forklift
Plant Orchards and Vines
Install Irrigation in Orchard

2015-2016
Build Equipment Storage
Replace Copy Machine
Replace Weed Cover in Shade House

2016-2017
Purchase New/Replacement Ag Vehicle
Install Permanent Raised Beds with Irrigation
Re-gravel Greenhouse floor
Build/Buy New Greenhouse Benches
## 2012-2013 Golden West Ag Department Staff Responsibilities

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<th>Schultz</th>
<th>Serafin</th>
<th>Slover</th>
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<td>CATA Registration</td>
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VOLUNTARY EXCURSION/FIELD TRIP NOTICE AND MEDICAL AUTHORIZATION - MINOR

Dear Parent/Guardian:

Please complete and return this form to: Golden West Agriculture Department

My son/daughter ________________________________________ has my permission to participate in the following voluntary activity: 2012-2013 FFA Events & Functions

Destination: Various cities in California Transportation Provided By: Agriculture Department

Departure Date & Time: Varies by event Return Date & Time: Varies by event

As stated in California Education Code Section 35330, I understand that I hold Visalia Unified School District, its officers, agents and employees harmless from any and all liability or claims, which may arise out of or in connection with my child’s participation in this activity.

“Education Code Section 35330 states in part: "The governing board of any school district or the county superintendent of schools of any county may: (a) Conduct field trips or excursions in connection with courses of instruction or school related social, educational, cultural, athletic, or school band activities to and from places in the state, any other state, or a foreign country...A field trip or excursion to and from a foreign country may be permitted to familiarize students with the language, history, geography, natural sciences, and other studies relative to the district’s course of study for such students, pupils... (b) Engage such instructors, supervisors, and other personnel as desired to contribute their services over and above the normal period for which they are employed by the district, if necessary, and provide equipment and supplies for such field trip or excursion."

"...All persons making the field trip or excursion shall be deemed to have waived all claims against the district or the State of California for any injury, accident, illness or death occurring during or by reason of the field trip or excursion. All adults taking out-of-state field trips or excursions and all parents or guardians of pupils taking out-of-state field trips or excursions shall sign a statement waiving such claims."

In the event of illness or injury, I do hereby consent to whatever x-ray, examination, anesthetic, medical, surgical or dental diagnosis or treatment and hospital care are considered necessary in the best judgment of the attending physician, surgeon, or dentist and performed by or under the supervision of a member of the medical staff of the hospital or facility furnishing medical or dental services.

Medical Insurance Carrier _____________________________ Policy No. _____________________________ Address __________________________________________

(____) Check here if there are no special problems that the staff should be aware of and no drugs are required on the trip.

A special note to Parent/Guardian: (1) All medications must be registered on the form; (2) All medications, excepting those which must be kept on the student’s person for emergency use, must be kept and distributed by the staff; (3) If any medication or drugs are to be taken by student, list them below:

Name of Drug: _____________________________ Time Drug must be taken: _____________________________

Reason: ___________________________________________________________________________________________.

If your son or daughter has a special medical problem, kindly attach a description of that problem to this sheet.

I fully understand that participants are to abide by all rules and regulations governing conduct during the trip. Any violations of these rules and regulations may result in that individual being sent home at the expense of his/her and/or parent/guardian.

Parent/Guardian Signature: _____________________________ Date: _____________________________

Address: __________________________________________ Phone: _____________________________

Student Signature: _____________________________ Date of Birth: _____________________________

1/26/2009
October 9, 2012

The following exhibitors release the pick up of the fair checks to their FFA Advisors: Courtney Serafin, Emmett Schultz, and Sami Slover.

**Beef**
Macayla Morse

**Sheep**
Matt Walther
Roric McClaskey
Kacey Seeger
Courtney Russell
Caitlin Dallas
Carley Pratt
Hattie Jameson
Cheyenne O'Dell
Derek Neece

**Swine**
Ricci Padilla
Brianna Sanchez
Ashlee Williams
Brody Williams
Pam Stage
Nick Seymore
Adam Muller
Mackenzie Jared
Sadie Jameson
Mereesa Foreman
Livestock Project
Student Code of Conduct

Introduction

Raising a livestock project as your SAE (Supervised Agricultural Experience) Project can be one the best and most rewarding activities you can be involved in during high school. These projects teach responsibility, livestock management skills and leadership. Students have the opportunity to raise a variety of species including sheep, hogs, beef animals and dairy cattle. Students may also want to develop other types of projects such as pygmy goats, poultry or horses. Any type of market animal project must be sold once the animal has reached a market weight. Tulare County FFA members have traditionally sold their projects through the Tulare County Fair (TCF), which is held in September. The fair is a venue for students to sell their livestock projects at a better then market value. There is also a dairy heifer replacement sale where students can sell their two breeding projects as well.

Raising an animal to sell at the Tulare County Fair is a privilege, not a right. Students must meet the following expectations (as per VUSD Activity Code) to exhibit their animal at the Tulare County Fair and have an association with GWHS. Students must also meet department expectations as well. Students who fail to meet these expectations will lose this privilege and have to find other venues to sell their animal.

Students and parents, please read the following expectations, carefully. Once you have read and understand them, please sign in the space provided. Students will also need to obtain signatures from the species advisors prior to starting a project in association with the Golden West FFA.
School District Activity Code

Academics

In order to emphasize the importance of academic achievement, the following constitute minimum requirements for student participation in student activities.

- A grade point average of "C" (2.0) with no more than one "F" during each grading period.

- Should an individual fall below the above requirement, a grading period (6 weeks) probationary period will be provided to allow the student to bring up his/her grades. If unsuccessful in bringing the grades up to the standard required, the student will not be eligible for participation in student activities during the next grading period (6 weeks) and until his/her grades meet the academic standards at the regular grade reporting period.

- Students must be passing in 20 units (usually 4 classes) to participate in athletics. Note: Students enrolled as a teacher's aide count toward the 20 units but not in determining a student's GPA. Example: A student is enrolled in three academic classes such as English, History and Math. The student is also enrolled as a teacher's aide. His/her grades are a "C" in English, a "B" in History, an "A" in Math and a "Pass" as a teacher's aide. To figure the student's GPA, you would add the grade points (A=4, B=3, C=2) and divide by 3 classes since no grade points are assigned to a teacher's aide class. In this example, the student has 9 grade points to be divided by 3 classes, which equals a 3.0 GPA. Note that the student also has passed 4 classes, which are usually 20 units. When in any doubt, feel free to contact the Agriculture Instructor.

- Students are not declared re-eligible or off probation until the Monday following the issuance and distribution of the computer printout to the Athletic Director.

- It is the responsibility of the student to check with their Counselor, Dean or Agriculture Instructor at the beginning of the fall semester if they feel that their summer school grades have affected their eligibility.

- Summer school grades may not necessarily improve eligibility. The following factors are to be considered:

  1. A summer class can replace a previously taken class only when the class is an exact duplicate. This could affect both the G.P.A. and the "no more than one F" rule.
2. A summer class will be added to the semester classes if it is not a duplicate. This would affect the G.P.A. but not the "no more than one F" rule.

3. Summer school proficiency classes do not count toward the G.P.A.

Suspension from Participation

Situations that involve administrative intervention in compliance with the Secondary School Discipline Guidelines will result in suspension from participation in extracurricular activities for a period up to ten (10) weeks. The student's advisor will be consulted in all incidents by the administrator directly involved. The advisor will then notify the student and parent of the suspension from participation.

Suspension from participation in extracurricular activities is in direct proportion to suspension from school --

- 1 day school suspension = 2 weeks suspension from extracurricular activity
- 2 day school suspension = 4 weeks suspension from extracurricular activity
- 3 day school suspension = 6 weeks suspension from extracurricular activity
- 4 day school suspension = 8 weeks suspension from extracurricular activity
- 5 day school suspension = 10 weeks suspension from extracurricular activity

Appeals

Appeals of a suspension from participation in extra-curricular events other than academics and attendance may be made by the student to the school site administration. School site administration decisions are final.

Agriculture Department Requirements

Academics & Involvement

In order to emphasize the importance of academic achievement, personal leadership and FFA participation the following constitute minimum requirements for student participation in FFA Fair Livestock Projects.

- Students must maintain a "B" or better in all Agriculture classes. This is not an average of all of the students classes.

- Students must attend 5 FFA Activities during the current year. 3 of these activities must be at the chapter level. These can include lunch meetings, social activities or banquets and dinners.
• Students must be in good standing with all current Agriculture Instructors. Students should not have excessive tardys or behavioral detentions from these instructors.

Receiving Fair Checks

• Students must have an up-to-date California recordbook to receive their fair check from the species advisor.

• All Fair Checks will be picked-up by the Species Advisor.

• Students must turn-in an original or copy of the Thank You letter or Gift to the species advisor prior to receiving their fair check.

Fair Conduct and Responsibilities

Again, exhibiting an animal at the TCF is a privilege, not a right. Student must follow basic rules/expectation, or else they may lose the privilege to show with GWHS FFA in the future. Also, all school rules apply to students while they are at the fairgrounds, regardless of time or day.

• Livestock must be maintained with a certain standard and quality for it to be eligible to show at the fair.

• Students (not parents) will also be responsible for barn-duty (out of school time) during the fair. Students (not parents) are responsible for feeding and caring for the animal during the fair.

• Students will be responsible for taking care of your school responsibilities during the fair. This includes homework and make-up work.

• Students must have the appropriate show uniform prior to the fair. It is the students responsibility to speak with the advisor to obtain jackets and/or scarf and tie.

• Students are expected to be on time for all activities at the fair. Your animal is your number one priority during that week. Other fair activities, such as, Junior Fair Board and Petting Farms, come after your FFA responsibilities are met.

• Students not excused by the Species Advisor, must be excused by a parent prior to missing school.

• Students must show their own animal in both the market and showmanship classes.
Livestock Code of Conduct

Students Name: ____________________________________________________________

Students Address: ________________________________________________________

Students Home Phone: ___________________________ Cell Phone: ________________

Species: ___________________________ Advisor: _____________________________

I have read the above Livestock Code of Conduct and I understand the consequences of not following these expectations, before and during the raising of a livestock project. I also understand that I can be disqualified from the fair, even if my animal and I are already on the premises, due to inappropriate behavior.

Student Signature: ___________________________________ Date: __________

Parents Signature: ___________________________________ Date: __________

Parents Name (printed): _________________________________________________

Parents Phone Number(s): _______________________________________________

Species Advisors Signature: _____________________________________________

Ag Teachers Signatures: _________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________
VUSD School Farm Use Agreement

The following is a list of rules and responsibilities that students must follow for a student to have access to and use the VUSD School Farm Facility. It is the responsibility of the Agricultural Teachers, School Farm Supervisor and School Farm Manager to monitor the conduct and behavior of all VUSD students utilizing the VUSD School Farm.

1. Students are responsible for the feeding care of livestock. This includes but is not limited to:
   a. Fresh Water Supply
   b. Proper Feed
   c. Vaccination and Medication of Animals
   d. Washing and Grooming of Animals

2. Pens and other facilities must be cleaned on a daily basis. This includes, but is not limited to:
   a. The removal animal waste from the pen
   b. Rinsing Concrete Pens
   c. Raking Sheep and Cattle Pens
   d. Cleaning-up spilled feed or hay

3. Tools and equipment belonging to the farm will be used properly and stored according to the Farm Managers request. This includes but is not limited to:
   a. Dumping wheelbarrows after every use
   b. Hanging tools on proper hooks
   c. Rolling hoses in alley and in front of sheep pens

4. When animals are clipped or sheared it is the student’s responsibility to clean-up hair and wool immediately and dump it in the trashcans or dumpsters.
5. Trashcans are for trash only. Manure and or old feed are not to be dumped in trashcans. This ruins the cans and makes it difficult to dump.
6. Pens and surrounding facilities must be cleaned the same day animals are removed from the premises.
7. Restrooms are a luxury provided to students using the farm. Students are expected to use the facilities correctly and report damages to the Farm Manager immediately.
8. Animals cannot be brought on site without the permission of the appropriate Agriculture Teacher and/or School Farm Manager or Supervisor.
9. Students are to feed during daylight hours only. This means from 6:00 AM to 9:00 PM. Student’s onsite after 9:00 PM will be asked to leave.
10. Students are to store feed and equipment in the tack room provided to each school. Equipment left out will be confiscated or thrown away.
11. Alfalfa must be stored out of the weather and in an area out of the way of traffic and animals.
District and School Policies regarding student conduct, alcohol, tobacco and drug use as well as dress code are also in effect while students are on the VUSD School Farm premises.

Failure to following the above listed rules and responsibilities will result in the following consequences:

1. Warning from School Farm Manager and Advisor
2. Disciplinary Action from Individual School Administration
3. Suspension of Farm Use
4. Removal of Animals from the VUSD Farm

Please Read and Sign Below:

I have read the following School Farm Agreement and understand that failure to comply with the rules and responsibilities will result in disciplinary action and possible removal from the VUSD School Farm.

Students Name: ________________________ Date: ________

School Attended: ____________________ Phone #: ______________

Species Raised: ______________________ Grade: ______________

Students Signature: ____________________

Parents Signature: ____________________

Teachers Signature: ____________________
Students will pass the proficiency standards for their respective program with a minimum at 60% efficiency.

75% of the students tested will pass the proficiency standards.

Ag Science I

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

1. Realize the broad scope of career opportunities in Agriculture.

2. Explain the purpose of the Supervised Occupational Experience Program.

3. Know and understand the use of Parliamentary Procedure.

4. Define the common terms used in the agricultural industry.

Ag Science II

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

1. List and explain the purpose and methods of branding, tattooing, and ear-tagging livestock.

2. Demonstrate the proper techniques and methods of dehorning, castrating, and docking livestock.

3. List the common practices in feeding all types of livestock.

4. Be able to describe the functions of the reproductive tracts of domestic farm animals.

Ag Science III

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

1. Identify the major crop production areas of California.

2. Define soil in terms of its components.

3. Explain the difference between two major types of tree pruning systems.

4. Explain why pruning is done.
Ag Science IV

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

1. Explain the concepts of a farm cooperative.
2. Draw up a will.
3. Demonstrate the use of the surveying equipment by finding the height of a point of unknown elevation.
4. Explain the proper methods of irrigation on any given crop.

O. H.

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

1. Demonstrate four methods of propagation.
2. Identify the principal tools, equipment, containers, and materials normally used in the growing of nursery stock.
3. Identify the basic morphology on plants.
4. Make simple arrangements, corsages, or planters.

Ag Mechanics I

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

1. Recognize and report hazardous safety situations.
2. Calculate and solve basic measurement problems.
3. Identify and weld basic weld joints.
4. The four common rope hitches.

Ag Mechanics II

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

1. Demonstrate their knowledge of shop safety as related to welding by testing and observation of the instructor.
2. Restring a wire feeder on a Mig machine.
3. Use support machines (iron worker, drill press, power saws) to fabricate the necessary parts.
4. Select the proper electrode for the job.

Ag. Mech. 3 and 4  (Jr. and Sr. Ag. Mech.)

1. At the completion of a unit in arc welding, 85% of the class will be able to correctly complete all position welds such as a. Flat, b. Butt, c. Lapp, d. Horizontal, e. Vertical, f. Pipe to Pipe, g. Overhead, h. Various fillets and pads.

2. At the completion of the oxy-acetylene welding unit, 80% of the class will be able to correctly complete a. Puddling, b. Outside fillets, c. Butt, d. Lapp, e. Brazing.

3. At the completion of planning and designing projects, 80% of the class will successfully design, plan and develop the necessary ideas to accurately estimate the cost of materials for various projects.

4. Each student in the class will be able to price out and order common stocks of lumber, metals, and welding supplies.
The individual whose name appears on the front of this certificate has demonstrated employable skills and knowledge in some or all of the following areas; additional information concerning work habits and the degree of competency gained in the areas listed below may be obtained by calling the instructor.

<table>
<thead>
<tr>
<th><strong>Plant Identification</strong></th>
<th><strong>Landscape Design</strong></th>
<th><strong>Turf and Lawn Maintenance</strong></th>
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<td>Design problems</td>
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<td>Marketing flowers and plants</td>
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<td>Transplanting</td>
<td>Installation of landscape plants</td>
<td>Preparing plants for sales</td>
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<td>Care of fresh flowers</td>
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Please look this proof over very carefully. Check for overall appearance, completeness and spelling. If you are not satisfied, please indicate changes. After OK is given, TO COVE WILL NOT be responsible for errors.  

☐ OK  ☐ Changes as Indicated
### R2 Teacher Information

**Golden West HS, Visalia**  
**Year: 2012**

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<tr>
<th>Last Name</th>
<th>First Name</th>
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<td>Emmett</td>
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#### Schultz, Emmett

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Printed: 3/27/2013 11:09:07 AM
2012-2013 Advisory Committee Members

Ed Needham
Johnny Jameson
Tom Polich
Leslie Gardner
Chris Williams
Rick Hamilton
Jason Starr

Jason Starr
5978 Ave 184
Tulare, CA 93274

Johnny Jameson
34624 Rd 152
Visalia, CA 93292
Ag Advisory Meeting- November 29, 2012

Members in attendance: Johnny Jameson, Leslie Gardner, Tom Polich, Jason Starr, Emmett Schultz, Courtney Serafin, Sammi Slover

1. Department Reports-
   a. Emmett mentioned the two-year ag mechanic expansion. Last year, the plasma cutter and computer were purchased. This year, the machine itself was purchased. Currently waiting for the configuration and set up to be finished. Should be completed by end of school year. Emmett feels that his welding in the program is going well. Sophomores on the ag mechanics team last year placed 4th at state finals in arc.
   b. Courtney explained the changes in the OH unit and curriculum from last year to this year. Currently, the courses are focusing more on longevity items such as sprinklers, automatic timers, and integrated pest management. Compared to last year, this is a major improvement that will increase the productivity of this pathway.
   c. Sammi told the group about her two new classes, animal science and pre-vet tech, and how she is trying to make them different from one another to keep interest in pathway completers. Currently has 50 broilers that will be processed in her animal science class during finals week.

2. Update on Barn-
   Prop D money allowed our department to build a 30' x 60' barn to act as an extension of our classrooms. The barn was finished last year and the breeding ewes were lambed out in it.
   Still Need: Lock from school district. This will allow us to lock the tack room so that we can install the box for the solar panels that will be mounted to the roof.

3. School Farm Report-
   Polich’s put together a school farm clean up day. 40’ dumpster was brought in and filled with concrete pieces, weeds, and other items. New c-train brought in for additional storage.

4. Sheep Breeding Project-
   8 new ewes were added to our school flock. 3 were purchased by the department and 5 were donated. Old ewes were culled due to upper respiratory diseases. New ewes will not be bred this first year to allow for full maturity before lambing out.

5. Sweetheart Dinner-
   Date set for Friday, March 8 in the school gym. Leslie and Courtney will meet after January 1st to plan.

6. Plant Sale-
Dates set for Wednesday, May 8 through Saturday, May 11. Specialty items at this year's sale will include succulent bowls and Golden West color bowls. Both bowls will be student-made projects including the container. Black Velvet petunias will be used in the GW color bowls.

7. Program Pathways-
Ag Earth Science replaced Intro to Ag Science to allow freshmen to get their science credit. New Animal Science pathway currently has not articulation with COS because of COS's program closing. Looking for other colleges to articulate with. Idea behind pathway realignment is to increase number of program completers.

8. 5 Year Acquisition List-
Reviewed list and developed ideas as to where to obtain some items. Kaweah Rock for soil; CWA grant for soil sterilizer

9. Miscellaneous-
Discussed taking students during class to school farm. District allows for free travel however; short class periods limits the amount of trips we make to the school farm.

We are planning on having 10 American degree applicants this year. Discussed the process and going back to Louisville with these students.

Digital scale is getting fixed by Tom.

 Asked advisory members to think of/spread the word about Sammi's maternity leave. Still looking for a long-term sub for 6 weeks starting mid to late February.
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### Materials and Supplies

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Articulation

Currently there are no articulation agreements with community colleges or universities. The last record of an articulation agreement was from 2003 for Ornamental Horticulture and the College of the Sequoias. One of my goals for the 2013-2014 school year is to gain this articulation once again. We looked into articulating our Pre-Vet science class but the closest college to articulate with would be one located in Southern California.
Graduate Follow-Up Survey

We currently do not have a formal graduate survey. We call, text, or email our recent graduates or ask current members that may know a recent graduate what they are doing currently. While this provides us with information needed to complete the graduate portion of our R-2, it does not give us feedback as to the value of our agriculture program or how we can improve it. Currently, Emmett, Sammi and I are working on developing an online survey that we can email out to recent graduates that will give us the information needed for the R-2 but also provide feedback to our department.
S. Active Placement Sites

We are working with our current Agriculture Advisory Committee on creating a list of active placement sites and will update this section upon completion of the list.
Recruitment Program

Our Agriculture Department participates in four specific recruitment activities during the course of the school year. The four events are: Valley Oak lunch visits, 8th Grade walk thru, 8th Grade parent night, and our Annual Petting Farm.

Valley Oak Lunches

The Valley Oak lunch visits stemmed from an idea at our officer retreat in July and were extremely successful. We set up four visits to promote four specific areas: FFA, Ag Mechanics, Animal Science and Plant Science. On December 5, we made our first visit to Valley Oak Middle School and promoted our FFA chapter. Our members wore their FFA t-shirts and we brought along our scrapbook, trophies and FFA banner. We handed out postcard flyers and played a few icebreakers with interested students. On December 18, we went back to Valley Oak and focused on our Ag Mechanics pathway. Emmett had some of his Intro to Ag Mechanics students attend the visit and student projects were brought along as displays. We had interested students sign up and write down their student identification number so that we could give that to our counseling staff. We continued our visits on January 15 and January 24 with our emphasis on our Animal Science and Plant Science pathways respectively. At the Animal Science lunch visit we were able to coordinate with their annual Kiss A Pig event and bring a pig as well as a goat. At the plant science visit, current freshmen in Intro to OH recruited potential 8th graders for the program. The Principal at Valley Oak was so impressed with our visits that they have already asked us back for next year.

8th Grade Walk Thru

Every year, prior to ninth grade registration, 8th graders from the local feeder schools visit Golden West and are given a tour of campus by our Link Leaders. On this day, departments are encouraged to set up a display table for the groups. We not only set up a table display outside the department, we also have live animals and current freshmen students out there. The animals are a great way to get students interested.

8th Grade Parent Night

In conjunction with the 8th grade walk thru, we also hold an 8th grade parent night. All incoming freshmen parents and guardians are invited to the Main Gym at Golden West where they have the opportunity to meet Administrators, counselors and clubs and organizations on campus. We set up a display table at this event and are on site to answer any questions the parents may have about the program.

Annual Petting Farm

With the completion of our onsite barn in 2011, we held our first ever petting farm last spring. Our second annual petting farm is scheduled for May 2, 2013. The purpose of the petting farm is to ignite interest in agriculture and in our program at an early age. Local first and second graders from our feeder schools are invited to our OH unit and are rotated through various livestock and planting stations. This is a huge hit with the local schools and a lot of teachers are using this as their field trip for the year since it is local, free and very hands-on.
Become a Golden West FFA Member!

Sign up for Ag Earth Science or Ag Mechanics I today!
GET INVOLVED!
FFA Activities include monthly meetings, raising animals, traveling and more!

http://www.facebook.com/goldenwestffa
**Contact the Department:**

Emmett Schultz, Department Head  
(Ag Mechanics, Steer Advisor, Ag Mechanics CDE)  
Courtney Serafin, Agriculture Teacher  
(Horticulture, Swine Advisor, Dairy Products CDE)  
Sammi Slover, Agriculture Teacher  
(Animal Science, Sheep Advisor, Specialty Animal CDE)

**Emails:**

eschultz@vusd.org  
cserafin@vusd.org  
sslover@vusd.org

---

**2012-2013 Golden West FFA Events**

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<td>August 9</td>
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<td>August 20</td>
<td>T-shirt Design Contest</td>
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<td>Welcome Back BBQ</td>
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<td>Farm Fair</td>
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<td>September 10-16</td>
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<td>Drive Thru BBQ (6-8)</td>
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<td>Mid-year Officer Retreat</td>
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**Golden West High School Agriculture Department**

The Ag Way or The Highway!

1717 N. McAuliff Street  
Visalia, CA 93292  
(559) 735-8087
LEADERSHIP THROUGH FFA!

Pathways:

Animal Science-
  Agriculture Earth Science
  Agriculture Biology
  Animal Science
  Pre-Vet Tech

Horticulture-
  Agriculture Earth Science
  Agriculture Biology
  Introduction to Environmental Hort.
  Advanced Environmental Hort.

Ag Mechanics-
  Intro to Ag Mechanics
  Ag Mechanics 2
  TCOVE Ag Mechanics (11th & 12th)

Work Experience-
  Gain experience working in the field of agriculture

What's in it for you?

Enterprise Project-
  Applying knowledge of agriculture by taking ownership of your own project

It all starts in the CLASSROOM!

10% of a student's grade in an ag class comes from FFA participation. Another 10% comes from an SAE project.
INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

CRITERIA 4.B  

School Year 2012-2013  

Based on the previous year's record, every agriculture teacher, teaching at least ¼ time agriculture, attends a minimum of four of the following professional development activities:

Qualified and Competent Personnel

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<th>Emmett Schultz</th>
<th>Courtney Sefafin</th>
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* Four Section In-service Meetings equals one Professional Development Activity

** Can utilize a maximum of two other "Agriculturally Related" Professional Development activities than those listed above. Explain the Professional Development activity.

1. New Professionals Institute
2. Sectional Record Book Scoring
3. School Wide Monthly Staff Meetings
4. Sectional Interviews Host
Officer Agenda 8/28

Officer Binders

Commitment/Communication

Welcome Back BBQ —

Valley Oak Lunches —
Checking today

Petting Zoo
May 2 -

T-Shirt Design —
8 - 8:15

opening/closing

Elbow Creek—Hattie—9:15-10:00
Mineral King—Ashlee—10:45-11:00
Ivanhoe—Mary—10:00-10:45
Four Creeks—Court—11:30-12:15
Golden Oak—Audra—8:30-9:15

Wednesday—Officer mtg.
Officer Meeting Agenda

Club Day:

T-Shirt Design Contest: 8:15AM Wednesday-

Welcome Back BBQ: Bulletin - Meet Pig

Relay for life:

Happy Trails: work day [community service]

Blind babies: 10 ppl - Oct 20 or 27

Gropetti BBQ: Sunday, Oct 7

Sectional Activities:

Petting Farm Dates:

Valley Oak lunches:

Homecoming: Canley, Courtney, Andrea, Ashlee

Binder: Bills:
Officer Agenda

Sectional Meeting

Trail Blazer Tickets

Blind Babies
Oct 20
11 AM Rowley Dairy
Valley oak Lunches
12:00 - 1:20
Make a Difference day

Halloween Meeting
Officer Agenda

Sectional Opening and closing @ el-d 5:00 pm

Valley Oak Lunches October 11th

Blind babies

Make a difference day
- October 27th
- 8:00 – 12:00
- School farm

Halloween Meeting October 31 @ 6:00

Brody - V.P
Pam - Sentinel

Pumpkin
Costume
Mummy
Bobbing for apples
Pie throwing
Officer Agenda:

COLC:

Gropetti BBQ:  
8-10  12-2  10-12  2-4  @ least 8 per shift

Valley oak Lunch: October 11th
   Avra - [Signature]

Blind babies: October 20 or 27th
   Carley - [Signature]

Halloween Meeting: October 31st @ 6:00
Officer Agenda:

Movie night: Carley & Audra Shopping after school
        Soda - 70
        Candy

Homecoming Booth:
    Sign - Audra
    Shopping - Carley & Pratt

Drive through BBQ:
    Saturday

Opening and closing:
    ☑ Oct 10

Gropetti BBQ:
    Oct 7

Lunch sign ups:

Oct 2 - teachers
Officer Agenda:

Turkey Bowling:
- Tarp - 1
- Soap
- Hot chocolate packets
- Foam cups

S+F
2 turkeys
2 chickens

Regional Meeting:
- Hattie
- Sadie
- Cailey - Pam Stange
- Brady - Madison Turner
- Ashur - Rico Padiña
- Kacey - Matt & Chris Hash

Fall Awards Banquet:
- Slide show - Audra & Court
- Tickets - Audra
- Awards - Teachers

Court: shopping on Tues.
Signs: tomorrow

Prizes
Gift card $20 > Audra

Mary Akin - Court
Nick Geimmore - Brady
Zack Bixler

* Script - Ms. Seratin
Sign - tomorrow

Greenhand & Chapter degree get free ticket
Invites & tickets -

Bills to be paid:
Officer Agenda:

Turkey Bowling:
  water in soda bottles
  5 PM here

Regional Meeting:

Fall Awards:
  Decorations
  Placemats
  leaves w/glitter
  □ Bulletin announcement
  □ tickets - Wednesday
  □ quilt
  □ Awards < greenhand degree chapter degree
  □ FFA order - fair things
Officer Agenda:

**Fall Awards Banquet:**
- Kacey
- PA system
- Speaker
- Laptop
- Projector

**Banking Quiz:**
- Thurs. Dec 6 @ 4PM
- Hattie Jameson
- Sam Rachael
- Courtney
- Jordan

**Winter Wonderland:**
- Bags: Court & Audia
- Sign: Ashlee
- Drivers: Kacey Seager, mom's, Aarti & van, Hattie's mom

**Officer Pot Luck:**
- Ugly sweater contest - Starbucks gift card $10
- Scall - still broke 😞

**Food**
- Napkins
- Coffee
- Creamer
- Condiments
- Salad dressing
- Salad
- Beans
- Burgers
- Cheese
- Tomatoes
- Lettuce
- Sheet cake
- Dinner & dessert plates

**Programs**
- Set up @ 3:30

**Shirt - petty cash**
Officer Agenda:

Winter Wonderland Party:
- Email Tom about suburb tomorrow
- Bring Elf

Citrus Contest:
- Email Parker log-in

Officer Potluck:
- Courtney's Casa

Mid Year Retreat:
Officer Agenda:

Valley Oak Lunch:
- post cards
- Ag Mech sign up

Banking Quiz:
✓

Winter Wonderland Party:
- Flyers by tomorrow
- Flyers for bags
- Bags by tomorrow

Drivers:
- Cassie
- Starbucks
- Debbie
- Jake
- Robyn
- Hattie

Officer Pot Luck:
- Friday, Dec 21
- Jamesons or Russells
- Court - dessert
- Kacey - salad
- Hattie - pasta
- Audra - rolls
- Brody - Ashlee - rice

Mid Year Retreat:
- Jan 8 -
- 7 AM
- Call Donetta @ CP about conference
- CFFA workshop?
- Activity sheets
- Revisit goals
- Calendar
Officer Agenda:
Valley Oak Lunch: Plant Science
Department Brochures

Scavenger Hunt:
Location: Item clues due Friday
Mon. 2nd. w/ Ms. Sluver

Kiss a Cow: yes
Admin., Performing, Ind. Tech, PE, English?, Math?
Art, Science

Basketball Game:
Feb. 13 @ 6 PM
$15-

State Conference:

MFE/ALA Conference Packet
Officer Meeting:

Scavenger Hunt: 4:45 PM
Agenda?
Print out clues < attach to cardstock

Kiss A Cow: Valley SPCA

Teacher Appreciation breakfast:

MFE/ALA: MFE
ALA

Sweetheart dinner:

Officer polos: √

Bills:

OB Awards Banquet = Audra
W.W. = Kacey
Officer Potluck = Carley
Citrus judging = Sadie
Valley Oak = Kristin?
Officer retreat = Brody
 Creed & job interview = Coral?

Thurs of Farm Show - official dress
5:30 AM

Secretary's report
Treasurer's report

NB:
Fresno B'ball Game - Cody
Kiss A Cow - Hattie
MFE/ALA = Rici/Pam
Teacher App - Court
Reg. Mtg = Ms. Sena
Daily Prod - me!
Officer Agenda:

Scavenger Hunt:

Teacher appreciation breakfast:

6AM - Thurs Feb 21

Valley Oak Lunches:

- Goat, Sheep, chicken
- Jars, sign up sheet,
- Candy,
- Plants, bug wall,
- Plants, bug wall,

Kiss A Cow:

- Crayons, Football Helmets, sign up sheet
- Candy

Speaking Contests:

- Bread - English
- Audra - Science
- Math - Court
- SS - Hattie
- Business - Calley
- Vis/Per - Kacey
- PE - Ashlee

Lunches:

- Teachers - chips & drink

Bills: Oscar's Hay - $415
- Fresno State - $1099

Jr./Sr. Ang, Science, Math, SS, Business, Admin, Ag,
Foreign Industrial, Visual/Perform DE Art
Golden West FFA Officer Meeting Minutes

Date: 1-30-13 Called to order @ 12:45 by Hatti-C

Reimbursements/Bills to be paid include: Merced College Farm #105 (Ag Mech/Dairy Contest) PGV #1 flight $120 (tickets)

Approved by Brody Williams Seconded by Racey Seege

Review of Past Event(s):


Upcoming Events:

Graduation Hunt @ 6PM

Kiss A Cow - Feb 14, Jars out @ Lunch Kiss Feb 15

Teacher Breakfast - Feb 21

Miscellaneous:


Meeting adjourned @ 1:15 by Carley Pratt

Respectfully Submitted,

Ashlee Williams, Secretary

Ms. Serafin, Advisor
Officer Agenda:

Kiss a Cow Reminder:

Teacher Appreciation Breakfast:
Burners - Teacher invite - By next Friday
Sign ups - Thurs. 14 41 for each teacher
Taco Truck Meeting: Thursday - Mr. Schultz

Meeting Next Week - Wednesday @ lunch
Regional FFA meeting - 7 going - Next Officers Meeting

Sweetheart Dinner
Officer Agenda:

Teacher Appreciation Breakfast: 6AM in polos
Practice omelets @ lunch - wed.

Regional Meeting: THIS Saturday!! 23rd
Scrapbook - pictures & info

Taco Truck: February 27th @ 6:00

Punch - tables & chairs
Sign - by Friday

Western Week: March 4th - 8th
Sign ups
Activities -

Sweet Heart Dinner: March 8th 6:00 pm

Donations - Don Brumley asked

Press release
Table clothes
Tickets

Teachers - Lunch next Tues.
Set up interviews @ test times

Mon - Bbq @ 6pm
Tues - Fire roll call
Wed - water truck
Thurs - obstacle
Fri - tug o war
Officer Agenda:

Taco Truck meeting:

scavenger

Western Week:

posters: 6th period tomorrow

BBQ: Shopping - me Friday w/Hattie

Tire: Cauley & Court set up during 4th

Water truck: Cauley - Mr. Schultz - Joe Russell

Obstacle Course: Kacey, Brody & Hattie -

Sweetheart Dinner:

Tug-o-War: Ashlee & Audra -

Chicken Bingo - plants for give away

Board Bingo squares $2/sq. 50-50

Officer Time:

Donations:

Basketballs

ski runs

rope a dummy

Bed race
Officer Meeting:

Sweetheart dinner: pros & cons

**Pro**
- nice decor
- auction laid out well
- good variety of items

**Cons**
- not a lot of paper
- doors open at 6
- dinner @ 6:30 PM
- practice script

Valley Oak Ranch: Planters Grove, OK

Blind Babies: Saturday 16th 2013 @ Rowley ranch

11-2:30 PM

*make sign up sheet*
Golden West FFA Officer Meeting Minutes

Date: 3.19.13 Called to order @ 12:40 by Carley Pratt

Reimbursements/Bills to be paid include: Aprili Valley Irrigation $1120.05 (sprinkler parts)
Home Growers #530

Approved by Carley Seconded by Courtney

Review of Past Event(s):
April meeting April 24 - mud volleyball in 4H unit
Teams of six, Agra & Avara & Courtney
Volleyballs - advisors
Racey - disc field on Monday

Upcoming Events:
Taco Truck Mtg. @ WFM students get 1 free taco
Western Week March 4-8
Mon: BBQ @ lunch
Tues: Tire Roll
Thurs: Obstacle Course
Wed: Water Truck
Fri: Tug-o-War
Sweetheart Dinner March 8 @ WM in Mini Gym $10 a ticket

Miscellaneous:

Meeting adjourned @ 1:05 by Carley Pratt

Respectfully Submitted,
Ashlee Williams, Secretary
Ms. Serafin, Advisor
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15. Advisory Committee Meeting Agendas
Ag Advisory Agenda
Thursday, November 29, 2012

1. Department Reports
   a. Mr. Schultz
   b. Ms. Serafin
   c. Ms. Slover

2. Update on Barn

3. School Farm Report- Mr. Schultz

4. Sheep Breeding Project

5. Sweetheart Dinner

6. Plant Sale

7. Program Pathways

8. 5 Year Acquisition List

9. Next Advisory Meeting
16. Advisory Committee Meeting Minutes
Ag Advisory Meeting- November 29, 2012

Members in attendance: Johnny Jameson, Leslie Gardner, Tom Polich, Jason Starr, Emmett Schultz, Courtney Serafin, Sammi Slover

1. Department Reports-
   a. Emmett mentioned the two-year ag mechanic expansion. Last year, the plasma cutter and computer were purchased. This year, the machine itself was purchased. Currently waiting for the configuration and set up to be finished. Should be completed by end of school year. Emmett feels that his welding in the program is going well. Sophomores on the ag mechanics team last year placed 4th at state finals in arc.
   
   b. Courtney explained the changes in the OH unit and curriculum from last year to this year. Currently, the courses are focusing more on longevity items such as sprinklers, automatic timers, and integrated pest management. Compared to last year, this is a major improvement that will increase the productivity of this pathway.
   
   c. Sammi told the group about her two new classes, animal science and pre-vet tech, and how she is trying to make them different from one another to keep interest in pathway completers. Currently has 50 broilers that will be processed in her animal science class during finals week.

2. Update on Barn-
   Prop D money allowed our department to build a 30' x 60' barn to act as an extension of our classrooms. The barn was finished last year and the breeding ewes were lambed out in it.
   
   Still Need: Lock from school district. This will allow us to lock the tack room so that we can install the box for the solar panels that will be mounted to the roof.

3. School Farm Report-
   Polich's put together a school farm clean up day. 40' dumpster was brought in and filled with concrete pieces, weeds, and other items. New c-train brought in for additional storage.

4. Sheep Breeding Project-
   8 new ewes were added to our school flock. 3 were purchased by the department and 5 were donated. Old ewes were culled due to upper respiratory diseases. New ewes will not be bred this first year to allow for full maturity before lambing out.

5. Sweetheart Dinner-
   Date set for Friday, March 8 in the school gym. Leslie and Courtney will meet after January 1st to plan.

6. Plant Sale-
Dates set for Wednesday, May 8 through Saturday, May 11. Specialty items at this years sale will include succulent bowls and Golden West color bowls. Both bowls will be student made projects including the container. Black Velvet petunias will be used in the GW color bowls.

7. Program Pathways-
   Ag Earth Science replaced Intro to Ag Science to allow freshmen to get their science credit. New Animal Science pathway currently has not articulation with COS because of COS's program closing. Looking for other colleges to articulate with. Idea behind pathway realignment is to increase number of program completers.

8. 5 Year Acquisition List-
   Reviewed list and developed ideas as to where to obtain some items. Kaweah Rock for soil; CWA grant for soil sterilizer

9. Miscellaneous-
   Discussed taking students during class to school farm. District allows for free travel however; short class periods limits the amount of trips we make to the school farm.
   
   We are planning on having 10 American degree applicants this year. Discussed the process and going back to Louisville with these students.
   
   Digital scale is getting fixed by Tom.

   Asked advisory members to think of/spread the word about Sammi's maternity leave. Still looking for a long term sub for 6 weeks starting mid to late February.
17. Advisory Committee Constitution & By-Laws
Advisory Committee’s Constitution and By-Laws

We do not have a copy of our Advisory Committee’s Constitution and By-Laws. We do, however, have a district Advisory Committee Manual. This manual will be used in our upcoming Advisory Committee meeting on May 7, 2013, to create and adopt a Constitution and By-Laws.
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Introduction

The use of advisory committees is well established in the public school system. These committees were conceived in the beginning to implement the development and improvement of educational programs. This manual is written for those planning to form new advisory committees, wishing to improve those already in existence, and for newly appointed members. Advisory committees will play a vital role in CTE programs in the future.

This manual will help prevent unnecessary errors in the development of advisory committees. These guidelines have proven successful, and may be added to and modified for local and present conditions.

Even though mandated, advisory committees are useless unless they are properly developed with practical working groups. They must be based on the needs of the people and industry for which they serve. Advisory committees are established systems for using lay persons to assist professional educators.

With the increased need for rapid change in this technological age, there is a growing appreciation of the help provided by industry representatives serving on local advisory committees. Career Technical Education encompasses a complex, highly scientific, and technological skill sets which require input from industry leaders. Employment opportunities in CTE are constantly changing. New technologies are continually being developed and incorporated into these technical fields.

Students must be trained for today's jobs as well as new opportunities that become available. There will be an increased need for technically trained students in specialized occupations. Advisory committees help teachers of CTE stay abreast of these changing employment trends and opportunities. Increased interest in CTE programs that include internships, work-study, and other types of on-the-job training will require close coordination with local industry representatives.

Increased attention needs to be given to the education of at-risk, disadvantaged, and other special needs individuals. Advisory committees can provide valuable assistance that is necessary for the success of these interrelated programs.

We must remember that lay advisory groups have no administrative or legislative authority. They can not establish policy or take the place of the administration or the board of education. Their function is to provide understanding between the school and the community it serves. Advisory committees provide balanced judgment to local problems and help give continuity and support to programs.
The purpose of this manual is to provide information for CTE coordinators, school administrators, boards of trustees, teachers of CTE, and advisory committee members. Included is information on the formation, functions, duties, and operation of advisory committees. An outline format is being used to make the information easier to find and use.

Finally, a sample of opening session instructions, a sample agenda, and a sample set of minutes are offered for the benefit of those unfamiliar with these procedures.
Forming an Advisory Committee

Much of the success of an advisory committee is determined by the manner in which it is formed. Based on the experiences of many communities throughout the country, the following steps are suggested:

1. Determine and Verify the Need
   1.1 There must be a feeling of need and understanding of opportunity if an advisory committee is to succeed.
   1.2 If with its help, the advisory committee can make the (department, division, district) better, it serves a usable function.
   1.3 It can provide continuity of a quality program should teachers or administrative changes take place.
   1.4 It is important that the school administration, CTE staff, parents, and other patrons of the school thoroughly understand the character and purpose of the committee.

2. Nomination of Committee Members
   2.1 Once approval of the formation of an advisory committee by the board members is received, nominations should be made jointly by the principal or superintendent, the head of the CTE department and chairman of the school board.
   2.2 Each should have an equal voice in the selections.
   2.3 Avoid nomination of friends, as they may be less candid and honest in their advice.
   2.4 The advisory committee should be truly representative of the district.

Members:
   2.4.1 Should be successful in their respective industry and/or individual/s engaged in a significant related occupation.
   2.4.2 Must have recent, successful, firsthand, and practical experience in their respective field
   2.4.3 Should exhibit substantial interest in the CTE program.
   2.4.4 Should be representative of the local industry, parts of district, age groups, professional organizations, & ethnic or religious groups.
   2.4.5 Should be sought as public-spirited individuals who understand a specialized area and are willing to contribute their knowledge and advice as a member of a cooperative, constructive group.
   2.4.6 From the general school staff and/or the board should only be used when special circumstances warrant their appointment.
   2.4.7 Should not have frequent dealings with the department in order to minimize conflict of interest problems.
   2.4.8 Should include representatives of the service areas of the particular industry.
2.4.9 Should recognize the time required and express a willingness to serve on the committee.

3. How Many Committee Members?
   3.1 No fixed number will satisfy all situations.
   3.2 The group needs to be large enough to be representative of the district and to provide a quorum if several members are absent.
   3.3 Should not be so large that it is unwieldy or difficult to call together.
   3.4 Seven to eleven persons are suggested with nine being a workable medium.
   3.5 Present only the number of names previously decided upon by the local governing board for confirmation. (When more names are presented personalities become involved yielding undesirable results.)

4. How are Committee Members Notified of their selection?
   4.1 Notification is usually done in writing, by the principal or superintendent, on behalf of the school board.
   4.2 The letter should:
       4.2.1 Indicate that the CTE teacher is supportive.
       4.2.2 Indicate that the committee serves in an advisory capacity to him or her, the department, the principal, and to the school board.
       4.2.3 Include a request that the member indicate whether he or she will accept.
       4.2.4 Urge speed of acceptance to gain an orderly efficient start.

5. Understanding of Responsibility
   5.1 Of greatest importance is that the committee is only advisory in character.
   5.2 The advice is to the teacher, school administrator, or school board as appropriate to accept or reject.
   5.3 It has no administrative or policy forming power.
   5.4 It will make suggestions on policy and procedure, but the source of its influence is in the voluntary acceptance of this advice by the proper governing authority.

   Experience has shown where all of the steps up to this point have been properly taken, a high percentage of acceptances may be expected.
Functions and Duties of Advisory Committees

1. Help to determine what type of CTE program is offered.

2. Assist the teacher(s) in finding suitable work stations (internships, work-study, cooperative learning, partnerships)

3. Help the instructor establish curriculum that has a hands-on, technological approach.

4. Help attract and encourage qualified/capable students into the CTE program.

5. Help in recruiting and providing opportunities for special-needs students.

6. Help to evaluate the effectiveness of the CTE program. Guidelines for evaluation should be developed cooperatively with the advisory committee, site and district administration and school board.

7. Help gain support for legislation and appropriations.

8. Help the teacher(s) develop a list of capable resource persons for use as speakers, and/or judges for both in-school and out-of-school tests and contests.

9. Help obtain sponsors for appropriating funds for awards, scholarships, or needed equipment and supplies that are useful in carrying out classroom activities or other youth programs.

10. Help unify the activities of the CTE program with those of other groups and agencies interested in the same industry.

11. Assist the teacher in determining skills needed for particular jobs at entry, technical and professional levels so that he/she may be included in the instructional program.

12. When appropriate, serve as resource person to instructor visiting work place learning sites of students and participating in classroom instruction or demonstrations and accompanying or hosting field trips.

13. Study and make recommendations on problems presented to it by the school board on which further information is needed.

14. Provide the teacher with technical assistance and keep him/her aware of new developments in their particular CTE industry.
15. Provide current resources to develop and maintain a CTE library of visual aids, magazines, and books concerning agriculture and agricultural occupations.

16. Serve as speakers at civic clubs, open houses, and career days to tell the story of school-industry cooperation.

17. Identify current standards for new equipment.

18. Assist in procuring opportunities to upgrade the teacher's technical skills and knowledge.
Operation of Advisory Committee

It is important that correct procedures and rules be established and clearly understood by committee members, school administrative staffs, and the board of education. These rules should be decided upon by the committee with assistance from the school. All correspondence should be sent to administrators and advisory committee members. Items to be considered are:

1. **Number of meetings**
   1.1 Must meet regularly and often enough to carry out their assignment.
   1.2 Monthly or bi-monthly meetings are usually the most desirable.
   1.3 Minimum number is two per year.
   1.4 Practical number is between three and eight per year.
   1.5 Necessity should always determine the exact number.
   1.6 Often the most valuable advice comes from busy individuals.
   1.7 Better to have fewer well planned, well attended meetings.

2. **Selection of Officers**
   2.1 Generally a chairperson, vice chairperson, and recorder are sufficient.
   2.2 Chairperson should be a lay person elected by the committee.
   2.3 It is usually best that the agriculture teacher serves as recorder and general consultant.

3. **Length of Service by Committee Members**
   3.1 Three-year terms are recommended.
   3.2 At formation meeting members draw for one, two, or three year terms to provide for continuity of membership.
   3.3 Individual preferences in length of service need to be considered.
   3.4 Limitation should be placed on reappointments.
   3.5 Nominees should be submitted to board of trustees for approval.

4. **Length and Place of Meetings**
   4.1 For efficient and effective use of time, the agenda for each meeting must be well planned.
   4.2 Ample meeting notice of 10 days to 2 weeks is recommended.
   4.3 Copy of agenda, minutes from previous meeting, and any reading material requiring action should be sent in advance of meeting date.
   4.4 Two-hour meetings, held at a time and date chosen by the committee, are recommended.
   4.5 The meeting place should provide a conference table in a quiet environment.
   4.6 Usually the agricultural department of the school provides the best meeting site, allowing members to become familiar with facilities of the department.
5. Filling Committee Vacancies
   5.1 Vacancies which occur because of term completion or other reasons should be filled by nomination from the advisory committee, teacher, superintendent, department head, or principal, and approved by the board of education.
   5.2 The committee may be asked for suggestions.
   5.3 A committee should not be permitted to choose its own replacements.
   5.3.1 This would be self perpetuating.
   5.3.2 May become unrepresentative and unduly independent of the school administration.
   5.4 Rules of procedure should indicate that if a committee member misses meetings repeatedly without reason, the position be declared vacant by the chairperson, and the school board so notified.

6. Distribution of Minutes: All committee members, the career education director, the principal, school board president and the regional supervisor.

7. Making Decisions: Currently many organizations operate by consensus approval of agenda items. When consensus cannot be reached or decorum is in question, refer to Robert's Rules of Order.
Opening Session Instructions for CTE Advisory Committees

Instructions to Your New Advisory Committee

1. You constitute an advisory committee for the (your school district).

2. I welcome you on behalf of the board and administration.

3. You are agents of and appointed by the (your school's board of trustees).

4. While you are not a policy making body, you are advisory to (your department), and through channels, to the principal, superintendent, and board. We need your expertise in this area.

5. The (your district) is interested in the best possible CTE program. We need to know what is ideal for this program from the standpoint of the community. Bear in mind that what we eventually can do, while we want the ideal if possible, must be compatible with available funds and state rules and regulations.

6. You will be a working committee and students & school staff expects to benefit from your work.

7. We need help to:
   7.1 Review existing programs, courses of study, facilities, equipment.
   7.2 Propose new programs and/or courses when needed based on solid data for this community.
   7.3 Evaluate existing programs and proposed new programs.
   7.4 Revise existing programs, suggest changes or deletions, and develop educational specifications for the programs. (For use in building the program and planning for equipment and facilities.)
   7.5 Help develop building plans, review architects plans, etc., where new buildings are being proposed.
   7.6 Help point out changes needed for the future in your area of interest - Keep the program up to date.
   7.7 Help in placement and in evaluating performance of our CTE students at (your school or college).

8. You will be a "helping group" (as well as advisory) to the instructor, as the program is implemented and progresses.

9. This committee serves at the pleasure of the school board and may be dissolved at any time by board action.
Getting Started:
1. Review present course offerings and majors -- catalogs, studies, data, classrooms, labs, and other facilities.

2. Conduct studies, if needed, to get community data on which to base your decisions.

3. Decide areas to study or review (both geographic and educational areas) and determine how to do this (formal study, informal, follow-up studies).

4. Your findings and decisions will be in the committee minutes which will be distributed to the instructors, administration, and the board.

Here's What You Need To Do To Get Started:
1. Elect a chairperson.

2. The recorder will be an instructor, or department chairperson, and he or she will also be a resource person for you to help interpret educational language and concepts, provide materials, and be the liaison person with the administration.

3. Determine rotation (1-2- or 3 years?). You will also decide length and term and who serves what term. (Subsequent appointments will be 3 years each.)

4. Decide if more than one committee is needed. Large departments may have subcommittees.

5. Announce that any member who can not continue serving for any reason, should notify the chairperson so that a replacement appointment can be made.

Note: Be sure to start and end on time!

WE NEED YOUR HELP. WE APPRECIATE YOUR WILLINGNESS TO GIVE IT AND BE OF SERVICE TO YOUR SCHOOL.
Appendix A  
(SAMPLE)  
Advisory Committee Meeting Agenda

TO:  List committee members here  
FROM: Chairperson  
DATE: Date agenda is published  
RE: Next Advisory Committee Meeting

DATE: Date of next meeting  
TIME: Time of next meeting  
PLACE: Place where meeting is being held  
AGENDA

1. Review and approve minutes of the previous meeting.  
2. Call for additional agenda items to be added to this meeting's agenda.  
3. Committee and progress reports.  
4. Consideration of recommendations for a new class or activity.  
5. Review of revised course of study.  
6. Report and review CTSO (Career Technical Student Organizations) activities.  
7. Set date, time, and place for next meeting.  
8. Adjournment.
Appendix B
(SAMPLE)
Set of Minutes

Advisory Committee Meeting
January 21, 2004

The meeting was called to order by chairperson, Joe Smith at 3:00 p.m., January 21, 2004, in room 122 at Your High School.
The minutes of the previous meeting were read, amended, by changing the word shall to should in topic #8, and approved.
The call for additional agenda items was made.
Mr. X reported that the Field Day Committee met on January 14, 2004. It was decided that the best day for the annual field day is May 5th. It was moved, seconded, and passed that our annual field day will be held on May 5, 2004.
Mrs. Y reported on ticket sales of the coming Parent and Student Banquet. So far, 310 tickets have been sold. This is already 20 more than last year's attendance.
It was moved and seconded that a class on small gas engines be added to the Ornamental Horticulture curriculum. After a lengthy discussion, this was referred to a committee of five made up of Mrs. A, Mrs. B, Mr. C, Mr. D, and Mr. E. They are to report to the advisory committee on March 15th. Mrs. A will be the chairperson.
Mr. Z reported on the suggested revision for the Basic Plant Science class. Added topics being considered are: weeds, pathogens, and insects. Pruning practices will likely be deleted as a specific class in pruning is being considered for next Fall.
F.F.A. President, Bill G. reported on this year's calendar of events of the chapter. He was commended by the Chair for his leadership and hard work.
The next meeting is scheduled for 3:00 p.m., February 15th, in room 122 at Your High School.
The meeting was adjourned at 5:00 p.m. by chairperson Joe Smith.
Respectfully Submitted,
Mr. Q, Recorder
18. Proficiency Standards
ADVANCED ENVIRONMENTAL HORTICULTURE

The individual whose name appears on the front of this certificate has demonstrated employable skills and knowledge in some or all of the following areas; additional information concerning work habits and the degree of competency gained in the areas listed below may be obtained by calling the instructor.

<table>
<thead>
<tr>
<th>Plant Identification</th>
<th>Landscape Design</th>
<th>Turf and Lawn Maintenance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common name</td>
<td>Principles of design</td>
<td>Turf identification</td>
</tr>
<tr>
<td>Botanical name</td>
<td>Design Drafting</td>
<td>Planting</td>
</tr>
<tr>
<td>Plant landscape uses</td>
<td>How to read blueprints</td>
<td>Mowing</td>
</tr>
<tr>
<td></td>
<td>Design problems</td>
<td>Fertilization</td>
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<tr>
<td><strong>Plant Propagation</strong></td>
<td><strong>Landscape Construction</strong></td>
<td>Irrigation</td>
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<tr>
<td>Seeds</td>
<td>Soil Conditioning</td>
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<tr>
<td>Transplanting</td>
<td>Installation of landscape plants</td>
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<tr>
<td>Cuttings</td>
<td><strong>Irrigation Systems</strong></td>
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<tr>
<td>Layerage</td>
<td>Designing the system</td>
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<tr>
<td>Budding and Grafting</td>
<td>System tools and parts</td>
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<tr>
<td><strong>Plant Maintenance</strong></td>
<td>Installation</td>
<td></td>
</tr>
<tr>
<td>Nursery organization</td>
<td><strong>Floriculture</strong></td>
<td></td>
</tr>
<tr>
<td>Plant Fertilization</td>
<td>Tools, equipment and supplies</td>
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<tr>
<td>Pruning</td>
<td>Corsage construction</td>
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<td>Watering</td>
<td>Flower arrangements</td>
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<tr>
<td>Pest control</td>
<td>Care of fresh flowers</td>
<td></td>
</tr>
<tr>
<td><strong>Nursery Stock Canning Operation</strong></td>
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<td></td>
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<tr>
<td>Soil mixes</td>
<td><strong>Work Habits</strong></td>
<td></td>
</tr>
<tr>
<td>Sterilization of soil and media</td>
<td><strong>Attendance / Punctuality</strong></td>
<td></td>
</tr>
<tr>
<td>Planting and transplanting into containers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please look this proof over very carefully. Check for overall appearance, completeness and spelling. If you are not satisfied, please indicate changes. After OK is given, TCOVE WILL NOT be responsible for errors.

☐ OK   ☐ Changes as Indicated

Signature Date
19. Credentials
**Commission on Teacher Credentialing**

### Document Number:

- **Last Name:** SERAFIN
- **First Name:** COURTNEY
- **Middle Name:** LEANN

#### Application Adverse and Commission Actions

<table>
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<th>Document Title</th>
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<th>Status</th>
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<th>Expiration Date</th>
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<td>2/1/2014</td>
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#### Authorization/Subjects

- **Authorization Code:** R1S
- **Authorization Description:** This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.
- **Subject Code:** AGRI
- **Subject Description:** Agriculture
- **Major/Minor:** MAJ

Note: Please verify County of Employment is current.
Note: If flag is displayed, click on Adverse and Commission Actions tab below.
20. Chapter Activities Calendar
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<th>Date</th>
<th>Event</th>
<th>Date</th>
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</tr>
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<td>Officer Retreat</td>
<td>January 23</td>
<td>Valley Oak Lunch</td>
</tr>
<tr>
<td>August 9</td>
<td>Officer &amp; Parent Potluck</td>
<td>January 24</td>
<td>Activity (Animal Science)</td>
</tr>
<tr>
<td>August 20</td>
<td>T-shirt Design Contest</td>
<td>January 26</td>
<td>Sequoia Sectional</td>
</tr>
<tr>
<td>August 29</td>
<td>Welcome Back BBQ (5 PM) &amp; T-shirt Design Voting</td>
<td>January 28</td>
<td>Speaking Contests</td>
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<td>September 5</td>
<td>Farm Fair</td>
<td>January 30</td>
<td>Hanford Citrus Contest</td>
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<td>GW FFA T-shirts in</td>
<td>February 1</td>
<td>Scrapbook Meeting (8:20 AM)</td>
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<td>September 10-16</td>
<td>Tulare County Fair</td>
<td>February 2</td>
<td>January Meeting</td>
</tr>
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<td>September 17</td>
<td>Scrapbook Meeting (8:20 AM)</td>
<td>February 5</td>
<td>Kiss-a-cow Begins</td>
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<tr>
<td>September 19</td>
<td>Record book Meeting (3:30 PM)</td>
<td>February 8-9</td>
<td>Fresno State Winter Finals</td>
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<td>Fall Movie Night (6 PM)</td>
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<td>Sectional Glow In The</td>
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<td>September 27</td>
<td>Time Out Pizza Section Event (4:30-6:30)</td>
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<td>Dark Dodgeball</td>
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<td>Drive Thru BBQ (6-8 PM)</td>
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<td>MFE/ALA</td>
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<td>Strathmore O/C Contest</td>
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<td>Kiss-a-cow Ends</td>
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<td>Record book Meeting (3:30)</td>
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<tr>
<td>October 5-6</td>
<td>COLC- Scion</td>
<td>March 2</td>
<td>BIG &amp; CoOp Contests</td>
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<td>October 10</td>
<td>Sequoia Sectional O/C Contest</td>
<td>March 4-8</td>
<td>Teacher Appreciation Breakfast</td>
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<td>Valley Oak Lunch Activity (FFA)</td>
<td>March 8</td>
<td>San Joaquin Regional Meeting</td>
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<tr>
<td>October 17</td>
<td>Record book Meeting (3:30)</td>
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<td>March 23</td>
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<td>State Degree Banquet</td>
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<td>April 20</td>
<td>Reedley Field Day</td>
</tr>
<tr>
<td>December 5</td>
<td>Valley Oak Lunch Activity (Ag Mechanics)</td>
<td>April 20-23</td>
<td>Sectional McDermont</td>
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<td>December 11</td>
<td>Section Christmas Tree Decorating (5-7)</td>
<td>May 1</td>
<td>Field House</td>
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<td>December 12</td>
<td>Winter Wonderland FFA Meeting</td>
<td>May 2</td>
<td>Sectional Officer Apps</td>
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<tr>
<td>December 15</td>
<td>Exeter Citrus Contest</td>
<td>May 4</td>
<td>Due</td>
</tr>
<tr>
<td>December 17</td>
<td>Scrapbook Meeting (8:20 AM)</td>
<td>May 8</td>
<td>Fresno State Field Day</td>
</tr>
<tr>
<td>December 21</td>
<td>Officer Potluck</td>
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<td>State FFA Conference</td>
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<td>Mid-year Officer Retreat</td>
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<td>Spring Movie Night</td>
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<td>January 19</td>
<td>Tulare Citrus Contest</td>
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<td>Petting Farm</td>
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<td>Sectional Officer Interviews</td>
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<td>State Finals</td>
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<td></td>
<td></td>
<td>Sectional Officer Elections</td>
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<td>Plant Sale</td>
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<td>End of Year Awards</td>
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<td>Banquet</td>
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<td>Pool Party</td>
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<tr>
<td></td>
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<td>Top Ten Trip</td>
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</table>
21. Professional Growth & Development Activities
Professional Growth and Development Activities

Below is a list of professional development activities I have participated in during the 2012-2013 school year.

August 13: Staff Development Day  
October 6: Sectional CATA Meeting  
October 15: Staff Development  
October 17: BTSA Meeting at District Office  
November 15-16: New Professionals Institute  
November 17: Regional CATA Meeting  
November 29: Agriculture Advisory Committee Meeting  
November 29: Evaluation Meeting with Principal  
December 3: Regional CATA Roadshow  
December 6: Evaluation Meeting with Principal  
January 16: BTSA Meeting at District Office  
January 17: Evaluation Meeting with Principal  
February 6: BTSA Workshop on Classroom Management  
February 7: Evaluation Meeting with Principal  
February 23: Regional CATA Meeting  
March 11: Staff Development/WASC Training  
March 13: Final Evaluation Meeting with Principal  
April 5: Written Exam for Master’s Degree  
April 8: WASC Training  
April 10: BTSA Meeting at District Office  
April 15: Oral Interview for Master’s Degree  
April 29: WASC Training  
May 1: BTSA Exit Interview  
May 6: Sectional CATA Planning Meeting  
May 13: WASC Training  
June 23-28: CATA Summer Conference

Every Monday during the current school year, I participate in Biology PLC meetings with the other biology teachers on campus. We also hold lunch meetings every Tuesday with our FFA Chapter Officer Team.
Select a school: << Select a School >>

Data for Year: 2012-2013

School:
# CA0224  Visalia - Golden West
Golden West HS
1717 N. McAuliff
Visalia, CA 93292
Get Map
Web Site

Teachers: 3

Courses Offered:

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<tr>
<th>Type</th>
<th>Course</th>
<th>Enrollment</th>
<th>H.S. Grad Credit</th>
<th>UC Credit</th>
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<td>Ag Biology</td>
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<td>28</td>
<td>Physical/Earth Sci.</td>
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<tr>
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<td>28</td>
<td>Physical/Earth Sci.</td>
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</tr>
<tr>
<td>Ag Mechanics</td>
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<td>Other</td>
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<td>Ag Mechanics</td>
<td>Intro to Ag Mechanics</td>
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<td>Other</td>
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<td>Animal Science</td>
<td>Veterinary Science</td>
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<tr>
<td>O.H./Floral</td>
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<td>Other</td>
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<td>O.H./Floral</td>
<td>Introduction to Environmental Horticulture</td>
<td>28</td>
<td>Other</td>
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</tr>
<tr>
<td>Other Ag</td>
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<td>Average Class Size</td>
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FFA Students by Pathway:

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<tr>
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<tr>
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<td>O.H.</td>
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<td>Plant/Soil Sci</td>
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### FFA Students by Grade Level:

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### FFA Students by Years in Ag:

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<td>5</td>
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<td>6</td>
<td>5</td>
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<tr>
<td>Total</td>
<td>268</td>
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Average Years: 1.8

### Freshman Persistence:
Cohort Year: 2009-2010

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<tr>
<th>Years in Ag Completed</th>
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<td>33%</td>
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<tr>
<td>2</td>
<td>41</td>
<td>49%</td>
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<tr>
<td>3</td>
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<td>5%</td>
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<tr>
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<td>11</td>
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Freshman Cohort Students: 84
Average Years Completed: 2.0

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

View Ed Data

---

Site developed and maintained by the California FFA Association.
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<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Gender</th>
<th>Ethnicity</th>
<th>Total Years Teaching Ag.</th>
<th>Credential Type</th>
<th>9-Month Salary</th>
<th>Extended Contract Stipend</th>
<th>FFA Stipend</th>
<th>Department Head Stipend</th>
<th>SOE Period</th>
<th>Period</th>
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<tr>
<td>Serafin</td>
<td>Courtney</td>
<td>L</td>
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<td>White</td>
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<td>Agriculture Specialist</td>
<td>42747</td>
<td>2992</td>
<td>1134</td>
<td>0</td>
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<tr>
<td>Schultz</td>
<td>Emmett</td>
<td>F</td>
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**Schultz, Emmett**

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<th>Enrollment</th>
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**Serafin, Courtney**

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<td>Advanced Environmental Horticulture</td>
<td>28</td>
<td>O.H./Floral</td>
</tr>
<tr>
<td>1</td>
<td>5</td>
<td>0119</td>
<td>Prep</td>
<td>0</td>
<td>Prep</td>
</tr>
<tr>
<td>1</td>
<td>6</td>
<td>0223</td>
<td>Ag Biology</td>
<td>28</td>
<td>Ag Biology</td>
</tr>
</tbody>
</table>

**Slover, Sammi**

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Period</th>
<th>Beginning Time</th>
<th>Course Title</th>
<th>Enrollment</th>
<th>Type</th>
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<tbody>
<tr>
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<td>1</td>
<td>0820</td>
<td>Ag Earth Science</td>
<td>14</td>
<td>Other Ag</td>
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<td>2</td>
<td>0924</td>
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<td>1031</td>
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<td>1</td>
<td>4</td>
<td>1135</td>
<td>Ag Earth Science</td>
<td>28</td>
<td>Other Ag</td>
</tr>
<tr>
<td>1</td>
<td>5</td>
<td>0119</td>
<td>Veterinary Science</td>
<td>13</td>
<td>Animal Science</td>
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<tr>
<td>1</td>
<td>6</td>
<td>0223</td>
<td>Ag Earth Science</td>
<td>28</td>
<td>Other Ag</td>
</tr>
</tbody>
</table>

Printed: 4/8/2013 11:05:40 AM
23. Travel Request
vendor #

name: courtney seratin

work site/department: gw ag

position: teacher
date and location of conference: july 7-18, 2013. corvallis, oregon

title of conference: case training

summary of conference expectations (attach brochure)

the following checklist must be completed with necessary forms attached to this request.

registration

x prepay (attach a gs-1 for prepaid registrations)

reimburse (paid by employee)

lodging

prepay (attach a gs-1 for prepaid lodging)

reimburse (paid by employee)

travel costs

x personal (miles x rate ) or

district (attach transportation request form)

other

meals including tips (receipts required).

(should not exceed $40.00/day)

$ 100.00

other costs (receipts required).

$ 

substitutes.

$ 

$ substitute needed for _______ days (attach sub request form)

x substitute not needed

total

$ 

budget-number for reimbursement items:

<table>
<thead>
<tr>
<th>fund</th>
<th>resource</th>
<th>project year</th>
<th>goal</th>
<th>function</th>
<th>object</th>
<th>site</th>
<th>type</th>
<th>mgr.</th>
</tr>
</thead>
</table>

| student field trips beyond seventy-five miles must have board approval | please list in the space below any expense that will be covered by another agency and where the billing should be sent to: |

x board approval has already been processed

request for board approval is attached

x not a student field trip

request/approval to attend conference

signature of employee: c. j.

date: 2/13

signature of principal or director

date

signature of asst. supt. or superintendent

date

request for reimbursement

i hereby certify that the above expenses are actual and were necessarily incurred in the performance of my official duty and further that no part of the above claim has heretofore been paid:

signature of employee

date

signature of employee

date

signature of principal or director

date

1) submit three copies to chief site administrator for approval.

2) two copies will be returned to employee following approval.

3) after conference, complete actual costs column and return one copy to accounting department for actual reimbursement.

approved by cabinet 9/22/93

see reverse for required documentation

revised 4/2001 1021.2a (1 of 2)
**Visalia Unified School District Requisition**  
(This is not a Purchase Order.)

**DATE** 4.2.13  
**SITE** Golden West  
**DEPARTMENT** Agriculture

**VENDOR** CASE Institute  
**CITY** Lexington  
**ADDRESS** 300 Garrigus Building

**QUANTITY** 1  
**UNIT**  
**DESCRIPTION of Items (include model, brand, catalog no., etc.)** CASE Institute registration difference

**ESTIMATED COST**  
**UNIT COST**  
**EXTENSION**

Total $2,500  
Scholarship $2,050  
$450

*Please give check to C. Serafin when ready*

---

**COMPENSATORY EDUCATION**  
This purchase order is for the purpose of meeting the program requirements of _funding source_.

**GOAL NUMBER**  
**ACTIVITY**

On page number ____________

**INDICATE:** Special Funds

**REQUESTED BY:**  
X. Courtney Serafin

**APPROVED BY:**

---

Dept. Supervisor  
Principal  
Dist. Administrator

---

Purchase Order No.  
Issued By  
(Purchasing Office Use)

Revised 10/10/11  
Submit in duplicate — retain one copy  
* Include shipping cost when applicable
The following agreement is to be completed by the teacher and school administration for participation in a CASE Institute professional development session. CASE is committed to ensuring that teachers and schools are supported in their efforts when adopting CASE curriculum resources. The following agreement ensures the communication of expectations required to make the CASE experience successful for all involved.

**Teacher Responsibilities at CASE Institute**

- Demonstrate a professional attitude during the institute that provides for the maximum effectiveness of learning
- Complete assigned tasks as instructed by the CASE Institute facilitators to meet the requirements of the CASE Institute
- Complete assignments at a satisfactory level according to the judgment of the CASE Institute facilitators
- Participate in all sessions according to the schedule provided by the CASE Institute facilitators

**Administrative Responsibilities at local site**

- Provide resources for teacher's participation in the CASE Institute professional development
- Provide equipment and supplies for instruction related to CASE curriculum as recommended by CASE
- Adapt course scheduling to promote adequate student enrollment and class time for CASE courses.

Please complete all shaded sections before printing the agreement. Once all shaded information is added, print the agreement and obtain signatures. This agreement will serve as a contract among CASE, the teacher, and their respective school administration.

**Return this form to:**  
Miranda Chaplin  
CASE Operations Coordinator  
300 Garrigus Building  
Lexington, KY 40546  
Fax: (859)323-3919  
Or, scan and email to: miranda.chaplin@case4learning.org
CASE School District Agreement

CASE Course Attending: ○AFNR  ○ASA  ○ASP  ○APB

Name of School: Golden West High School
Mailing Address: 1717 N. McAuliff Rd.
Mailing Address: 
City: Visalia  State: CA  Zip: 93291

Teacher Information
First Name: Courtney  Last Name: Serafin
Phone: (559) 789-4146  Email: cserafin@vusd.org

Area(s) of teacher certification:
○ Agricultural Education  ○ Alternatively Certified  ○ Biology
○ Vocational Education  ○ Other Science  ○ Other

By signing this agreement, I accept the responsibility and I agree to the following:
• Demonstrate a professional attitude during the institute that provides for the maximum effectiveness of learning
• Complete assigned tasks as instructed by the CASE Institute facilitators to meet the requirements of the CASE Institute
• Complete assignments at a satisfactory level according to the judgment of the facilitators
• Participate in all sessions according to the schedule for the CASE Institute

I understand that CASE will not grant me certification for my unsatisfactory participation outlined above and I will not receive the CASE curriculum because of inadequate understanding of the materials.

*Teacher Signature: ____________________________ Date: ____________________________

Administration Section
By signing this agreement, I understand the requirements that my teacher must complete during the CASE Institute. I agree to support the teacher and the implementation of CASE curriculum by providing the following requirements:
• Resources for my teacher's participation in the CASE Institute
• Equipment and supplies for instruction related to the curriculum as recommended by CASE
• Adapting course scheduling to promote adequate student enrollment and class time for the CASE course

I understand that students will not be CASE certified in the future if CASE program requirements are not provided for proper instruction. CASE certification will be critical for our students to receive articulation credit and participate in program of study examinations.

*Principal Signature: ____________________________ Date: ____________________________
First Name: Rick  Last Name: Hamilton
Phone: (559) 730-7801  Email: rhamilton@vusd.org

*Superintendent Signature: ____________________________ Date: ____________________________
First Name: Craig  Last Name: Wheaton
Phone: (559) 730-7300  Email: cwheaton@vusd.org
Subject: Red Brand CASE Institute Scholarships/NAAE Dues
Date: Monday, April 1, 2013 12:12:54 PM Pacific Daylight Time
From: Chaplin, Miranda R
To: Serafin, Courtney, Christine Woodman (cwoodman28@gmail.com)
CC: Dan Jansen

NAAE/Red Brand CASE Institute Scholarships

Congratulations! I am very pleased to notify you that you have been selected as one of the recipients of the 2013 NAAE/Red Brand CASE Institute Scholarships! Red Brand scholarship recipients were selected based on applications submitted to other scholarship applications.

Scholarship recipients must register for the CASE Institute selected on their application as their first choice unless otherwise notified. Recipients must register for the CASE Institute before April 15th, or risk forfeiting their scholarship. The scholarship will cover $2,050 of the registration fee. The remainder of the registration fee must be paid for by the school or individual teacher. Travel expenses are not included in the scholarship. The value of the scholarship is $2,050.

In order to register for your preferred CASE Institute, please go to the CASE website http://www.case4learning.org/ and register online. List "Red Brand CASE Scholarship worth $2,050 c/o Miranda Chaplin" in the special notes section of the registration form. Please also send me an email of the CASE Institute you registered for so that I may have that information for my records. Please note that some Institutes are already full and others are filling quickly so it is important that your register as soon as possible!

If you have not already, please submit your signed school district agreement to me as soon as possible. School district agreements can be found at http://www.case4learning.org/component/content/article/9/67-case-institute-registration.html.

As a special project of the National FFA Foundation, Red Brand has sponsored these scholarships for the 2013 CASE Institutes for beginning and experienced agricultural teachers. If you would like to express your appreciation to Red Brand for their sponsorship, you may contact them using the information below.

Doug Wright
Vice President Sales & Marketing, Wire Products
Keystone Steel & Wire
(O) 309-697-7607
7000 S W Adams Street
Peoria, IL 61641-0002
wrightdg@keystonesteel.com

Congratulations again as being selected as a CASE Institute scholarship recipient and on this opportunity for professional development!

Miranda Chaplin
Introduction to Agriculture, Food, and Natural Resources CASE Institute Registration

The Introduction to Agriculture, Food, and Natural Resources (AFNR) course is intended to serve as the introductory course within the CASE Program of Study. The course is structured to enable all students to have a variety of experiences that will provide an overview of the fields of agricultural science and natural resources.

CASE Institutes

Thank you again for registering for a 2013 CASE Institute. This email is confirmation of your successful registration. Please save a copy of this registration with your files and notify your business office contact that an invoice will be sent from the CASE Institute Host. If any of the information displayed below is incorrect, please contact Miranda Chaplin at miranda.chaplin@case4learning.org as soon as possible.

*Please note that the dates listed above in the the confirmation email are placeholder dates and do not reflect the actual dates of the institute.*

View and print my ticket(s)

To add your ticket to Passbook, open this email on your Passbook enabled device. Add to Passbook

CASE Institute sites and date are listed below

Please check the availability of seats, which are listed below, and select the CASE Institute you would like to register for before completing the registration form.

Personal Information
First Name: Courtney
Last Name: Serafin
Email Address: cserafin@vusd.org
Cell Phone: (559) 789-4146

Additional Completed CASE Certifications:
Principles of Agricultural Science - Plant
No Completed CASE Certifications

School Information
School: Golden West High School
Business Office Staff Contact: Rick Hamilton, Principal
Business Office Staff Email: rhamilton@vusd.org
Address: 1717 N. McAuliff Rd.
City: Visalia
State: California
ZIP Code: 93291
Phone: (559) 730-7801

Additional Information
Purchases Order Number: In Process
Teacher's Secondary Email: court.serafin@gmail.com
Address:
Gender: Female
Shirt Size: Women's Small
Special Dietary Needs: None
Travel Arrangements: Driving
Additional Information: Red Brand CASE Scholarship worth $2,050 c/o Miranda Chaplin

Payment Method: At the Door

Payment Summary

<table>
<thead>
<tr>
<th>Additional Items</th>
<th>Option</th>
<th>Quantity</th>
<th>Price</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFNR CASE Institute Hosted by Oregon State University</td>
<td>Register for this CASE Institute</td>
<td>1</td>
<td>$2,500.00</td>
<td>$2,500.00</td>
</tr>
</tbody>
</table>

Sub-total: $2,500.00
Total $2,500.00

Add to Calendar
Go to event homepage

This email was sent to cserafin@vusd.org by miranda.chaplin@case4learning.org because you registered for Introduction to Agriculture, Food, and Natural Resources CASE Institute Registration. Click here if you no longer wish to receive emails about this event.
24. CATA

Membership Card
CATA Membership

Below is a copy of my CATA membership card for the current school year. I am currently serving as the Sequoia Section CATA Membership Treasurer.
25. Administrative Reports
Reports Sent to Administration

I send emails to our Administration after attending Professional Development events as well as after leadership events where our students are being recognized. Our school really pushes student success and I want to make sure our Administration knows that our students in the Agriculture department are successful and that the professional development events we attend help us ensure that success.

Hi Rick,

I just wanted to touch base with you about the Regional Roadshow Emmett, Sammi and I attended on Monday, December 3. Emmett presented a workshop on Ag Mechanics and shared lesson plans and project ideas with other teachers from the area. I attended a veterinary workshop and an USDA student loan workshop. The veterinary workshop was such a help and I have already been able to put the tips I learned into use. One of our goats was exhibiting signs of illness. He had scours and was off feed. I was able to troubleshoot the problem by taking his temperature, which is something I learned from the workshop. I am so thankful I was able to attend the roadshow and actually implement what I learned.

Please let me know if you have any questions!

Courtney Serafin
Agriculture Teacher
Golden West High School
(559) 735-8087

State Degrees - Sent Items

Good morning all,

Last night, we submitted 18 students’ record books for scoring for the FFA State Degree. I am pleased to announce that all 18 students will be receiving their State Degree on Wednesday, April 3 at the Heritage Complex in Tulare! Additionally, Mackenzie Jared submitted a proficiency application for her paid placement at Glicks Meat Market. Mackenzie received gold at the sectional level and will be moving on to the regional level! Just wanted to share the exciting news! :)

Courtney Serafin
Agriculture Teacher
Golden West High School
(559) 735-8087
Good morning Rick, Dave, Bill & Manny!

This weekend we attended the San Joaquin Regional meeting where our students entered our chapter scrapbook and Hattie Jameson gave her speech for the office of Regional Vice President of the Tulare Kings section. Audra Walker, Carley Pratt, Ashlee Williams, Caitlin Dallas, Courtney Russell, and Cheyenne O’Dell put countless hours and all of their time and effort into this year’s scrapbook and it definitely showed on Saturday. Our chapter scrapbook won the regional contest and is moving on to the state competition in April. I will bring the book up today so you can see the enormity of this project.

Also, Hattie gave an election speech in front of approximately 350 FFA members on Saturday along with answering two impromptu questions on stage; one about the FFA and one about agriculture. She did fantastic and won the office of Vice President for the Tulare Kings Section! The Regional level is the highest level of leadership a student can obtain during high school. She will serve on the San Joaquin Regional team for the 2013-2014 school year.

I have attached a picture of our members at the meeting and a video of Hattie’s speech from Saturday. Just wanted to pass along the good news!

**Courtney Serafin**

*Agreement Teacher*
26. Five-Year Acquisition List
Five-Year Facility and Equipment Acquisition Schedule for
Golden West Ag Department

2012-2013
Plasma Cam
Mist System in Greenhouse
Install Solar Panels on Barn
Natural Gas Forge
Livestock Hand Tools for Fair Completed
Purchase Breeding Stock for Sheep Enterprise Completed
Landscape Area in OH Unit

2013-2014
Recondition Livestock Trailer
New Soil Sterilizer
Install Squeeze Chute
Computers for Student Use
Build Fence for Pastures Attached to Barn

2014-2015
Replace/Repair Greenhouse Siding
Repaint Tool Sheds
Replace Forklift
Plant Orchards and Vines
Install Irrigation in Orchard

2015-2016
Build Equipment Storage
Replace Copy Machine
Replace Weed Cover in Shade House

2016-2017
Purchase New/Replacement Ag Vehicle
Install Permanent Raised Beds with Irrigation
Re-gravel Greenhouse floor
Build/Buy New Greenhouse Benches
27. Operating Budget
California Department of Education
AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
2011–12 APPLICATION FOR FUNDING
(Due Date: To be received in Regional Supervisor’s Office by June 30, 2011)

DATES OF PROJECT DURATION - JULY 1, 2011, TO JUNE 30, 2012

Golden West
(School Site)

Visalia Unified School District
(District)

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.

Signature of Authorized Agent

Signature of Agriculture Teacher Responsible for the Program

Superintendent

Title

Signature of Principal

Contact Phone Number: 55-9735-8087

Date of Approval of Local Agency Board:

<table>
<thead>
<tr>
<th>Funds Requested - Part I</th>
<th>$5,000.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part II</td>
<td>$1,792.00</td>
</tr>
<tr>
<td>Part III</td>
<td>$2,400.00</td>
</tr>
<tr>
<td>Part IV</td>
<td>$12,000.00</td>
</tr>
<tr>
<td>Part V</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$21,192.00</strong></td>
</tr>
</tbody>
</table>

Number of Different Agriculture Teachers at Site: 3

PART I - QUALITY CRITERIA 1-9 (REQUIRED) ALLOCATION

<table>
<thead>
<tr>
<th>Quality Criteria</th>
<th>Will Meet Criteria</th>
<th>Variance Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Curriculum and Instruction</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2. Leadership and Citizenship Development</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>3. Practical Application of Occupational Skills</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>4. Qualified and Competent Personnel</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>5. Facilities, Equipment, and Materials</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>6. Community, Business, and Industry Involvement</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>7. Career Guidance</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>8. Program Promotion</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>9. Program Accountability and Planning</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Formal Variance Request must be included if requesting a variance. A variance is a proposed plan for bringing the program into compliance with required quality criteria. Variances should result in compliance prior to the following year's application. All variances must be approved with the application. Non-compliance with the terms of the approved variance will result in a loss of funds.
PART I - CONTINUED

Departmental Allocation: Meeting the criteria in PART I makes the program eligible for the following amounts based on the number of teachers in the program.

<table>
<thead>
<tr>
<th>Total Number of Teachers</th>
<th>Amount Eligible</th>
<th>Amount Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Teacher or Less</td>
<td>$4,000</td>
<td></td>
</tr>
<tr>
<td>Two Teachers</td>
<td>$4,500</td>
<td></td>
</tr>
<tr>
<td>Three Teachers or More</td>
<td>$5,000</td>
<td>$5,000.00</td>
</tr>
</tbody>
</table>

PART II - PROGRAM ENROLLMENT ALLOCATION

<table>
<thead>
<tr>
<th>Total Number of Students</th>
<th>2010–11 R2 Number</th>
<th>Amount Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>List Number from R2 Report ($8/Member)</td>
<td>224</td>
<td>$1,792.00</td>
</tr>
</tbody>
</table>

PART III - SAE AND RETENTION ALLOCATION

<table>
<thead>
<tr>
<th>Number of State Degrees in 2010</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of Students (R2) Receiving State Degree</td>
<td>5%</td>
</tr>
</tbody>
</table>

SAE/Retention Standard Funds - If percentage of State Degree recipients is 5 percent or greater, then you are eligible for $200 per degree awarded. Maximum of $10,000.

$2,400.00

PART IV - QUALITY CRITERIA 10–11 (OPTIONAL) ALLOCATION

Schools which qualify for a Departmental Allocation may apply for additional amounts for each specific Quality Criteria (10 and 11) met.

* Amounts requested in Quality Criterion 10 will be the indicated amount for that criterion, multiplied by the full-time equivalent (FTE). To count a preparation period, the teacher must be teaching Career Technical Education courses in Agriculture for 50 percent or more of their teaching periods.

* Amounts requested in Quality Criterion 11A will be the indicated amount for each teacher who was compensated a minimum of $2,000 for year-round employment.

* Amounts requested in Quality Criterion 11B will be the indicated amount for each teacher who is provided a project supervision period. Project periods will be counted if the teacher has a preparation period as part of the regular teaching day.

Number of FTE Agriculture Teachers at Site: 3

List the Names of the Agriculture Teachers:

Emmett Schultz
Courtney Serafin
Meghan Davis

<table>
<thead>
<tr>
<th>Number Meeting</th>
<th>Amount Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion 10 - Student/Teacher Ratio</td>
<td>3</td>
</tr>
<tr>
<td>Criterion 11A - Year-Round Employment</td>
<td>3</td>
</tr>
<tr>
<td>Criterion 11B - Project Supervision Period</td>
<td>0</td>
</tr>
</tbody>
</table>

TOTAL FUNDS REQUESTED PART IV: $12,000.00

PART V - QUALITY CRITERION 12 (OPTIONAL) ALLOCATION

Quality Criterion 12 Form is attached and all criteria has been met. If the answer is yes, list $3,000 (funds requesting) in space to the right.
### Part A - Financial Schedule

<table>
<thead>
<tr>
<th>Line</th>
<th>Acct No.</th>
<th>Classification</th>
<th>Description of Item for Which Funds Will be Expended</th>
<th>Incentive Grant Funds</th>
<th>Matching Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4000</td>
<td>Books &amp; Supplies</td>
<td></td>
<td>10,192.00</td>
<td>4,000.00</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Subtotal for 4000</td>
<td></td>
<td>$10,192.00</td>
<td>$4,000.00</td>
</tr>
<tr>
<td>3</td>
<td>5000</td>
<td>Services and Other Operating Expenses such as: Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation</td>
<td>1. Repairs</td>
<td>3,000.00</td>
<td>10,000.00</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td>2. Conferences</td>
<td>5,000.00</td>
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<tr>
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<td>3.</td>
<td></td>
<td></td>
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<td>6</td>
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<td></td>
<td>4.</td>
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<td></td>
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<tr>
<td>7</td>
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<td></td>
<td>5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td>6.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>6000</td>
<td>Capital Outlay: Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment</td>
<td>1. Computers</td>
<td>3,000.00</td>
<td>7,500.00</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td>2.</td>
<td></td>
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<tr>
<td>11</td>
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<td>4.</td>
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<td>13</td>
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<td>5.</td>
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<tr>
<td>14</td>
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<td>Subtotal for 6000</td>
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<td>$7,500.00</td>
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<tr>
<td></td>
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<td></td>
<td>Total for 4000–6000 Lines 2, 8, 13</td>
<td>$21,192.00</td>
<td>$21,500.00</td>
</tr>
</tbody>
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**TOTAL 2011–2012 Incentive Grant Allocation:** $21,192.00

Part B - Complete this portion if a waiver of the matching requirement was granted:

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**TOTAL Amount of Waiver Requested:**
## 2012-2013 Chapter Budget

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**Account Range:** 0450-00-00  

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Print Time: 1:38:08PM
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User: ROSE
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**Account Range:** 0450-00-00

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**Print Time:** 1:36:08PM  
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**Account Range:** 0550-00-00

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From 07/01/2012 to 06/30/2013
28. District & Department Budget Process
District/Department Budget Process

The agriculture department receives funding through the Agriculture Incentive Grant (AIG), Carl Perkins, Site Budget and Tulare County Office of Vocational Education (TOVE).

Agriculture Incentive Grant

The department is in charge of completing the application to receive funding for the Agriculture Incentive Grant (AIG) on a yearly basis. The funding for the grant is budgeted to be spend throughout the year depending on the needs of each teacher in the program. The budget can be mended if need by throughout the year. The school and school board approve the budget each year.

Perkins

Carl Perkins is another source of funding that the principal splits among the departments depending on the budgeted needs for the department for that school year. Each department turns in a list of the items their department needs or wants at the beginning of the year. All of this funding must have purchase orders turned in by April 19th. If the money is not spent or encumbered by the beginning of May, the funds in these accounts will be swept and spent elsewhere.

Site Budget

The school's site budget is money allocated to the departments at the high school through the principal's budget based on each departments' needs for the year.

TCOVE

The Advanced Agriculture Mechanics and the Advanced Environmental Horticulture classes receive additional funding from the county through Tulare County Office of Vocational Education (TCOVE). This money is spent specifically for the means of those two courses.

ASB Accounts

In addition to our department accounts and funds, the Golden West FFA and Home Grower's Club have Associated Student Body (ASB) accounts as well. Any expenses related to the FFA- chapter meeting expenses, judging team registration fees and supplies, etc.- are taken from this account. Donations to the FFA and money raised are all deposited into the ASB account as well. Plants purchased for the plant sale are purchased through the Home Growers account and money received from the sale go back into that account.
29. Chart of Responsibilities
## 2012-2013 Golden West Ag Department

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<td>National Convention</td>
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30. Substitute Teacher Procedures & Plans
Good morning Wendy!

First off, thank you for subbing my class today. There are general rules that all my classes follow. **Please make sure these are enforced at all times.** The binder on my desk includes attendance rosters, seating charts, emergency plans and referral forms.

**General Rules-**
1. Students are to stay in their assigned seats. Especially 3rd period!
2. Food and drink are allowed in class as long as they clean up after themselves.
3. Gum is NOT allowed in class. If they are chewing gum, make them throw it out immediately and write a referral!
4. Students are not allowed in the OH unit or back room while I am gone.
5. Keep cell phone and iPod use to a minimum.
6. Students are allowed to the bathroom one at a time only. They must take the pass with them.
7. Students are NOT allowed to hold our classroom pets or feed them anything.

**Period 1 & 6: Ag Biology:**
Have students answer the 5-a-day questions on the board. Ask for volunteers to share their responses with the class. Pass out the meiosis flipbook pages to each student. They need to cut out and connect all pages. Have them either staple or hole punch and ribbon the pages together. They then need to draw the different stages of meiosis one each page, starting with Meiosis I. All pages need to be in color. The book is due at the end of class. If they do not finish the book in class, have them complete it at home and turn it into you tomorrow. Remind them that their notebooks need to be left on the bookshelf at the end of class and needs to include all of the notes and handouts from the last two days. The only thing that will not go in the notebook is the flipbook assignment. 6th period tends to get off task very easily. **Last week when they had a sub, they were out of their seats and off task. This time, they are to remain in their seats and SILENTLY work on the assignment. Do not let them switch seats or talk. If they talk, write a referral! They know that they are in trouble from the last sub.**

**Period 2 & 3: Intro to Horticulture:**
Have students answer the 5-a-day questions on the board. Ask for volunteers to share their responses with the class. After they are finished with the agendas, have them turn the weekly agendas into the inboxes on the bookshelf. Pass out the Flower Combinations worksheet. Give students 30 minutes to work on the worksheet and then have them turn it in to the 2nd and 3rd period inboxes on the bookshelf. For the remainder of class, play the video "From Poop to Profits". Use the white Epson Projector remote to turn the projector on. The DVD is already in my laptop and ready to go. Just press play. 3rd period has a seating chart. Please
make sure the Cesar, Mark, and Fernando do not sit next to each other. They need to remain in their assigned seats. Mackenzie, my 3rd period TA, is a great resource and helper for this class. She is great at keeping them on task!

Period 4: Advanced Horticulture:
Have students answer the 5-a-day questions on the board. Ask for volunteers to share their responses with the class. After they are finished with the agendas, have them turn the weekly agendas into the inboxes on the bookshelf. Pass out the From Poop to Profits handout and have students answer the Preview Questions on a separate sheet of paper. Once they are finished with the preview questions, have students watch the DVD. While watching the video have them answer the worksheet questions on the back of the handout. When the video is finished, have students form small groups of 6-8 people and discuss the Enrichment Questions. After they have had a few minutes to discuss in small groups, have the groups share their responses with the entire class. Eileen leaves class early to attend her class at Redwood. Please allow her to leave early.

You will have the following TA’s throughout the day. Feel free to use them as needed. Please make sure John waters and locks up the OH unit at the end of each day. Remind him to close the doors on the greenhouse too!
2nd: Carley Pratt
3rd: Mackenzie Jared
4th: Jonathan Avilez
6th: John Wilker

After each class period please rank the class based on their performance below and make notes as needed.

Circle one for each class period
1st: Poor OK Excellent
2nd: Poor OK Excellent
3rd: Poor OK Excellent
4th: Poor OK Excellent
6th: Poor OK Excellent

If you have questions please call my cell 789-4146. Thanks again!

Courtney Serafin
31. Program Completer
Program Completer

Our department considers a program completer to be a student that has been a part of the Golden West High School Agriculture Department for all four of their high school years. Due to the lack of structured pathways, any course counted towards a program completer. Starting with our freshmen of this year, they will need to finish a specific pathway to be considered a program completer. For example, a student that takes Ag Earth Science, Ag Biology, Animal Science and Pre-Vet Science each year respectively will be a program completer. For our TCOVE ROP courses, there are Competency Standards that must be met for the student to be considered a program completer.
32. 2+2 Agreements
2+2 Agreements

Our courses are currently not articulated with any community colleges. The last record of an articulation agreement is from 2003 for Advanced Ornamental Horticulture with the College of the Sequoias. One of my goals for the 2013-2014 school year is to rearticulate this course with COS.
33. Reimbursement Process
Reimbursement Process

All expenses that are incurred while participating in a board-approved activity are reimbursed after the conference attendance sheet and all receipts are turned back into the office secretary. If receipts are not included, the teacher must fill out an affidavit stating that the amount is true. If a conference attendance sheet is not filled out for an event, a teacher cannot be reimbursed for those personal expenses. A reimbursement check is usually given out a week after the conference attendance sheet and receipts have been turned in.

If a teacher purchases something for the FFA or school related items, the teacher can be reimbursed after the reimbursement has been brought before club members and properly moved and seconded. The original receipt, copy of minutes from the meeting where the reimbursement was approved and a completed Golden Rod sheet must all be submitted to the school finance secretary before the teacher will receive a reimbursement check.

Reimbursements cannot be done through district funding. If something needs to be paid for through district funds, a Purchase Order must be opened prior to purchasing.