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Quality Criteria Review
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Curriculum and Instruction

IA. the curriculum includes the components required under section 52454 of the Education code: Organized classes in the study of agriculture and technology, student supervised agricultural experience, and a program of leadership, organization, and personal growth.

Firebaugh FFA is a five person department. Between the five of us we teach Agriculture Earth Science, Agriculture Biology, Agriculture Chemistry, Agriculture Government and Economics, ROP Ornamental Horticulture, ROP Floral Design, ROP Welding, Floral Design 1, Agriculture Mechanics 1, and Agriculture Mechanics 2. Each of these classes is offered on a yearly basis. All students enrolled in agriculture classes are members of the Firebaugh FFA and registered on our yearly R-2 roster. This allows every student the opportunity to participate in leadership conferences for personal and chapter development. FFA and SAE are a combined 10% of the grade in each of the agriculture courses offered at Firebaugh High School. Each course requires students to participate in a minimum of eight FFA activities each semester. Students are also required to have an SAE project each year and complete the California FFA Record Book for that project.

The following course descriptions are currently offered at Firebaugh

Ag Earth: Ag Earth Science is freshman level classes that will help you understand the basic principles of Earth’s systems. The course emphasis will involve the following areas: age, composition of the earth, weather, atmosphere, resources, and environment. This is an agriculture course, as part of the curriculum each student is a member of the Future Farmers of America (FFA) and must have a supervised agriculture experience project (SAE).

Ag Biology: Agriculture biology is a one year laboratory class, designed for the college bound student with career interests in agriculture. Using agriculture as a learning vehicle, the course emphasizes the principles, central concepts and inter-relationships among the following topics: molecular and cellular aspects of life, the chemical and structural basis of life, energetics of life, growth and reproduction in plant and animal genetics, ecological relationships among plants, animals, humans and the environment, nutrition in animals, health and diseases in animals, and the similarities between animals and humans. The course is centered on an extensive laboratory component in order to connect the big ideas of all life science with agricultural application, earth and physical science principles and other curricular areas including written and oral skills.

Ag Chemistry: Agriculture Chemistry is a one year laboratory science class, designed for the college bound student with career interests in agriculture, science and technology. Using agriculture as a learning vehicle, the course emphasizes the principles, central concepts, and
inter-relationships among topics. The course is centered on an extensive lab component in order to connect the big ideas of chemistry with agriculture applications, earth and life science principles and other curricular areas including written, mathematical, and oral reporting skills.

Ag Econ/Government:

Floral 1: This course is designed to allow students to apply an artistic approach to floral design. Students will explore elements and principles of design, two and three dimensional designs, history of floral art, as well as art history, and arrangement styles and techniques with seasonal, holiday, and occasional designs. Students will achieve this through designing, creating, identifying, explaining and evaluating all topics of study. The use of floral and synthetic media will allow students to achieve balance, symmetry, harmony, unity, and texture. Curriculum will include problem solving, critical thinking, interpretation and written and verbal communication skills.

ROP Floral

Ag Mechanics 1

Ag Welding

ROP Welding

Ag Leadership: This course is designed to develop responsibility initiative, creativity, leadership, and school pride in the agriculture program. It provides class time for the planning and organization of meetings, social, and recreational events, elections, service activities, and other community events. Students will have the opportunity to study the concepts of goal development as an individual and team, keys to success as an individual team, character development as an individual, team, and group dynamics, Parliamentary law and procedures, critical thinking, public speaking, personal finance management, business and how it relates to the agriculture industry, career goals and the importance of supervised agriculture experience programs and the FFA in agriculture education.

ROP Ornamental Horticulture:

1B. the career technical education model curriculum standards for the Agriculture and Natural Resources Industry Sector are the basis for contest of courses offered. Curriculum addresses “foundation” and “pathway” standards within the program pathway(s) and course sequences.

Firebaugh is a growing department and has been for the past couple of years. It has become four fifths of the science department when a fifth teacher was added two years ago. The
department currently has a complete AgriScience, Agriculture Mechanics, and Floral Design pathway. The department's goal is to complete the Plant Science pathway with the addition of a plant science class and introduction to horticulture to go with ROP Ornamental Horticulture.

The department would like to add an animal science pathway in the near future so that students have another way to stay in the program all four years. Students are currently able to stay in our program easily until their senior year because all students are enrolled in Agriculture Earth Science as freshmen and Agriculture biology as a sophomore, by the time they get to chemistry at least half of the students choose to be in Agriculture chemistry. Their senior year is when they have the least amount of options since Agriculture econ and government is only offered one class period. The hope is that with adding animal science and completing the plant science pathway students will have a greater opportunity to complete the program.

1C. Career paths in agriculture have been identified and can be found on a chart or diagram on the program plan.

The agriculture career pathways are shown in the charts below: Agriscience, Agriculture Mechanics, Floral Design, and Plant Science. Agriculture Earth, Biology, and chemistry are each A-G certified in area D, ROP Floral Design is A-G certified in area F.

AgriScience

Plant Science

Floral Design
Agriculture Mechanics

1D. The School master schedule allows students to follow the recommended sequence of agriculture courses to complete the selected career path(s).

Our school counselors create the master schedule each year. The counselors do a fantastic job of making sure that students have the opportunity to take agriculture courses. This year there are agriculture classes offered every class period with there being five different classes periods one – four, four classes period five, three classes period six, and one class period seven.

1E. Agriculture Career Awareness information is included in every course

Within each course students are introduced to FFA and opportunities that it provides along with career awareness in agriculture. In elective courses there are career area projects completed by the student about careers in the area of the particular course content. In the core classes of Earth, Biology, and Chemistry students are introduced to careers in Agriscience as we move through the units of the course. When discussing SAE projects students are also introduced to careers that fall into proficiency areas.

1F. The agriculture department utilizes computer hardware and software as an instructional tool.

Technology is greatly utilized in our department with the push to go towards one to one instruction. Each Agriculture teacher has a class set of chrome books or laptops for students to use. Each course uses power point presentations, schoology or google classrooms. The entire department utilizes the I record book system with every student. Each classroom is equipped with a desktop computer, printer, laptop, projector, Elmo, and smart board. The AgriScience teachers all use the illuminate system for creating and scanning tests. The system also allows students to test online in order to help them prepare for then SBAC tests in the spring.

1G. The agriculture curriculum includes the use of computer aided instruction by utilizing at least one of the following: Computerized record book, Agriculture term paper, Job resume, Portfolio letter of introduction, Agriscience fair report, speech manuscript, job cover letter, or other agriculture related project.

This year the entire department adopted the use of the I record book system with every student. By doing this we have been able to have more students earn their state degree and prepare for proficiencies. Beginning this year the Agriscience teachers decided to incorporate having students complete an Agriscience fair project with the full paper. We are beginning the process with our current freshmen with the expectation that it will be continued into the students’
sophomore and junior year. All of the ROP classes and agriculture leadership complete a resume and cover letter in the related areas for the subject. These projects all go into the students’ portfolio that is required for them to graduate high school.

1H. Record keeping is taught in all agriculture classes. Every student maintains and completes (closes out) either an actual SAE project or a mock problem.

SAE and record books are a part of each student’s grade. Record books are generally taught in the spring semester when students begin their first book in January and are then continued through the end of the year to close them out. Students must turn in a completed project for their record book at the end of a fair project. Record books are all taught using the I record book system.

1I. Record books from each student are maintained in department files until one year following graduation.

Record books are kept in files until at least one year following graduation. If the student is planning to finish a Starer degree or an American degree then the books are held longer if needed. Books are located in our middle room/FFA storage room for students who have graduated. Each teacher keeps their current students’ books in their classroom by name and class period.

All of my students are converted to the I record book so all files are kept online.

1J. Agriculture courses have been submitted to meet high school graduation requirements and or University of California A-G credit.

Every agriculture course at Firebaugh High School meets graduation requirements for science or elective credit.

Ag Earth, Ag Biology, and Ag Chemistry are all UC A-G approved in area D.

ROP Floral Design is UC A-G approved in Area F.
2. Leadership and Citizenship Development

2A. An FFA Chapter has been chartered by the State Association or has been applied for.

The Firebaugh FFA chapter number is #0072, a part of the California and National FFA Organizations. It was chartered in 1976 when Barbara Fulbright was elected president and the charter was officially applied for on September 1st, 1976.

2B. A chapter program of work is developed annually and a copy is furnished to the supervisor by December 15.

Every summer the chapter officers meet for one week and plan the year’s activities and goals for the chapter. From this point the chapter Vice President is in charge of fully preparing the program of activities to curricular code so that it is contest ready, as well as prepared to be presented to the school board members in January.

A copy of the 2014-2015 Program of Work can be located in the program plan.

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

FFA and SAE projects are worth ten percent of every agriculture course. Each student in an agriculture course is required to attend a minimum of eight FFA activities per semester. A sign in sheet is at each event for students to sign in. There is also a bimonthly activities sheet that students fill out for our high point trip. The high point trip tracking sheet is also used for students tracking the eight FFA activities students must complete per semester. FFA and SAE project points are entered into the students’ grade at the end of each semester.

Record books for the year are due in the spring each year. The ten percent is split five percent FFA activities and five percent for the Record book being turned in.

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

All students enrolled in agriculture courses are affiliated with the California State Association and National FFA Organization. Each fall students fill out a student data sheet and the FFA Roster and R-2 report are updated by the teachers through www.calaged.org by October 15th.

2E. based on previous years records, the department participated in a minimum of 12 activities listed on the FFA activities check sheet.

The Firebaugh Agriculture Department prides itself on student involvement in a variety of activities. A few of the activities FFA members participated in during past years are:

S. Goeb Quality Criteria Narrative AGED 539 Spring 2015
- State leadership conference
- National FFA Convention
- Fall and Spring Regional Meetings
- San Joaquin Region Boot camp
- Greenhand Conference
- Made for Excellence Conference
- Advanced Leadership Academy Conference
- Sacramento Leadership Experience
- Section Opening/Closing
- Section BIG and Banking
- Section Cooperative Marketing
- Section Speaking: Creed, Job Interview, Prepared, Extemporaneous, and Impromptu
- Submitted State degree applications
- Submitted Section and region proficiency applications
- Participated in Judging Contests
  - Cotton Judging
  - BIG
  - Farm Records
  - Light Horse Judging
- Livestock Judging
- Ag Welding
- Floral Design
- Cooperative Marketing
- Ag Sales
- Ag Pest
- Citrus Judging
- Participated in other sectional activities
- Blackbeard’s- fall activity
- Bowl-A-Thon- Winter community service activity
- John’s Incredible Pizza- Spring Activity

21. a minimum of 80% of the students participate in at least three leadership development activities annually as verified by department records.

The Firebaugh Agriculture Department prides itself on student involvement in a variety of activities. Every student enrolled in an agriculture course is required to participate in eight FFA activities per semester. Participation is verified by sign in sheets and high point activities sheets. Students also record their activities in their I record book online. Over 80% of members participate in at least three activities a year as verified by department records. The following are the most common, widely attended events.

- Mud Volleyball
- Fall Section Activity
- Winter Section Community Service
- Spring Section Activity
- Chapter meetings
- Greenhand banquet
- End of year banquet
- Farm clean up
- Weekly FFA Spirit day

S. Goeb

Quality Criteria Narrative

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3. Practical Application of Agricultural Skills

3A. Students participation in Supervised Agriculture Experience (SAE) is part of the grading criteria for every student in the program.

Every student in an agriculture class must have an SAE project for a part of their grade. Firebaugh has a system in place for our students to that all of them have a project. In addition to our main projects such as raising animals and working in the fields every student has a home improvement project in which they work a minimum of five hours per week improving their own home. These hours must be logged in the record book and updated a minimum of once a month for their SAE grade in my class.

3B. First year students have either been engaged in a SAE project or have a plan in place for a SAE, as verified by the student data-career plan.

All of the Firebaugh FFA students have an SAE project. Our first year students begin their projects in January. Every student has a home improvement project in which they must work a minimum of five hours a week improving something at home. These projects are yearlong projects so that students are able to complete and close out a full record book. Our students who have more traditional projects such as raising animals must turn in a complete record book at the end of the project.

3C. A minimum of 80% of continuing students are engaged in SAE projects as verified by department records.

All students in the department have an SAE project throughout the year. Every student has a home improvement project in which they work a minimum of five hours per week for the entire year. In addition to this we have various other projects such as raising animals for the Chowchilla and Madera fairs, running a landscaping business, working in the fields, and farming agriculture commodities. SAE is a part of my students’ grade in both the fall and spring semester for my junior and senior classes and they must have their record books updated monthly. My freshmen classes receive their SAE credit in the fall by having a plan for an SAE, while in the spring they must turn in an updated record book monthly.

3D. Students with SAE projects are visited by their agriculture teacher at least twice per year as documented by department records.
Fair SAE projects have a mandatory showmanship practice twice per week on set days and times as determined by that advisor. At these practices animals are weighed, wormed, and clipped as well as practicing showmanship skills. Students with breeding projects are visited multiple times per year as well as students with consistent employment. Project visit notes are put on the stall cards for individual animals with information such as the date, current weight, how much to feed, and the date it was last wormed or vaccinated. There currently isn’t a department wide project visit form that is used. I use a form that I created to organize my notes on each animal to keep in my own records. I hope to begin using my IPad to create a form that I can use each week as well as take pictures to email students and parents as well as having an electronic copy for myself.

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

Our department has a Chevy truck, Ford truck and a suburban that have all been purchased for the department by our district over time. These vehicles are available to us at any time we need to use them for project visits, feed runs, or driving students to activities. The department also has access to district vans and busses when needed to transport large numbers of students. We are very fortunate that all gas costs are cover by our after school program which helps tremendously in keeping costs down for transportation. Since there are five teachers in the department and only three vehicles we have created and kept a calendar for when who would need to drive which vehicle on each day. There is almost always a vehicle open if something comes up last minute. We are also able to take our department vehicles to any conferences and professional development activities such as Roadshow, region meeting, New Professionals, or CATA summer conference. The only time we need to keep track of millage and gas receipts is when we check out different vans or use the district gas card. All of the van requests are to be filled out in advance with a full itinerary attached to the request for each vehicle. Because we have so many vehicle options available to us, we do not turn in, or keep track of any millage on our personal vehicles if used.
4. Qualified and Professional Personnel

4A. every agriculture teacher has the appropriate credential for teaching the subjects assigned. Copy of authorizing credentials is in the comprehensive program plan.

All five of the agriculture teachers have their single subject agriculture credential, while four out of the five have their Ag specialist credential. Our credentials can be found in the comprehensive program plan.

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

All five teachers are full time agriculture teachers with one teaching agriculture classes at El Puente charter school one period per day. It is expected that all five teachers attend all events throughout the year, unless illness or family emergency comes up. Activities attended are: 3-4 section meetings per year, 2 region meetings each year, region roadshow, and CATA summer conference. Teachers that have been teaching for 1-3 have the ability to attend new professionals if they choose to, and skills classes can be attended at the teachers expense.

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

As a five person department meeting is essential for us to full communication with one another. We have a minimum of one department meeting per week in order to review events happening that week, the next week and a month out. When we have a big event coming up such as our Night in Vegas we meet more frequently and communicate through email during the day.

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 have an agenda that is made and kept with decisions on it for every department meeting. The agenda with decisions made goes into the department head binder kept by Mr. Calvert.

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.

Teachers are reimbursed for expenses that we incur for FFA, SAE, or CATA activities. In order to be reimbursed we must attach the original receipt and fill out the correct paperwork. Anything coming out of the FFA or AIG account must be approved by the FFA officers or the department staff as a whole.
5 Facilities, Equipment, and Materials

5A. Modifications of facilities and equipment has occurred when necessary, based on the needs of students, including special populations.

We currently have five classrooms (three sciences, one floral, a shop classroom and metal shop). We also have a fully functioning farm to house animals and an Ornamental Horticulture unit. All of our classrooms are equipped with materials they need and supplies are purchased and replaced as needed yearly. New equipment is purchased through ROP or department funds for the shop, floral and horticulture classes. The greenhouse is currently not functioning and we are in the process of getting the district to replace it. All of our facilities are kept up to date and maintained by both the agriculture department and the district.

5B. There is adequate storage and space for materials, records, equipment, and supplies.

The science classrooms are all equipped with lab tables and counters with three out of the four walls having top and bottom cabinets. Besides the classroom we have a middle room office to house records for the department, chapter uniforms and meeting supplies. We also have a e-train for agriculture mechanics and one for ornamental horticulture. At the barn each species has their own tack room to keep all tack and show supplies as well as a scale for each species. The ornamental horticulture and floral design classes are in the most need for improvement. There is currently no storage for floral design and the classroom is lacking the cabinet storage. For this class we are trying to clean out a storage room to turn it into floral storage as well as getting a e-train for floral design equipment. The ornamental horticulture storage is in need of an update. There is a e-train that is kept at the farm and currently contains a mixture of animal supplies that don’t have another home and horticulture equipment. The storage room is in need of an update so that it has more cabinet space and a larger tool wall. The room currently doesn’t have a door which leaves us open to theft of tools, and it also has a leak in the side from old siding breaking.

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 their SAE project:

- School Farm
- Growing Area
- Greenhouse
- Agriculture shop

Our department currently has a school farm, and rabbitry where animals are kept free of charge for students, we have a non-functioning greenhouse a one acre almond orchard, one acre of wheat growing, four planter boxes that small scale crops can be grown in, and a full metal shop. The entire ornamental horticulture unit is under construction so that students can have a place to have garden projects.
5D. The agriculture department has E-Mail capabilities.

All five agriculture teachers have a district email address.

Stephanie Goeb: sgoeb@fldusd.org

Gene Lieb: glieb@fldusd.org

Kate Smith: ksmith@fldusd.org

Robert Calvert: rcalvert@fldusd.org

Francisco Diaz: fdiaz@fldusd.org

5E. The reviewer verifies by visual observation that the agriculture facilities are neat clean and orderly.

We do our best to keep our classrooms, shop, farm and other storage places as orderly as possible. Personally I am the compulsive cleaner and my classroom is organized, with everything in place before and at the end of each day. I stress the importance of cleanliness and organization in my species tack room so that everyone knows where supplies can be found at any time, as well as having once a week work days just to clean and organize the area.

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

All of our vehicles go to the district transportation office for maintenance as needed. Our vehicles are on the verge of needing to be replaced. We are already speaking to the school board about replacing vehicles over the next few years. All show supplies and equipment are currently up to date and clipper blades are sent to be sharpened before each fair. The greenhouse is the only facility that is not up to date or well maintained. This is a work in progress and the result of having a different teacher in charge of the unit every year for the last six years. Hopefully this will improve and the school board and department supporters will assist in replacing the greenhouse now that there is consistency in the person maintaining the area.
6. Community, Business, and Industry Involvement

6A. The advisory committee is operational and reflects the committees membership as outlined in the “Agriculture Education Advisory Committee Manual”

We have an operating Agriculture Advisory Committee. The committee acts as a source of support and guidance for the program. The members are each successful within their various areas of the agriculture industry. The following are the members of the advisory committee:

Pat Ward (President): Pat is a farm manager in the citrus industry.

Brian Maiorino: Local farm owner

BJ Diedrich: Local farm owner

Dustin Snyder: Local farm owner and sheep breeder

Chris Cardella: Local farmer and caterer

Garrick Stuhr: Dow AgroSciences representative

Ted Crockett: Local farmer

Each of the advisory board members is essential in helping us for any fundraisers often donating the food and their time to cook for us. The members are also very supportive in buying fair projects or giving bump bids to our students.

6B. The Agriculture Advisory Committee meets at least twice per year (minutes are available to verify meetings).

The agriculture advisory committee meets twice per year, once in September and again in January. Agendas and minutes are available to verify in the comprehensive program plan.

6C. The Agriculture Advisory committee has assisted in the development or revision of the following components of the comprehensive program plan, as evidenced in the Ag Advisory committee minutes.

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<th>Course subject study matter outlines</th>
<th>Graduate follow up</th>
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<td>5 year facility and equipment</td>
<td>Targeted occupations</td>
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Program completion standards

Current year budget

List of active placement sites

This year the main focus of our meetings has been where we want the department to go in the future and what that looks like for our class offerings. This year we have had the opportunity to be considered for a paramount academy which we decided against because it didn’t fit our program goals of student involvement. We also greatly discussed the benefits of applying for a pathway grant and what type of support we could get. After speaking to our advisory the department decided that this was a good opportunity for our program and that there is a need for us to fully develop our plant science pathway since there is a need for pest control advisors, growers, and other plant related careers in our area. When it comes to our budget the advisory committee leaves us alone to spend and budget based on what is best for the students. They did express a concern with our starting a parent booster group and what that would mean for our funds, however after working with myself (the lead teacher for advisory committee and Boosters) and the booster members on their expectations and guidelines any hesitation left. Since we now have a boosters group some of these areas fall under their areas of concern. The advisory committee gives out a scholarship each year for program completers. This means that the students have to be in the program for all four years.

6D. The contact information of the Advisory Committee Chair has been provided on the front cover of the check list.

The contact information for Mr. Pat Ward Advisory President is provided on the AIG checklist.

Name of Agriculture Advisory Committee chair: Pat Ward

Phone Number of Agriculture Advisory Committee Chair: 559-301-9426
7. Career Guidance

7A. Students are counseled regarding

- Career opportunities in agriculture and AgriBusiness
- Agriculture and Academic courses necessary to complete their career pathway
- Post-Secondary education and training options

Students receive counseling in a variety of ways. They have an Ag careers research project that is done in class as well as the career field trips taken throughout the year. Each student goes through career counseling with the counseling office at school.

As students complete each course in our department we inform them about other courses that they can take, and what requirements they meet such as ROP Floral Design meets Area F for the UC A-G requirements. Right now we have students staying in our program with ease for their first three years of high school because we teach all of the freshman and sophomore classes and half of the junior classes. It is difficult for our seniors to remain in the program right now because our elective classes are all ROP and require 2 class periods.

Students learn about post-secondary education and training from a variety of places. Our counselors have career counseling for students that helps them understand what various careers require. While being FFA members students travel to conferences and attend certain field trips that focus on career possibilities as well as college programs to attend at both the junior college level and at the four year university level.

7B. All students have completed the a career plan (student data sheet) and it is updated annually.

All students complete a student data sheet in the first week of school each year including the portion asking about their career interests and post-secondary education, training, or Military options. Students also complete a plan yearly with the counselors.

7C. Efforts have been made, or completed to articulate with Community Colleges and/or universities.

There is articulation set up with the local community college in Firebaugh. Efforts are being made to articulate more classes with them as well as Merced College, Modesto Junior College, and Reedly Junior College. All of our science courses meet UC A-G requirements for college credit.
8. Program Promotion

8A. An agriculture Education program recruitment brochure or similar document is used to promote the program.

Currently Firebaugh FFA has every freshman and sophomore enrolled in our program at school due to being four fifths of the science department. We still recruit students into our program by holding an assembly at the middle school each year dedicated just to showcasing the agriculture department and its opportunities. We also put on Ag Awareness day for the community once a year in March. During this time approximately 1300 elementary students attend and go through rotations designed and presented by the students in our department to learn about agriculture.

8B. Students have alternative means of overcoming financial barriers to participate in program activities (Including FFA, SAE, and Leadership)

Where there is a will there is a way. If students in our program wish to participate in activities but can’t afford it the advisors work with them to make it possible for them to participate. We tell every student and parent that money should never be the reason you or your child doesn’t participate in our program. We have an amazing advisory committee that is willing to help support students in financing their fair projects and making sure that they make a profit at the end of it. We have also started a parent Booster group that covers the majority of the costs for conferences such as state convention, MFE, and ALA. Our community is also supportive as a whole, and often sends sponsor money to help support students participate in FFA, and our program. They come together every year to support students by purchasing projects at the fair as well as at our yearly “Night in Vegas” fundraiser event. We have students that fill out the Blue Jacket application in order to purchase jackets if they can’t afford them.

8C. The agriculture department conducts recruitment activities with local feeder schools.

The agriculture department annually recruits students at the Middle School in February. The middle school provides and entire assembly dedicated to the agriculture program at Firebaugh High School. We hold Ag Awareness day each year in March where approximately 1300 elementary school students attend annually. The program also has FFA Week activities during break and lunch to show case the students. We also host and provide a dinner for parents and students every year for back to school night, and teacher appreciation breakfast.
9. Program Accountability and Planning

9A. A comprehensive program plan is on file with the regional supervisor and a copy is retained in the local department files.

Firebaugh has a program plan on file with the regional supervisor, however it has not been updated since 1990. I have found a couple of program plan binders with some documents, but not all.

I believe the reason for this is that there has been a large volume of turnover in our department, especially recently. There has been at least one new teacher to the department every year for the last five years. After this year there will be three tenured teachers out of the five and our department will be more stable than it has been recently.

Through the process of completing the supporting materials for the AGED 539 binder, I have accumulated and created the appropriate documents to fill and complete the comprehensive program plan to the best of my ability. Hopefully we will be able to continue working on the program plan to make it better each year as well as having an updated copy on file each year in both the Regional Supervisor’s office as well as our department.

9B. Updates of the program plan are sent to the Regional Supervisor by November 15th. These updates include (1) the five year acquisition schedule (2) Chart of staff responsibilities (3) FFA program of work (4) Advisory committee roster (5) Advisory committee minutes.

During the course of completing AGED 539, a recent and complete program plan was created and completed. It is now up to date for the 2014-2015 year. The five documents listed above will be updated yearly and placed in the program plan at region office and in the department.

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

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

Our department does not currently have a graduate survey instrument in place. Over the past few years the structure of the program has undergone some big changes that allows us to have more students complete the program, but we have not yet evolved to having a system in place for keeping in touch with all of our graduates. However with the technology available to us now it is feasible to create an online survey that we can send out yearly to be filled out via e-mail for our department to reference.
In regards to the relevance of the program and improving the program, we have many community members that support our program because they are impressed with the growth that we have had over the past couple of years. Many of which are alumni of the program themselves, and enjoy watching their kids join and move through the program.

9D. Graduate Follow Up data collected was entered with the On-Line R2/FFA Roster Data Entry by October 15th.

The graduate follow up data is entered into the on-line R2 database each year and posted by October 15th.

9E. The Agriculture Department analyzes their student retention numbers each year and develops strategies to help increase retention within the program.

Each year after completing the R2 FFA Roster, we look at the numbers of second, third, and fourth year members. Over the past few years our numbers have grown in the second and third year of membership, but they have stayed the same in our fourth year of membership. A major reason for this is because two years ago the department took over science. We teach every freshman and sophomore on campus and over half of the juniors. The major problem is that we only have a couple of places for our seniors to go, for example we only have on class period of Agriculture government and economics, we also have floral design, ornamental horticulture and mechanics, however the majority of the elective classes are ROP classes and require two class periods from our students, many of which don’t have the space for them in their schedule. The goal is that we will be able to add a sixth teach in the next year or two which will allow us to teach more elective classes and give students more options to stay in our program.

9F. The R-2, AIG expenditure reports, and FFA Roster have been received the regional supervisor and/or State FFA Financial Coordinator on or before October 15th.

All AIG materials including the R2 report and roster are turned into the Regional Supervisor each year by October 15th.
10. Class Numbers

10A. Shop and laboratory-based classes have no more than 20 students enrolled. Classroom based classes have no more than 25 students enrolled.

Currently the only classes that have no more than 20 students in them are the Agriculture mechanics classes and the ornamental horticulture class.

We allow our classes to go above the 25 students because we have no choice. Having all of the freshman and sophomore students gives us limited places for them to go. We allow more than 25 into the agriculture chemistry and floral design classes because we are already losing the AIG funds, so we let students into the program who want to be in the program.

We were hoping that our numbers would be a little smaller by adding another section of floral design and agriculture chemistry, but our numbers still went into mid 30s and stopped when we reached our school districts classroom size maximum.

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 a .5 for the purpose of determining the total count only (this does not pertain to class size).

With over 600 students in the program and five teachers, even with freshman only counting as a .5 each teacher still has an average of over 75 students.
11. Full year employment

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 2,000 dollars.

We have five full time teachers in the agriculture department. However we have more than 75 students per teacher on our R2 report. This year we have over 600 students including a few graduates still on the roster. All five teachers have an extended contract compensating them over 2,000 dollars. Mr. Calvert has a department head stipend and Mr. Lieb has a FFA advisor stipend in addition to their extended contracts. All five teachers are compensated over 2,000 in addition to their regular salaries.

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 teachers in the school. This requirement may also be met if a period is not available by financially compensating the agriculture teachers at the equivalent cost of providing one period for supervision.

Currently none of the teachers in the agriculture department have a project supervision period.
12. Program Achievement

12A. The agriculture program meets the requirements of program achievement (attach checklist)

The Firebaugh FFA participates in as many activities as possible throughout the year. This year was the first year that Firebaugh had five percent of its members earning their state FFA degree.
The Project
Project Proposal
(to be completed in conjunction with AGED 539)

Quality Criteria Number Addressed: ____________

Goal or Purpose of the Project: The purpose of this project is to create the Friends of the Firebaugh FFA parent booster organization to assist with scholarships, fundraisers, and sending students to FFA conferences and events. Firebaugh hasn’t had any form of a boosters group which has caused the advisory committee to take over part of that role. Currently the advisory committee meets not only to talk about curriculum and project additions to the department but also to talk about which students receive bump bids from fair. This group has also taken over management of the scholarship funds for students in the Firebaugh FFA.

With the creation of the Friends of the Firebaugh FFA the advisory committee should return to its standard function, creating this group also allows for more accountability with funds. Scholarship funds will no longer be held in an advisory committee members personal account, but in the Friends of the Firebaugh FFA account which will require an FFA advisors signature to use any funds.

Firebaugh FFA is hosting its second annual Casino night. At this time the FFA advisors plan everything for this event and the FFA takes on all risk and liability, because this event is twenty-one and over as well as gambling it is important for the FFA to step away from it completely sooner rather than later. The Friends of the Firebaugh FFA will take over this event over the next two years. This will allow one year for members to see all of the planning that goes into the event and another year to slowly transition into taking on the entire event.

Specific Objectives to Accomplish (Be as detailed as possible):

- I will work with members to create bylaws that approved by the Friends of the Firebaugh FFA.
- A president, vice president, secretary, and treasurer will be elected as officers.
- I will work with the elected officers on how to properly plan and run a meeting using Robert’s Rules of Order
- A checking account will be set up in the name of Friends of the Firebaugh FFA
- Friends of the Firebaugh FFA will determine and organize a specific fundraiser for the organization this year.
Estimated number of hours on this project: 30 hours- researching other chapters booster bylaws, meeting with officers, training officers to run meetings properly, create bank account and monitor funds for the account.

Estimated expenditures ($) on this project (your costs): None.

Proposed timeline for completion of the project: The proposed timeline for full completion of the project is March 2015.
- August 2014- first parent interest meeting
- September 2014- Elect officers
- October 2014 – Meet with officers
- November 2014- create purpose and goals for Friends of the Firebaugh FFA
- December 2014- Meet with officers
- January 2015- Create and complete full set of bylaws
- February 2015- Create spring fundraiser for the group
- March 2015- Have parents assisting with the Casino night and have group sponsoring awards for Spring banquet.

Progress Report: How will you inform the Cal Poly faculty of your progress on a regular basis?
In order to inform the Cal Poly faculty of progress on my project I will submit a monthly log of hours spent on the project as well as a summary of what was accomplished in those hours by the 30th of each month.

For Office Use Only:

Project Approved By: [Signature]
Date of Approval: 12/20/14
Quarter student will enroll in AGED 539: Spring '15
By-Laws of the Firebaugh FFA Boosters  
Created 2015

**Article 1 - Name**

The name of this organization is the Firebaugh FFA Boosters.

**Article 2 - Statement of Purpose**

The purpose of this organization shall be to support the FFA Chapter at Firebaugh High School. This organization accepts in full the motto, creed, and provisions of the National, State, and Local Associations of the FFA.

**Article 3 - Membership**

Any person may be a member in good standing of this organization upon payment of the annual dues as determined each year by the executive committee. Annual dues are payable by the October, and May meetings. Only members in good standing have voting rights.

**Article 4 - Meetings**

The Firebaugh FFA Boosters will meet as determined by the Executive Committee to coincide with the student meeting. In order for business to be conducted, there must be a majority of officers and 2 members present. The following shall be the order of business for all regular meetings of the Firebaugh FFA Boosters, unless changed by a two-thirds vote of the active membership present at the meetings or by vote of the executive council.

1. Call to Order  
2. Flag Salute  
3. Reading, correction, and adoption of the minutes of the previous meeting.  
4. Treasurers report  
5. Advisors Report  
6. Old Business  
7. New Business  
8. Next Meeting  
9. Adjournment

**Article 5 - Officers**

There shall be four officers: President, Vice President, Secretary and Treasurer. No person may hold more than one office.
Article 6 - Terms of Office

The officers shall serve one-year terms and may be re-elected by majority vote. During the first year of establishment only, the President, Vice President, Secretary and Treasurer shall serve a two year term of office.

Article 7 - Election of Officers

With the exception of the first year of establishment, the nomination of officers shall take place at the regular February meeting of the membership. Newly elected officers will take office effective April 1st.

Article 8 - Duties of Officers

Section 1: Responsibility. All Officers are subordinate and responsible to the membership.

Section 2: President. The President shall be the chief executive officer of the organization and shall be subject to the control of the Executive Committee and the membership. The President shall supervise, direct and control the business of the organization, shall chair the Executive Committee meetings and shall be an ex-officio member of all committees. The President shall have the general powers, duties and responsibilities usually vested in the office of President and shall have other powers and duties as prescribed by the Executive Committee or the By Laws and approved by the membership.

Section 3: Vice President. In the absence, disability or refusal to act of the President, the Vice President shall perform all the duties of the President, and when so acting shall have the powers of and be subject to the restrictions normally upon the president. The Vice President shall oversee the yearly membership drive. The Vice President shall perform other duties as prescribed by the Executive Committee or the By Laws and approved by the membership.

Section 4: Secretary. The Secretary shall keep a record of minutes of all meetings of the organization, count and record all votes, handle all correspondence, keep a record of all current members, and notify members of upcoming meetings where appropriate. The Secretary shall perform other duties as prescribed by the Executive Committee of the By Laws and approved by the membership.

Section 5: Treasurer. The Treasurer shall keep correct accounts of the transactions of the organization. The books shall be open to the membership at all times. The Treasurer shall deposit all funds in the name and credit of the Firebaugh FFA Boosters with such financial institutions as may be designated by the Executive Committee. The Treasurer shall disburse the funds as directed by the membership. The Treasurer shall also submit a timely financial report of receipts, disbursements and
account balances to the membership. The Treasurer shall compile an annual financial review to be submitted to the membership prior to the fiscal year end. The Treasurer shall perform other duties as prescribed by the Executive Committee or the By Laws and approved by the membership.

**Article 9 - Removal of Officers**

Active participation and regular attendance at the Firebaugh FFA Booster meetings is expected. Should any officer miss half of the consecutive meetings, the officer may be removed by a majority vote of the members present at a regular meeting. An officer may be removed by a majority vote of the members present at any regular meeting for unsatisfactory performance. Any member in good standing with the Firebaugh FFA Boosters may be nominated and elected to an office which has been vacated by a majority vote of the membership present.

**Article 10 - Committees**

**Section 1: Definitions.** The standing committees will be the Executive Committee and Finance Committee. Special committees may be appointed by the President and approved by the membership as needed.

**Section 2: Executive Committee.** The four officers shall comprise the Executive Committee. They will call membership meetings, meet as necessary to determine the agenda for meetings of the membership make emergency policy decisions and approve expenditures when meetings of the membership are not possible.

**Section 3: Finance Committee.** The Finance Committee will meet as needed and will produce a budget for approval by the membership and will provide recommendations to the membership of expenditures required supporting the Chapter. The Finance Committee is compromised of the Treasurer, one Ag instructor and four current members of the Firebaugh FFA Boosters as appointed by the President and approved by the membership. The Finance Committee shall make an annual audit of the books at Fiscal year end, to be presented to the membership at the 1st regular meeting of the new Fiscal year.

**Section 4: A Night in Vegas Committee.** The “A Night in Vegas committee will meet as needed and follow the budget set forth by the finance committee. This committee will plan and execute the entire event serving as the main fundraiser for the year.

**Article 11 - Budget & Disbursement of Funds**

The Finance Committee will produce a budget for approval by the membership in May. The Finance Committee will review unbudgeted requests throughout the year in order to make recommendations regarding such requests to the membership. The signature of any two officers will be required to make disbursements from any account of the Firebaugh FFA Boosters.
**Article 12 - Fiscal Year**

The Fiscal year of this organization will April 1st through March 31.

**Article 13 - Rules of Order**

The meetings of this organization will be conducted according to Robert's Rules of Order.

**Article 14 - Dissolution**

In the event of the dissolution of this organization, any funds remaining after final disbursements will be donated to the Firebaugh High School FFA Chapter.

**Article 15 - Amendments**

Any current member may propose amendments to these By Laws after appropriate notification to the membership at least one month prior to that amendment's consideration. Proposed amendments will be adopted by the membership upon a two-thirds majority vote of current members present.

**Article 16 - Signature of Officers**

The By Laws were duly considered and approved the 11th day of March, 2015.

President

Vice President

Secretary

Treasurer
Supporting Documents
Student Data Sheets
A. Name
Last Name
First Name, MI

B. Gender: Male ______ Female X

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

E. Grade Level in School: 11
   (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.
   Ag teacher

H. Date: 9/13/14

I. Locator Data
   Street Address:
   City, Zip:
   Phone Number:
   Email:
   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 X
      Full-Time Student
      Part-Time Student
      Agriculture Major
      Non-Agriculture Major

   3. Go Into Military Service
A. Name: Martinez, Graciela

B. Gender: Male ______ Female X

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: 2
   (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  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.

   Sales

H. Date: 9/3/14

I. Locator Data

   Street Address:
   City, Zip:
   Phone Number:

   Email:

   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  X
      Full-Time Student
      Part-Time Student
      Agriculture Major
      Non-Agriculture Major

   3. Go Into Military Service
AGRICULTURAL EDUCATION - ST

A. Name: Alvarez Daniel

B. Gender: Male [X] Female [ ]

C. Ethnicity/Race:
- [X] Hispanic or Latino
- [ ] Not Hispanic or Latino
- 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: 3
   (1st, 2nd, 3rd, 4th)

E. Grade Level in School: 11
   (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.
   - Military [X]

DEUTSCH CAREER DATA SHEET

H. Date: ___________________

I. Locator Data
   Street Address: ___________________
   City, Zip: ___________________
   Phone Number: ___________________
   Email: ___________________
   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)
   - [X] 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 [X]
AGRICULTURAL EDUCATION - S:

A. Name: Lawford Eli
   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 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: 3
   (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.
   Farming/Welding

DENT CAREER DATA SHEET

H. Date: 9/13/14

I. Locator Data
   Street Address: ____________________________________________
   City, Zip: _________________________________________________
   Phone Number: ____________________________________________
   Email: ____________________________________________________
   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 - S7

A. Name
   Last Name: Tisdale
   First Name: Karen

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

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

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

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

DENT CAREER DATA SHEET

Revised 7.16.10

H. Date: 9/3/11

I. Locator Data
   Street Address:
   City, Zip:
   Phone Number:
   Email:
   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
A. Name: Reyes Daniela

B. Gender: Male ______ Female X

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

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

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

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.

   Phycologist
A. Name: **Mumby, Loren**

B. Gender: Male [ ] Female [X]

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

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

E. Grade Level in School: 12th (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. **Welder**

H. Date: 9/13/14

I. Locator Data
- Street Address:
- City, Zip:
- Phone Number:
- Email:
- 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)
- [X] 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
   - [X] Community College
   - [ ] Four Year College
   - [ ] Full-Time Student
   - [X] Part-Time Student
   - [ ] Agriculture Major
   - [ ] Non-Agriculture Major
   3. Go Into Military Service
A. Name: Stuir, Datten

B. Gender: Male [X] Female [ ]

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

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

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

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

G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.
   [ ] Plan:
A. Name: LaSalle    Austin

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: 3
   (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.

H. Date: 9/13/10

I. Locator Data
   Street Address: _________________________
   City, Zip: _____________________________
   Phone Number: _________________________
   Email: ______________________________
   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
A. Name  Valencia  Ruby
   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 or Alaskan Native
   Asian Indian
   Cambodian
   Chinese
   Hmong
   Japanese
   Korean
   Laotian
   Vietnamese
   Black or African American
   Filipino
   Guamanian
   Samoan
   Tahitian
   White
D. Year in Agriculture Program:  
   (1st, 2nd, 3rd, 4th)
E. Grade Level in School:  
   (9, 10, 11, 12)
F. I Am Taking This Course Because: (Select One)
   I plan a career in agriculture
   Not a career, just an interest in agriculture.
   Not interested, placed in class.
G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.
   Hairdresser
H. Date:  9/3/10
I. Locator Data
   Street Address:  
   City, Zip:  
   Phone Number:  
   Email:  
   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
Permanent Student Files
At this point in time Firebaugh FFA is currently reconstructing their permanent student files. We currently have papers and record books scattered throughout classrooms, which is not helping us keep track very well. The system we are currently moving to is all web based. We will be fully utilizing the AgCN with each student so that any advisor can go back and check what is and isn’t completed for a student and have it all in the same place. Beginning this year every student in our department has an I record book that they utilize versus a paper book. Again we do not have to worry about losing or misplacing items and they can easily be found in the same place no matter which advisor is looking for it.
Agriculture Chemistry

Instructor: Ms. Goeb
Room: 804
Email: sgoeb@fldusd.org

Course Description:
Agriculture Chemistry is a one year laboratory science class, designed for the college bound student with career interests in agriculture, science and technology. Using agriculture as a learning vehicle, the course emphasizes the principles, central concepts, and inter-relationships among topics. The course is centered on an extensive lab component in order to connect the big ideas of chemistry with agriculture applications, earth and life science principles and other curricular areas including written, mathematical, and oral reporting skills.

Text Books:
Chemistry (Pearson Prentice Hall)
California FFA Record book

Course Outline

- Periodic Law
- Atomic and molecular structures
- States of matter
- Chemical Bonding
- Conversion of Matter
- Stoichiometry
- Gasses and their properties
- Acids and Bases
- Salts
- Qualitative and Quantitative Analysis
- Chemical thermodynamics
- Chemical reaction rates
- Chemical equilibrium
- Nuclear processes
- Organic chemistry and Biochemistry

Grades

Grades for each semester will be based off of the following percentages:

Classwork/labs/homework- 70%
Tests and Quizzes- 20%
FFA and SAE- 10%
*To get full FFA and SAE credit you must complete 8 FFA activities and your record book each semester.

90-100% of points = A
80-89% of points = B
70-79% of points = C
60-69% of points = D
59% or below = F

In order to receive credit for an assignment it must be 100% completed. You must also have a parent signature on your packet cover sheet in order to receive credit.

**Late Work:** You are expected to do your work on time. If you missed a lab or a test it must be made up on your own time within 1 week. Late work will not be accepted after a unit test. **No Exceptions**

**Absences:** You are expected to have all of your work done upon returning. All work will be posted on schoology.com by the end of the current day. You have all your assignments for the week in your weekly packet that is to be glued into your notebook. **There are no excuses for not having your work done.**

**SAE Projects:** SAE projects are required! During class appropriate projects will be discussed and can be anything from an Agriculture related job or yard work, to an animal or plant project.

**FFA:** Your enrollment in this class automatically makes you an FFA member. The FFA is an integral part of this class. You are required to participate in 8 FFA activities per semester. Opportunities for involvement will be posted and announced daily in class.

**Photo Release:** Periodically photographs will be taken in class and at FFA Activities. These photos will be used in the chapter scrapbook, and website. These pictures are used to record our chapter’s history and promote Firebaugh FFA. Your parent’s signature is required on the photo release form below.

**Schoology.com:** I will be using schoology.com to post course information such as slides, notes, assignments, reminders etc. You and your parent are encouraged to join the group. To join you need to sign up at schoology.com as a student and use the following access code to join agriculture chemistry-3D9XW-NZN4C

Parent/Guardian Signature: __________________________ Date: __________________________

Parent/Guardian Email: __________________________

Student Name: __________________________ Class Per: __________________________

Student Signature: __________________________ Date: __________________________
Agriculture Earth Science

Instructor: Ms. Goeb
Room: 804
Email: sgoeb@fldusd.org

I Course Description:

Ag Earth Science is a freshman level class that will help you understand the basic principles of Earth’s systems. The course emphasis will involve the following areas: age, composition of the earth, weather, atmosphere, resources, and environment. This is an agriculture course, as part of the curriculum each student is a member of the Future Farmers of America (FFA) and must have a supervised agriculture experience project (SAE).

II Text books

Earth Science (Prentice Hall)
California FFA Record Book

III Course Outline

California Agriculture
FFA
Origins of Modern Astronomy
Touring our solar system
Studing the sun
Beyond our solar system
Minerals and rocks
Earth’s Resources
Weathering, soil, mass movements
Plate tectonics
Earthquakes

Volcanoes
Mountain building
Geologic time and Earth’s History
Ocean floor
Ocean water and life
SAE/ Record Books
Atmosphere
Moisture, clouds and precipitation
Air pressure and wind
Weather patterns and severe storms
Climate

IV Grades

Grades for each semester will be based off percentages. The following areas will make up your grade each semester.
Classwork/Labs/homework – 70%
Tests and Quizzes- 20%
FFA/SAE- 10%

*To get full FFA and SAE credit you must complete 8 FFA activities and your record book each semester.

90-100% of points = A
80-89% of points = B
70-79% of points = C
60-69% of points = D
59% or below = F

Late Work: You are expected to do your work on time. If you missed a lab or a test it must be made up on your own time within 1 week. If you have not done an assignment you will record why you did not complete the assignment in the missing assignment binder before turning it in for credit.

SAE Projects: SAE projects are required! During class appropriate projects will be discussed and can be anything from an Agriculture related job or yard work, to an animal or plant project.

FFA: Your enrollment in this class automatically makes you an FFA member. The FFA is an integral part of this class. You are required to participate in 8 FFA activities per semester. Opportunities for involvement will be posted and announced daily in class.

Photo Release: Periodically photographs will be taken in class and at FFA Activities. These photos will be used in the chapter scrapbook, and website. These pictures are used to record our chapter’s history and promote Firebaugh FFA. Your parent’s signature is required on the photo release form below.

Schoology.com: I will be using schoology.com to post course information such as slides, notes, assignments, reminders etc. You and your parent are encouraged to join the group. To join you need to sign up at schoology.com as a student and use the following access code to join agriculture earth science: TNWH4-GC4T2

Parent/Guardian Signature: ____________________________ Date: ____________________________

Parent/Guardian Email: ____________________________

Student Name: ____________________________ Class Per. ____________________________
Firebaugh High School
Agriculture Department
Course Expectations 2014-2015

Course: ROP Ornamental Horticulture & Landscape Management

Instructor: Ms. Goeb
Email: sgoeb@fldusd.org

COURSE DESCRIPTION
This course is a two-semester program designed to provide instruction for students who seek employment in the occupational areas of ornamental horticulture and landscape maintenance. Community classroom methodology will be applied at every opportunity. This course is designed to familiarize students to basic plant structures and functions. Students will be familiar with the classifying, propagating, and reproduction of plants. Topics include basic principles of soil science, fertilizer, diseases, pests, planting media and the growth of plants in regard to the environmental factors of water, light and temperature. Students will be involved in the planning and installing multiple landscape projects. We will be utilizing computer software to help us plan our landscapes and to project what they will look like in the future. Students will also be involved in raising ornamental, vegetable and bedding plants for sale in the community!

EXPECTATIONS OF STUDENTS
Be Terrific! At all times show the following characteristics:
  Trustworthy, Respect, Responsibility, Fairness, Caring, and Citizenship.

This year are that we are going to have a fabulous adventure beautifying our campus, rebuilding our greenhouse and growing produce to share with our community. I look forward to jumping into this project immediately. The key to our success will be a positive attitude and strong work ethic brought to class everyday! Let’s make this year awesome!! ☺

CLASSROOM POLICIES
1) Come to class daily ready to get dirty! Make sure that you have pants and closed toed shoes for each day. You may leave a change of clothes in the classroom.
2) Be in your seat when the bell rings.
3) Obey all safety and school rules at all times
    *** Automatic removal from class will take place for any safety violations***
4) Leave the classroom and garden area as clean or cleaner than when you arrived
5) Treat your fellow classmates and learning environment with respect.
6) Inappropriate language, class disruption, and/or inappropriate behavior will not be tolerated.

*Note: Students are expected to adhere to the FLDUSD and FHS policies covering attendance, tardiness, student behavior and conduct (refer to the student handbook). CHEATING includes
any attempt to represent another’s knowledge or work as your own and will not be tolerated. These policies are in effect at all times, and as such they shall be enforced following school and district guidelines.

COURSE COMPETENCIES
This course will cover the following topics. Students will receive a certificate at the end of the year stating in which areas they have proficient skills which can be attached to a job application and resume.

1. Plant Identification
2. Landscape Design
3. Plant Propagation
4. Vegetable Gardening
5. Nursery Production
6. Greenhouse Management
7. Sprinkler Design & Exploration
8. Landscape Installation
9. Turf and Lawn
10. Tool and Equipment Use and ID
11. Business Procedures
12. Develop a Portfolio
13. FFA Participation
14. Conduct Scientific Method Experiments
15. Career Exploration

MATERIALS NEEDED
- Spiral Notebook, college ruled, at least 70 pages
- Pen / pencil
- Clothes you don’t mind getting dirty, including pants and closed toed shoes

DAILY

GRADING
Your grade will be based on the following:

35% Participation. Each day, students will receive points for their involvement in class.
30% Classroom work. This includes homework, in-class assignments & lab activities.
20% Assessments. Lab reports, quizzes, tests and finals.
5% Guest Speaker. Included paragraph of introduction due on date of speaker visit.
10% FFA Participation & SAE (Supervised Agricultural Experience) Project. Must attend 8 activities per semester and complete their Record Book.

**It is highly encouraged that students try to attend at least 2 above the chapter level activities this year**

Letter grades will be assigned using the following guidelines:
A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = 59% and below

PARTICIPATION
Students will receive participation points daily for their work both in and out of the classroom. Students are expected to actively participate in all activities. Students will log their hours and self-evaluate daily.
CLASSWORK AND HOMEWORK
Each student is required to keep their planner and notebook neat and up to date. Work will be completed and returned on time. All assignments must have your full name, first and last. All assignments must be in complete sentences or Q&A format where applicable.

LATE WORK
Assignments are to be turned in on time. Late assignments are subject to a 10% deduction each day, up to 5 school days. After 5 days students may still turn in late work but will only be given up to 50% credit.

MAKE UPS
If you are absent, it is your responsibility to get the work that you have missed and make plans to take missed tests, labs or quizzes. Any make up notes can be copied from classmates. Missed work will need to be made up no later than 1 week after your return. No exceptions. Work must be clearly labeled: “ABSENT on (date)” in large letters at the top of the page or it will not receive full/any credit. Athletes plan ahead!

GUEST SPEAKERS
Each student will be responsible for bringing in a speaker to the class to present on a topic related to Ornamental Horticulture. After getting approval from the instructor, they will contact the speaker and arrange for a date and time for them to come in to class. The student will present the speaker on the day of their talk and be the point person for their visit. The instructor can provide ideas or help students find contacts in any specific area of interest to them.

SAE PROJECTS
SAE Projects are required! During class, appropriate projects will be discussed and can be anything from an Ag related job or yard work to an animal or plant project. Three pictures with captions will be turned in at the end of each quarter with the Record Book. Students must log at least 10 hours per quarter for their project.

FFA
Your enrollment in this class automatically makes you an FFA member! The FFA is an integral part of this class; therefore you are required to participate in 8 FFA activities per semester. Opportunities for involvement will be posted and announced in class daily. It is highly encouraged that students try to attend at least 2 above the chapter level activities this year.

GARDEN CLEAN-UP POLICY
Each student is responsible for cleaning-up his/her work station before leaving class. Students will not be excused to leave class until all areas are clean.

PHOTO RELEASE
Periodically photographs will be taken in class and at FFA activities. These photos will be used in the chapter scrapbook and on the chapter websites. These pictures are used to record our chapter’s history and promote the Firebaugh FFA chapter. Your parent’s signature is required on the photo release form below.

* Syllabus subject to change.
Grade Books
### Ag Chemistry - 5

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### Aeries Gradebook - Class Scores

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**Date: 12/30/2014 13:15:27 AM**

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**Total Students: 25**
Project Visit Forms
My department currently does not have a standard project visit form in use. Each of us are very different and have a different way of staying organized. I currently use the project visitation form that I created during student teaching for my project and home visits.
My project visit with Ms. Goeb

Student Name: Nash Narbitz

Date of Visit: 12-18-14

Grade: 9 10 11 12  Year in Ag: 1  2  3  4

Agriculture Classes enrolled in: Ag Earth

How did you become interested in this project? My brother

What is the size/scale of your project: I market goat

How are you going to expand/decrease your project or will you keep it the same size? No

What are three goals you have for this project?

1. I just want to show

2. 

3. 

Is this a career possibility for you? Why/why not? No

How many FFA activities do you have to participate in by May Day? 8
Weight: 52

Feeding: 3 per W/N

What are your other time commitments? (school, clubs, 4-H, sports, etc.)

No

Student Signature: Nash Narbitz

Teacher Signature: [Signature]
My project visit with Ms. Goeb

Student Name: Nathan Chapman
Date of Visit: 12/18/14
Grade: 9 10 11 12 Year in Ag: 1 2 3 4
Agriculture Classes enrolled in: Ag Earth Diaz
How did you become interested in this project? Went to proj meeting
What is the size/scale of your project: 1 market goat
How are you going to expand/decrease your project or will you keep it the same size? No plans to right now
What are three goals you have for this project?
1. Learn to show
2. Be able to brace
3. Know parts of goat
Is this a career possibility for you? Why/why not?
No, I just like it
How many FFA activities do you have to participate in by May Day? 8
Weight: 50 lbs

Feeding: 2 per M/W

What are your other time commitments? (school, clubs, 4-H, sports, etc.)

Baseball

Student Signature: Nathan

Teacher Signature: [Signature]
My project visit with Ms. Goeb

Student Name: Elie Ledford
Date of Visit: 11/10/15
Grade: 9 10 11 12 Year in Ag: 1 2 3 4
Agriculture Classes enrolled in: Ag Chem

How did you become interested in this project? I wanted to try something new

What is the size/scale of your project? I market lamb

How are you going to expand/decrease your project or will you keep it the same size? NO

What are three goals you have for this project?
1. Make money
2. Show a lamb
3.

Is this a career possibility for you? Why/why not? NO I want to weld

How many FFA activities do you have to participate in by May Day? 8
Weight: 70 lbs
Feeding: 21 lbs M/W

What are your other time commitments? (school, clubs, 4-H, sports, etc.)

swim

Student Signature: [Signature]

Teacher Signature: [Signature]
My project visit with Ms. Goeb

Student Name: Eddie Cardiel

Date of Visit:

Grade: 9 10 11 12

Year in Ag: 1 2 3 4

Agriculture Classes enrolled in: Ag Leadership

How did you become interested in this project? My animal I haven't shown

What is the size/scale of your project? 1 Market Lamb

How are you going to expand/decrease your project or will you keep it the same size? Nothing this is my last fair

What are three goals you have for this project?
1. Make money
2. Get grand champion
3. 

Is this a career possibility for you? Why/why not? No I want to weld

How many FFA activities do you have to participate in by May Day? 8
Weight: 71 lbs
Feeding: 2 lbs M/N

What are your other time commitments? (school, clubs, 4-H, sports, etc.)
Swim, Ag Welding team

Student Signature: Eddie [Signature]

Teacher Signature: [Signature]
My project visit with Ms. Goeb

Student Name: Montse

Date of Visit: 01/11

Grade: 9 10 11 12 Year in Ag: 0

Agriculture Classes enrolled in: Ag Earth

How did you become interested in this project?

Where have you been?

- Having big time family issues

What is the size/scale of your project:

- May not be able to go to fair

How are you going to expand/decrease your project or will you keep it the same size?

- Missed feeding

- Missed multi practices

Mom has been called

What are three goals you have for this project?

1.

2.

3.

Is this a career possibility for you? Why/why not?

Will show up to morning practice every week - can't make afternoom practices

How many FFA activities do you have to participate in by May Day?

* Get account paid
Weight: 90 lbs
Feeding: 21 lbs M/LN

What are your other time commitments? (school, clubs, 4-H, sports, etc.)

(At home w/BF)

Student Signature: ____________________________

Teacher Signature: ____________________________
My project visit with Ms. Goeb

Student Name: Rocio

Date of Visit: 3/1

Grade: 0 10 11 12 Year in Ag: 0 2 3 4

Agriculture Classes enrolled in: Ag Earth

How did you become interested in this project? It looked fun

What is the size/scale of your project? Market lamb

How are you going to expand/decrease your project or will you keep it the same size? I'm not showing at Madera

What are three goals you have for this project?
1. I will not let my lamb go!
2. 
3. 

Is this a career possibility for you? Why/why not? No, I just wanted to try it

How many FFA activities do you have to participate in by May Day? 8
Weight: 105
Feeding: 3165 M/N

What are your other time commitments? (school, clubs, 4-H, sports, etc.)
Big, chapter office, church

Student Signature: Rocio

Teacher Signature: [Signature]
My project visit with Ms. Goeb

Student Name: Liliana

Date of Visit: 3/11/15

Grade: 9 10 11 12  Year in Ag: 1 2 3 4

Agriculture Classes enrolled in: Ag Earth

How did you become interested in this project? I thought it would be fun to do

What is the size/scale of your project: Market lamb

How are you going to expand/decrease your project or will you keep it the same size? No I'm good

What are three goals you have for this project?

1. I will not let go of my lamb!
2.
3.

Is this a career possibility for you? Why/why not? No it just seemed fun to do

How many FFA activities do you have to participate in by May Day? 8
Weight: 105 lbs

Feeding: 3 lbs M/N

What are your other time commitments? (school, clubs, 4-H, sports, etc.)

BIG, green team officer

Student Signature: Lilliana

Teacher Signature: [Signature]
School Board policies on FFA and SAE
The Firebaugh Las Deltas school board does not currently have a policy outlining the integration of FFA and supervised agriculture experience projects. Our course handbooks states that all agriculture classes will have a minimum participation in FFA and SAE as part of the class requirement, all of which are board approved course descriptions.

Course: ROP Ornamental Horticulture & Landscape Management

Instructor: Ms. Goeb
Email: sgoeb@fldusd.org

COURSE DESCRIPTION

This course is a two-semester program designed to provide instruction for students who seek employment in the occupational areas of ornamental horticulture and landscape maintenance. Community classroom methodology will be applied at every opportunity. This course is designed to familiarize students to basic plant structures and functions. Students will be familiar with the classifying, propagating, and reproduction of plants. Topics include basic principles of soil science, fertilizer, diseases, pests, planting media and the growth of plants in regard to the environmental factors of water, light and temperature. Students will be involved in the planning and installing multiple landscape projects. We will be utilizing computer software to help us plan our landscapes and to project what they will look like in the future. Students will also be involved in raising ornamental, vegetable and bedding plants for sale in the community! This is an agriculture class. **You are a member of the Firebaugh FFA and participation in FFA and SAEs is required as a part of your grade.**

Agriculture Chemistry

Instructor: Ms. Goeb

Room: 804

Email: sgoeb@fldusd.org

Course Description:

Agriculture Chemistry is a one year laboratory science class, designed for the college bound student with career interests in agriculture, science and technology. Using agriculture as a
learning vehicle, the course emphasizes the principles, central concepts, and inter-relationships among topics. The course is centered on an extensive lab component in order to connect the big ideas of chemistry with agriculture applications, earth and life science principles and other curricular areas including written, mathematical, and oral reporting skills. This is an agriculture course and therefore you will be required to participate in FFA and SAEs as a part of your grade.

Agriculture Earth Science

Instructor: Ms. Goeb

Room: 804

Email: sgoeb@fldusd.org

I Course Description:

Ag Earth Science is a freshman level class that will help you understand the basic principles of Earth’s systems. The course emphasis will involve the following areas: age, composition of the earth, weather, atmosphere, resources, and environment. This is an agriculture course, as part of the curriculum each student is a member of the Future Farmers of America (FFA) and must have a supervised agriculture experience project (SAE).
FFA Program of Activities
Firebaugh FFA
2014-2015

Leave your Legacy
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Introduction

The FFA Organization is an organization cultivated for the members and their studying of agriculture in public secondary schools justified under the provision of the Vocational Education Act of 1917. The National FFA Organization envisions a future in which all agricultural education students will discover their passion in life and build towards that aspiration to forge a path of success for their career and personal future.

As a crucial part of agriculture education in the secondary school system, the FFA has become the largest and most successful high school organizations in the nation. No other national student organization enjoys greater freedom of self-government under adult council and guidance than the FFA. Organized in November 1928, it has grown to serve thousands of communities nationwide and gain a membership of 575,000 members.

The FFA is an agricultural youth organization, designed to take its place by advocating for agriculture, in addition it strives for the development of leadership, the advancement of agricultural technology, and the improvement in agricultural life. The foundation upon it was founded the FFA drives for student success whether it be through achieving personal growth, developing premier leadership skills, and career success.

The Firebaugh FFA chapter was created in 1976 with an original size of 14 members and one advisor. Now, it has over 600 members with five fully devoted ag teachers, all of students have access to endless opportunities for the betterment of themselves and to gain skills that would have been impossible to gain without the FFA.
Officers’ Message

Welcome back FFA Members. We hope that you enjoyed your summer vacation! During this time the 2014-2015 Chapter Officer Team worked hard to prepare a fun, exciting, and successful school year in the Firebaugh FFA. First things first, we would like to welcome all the newly enrolled Greenhands who have joined this outstanding chapter.

This year’s theme is: Leave your legacy! We hope that this theme will inspire you to lead in the things you want in your life and your experiences in the FFA!

We, the Chapter Officer Team, challenge you, our fellow FFA members, to be involved and just jump in, and to get the most you possibly can out of the FFA. During these next nine months, you will create memories that will last a lifetime, and might even change your life. As a whole, this year promises to be a fun and exciting year, and we look forward to spending it with you. Many of the traditions that returning members have come to enjoy will be carried on; along with many new, fun, and exciting events. You, our members, are the key to making these events a great success, and we hope to see you there. The time is now, and we hope you will embark on this journey and make this upcoming year a huge success!

Your 2014-2015 Chapter Officer Team:
Loren, Austin, Ysela, Yadira, Mayte, Eduardo, and Gracy
Advisor's Message

Welcome to a new and exciting year at the Firebaugh High School Agriculture Department. Ms. Smith, Mr. Calvert, Ms. Goeb, Mr. Diaz & Mr. Lieb look forward to continuing the long tradition of success and hope that each and every one of you will become an involved member of our exciting program!

Our curriculum is on the cutting edge and our facilities are ones we are proud of and compliment our already highly successful FFA Chapter. It is our hope to offer curriculum to our students that will provide them the opportunity to learn more about agriculture and science technologies while receiving credits to graduate and get into college. With these goals in mind we are continuing to offer our Earth Science in Ag, Agriculture Biology and Agriculture Chemistry courses to our students. We are very proud to say that all of our science courses count for Firebaugh High School graduation credits, as well as admission credits for the University of California system.

The officer team has set the theme for the coming year: Leave your Legacy. As advisors, we feel that individual student growth, both personally and professionally, is the number one most important element our department can offer each member. In order for this growth to occur we will provide many different opportunities for student involvement throughout the year. The Program of Activities can be used as a guide, outlining the variety of opportunities students can become involved with in our outstanding FFA chapter. Student involvement is the key to success for a powerful Agriculture program. The success of your Agriculture department is almost entirely dependent upon your involvement and your desire to do the very best you can do.

Sincerely,
Stephanie, Kate, Robert, Francisco, and Gene
FFA Mission & Strategies

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

To accomplish this mission, we the FFA will:

1. Develop a competent and assertive agricultural leadership program.
2. Increase awareness of global and technological importance of agricultural and its contribution to our well being.
3. Strengthen the confidence of agricultural students in themselves and their work.
4. Promote the intelligent choice and establishment of an agricultural career.
5. Encourage wise management of the economic, environmental, and human resources of the community.
6. Encourage achievement in the supervised occupational experience programs.
7. Develop interpersonal skills in teamwork, communication, and human relations.
8. Build character, promote citizenship, volunteerism, and patriotism in our students and community.
9. Promote cooperation and cooperative attitudes among all people.
11. Encourage excellence in scholarship.
12. Develop student responsibility and accountability among members.
Firebaugh Agriculture Program Objectives

- Create and maintain a program that has all four pathways for students to develop their agricultural skills.
- Develop quality student supervised agricultural experience projects.
- Maintain a school farm for members to house projects and use as a learning facility for courses.
- Provide members with opportunities to be involved in a variety of CDE teams.

Firebaugh FFA Chapter Objectives

This year the chapter officers chose four goals to focus on in order to improve the chapter and make this year more opportunistic for the members.

This year’s objectives are:

- Have an average of 20% (72 members) of the chapter membership attend every FFA meeting.
- Provide members with five new activities to attend and participate in throughout the year.
- The leadership class will produce a video to advertise each FFA activity and meeting. The videos will be shown to each agriculture class a week before each event to pump up ht students and get them interested in each activity.
- Have at least 30 students recognized for California FFA State Awards. These awards will include, but are not limited to: State Degrees, Star Awards and Proficiency Awards.
National FFA History

The passage of the Smith-Hughes Vocational Education Act in 1917 not only provided federal funds to states for high school courses in vocational education (agriculture, family and consumer sciences, and trades and industries) – but it also led to the idea for an organization that is known today as the National FFA Organization.

In the early 1920s, just a few years after the Smith-Hughes Act was enacted, Virginia formed a Future Farmers of Virginia club for boys in agriculture classes. Other states soon followed Virginia’s lead and formed their own Future Farmers organizations. The next logical next step was to create a national organization to bring together all of the state organizations.

In 1928, a group of vocational agriculture students were in Kansas City, Mo., for the third annual National Congress of Vocational Agriculture Students, which was held during the American Royal Livestock and Horse Show. On Nov. 20, 33 of those students from 18 states met at the Baltimore Hotel in Kansas City and formed the Future Farmers of America (FFA).

FFA was for young men who were studying vocational agriculture in public secondary schools, and the new organization was designed to develop agricultural leadership, character, thrift, scholarship, cooperation, citizenship and patriotism.

The organization was structured on three levels – local, state and national – with students starting their FFA experience by joining a local chapter at their school, where the agriculture teacher serves as the chapter advisor. As part of the larger program that is now called agricultural education, FFA members are encouraged to participate in all three components of the program: (1) classroom/laboratory work (through enrollment in agriculture classes); (2) membership in FFA; and (3) hands-on work experience through the supervised agricultural experience (SAE) program.

Each FFA chapter develops and follows an annual program of activities, and all members share in planning the program and participate in its execution. Through their participation, members learn how to take part in meetings, follow parliamentary procedure, speak in public and cooperate with their fellow students.

Student officers are elected on each level to lead the organization’s activities, and FFA members receive recognition for their achievements through competition and award programs. The annual national convention offers FFA members an opportunity to come together from across the country and celebrate their accomplishments over the past year.
By 1935, FFA membership had topped 100,000 with more than 3,900 chapters in 47 states, Hawaii and Puerto Rico. That same year, the New Farmers of America was established to provide leadership opportunities to African-American students enrolled in vocational education classes.

Land was purchased in Alexandria, Va., for the National FFA Headquarters in 1939, and in 1944, the National FFA Foundation was created to raise funds from business and industry to help support the many new programs being developed for the growing FFA membership. In 1950, Public Law 740 was passed by the U.S. Congress, granting FFA a federal charter and requiring that a U.S. Department of Education staff member be the national FFA advisor.

FFA membership took a leap in 1965 when 58,000 members of the New Farmers of America merged with the Future Farmers of America. This followed an act of Congress that prohibited segregation in public schools. Four years later, delegates at the 1969 National FFA Convention voted to allow women to be members of the FFA.

In 1976, Alaska became the 50th state to obtain a state charter. An all-time membership high was recorded in 1977, with 509,735 members in 8,148 chapters in all 50 states, Puerto Rico and the Virgin Islands.

By the 1980s, the Future Farmers of America had become more than an organization for rural farm students. In 1988, the delegates at the 61st National FFA Convention voted to change the organization’s official name from Future Farmers of America to the National FFA Organization. This change was made to recognize that FFA is not only for those interested in farming, but it is also for those with more diverse interests in the industry of agriculture, encompassing science, business and technology in addition to production farming.

The late 1990s marked a period of location changes for the National FFA Organization. The National FFA Center was moved from Alexandria, Va., to Indianapolis, Ind., where a new building was dedicated on July 20, 1998. And after 70 years in the same city, the national FFA convention was held for the last time in Kansas City, Mo., in 1998. The 72nd National FFA Convention in 1999 moved to Louisville, Ky., where it remained for seven years; in 2006, the national FFA convention moved to Indianapolis. Attendance at the national convention reached an all-time high in 2008 when 54,731 FFA members, advisors and supporters came to Indianapolis for the 81st National FFA Convention.

Over the years, FFA has shown the value it places on service to country and community. This was never more evident than in 2005. Following Hurricane Katrina, the National FFA Organization raised more than $835,000 through their Seeds of Hope campaign to help FFA members, chapters and agricultural education facilities affected by the hurricane.

Today, the National FFA Organization is a premier youth leadership organization with 507,753 members in 7,439 chapters in all 50 states, Puerto Rico and the Virgin Islands. The FFA mission is to make a positive difference in the lives of students by
developing their potential for premier leadership, personal growth and career success through agricultural education.

The FFA Emblem

The National FFA emblem consists of five symbols is representative of the history, goals and future of the organization. As a whole the emblem covers a broad spectrum of FFA and agriculture. Each element within the emblem has unique significance. They are as follows:

THE CROSS SECTION OF THE EAR OF CORN:
- Provides the foundation of the emblem, just as corn has historically served as the foundation crop of American agriculture. It is also a symbol unity, as corn is grown in every state of this nation.

THE RISING SUN
- Signifies progress and holds a promise that tomorrow will bring a new day glowing with opportunity.

THE PLOW
- Signifies labor and tillage of the soil, the backbone of agriculture and the historic foundation of our country’s strength.

THE EAGLE
- Is a national symbol, which serves as a reminder of our freedom and ability to explore new horizons for the future of agriculture.

THE OWL
- Long recognized for its wisdom, symbolizes the knowledge required to be successful in the agriculture industry.

The words Agriculture Education and FFA are emblazoned in the center to signify the combination of learning and leadership necessary for progressive agriculture.
National FFA Colors

As the blue field of our nation’s flag and the golden fields of ripened corn unify our country, the FFA colors of “NATIONAL BLUE and CORN GOLD” give unity to the organization. All FFA members, functions and paraphernalia should proudly display these colors.

National Blue

Corn Gold

National FFA Motto

The FFA motto gives members twelve short words to live by as they discover the opportunities available in the organization.

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

The FFA Creed
The creed was written by Erwin Milton Tiffany, and adopted at the 3rd National Convention of the FFA. It was revised at the 38th Convention and the 63rd Convention.

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

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

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

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

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

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# September 2014

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Madera County Fair

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S. Goeb  
Program Plan  
AGED 539
## November 2014

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S. Goeb  
Program Plan  
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- **S. Goeb**: Program Plan  
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<td>WFM Off Screening-Fresno Central</td>
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<tr>
<td>SUNDAY</td>
<td>MONDAY</td>
<td>TUESDAY</td>
<td>WEDNESDAY</td>
<td>THURSDAY</td>
<td>FRIDAY</td>
<td>SATURDAY</td>
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<td>State Finals-Cal Poly</td>
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<td>E/WFM CATA Planning/FFA Off Elect Kingsburg 4:30pm</td>
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<tr>
<td>Mother's Day</td>
<td>Chowchilla Fair</td>
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<tr>
<td>Chowchilla Fair</td>
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<td>American Degree Scoring: Tulare</td>
<td>Final American Degree Scoring: Fresno</td>
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<td>Memorial Day</td>
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<td>Spring Banquet</td>
<td>Pool Party</td>
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## June 2015

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<td>SJR FFA Officer Retreat-Morro Bay</td>
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<tr>
<td>CATA Governing Board</td>
<td>CATA Conference-SLO</td>
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Firebaugh FFA History

The Firebaugh FFA Chapter was started in 1976, when Firebaugh High School was officially opened in Firebaugh, California. Prior to 1976 all students attended the neighboring town’s high school in Dos Palos and were a part of their FFA program. Starting an agriculture department was a priority for the people of Firebaugh. With so many students involved in the agriculture industry it only seemed natural that a program would succeed.

When the agriculture department opened their door they were lead by one FFA Advisor, Mr. Hansen. He taught a variety of courses and was the advisor for all specie projects. The chapter elected its first Chapter President, Barbara Fulbright. In its first year the chapter had a total of 14 members, one advisor and 6 courses. With an officer team in place the chapter applied for and was granted an official charter on September 1, 1976.

Through the years the department has grown exponentially and is the largest organization on campus. As of 2014 the chapter has grown to have over 610 members, 80% of the school. The department is lead by five agriculture teachers who teach a variety of agriculture courses including leadership, science, mechanics, welding, ornamental horticulture, animal science, government and economics. The members of the chapter have more opportunities available to them than ever before. The members participate in conferences all across California and the Nation, over 20 SAE projects, 15 CDE teams, speaking contests and leadership opportunities.
## Firebaugh FFA Budget

<table>
<thead>
<tr>
<th>Expenses</th>
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<td>Meeting Supplies</td>
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<td>Scrapbook</td>
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<td>Conferences</td>
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<td>Banquets</td>
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<td>Greenhand Banquet</td>
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<td>Decorations</td>
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<td>Spring Banquet</td>
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<td>San Joaquin Region Boot Camp</td>
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Firebaugh FFA Budget

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<td><strong>Total Income:</strong></td>
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Firebaugh FFA Advisors

Robert Calvert          Department Head
Gene Lieb              FFA Advisor
Stephanie Goeb         Teacher
Katlyn Smith           Teacher
Francisco Diaz         Teacher

From left to right: Mr. Diaz, Ms. Smith, Mr. Calvert, Ms. Goeb, and Mr. Lieb
Firebaugh High School Administration

Terry Anderson Principal
Anthony Catalan Vice Principal
Brandon Moody Vice Principal
Elizabeth Lopez Counselor
Lizette Jacobo Counselor
Firebaugh Agriculture Department
Advisory Committee

Our Ag advisory committee members support our department and FFA chapter without hesitation. We know that we can always count on you to provide us with tremendous help and great advice. Thank you for your time, effort and support we would not be the FFA chapter we are today without you and your guidance.

Advisory Chairman
Mr. Pat Ward

Committee Members

Mr. Chris Cardella

Mr. BJ Diedrich

Mr. Brian Maiorino

Mr. Dustin Snyder

Mr. Garrek Stuhr

Mr. Ted Crockett
Firebaugh Las Deltas School District
Board of Trustees

Russell Freitas
Superintendent

Gilbert Coelho
Board President

Oscar Sablan
Clerk

Abel Serrano
Member

Jo Ann Narbaitz
Member

Fernando Campa
Member
Firebaugh Greenhand Officers

President- Liliana Medel
Vice President – CJ Corriea
Secretary- Abigail Andrade
Treasurer- Monica Rodriguez

Reporter- Karen Tescareno
Sentinel- Mackenzie Demmers
Historian- Amanda Mc Bee

Left to Right: Abigail Andrade, Karen Tiscareno, Mackenzie Demmers, CJ Corriea, Monica Rodriguez, Amanda McBee, and Liliana Medel

Firebaugh Chapter Officers
Chapter President – Loren Mumby

SAE: Market steers and Market Goat
Judging Team: Ag Welding

Goals for the chapter: My goal for this year is to help our chapter grow and become the best it has ever been.

Chapter Vice President - Austin La Salle

SAE: Dairy Cattle
Judging Team: Farm Records, Banking, Cotton judging, Marketing, and Prepared Public Speaking

Goals for the chapter: To build this chapter up to be one of the greatest in California through premier leadership, an emphasis on personal growth and success, and by becoming an idol of change and success.

Chapter Secretary - Ysela Macias

SAE: Market Turkey
Judging Team: Cotton Judging

Goals for the chapter: I would like to see more diversity in the activities the chapter provides for the members.

Chapter Treasurer – Yadira Aguilar

SAE: Market Lambs
Judging Team: Floral, Prepared Public Speaking, and Cotton Judging

Goals for the chapter: My goal is for the average chapter
Chapter Reporter – Mayte Magallon

SAE: Market Lambs

Judging Team: Cotton judging, Job Interview, and Marketing

Goals for the chapter: I would like to see more members involved in the chapter and excited about FFA.

Chapter Sentinel – Eduardo Rubio

SAE: Rabbits and Swine

Judging Team: Floral and Extemporaneous Speaking

Goals for the chapter: My goals as Chapter Sentinel is to invite more people into our chapter with a very warm welcome. I also would like to build up our chapter to the best it has ever been and leave a good legacy for the future years to come.

Chapter Historian – Graciela Martinez

SAE: Market Turkey

Judging Team: Cotton judging and Farm Records

Goals for the chapter: My goal for the chapter is to have members try new things the FFA has to offer. Most importantly I want this chapter to have a successful year full of achievements so next year we have higher goals.
Theme- Leave Your Legacy

2014-2015 West Fresno-Madera Sectional Officers

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Home Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>Sean Pemintel</td>
<td>Fresno-Central</td>
</tr>
<tr>
<td>1st Vice President</td>
<td>Vanessa Maravilla</td>
<td>Madera</td>
</tr>
<tr>
<td>2nd Vice President</td>
<td>Brandi Gourley</td>
<td>Fresno-Central</td>
</tr>
<tr>
<td>Secretary</td>
<td>Morgan Barrett</td>
<td>Kerman</td>
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<tr>
<td>Treasurer</td>
<td>Austin La Salle</td>
<td>Firebaugh</td>
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<tr>
<td>Reporter</td>
<td>Ashley DeWitt</td>
<td>Kerman</td>
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<tr>
<td>Sentinel</td>
<td>Alex Elisalde</td>
<td>Fresno-Central</td>
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Theme- On a Mission to Grow Tradition

2014-2015 San Joaquin Regional Officers

<table>
<thead>
<tr>
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<tr>
<td>President</td>
<td>Grant Hall</td>
<td>Minarets</td>
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<tr>
<td>Vice - President EF/ M</td>
<td>Brent Oge</td>
<td>Kingsburgh</td>
</tr>
<tr>
<td>Vice - President WF/M</td>
<td>Virat Kang</td>
<td>Madera</td>
</tr>
<tr>
<td>Vice - President SEQ.</td>
<td>Rebecca Duran</td>
<td>Tulare</td>
</tr>
<tr>
<td>Vice - President T/K</td>
<td>Natalie Starich</td>
<td>Hanford</td>
</tr>
<tr>
<td>Vice - President K/I</td>
<td>Jennifer Hernandez</td>
<td>North</td>
</tr>
<tr>
<td>Vice – President South Valley</td>
<td>Aaron Moccardini</td>
<td>Frontier</td>
</tr>
<tr>
<td>Secretary</td>
<td>Blanka Pantoja</td>
<td>Arvin</td>
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<tr>
<td>Treasurer</td>
<td>Andrew Souza</td>
<td>Tulare</td>
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<tr>
<td>Reporter</td>
<td>Janae Hansen</td>
<td>Madera</td>
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<tr>
<td>Sentinel</td>
<td>Tanner Lopez</td>
<td>Minarets</td>
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<tr>
<td>Advisor</td>
<td>Charles Parker</td>
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</tbody>
</table>

Front Row Left to Right - Aaron Moccardini, Frontier, Vice President; Tanner Lopez, Minarets, Sentinel; Virat Kang, Madera, Vice President; and Brent Oge, Kingsburg, Vice President; Back Row Left to Right - Andrew Sousa, Tulare, Treasurer; Natalie Starich, Hanford, Vice President;
Bianka Pantoja, Arvin, Secretary; Rebecca Duran, Tulare, Vice President; Jennifer Hernandez, North, Vice President; Jenae Hansen, Madera, Reporter; and Grant Hall, Minarets, President

Theme- United Your Opportunities are Endless

2014-2015 California State Officers

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<tr>
<th>Position</th>
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<tr>
<td>President</td>
<td>Dipak Kumar</td>
<td>Tulare</td>
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<tr>
<td>Vice - President</td>
<td>Haley Warner</td>
<td>Altaville- Bret Harte</td>
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<tr>
<td>Secretary</td>
<td>Sierra Bryant</td>
<td>Templeton</td>
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<tr>
<td>Treasurer</td>
<td>Roman Waskiewicz</td>
<td>Pleasant Grove</td>
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<tr>
<td>Reporter</td>
<td>Ellen Van Noy</td>
<td>Grass Valley</td>
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<tr>
<td>Sentinel</td>
<td>Luis Sanchez</td>
<td>Gonzales</td>
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<tr>
<td>Advisor</td>
<td>Dr. Lloyd McCabe</td>
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</table>

S. Goeb                                      Program Plan                                      AGED 539
Left to Right: Luis Sanchez, Elen Van Noy, Dipak Kumar, Haley Warner, Roman Waskiewicz, and Sierra Bryant

Theme- It’s in Your Hands

2014-2015 National Officers

Position
President
Secretary
Central Region Vice President
Eastern Region Vice President
Southern Region Vice President
Western Region Vice President
Advisor

Name
Andy Paul
Victoria Maloch
Kristin Schmidt
Ruth Ann Myers
Stephen McBride
Caleb Gustin
Steve A. Brown

Home State
Georgia
Arkansas
Colorado
Kentucky
Tennessee
New Mexico

Clockwise- starting from far left: Ruth Ann Meyer, Caleb Gustin,
2014 Firebaugh FFA Honorary Member

This year Firebaugh FFA has chosen an individual who has shown true leadership and dedication to our program. Darlene Demmers received the Honorary Degree Membership at our 2014 Spring Awards Banquet.

Mrs. Demmers’s support and dedication is why the Firebaugh FFA Chapter has seen many of its recent successes. She is always there to lend a helping hand in any way possible.

The past few years Mrs. Demmers has been available to help our members in any way possible. They have delivered animals to our annual Ag Awareness Day, purchased animals at both the Madera and Chowchilla Fairs and sponsored awards at our banquets. Their most generous donation has been their help with rebuilding our schools beef and rabbit units.

It is hard to put into words how grateful we are for the support of Ms. Demmers, and it is with the sincerest of appreciation that we dedicate the 2014-2015 Firebaugh FFA Program of Activities to them. Her help has always been of beneficiary to our chapter and we are grateful to have their time, dedication, and support put in to our Firebaugh FFA Chapter. You have been a loyal and devoted supporter of our program, and for that we thank you.

1992- Kitty Catania                  1999- Cindy Hansen
1993- Chris Mc Craw                 2000- Lorenzo Madrid
1994- Maurice Ledford               2001- Carol Ledford
1995- Bob Hogue                      2002- Violet Chuck
1996- Sharon Ramirez                 2004- Dustin Snyder & Brian Maiorino
1997- Mr. John Teixeira              2005- Doug Wood
1998- Mark & Mary Fickett            2006- Chris Cardella
Program Path Ways- Science

Earth Science in Agriculture

Earth Science in Agriculture is a one-year, laboratory science course, designed for the college bound student with career interests in Agriculture. Using agriculture as a learning vehicle, the course emphasizes the principles and practices of Earth Science as a way to demonstrate the relevance of Earth Science in Agriculture to each student's life and environment. This class will utilize local and regional issues and concerns to stimulate problem-solving activities and to foster a sense of Earth stewardship by students in their communities. The class will establish an expanded learning environment, which incorporates fieldwork, technological access to data, and traditional classroom and laboratory activities. The course is centered around an extensive laboratory component in order to connect the big ideas of all earth sciences with agricultural applications, physical science principles, and other curricular areas, including written and oral reporting skills.

Agriculture Biology

Agriculture Biology is a one-year, laboratory science course, designed for the college bound student with career interests in agriculture. Using agriculture as a learning vehicle, the course emphasizes the principles, central concepts and inter-relationships among the following topics: the molecular and cellular aspects of life, the chemical and structural basis of life, energetics of life, growth and reproduction in plant and animal genetics ecological relationships among plants, animals, humans and the environment, nutrition in animals, health and diseases in animals and the similarities between animals and humans. The course is centered on an extensive laboratory component in order to connect the big ideas of all life science with agricultural applications, earth and physical science principles and other curricular areas, including written and oral reporting skills.
Program Path Ways - Science

Agriculture Chemistry

Agriculture Chemistry is a one-year, laboratory science course, designed for the college bound student with career interests in agriculture, science and technology. Using agriculture as a learning vehicle, the course emphasizes the principles, central concepts and inter-relationships among the following topics: periodic law and trends, atomic and molecular structures, states of matter, chemical bonding, conservation of matter and stoichiometry, gases and their properties, properties of acids, bases and salts, qualitative and quantitative analysis, chemical thermodynamics, chemical reaction rates, chemical equilibrium, nuclear processes and an introduction to organic and biochemistry. The course is centered on an extensive laboratory component in order to connect the big ideas of chemistry with agricultural applications, earth and life science principles and other curricular areas, including written, mathematical and oral reporting skills.

Animal Science

This course will follow the current advanced agriculture science curriculum with an emphasis on advanced agriculture procedures and practices. This course is designed for vocational-technical students who require competency in all phases and types of livestock and agriculture production. Students will be involved in hands-on laboratory studies and receive an in-depth look at animal science. Hands-on experience is essential for success in this class. Students' involvement will be necessary and will be incorporated by presenting many challenging practical laboratory activities and field trips.
Program Path Ways-Agriculture Mechanics

**Agriculture Mechanics**
Introduction to Agriculture Mechanics is a beginning course to the Agricultural Mechanics Program. The class covers shop safety, shop procedures and the proper use and handling of hand and power tools. Students will be introduced to all facets of the areas which make up the field of Agriculture Mechanics. The following areas which are covered in this class are as follows: measuring, tool identification, rope work, woodworking, electrification, cold metal, plumbing, arc welding, oxy-acetylene welding and cutting, concrete, tool sharpening and maintenance and careers in Agriculture Mechanics.

**Agriculture Mechanics II**
This is a one year course devoted to the development of welding skills and techniques used in industry. Topics for class activities are: all phases of oxygen-acetylene welding and cutting, shielded metal arc welding, and an introduction to metal inert gas (MIG) welding and tungsten inert gas (TIG) welding, carbon arc gouging and the cutting of mild steel, aluminum and stainless steel by use of the plasma cutter. Construction of metal projects is permissible and encouraged, but only after completion of required assignments. Each student is required to purchase a pair of coveralls.

**R.O.P. Welding & Fabrication**
This course will follow the current advanced agriculture science curriculum with an emphasis on advanced agriculture procedures and practices. This course is designed for vocational-technical students who require competency in all phases and types of livestock and agriculture production. Students will be involved in hands-on laboratory studies and receive an in-depth look at animal science. Hands-on experience is essential for success in this class. Students involvement will be necessary and will be incorporated by presenting many challenging practical laboratory activities and field trips.

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Freshmen Ag Mechanics  →  Sophomore Ag Mechanics II  →  Jr./Sr. ROP Welding

S. Goeb  Program Plan  AGED 539
Program Path Ways- Floral & Landscaping

**Introduction to Floral Design**

This course is designed to allow students to apply an artistic approach to floral design. Students will explore elements and principles of design, two and three dimensional designs, history of floral art, as well as art history, and arrangement styles and techniques with seasonal, holiday and occasional designs. Students will achieve this through designing, creating, identifying, explaining, and evaluating all topics of study. The use of floral and synthetic media will allow students to achieve balance, symmetry, harmony, unity, and texture. Curriculum will include problem solving, creative thinking, interpretation, and written and verbal communication skills.

**ROP Floral Design**

This course is designed to allow students to apply an artistic approach to floral design. Students will explore elements and principles of design, two and three dimensional designs, history of floral art, as well as art history, and arrangement styles and techniques with seasonal, holiday and occasional designs. Students will achieve this through designing, creating, identifying, explaining, and evaluating all topics of study. The use of floral and synthetic media will allow students to achieve balance, symmetry, harmony, unity, and texture. Curriculum will include problem solving, creative thinking, interpretation, and written and verbal communication skills.

**Ornamental Horticulture / Landscaping (ROP)**

This course is intended to teach students entry level skills in the ornamental horticulture field. Students will learn various horticultural topics and a “hands-on” approach will be applied whenever possible. Plant identification, greenhouse practices and equipment use will be covered. Also various landscape projects including school beautification, garden construction, pruning and landscape maintenance.
Path Ways- Electives

**Ag Leadership and Communication**
This course is designed to develop responsibility, initiative, creativity, leadership and school pride in the Agriculture program. It provides class time for the planning and organization of meetings, social and recreational events, elections, service activities, and community and other events. Students will have the opportunity to study concepts of goal development as an individual and team, the keys to success as an individual and team, character development as an individual and team, group dynamics, Parliamentary Law and Procedures, critical thinking, public speaking, personal financial management, business and how it relates to the agriculture industry, career goals and the importance of Supervised Agricultural Experience (SAE) programs and the FFA in Agricultural Education.

**Agriculture Government and Economics**
In this course students will learn basic economic principals and the historical development of the government. Topics include: macroeconomics, agriculture business organizations, agriculture credit, record keeping, record keeping, record analysis, marketing, campaigns, the Constitution, the Branches of government, and the Bill of Rights. Students will be expected to participate in workplace learning experiences and interpersonal leadership skill development activities.
Career Development Events

The following are the current CDE's available to the members of Firebaugh FFA. The teams provided are subject to change depending on the interest of the members and the knowledge of the advisors.

**Ag Mechanics**

The agricultural mechanics event seeks to effectively prepare the students for the expectations of the agricultural mechanics workplace. Workers seeking careers in agricultural mechanics must not only develop a high degree of knowledge and skill they must also develop the ability to solve difficult problems. This event blends the testing of manipulative skills and knowledge required for careers in fabrication and construction. Coached by: Mr. Calvert

**Ag Welding**

Ag Welding is a contest that tests students' knowledge of the welding industry. Students must perform a series of welds, complete a project, create a portfolio and participate in an interview. Coached by: Mr. Calvert

**Banking**

Members complete a written test made up of financial standings, such as checks and bank statements. Members will be expected to know the different rates of credit that may be given to them. Coached by: Mr. Lieb

**Best Informed Greenhand**

This contest is for freshmen FFA students only. Members on this team complete a written test on their knowledge of the FFA, members study from the official FFA manual. Coached by: Ms. Goeb

**Cotton Judging**

The Cotton contest seeks to effectively prepare the students for the expectation of the cotton industry. Workers seeking careers in cotton must not only develop a high degree of knowledge and skill, they must also develop the ability to solve difficult problems. This contest blends the critical thinking, mathematical, and plant biology knowledge and skills along with the ability to express oneself through oral communication. Coached by: Ms. Goeb

**Cooperative Marketing**
This contest is designed to create an awareness and understanding of the basic elements of farm product marketing and farmer cooperation in marketing, purchasing, bargaining, and service. Coached by Mr. Lieb

**Creed Speaking**
This contest is for freshmen FFA students only. Students memorize and recite the FFA Creed written by E.M. Tiffany. Some of the expectations of the judges are memorization, appearance and gestures. Coached by: Ms. Goeb and Mr. Diaz

**Extemporaneous Public Speaking**
Members deliver a speech on one of three agricultural topics after they are given thirty minutes to prepare a four-to-six minute speech. At the conclusion of the speech, the similar to the prepared event. Coached by: Mr. Lieb

**Farm Business Management**
To help close the achievement gap we will encourage students to better analyze farm records which will reinforce mathematics standards. California Career Technical Education Model Curriculum Standards addressed by this event include:
Coached by: Ms. Goeb

**Farm Records**
To help close the achievement gap we will encourage students to better analyze farm records which will reinforce mathematics standards. California Career Technical Education Model Curriculum Standards addressed by this event.
Coached by: Ms. Goeb

**Floriculture**
Members demonstrate proficiency in plant identification, judgment of floral and foliage arrangements, problem solving, and skills that include flower arranging and corsage formation. Coached by: Mr. Lieb

**Impromptu**
Members compete in a two round completion speaking about agricultural topics give. They are then given a two minutes to gather their thoughts and present them to the judges. This contest is exclusively for competitive sophomores looking to advance their speaking capabilities. Coached by: Ms. Smith

**Job Interview**
Members are required to create a cover letter and resume prior to participating in a job interview. You are evaluated and placed according to your resume, cover letter, and interview scores. Coached by: Mr. Lieb

**Light Horse Evaluation**
A team may consist of three or four members. The top three scores will be used to determine the official team. If a school only has three members, they are the official team. These same three individuals will be used in selecting sub-contest, team winners. Coached by: Ms. Smith
Livestock Judging
Students measure their knowledge of the ideal livestock structure and present oral reason to defend their placing. Students must have knowledge of the following species: beef, swine, lamb, and goats. Coached by: Mr. Diaz

Opening/Closing
This contest is made up of a six-person team. Each member of the team is responsible for memorizing one officer part of the opening and closing ceremonies and reciting it at the sectional contest as if it was an actual opening/closing ceremony. Coached by: All Ag Teachers

Prepared Public Speaking
The member that chooses this speaking contest is to write and memorize a ten-minute speech on a major agriculture issue. The individual will be scored on his or her ability to speak and also on how well they can answer questions on the topic they choose. Coached by: Mr. Lieb

Scrapbook
The Scrapbook Career Development Event seeks to actively prepare the students to document the history of the chapter by using different forms of media. The scrapbook will serve as a-recruitment and advertisement tool, within the chapter, school and community. Coached by: Mr. Lieb
FFA SAE Programs

An agricultural education program is made up of three integrated parts: Classroom instruction, FFA and Supervised Agricultural Experience (SAE). Students with an SAE learn by doing. With help from their agricultural teachers, students develop an SAE project based on one or more SAE categories:

**Entrepreneurship**
Own and operate an agricultural business (e.g. a lawn care service, a pay-to-fish operation, holiday poinsettia production and sales.)

**Placement**
Get a job or internship on a farm or ranch, at an agriculture-based business, or in a school or factory laboratory.

**Research and Experimentation**
Plan and conduct a scientific experiment. (e.g. Determine whether the phases of the moon affect plant growth, or test and determine the efficacy of different welding methods.)

**Exploratory**
Explore careers in agriculture by attending an agriculture career fair, or creating a report or documentary on the work of a veterinarian.
SAE Budgets

Market Swine

A swine project is a great experience. When you begin your project, you must exercise your pig everyday in order for it to maintain a quality build. You are responsible for feeding and cleaning according to your assigned schedule. As your project progresses, you begin to wash your animal often. As you approach fair time you wash your animal every day. Before you go the fair you will need to clip your hog. Like other projects, you compete in two types of shows: market and showmanship. In the market show, the judge evaluates the animal for meat quality and the showmanship class determines how well you control your animal, as well as how well you can show your animals.

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Feeder Hog</td>
<td>$300.00</td>
</tr>
<tr>
<td></td>
<td>Feed</td>
<td>$200.00</td>
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<tr>
<td></td>
<td>Vet Supplies/Medication</td>
<td>$10.00</td>
</tr>
<tr>
<td></td>
<td>Insurance</td>
<td>$15.00</td>
</tr>
<tr>
<td></td>
<td>School Housing/Bedding</td>
<td>$10.00</td>
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<tr>
<td></td>
<td>Entry Fee</td>
<td>$10.00</td>
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<tr>
<td></td>
<td>Total</td>
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<tr>
<td>Receipt</td>
<td>Sale of Hog (250lbs @ $3.00)</td>
<td>$750.00</td>
</tr>
</tbody>
</table>

Profit/Loss Margin $205.00

All above numbers have been estimated, and can be changed at any time.
SAE Budgets

Market Goat

This year Firebaugh FFA is bringing back the opportunity of showing and selling Market Goats. FFA members and Advisors are excited for this new opportunity. The goat unit will be covered by Mr. Lieb and Ms. Goeb.

A market goat project is challenging, yet rewarding. Raising this project will take a tremendous commitment on the students’ part. From feeding and washing to shearing and exercising; a great deal of responsibility will be involved. The student will be required to feed one or two days a week as well as work with the goats three to four times a week. The length of the project is two to three months. The student will exhibit the animal in a market class and a showmanship class at fair. In market the animal will be judged on muscle, balance, and condition. The objective of the showmanship class is to determine the top exhibitor in terms of technique and style. The cost of raising a goat project may vary throughout the year, but here is an estimate to assist you in your decision.

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Goat</td>
<td>$350.00</td>
</tr>
<tr>
<td></td>
<td>Feed and Wormer</td>
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</tr>
<tr>
<td></td>
<td>Vet Supplies/Medication</td>
<td>$10.00</td>
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<tr>
<td></td>
<td>Insurance</td>
<td>$15.00</td>
</tr>
<tr>
<td></td>
<td>School Housing/Bedding</td>
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<tr>
<td></td>
<td>Entry Fee and Show Shirt</td>
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</tr>
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<td></td>
<td><strong>Total</strong></td>
<td><strong>$560.00</strong></td>
</tr>
</tbody>
</table>

Receipt

| Sale of Goat (85lbs @ $7.00) | $595.00 |

Profit/Loss Margin $35.00

All above numbers have been estimated, and can be changed at any time.
SAE Budgets

Market Lamb

A market lamb project is rewarding yet challenging. Raising this project will take a tremendous commitment on the students' part. From feeding to washing and shearing to exercising; a great deal of responsibility will be involved. The student will be required to feed one to two days per week as well as work with the lamb three to four times per week. The length of this project is two to three months. The student will exhibit the animal in a market class and a showmanship class at the fair. In market, the animal will be judged on muscle, balance and condition. The objective of the showmanship class is to determine the top exhibitor in terms of technique and style. The cost of raising a lamb project may vary throughout the year, but here is an estimate to assist you in your decision.

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Item (per lamb)</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Feeder Lamb</td>
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<tr>
<td></td>
<td>Feed</td>
<td>$150.00</td>
</tr>
<tr>
<td></td>
<td>Halters (2)</td>
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<tr>
<td></td>
<td>Canvas Blankets (2)</td>
<td>$60.00</td>
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<td></td>
<td>Tubes (2)</td>
<td>$40.00</td>
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<td>Entry Fee</td>
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<td>$14.00</td>
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<tr>
<td>Total</td>
<td></td>
<td>$762.00</td>
</tr>
</tbody>
</table>

Receipt

Sale of Lamb (145 lbs @ $6.00) $870.00

Profit/Loss Margin $108.00

All above numbers are estimated, and can be changed at any time.
SAE Budgets

Market Steer

A steer project is commonly thought of as the most challenging of animal projects in the FFA. Steers are normally purchased weighing 700 pounds and are shown at the fair at a market weight of roughly 1200 pounds. Therefore, no matter what developmental stage the steer is at his weight will range from 4 to 8 times heavier than that or the average student showman. This means it is critical that any student wishing to show a steer have a working knowledge of livestock behavior and a thorough understanding of safe handling practice.

With showing a steer comes a tremendous amount of responsibility. Not only is each steer showman expected to perform the normal duties associated with raising sheep and hogs (feeding and care), but they are also expected to rinse and brush their animal each day. This is necessary in order to promote healthy hair growth. Additionally steers need to be walked and worked with so that they become accustomed to a show stick. Without a doubt, raising a steer to show can be challenging, but it is also very rewarding. Below is a projectile budget for a steer project.

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feeder Steer</td>
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<tr>
<td>Feed</td>
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<td>Insurance</td>
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<tr>
<td>School Housing/Bedding</td>
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<tr>
<td>Entry Fee</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$4145.00</strong></td>
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</tbody>
</table>

Receipt

Sale of Steer (1200lbs @ $3.50) $4200.00

Profit/Loss Margin $55.00

All above numbers are estimated, and can be changed at any time.
SAE Budgets

Replacement Dairy Heifer

To participate in this program, you must be an FFA member throughout the project and eligible to show at the Chowchilla- Madera Co. Fair. The heifer must be shown in Special Dairy Heifer Project classes as a calf at the Madera District Fair, as a yearling at the Chowchilla- Madera Co. Fair and shown and sold as a springer at the Chowchilla- Madera Co. Fair. You shall purchase your heifer with the approval of your FFA Advisor and the Dairy Committee. Heifers will be born no earlier than January 1\textsuperscript{st}, (approximately 28 months prior to sale) and no later than the following March 1\textsuperscript{st}. This form, dam’s record sheet and a photograph of one side of your heifer must be turned in to the Dairy Committee by August 1\textsuperscript{st}.

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Heifer</td>
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<tr>
<td></td>
<td>Feed</td>
<td>$1200.00</td>
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<td></td>
<td>Vet Supplies/Medication</td>
<td>$50.00</td>
</tr>
<tr>
<td></td>
<td>Insurance</td>
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<tr>
<td></td>
<td>School Housing/Bedding</td>
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</tr>
<tr>
<td></td>
<td>Entry Fee</td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>$1955.00</strong></td>
</tr>
</tbody>
</table>

Receipt

- Sale of Heifer (1 heifer @ $4000.00) $4000.00

Profit/Loss Margin

$2045.00

All above numbers are estimated, and can be changed at any time.
SAE Budgets

Poultry

The poultry project does not require as much maintenance, as compared to other projects simply because they are small animals. You will take ownership and care for the animals for thirty days prior to the fair. When you get your animals you have to feed them and practice showmanship. Showmanship requires you to inspect the animal. After you show your animal, it will go to the auction if it does well at the show.

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Market Turkey</td>
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<tr>
<td></td>
<td>Feed</td>
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<td></td>
<td>Vet Supplies/Medication</td>
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</tr>
<tr>
<td></td>
<td>Insurance</td>
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</tr>
<tr>
<td></td>
<td>School Housing/Bedding</td>
<td>$10.00</td>
</tr>
<tr>
<td></td>
<td>Entry Fee</td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>$95.00</strong></td>
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</tbody>
</table>

Receipt

| Sale of Turkey (1 bird @ $200.00) | $200.00 |

Profit/Loss Margin $105.00

All above numbers are estimated, and can be changed at any time.
SAE Budgets

Rabbits

Raising and showing rabbits can be a lot of fun. If you are the type of person who doesn’t like to work with larger animals then this is the animal for you! There are a lot of responsibilities when you show rabbits. You have to feed and water them everyday and make sure you groom them everyday also. You can either show a meat pen, which consists of 3 meat rabbits and you sell them at the fair. You can also show rabbits, which are used strictly for showing and kept as your pet to use them for breeding.

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Meat Pen (3 rabbits)</td>
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<td></td>
<td>Feed</td>
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<tr>
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<td></td>
<td>School Housing/Bedding</td>
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<tr>
<td></td>
<td>Total</td>
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</tbody>
</table>

Receipt

| Sale of Meat Pen (1 Pen @ $200.00) | $200.00 |

Profit/Loss Margin

$90.00

All above numbers are estimated, and can be changed at any time.
FIREBAUGH AGRICULTURE DEPARTMENT
EXHIBITOR CONTRACT

FFA members have the opportunity to raise animal projects to exhibit at the fairs. This is a great learning experience but also a commitment. In order for all to learn and work together, the following requirements are expected of each exhibitor regardless of where their animal is housed.

1. Attend all exhibitor meetings called by the advisor.

2. Purchase the supplies necessary for your project.

3. Secure a buyer prior to the fair.

4. Complete all paper work for traveling to the fair by the Friday before the fair.

5. Have the complete FFA show uniform

6. Prior to receiving fair checks, students must update record books, clean facilities, tack box and equipment, hand the buyer thank you letter with an envelope and stamp to the advisor. A buyer gift is strongly encouraged.

Animals housed off campus will be the sole responsibility of the student. However, animals at the project facility will have scheduled workdays. Students who keep their animal at home are required to make arrangements with the advisors for project visits as well as contact the advisor when they need assistance.

____________________  __________________
Student Signature      Date

____________________  __________________
Parent Signature       Date

S. Goeb

Program Plan

AGED 539
FIREBAUGH AGRICULTURE DEPARTMENT
PROJECT FACILITY CONTRACT

If you choose to keep your animal at the FHS farm you are required to maintain the following for the duration of your project:

1. Grades and Eligibility
   - Student must have a 2.0 GPA currently with no more than one “F” grade.
   - Student must maintain grade requirement until the first day of the fair.
   - Student must arrange for homework to be completed with all teachers and must get signed out by all teachers before the start of the fair.
     - Failure to meet grade requirements will result in student not being able to participate, show or sell the animal at the Fair.
   Student Initials ___________________________ Parent Initials ______________________

2. Project and Facility requirements – Feeding and Cleaning
   - Contact advisor when feed is low (1/2 a bag).
   - Clean your pen and surrounding areas every day you are assigned to feed.
   - Attend all required workdays on time. More than 10 minutes late will be considered a tardy!!!
     - 1st unexcused absence or tardy: Warning.
     - 2nd unexcused absence or tardy: Strike
     - 3rd unexcused absence or tardy: Parent/Teacher/Student conference. Contact will be put into place to move animal to an alternate location and 2nd strike will be given.
     - 3rd unexcused absence or tardy: Student must remove animal from school facility and take it to the alternate location. Student will no longer be able to house any animal at the school facility.
   - Feed and Clean on your assigned time and day. Failure to do any of the following will result in a strike.
     - Morning feeding – 6:00 A.M. – 8:00 A.M. (Includes fresh clean water at every feeding.)
     - Evening feeding – 6:00 P.M. – 8:00 P.M. (Includes fresh clean water at every feeding.)
     - Sweep and wash alley (if in old barn); Rake alley (if in new barn)
     - Sweep feed room (if in old barn)
     - Take garbage to dumpster
     - Shut all gates
     - Turn lights on and off
     - Turn fans and misters on and off
     - Make sure electric fence is connected
• Working with your animal
  • Student will exercise or work with their animal three or more times per week.
• Wear appropriate clothing for working on the farm and around livestock
  • Appropriate clothing includes long pants, short sleeve or long sleeve shirt (no sleeveless shirts or tank tops), socks and closed toe, closed back shoes. Failure to wear the appropriate clothing will result in a strike.
  • Clothing requirements also apply to loading in, exhibiting and loading out at the fair.
• Absences and Tardies
  • If you must miss a workday due to a doctor, dentist or other appointment you will need to bring a doctor’s note or proof of the appointment. You will be excused from only one workday for appointments...after that you will receive a strike if you must miss workday due to an appointment.
  • You must call your advisor if you are going to miss any workday. Failure to notify your advisor will result in a strike.

3. Strike Policy
• 1st Strike: Warning, verbal conversation and strike form must be signed by student and parent and returned within two days of receiving the strike.
• 2nd Strike: Parent/Student/Teacher Conference will be assigned. Mandatory attendance will be necessary to discuss the direction of the project. Strike form must be signed by student and parent and returned within two days of receiving the strike.
• 3rd Strike: Removal of animal from school property. Student will be given one week to remove animal from the school property. Advisor will do project visits weekly to make sure the project is being cared for. If project is not being cared for, termination of the project will occur immediately.
• Strike items include but are not limited to:
  • Tardy or unexcused absences
  • Missing a feeding
  • Not working with or exercising animal
  • Not completing all work jobs for assigned day.
  • Not wearing appropriate clothing for working on farm and around animals.

FAILURE TO FOLLOW THE ABOVE STANDARDS WILL RESULT IN THE "3 STRIKE METHOD". THE THIRD STRIKE WILL RESULT IN THE ANIMAL BEING REMOVED FROM THE BARN WITHIN 1 WEEK. IF YOU FAIL TO REMOVE THE ANIMAL IN THE ALLOTTED TIME IT WILL BE TAKEN TO THE LOCAL LIVESTOCK AUCTION AND THE PROCEEDS WILL GO TO THE FIREBAUGH HIGH SCHOOL AG DEPARTMENT.

THIS CONTRACT IS DUE TO THE ADVISOR PRIOR TO KEEPING THE ANIMAL AT THE FIREBAUGH HIGH SCHOOL FARM.

PARENT SIGNATURE

STUDENT SIGNATURE

S. Goeb

Program Plan

AGED 539
FIREBAUGH HIGH SCHOOL AGRICULTURE DEPARTMENT
ANIMAL PROJECT PURCHASING POLICY

Student must meet the following criteria in order to purchase a market turkey:
1. This contract must be turned in to the project advisor by the assigned date or an animal will not be purchased for the student.
2. Once the animal has been purchased for the student, the student becomes liable for the entire cost of the project even if the student backs out of the project OR loses the project due to ineligibility or breaking contract rules.
3. Student must pay the cost of the animal may 1st for Chowchilla Fair
4. The remaining balance of the project must be paid by May 1st for Chowchilla Fair and August 26th for Madera Fair.
   a. No project is taken to the fair unless the project has been paid in full before the fair.
5. The project will become property of the Agriculture Department if proper payments are not received by the given due dates.
6. All students must purchase an FFA jacket and tie/scarf at least 6 weeks before the fair. Students who cannot do so due to financial constraints must talk with their advisor for other arrangements. All students must show proof of a show uniform 6 weeks prior to fair.
   a. Full FFA show uniform includes:
      i. FFA jacket
      ii. FFA tie or scarf
      iii. White pants
      iv. White collared shirt
      v. Brown or black shoes or boots
      vi. Brown or black belt
7. The student must complete the following requirements before any check is released to the student:
   a. Complete the FFA Recordbook for all projects.
   b. Write thank you notes (must be cleared by advisor before sending out)
   c. Obtain a buyer’s gift for all who supported the project. This includes award sponsors.
   d. Must participate in “Barn Clean-up Day” or equivalent hours if animal is held at school facilities.
   e. Must clear all outstanding debts.

I understand and agree to the above terms.

___________________________________  __________________________
Student                                      Date

___________________________________  __________________________
Parent                                       Date

S. Goeb          Program Plan          AGED 539
FFA Proficiency Areas

The Agricultural Proficiency Awards honor FFA members who, through their SAEs, have developed specialized skills that they can apply toward their future careers. Students can compete for awards in 49 areas covering everything from Agricultural Communications to Wildlife Management. Each award area has two categories, placement and entrepreneurship. Proficiency awards are given out at the local, state and national levels.

There are four categories of SAE programs:

**Exploratory** - Learn about the big picture of agriculture and its many related careers.

**Agriscience Research and Experimentation** - Involve planning and conducting a scientific experiment based on hypothesis and the use of the scientific method of investigation on the hypothesis. This may include qualitative, quantitative, experimental, descriptive and quasi experimental research.

**Entrepreneurship** - A student-owned enterprise where the student assumes responsibility for all financial and management decisions for the successful completion of the project or activity.

**Placement** - A student works for an agriculture-related business or individual, either for pay or for the experience.
FFA Proficiency Areas

Agricultural Communications – Entrepreneurship/Placement – Includes programs in which a student is placed at a newspaper or other agricultural print (such as magazines) facilities to obtain training and practical experience in writing and publicizing in preparation for a writing communications career. Programs may also be at radio and TV stations, fair media rooms, or other businesses requiring speaking skills and knowledge of agriculture. The student may also own and produce an agriculture related broadcast or show. This area also includes any use of technology (such as websites and blogs) aimed at communicating the story of agriculture.

Agricultural Education – Entrepreneurship/Placement – Relates to education and extension, including, but not limited to youth mentoring, agricultural education departmental assistants, PALS mentors and student coordinators, developing and conducting informational materials and presentations for civic organizations and school-aged youth, and students who are involved in SAEs surrounding educating the public about the broad topics of agriculture, agriculture education and the FFA.

Agricultural Mechanics Design and Fabrication – Entrepreneurship/Placement – Involves the design and construction of agricultural equipment, structures, and/or selection of the structural materials, and/or implementation of plans for utilizing concrete, electricity, plumbing, heating, ventilation, and/or air conditioning into agricultural settings.

Agricultural Mechanics Energy Systems – Entrepreneurship/Placement – Involves the adjustment, repair, and maintenance of agricultural power systems including mechanical power, electrical power, chemical power, wind power, solar power and/or water power. **NOTE:** Electrical wiring for general construction, restoration of tractors, general engine repair is more appropriately covered in other agricultural mechanics proficiency award areas.

Agricultural Mechanics Repair and Maintenance – Entrepreneurship – Student owns an enterprise or business involving the repair and maintenance of agricultural equipment (including lawn equipment) and/or structures.

Agricultural Mechanics Repair and Maintenance – Placement – Student works for an employer involved in the repair and maintenance of agricultural equipment (including lawn equipment) and/or structures.

Agricultural Processing – Entrepreneurship/Placement – A student owns an enterprise or works for a business of assembling, transporting, processing, fabricating, mixing, packaging and storing food and nonfood agricultural products. Programs could
include processing meat, milk, honey, cheese, raisins and other dried fruits, maple syrup and/or other food processing. Nonfood products could include byproducts processing such as meat, bone, fish and blood meal, tallow, hides; processing of wool & cotton, making compost, cubing & pelleting of forages, producing bird seed and other pet foods. **NOTE**: Processing of forest products is no longer part of the Agricultural Processing area. See: Forest Management and Products.

**Agricultural Sales-Entrepreneurship** – Student owns the enterprise or business, not covered in a more appropriate proficiency award category, could include enterprises such as the sales of feed, seed, fertilizer, agricultural chemicals, agricultural equipment, machinery or structures. Enterprises could also include the merchandising (which is buying an item with the sole purpose to resell it in a short time frame) of crops, livestock, processed agricultural commodities, horticulture (including quarry rock for decorative or landscape purposes), floriculture, or forestry items at either the retail.

**Agricultural Sales-Placement** – Student works for an agriculture related business that is not covered in a more appropriate proficiency award category. This could include sales of feed, seed, fertilizer or agricultural chemicals. Students could also work for businesses that involve the sales of agricultural equipment, machinery or structures. Activities could include the merchandising (buying an item with the sole purpose to resell it in a short time frame) of crops, livestock, processed agricultural commodities, horticulture (including quarry rock for decorative or landscape purposes), floriculture, floriculture and/or forestry items at either the retail or wholesale level.

**Agricultural Services – Entrepreneurship/Placement** –Student owns enterprises or works in an agricultural business that is not covered in any of the existing award categories. This includes enterprises such as custom equipment operation and maintenance, agricultural management and financial services, animal breeding services, custom baling, crop scouting, implementing integrated pest management programs, horseshoeing, taxidermy services, auction services (working at or owning the auction house), custom and contract feeding services or other appropriate services offered through agricultural enterprises. Students applying for placement in agricultural services must work for a company or individual whose primary activity to provide agricultural services. **NOTE**: Activities related to lawn care, landscaping, mowing or other landscape and care activities are not included in this area. Students with these types of enterprises or activities need to apply in other, more appropriate areas related to turf care, horticulture or nursery landscape.

**Agriscience Animal Systems Research** - Research in the life processes, health, nutrition, genetics, management and processing of animal systems related to small animals, aquaculture, livestock, dairy, horses and/or poultry.

**Agriscience Plant Systems Research** - Research in the life cycles, classifications, functions, practices of plant systems related to crops, turf grass, trees and shrubs and/or ornamental plants.
Agriscience Integrated Systems Research - Must fit one of the following descriptions:
- **Diversified Research** – Research in two or more of the Agriscience research areas.
  - **Environmental Service Systems/Natural Resource Systems Research** - Research in the systems, instruments and technology used in waste management and their influence on the environment.
  - **Food Products and Processing Systems Research** - Research in the product development, quality assurance, food safety, production, sales and service, regulation and compliance, and food service practices within the food industry.
  - **Power, Structural and Technical Systems Research** - Research in the agricultural equipment, power systems, alternative fuel sources and precision technology, as well as woodworking, metalworking, welding and project planning for agricultural structures.
  - **Social Sciences Research** - Research of leadership, personal growth and career success skills necessary for a chosen profession that effectively contributes to society.

**Beef Production - Entrepreneurship** – Student owns the enterprise or business that uses the best management practices available to efficiently produce and market beef. This award area is for any beef animals, including miniature Herefords, Zebu, etc.

**Beef Production - Placement** – Student works for a livestock producer applying the best management practices available to efficiently produce and market beef. This award area is for any beef animals, including miniature Herefords, Zebu, etc.

**Dairy Production - Entrepreneurship** – Student owns an enterprise or business and applies the best management practices available to efficiently produce and market dairy cattle and dairy cattle products

**Dairy Production - Placement** – Student works in the dairy cattle industry applying the best management practices available to efficiently produce and market dairy cattle and dairy cattle products

**Diversified Agricultural Production - Entrepreneurship/Placement** - Involves the use of the best management practices available to produce and market a combination of livestock and crops in **two or more** proficiency areas. These areas include at least one species included in Diversified Livestock and at least one species included in Diversified Crop proficiency area.

**Diversified Crop Production - Entrepreneurship** – Student owns an enterprise or business that applies the best management practices available to efficiently produce and market crops from **two or more** of the crop related proficiencies areas. These areas include grain production, fiber/oil production, forage production, specialty crop production, vegetable production or fruit production.
**Diversified Crop Production – Placement** – Student works for a crop producer that applies the best management practices available to efficiently produce and market crops from **two or more** of the crop related proficiencies. These areas include grain production, fiber/oil production, forage production, specialty crop production, vegetable production or fruit production.

**Diversified Horticulture – Entrepreneurship/Placement** – Student works for someone who or owns the enterprise or business that applies the best management practices available to efficiently manage an SAE program that includes **two or more** of the following proficiency areas: landscape management, nursery operations, turf grass management, or the specific floricultural production or floral design and floral sales activities accepted in specialty crop production.

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

**Emerging Agricultural Technology - Entrepreneurship/Placement** – Involves gaining career experiences in the development of new and emerging agricultural technologies such as engineering, remote sensing, hand held device technology, precision agriculture, agrobotics and other new and emerging technologies that are not covered in any of the existing award categories. The implementation of new and emerging agricultural technologies is more appropriate in other existing categories.

**Environmental Science and Natural Resources Management – Entrepreneurship/Placement** – Students receive practical experience concerned with the principles and practices of managing and/or improving the environment and natural resources. Activities may include the areas of management of agriculture waste (excluding common compliance with EPA regulations) recycling of agriculture products, environmental cleanup, serving in the conservation corps; managing agricultural energy usage (not for building or maintaining), multiple uses of resources, land use regulations pertaining to soil, water and air quality, preservation of wetlands, shorelines, and grasslands, wildlife surveys, erosion prevention practices; public relations and education concerning pollution.

**Equine Science - Entrepreneurship** – Student owns an enterprise or business that provides experiences in horse production, breeding, marketing, showing and other aspects of the equine industry. Programs may also include calf roping, barrel racing, rodeo, racing, training, riding lessons and therapeutic horseback riding if horses are owned and/or managed by the member. This also includes miniature horses (prior to 2012, formerly in Specialty Animal Production).

**Equine Science- Placement** – Student works for an employer providing experience in horse production, breeding, marketing, showing and other aspects of the equine industry. Programs may also include calf roping, barrel racing, rodeo, racing, training,
riding lessons and therapeutic horseback riding if horses are owned and/or managed by the member. This also includes miniature horses (prior to 2012, formerly in Specialty Animal Production).

**Fiber and Oil Crop Production – Entrepreneurship/Placement** – Student owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market crops for fiber and/or oil such as cotton, sisal, hemp, soybeans, sesame seed, flax, mustard, canola, castor beans, sunflower, peanuts, dill, spearmint, and safflower.

**Food Science and Technology – Entrepreneurship/Placement** – Student owns the enterprise, or works for a business that applies microbiology and biochemistry or food product development to improve taste, nutrition, quality and/or value of food. Programs could include the development of new products, food testing, grading and inspecting. **NOTE:** Food Science is not processing of food products, marketing or sales of food products, or food preparation and/or service.

**Forage Production – Entrepreneurship/Placement** – Student owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market crops for forage such as sorghum not used for grain, alfalfa, clover, brome grass, orchard grass, grain forages, corn and grass silages and all pastures.

**Forest Management and Products – Entrepreneurship/Placement** – Student owns the enterprise, or works for a business that includes the best management practices available to conserve or increase the economic value of a forest and/or forest products through such practices as thinning, pruning, weeding, stand improvement, reforestation, insect and disease control, planting, harvesting, Christmas tree farming, making and selling cedar shaves and firewood, and wood chips/mulch, or working for the Forest Service.

**Fruit Production – Entrepreneurship/Placement** – Student owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market crops for fruits such as stone fruits, pome fruits, citrus fruits, pineapples, coconuts, berries, watermelon, grapes, nuts and all common fruits. (Pome fruits include apples, , and pears. Stone fruits include peaches, nectarines, plums, apricots and cherries).

**Goat Production - Entrepreneurship/Placement** – Student owns the enterprise, or works for a business that involves the use of the best management practices available to efficiently produce and market goats and all goat products.

**Grain Production – Entrepreneurship** – Student owns an enterprise or business that applies the best management practices available to efficiently produce and market crops for grain production such as corn, barley (including the malting types), millet, buckwheat, oats, grain sorghum, milo, wheat, rice and rye. Grain Production **does not** include any of the aforementioned crops with an intended use for forage.
Grain Production – Placement – Student works for a crop producer or grain production related business that applies the best management practices available to efficiently produce and market crops for grain production such as corn, barley (including the malting types), millet, buckwheat, oats, grain sorghum, milo, wheat, rice and rye. Grain Production does not include any of the aforementioned crops with an intended use for forage.

Home and/or Community Development – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that involves improving and protecting the beauty of an area by using natural vegetation or commercial ornamental plants and/or modernizing the home for better health and comfort through installation or improvement of water and sanitary facilities, heating and air conditioning or labor saving devices. Also includes community development activities such as volunteerism, community development and community betterment activities.

Landscape Management – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes experiences of planting and maintaining plants and shrubs, landscaping and outdoor beautification, grounds keeping, sprinkler installations and improvement of recreational areas.

Nursery Operations – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that provides students with job-entry experience in areas such as turf, ornamental plants, vegetable starter plants, shrubs and/or tree production for the purpose of transplanting or propagation. This could include water garden plants if produced for sale.

Outdoor Recreation – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that develops outdoor recreational activities best suited to family use or as income-producing enterprises. These enterprises could include vacation cabins and cottages, camping and/or picnic areas, fishing, hunting, water sports (not including indoor lifeguard activities), winter sports, shooting preserves, guide services, riding stables, trail rides, vacation farms and guest ranches, natural scenic or historic areas, and rodeo events where the member does not own or manage animals.

Poultry Production – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market chickens, turkeys, domestic fowl such as ducks, geese and guinea, and their products.

Sheep Production – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market sheep, sheep products and wool.

Small Animal Production and Care – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market small pet animals such as rabbits, cats, dogs, mice, hedgehogs, guinea pigs, lizards, small birds (such as canaries, cockatiels,
cockatoos, parakeets, parrots, etc.), and programs that typically provide a service in caring for the well-being of pets. Programs could include working at a pet shop, as a groomer, as a dog trainer, providing pet sitting services, working at a kennel, or preparing guide and assistance animals.

**Specialty Animal Production – Entrepreneurship/Placement** – Applies the best management practices available to efficiently produce and market specialty animals within the Agriculture industry. Students in the specialty animal production proficiency area must demonstrate that they are producing and marketing specialty animals not covered in any of the existing award categories. Specialty animals can include the following: aquaculture, bees, mules, donkeys, bison, oxen, mink, worms, ostriches, pigeons, emus, alpacas or llamas. Placement experiences could include roles as a zoo worker or placement at any specialty animal facility. In their supervised work experience, students must participate in hands-on activities including feeding, inoculating, performing basic animal care, weighing, measuring, showing and possibly marketing animals in an entrepreneurial or work placement environment.

**Swine Production – Entrepreneurship** – Student owns an enterprise that applies the best management practices available to efficiently produce and market swine.

**Specialty Crop Production – Entrepreneurship/Placement** – Student owns the enterprise, or works for a business that applies the best management practices available to efficiently produce and market crops not covered in any of the existing award categories such as: native prairie plants, sugar beets, dry edible beans, green peanuts, gourds, tobacco, bittersweet (if not a greenhouse crop), specialty corns (popcorn, white corn, Indian corn), all grass seed production, herbs and spices, mushrooms, sugar cane, hops, sorghum cane, confectionary sunflowers, production of crop seed or specific floriculture production.

**Swine Production – Placement** – Student works for an employer that applies the best management practices available to efficiently produce and market swine.

**Turf Grass Management – Entrepreneurship/Placement** – Student owns the enterprise, or works for a business that involves the planting and maintaining of turf for outdoor beautification, providing a lawn mowing service; improving recreational areas, sod produced for sale, and sport field or golf course management.

**Vegetable Production – Entrepreneurship/Placement** – Student owns the enterprise, or works for a business that applies the best management practices available to efficiently produce and market crops such as beans, potatoes, sweet potatoes, yams, pumpkins, sweet corn, tomatoes, onions, zucchini, hot peppers, all canning vegetables and all common garden vegetables.

**Veterinary Science – Entrepreneurship/Placement** – Student owns the enterprise, or works for a business that includes working with veterinarians in clinical practice, research facilities, colleges of veterinary medicine, animal health industry, or any other environment in which they assist veterinarians in performing duties related to the health
of people and/or the health and welfare of large and small animals. This experience may include wage earning, entrepreneurial or exploratory activities not limited to hands-on care of animals, management of business aspects of a veterinary practice, or working on legislation or regulations relating to animals.

**Wildlife Production and Management – Entrepreneurship/Placement** – Student owns the enterprise, or works for a business that includes the improvement and the availability of fish and wildlife through practices such as land and water habitat improvement, development of new land and water habitat, trapping, or the stocking of fish and wild game. This proficiency includes activities conducted with the Fish & Wildlife departments, or Department of Natural Resources. The production of wild species for the stocking of ducks, geese, quail and pheasants are eligible if used as an income enterprise.
Firebaugh FFA Scholarships

If you wish to obtain a scholarship application they will be available through the counseling office. It is the student’s responsibility to fill out the application and turn it in by the deadline.

**Matthew Roussel Memorial**

$250

This memorial scholarship is to honor an alumni FFA member who has passed away. This scholarship is awarded to an FFA member who has been active in the FFA. If you want to apply for this scholarship you must fill out the general FHS scholarship application form. Once the applications are turned in and the requirements are met, the high school scholarship committee will select a recipient.

**California Women for Agriculture**

$250

In order to obtain an application you must see your counselor or your agriculture teacher. The requirements for this scholarship consist of being an active in the FFA, as well as pursuing a career in agriculture.

**Madera Agriculture Youth Association (MAYA)**

$500

The MAYA scholarship is offered to high school students pursuing an agriculture career.

Eligibility Requirements:
1. A 2.5 cumulative grade point average.
2. Must be planning to enroll as a full time student with a minimum of 12 units.
3. Must be a resident of Madera County and an active FFA member of Chowchilla, Firebaugh, or Yosemite High Schools or a Madera County 4-H Club.

**CALCOT**

$1,000

The Calcot-Seitz is for students from Arizona or California who plan to or are attending a college that offers a **four-year degree** in Agriculture.

Requirements:
1. The student must be from a cotton producing area in CA or AZ.
2. The student must be enrolled as a full time student in a four-year college and have a major in the field of agriculture.
3. A general guideline will be a 3.0 grade point average for high school graduates and college students.
4. Applicants must also complete the entire application form along with having three recommendations from non-relatives.
Lara Family Memorial Scholarship

This scholarship is awarded to a female Ag student who meets the following requirements:

1. Student must provide a copy of the completed scholarship application to the Ag department chairperson by May 5th of the current school year (late applications & essays will not be considered).
2. A committee will review the applications and check for the following mandatory qualifications:
   a. All applicants must have a minimum 2.50 GPA to be considered for an award.
   b. All applicants must be majoring in an agriculturally related major when entering college.
   c. Three (3) confidential statements completed by high school teachers or administrators must be attached.
   d. All applications are confidential and become property to the Firebaugh High School Agriculture Department.
3. The student will receive $4,000.00. $1,000.00 will be given each year, for four years while enrolled in college.
4. Student can take any 2 semesters off without losing the remainder of the scholarship.
5. Money is disbursed as follows:
   i. First semester registration $250.00
   ii. First semester grades $250.00
   iii. Second semester registration $500.00
   iv. Total $1,000.00 (per year)
   v. Grand Total $4,000.00

Lara Family Memorial Scholarship Winners
2005 – Stacey Norton
2006 – Jessica Coursey
2007 – Maricruz Silva
2008 - Kayla Diedrich
2012- Mayra Magallon
2013- Stephanie Barrera
2014- Natalynn Parker

Willoughby Houk Memorial Scholarship

This scholarship is awarded to a male Ag student who meets the following requirements:
1. Student must provide a copy of the completed scholarship application to the Ag department chairperson by May 5th of the current school year (late applications & essays will not be considered).

2. A committee will review the applications and check for the following mandatory qualifications:
   a. All applicants must have a minimum 2.50 GPA to be considered for an award.
   b. All applicants must be majoring in an agriculturally related major when entering college.
   c. Three (3) confidential statements completed by high school teachers or administrators must be attached.
   d. All applications are confidential and become property to the Firebaugh High School Agriculture Department.

3. The student will receive $4,000.00. $1,000.00 will be given each year, for four years while enrolled in college.

4. Student can take any 2 semesters off without losing the remainder of the scholarship.

5. Money is disbursed as follows:
   i. First semester registration $250.00
   ii. First semester grades $250.00
   iii. Second semester registration $500.00
   iv. Total $1,000.00 (per year)
   Grand Total $4,000.00

 Willoughby Houk Memorial Scholarship Winners
 2005 – Vincent Fitch
 2006 – Juan Ruvalcaba
 2007 – Steven Cardella
       2012- Tate Parker
       2013- Dani Knight
       2014- Joshua Allen

 Monsanto Agriculture Scholarship
 The Monsanto Scholarship group annually awards 100 high school students with an interest in working towards a degree in Agriculture. The award amount is $1,500.00. To qualify one must come from an agriculture background, preferably from a farm family, and have an above average academic record. Also you must plan to enroll as a full time student at the college of your choice where you will be working towards an agriculture major

 California State FFA Scholarship Program
 Each year the California FFA association awards more than $1 million in scholarships to members. There are many types of scholarships to fit the many types of FFA members. Scholarships are given for a wide variety of experiences, career goals and higher education plans. Different awards may be used at colleges, universities and
post secondary agricultural programs. The scholarships are sponsored by numerous agricultural businesses through the state, and new scholarships are added every year.

**California Farm Bureau Federation**

The California Farm Bureau Scholarship Foundation was organized to give aid to students with a desire to pursue a career in the agricultural industry. The scholarships are awarded annually based upon academic achievement, career goals, extracurricular activities, determination, leadership skills, and a commitment to study agriculture. Each year, the Scholarship Foundation Board of Directors determines the award amounts depending on the funds available. In recent years, the range has been $1,800 to $5,000, for approximately 30 recipients each year.

**National FFA Collegiate Scholarship Program**

Each year the National FFA Organization awards more than $2 million in scholarships to members. There are many types of scholarships to fit the many types of FFA members. Scholarships are given for a wide variety of experiences, career goals and higher education plans. Different awards may be used at colleges, universities and post secondary agricultural programs. The scholarships are sponsored by numerous agricultural businesses through the National FFA Foundation, and new scholarships are added every year.

**National FFA Collegiate Scholarship Program Winners**

2005 – Tyler Britton
2013- Skotlynn Snyder
FFA Conferences

The Greenhand Conference

This leadership development conference is designed for freshman students. Participants are provided an overview of the opportunities in the FFA. They also become involved in goal setting activities. We take 9 -18 students to this one conference. If you are a freshman, you will want to get one of the limited seats to attend this exciting activity.

The Made for Excellence Conference

This is designed for sophomore students and second in the Integrated Leadership Development Program. This conference builds on the Greenhand Conference. It continues with goal setting and helps to develop self-esteem and confidence. Unlike the Greenhand Conference, this is an overnight activity. The cost is about $100.

The Advanced Leadership Conference

This leadership development conference is designed for junior students and is the third in the Integrated Leadership Development Program. This activity builds on the two previous conferences. The focus is on the continued development of leadership skills and how to best use them for success. Like the Made for Excellence conference, this is an overnight activity. The cost is about $100.

The California State FFA Convention

The State FFA Convention is held each year at the Fresno Convention Center. At the state convention chapter delegates conduct the business of the state association. The Firebaugh FFA chapter selects their state-voting delegates through an application and essay process that occurs in December. All students must go through the chapter application and essay process; this includes students interested in applying for Committee Chairperson, State FFA Band, State FFA Choir and State FFA Talent. The chapter pays for the full cost of registration for the delegates. Members who are selected by the State for the State FFA Band, Choir and Talent will have half of their registration costs paid. The conference offers many leadership and personal development workshops as well as showcases the tremendous opportunities available to California State FFA members.
The Sacramento Leadership Conference

This is the final conference in the Integrated Leadership Development Program. This is without a doubt one of the best conferences that a student will have the opportunity to participate in. This conference is four days and three nights. Participants have the opportunity to discuss important agriculture issues with some of the most powerful and influential leaders of California. The conference includes an activity where students discuss an issue on the Senate Floor. Only forty students from the state of California are selected each year to participate in the Sacramento Leadership Experience.

The National FFA Convention

The National FFA Convention is held each year in Indianapolis, Indiana. This is a convention that each student should hope to one day attend. Our chapter sends the Top 10 Winner to the National FFA Convention each year. Additionally, every two years we plan a chapter trip to the National FFA Convention and Washington D.C. In addition to conducting the business of the National FFA, the convention includes some of the most motivational speakers, workshops and a career and a trade shows the size of 10 football fields.

The Washington Leadership Conference

Located in our nation’s capital, the Washington Leadership Conference is a five-day event that trains FFA members to make a positive impact in their school, local community, state and country. The conference focuses on the following five areas: Problem Solving, Relationship Building, Living with Character and Developing an Attitude of Serving Others. Student registration for the conference is $550. This includes lodging, meals and transportation, while at the conference.
FFA Degrees

Greenhand Degree

The Greenhand Degree is earned by first year FFA members, primarily freshmen. The Greenhand pin is made of bronze for its hardness and endurance, two qualities all members must have to be successful throughout their careers. Requirements to earn the Greenhand Degree are as follows:

- Enroll in an agricultural education program and have satisfactory plans for a Supervised Agricultural Experience (SAE).
- Learn and explain the FFA Creed, FFA Mission and Motto, and FFA salute.
- Describe and explain the meaning of the FFA emblem and FFA colors.
- Demonstrate an understanding of the FFA Code of Ethics and the proper use of the FFA jacket.
- Demonstrate an understanding of the history of the organization, the chapter constitution and bylaws and the chapter Program of Activities.
- Own or have access to the Official FFA Manual and the Official FFA Student Handbook.
- Submit a written application for the Greenhand FFA Degree.

Chapter Degree

The Chapter Degree is earned by second year FFA members, primarily sophomores. The Chapter Degree is made of silver and while it is a precious laurel there are much more precious degrees to earn.

To receive a Chapter FFA Degree, members must meet the following requirements:

- Received the Greenhand FFA Degree
- Satisfactorily completed 180 hours (or the equivalent) of systematic school instruction in agricultural education at or above the ninth grade level.
- Have an approved SAE in operation.
- Enrolled in an agriculture course
- Participated in the planning and implementation of at least three official FFA chapter activities.
- Earned and productively invested at least $150, or have worked at least 45 hours outside of scheduled class time, or a combination of the two, through their SAE.
- Have developed plans for continued growth and improvement of their SAE.
- Effectively lead a group discussion for 15 minutes.
- Demonstrated five parliamentary law procedures.
- Show progress toward achievement in FFA award programs.
- Have a satisfactory academic record.
- Submitted a written application for the Chapter FFA Degree
- Complete a minimum of 10 hours of community service activities

State Degree

The highest degree a state can bestow upon its members. The California State FFA Degree is earned by 1,700 students every year. The members earn the Golden Pin. To receive a State FFA Degree, members must meet the following requirements:

- Received a 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
- Have completed at least 2 years (360 hours) of systematic school instruction in agricultural education at our above the ninth grade level, which includes an SAE.
- Have earned and productively invested at least $1,000, or have worked at least 300 hours outside of schedule class time through an SAE.
- Demonstrated leadership ability by performing 10 parliamentary law procedures, giving a six-minute speech on a topic relating to agriculture or FFA, and serving as an FFA officer, committee chairperson, or committee member.
- Have a satisfactory academic record, certified by the agriculture teacher and the school principal or superintendent.
- Participated in the planning and implementation of the chapter’s Program of Activities.
- Participated in at least five different FFA activities above the chapter level.
- Complete at least 25 hours of community service in a minimum of two different activities. All community service hours are cumulative, i.e. the 10 community service hours used to obtain the chapter degree can be used toward the state degree.
# California State FFA Degree Recipients

<table>
<thead>
<tr>
<th>Class of 1982</th>
<th>Class of 1983</th>
<th>Class of 1984</th>
<th>Class of 1985</th>
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<tbody>
<tr>
<td>Jeff Cradock</td>
<td>Barbara Diedrich</td>
<td>Edward Ward</td>
<td>Trace Maiorino</td>
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<td>Ron Diaz</td>
<td>William Felix</td>
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<td>Keith Dodderer</td>
<td>Billy Roussell</td>
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<td>Monty Robinson</td>
<td>Teddi Snyder</td>
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<td>Class of 1986</td>
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<tr>
<td>Gina Diaz</td>
<td>Freddie Fonseca</td>
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<tr>
<td>Dustin Snyder</td>
<td>Shelly Nash</td>
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| Juan Arana         | Cesar Arias            | Sandy Catania   | Victor Avila         |
| Jesus Fuentes      | Summer Houk            | Stacie Dabbs   | Leticia Campa        |
| Martha Guzman      | Dustin Lowery          | Jane Diedrich  | Jason Davis          |
| Elias Lujan       | Carolina Ramirez       | Augie Lope     | Vincent Garcia       |
| Jose Molina        | Pablo Vasquez          | Juan Molina    | Ryan Lowery          |
| David Ortega       |                        | Shannon Norton | Milagros Lujan       |
| Luis D. Perez      |                        | Paula Pafford  | Rafael Madriz        |
| Josh Ross          |                        | Shaun Ramirez  | Roberto Perez        |
| Jason Zaro         |                        | Nathan Thomas  | Tom Phelen           |
|                     |                        |                 | Susan Poppa          |
|                     |                        |                 | Jose Sepulveda       |
|                     |                        |                 | Alberto Torres       |
|                     |                        |                 |                      |
| Class of 1999      |                        |                 |                      |
| Class of 2000      |                        |                 |                      |
| Class of 2001      |                        |                 |                      |
| Class of 2002      |                        |                 |                      |

| Jordan Fickett     | Brittany Fickett       | Mariam Arias    | Joel Saldana, Jr.    |
| Tracey Hansen      | Reymindo Gamino        | Omar Hernandez  | Santos Martinez      |
| Bobby Hogue        | Vincent Guthrie        | Jeremy Ramirez  | April Phelen         |
| Juan Jacobo        | Anthony Rodriguez      | Matthew Shuemake| Samantha Serrias     |
| Jose Martinez      | Erin Trujillo          |                 | Brittany Westbrook   |
| Patrick Ramirez    |                        |                 |                      |
|                     |                        |                 |                      |
Class of 2003
Genna Delgado
Karary Gonzalez
Michael Howard
Mayra Magallanes
Johanna Magana
Katie Maiorino
Justine Maiorino
Chris Miller
Manuel Torrez
Amanda Trujillo
Crystal Rangel

Class of 2004
Melissa Cardiel
Vincent Fitch
Luke Hicks
Stacey Norton
Stephanie Percy
Gabrielle Perez
Tracie Robertson
Brain Wood

Class of 2005
Michael Barragan
Marco Chavez
Stephen Hurt
Manauri Marquez
Jayson Martinez
Stephanie Shuemake

Class of 2006
John David Calderon
Suzanne Catania
Chad Crockett
Cheryl Hogue
Samantha Miller
George Ortiz
Maricruz Silva
Brittany Wood
Tiffany Wood

Class of 2007
Noelle Catania
John Cortez
Jessica Coursey
Kayla Diedrich
Katelyn Hicks
Adam Quinteros

Class of 2008
Amy Crockett
Martha Marin
Ricardo Lomas
Anthony Delgado

Class of 2009
Cristal Sanchez
Dillon Knight
Michael Ortiz
Lauren Diedrich
Juan Guana
Quinton Parker

Class of 2010
Miryam Magallon
Alba Marquez
Amanda Quinteros
Skottynn Snyder
Andrew Mc Bee
Fiona Jasso
Desiree Gonzales
Joshua Cortez
Britney Alvarado

Class of 2011
Mayra Magallon
Yuriana Aguilar
Tate Parker
Kimberly Celaya
Ian McCarthy
Anthony Salceda
Gerald Castenada

Class of 2012
Stephaine Barrera
Emmanuel Carrillo
Michael Diedrich
Jared Eldson
Dani Knight
Tucker Knight
Jordan Madrid
Alexis Ontiveros
Jacob Phelen
Alexis Ontiveros
Alejandra Rosa

Class of 2013
Joshua Allen
Francisco Cuevas
Matthew De Arcos
John Favela
Jesus Ferreria
Oscar Fraga
Sydney Kyle
Amber La Salle
Jennifer Ledford
Morgan Molina
Madison Narbaitz
Luis Ortiz
Natalynn Parker
Jacob Quinteros
Fernando Serna
Daniel Verduzo
Anthony Valdez

Class of 2014
Yadira Aguilar
Jason Allen
Anthony Argueta
Aaron Caballero
Antonio Choperena
Jonathan Crank
Elias Fernandez
Betsy Lanuza
Christopher Lopez
Lizette Lopez
Ysela Macias
Nicole Maldonado
Morgan Meza
Armand Molina
Aaron Mora
Sierra Mora
Loren Mumby
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<td>Nathaniel Vivanco</td>
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<td>Juan Zuniga</td>
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The American FFA Degree is awarded to FFA members who have demonstrated the highest level of commitment to FFA and made significant accomplishments in their Supervised Agricultural Experiences (SAEs). Approximately 3,500 American FFA Degrees are handed out each year at the National FFA Convention. That number represents less than half of one percent of all FFA members, making it one of the organization’s highest honors. In addition to their degree, each recipient receives a gold American FFA Degree key.

FFA members who qualify for the American FFA Degree:

- Have received a Greenhand FFA Degree, Chapter FFA Degree and State FFA Degree.
- Have been FFA members for at least three years.
- Have completed at least three years (540 hours) of high school agriculture classes, or 2 years of high school agriculture classes and one year of college agriculture classes (360 hours.)
- Have graduated from high school one year prior to the National FFA Convention at which their degree will be awarded.
- Have maintained detailed SAE records, which demonstrate outstanding planning, managerial and financial skills.
- Have earned and productively invested at least $7,500, or have earned and productively invested at least $1,500 and worked 2,250 hours beyond scheduled school hours through their SAEs.
- Have a record of outstanding leadership skills.
- Have a record of participating in community service activities. Updated Community Service Requirements
- Have maintained a “C” grade average or better.
## American FFA Degree Recipients

<table>
<thead>
<tr>
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<th>Class of 1996</th>
<th>Class of 1999</th>
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<td>Teddi Snyder</td>
<td>Jesus Fuentes</td>
<td>Jane Diedrich</td>
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<td>Bobby Peres</td>
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<td>Bobby Hogue</td>
<td>Anthony Rodriguez</td>
<td>Joel Saldana</td>
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<td>Brittany Fickett</td>
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<td>Brittany Wood</td>
<td>Quinton Parker</td>
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<td>Traci Robertson</td>
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<td>Class of 2013</td>
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<td>Yurianna Aguilar</td>
<td>Sydney Kyle</td>
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<td>Alex Quinteros</td>
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FIREBAUGH FFA CONSTITUTION AND BY-LAWS

Article I. Name and Purposes

Section A. The name of this organization shall be the Firebaugh FFA Chapter. The letters "FFA" will be used to designate the chapter, its activities, and its members.

Section B. The purpose for which this chapter is formed by is as follows:

1. To develop agricultural leadership skills among all members.
2. To develop a global awareness of agriculture.
3. To bestow confidence among agricultural student and the work.
4. To promote agriculture career opportunities through hands-on training.
5. To develop competencies in communication, human relations, and social abilities.
6. To build cooperative attitudes among agricultural students.
7. To encourage improvement in scholastics.
8. To provide organized recreational activities for agriculture students.

Article II. Organization

Section A. The Firebaugh FFA Chapter is a chartered local entity of the West Fresno - Madera Section of the California Association, made up of local members.

Section B. This chapter accepts in full the provision in the constitution and bylaws of the California Association of the FFA as well as those of the National FFA Organization.

Article III. Membership

Section A. Membership is limited to students enrolled in Agriculture Education at Firebaugh High School.

Section B. Membership of graduates is limited to students that were active members in high school.
Section C. The Firebaugh FFA is a 100% affiliated chapter with every student becoming a member of the FFA when they enroll in an agriculture class.

Section D. No student may participate in any FFA activities unless they are members in good standing with the FFA. In order to be in good standing with the FFA a student must owe no money to the FFA, and their name must not appear on the ineligible list.

Section E. The FFA advisors at their own discretion have the right to dismiss any members from the FFA organization at anytime with approval of the administration.

Section F. Membership in this chapter shall be of three kinds:

1. Active - Any student enrolled in an agriculture education program.
2. Alumni - Any person who has formerly been enrolled in an agriculture education program or in other ways interested in supporting the FFA.
3. Honorary - Any person who has helped to advance agriculture education and the FFA and who have rendered outstanding service may be elected to honorary membership.

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

Section H. Honorary membership in the chapter shall be limited to the Honorary FFA Degree.

Section I. There shall be four levels of active degree attainment in the Firebaugh FFA Chapter.

1. The Greenhand FFA Degree
   - All Greenhand Degree recipients are entitled to wear the regulation bronze emblem charm.

2. The Chapter FFA Degree
   - All members holding the Chapter FFA Degree are entitled to wear the silver emblem pin.

3. The State FFA Degree
- All members holding the State FFA Degree are entitled to wear the regulation gold emblem charm.

4. The American FFA Degree
- All members holding the American FFA Degree are entitled to wear the regulation gold emblem key.

Section J. Greenhand FFA Degree. Minimum qualifications for election:

1. Be enrolled in agricultural education and have satisfactory plans for a Supervised Agricultural Experience Program.
2. Learn and explain the FFA Creed, Motto, and Salute.
3. Describe and explain the meaning of the FFA emblem and colors.
4. Demonstrate a knowledge of the FFA Code of Ethics and the proper use of the FFA jacket.
5. Demonstrate knowledge of history of the organization, chapter constitution and bylaws and the chapter Program of Activities.
7. Submit a written application for the Greenhand FFA Degree.

Section K. Chapter FFA Degree. Minimum qualifications for election:

1. Must have received the Greenhand FFA Degree.
2. Must be enrolled in their second year of agricultural education and have an approved Supervised Agricultural Experience Program.
3. Participate in planning and conducting of at least three official chapter functions.
4. Have earned at least $150.00 or worked at least 45 hours and have developed plans for the growth of their SOEP.
5. Have effectively led a group discussion for 15 minutes.
6. Have demonstrated five procedures of Procedure Law.
7. Show progress towards individual achievement in the FFA awards’ programs.
8. Have a satisfactory scholastic record.
9. Submit a written application for the Chapter FFA Degree.

Section L. State FFA Degree. Minimum qualifications for election:

1. Qualifications for the State FFA Degree are those set forth in the Constitution of the National FFA Organization.

Section M. American FFA Degree. Minimum qualifications for election:

1. Qualifications for the American FFA Degree are those set forth in the Constitution of the National FFA
Organization.

Section N. Special committees shall review the qualifications of members and make recommendations to the chapter concerning degree advancement.

Article IV. Officers

Section A. The FFA offices for the Firebaugh FFA Chapter shall be as follows:
1.) President
2.) Vice President
3.) Secretary
4.) Treasurer
5.) Reporter
6.) Sentinel
7.) Historian

Section B. The Officers shall be elected or confirmed by a majority vote of the active members.

* The advisors and current chapter officers have the right to operate outside of the constitution for special circumstances not addressed.

Section C. The nominating committee shall be composed of the 12th grade chapter officers and the FFA advisors. Upon reviewing officer applications for chapter office, students will be slated as candidates on the ballot.

Section D. All officer vacancies, during the term of office, shall be filled by a majority vote of the chapter officers with the exception of the president. The Vice-President shall fill vacancy. The president shall nominate candidates for the committee's consideration.

Section E. Officers Eligibility. Minimum qualifications to run for chapter office:

1. Must be academically eligible to run for a FFA office.
2. For offices of President and Vice President, the applicant must have already completed at least three years of Agriculture classes, and/or hold the Chapter FFA Degree.
3. Other offices require that they have completed a year of an Ag class, and hold the Greenhand Degree.
4. Must enroll in the agriculture leadership class.

Section F. Officer Probation due to academic ineligibility

Any officer who becomes academically ineligible during their term of office will be put on a one-time probationary four-week suspension. At the end of four weeks a grade check will be due to the advisors.

While officers are on probation they will not participate in any FFA affiliated activities. If the student meets grade requirements they will
be immediately reinstated. If the officer remains academically ineligible they will be immediately removed from office.
* Grades will be based on quarter report cards
* Officer participation during the probationary period will be at the advisors discretion.

**Article V. Impeachment of Officers**

**Section A. Immediate Impeachment.**

The FFA advisors may at any time at their own discretion remove an officer who has repeatedly disregarded his/her duties by not fulfilling them to his/her best ability.

**Article VI. Executive Committee**

**Section A.** Executive Meetings shall be held as needed.

**Section B.** Standard meeting paraphernalia shall be used at each meeting. All special meetings shall open and close with the official ceremony. Parliamentary Procedure shall be used in transacting all business at each meeting.

**Section C.** Hats shall not be worn in the meeting room.

**Section D.** Poor conduct will result in that member being dismissed from the meeting room.

**Section E.** Delegates go through an application process headed by the Ag staff to be able to represent the chapter at the State Convention. Other delegates may be named as necessary in order to have proper representation at various other FFA meetings within the state.

**Article VII. Dues**

**Section A.** As long as Incentive Grant funds are available dues shall be paid for all members through that source.

**Article VIII. Eligibility**

**Section A.** Eligibility of members exhibiting at fairs and shows will be based on the advisors discretion.

**Section B.** Members must be academically eligible to participate above the chapter level.

**Section C.** See rules of article IV section G of the Firebaugh FFA Chapter.

**Article IX. Amendments**

**Section A.** To amend the constitution, a majority vote of the Executive Committee is required.
Article X. Ratification of the Constitution

Section A. This constitution shall become effective when passed by the executive committee and advisors.
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<td>William Feliz</td>
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<td>Teddi Snyder</td>
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<td>Gina Diaz</td>
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<td>Shelly Nash</td>
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<td>Yuriana Aguilar</td>
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<tr>
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<td>Stephanie Barrera</td>
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<td>Natalyn Parker</td>
</tr>
<tr>
<td>2014-2015</td>
<td>Loren Mumby</td>
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</table>
Firebaugh FFA Awards & Recognition

Proficiency Awards

The Agricultural Proficiency Awards honor FFA members who, through their SAEs, have developed specialized skills that they can apply toward their future careers. Students can compete for awards in 49 areas covering everything from Agricultural Communications to Wildlife Management.

Placement proficiency awards are given to those whose SAEs are related to employment, apprenticeships, or internships at an agribusiness or agriculture-related organization. Entrepreneurship proficiency awards are given to those whose SAEs are related to ownership of an agribusiness or agriculture-related organization. Proficiency awards are given out at the local, state and national levels.

West Fresno-Madera Sectional Proficiency Winners

<table>
<thead>
<tr>
<th>Student</th>
<th>Proficiency Area</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sal Fuentes</td>
<td>Cereal Grain Production</td>
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<td>Jesus Mendoza</td>
<td>Specialty Animal Production</td>
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<td>Josh Ross</td>
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<td>Jesus Fuentes</td>
<td>Forage Crop</td>
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<td>Stacie Dabbs</td>
<td>Ag Communications</td>
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<td>Jane Diedrich</td>
<td>Equine Science</td>
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<td>Paula Pafford</td>
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<td>Nathan Thomas</td>
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<td>Leticia Campa</td>
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<td>Mathew Shuemake</td>
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<td>Clayton Best</td>
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<td>Michael Howard</td>
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<td>Marco Chavez</td>
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<td>Luke Hicks</td>
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<td>Amy Crockett</td>
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<td>Cheryl Hogue</td>
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<td>Adam Quinteros</td>
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<td>Garrett Blanchard</td>
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<td>Luis Linares</td>
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<td>Miryam Magallon</td>
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<td>Marcos Rojas</td>
<td>Outdoor Recreation</td>
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# West Fresno-Madera Sectional Proficiency Winners

<table>
<thead>
<tr>
<th>Student</th>
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<th>School Year</th>
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<tbody>
<tr>
<td>Loren Mumby</td>
<td>Forage Production</td>
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<td>Holland Snyder</td>
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<td>Amber La Salle</td>
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# San Joaquin Regional Proficiency Winners

<table>
<thead>
<tr>
<th>Student</th>
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<tr>
<td>Sal Fuentes</td>
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<td>Bobby Hogue</td>
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<td>Jason Allen</td>
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S. Goeb
Program Plan
AGED 539
### California State Proficiency Winners

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<td>Sal Fuentes</td>
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### National Proficiency Winners

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# State Awards

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<td>Skottlyn Snyder</td>
<td>California National Star Farmer Candidate</td>
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<td>Joshua Allen</td>
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<td>San Joaquin Regional Star Farmer</td>
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<td>Loren Mumby</td>
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# National Star Chapter Award

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<td>2010</td>
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<td>2011</td>
<td>3 Star</td>
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<tr>
<td>2012</td>
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</table>
California State Winning Judging Teams

**Computer Application Team - 2005**
David Ortega  
Mishia Rodriguez  
Jason Zaro  
Coach: Gina Gravatt

**Best Informed Greenhand – 2002**
Clay Best  
Melissa Cardiel- High Individual  
Vincent Fitch  
Stacey Norton  
Traci Robertson  
Coach: Sheryl Geist

**Computer Application Team - 2007**
Noelle Catania  
Katelyn Hicks  
Cheryl Hogue  
Maricruz Silva- High Individual  
Coach: Heather Opfergelt

**Best Informed Greenhand – 2006**
Julia Calderon  
Amy Crockett- High Individual  
Ricardo Lomas  
Martha Marin  
Mayela Reyes  
Coach: Elizabeth Ammon
Firebaugh FFA Community Service

The Firebaugh FFA Organization feels that community service isn't really a service at all. As community members, we feel it is our duty to step in and help when it is needed. Whether it is making sure community members have food at Thanksgiving or making sure children have a toy to open on Christmas morning, Firebaugh FFA is there and willing to help when the community needs it.

**Change Bandits**- Firebaugh FFA Leadership class joins up with Kiss Country in their annual change bandit drive. Students collect money and donate it to Valley Children's Hospital for children who lack funds to propel through their respective health problems.

**Ag. Awareness Day**- We host a day in which we recognize the importance of Agriculture to the preschoolers and elementary students within our community, so that we can get them involved with the chapter and create a lasting positive memory for them about agriculture.

**Bowl-A-Thon**- West Fresno Madera Sectional Bowl-A-Thon is an event that is meant to those individuals who help raise money for Children's Hospital of Central California.

**FFA Food Drive**- We host a food drive during the Thanksgiving season, working with local churches to distribute the food to the needy in our community. We do this so that the nobody in our community goes without having a proper holiday dinner.

**FFA Toy Drive**- We host a toy drive during the Christmas season, working with local churches to distribute the toys to the needy in our community. This ensures that children throughout ours and adjacent communities can experience the joy of Christmas.

**Coats for Kids**- Firebaugh FFA and a local radio station work together to bring coats and sweaters to needy children in our area during the winter season. So that no man, woman, or child will lack proper warmth throughout winter.

**Turkey Tickets**- Firebaugh FFA works with local churches to provide meals to families at Thanksgiving that otherwise would go without. The tickets sold are $.50 each and enters the individual into a drawing for a turkey. The winners will receive a turkey dinner. The money generated went to buying supplies for dinner baskets, that was then given to members of our community that suffer from hunger.
Committee Structure

There are four main committees: Finance, PR, Student/Chapter and Community Service. Each committee is developed and run by two chapter officers. At workday the officers come up with goals for their committee and a plan of action. The leadership class makes up the bulk of the committee members, but other members are welcome to join as well. While each committee is run by the officers assigned to the committee, there are sub committees that are ran by leadership students for each task in that committee.

Main Committee
Chair: Chapter Officers

Sub Committee
Chair: Leadership Student
Committee Members
S. Goeb

Sub Committee
Chair: Leadership Student
Committee Members
Program Plan

Sub Committee
Chair: Leadership Student
Committee Members
AGED 539
Finance Committee

Goal: The finance committee’s primary job is to think of and run the chapter’s fundraisers and financial standing reports. They must meet and go over the chapter’s expenses and income and plan out when and how the chapter will be fundraising. They are advised by the FFA adviser and one chapter officers.

Committee Officers: Yadira Aguilar
Sub-Committee Chair: Tony Choperena
Members: Tony Choperena, Vanessa Cervantes, Teddi Diedrich, Jason Allen, and Nader Yahiya

Events:

- Fall Drive Up Dinner
- Candy Sales
- Football Concession Stands
- FFA Apparel
- Field Trip Costs
- Car Smash
- Spring Drive Up Dinner
- Silent Auction
- Dinner Dance
- Chapter Shirts
- Budgeting
- Kiss the Pig

Objectives and Plans:

I. Encouraging thrift and good financial standing. This committee will present a monetary account balance and statement as well as spending recommendations for the upcoming monthly meeting.

II. The annual budget will be created and presented at the first official FFA chapter meeting. A quorum must be presented in order to approve a budget as well as any expenditures throughout the year. Throughout the year we also encourage sound financial standing in all of our members’ SAE projects.

III. Members will help organize countless fundraisers regardless of how important it is to the chapter throughout the year. Our chapter’s large monetary surplus over the past several years would not have been possible without this committee’s success.
Community Development Committee

Goal: They plan runs, food drives, clean up days, teacher appreciation day and any collection drives the chapter participates in. Publicize all chapter activities that are meant for the betterment of the local community. The committee will complete a monthly chapter newsletter that will announce any upcoming community service activities the chapter will be hosting. They are advised by the FFA adviser and two chapter officers

Committee Officers: Loren Mumby and Ysela Macias

Sub Committee Chair: Garrett Leyva

Members: Marcel Espinoza, Alexis Meraz, Eric Coronado, Eddie Cardiel, Garrett Leyva, Eli Ledford, Marco Hercules, and Courtney Diedrich

Events:

- Color Run
- Pennies for Patients
- Toy Drive
- Community Clean Up
- Night in Vegas
- Change Bandits
- Canned Food Drive
- Coat Drive
- Kids Day
- Beef Jerky Sales

Objectives and Plans:

The community development committee is in charge of all community service activities for the chapter.

I. The Firebaugh FFA chapter realizes that there is a mutual dependency between the success of our chapter and our local community. To ensure that both parties prosper, our Community Development committee engages in a wide scope of activities that are meant for the amelioration of the community of Firebaugh.

II. The committee members are always looking to help children that are in need of financial support to regain their health. Change Bandits, Color Run, Pennies for Patients, and Kids Day are meant to raise money for children in our own and adjacent communities who struggling with health problems.

III. Activities such as the Coat drive, Toy Drive, and the Canned food Drive are non-profit fundraisers that supply under privileged people with coats, toys, and food for the holidays.
Student Development Committee

Goal: This committee spearheads our FFA chapter’s drive to develop an emphasis on personal growth, encouraging members to be premier leaders, and for them to develop a successful career regardless of occupation. The student development committee wishes to ensure that the FFA makes a positive difference in the lives of students. This committee is advised by the advisor and two chapter officers.

Committee Officers: Austin La Salle and Eduardo Rubio

Sub Committee Chairs: Macros Rojas

Members: Tori Crevolin, Sabrina Aguilar, Emily Perez, Alex Cuen, Macros Rojas, Jennifer Vallejo, Desiree Mendoza, Holland Snyder

Events:
- Greenhand Ice cream social
- MFE & ALA Promotional Event
- State Conference Promotional Event
- GLC Promotional Event
- National Convention Promotional Event
- Agricultural Industry Tours

Objectives and Plans:

Inform the members of the endless opportunities that the FFA has to offer.

I. Events put on by the Student Development Committee are designed to promote attendance of events such as GLC, MFE, and state conference to ensure our members develop premier leadership by garnering leadership qualities that are imperative to creating a leader.

II. In addition to refining leadership qualities this committee focuses heavily on personal growth. This is achieved by encouraging members to become more involved in the FFA and giving them the capabilities to be a fantastic asset to humanity in their future.

III. This committee also conducts Agricultural Industry tours, so that the members can begin to grasp the full scope of this vital agricultural industry; giving the chapter the capabilities to arm our members with the ability to have a successful career.
Chapter Development Committee

Goal: The Chapter Development committee is in charge of chapter publicity, planning and organizing chapter activities, and informing prominent community members and school administration. They focus on putting together the chapter scrapbook, newsletter, newspaper articles, announcements and publicizing chapter activities. They are advised by the FFA advisor and two chapter officers.

Committee Officers: Gracy Martinez and Mayte Magallon

Sub Committee Chair: Alfredo Rodriguez

Members: Amanda Mc Bee, Lissette Greca, Dalton Stuhr, Alfredo Rodriguez

Events:

- Chapter Scrapbook
- Chapter Newsletter
- Newspaper Articles
- Activity Posters
- Classroom FFA Boards
- Board Presentations
- Teacher Appreciation
- Aggie of the Month

Objectives and Plans:

Conduct activities to assist in member leadership development and teamwork and to administer public relations activities to promote FFA in a positive light.

I. To ensure coordination between the FFA chapter and FFA members, school administration, prominent community leaders, and the local agricultural industry

II. Committee members will assist in both the selection of chapter delegates as well as the logistical planning of FFA state conference

III. Students will assist in planning the leadership development portion of the summer portion of the chapter officer retreat.

IV. Committee members will help elect community award receipts for the spring banquet.

V. Committee members will plan the spring ag awareness day for Hazel M. Bailey elementary school. Members will plan the fall drive up dinner, a major propellant of this chapter's finances.
Point Award System

This year Firebaugh FFA officers and advisors agreed unanimously to bring back the Point Award System. Every two months members will be receiving point forms in their Ag classes. The 20 highest scores at the end of the year will go to Magic Mountain on June 20th, 2014.

STUDENT DEVELOPMENT

A. Leadership

Leadership in Chapter

I. Delegate to National Convention  15
II. Attend National Convention 10
III. Delegate to State Convention  8
IV. Committee Activity at State Convention 10
V. Attend State Convention  6
VI. Attend One Day State Convention  2
VII. Delegate to Regional Meeting  5
VIII. Greenhand Leadership Conference  5
IX. Made For Excellence/ Advanced Leadership Academy  7
X. Sacramento Leadership Experience 10
XI. Present at monthly meetings  (2 pts per meeting)
XII. Attend Sectional Activities  3
XIII. Attend Regional Meeting  4
XIV. Aggie of the Month  5
XV. Setting Up for Monthly Meeting  3

B. Supervised Agricultural Experience

Fair Awards

I. First Place  5
II. Second Place  4
III. Third – Fifth Place 2
IV. Round Robin Participant 7
V. Round Robin Winner 9

Proficiency

I. Entrepreneurship SAE project (per project) 4
II. Placement SAE project (per project) 4
III. Attend Record Book Night/Workshop 2
IV. Star
   a. Sectional 6
   b. Regional 10
   c. State 15
V. State Proficiency Award Finalist(Top 3) 9
VI. Proficiency Award Winner
   a. Sectional 5
   b. Regional 8
   c. State 13
   d. National 20

C. Career Development Events

I. Field Days
   a. Competed Team/Individual 3
   b. 2nd-5th place Team/Individual 5
   c. 1st Team/Individual 6
II. State Finals
   a. Competed Team/Individual 7
   b. 6th-10th High Team/Individual 8
   c. 2nd-5th High Team/Individual 10
   d. 1st High Team/Individual 12
III. National 20

CHAPTER DEVELOPMENT

A. Recruitment

I. Presentation to 8th grade 5
II. Greenhand Ice Cream Social 2
III. Greenhand Degree Recipient 3
IV. Chapter Degree Recipient 5
V. State Degree Recipient
VI. American Degree Recipient

B. Financial
   I. Fundraiser Participant
   II. Ticket Sales

C. Public Relations
   I. Participation in FFA Week Activities
   II. Scrapbook Participation
   III. Attend Chapter Banquet

COMMUNITY DEVELOPMENT

A. Human Resources
   I. Donation to Canned Food Drive
   II. Donation to Toy and Coat Drive
   III. Ag Awareness Day
   IV. Kids Day

S. Goeb Program Plan AGED 539
2014-2015 Star Greenhand Application

Name: ________________________________

3rd Quarter GPA: _________  Greenhand Office (if any): ____________________

List Agriculture Courses Currently Enrolled in:

____________________________________________________________________
____________________________________________________________________

List Chapter Level Activities You Have Participated in:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

List Sectional, Regional or State Activities You Have Participated in:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

List your current SAE project/s, your future plans, and when you started:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

S. Goeb  Program Plan  AGED 539
2014-2015 Greenhand Officer Application

Name: __________________________

Address: __________________________

Telephone: __________________________ Age: ____________

Office Applying For:

1st Choice: __________________________

2nd Choice: __________________________

3rd Choice: __________________________

Future FFA Plans:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Why do you want to be a Greenhand Officer?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
What FFA contests and activities do you plan to participate in this school year?

What can you contribute to the FFA chapter if you were elected into office?

Please circle:

- I am willing to work at lunch and after school as necessary  
  Yes  No

- I will be a responsible person and carry out all job duties  
  Yes  No

- I will attend all activities required of me  
  Yes  No

- I understand I will be moved from office if I fail to meet ALL of my duties  
  Yes  No

- I will make FFA my priority  
  Yes  No

Applications Due by Tuesday, September 9, 2014

Group Interview Monday, September 15, 2014

Applicant Signature: _______________________________________

Date signed: ____________
Chapter Officer Application

2014 – 2015 Firebaugh FFA Chapter Officer Application

General Information:

Name of Applicant: ________________________________

Year in School: ___________________ Year in FFA: ___________________

Degree Currently Held: ________________________________

Office Applying for:

  First Choice: _________________________________

  Second Choice: ________________________________

  Third Choice: _________________________________

Short Answer:

  1. Why do you desire to be a Chapter Officer?

  2. Explain your SOE project with respect to type, size and potential growth. What are your future SOE project plans?

  3. What are your future FFA plans
4. What have you contributed to the Firebaugh FFA Chapter during the past year?

5. What can you contribute to the Firebaugh FFA Chapter if you are elected to office?

**List (One line explanations):**

1. What is your community service involvement (FFA, church, school, etc.)?
   a. 
   b. 
   c. 

2. What FFA leadership activities have you been involved in (office positions, conferences, chairpersons, SAE, delegate, etc.)?
   a. 
   b. 
   c. 

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d. 


e. 

3. What different FFA contests have you competed in (opening/closing, judging teams, speaking, banking, etc.)?
   
   a. 
   
   b. 
   
   c. 

4. What non-FFA activities are you involved in (ASB, sports, CSF, church, etc.)?
   
   a. 
   
   b. 
   
   c. 

5. Grade Point Average: 

6. Please Check:
   
   a. I am willing to work at lunch and after school as necessary.
      ___________ Yes ___________ No
   
   b. I will make arrangement to attend an officer training during the summer,
      ___________ Yes ___________ No
   
   c. I will enroll in the Ag Leadership class next school year and remain in the class for the ENTIRE school year.
      ___________ Yes ___________ No
   
   d. I will maintain a 2.25 GPA throughout my term in office.
      ___________ Yes ___________ No
   
   e. I will be responsible and carry out all job duties.
      ___________ Yes ___________ No
   
   f. I will attend all activities required of me.
__________ Yes          ____________ No

g. I understand I will be removed from my office if I fail to meet all of my duties.
__________ Yes          ____________ No

Signature of Applicant: __________________________________________

Signature of Parent/Guardian: ____________________________________

S. Goeb       Program Plan       AGED 539
2015 Star Chapter Farmer Application

Name: ________________________________

3rd Quarter GPA: ____________

Chapter Office (if any): ____________________________

List agriculture courses currently enrolled in:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

List chapter level activities you have participated in:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

List Sectional, Regional or State activities you have participated in:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

List Your Current SAE Project/s:

________________________________________________________________________

S. Goeb

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When Started:

Future plans of growth:

SAE description (in detail):
2015 Outstanding Junior Application

Name: _________________________________

3rd Quarter GPA: __________

Chapter Office (if any): _________________________________

List agriculture courses currently enrolled in:

______________________________

______________________________

______________________________

List chapter level activities you have participated in:

______________________________

______________________________

______________________________

List Sectional, Regional or State activities you have participated in:

______________________________

______________________________

______________________________

List Your Current SAE Project/s:

______________________________
When Started:

Future plans of growth:

SAE description (in detail):
2015 Outstanding Senior Application

Name: 

3rd Quarter GPA: 

Chapter Office (if any): 

List agriculture courses currently enrolled in:


List chapter level activities you have participated in:


List Sectional, Regional or State activities you have participated in:


List Your Current SAE Project/s:
When Started:

Future plans of growth:

SAE description (in detail):
MADE FOR EXCELLENCE & ADVANCED LEADERSHIP
ACADEMY APPLICATION

MFE and ALA will take place on February 13-14 in Visalia (Students will be missing class on the 13th). MFE is a leadership conference designed specifically for second year students with ALA being for third and fourth year members. Students who are chosen to attend will need to pay half of the $100 registration fee with Firebaugh Agricultural Department paying the rest. Students attend the conference in a hotel and stay in a room with three other FFA members. Dinner on Friday and breakfast Saturday will be included. If the student, for any reason cannot attend the conference, he/she must reimburse, he/she must reimburse the Firebaugh Agricultural Department for the total cost of the conference.

Application DUE Friday, December 5, 2015

Name:_________________________ Grade:______ Years in Ag:____

Briefly describe SAE projects that you have done in the past, are currently doing, or plan to do in the future.

List the teams that you have participated on or plan to participate on.

<table>
<thead>
<tr>
<th>TEAM</th>
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In 5 sentences or more tell why you would like to go to this conference.
2015 Firebaugh FFA State Convention Application

Applicant's Name: __________________________

Age: __________________ Grade: __________________

1. List all offices you have held in FFA: (Chapter, Section, Region)

2. List reasons why would like to attend the State FFA Convention.

3. Describe your leadership qualities which would be a benefit to our chapter.

4. Briefly explain your SAE.

5. List ten accomplishments or significant activities you have achieved as a member of the FFA:

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6. Describe why you should be selected to serve as a delegate.

I have personally prepared this application and believe it to be true correct. I understand the responsibilities expected of me and I will do my best to comply with them if selected to attend the state convention.

________________________________________
(Signature of applicant)

I understand the responsibilities expected of my son/daughter and I support their decision to attend the State FFA Convention.

________________________________________
(Signature of parent/guardian)
## Chapter Roster

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**S. Goeb**

**Program Plan**

**AGED 539**
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We have multiple recruitment opportunities throughout the year that we use to continue to grow our program. One of the biggest opportunities we have is that we have every freshman and sophomore in our department for their science class. Having the students for two years helps to grow the program in the area of retention. Keeping our juniors and seniors in the program gets difficult because there are less options, or they don’t realize the credit opportunities they have. Since taking over the freshman and sophomore science classes the number of juniors in the department has increased by adding one section of Ag Chemistry and ROP floral design.

This year our chapter and Greenhand officer teams went to the middle school and hosted a rally for all eighth graders just to get them excited about agriculture. The officers had different rotations that had activities that take place in different classes such as agriculture mechanics, ornamental horticulture, and floral design, all elective options for incoming freshmen.

Each year the department hosts Back to School Night in August where we provide hamburgers and hot dogs to all of the parents, students, and teachers that attend. This is a great way for us to be among the parents and promote our program to them instead of just their kids.

The biggest event we have that helps us recruit and gain support from the community is our Ag Awareness day held every March. Students in the department plan and set up activities to do with all of the preschool through fifth grade students in the district. This gets kids excited about the program from an early age and stay that way until we get them as freshmen.

This year we set the goal of getting pictures and newspaper articles written and in the Mendota-Firebaugh newspaper once a month, as well as having an update sent home in our monthly newsletter put out by the district.
Firebaugh is very competitive with our chapter scrapbook and the historian takes a lot of time creating it each year. We have a small office area in our chapter supply room where the scrapbooks and materials are kept.
Summer Activities
Below is a list of activities that happen throughout the summer:

- CATA Summer Conference and Skills Week - June
- Madera District Fair projects – June – September
  - Obtain projects
  - Project visits, weighing, showmanship, and clipping
  - Pre-weigh in at fair grounds
- Officer meetings and planning - June-August
- Department meetings and planning - June-August
- Officer Retreat - July

Each of the five teachers currently has 21 days on their extended contract which will be increased to 31 for the following school year. We do not have to work these days only throughout the summer; the days are split and paid though the entire year. We do not have any forms or grids that need to be filled out and turned in to track extra days.
Graduate follow up and survey results
The graduate follow up survey is currently under construction. With multiple teachers moving in and out of the department the old survey has been lost. We are creating an online survey that can be sent out via e-mail and social media since all of our students are now online. By using online surveys we will be able to see the information in a graphic representation very easily. The survey will be sent out to graduates by July 1st of this year. Some of the information being requested on the survey will be the following:

Year Graduated

What are you currently doing (school, work etc.)

Are you enrolled in an agriculture major?

Is you major or job area related to agriculture?

What courses helped you the most in the agriculture program?
Comprehensive Program Plan
A. Job Market

Agriculture is the most important industry in the United States, with California being the number one state in production, and the San Joaquin Region is one of the most important areas. As the look of agriculture changes in the area it is vital that the educational facilities keep pace with this by supplying the students that are fully prepared to enter this vast job market.

Firebaugh is located in West Fresno County. The climate is one of limited rainfall during the winter and the summers are hot and dry. The winter months bring foggy days and nights with mild to cold weather. The extremes have brought freezing temperatures that have caused crop damage.

Crop production dominates the area yet there is some livestock production as well. Agricultural enterprises include: cotton, tomatoes, melons, sugar beets, hay, beans, grains, grapes, citrus, nuts, beef and many others. Irrigation is a must during the dry summers. Farmers get their water supply from irrigation districts and well supplies. Allocation of water is at an all-time low this year and has been a problem for the west side for many years.

Statistics show that 80% of Firebaugh High School graduates attend post-secondary education with the remainder joining the work force. Due to the number of students that enter the work force right away it is important that we teach and train them with the skills to make them marketable. These skills are hands on vocational skills. Agriculture job skills must be taught because that is where the jobs are in our area. A student who has been properly trained but doesn’t have any higher education can still get a job. Such job areas include: mechanics, welder, secretary, farm management, maintenance, landscaping, as well as others. It is the job of the agriculture program to provide these students with the vocational skills necessary for successful employment.
B. Targeted Occupations

We train our students to meet competencies in an occupation in one or more of the “four program areas of occupations” in Agriculture”. Listed below are jobs within each of the program areas.

Agriculture Production

Crop Production: Irrigator, propagator, farmhand, foreman, ranch laborer, feed lot hand, field crop grower, and general maintenance

Animal Production: Livestock handler, milker, inseminator, auctioneer, vet aid, pet care, ranch laborer, brand inspector, farm hand, pest control

Agriculture Mechanics

Mechanics: small engine mechanic, equipment operator, parts person, farm mechanic, shop foreman, general maintenance/mechanic

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, foreman, maintenance, propagator, tissue culture

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: Ag Sales, Banking, keyboard operator, farm accounting, agriculture secretary/bookkeeper, inventory maintenance.
C. Total Program Goals and Objectives

Agriculture Education Aims

The outcome of achievements derived from courses in agriculture is many even though they are not always realized immediately. The more desirable ones are described below.

1. The student's interest in agriculture is determined
2. An appreciation of conversation of our natural resources is developed in the student
3. The student is given knowledge of living and growing things
4. Gives the student the ability to make intelligent selections of farm products or home use
5. Teaches the student to provide and maintain attractive home surroundings
6. Develops in the student an appreciation and understanding of the importance of agriculture to all citizens.
7. Acquaints the student with related fields (job prospects)
8. Trains the student for related agriculture fields
9. Prepares the student to become engaged in an agriculture production enterprise
10. Prepares the student for higher education in agriculture or its related fields.

Program Objectives

1. Classroom
   a. Provide rigorous and relevant curriculum in all subject matters
   b. Engage students in hands on agricultural activities to raise to raise student's interests agriculture.
   c. Create student awareness of the critical role that agriculture plays.
   d. Expose students to higher education and career opportunities in agriculture.
   e. Educate students in agriculture issues, controversies, and current events.
   f. Produce young adults that can communicate the importance of agriculture.

2. FFA
   a. Make a positive difference in the lives of students by promoting their potential for premier leadership, personal growth, and career success through agriculture education (FFA Mission Statement).
   b. Develop students communication skills through speaking events
   c. Develop critical thinking skills through career development events
   d. Develop leadership skill through conferences and leadership roles
   e. Develop pride in the program and community through community service projects

3. Supervised Agriculture Experience
   a. Grow students’ involvement and give guidance in choosing SAE projects in a variety of areas including livestock, small animals, landscape and horticulture in both the entrepreneurship and placement project areas.
b. Develop students’ pride through exhibition of their projects or through the proficiency application process.

Program Goals

1. Enhance and expand course offerings to meet the needs of those headed towards either vocational or college/university tracks.
   a. Addition of small engines and construction classes to offer a comprehensive agriculture mechanics pathway.
   b. Addition of plant science class to complete horticulture pathway.
   c. Expand courses to have an animal science pathway.
   d. Articulate Ornamental Horticulture with an junior college.

2. Promote a positive image of Firebaugh FFA within the school and community.
   a. Have a minimum of one article per week in the local newspaper.
   b. Increase the number of photographs of members in action taken.
   c. Redesign Firebaugh FFA website.
   d. Increase use of social media to promote member involvement.
   e. Provide more community service project opportunities for members to participate in.

3. Improve retention strategies
   a. Expand course offerings for students to stay in program as a senior.
   b. Create a more effective outreach program for elementary and middle school students.
   c. Continue to hold a middle school assembly just to promote Agriculture and FFA every February.
   d. Create a graduate-follow up survey.
D. Program Description of included courses, SAE and Leadership Development

Firebaugh FFA is currently a five person department. Department Head Robert Calvert is currently in his third year, FFA Advisor Gene Lieb is in his second year, Francisco Diaz is in his second year, and Katlyn Smith and Stephanie Goeb are first year members to the department.

Courses Offered

- Agriculture Earth Science
- Agriculture Biology
- Agriculture Chemistry
- Agriculture economics and government
- Floral Design 1
- ROP Floral Design
- ROP Ornamental Horticulture
- Introduction to Agriculture mechanics
- Agriculture mechanics 2
- ROP welding

Supervised Agriculture Experience and Leadership

Every class has a ten percent portion of their grade assigned to FFA and SAE participation. All members must participate in 8 FFA activities per semester and have an up to date record book. Record books are taught in January of each year to freshman/first year member classes. After this record books are kept up to date monthly in each class.

Career Development Events

Firebaugh FFA participates in as many CDEs as possible each year.

- Opening/Closing
- Cotton Judging
- BIG
- Farm Records
- Farm Business Management
- Light Horse Judging
- Ag Welding
- Ag Sales
- Floral
• Cooperative Marketing
• Banking
• Creed
• Job Interview
• Prepared Public Speaking
• Impromptu speaking
• Extemporaneous speaking

Conferences

• San Joaquin Region Boot camp
• Chapter officer leadership conference
• Greenhand leadership conference
• Made for Excellence
• Advanced leadership academy
• Sacramento Leadership experience
• State FFA convention
• National FFA convention
E. Program and or Course subject matter content outline

Agriculture Chemistry

Instructor: Ms. Goeb

Room: 804

Email: sgoeb@fldusd.org

Course Description:

Agriculture Chemistry is a one year laboratory science class, designed for the college bound student with career interests in agriculture, science and technology. Using agriculture as a learning vehicle, the course emphasizes the principles, central concepts, and inter-relationships among topics. The course is centered on an extensive lab component in order to connect the big ideas of chemistry with agriculture applications, earth and life science principles and other curricular areas including written, mathematical, and oral reporting skills.

Text Books:

Chemistry (Pearson Prentice Hall)

California FFA Record book

Course Outline

Periodic Law
Atomic and molecular structures
States of matter
Chemical Bonding
Conversion of Matter
Stoichiometry
Gasses and their properties
Acids and Bases

Salts
Qualitative and Quantitative Analysis
Chemical thermodynamics
Chemical reaction rates
Chemical equilibrium
Nuclear processes
Organic chemistry and Biochemistry

S. Goeb

Program Plan

AGED 539
Grades

Grades for each semester will be based off of the following percentages:

Classwork/labs/homework- 70%

Tests and Quizzes- 20%

FFA and SAE- 10%

*To get full FFA and SAE credit you must complete 8 FFA activities and your record book each semester.

90-100% of points = A

80-89% of points = B

70-79% of points = C

60-69% of points = D

59% or below = F

In order to receive credit for an assignment it must be 100% completed. You must also have a parent signature on your packet cover sheet in order to receive credit.

Late Work: You are expected to do your work on time. If you missed a lab or a test it must be made up on your own time within 1 week. Late work will not be accepted after a unit test. No Exceptions

Absences: You are expected to have all of your work done upon returning. All work will be posted on schoology.com by the end of the current day. You have all your assignments for the week in your weekly packet that is to be glued into your notebook. There are no excuses for not having your work done.

SAE Projects: SAE projects are required! During class appropriate projects will be discussed and can be anything from an Agriculture related job or yard work, to an animal or plant project.

FFA: Your enrollment in this class automatically makes you an FFA member. The FFA is an integral part of this class. You are required to participate in 8 FFA activities per semester. Opportunities for involvement will be posted and announced daily in class.

Photo Release: Periodically photographs will be taken in class and at FFA Activities. These photos will be used in the chapter scrapbook, and website. These pictures are used to record our chapter's history and promote Firebaugh FFA. Your parent's signature is required on the photo release form below.
Schoology.com: I will be using schoology.com to post course information such as slides, notes, assignments, reminders etc. You and your parent are encouraged to join the group. To join you need to sign up at schoology.com as a student and use the following access code to join agriculture chemistry- 3D9XW-NZN4C

Parent/Guardian Signature: ___________________________ Date: ___________________________

Parent/Guardian Email ___________________________

Student Name: ___________________________ Class Per ___________________________

Student Signature: ___________________________ Date: ___________________________
Agriculture Earth Science

Instructor: Ms. Goeb, Mr. Lieb, Mr. Diaz

Room: 804

Email: sgoeb@fldusd.org

I Course Description:

Ag Earth Science is a freshman level class that will help you understand the basic principles of Earth’s systems. The course emphasis will involve the following areas: age, composition of the earth, weather, atmosphere, resources, and environment. This is an agriculture course, as part of the curriculum each student is a member of the Future Farmers of America (FFA) and must have a supervised agriculture experience project (SAE).

II Textbooks

Earth Science  (Prentice Hall)

California FFA Record Book

III Course Outline

California Agriculture

FFA

Origins of Modern Astronomy

Touring our solar system

Studing the sun

Beyond our solar system

Minerals and rocks

Earth’s Resources

Weathering, soil, mass movements

Plate tectonics

Earthquakes

Volcanoes

Mountain building

Geologic time and Earth’s History

Ocean floor

Ocean water and life

SAE/ Record Books

Atmosphere

Moisture, clouds and precipitation

Air pressure and wind

Weather patterns and severe storms

Climate

IV Grades

Grades for each semester will be based off percentages. The following areas will make up your grade each semester.

Classwork/Labs/homework – 70%
Tests and Quizzes- 20%

FFA/SAE- 10%

*To get full FFA and SAE credit you must complete 8 FFA activities and your record book each semester.

90-100% of points = A
80-89% of points = B
70-79% of points = C
60-69% of points = D
59% or below = F

Late Work: You are expected to do your work on time. If you missed a lab or a test it must be made up on your own time within 1 week. If you have not done an assignment you will record why you did not complete the assignment in the missing assignment binder before turning it in for credit.

SAE Projects: SAE projects are required! During class appropriate projects will be discussed and can be anything from an Agriculture related job or yard work, to an animal or plant project.

FFA: Your enrollment in this class automatically makes you an FFA member. The FFA is an integral part of this class. You are required to participate in 8 FFA activities per semester. Opportunities for involvement will be posted and announced daily in class.

Photo Release: Periodically photographs will be taken in class and at FFA Activities. These photos will be used in the chapter scrapbook, and website. These pictures are used to record our chapter's history and promote Firebaugh FFA. Your parent's signature is required on the photo release form below.

Schoology.com: I will be using schoology.com to post course information such as slides, notes, assignments, reminders etc. You and your parent are encouraged to join the group. To join you need to sign up at schoology.com as a student and use the following access code to join agriculture earth science: TNWH4-GC4T2

Parent/Guardian Signature: __________________________________________ Date: ____________________

Parent/Guardian Email: _____________________________________________

Student Name: ___________________________________________ Class Per: ____________________

Student Signature: __________________________________________ Date: ____________________

S. Goeb

Program Plan

AGED 539
Firebaugh High School
Agriculture Department
Course Expectations 2014-2015

Course: ROP Ornamental Horticulture & Landscape Management
Instructor: Ms. Goeb
Email: sgoeb@fldusd.org

COURSE DESCRIPTION
This course is a two-semester program designed to provide instruction for students who seek employment in the occupational areas of ornamental horticulture and landscape maintenance. Community classroom methodology will be applied at every opportunity. This course is designed to familiarize students to basic plant structures and functions. Students will be familiar with the classifying, propagating, and reproduction of plants. Topics include basic principles of soil science, fertilizer, diseases, pests, planting media and the growth of plants in regard to the environmental factors of water, light and temperature. Students will be involved in the planning and installing multiple landscape projects. We will be utilizing computer software to help us plan our landscapes and to project what they will look like in the future. Students will also be involved in raising ornamental, vegetable and bedding plants for sale in the community!

EXPECTATIONS OF STUDENTS
Be Terrific! At all times show the following characteristics:
   Trustworthy, Respect, Responsibility, Fairness, Caring, and Citizenship.

This year are that we are going to have a fabulous adventure beautifying our campus, rebuilding our greenhouse and growing produce to share with our community. I look forward to jumping into this project immediately. The key to our success will be a positive attitude and strong work ethic brought to class everyday! Let’s make this year awesome!! 😊

CLASSROOM POLICIES
7) Come to class daily ready to get dirty! Make sure that you have pants and closed toed shoes for each day. You may leave a change of clothes in the classroom.
8) Be in your seat when the bell rings.
9) Obey all safety and school rules at all times
   *** Automatic removal from class will take place for any safety violations***
10) Leave the classroom and garden area as clean or cleaner than when you arrived
11) Treat your fellow classmates and learning environment with respect.
12) Inappropriate language, class disruption, and/or inappropriate behavior will not be tolerated.

*Note: Students are expected to adhere to the FLDUSD and FHS policies covering attendance, tardiness, student behavior and conduct (refer to the student handbook). CHEATING includes any attempt to represent another’s knowledge or work as your own and will not be tolerated. These policies are in effect at all times, and as such they shall be enforced following school and district guidelines.

COURSE COMPETENCIES
This course will cover the following topics. Students will receive a certificate at the end of the year stating in which areas they have proficient skills which can be attached to a job application and resume.

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<td>2. Landscape Design</td>
<td>10. Tool and Equipment Use and ID</td>
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<td>4. Vegetable Gardening</td>
<td>12. Develop a Portfolio</td>
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<td>5. Nursery Production</td>
<td>13. FFA Participation</td>
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<td>7. Sprinkler Design &amp; Exploration</td>
<td>15. Career Exploration</td>
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MATERIALS NEEDED
- Spiral Notebook, college ruled, at least 70 pages
- Pen / pencil
- Clothes you don’t mind getting dirty, including pants and closed toed shoes

DAILY

GRADING
Your grade will be based on the following:

| 35% Participation. Each day, students will receive points for their involvement in class |
| 30% Classroom work. This includes homework, in-class assignments & lab activities. |
| 20% Assessments. Lab reports, quizzes, tests and finals. |
| 5% Guest Speaker. Included paragraph of introduction due on date of speaker visit. |
| 10% FFA Participation & SAE (Supervised Agricultural Experience) Project. Must attend 8 activities per semester and complete their Record Book. |

**It is highly encouraged that students try to attend at least 2 above the chapter level activities this year**

Letter grades will be assigned using the following guidelines:

A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = 59% and below
PARTICIPATION
Students will receive participation points daily for their work both in and out of the classroom. Students are expected to actively participate in all activities. Students will log their hours and self-evaluate daily.

CLASSWORK AND HOMEWORK
Each student is required to keep their planner and notebook neat and up to date. Work will be completed and returned on time. All assignments must have your full name, first and last. All assignments must be in complete sentences or Q&A format where applicable.

LATE WORK
Assignments are to be turned in on time. Late assignments are subject to a 10% deduction each day, up to 5 school days. After 5 days students may still turn in late work but will only be given up to 50% credit.

MAKE UPS
If you are absent, it is your responsibility to get the work that you have missed and make plans to take missed tests, labs or quizzes. Any make up notes can be copied from classmates. Missed work will need to be made up no later than 1 week after your return. No exceptions. Work must be clearly labeled: “ABSENT on (date)” in large letters at the top of the page or it will not receive full/any credit. Athletes plan ahead!

GUEST SPEAKERS
Each student will be responsible for bringing in a speaker to the class to present on a topic related to Ornamental Horticulture. After getting approval from the instructor, they will contact the speaker and arrange for a date and time for them to come in to class. The student will present the speaker on the day of their talk and be the point person for their visit. The instructor can provide ideas or help students find contacts in any specific area of interest to them.

SAE PROJECTS
SAE Projects are required! During class, appropriate projects will be discussed and can be anything from an Ag related job or yard work to an animal or plant project. Three pictures with captions will be turned in at the end of each quarter with the Record Book. Students must log at least 10 hours per quarter for their project.

FFA
Your enrollment in this class automatically makes you an FFA member! The FFA is an integral part of this class; therefore you are required to participate in 8 FFA activities per semester. Opportunities for involvement will be posted and announced in class daily. It is highly encouraged that students try to attend at least 2 above the chapter level activities this year.
GARDEN CLEAN-UP POLICY
Each student is responsible for cleaning-up his/her work station before leaving class. Students will not be excused to leave class until all areas are clean.

PHOTO RELEASE
Periodically photographs will be taken in class and at FFA activities. These photos will be used in the chapter scrapbook and on the chapter websites. These pictures are used to record our chapter’s history and promote the Firebaugh FFA chapter. Your parent’s signature is required on the photo release form below.

* Syllabus subject to change.

---

Firebaugh High School Agriculture Department
ROP Ornamental Horticulture & Landscape Management
Ms. Goeb

I have read the syllabus provided and understand what is expected of me in class:

Student Name ________________________________

Student Signature ________________________________ Date __________

I have read the syllabus provided to my student and understand what is expected of him or her:

Parent Name ________________________________

Parent Signature ________________________________ Date: __________

I hereby grant Firebaugh FFA permission to use my child’s likeness in a photograph in any and all of its publications, including website entries, without payment or any other consideration.

S. Goeb

Program Plan

AGED 539
understand and agree that these materials will become the property of Firebaugh FFA and will not be returned.

Parent Signature _______________________________  Date: __________
Agricultural Biology 2014-2015
Instructor: Miss. Smith
Email: ksmith@fldusd.org
Textbook: McDougal Littell; Biology

Course Description:
Agricultural Biology is devoted to an exploration of the fundamental concepts, principles, and processes of the living world. Agricultural Biology exposes students to the dynamic world of agriscience and what it has to offer, keeping in mind students interests and abilities. During the year, students will study organisms and their relationships with one another and the environment in which they live. In addition, students will learn of the diversity of organisms and evolutionary relationship and adaptations. FFA and the Supervised Agricultural Experience Program are an integral part of the instruction. Students have the option of participating in agriculture career development events, traveling to various colleges and universities throughout the state, and participating in FFA activities.

EXPECTATIONS OF STUDENTS
Be Terrific! At all times show the following characteristics:
  Trustworthy, Respect, Responsibility, Fairness, Caring, and Citizenship.

Classroom rules, procedures and expectations:
- Students are expected to arrive promptly to class and be seated with materials when the bell rings.
- Students are expected to use all equipment safely, correctly, and as directed.
- Students are expected to respect the rights of others to learn.
- Students are expected to participate in labs and discussions & take notes during lectures.
- Students are expected to clean their work area and help maintain common work areas.
- Students are expected to come see me for help and for make up assignments.
- Students are expected to place all electronic devices in backpacks (turned off) before entering the classroom.
- Students are expected to remain in your seats until the bell rings.

*Note: Students are expected to adhere to the FLDUSD and FHS policies covering attendance, tardiness, student behavior and conduct (refer to the student handbook). CHEATING includes any attempt to represent another’s knowledge or work as your own and will not be tolerated. These policies are in effect at all times, and as such they shall be enforced following school and district guidelines.

Required Materials (bring to class every day):
- Ag Biology Notebook (TEACHER WILL PROVIDE)
- Black or blue pen, pencil, and a day planner to record all assignments

* Periodic “Notebook Checks” will be conducted to ensure the student remains organized. The above-mentioned supplies will be expected to receive credit.
Late Work and Make-up policy:
I follow the high school guidelines for make-up work. In the area of tests, quizzes, and labs, these activities need to be done as soon as possible during the make-up time following your absence (the make-up period is one week.) Homework is due on the date announced. All homework must be labeled with a name, date, period, and name of assignment. It is the student's responsibility to find out what assignments he or she missed. All missed work can be made up after school or at lunch by appointment only.

I DO ACCEPT LATE WORK FOR HALF CREDIT UP TILL ONE WEEK BEFORE THE FINAL!

Major Assignments/Activities:
* Students are required to complete homework, class work, labs, presentation, FFA activities (8 per semester outside of the school day) and a FFA record book.

Grading Categories:
Class work and Homework = 40%
Lab activities and Projects = 15%
FFA = 10%
Exams/Quizzes = 35%

Grading Scale:
90%-100% = A
80%-89% = B
70%-79% = C
60%-69% = D
0%-59% = F

Participation in FFA events:
- Your enrollment in this class automatically makes you an FFA member! The FFA is an integral part of this class; therefore you are required to participate in 8 FFA activities per semester. Opportunities for involvement will be posted and announced in class daily.
- Students who miss school for such an event will be expected to collect assignments to be missed from each teacher before the date of absence.

Attendance:
- Daily attendance is a requirement of our high school and you will find that being here makes a significant difference in your ability to succeed in Biology.

Lab Clean-Up Policy:
- Each student is responsible for cleaning-up his/her work station before leaving class. If a lab has been performed students are to clean up their area. Students will not be excused to leave class until all areas are clean.

Discipline Policy:
- I know all of you will conduct yourselves in a mature manner while in this class, and show respect for yourself, your peers, and me, but if you chose not to, there are
consequences. Basically, I do not allow problem students to disrupt the learning opportunities of others, so PLEASE think before you act.

Topics to be covered:

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<tr>
<td>Agricultural Applications</td>
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<tr>
<td>Final Exam – Cumulative</td>
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</table>

* Various agriscience topics will be infused throughout the curriculum. Such topics may include but are not limited to: FFA, Leadership, Career Preparation, Animal Husbandry, and Horticulture.

**Photo Release**

- Periodically photographs will be taken in class and at FFA activities. These photos will be used in the chapter scrapbook and on the chapter websites. These pictures are used to record our chapter's history and promote the Firebaugh FFA chapter. Your parent's signature is required on the photo release form below.

**Contact Information:**

You can contact me by email as needed to get information, get help with the class, or if you have an issue that we need to deal with throughout the year.

Email: ksmith@fldusd.org
Agriculture Biology
Miss. Smith
Syllabus Acknowledgement

I have read the syllabus provided and understand what is expected of me in class:

Student Name __________________________________________

Student Signature ______________________________________ Date __________

I have read the syllabus provided to my student and understand what is expected of him or her:

Parent Name ____________________________________________

Parent Signature ______________________________________ Date: __________

Parent Contact Phone #: ___________________________ Email: ___________________________

* Your student will keep the Agricultural Biology Syllabus in the portion of his/her Notebook; please refer back to the syllabus at any time.

I hereby grant Firebaugh FFA permission to use my child’s likeness in a photograph in any and all of its publications, including website entries, without payment or any other consideration. I understand and agree that these materials will become the property of Firebaugh FFA and will not be returned.

S. Goeb
Program Plan
AGED 539
Agriculture Mechanics 1

Course: Ag Mechanics 1

Course objective:
This course is a basic entry level agriculture mechanics class that will cover a broad level of skills. The skills to be covered (not limited to) will be arc welding, oxy-acetylene cutting/welding, woodworking, electrical, small engine service and repair, tractor safety and operation. Our focus will be on shop safety at all times and will work to maintain a safe learning environment for all students. Since every student in this class is considered an FFA member, we will cover FFA materials throughout the year and a percentage of the student’s grades will be decided from his or her performance and participation during these sections.

Student Expectations:
1. Be prepared to learn
   - Bring a pencil and pen to class everyday
   - Bring a separate binder or have a section in a three ring binder designated for this class
   - Turn in class assignments on time
   - Have all necessary safety equipment/proper clothing available

2. Behavior
   - Treat others with respect
   - Be on time
   - Maintain a positive attitude
   - Be honest

3. Class rules
   - Always obey all shop safety rules
   - No talking during lecture or instruction
   - No cursing or rude remarks
   - No food in the shop area
   - Always cleanup assigned areas
   - Take care of tools and equipment

Expected student outcomes:
1. students will pass the safety test with 90% accuracy
2. students will be able to read a ruler or tape measure
3. students will be able to identify and complete welds in various positions
4. students will understand the function of a welder
5. students will be able to safely run an oxy-acetylene torch
6. students will be familiar with woodworking tools and common practices
7. students will learn basic fundamentals of electricity
8. students will learn recordkeeping
9. students will learn about and be actively involved in the FFA chapter
Grading Policy:

ASSESSMENTS AND TEST..........................45% of total grade
CLASSROOM ASSIGNMENTS AND
PROJECTS.........................................45% of total grade
HOMEWORK.......................................10% of total grade

Out of class requirements
Students will be required to participate in a minimum of 6 FFA activities per year as FFA is a part of the class.
(4 activities per semester/10% of course grade)

Homework/class projects

Supplemental Materials
Welding shop
Local, County State Fairs
Competitions
Local Business, Industry members
Agriculture Mechanics 2

Course: Ag Mechanics 2

Course objective:

Each Student will be able to demonstrate the ability to weld in all positions and joints using the arc welding process and 6010/7018 electrode in addition to MIG welding (short circuit and spray globular techniques) Students will also be able to create 3 view drawings of projects/objects, interpret blueprints and be able to complete an actual project estimate/bill of materials. Time permitting this class may also include small metal project construction.

Content areas:

Introduction/orientation
Shop Safety
Project Planning
3 view drawings
Computer aided design
Blueprint/plan interpr.
Calculating estimates/materials
Arc welding
E6010/7018
(flat, horizontal, vertical, overhead)
MIG (short circuit/spray globular transfer)
Oxy fuel/plasma torch cutting
and operations
Small project design and construction

FFA

Out of class requirements

Students will be required to participate in a minimum of 8 FFA activities per year as FFA is a part of the class.

(4 activities per semester/10% of course grade)

Homework/class projects

Supplemental Materials

Welding shop

Local, County State Fairs

Competitions

Local Business, Industry members

Agriculture Welding

Course: Ag Welding

S. Goeb

Program Plan

AGED 539
Course objective:

This course is designed to build off the skills learned in ag mech I and II in order to provide students with the opportunity to become proficient in the area of metal design and fabrication. A large component of the course is project or shop based. This course will provide students with the skills and competencies to make them employable as a welder/fabricator or prepare them for further instruction in the same area at a local college or technical center.

Content areas:

Introduction/orientation

Process/skills utilized Shop Safety

Measurement

Basic metallurgy (metals)

Project Planning/design

Cost evaluation

Computer aided design

Blueprint/plan interpr.

Calculating estimates/materials

Job readiness

Basic equipment repair

Arc welding

E7018

(flat, horizontal, vertical, overhead)

MIG (short circuit/spray globular

Transfer)

FCAW (flux cored arc welding)

TIG (tungsten inert gas welding)
Oxy fuel/plasma torch cutting

and operations

Individual or group projects

FFA

Out of class requirements

Students will be required to participate in a minimum of 8 FFA activities per year as FFA is a part of the class.

(4 activities per semester/10% of course grade)

Homework/class projects

Supplemental Materials

Welding shop ROP career skills challenge

Local, County State Fairs Community classroom

Competitions Local Business, Industry members

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**F. Program Completion Standards**

A program completer is a senior student who has been enrolled in agriculture education classes all four years of his/her high school career. Not only must the student have completed four years of agriculture courses, they must have passed with a satisfactory grade. This includes
participating in at least the minimum amount of FFA activities required per semester, having a supervised agriculture experience project each year, and maintaining a current record book for said projects. Currently our senior completers receive a sash to wear at graduation after they have provided proper documentation that all requirements have been met.

G. Description of facilities and major equipment

Facilities

S. Goeb  Program Plan  AGED 539
• 3 lab classrooms
• 1 floral design classroom
• 1 basic classroom
• 1 welding shop
• 1 office
• 1 storage room
• 1 Ag Mechanics C-train
• 1 Horticulture C-train
• Greenhouse

Major Equipment

• Small tractor
• Chevy truck
• Chevy Suburban
• Ford Truck
• Popper
• Livestock trailer
• Flatbed trailer
• 2 Cattle chutes
• Floral cooler
• Plasma cam

• Sheep/Goat barn
• Pig barn
• Poultry barn
• Duck Nursery/run
• Rabbitry
• Pheasant nursery/Run
• 1 acre wheat field
• 4 acre Almond Orchard
• Horticulture Storage room

• Welders
• 2 livestock scales
• Large sprayer
• 10 - SMAW Lincoln Idealarc
• 8 - GMAW Miller Millermatic
• 2 - Multiprocess Miller Syncrowave
• 3 - Multiprocess Miller XMT
• 1 - Scotchman Ironworker
• 1 - Scotchman cold saw
• 1 - Ellis Band saw

H. 5 year facility and acquisition schedule

Year 1 2014-2015
1. Purchase new truck for Ag department.
   $45,000
Year 2 2015-2016
2. Purchase new/used tractor
   $60,000
3. Purchase new SUV/Van for Ag department.
   $45,000

Year 3 2016-2017
1. Purchase second new truck for Ag department.
   $45,000

Year 4 2017-2018
1. Purchase a new pull behind stock trailer.
   $10,000

Year 5 2018-2019
1. Purchase forklift
   $15,000
2. Purchase small tractor w/loader
   $15,000

I. Staff Assignments

Calvert | Diaz | Goeb | Lieb

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**Judging Teams and Contests**

**Fall**

| Tree Pruning                      |
| Vine Pruning                      |
| Cotton Judging                    |
| Citrus Judging                     |

**Speaking**

| Opening Closing                   |
| - Novice Team                     |
| - Open Team                       |
| - Officer Team                    |
| Best Informed Greenhand           |
| Banking                            |
| Creed Speaking                     |
| Impromptu Speaking                 |
| Prepared Speaking                  |
| Parli Pro                          |
| Floriculture                       |
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J. Program of Activities
Firebaugh FFA
2014-2015

Leave your Legacy

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Introduction

The FFA Organization is an organization cultivated for the members and their studying of agriculture in public secondary schools justified under the provision of the Vocational Education Act of 1917. The National FFA Organization envisions a future in which all agricultural education students will discover their passion in life and build towards that aspiration to forge a path of success for their career and personal future.

As a crucial part of agriculture education in the secondary school system, the FFA has become the largest and most successful high school organizations in the nation. No other national student organization enjoys greater freedom of self-government under adult council and guidance than the FFA. Organized in November 1928, it has grown to serve thousands of communities nationwide and gain a membership of 575,000 members.

The FFA is an agricultural youth organization, designed to take its place by advocating for agriculture, in addition it strives for the development of leadership, the advancement of agricultural technology, and the improvement in agricultural life. The foundation upon it was founded the FFA drives for student success whether it be through achieving personal growth, developing premier leadership skills, and career success.

The Firebaugh FFA chapter was created in 1976 with an original size of 14 members and one advisor. Now, it has over 600 members with five fully devoted ag teachers, all of students have access to endless opportunities for the betterment of themselves and to gain skills that would have been impossible to gain without the FFA.
Officers’ Message

Welcome back FFA Members. We hope that you enjoyed your summer vacation! During this time the 2014-2015 Chapter Officer Team worked hard to prepare a fun, exciting, and successful school year in the Firebaugh FFA. First things first, we would like to welcome all the newly enrolled Greenhands who have joined this outstanding chapter.

This year’s theme is: Leave your legacy! We hope that this theme will inspire you to lead in the things you want in your life and your experiences in the FFA!

We, the Chapter Officer Team, challenge you, our fellow FFA members, to be involved and just jump in, and to get the most you possibly can out of the FFA. During these next nine months, you will create memories that will last a lifetime, and might even change your life. As a whole, this year promises to be a fun and exciting year, and we look forward to spending it with you. Many of the traditions that returning members have come to enjoy will be carried on; along with many new, fun, and exciting events. You, our members, are the key to making these events a great success, and we hope to see you there. The time is now, and we hope you will embark on this journey and make this upcoming year a huge success!

Your 2014-2015 Chapter Officer Team:
Loren, Austin, Ysela, Yadira, Mayte, Eduardo, and Gracy
Advisor’s Message

Welcome to a new and exciting year at the Firebaugh High School Agriculture Department. Ms. Smith, Mr. Calvert, Ms. Goeb, Mr. Diaz & Mr. Lieb look forward to continuing the long tradition of success and hope that each and every one of you will become an involved member of our exciting program!

Our curriculum is on the cutting edge and our facilities are ones we are proud of and compliment our already highly successful FFA Chapter. It is our hope to offer curriculum to our students that will provide them the opportunity to learn more about agriculture and science technologies while receiving credits to graduate and get into college. With these goals in mind we are continuing to offer our Earth Science in Ag, Agriculture Biology and Agriculture Chemistry courses to our students. We are very proud to say that all of our science courses count for Firebaugh High School graduation credits, as well as admission credits for the University of California system.

The officer team has set the theme for the coming year: Leave your Legacy. As advisors, we feel that individual student growth, both personally and professionally, is the number one most important element our department can offer each member. In order for this growth to occur we will provide many different opportunities for student involvement throughout the year. The Program of Activities can be used as a guide, outlining the variety of opportunities students can become involved with in our outstanding FFA chapter. Student involvement is the key to success for a powerful Agriculture program. The success of your Agriculture department is almost entirely dependent upon your involvement and your desire to do the very best you can do.

Sincerely,
Stephanie, Kate, Robert, Francisco, and Gene
FFA Mission & Strategies

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

To accomplish this mission, we the FFA will:

1. Develop a competent and assertive agricultural leadership program.
2. Increase awareness of global and technological importance of agricultural and its contribution to our well being.
3. Strengthen the confidence of agricultural students in themselves and their work.
4. Promote the intelligent choice and establishment of an agricultural career.
5. Encourage wise management of the economic, environmental, and human resources of the community.
6. Encourage achievement in the supervised occupational experience programs.
7. Develop interpersonal skills in teamwork, communication, and human relations.
8. Build character, promote citizenship, volunteerism, and patriotism in our students and community.
9. Promote cooperation and cooperative attitudes among all people.
11. Encourage excellence in scholarship.
12. Develop student responsibility and accountability among members
Firebaugh Agriculture Program Objectives

- Create and maintain a program that has all four pathways for students to develop their agricultural skills.
- Develop quality student supervised agricultural experience projects.
- Maintain a school farm for members to house projects and use as a learning facility for courses.
- Provide members with opportunities to be involved in a variety of CDE teams.

Firebaugh FFA Chapter Objectives

This year the chapter officers chose four goals to focus on in order to improve the chapter and make this year more opportunistic for the members.

This year’s objectives are:

- Have an average of 20% (72 members) of the chapter membership attend every FFA meeting.

- Provide members with five new activities to attend and participate in throughout the year.

- The leadership class will produce a video to advertise each FFA activity and meeting. The videos will be shown to each agriculture class a week before each event to pump up hte students and get them interested in each activity.

- Have at least 30 students recognized for California FFA State Awards. These awards will include, but are not limited to: State Degrees, Star Awards and Proficiency Awards.
National FFA History

The passage of the Smith-Hughes Vocational Education Act in 1917 not only provided federal funds to states for high school courses in vocational education (agriculture, family and consumer sciences, and trades and industries) – but it also led to the idea for an organization that is known today as the National FFA Organization.

In the early 1920s, just a few years after the Smith-Hughes Act was enacted, Virginia formed a Future Farmers of Virginia club for boys in agriculture classes. Other states soon followed Virginia’s lead and formed their own Future Farmers organizations. The next logical next step was to create a national organization to bring together all of the state organizations.

In 1928, a group of vocational agriculture students were in Kansas City, Mo., for the third annual National Congress of Vocational Agriculture Students, which was held during the American Royal Livestock and Horse Show. On Nov. 20, 33 of those students from 18 states met at the Baltimore Hotel in Kansas City and formed the Future Farmers of America (FFA).

FFA was for young men who were studying vocational agriculture in public secondary schools, and the new organization was designed to develop agricultural leadership, character, thrift, scholarship, cooperation, citizenship and patriotism.

The organization was structured on three levels – local, state and national – with students starting their FFA experience by joining a local chapter at their school, where the agriculture teacher serves as the chapter advisor. As part of the larger program that is now called agricultural education, FFA members are encouraged to participate in all three components of the program: (1) classroom/laboratory work (through enrollment in agriculture classes); (2) membership in FFA; and (3) hands-on work experience through the supervised agricultural experience (SAE) program.

Each FFA chapter develops and follows an annual program of activities, and all members share in planning the program and participate in its execution. Through their participation, members learn how to take part in meetings, follow parliamentary procedure, speak in public and cooperate with their fellow students.

Student officers are elected on each level to lead the organization’s activities, and FFA members receive recognition for their achievements through competition and award programs. The annual national convention offers FFA members an opportunity to come together from across the country and celebrate their accomplishments over the past year.
By 1935, FFA membership had topped 100,000 with more than 3,900 chapters in 47 states, Hawaii and Puerto Rico. That same year, the New Farmers of America was established to provide leadership opportunities to African-American students enrolled in vocational education classes.

Land was purchased in Alexandria, Va., for the National FFA Headquarters in 1939, and in 1944, the National FFA Foundation was created to raise funds from business and industry to help support the many new programs being developed for the growing FFA membership. In 1950, Public Law 740 was passed by the U.S. Congress, granting FFA a federal charter and requiring that a U.S. Department of Education staff member be the national FFA advisor.

FFA membership took a leap in 1965 when 58,000 members of the New Farmers of America merged with the Future Farmers of America. This followed an act of Congress that prohibited segregation in public schools. Four years later, delegates at the 1969 National FFA Convention voted to allow women to be members of the FFA.

In 1976, Alaska became the 50th state to obtain a state charter. An all-time membership high was recorded in 1977, with 509,735 members in 8,148 chapters in all 50 states, Puerto Rico and the Virgin Islands.

By the 1980s, the Future Farmers of America had become more than an organization for rural farm students. In 1988, the delegates at the 61st National FFA Convention voted to change the organization's official name from Future Farmers of America to the National FFA Organization. This change was made to recognize that FFA is not only for those interested in farming, but it is also for those with more diverse interests in the industry of agriculture, encompassing science, business and technology in addition to production farming.

The late 1990s marked a period of location changes for the National FFA Organization. The National FFA Center was moved from Alexandria, Va., to Indianapolis, Ind., where a new building was dedicated on July 20, 1998. And after 70 years in the same city, the national FFA convention was held for the last time in Kansas City, Mo., in 1998. The 72nd National FFA Convention in 1999 moved to Louisville, Ky., where it remained for seven years; in 2006, the national FFA convention moved to Indianapolis. Attendance at the national convention reached an all-time high in 2008 when 54,731 FFA members, advisors and supporters came to Indianapolis for the 81st National FFA Convention.

Over the years, FFA has shown the value it places on service to country and community. This was never more evident than in 2005. Following Hurricane Katrina, the National FFA Organization raised more than $835,000 through their Seeds of Hope campaign to help FFA members, chapters and agricultural education facilities affected by the hurricane.

Today, the National FFA Organization is a premier youth leadership organization with 507,753 members in 7,439 chapters in all 50 states, Puerto Rico and the Virgin Islands. The FFA mission is to make a positive difference in the lives of students by
developing their potential for premier leadership, personal growth and career success through agricultural education.

The FFA Emblem

The National FFA emblem consists of five symbols is representative of the history, goals and future of the organization. As a whole the emblem covers a broad spectrum of FFA and agriculture. Each element within the emblem has unique significance. They are as follows:

THE CROSS SECTION OF THE EAR OF CORN:
    Provides the foundation of the emblem, just as corn has historically served as the foundation crop of American agriculture. It is also a symbol unity, as corn is grown in every state of this nation.

THE RISING SUN
    Signifies progress and holds a promise that tomorrow will bring a new day glowing with opportunity.

THE PLOW
    Signifies labor and tillage of the soil, the backbone of agriculture and the historic foundation of our country’s strength.

THE EAGLE
    Is a national symbol, which serves as a reminder of our freedom and ability to explore new horizons for the future of agriculture.

THE OWL
    Long recognized for its wisdom, symbolizes the knowledge required to be successful in the agriculture industry.

The words Agriculture Education and FFA are emblazoned in the center to signify the combination of learning and leadership necessary for progressive agriculture.
National FFA Colors

As the blue field of our nation's flag and the golden fields of ripened corn unify our country, the FFA colors of "NATIONAL BLUE and CORN GOLD" give unity to the organization. All FFA members, functions and paraphernalia should proudly display these colors.

National Blue
Corn Gold

National FFA Motto

The FFA motto gives members twelve short words to live by as they discover the opportunities available in the organization.

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

The FFA Creed
The creed was written by Erwin Milton Tiffany, and adopted at the 3rd National Convention of the FFA. It was revised at the 38th Convention and the 63rd Convention.

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

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

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

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

I believe that American agriculture can and will hold true to the best traditions of our national life and that I can exert an influence in my home and community which will stand solid for my part in that inspiring task.
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- **4th July**: Independence Day
- **13th & 14th July**: State Fair Livestock
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<td>27 Canned Food Drive Begins</td>
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<td>29 National Convention</td>
<td>30 Volleyball vs Dos Palos</td>
<td>31 Halloween Football vs Avenal</td>
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S. Goeb  Program Plan  AGED 539
### November 2014

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- **1** National Convention
- **2** Cotton State Finals-CSUF
- **3** Ag Night Football Game
- **4** Veterans Day
- **5** Hanford Cotton 5pm Volleyball vs Corinena
- **6**
- **7**
- **9** SJR CATA Road Show
- **10** SJR CATA Meeting
- **11** Greenhand Banquet
- **12** Canned Food Drive Ends
- **13** New Prof.-Fresno
- **14** WFM O/C-Madera 5pm
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- **23** Thanksgiving break
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S. Goeb

Program Plan

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Firebaugh FFA History

The Firebaugh FFA Chapter was started in 1976, when Firebaugh High School was officially opened in Firebaugh, California. Prior to 1976 all students attended the neighboring town’s high school in Dos Palos and were a part of their FFA program. Starting an agriculture department was a priority for the people of Firebaugh. With so many students involved in the agriculture industry it only seemed natural that a program would succeed.

When the agriculture department opened their door they were lead by one FFA Advisor, Mr. Hansen. He taught a variety of courses and was the advisor for all specie projects. The chapter elected its first Chapter President, Barbara Fulbright. In its first year the chapter had a total of 14 members, one advisor and 6 courses. With an officer team in place the chapter applied for and was granted an official charter on September 1, 1976.

Through the years the department has grown exponentially and is the largest organization on campus. As of 2014 the chapter has grown to have over 610 members, 80% of the school. The department is lead by five agriculture teachers who teach a variety of agriculture courses including leadership, science, mechanics, welding, ornamental horticulture, animal science, government and economics. The members of the chapter have more opportunities available to them than ever before. The members participate in conferences all across California and the Nation, over 20 SAE projects, 15 CDE teams, speaking contests and leadership opportunities.
# Firebaugh FFA Budget

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# Firebaugh FFA Budget

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Firebaugh FFA Advisors

Robert Calvert  
Department Head

Gene Lieb  
FFA Advisor

Stephanie Goeb  
Teacher

Katlyn Smith  
Teacher

Francisco Diaz  
Teacher

From left to right: Mr. Diaz, Ms. Smith, Mr. Calvert, Ms. Goeb, and Mr. Lieb
Firebaugh High School Administration

Terry Anderson  Principal
Anthony Catalan  Vice Principal
Brandon Moody  Vice Principal
Elizabeth Lopez  Counselor
Lizette Jacobo  Counselor
Firebaugh Agriculture Department
Advisory Committee

Our Ag advisory committee members support our department and FFA chapter without hesitation. We know that we can always count on you to provide us with tremendous help and great advice. Thank you for your time, effort and support we would not be the FFA chapter we are today without you and your guidance.

**Advisory Chairman**
Mr. Pat Ward

**Committee Members**

Mr. Chris Cardella

Mr. BJ Diedrich

Mr. Brian Maiorino

Mr. Dustin Snyder

Mr. Garrek Stuhr

Mr. Ted Crockett
Firebaugh Las Deltas School District

Board of Trustees

Russell Freitas
Superintendent

Gilbert Coelho
Board President

Oscar Sablan
Clerk

Abel Serrano
Member

Jo Ann Narbaitz
Member

Fernando Campa
Member
Firebaugh Greenhand Officers

President- Liliana Medel
Vice President – CJ Corriea
Secretary- Abigail Andrade
Treasurer- Monica Rodriguez

Reporter- Karen Tescareno
Sentinel- Mackenzie Demmers
Historian- Amanda Mc Bee

Left to Right: Abigail Andrade, Karen Tiscareno, Mackenzie Demmers, CJ Corriea, Monica Rodriguez, Amanda McBee, and Liliana Medel

Firebaugh Chapter Officers
Chapter President – Loren Mumby

SAE: Market steers and Market Goat

Judging Team: Ag Welding

Goals for the chapter: My goal for this year is to help our chapter grow and become the best it has ever been.

Chapter Vice President - Austin La Salle

SAE: Dairy Cattle

Judging Team: Farm Records, Banking, Cotton judging, Marketing, and Prepared Public Speaking

Goals for the chapter: To build this chapter up to be one of the greatest in California through premier leadership, an emphasis on personal growth and success, and by becoming an idol of change and success.

Chapter Secretary - Ysela Macias

SAE: Market Turkey

Judging Team: Cotton Judging

Goals for the chapter: I would like to see more diversity in the activities the chapter provides for the members.

Chapter Treasurer – Yadira Aguilar

SAE: Market Lambs

Judging Team: Floral, Prepared Public Speaking, and Cotton Judging

Goals for the chapter: My goal is for the average chapter
member to participate more and to have fun with everything they do.

Chapter Reporter – Mayte Magallon
SAE: Market Lambs
Judging Team: Cotton judging, Job Interview, and Marketing
Goals for the chapter: I would like to see more members involved in the chapter and excited about FFA.

Chapter Sentinel – Eduardo Rubio
SAE: Rabbits and Swine
Judging Team: Floral and Extemporaneous Speaking
Goals for the chapter: My goals as Chapter Sentinel is to invite more people into our chapter with a very warm welcome. I also would like to build up our chapter to the best it has ever been and leave a good legacy for the future years to come.

Chapter Historian – Graciela Martinez
SAE: Market Turkey
Judging Team: Cotton judging and Farm Records
Goals for the chapter: My goal for the chapter is to have members try new things the FFA has to offer. Most importantly I want this chapter to have a successful year full of achievements so next year we have higher goals.
Theme- Leave Your Legacy

2014-2015 West Fresno-Madera Sectional Officers

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Home Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>Sean Pemintel</td>
<td>Fresno-Central</td>
</tr>
<tr>
<td>1st Vice President</td>
<td>Vanessa Maravilla</td>
<td>Madera</td>
</tr>
<tr>
<td>2nd Vice President</td>
<td>Brandi Gourley</td>
<td>Fresno-Central</td>
</tr>
<tr>
<td>Secretary</td>
<td>Morgan Barrett</td>
<td>Kerman</td>
</tr>
<tr>
<td>Treasurer</td>
<td>Austin La Salle</td>
<td>Firebaugh</td>
</tr>
<tr>
<td>Reporter</td>
<td>Ashley DeWitt</td>
<td>Kerman</td>
</tr>
<tr>
<td>Sentinel</td>
<td>Alex Elisalde</td>
<td>Fresno-Central</td>
</tr>
</tbody>
</table>

S. Goeb

Program Plan

AGED 539
Bottom Row Left to Right: Morgan Barrett, Brandi Gourley, Vannessa Maravilla, Ashley De Witt
Top Row Left to Right: Alex Elisalde and Austin La Salle (Sean Pemintel not pictured)

Theme - On a Mission to Grow Tradition
2014-2015 San Joaquin Regional Officers

<table>
<thead>
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<tr>
<td>President</td>
<td>Grant Hall</td>
<td>Minarets</td>
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<tr>
<td>Vice - President EF/M</td>
<td>Brent Oge</td>
<td>Kingsburgh</td>
</tr>
<tr>
<td>Vice - President WF/M</td>
<td>Virat Kang</td>
<td>Madera</td>
</tr>
<tr>
<td>Vice - President SEQ.</td>
<td>Rebecca Duran</td>
<td>Tulare</td>
</tr>
<tr>
<td>Vice - President T/K</td>
<td>Natalie Starich</td>
<td>Hanford</td>
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<tr>
<td>Vice - President K/I</td>
<td>Jennifer Hernandez</td>
<td>North</td>
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<tr>
<td>Vice - President South Valley</td>
<td>Aaron Moccardini</td>
<td>Frontier</td>
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<tr>
<td>Secretary</td>
<td>Bianka Pantoja</td>
<td>Arvin</td>
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<tr>
<td>Treasurer</td>
<td>Andrew Souza</td>
<td>Tulare</td>
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<tr>
<td>Reporter</td>
<td>Janae Hansen</td>
<td>Madera</td>
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<tr>
<td>Sentinel</td>
<td>Tanner Lopez</td>
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<tr>
<td>Advisor</td>
<td>Charles Parker</td>
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</table>

Front Row Left to Right - Aaron Moccardini, Frontier, Vice President; Tanner Lopez, Minarets, Sentinel; Virat Kang, Madera, Vice President; and Brent Oge, Kingsburg, Vice President; Back Row Left to Right - Andrew Sousa, Tulare, Treasurer; Natalie Starich, Hanford, Vice President;
Bianka Pantoja, Arvin, Secretary; Rebecca Duran, Tulare, Vice President; Jennifer Hernandez, North, Vice President; Jenae Hansen, Madera, Reporter; and Grant Hall, Minarets, President

Theme- United Your Opportunities are Endless

2014-2015 California State Officers

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
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</thead>
<tbody>
<tr>
<td>President</td>
<td>Dipak Kumar</td>
<td>Tulare</td>
</tr>
<tr>
<td>Vice – President</td>
<td>Haley Warner</td>
<td>Altaville- Bret Harte</td>
</tr>
<tr>
<td>Secretary</td>
<td>Sierra Bryant</td>
<td>Templeton</td>
</tr>
<tr>
<td>Treasurer</td>
<td>Roman Waskiewicz</td>
<td>Pleasant Grove</td>
</tr>
<tr>
<td>Reporter</td>
<td>Ellen Van Noy</td>
<td>Grass Valley</td>
</tr>
<tr>
<td>Sentinel</td>
<td>Luis Sanchez</td>
<td>Gonzales</td>
</tr>
<tr>
<td>Advisor</td>
<td>Dr. Lloyd McCabe</td>
<td></td>
</tr>
</tbody>
</table>

S. Goeb

Program Plan

AGED 539
Left to Right: Luis Sanchez, Elen Van Noy, Dipak Kumar, Haley Warner, Roman Waskiewicz, and Sierra Bryant

Theme- It’s in Your Hands

2014-2015 National Officers

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<th>Name</th>
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<td>President</td>
<td>Andy Paul</td>
<td>Georgia</td>
</tr>
<tr>
<td>Secretary</td>
<td>Victoria Maloch</td>
<td>Arkansas</td>
</tr>
<tr>
<td>Central Region Vice President</td>
<td>Kristin Schmidt</td>
<td>Colorado</td>
</tr>
<tr>
<td>Eastern Region Vice President</td>
<td>Ruth Ann Myers</td>
<td>Kentucky</td>
</tr>
<tr>
<td>Southern Region Vice President</td>
<td>Stephen Mc Bride</td>
<td>Tennessee</td>
</tr>
<tr>
<td>Western Region Vice President</td>
<td>Caleb Gustin</td>
<td>New Mexico</td>
</tr>
<tr>
<td>Advisor</td>
<td>Steve A. Brown</td>
<td></td>
</tr>
</tbody>
</table>

Clockwise- starting from far left: Ruth Ann Meyer, Caleb Gustin,
2014 Firebaugh FFA Honorary Member

This year Firebaugh FFA has chosen an individual who has shown true leadership and dedication to our program. Darlene Demmers received the Honorary Degree Membership at our 2014 Spring Awards Banquet.

Mrs. Demmers’s support and dedication is why the Firebaugh FFA Chapter has seen many of its recent successes. She is always there to lend a helping hand in any way possible.

The past few years Mrs. Demmers has been available to help our members in any way possible. They have delivered animals to our annual Ag Awareness Day, purchased animals at both the Madera and Chowchilla Fairs and sponsored awards at our banquets. Their most generous donation has been their help with rebuilding our schools beef and rabbit units.

It is hard to put into words how grateful we are for the support of Ms. Demmers, and it is with the sincerest of appreciation that we dedicate the 2014-2015 Firebaugh FFA Program of Activities to them. Her help has always been of beneficiary to our chapter and we are grateful to have their time, dedication, and support put in to our Firebaugh FFA Chapter. You have been a loyal and devoted supporter of our program, and for that we thank you.

1992- Kitty Catania
1993- Chris Mc Craw
1994- Maurice Ledford
1995- Bob Hogue
1996- Sharon Ramirez
1997- Mr. John Teixeira
1998- Mark & Mary Fickett

1999- Cindy Hansen
2000- Lorenzo Madrid
2001- Carol Ledford
2002- Violet Chuck
2004- Dustin Snyder & Brian Maiorino
2005- Doug Wood
2006- Chris Cardella
Program Path Ways - Science

Earth Science in Agriculture

Earth Science in Agriculture is a one-year, laboratory science course, designed for the college bound student with career interests in Agriculture. Using agriculture as a learning vehicle, the course emphasizes the principles and practices of Earth Science as a way to demonstrate the relevance of Earth Science in Agriculture to each student's life and environment. This class will utilize local and regional issues and concerns to stimulate problem-solving activities and to foster a sense of Earth stewardship by students in their communities. The class will establish an expanded learning environment, which incorporates fieldwork, technological access to data, and traditional classroom and laboratory activities. The course is centered around an extensive laboratory component in order to connect the big ideas of all earth sciences with agricultural applications, physical science principles, and other curricular areas, including written and oral reporting skills.

Agriculture Biology

Agriculture Biology is a one-year, laboratory science course, designed for the college bound student with career interests in agriculture. Using agriculture as a learning vehicle, the course emphasizes the principles, central concepts and inter-relationships among the following topics: the molecular and cellular aspects of life, the chemical and structural basis of life, energetics of life, growth and reproduction in plant and animal genetics ecological relationships among plants, animals, humans and the environment, nutrition in animals, health and diseases in animals and the similarities between animals and humans. The course is centered on an extensive laboratory component in order to connect the big ideas of all life science with agricultural applications, earth and physical science principles and other curricular areas, including written and oral reporting skills.
Program Pathways - Science

**Agriculture Chemistry**

Agriculture Chemistry is a one-year, laboratory science course, designed for the college bound student with career interests in agriculture, science and technology. Using agriculture as a learning vehicle, the course emphasizes the principles, central concepts and inter-relationships among the following topics: periodic law and trends, atomic and molecular structures, states of matter, chemical bonding, conservation of matter and stoichiometry, gases and their properties, properties of acids, bases and salts, qualitative and quantitative analysis, chemical thermodynamics, chemical reaction rates, chemical equilibrium, nuclear processes and an introduction to organic and biochemistry. The course is centered on an extensive laboratory component in order to connect the big ideas of chemistry with agricultural applications, earth and life science principles and other curricular areas, including written, mathematical and oral reporting skills.

**Animal Science**

This course will follow the current advanced agriculture science curriculum with an emphasis on advanced agriculture procedures and practices. This course is designed for vocational-technical students who require competency in all phases and types of livestock and agriculture production. Students will be involved in hands-on laboratory studies and receive an in-depth look at animal science. Hands-on experience is essential for success in this class. Students' involvement will be necessary and will be incorporated by presenting many challenging practical laboratory activities and field trips.
Program Path Ways-Agriculture Mechanics

Agriculture Mechanics

Introduction to Agriculture Mechanics is a beginning course to the Agricultural Mechanics Program. The class covers shop safety, shop procedures and the proper use and handling of hand and power tools. Students will be introduced to all facets of the areas which make up the field of Agriculture Mechanics. The following areas which are covered in this class are as follows: measuring, tool identification, rope work, woodworking, electrification, cold metal, plumbing, arc welding, oxy-acetylene welding and cutting, concrete, tool sharpening and maintenance and careers in Agriculture Mechanics.

Agriculture Mechanics II

This is a one year course devoted to the development of welding skills and techniques used in industry. Topics for class activities are: all phases of oxygen-acetylene welding and cutting, shielded metal arc welding, and an introduction to metal inert gas (MIG) welding and tungsten inert gas (TIG) welding, carbon arc gouging and the cutting of mild steel, aluminum and stainless steel by use of the plasma cutter. Construction of metal projects is permissible and encouraged, but only after completion of required assignments. Each student is required to purchase a pair of coveralls.

R.O.P. Welding & Fabrication

This course will follow the current advanced agriculture science curriculum with an emphasis on advanced agriculture procedures and practices. This course is designed for vocational-technical students who require competency in all phases and types of livestock and agriculture production. Students will be involved in hands-on laboratory studies and receive an in-depth look at animal science. Hands-on experience is essential for success in this class. Students involvement will be necessary and will be incorporated by presenting many challenging practical laboratory activities and field trips.
Program Path Ways- Floral & Landscaping

Introduction to Floral Design
This course is designed to allow students to apply an artistic approach to floral design. Students will explore elements and principles of design, two and three dimensional designs, history of floral art, as well as art history, and arrangement styles and techniques with seasonal, holiday and occasional designs. Students will achieve this through designing, creating, identifying, explaining, and evaluating all topics of study. The use of floral and synthetic media will allow students to achieve balance, symmetry, harmony, unity, and texture. Curriculum will include problem solving, creative thinking, interpretation, and written and verbal communication skills.

ROP Floral Design
This course is designed to allow students to apply an artistic approach to floral design. Students will explore elements and principles of design, two and three dimensional designs, history of floral art, as well as art history, and arrangement styles and techniques with seasonal, holiday and occasional designs. Students will achieve this through designing, creating, identifying, explaining, and evaluating all topics of study. The use of floral and synthetic media will allow students to achieve balance, symmetry, harmony, unity, and texture. Curriculum will include problem solving, creative thinking, interpretation, and written and verbal communication skills.

Ornamental Horticulture / Landscaping (ROP)
This course is intended to teach students entry level skills in the ornamental horticulture field. Students will learn various horticultural topics and s “hands-on” approach will be applied whenever possible. Plant identification, greenhouse practices and equipment use will be covered. Also various landscape projects including school beautification, garden construction, pruning and landscape maintenance.

Intro to Floral  ROP Floral

S. Goeb  Program Plan  AGED 539
Path Ways- Electives

**Ag Leadership and Communication**
This course is designed to develop responsibility, initiative, creativity, leadership and school pride in the Agriculture program. It provides class time for the planning and organization of meetings, social and recreational events, elections, service activities, and community and other events. Students will have the opportunity to study concepts of goal development as an individual and team, the keys to success as an individual and team, character development as an individual and team, group dynamics, Parliamentary Law and Procedures, critical thinking, public speaking, personal financial management, business and how it relates to the agriculture industry, career goals and the importance of Supervised Agricultural Experience (SAE) programs and the FFA in Agricultural Education.

**Agriculture Government and Economics**
In this course students will learn basic economic principals and the historical development of the government. Topics include: macroeconomics, agriculture business organizations, agriculture credit, record keeping, record keeping, record analysis, marketing, campaigns, the Constitution, the Branches of government, and the Bill of Rights. Students will be expected to participate in work place learning experiences and interpersonal leadership skill development activities.
Career Development Events

The following are the current CDE's available to the members of Firebaugh FFA. The teams provided are subject to change depending on the interest of the members and the knowledge of the advisors.

**Ag Mechanics**

The agricultural mechanics event seeks to effectively prepare the students for the expectations of the agricultural mechanics workplace. Workers seeking careers in agricultural mechanics must not only develop a high degree of knowledge and skill they must also develop the ability to solve difficult problems. This event blends the testing of manipulative skills and knowledge required for careers in fabrication and construction. Coached by: Mr. Calvert

**Ag Welding**

Ag Welding is a contest that tests students' knowledge of the welding industry. Students must perform a series of welds, complete a project, create a portfolio and participate in an interview. Coached by: Mr. Calvert

**Banking**

Members complete a written test made up of financial standings, such as checks and bank statements. Members will be expected to know the different rates of credit that may be given to them. Coached by: Mr. Lieb

**Best Informed Greenhand**

This contest is for freshmen FFA students only. Members on this team complete a written test on their knowledge of the FFA, members study from the official FFA manual. Coached by: Ms. Goeb

**Cotton Judging**

The Cotton contest seeks to effectively prepare the students for the expectation of the cotton industry. Workers seeking careers in cotton must not only develop a high degree of knowledge and skill, they must also develop the ability to solve difficult problems. This contest blends the critical thinking, mathematical, and plant biology knowledge and skills along with the ability to express oneself through oral communication. Coached by: Ms. Goeb

**Cooperative Marketing**
This contest is designed to create an awareness and understanding of the basic elements of farm product marketing and farmer cooperation in marketing, purchasing, bargaining, and service. Coached by Mr. Lieb

**Creed Speaking**

This contest is for freshmen FFA students only. Students memorize and recite the FFA Creed written by E.M. Tiffany. Some of the expectations of the judges are memorization, appearance and gestures. Coached by: Ms. Goeb and Mr. Diaz

**Extemporaneous Public Speaking**

Members deliver a speech on one of three agricultural topics after they are given thirty minutes to prepare a four-to-six minute speech. At the conclusion of the speech, the similar to the prepared event. Coached by: Mr. Lieb

**Farm Business Management**

To help close the achievement gap we will encourage students to better analyze farm records which will reinforce mathematics standards. California Career Technical Education Model Curriculum Standards addressed by this event include:

Coached by: Ms. Goeb

**Farm Records**

To help close the achievement gap we will encourage students to better analyze farm records which will reinforce mathematics standards. California Career Technical Education Model Curriculum Standards addressed by this event.

Coached by: Ms. Goeb

**Floriculture**

Members demonstrate proficiency in plant identification, judgment of floral and foliage arrangements, problem solving, and skills that include flower arranging and corsage formation. Coached by: Mr. Lieb

**Impromptu**

Members compete in a two round completion speaking about agricultural topics give. They are then given a two minutes to gather their thoughts and present them to the judges. This contest is exclusively for competitive sophomores looking to advance their speaking capabilities. Coached by: Ms. Smith

**Job Interview**

Members are required to create a cover letter and resume prior to participating in a job interview. You are evaluated and placed according to your resume, cover letter, and interview scores. Coached by: Mr. Lieb

**Light Horse Evaluation**

A team may consist of three or four members. The top three scores will be used to determine the official team. If a school only has three members, they are the official team. These same three individuals will be used in selecting sub-contest, team winners. Coached by: Ms. Smith
Livestock Judging
Students measure their knowledge of the ideal livestock structure and present oral reason to defend their placing. Students must have knowledge of the following species: beef, swine, lamb, and goats. Coached by: Mr. Diaz

Opening/Closing
This contest is made up of a six-person team. Each member of the team is responsible for memorizing one officer part of the opening and closing ceremonies and reciting it at the sectional contest as if it was an actual opening/closing ceremony. Coached by: All Ag Teachers

Prepared Public Speaking
The member that chooses this speaking contest is to write and memorize a ten-minute speech on a major agriculture issue. The individual will be scored on his or her ability to speak and also on how well they can answer questions on the topic they choose. Coached by: Mr. Lieb

Scrapbook
The Scrapbook Career Development Event seeks to actively prepare the students to document the history of the chapter by using different forms of media. The scrapbook will serve as a recruitment and advertisement tool, within the chapter, school and community. Coached by: Mr. Lieb
FFA SAE Programs

An agricultural education program is made up of three integrated parts: Classroom instruction, FFA and Supervised Agricultural Experience (SAE). Students with an SAE learn by doing. With help from their agricultural teachers, students develop an SAE project based on one or more SAE categories:

**Entrepreneurship**
Own and operate an agricultural business (e.g. a lawn care service, a pay-to-fish operation, holiday poinsettia production and sales.)

**Placement**
Get a job or internship on a farm or ranch, at an agriculture-based business, or in a school or factory laboratory.

**Research and Experimentation**
Plan and conduct a scientific experiment. (e.g. Determine whether the phases of the moon affect plant growth, or test and determine the efficacy of different welding methods.)

**Exploratory**
Explore careers in agriculture by attending an agriculture career fair, or creating a report or documentary on the work of a veterinarian
SAE Budgets

Market Swine

A swine project is a great experience. When you begin your project, you must exercise your pig everyday in order for it to maintain a quality build. You are responsible for feeding and cleaning according to your assigned schedule. As your project progresses, you begin to wash your animal often. As you approach fair time you wash your animal every day. Before you go the fair you will need to clip your hog. Like other projects, you compete in two types of shows: market and showmanship. In the market show, the judge evaluates the animal for meat quality and the showmanship class determines how well you control your animal, as well as how well you can show your animals.

<table>
<thead>
<tr>
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<td>Feed</td>
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<td><strong>Total</strong></td>
<td><strong>$545.00</strong></td>
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</table>

Receipt

Sale of Hog (250lbs @ $3.00) $750.00

Profit/Loss Margin $205.00

All above numbers have been estimated, and can be changed at any time.
SAE Budgets

Market Goat

This year Firebaugh FFA is bringing back the opportunity of showing and selling Market Goats. FFA members and Advisors are excited for this new opportunity. The goat unit will be covered by Mr. Lieb and Ms. Goeb.

A market goat project is challenging, yet rewarding. Raising this project will take a tremendous commitment on the students' part. From feeding and washing to shearing and exercising; a great deal of responsibility will be involved. The student will be required to feed one or two days a week as well as work with the goats three to four times a week. The length of the project is two to three months. The student will exhibit the animal in a market class and a showmanship class at fair. In market the animal will be judged on muscle, balance, and condition. The objective of the showmanship class is to determine the top exhibitor in terms of technique and style. The cost of raising a goat project may vary throughout the year, but here is an estimate to assist you in your decision.

<table>
<thead>
<tr>
<th>Expenses</th>
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<td>Entry Fee and Show Shirt</td>
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<td><strong>Total</strong></td>
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Receipt

- Sale of Goat (85lbs @ $7.00) $595.00

Profit/Loss Margin $35.00

All above numbers have been estimated, and can be changed at any time.
SAE Budgets

Market Lamb

A market lamb project is rewarding yet challenging. Raising this project will take a tremendous commitment on the students' part. From feeding to washing and shearing to exercising; a great deal of responsibility will be involved. The student will be required to feed one to two days per week as well as work with the lamb three to four times per week. The length of this project is two to three months. The student will exhibit the animal in a market class and a showmanship class at the fair. In market, the animal will be judged on muscle, balance and condition. The objective of the showmanship class is to determine the top exhibitor in terms of technique and style. The cost of raising a lamb project may vary throughout the year, but here is an estimate to assist you in your decision.

<table>
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<td>Canvas Blankets (2)</td>
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</table>

Receipt

| Sale of Lamb (145lbs @ $6.00) | $870.00 |

Profit/Loss Margin  

$108.00

All above numbers are estimated, and can be changed at any time.
SAE Budgets

Market Steer

A steer project is commonly thought of as the most challenging of animal projects in the FFA. Steers are normally purchased weighing 700 pounds and are shown at the fair at a market weight of roughly 1200 pounds. Therefore, no matter what developmental stage the steer is at his weight will range from 4 to 8 times heavier than that or the average student showman. This means it is critical that any student wishing to show a steer have a working knowledge of livestock behavior and a thorough understanding of safe handling practice.

With showing a steer comes a tremendous amount of responsibility. Not only is each steer showman expected to perform the normal duties associated with raising sheep and hogs (feeding and care), but they are also expected to rinse and brush their animal each day. This is necessary in order to promote healthy hair growth. Additionally steers need to be walked and worked with so that they become accustomed to a show stick. Without a doubt, raising a steer to show can be challenging, but it is also very rewarding. Below is a projectile budget for a steer project.

<table>
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<tr>
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</tr>
</thead>
<tbody>
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</table>

Receipt

Sale of Steer (1200lbs @ $3.50) $4200.00

Profit/Loss Margin $55.00

All above numbers are estimated, and can be changed at any time.
SAE Budgets

Replacement Dairy Heifer

To participate in this program, you must be an FFA member throughout the project and eligible to show at the Chowchilla- Madera Co. Fair. The heifer must be shown in Special Dairy Heifer Project classes as a calf at the Madera District Fair, as a yearling at the Chowchilla- Madera Co. Fair and shown and sold as a springer at the Chowchilla- Madera Co. Fair. You shall purchase your heifer with the approval of your FFA Advisor and the Dairy Committee. Heifers will be born no earlier than January 1\textsuperscript{st}, (approximately 28 months prior to sale) and no later than the following March 1\textsuperscript{st}. This form, dam’s record sheet and a photograph of one side of your heifer must be turned in to the Dairy Committee by August 1\textsuperscript{st}.

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Item</th>
<th>Price</th>
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<tr>
<td></td>
<td>Heifer</td>
<td>$600.00</td>
</tr>
<tr>
<td></td>
<td>Feed</td>
<td>$1200.00</td>
</tr>
<tr>
<td></td>
<td>Vet Supplies/Medication</td>
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<tr>
<td></td>
<td>Insurance</td>
<td>$50.00</td>
</tr>
<tr>
<td></td>
<td>School Housing/Bedding</td>
<td>$25.00</td>
</tr>
<tr>
<td></td>
<td>Entry Fee</td>
<td>$30.00</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>$1955.00</td>
</tr>
</tbody>
</table>

Receipt

Sale of Heifer (1 heifer @ $4000.00) $4000.00

Profit/Loss Margin $2045.00

All above numbers are estimated, and can be changed at any time.
SAE Budgets

Poultry

The poultry project does not require as much maintenance, as compared to other projects simply because they are small animals. You will take ownership and care for the animals for thirty days prior to the fair. When you get your animals you have to feed them and practice showmanship. Showmanship requires you to inspect the animal. After you show your animal, it will go to the auction if it does well at the show.

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Market Turkey</td>
<td>$15.00</td>
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<tr>
<td></td>
<td>Feed</td>
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<tr>
<td></td>
<td>Vet Supplies/Medication</td>
<td>$5.00</td>
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<tr>
<td></td>
<td>Insurance</td>
<td>$5.00</td>
</tr>
<tr>
<td></td>
<td>School Housing/Bedding</td>
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</tr>
<tr>
<td></td>
<td>Entry Fee</td>
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</tr>
<tr>
<td></td>
<td>Total</td>
<td>$95.00</td>
</tr>
</tbody>
</table>

Receipt

Sale of Turkey (1 bird @ $200.00) $200.00

Profit/Loss Margin $105.00

All above numbers are estimated, and can be changed at any time.
SAE Budgets

Rabbits

Raising and showing rabbits can be a lot of fun. If you are the type of person who doesn’t like to work with larger animals then this is the animal for you! There are a lot of responsibilities when you show rabbits. You have to feed and water them everyday and make sure you groom them everyday also. You can either show a meat pen, which consists of 3 meat rabbits and you sell them at the fair. You can also show rabbits, which are used strictly for showing and kept as your pet to use them for breeding.

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meat Pen (3 rabbits)</td>
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<tr>
<td>Feed</td>
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<td>Vet Supplies/Medication</td>
<td>$5.00</td>
<td></td>
</tr>
<tr>
<td>Insurance</td>
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<tr>
<td>School Housing/Bedding</td>
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<td>Entry Fee</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$110.00</strong></td>
<td></td>
</tr>
</tbody>
</table>

Receipt

| Sale of Meat Pen (1 Pen @ $200.00) | $200.00 |

Profit/Loss Margin

$90.00

All above numbers are estimated, and can be changed at any time.
FIREBAUGH AGRICULTURE DEPARTMENT
EXHIBITOR CONTRACT

FFA members have the opportunity to raise animal projects to exhibit at the fairs. This is a great learning experience but also a commitment. In order for all to learn and work together, the following requirements are expected of each exhibitor regardless of where their animal is housed.

7. Attend all exhibitor meetings called by the advisor.

8. Purchase the supplies necessary for your project.

9. Secure a buyer prior to the fair.

10. Complete all paper work for traveling to the fair by the Friday before the fair.

11. Have the complete FFA show uniform

12. Prior to receiving fair checks, students must update record books, clean facilities tack box and equipment, hand the buyer thank you letter with an envelope and stamp to the advisor. A buyer gift is strongly encouraged.

Animals housed off campus will be the sole responsibility of the student. However, animals at the project facility will have scheduled workdays. Students who keep their animal at home are required to make arrangements with the advisors for project visits as well as contact the advisor when they need assistance.

___________________________    __________
Student Signature             Date

___________________________    __________
Parent Signature              Date

S. Goeb                     Program Plan

AGED 539
FIREBAUGH AGRICULTURE DEPARTMENT
PROJECT FACILITY CONTRACT

If you choose to keep your animal at the FHS farm you are required to maintain the following for the duration of your project:

4. Grades and Eligibility
   - Student must have a 2.0 GPA currently with no more than one “F” grade.
   - Student must maintain grade requirement until the first day of the fair.
   - Student must arrange for homework to be completed with all teachers and must get signed out by all teachers before the start of the fair.
   - Failure to meet grade requirements will result in student not being able to participate, show or sell the animal at the Fair.
   - Student Initials ________________________ Parent Initials ________________

5. Project and Facility requirements – Feeding and Cleaning
   - Contact advisor when feed is low (1/2 a bag).
   - Clean your pen and surrounding areas every day you are assigned to feed.
   - Attend all required workdays on time. More than 10 minutes late will be considered a tardy!!!!
     - 1st unexcused absence or tardy: Warning.
     - 2nd unexcused absence or tardy: Strike
     - 3rd unexcused absence or tardy: Parent/Teacher/Student conference. Contact will be put into place to move animal to an alternate location and 2nd strike will be given.
     - 3rd unexcused absence or tardy: Student must remove animal from school facility and take it to the alternate location. Student will no longer be able to house any animal at the school facility.
   - Feed and Clean on your assigned time and day. Failure to do any of the following will result in a strike.
     - Morning feeding – 6:00 A.M. – 8:00 A.M. (Includes fresh clean water at every feeding.)
     - Evening feeding – 6:00 P.M. – 8:00 P.M. (Includes fresh clean water at every feeding.)
     - Sweep and wash alley (if in old barn); Rake alley (if in new barn)
     - Sweep feed room (if in old barn)
     - Take garbage to dumpster
     - Shut all gates
     - Turn lights on and off
     - Turn fans and misters on and off
     - Make sure electric fence is connected
• Working with your animal
• Student will exercise or work with their animal three or more times per week.
• Wear appropriate clothing for working on the farm and around livestock
  • Appropriate clothing includes long pants, short sleeve or long sleeve shirt (no sleeveless shirts or tank tops), socks and closed toe, closed back shoes. Failure to wear the appropriate clothing will result in a strike.
  • Clothing requirements also apply to loading in, exhibiting and loading out at the fair.
• Absences and Tardies
  • If you must miss a workday due to a doctor, dentist or other appointment you will need to bring a doctor’s note or proof of the appointment. You will be excused from only one workday for appointments...after that you will receive a strike if you must miss workday due to an appointment.
  • You must call your advisor if you are going to miss any workday. Failure to notify your advisor will result in a strike.

6. Strike Policy
• 1st Strike: Warning, verbal conversation and strike form must be signed by student and parent and returned within two days of receiving the strike.
• 2nd Strike: Parent/Student/Teacher Conference will be assigned. Mandatory attendance will be necessary to discuss the direction of the project. Strike form must be signed by student and parent and returned within two days of receiving the strike.
• 3rd Strike: Removal of animal from school property. Student will be given one week to remove animal from the school property. Advisor will do project visits weekly to make sure the project is being cared for. If project is not being cared for, termination of the project will occur immediately.
• Strike items include but are not limited to:
  • Tardy or unexcused absences
  • Missing a feeding
  • Not working with or exercising animal
  • Not completing all work jobs for assigned day.
  • Not wearing appropriate clothing for working on farm and around animals.

FAILURE TO FOLLOW THE ABOVE STANDARDS WILL RESULT IN THE “3 STRIKE METHOD”. THE THIRD STRIKE WILL RESULT IN THE ANIMAL BEING REMOVED FROM THE BARN WITHIN 1 WEEK. IF YOU FAIL TO REMOVE THE ANIMAL IN THE ALLOCATED TIME IT WILL BE TAKEN TO THE LOCAL LIVESTOCK AUCTION AND THE PROCEEDS WILL GO TO THE FIREBAUGH HIGH SCHOOL AG DEPARTMENT.

THIS CONTRACT IS DUE TO THE ADVISOR PRIOR TO KEEPING THE ANIMAL AT THE FIREBAUGH HIGH SCHOOL FARM.

PARENT SIGNATURE

STUDENT SIGNATURE
FIREBAUGH HIGH SCHOOL AGRICULTURE DEPARTMENT
ANIMAL PROJECT PURCHASING POLICY

Student must meet the following criteria in order to purchase a market turkey:

8. This contract must be turned in to the project advisor by the assigned date or an
   animal will not be purchased for the student.

9. Once the animal has been purchased for the student, the student becomes liable
   for the entire cost of the project even if the student backs out of the project OR
   loses the project due to ineligibility or breaking contract rules.

10. Student must pay the cost of the animal May 1st for Chowchilla Fair
11. The remaining balance of the project must be paid by May 1st for Chowchilla Fair
    and August 26th for Madera Fair.
    a. No project is taken to the fair unless the project has been paid in full
       before the fair.

12. The project will become property of the Agriculture Department if proper
    payments are not received by the given due dates.

13. All students must purchase an FFA jacket and tie/scarf at least 6 weeks before
    the fair. Students who cannot do so due to financial constraints must talk with
    their advisor for other arrangements. All students must show proof of a show
    uniform 6 weeks prior to fair.
    a. Full FFA show uniform includes:
       i. FFA jacket
       ii. FFA tie or scarf
       iii. White pants
       iv. White collared shirt
       v. Brown or black shoes or boots
       vi. Brown or black belt

14. The student must complete the following requirements before any check is
    released to the student:
    a. Complete the FFA Recordbook for all projects.
    b. Write thank you notes (must be cleared by advisor before sending out)
    c. Obtain a buyer’s gift for all who supported the project. This includes
       award sponsors.
    d. Must participate in “Barn Clean-up Day” or equivalent hours if animal is
       held at school facilities.
    e. Must clear all outstanding debts.

I understand and agree to the above terms.

_________________________          ______________________
Student                                      Date

_________________________          ______________________
Parent                                       Date

S. Goeb                                      Program Plan

AGED 539
FFA Proficiency Areas

The Agricultural Proficiency Awards honor FFA members who, through their SAEs, have developed specialized skills that they can apply toward their future careers. Students can compete for awards in 49 areas covering everything from Agricultural Communications to Wildlife Management. Each award area has two categories, placement and entrepreneurship. Proficiency awards are given out at the local, state and national levels.

There are four categories of SAE programs:

**Exploratory** - Learn about the big picture of agriculture and its many related careers.

**Agriscience Research and Experimentation** - Involve planning and conducting a scientific experiment based on hypothesis and the use of the scientific method of investigation on the hypothesis. This may include qualitative, quantitative, experimental, descriptive and quasi experimental research.

**Entrepreneurship** - A student-owned enterprise where the student assumes responsibility for all financial and management decisions for the successful completion of the project or activity.

**Placement** - A student works for an agriculture-related business or individual, either for pay or for the experience.
FFA Proficiency Areas

Agricultural Communications – Entrepreneurship/Placement – Includes programs in which a student is placed at a newspaper or other agricultural print (such as magazines) facilities to obtain training and practical experience in writing and publicizing in preparation for a writing communications career. Programs may also be at radio and TV stations, fair media rooms, or other businesses requiring speaking skills and knowledge of agriculture. The student may also own and produce an agriculture related broadcast or show. This area also includes any use of technology (such as websites and blogs) aimed at communicating the story of agriculture.

Agricultural Education – Entrepreneurship/Placement – Relates to education and extension, including, but not limited to youth mentoring, agricultural education departmental assistants, PALS mentors and student coordinators, developing and conducting informational materials and presentations for civic organizations and school-aged youth, and students who are involved in SAEs surrounding educating the public about the broad topics of agriculture, agriculture education and the FFA.

Agricultural Mechanics Design and Fabrication – Entrepreneurship/Placement – Involves the design and construction of agricultural equipment, structures, and/or selection of the structural materials, and/or implementation of plans for utilizing concrete, electricity, plumbing, heating, ventilation, and/or air conditioning into agricultural settings.

Agricultural Mechanics Energy Systems – Entrepreneurship/Placement – Involves the adjustment, repair, and maintenance of agricultural power systems including mechanical power, electrical power, chemical power, wind power, solar power and/or water power. NOTE: Electrical wiring for general construction, restoration of tractors, general engine repair is more appropriately covered in other agricultural mechanics proficiency award areas.

Agricultural Mechanics Repair and Maintenance – Entrepreneurship – Student owns an enterprise or business involving the repair and maintenance of agricultural equipment (including lawn equipment) and/or structures.

Agricultural Mechanics Repair and Maintenance – Placement – Student works for an employer involved in the repair and maintenance of agricultural equipment (including lawn equipment) and/or structures.

Agricultural Processing – Entrepreneurship/Placement – A student owns an enterprise or works for a business of assembling, transporting, processing, fabricating, mixing, packaging and storing food and nonfood agricultural products. Programs could
include processing meat, milk, honey, cheese, raisins and other dried fruits, maple syrup and/or other food processing. Nonfood products could include byproducts processing such as meat, bone, fish and blood meal, tallow, hides; processing of wool & cotton, making compost, cubing & pelleting of forages, producing bird seed and other pet foods. NOTE: Processing of forest products is no longer part of the Agricultural Processing area. See: Forest Management and Products.

**Agricultural Sales-Entrepreneurship** – Student owns the enterprise or business, not covered in a more appropriate proficiency award category, could include enterprises such as the sales of feed, seed, fertilizer, agricultural chemicals, agricultural equipment, machinery or structures. Enterprises could also include the merchandising (which is buying an item with the sole purpose to resell it in a short time frame) of crops, livestock, processed agricultural commodities, horticulture (including quarry rock for decorative or landscape purposes), floriculture, or forestry items at either the retail.

**Agricultural Sales-Placement** – Student works for an agriculture related business that is not covered in a more appropriate proficiency award category. This could include sales of feed, seed, fertilizer or agricultural chemicals. Students could also work for businesses that involve the sales of agricultural equipment, machinery or structures. Activities could include the merchandising (buying an item with the sole purpose to resell it in a short time frame) of crops, livestock, processed agricultural commodities, horticulture (including quarry rock for decorative or landscape purposes), floriculture, floriculture and/or forestry items at either the retail or wholesale level.

**Agricultural Services – Entrepreneurship/Placement** – Student owns enterprises or works in an agricultural business that is not covered in any of the existing award categories. This includes enterprises such as custom equipment operation and maintenance, agricultural management and financial services, animal breeding services, custom baling, crop scouting, implementing integrated pest management programs, horseshoeing, taxidermy services, auction services (working at or owning the auction house), custom and contract feeding services or other appropriate services offered through agricultural enterprises. Students applying for placement in agricultural services must work for a company or individual whose primary activity to provide agricultural services. NOTE: Activities related to lawn care, landscaping, mowing or other landscape and care activities are not included in this area. Students with these types of enterprises or activities need to apply in other, more appropriate areas related to turf care, horticulture or nursery landscape.

**Agriscience Animal Systems Research** - Research in the life processes, health, nutrition, genetics, management and processing of animal systems related to small animals, aquaculture, livestock, dairy, horses and/or poultry.

**Agriscience Plant Systems Research** - Research in the life cycles, classifications, functions, practices of plant systems related to crops, turf grass, trees and shrubs and/or ornamental plants.
**Agriscience Integrated Systems Research** - Must fit one of the following descriptions:

- **Diversified Research** – Research in two or more of the Agriscience research areas.
  - **Environmental Service Systems/Natural Resource Systems Research** - Research in the systems, instruments and technology used in waste management and their influence on the environment.
  - **Food Products and Processing Systems Research** - Research in the product development, quality assurance, food safety, production, sales and service, regulation and compliance, and food service practices within the food industry.
  - **Power, Structural and Technical Systems Research** - Research in the agricultural equipment, power systems, alternative fuel sources and precision technology, as well as woodworking, metalworking, welding and project planning for agricultural structures.
  - **Social Sciences Research** - Research of leadership, personal growth and career success skills necessary for a chosen profession that effectively contributes to society.

**Beef Production- Entrepreneurship** – Student owns the enterprise or business that uses the best management practices available to efficiently produce and market beef. This award area is for any beef animals, including miniature Herefords, Zebu, etc.

**Beef Production- Placement** – Student works for a livestock producer applying the best management practices available to efficiently produce and market beef. This award area is for any beef animals, including miniature Herefords, Zebu, etc.

**Dairy Production- Entrepreneurship** – Student owns an enterprise or business and applies the best management practices available to efficiently produce and market dairy cattle and dairy cattle products

**Dairy Production- Placement** – Student works in the dairy cattle industry applying the best management practices available to efficiently produce and market dairy cattle and dairy cattle products

**Diversified Agricultural Production - Entrepreneurship/Placement**- Involves the use of the best management practices available to produce and market a combination of livestock and crops in **two or more** proficiency areas. These areas include at least one species included in Diversified Livestock and at least one species included in Diversified Crop proficiency area.

**Diversified Crop Production – Entrepreneurship** – Student owns a business or business that applies the best management practices available to efficiently produce and market crops from **two or more** of the crop related proficiencies areas. These areas include grain production, fiber/oil production, forage production, specialty crop production, vegetable production or fruit production.
Diversified Crop Production – Placement – Student works for a crop producer that applies the best management practices available to efficiently produce and market crops from two or more of the crop related proficiencies. These areas include grain production, fiber/oil production, forage production, specialty crop production, vegetable production or fruit production.

Diversified Horticulture – Entrepreneurship/Placement – Student works for someone who or owns the enterprise or business that applies the best management practices available to efficiently manage an SAE program that includes two or more of the following proficiency areas: landscape management, nursery operations, turf grass management, or the specific floricultural production or floral design and floral sales activities accepted in specialty crop production.

Diversified Livestock Production – Entrepreneurship/Placement – Involves the use of the best management practices available to efficiently produce and market a combination of two or more livestock related proficiency award areas. These areas include beef, dairy, sheep, swine, equine, goat, specialty animal, small animal production and care, or poultry.

Emerging Agricultural Technology - Entrepreneurship/Placement – Involves gaining career experiences in the development of new and emerging agricultural technologies such as engineering, remote sensing, hand held device technology, precision agriculture, agrobotics and other new and emerging technologies that are not covered in any of the existing award categories. The implementation of new and emerging agricultural technologies is more appropriate in other existing categories.

Environmental Science and Natural Resources Management – Entrepreneurship/Placement – Students receive practical experience concerned with the principles and practices of managing and/or improving the environment and natural resources. Activities may include the areas of management of agriculture waste (excluding common compliance with EPA regulations) recycling of agriculture products, environmental cleanup, serving in the conservation corps; managing agricultural energy usage (not for building or maintaining), multiple uses of resources, land use regulations pertaining to soil, water and air quality, preservation of wetlands, shorelines, and grasslands, wildlife surveys, erosion prevention practices; public relations and education concerning pollution.

Equine Science - Entrepreneurship – Student owns an enterprise or business that provides experiences in horse production, breeding, marketing, showing and other aspects of the equine industry. Programs may also include calf roping, barrel racing, rodeo, racing, training, riding lessons and therapeutic horseback riding if horses are owned and/or managed by the member. This also includes miniature horses (prior to 2012, formerly in Specialty Animal Production).

Equine Science- Placement – Student works for an employer providing experience in horse production, breeding, marketing, showing and other aspects of the equine industry. Programs may also include calf roping, barrel racing, rodeo, racing, training,
riding lessons and therapeutic horseback riding if horses are owned and/or managed by
the member. This also includes miniature horses (prior to 2012, formerly in Specialty
Animal Production).

**Fiber and Oil Crop Production – Entrepreneurship/Placement** – Student owns the
enterprise, or works for a business that includes the best management practices
available to efficiently produce and market crops for fiber and/or oil such as cotton,
sisal, hemp, soybeans, sesame seed, flax, mustard, canola, castor beans, sunflower,
peanuts, dill, spearmint, and safflower.

**Food Science and Technology – Entrepreneurship/Placement** – Student owns the
enterprise, or works for a business that applies microbiology and biochemistry or food
product development to improve taste, nutrition, quality and/or value of food. Programs
could include the development of new products, food testing, grading and inspecting.
**NOTE:** Food Science is not processing of food products, marketing or sales of food
products, or food preparation and/or service.

**Forage Production – Entrepreneurship/Placement** – Student owns the enterprise, or
works for a business that includes the best management practices available to
efficiently produce and market crops for forage such as sorghum not used for grain,
alalfa, clover, brome grass, orchard grass, grain forages, corn and grass silages and all
pastures.

**Forest Management and Products – Entrepreneurship/Placement** – Student owns
the enterprise, or works for a business that includes the best management practices
available to conserve or increase the economic value of a forest and/or forest products
through such practices as thinning, pruning, weeding, stand improvement, reforestation,
insect and disease control, planting, harvesting, Christmas tree farming, making and
selling cedar shakes and firewood, and wood chips/mulch, or working for the Forest
Service.

**Fruit Production – Entrepreneurship/Placement** – Student owns the enterprise, or
works for a business that includes the best management practices available to
efficiently produce and market crops for fruits such as stone fruits, pome fruits, citrus
fruits, pineapples, coconuts, berries, watermelon, grapes, nuts and all common fruits.
(Pome fruits include apples, and pears. Stone fruits include peaches, nectarines,
plums, apricots and cherries).

**Goat Production - Entrepreneurship/Placement** – Student owns the enterprise, or
works for a business that involves the use of the best management practices available
to efficiently produce and market goats and all goat products.

**Grain Production – Entrepreneurship** – Student owns an enterprise or business that
applies the best management practices available to efficiently produce and market
crops for grain production such as corn, barley (including the malting types), millet,
buckwheat, oats, grain sorghum, milo, wheat, rice and rye. Grain Production **does not**
include any of the aforementioned crops with an intended use for forage.
Grain Production – Placement – Student works for a crop producer or grain production related business that applies the best management practices available to efficiently produce and market crops for grain production such as corn, barley (including the malting types), millet, buckwheat, oats, grain sorghum, milo, wheat, rice and rye. Grain Production does not include any of the aforementioned crops with an intended use for forage.

Home and/or Community Development – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that involves improving and protecting the beauty of an area by using natural vegetation or commercial ornamental plants and/or modernizing the home for better health and comfort through installation or improvement of water and sanitary facilities, heating and air conditioning or labor saving devices. Also includes community development activities such as volunteerism, community development and community betterment activities.

Landscape Management – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes experiences of planting and maintaining plants and shrubs, landscaping and outdoor beautification, grounds keeping, sprinkler installations and improvement of recreational areas.

Nursery Operations – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that provides students with job-entry experience in areas such as turf, ornamental plants, vegetable starter plants, shrubs and/or tree production for the purpose of transplanting or propagation. This could include water garden plants if produced for sale.

Outdoor Recreation – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that develops outdoor recreational activities best suited to family use or as income-producing enterprises. These enterprises could include vacation cabins and cottages, camping and/or picnic areas, fishing, hunting, water sports (not including indoor lifeguard activities), winter sports, shooting preserves, guide services, riding stables, trail rides, vacation farms and guest ranches, natural scenic or historic areas, and rodeo events where the member does not own or manage animals.

Poultry Production – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market chickens, turkeys, domestic fowl such as ducks, geese and guinea, and their products.

Sheep Production – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market sheep, sheep products and wool.

Small Animal Production and Care – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market small pet animals such as rabbits, cats, dogs, mice, hedgehogs, guinea pigs, lizards, small birds (such as canaries, cockatiels,
cockatoos, parakeets, parrots, etc.), and programs that typically provide a service in
caring for the well-being of pets. Programs could include working at a pet shop, as a
groomer, as a dog trainer, providing pet sitting services, working at a kennel, or
preparing guide and assistance animals.

Specialty Animal Production – Entrepreneurship/Placement – Applies the best
management practices available to efficiently produce and market specialty animals
within the Agriculture industry. Students in the specialty animal production proficiency
area must demonstrate that they are producing and marketing specialty animals not
covered in any of the existing award categories. Specialty animals can include the
following: aquaculture, bees, mules, donkeys, bison, oxen, mink, worms, ostriches,
pigeons, emus, alpacas or llamas. Placement experiences could include roles as a zoo
worker or placement at any specialty animal facility. In their supervised work
experience, students must participate in hands-on activities including feeding,
inoculating, performing basic animal care, weighing, measuring, showing and possibly
marketing animals in an entrepreneurial or work placement environment.

Swine Production – Entrepreneurship – Student owns an enterprise that applies the
best management practices available to efficiently produce and market swine.

Specialty Crop Production – Entrepreneurship/Placement – Student owns the
enterprise, or works for a business that applies the best management practices
available to efficiently produce and market crops not covered in any of the existing
award categories such as: native prairie plants, sugar beets, dry edible beans, green
peanuts, gourds, tobacco, bittersweet (if not a greenhouse crop), specialty corns
(popcorn, white corn, Indian corn), all grass seed production, herbs and spices,
mushrooms, sugar cane, hops, sorghum cane, confectionary sunflowers, production of
crop seed or specific floriculture production.

Swine Production – Placement – Student works for an employer that applies the best
management practices available to efficiently produce and market swine.

Turf Grass Management – Entrepreneurship/Placement – Student owns the
enterprise, or works for a business that involves the planting and maintaining of turf for
outdoor beautification, providing a lawn mowing service; improving recreational areas,
sod produced for sale, and sport field or golf course management.

Vegetable Production – Entrepreneurship/Placement – Student owns the enterprise,
or works for a business that applies the best management practices available to
efficiently produce and market crops such as beans, potatoes, sweet potatoes, yams,
pumpkins, sweet corn, tomatoes, onions, zucchini, hot peppers, all canning vegetables
and all common garden vegetables.

Veterinary Science – Entrepreneurship/Placement – Student owns the enterprise, or
works for a business that includes working with veterinarians in clinical practice,
research facilities, colleges of veterinary medicine, animal health industry, or any other
environment in which they assist veterinarians in performing duties related to the health
of people and/or the health and welfare of large and small animals. This experience may include wage earning, entrepreneurial or exploratory activities not limited to hands-on care of animals, management of business aspects of a veterinary practice, or working on legislation or regulations relating to animals.

Wildlife Production and Management – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the improvement and the availability of fish and wildlife through practices such as land and water habitat improvement, development of new land and water habitat, trapping, or the stocking of fish and wild game. This proficiency includes activities conducted with the Fish & Wildlife departments, or Department of Natural Resources. The production of wild species for the stocking of ducks, geese, quail and pheasants are eligible if used as an income enterprise.
Firebaugh FFA Scholarships

If you wish to obtain a scholarship application they will be available through the counseling office. It is the student's responsibility to fill out the application and turn it in by the deadline.

Matthew Roussel Memorial
$250

This memorial scholarship is to honor an alumni FFA member who has passed away. This scholarship is awarded to an FFA member who has been active in the FFA. If you want to apply for this scholarship you must fill out the general FHS scholarship application form. Once the applications are turned in and the requirements are met, the high school scholarship committee will select a recipient.

California Women for Agriculture
$250

In order to obtain an application you must see your counselor or your agriculture teacher. The requirements for this scholarship consist of being an active in the FFA, as well as pursuing a career in agriculture.

Madera Agriculture Youth Association (MAYA)
$500

The MAYA scholarship is offered to high school students pursuing an agriculture career.

Eligibility Requirements:

4. A 2.5 cumulative grade point average.
5. Must be planning to enroll as a full time student with a minimum of 12 units.
6. Must be a resident of Madera County and an active FFA member of Chowchilla, Firebaugh, or Yosemite High Schools or a Madera County 4-H Club.

CALCOT
$1,000

The Calcot-Seitz is for students from Arizona or California who plan to or are attending a college that offers a four-year degree in Agriculture.

Requirements:

5. The student must be from a cotton producing area in CA or AZ.
6. The student must be enrolled as a full time student in a four-year college and have a major in the field of agriculture.
7. A general guideline will be a 3.0 grade point average for high school graduates and college students.
8. Applicants must also complete the entire application form along with having three recommendations from non-relatives.
Lara Family Memorial Scholarship
This scholarship is awarded to a female Ag student who meets the following requirements:

6. Student must provide a copy of the completed scholarship application to the Ag department chairperson by May 5th of the current school year (late applications & essays will not be considered).

7. A committee will review the applications and check for the following mandatory qualifications:
   a. All applicants must have a minimum 2.50 GPA to be considered for an award.
   b. All applicants must be majoring in an agriculturally related major when entering college.
   c. Three (3) confidential statements completed by high school teachers or administrators must be attached.
   d. All applications are confidential and become property to the Firebaugh High School Agriculture Department.

8. The student will receive $4,000.00. $1,000.00 will be given each year, for four years while enrolled in college.

9. Student can take any 2 semesters off without losing the remainder of the scholarship.

10. Money is disbursed as follows:
    i. First semester registration $250.00
    ii. First semester grades $250.00
    iii. Second semester registration $500.00
    iv. Total $1,000.00 (per year)
    v. Grand Total $4,000.00

Lara Family Memorial Scholarship Winners
   2005 – Stacey Norton
   2006 – Jessica Coursey
   2007 – Maricruz Silva
   2008 - Kayla Diedrich
   2012- Mayra Magallon
   2013- Stephanie Barrera
   2014-Natalynn Parker

Willoughby Houk Memorial Scholarship
This scholarship is awarded to a male Ag student who meets the following requirements:

6. Student must provide a copy of the completed scholarship application to the Ag department chairperson by May 5th of the current school year (late applications & essays will not be considered).

7. A committee will review the applications and check for the following mandatory qualifications:
   a. All applicants must have a minimum 2.50 GPA to be considered for an award.
   b. All applicants must be majoring in an agriculturally related major when entering college.
   c. Three (3) confidential statements completed by high school teachers or administrators must be attached.
   d. All applications are confidential and become property to the Firebaugh High School Agriculture Department.

8. The student will receive $4,000.00. $1,000.00 will be given each year, for four years while enrolled in college.

9. Student can take any 2 semesters off without losing the remainder of the scholarship.

10. Money is disbursed as follows:
    i. First semester registration $250.00
    ii. First semester grades $250.00
    iii. Second semester registration $500.00
    iv. Total $1,000.00 (per year)
    Grand Total $4,000.00

**Willoughby Houk Memorial Scholarship Winners**
2005 – Vincent Fitch
2006 – Juan Ruvalcaba
2007 – Steven Cardella
2012- Tate Parker
2013- Dani Knight
2014- Joshua Allen

**Monsanto Agriculture Scholarship**
The Monsanto Scholarship group annually awards 100 high school students with an interest in working towards a degree in Agriculture. The award amount is $1,500.00. To qualify one must come from an agriculture background, preferably from a farm family, and have an above average academic record. Also you must plan to enroll as a full time student at the college of your choice where you will be working towards an agriculture major

**California State FFA Scholarship Program**
Each year the California FFA association awards more than $1 million in scholarships to members. There are many types of scholarships to fit the many types of FFA members. Scholarships are given for a wide variety of experiences, career goals and higher education plans. Different awards may be used at colleges, universities and
post secondary agricultural programs. The scholarships are sponsored by numerous agricultural businesses through the state, and new scholarships are added every year.

**California Farm Bureau Federation**

The California Farm Bureau Scholarship Foundation was organized to give aid to students with a desire to pursue a career in the agricultural industry. The scholarships are awarded annually based upon academic achievement, career goals, extracurricular activities, determination, leadership skills, and a commitment to study agriculture. Each year, the Scholarship Foundation Board of Directors determines the award amounts depending on the funds available. In recent years, the range has been $1,800 to $5,000, for approximately 30 recipients each year.

**National FFA Collegiate Scholarship Program**

Each year the National FFA Organization awards more than $2 million in scholarships to members. There are many types of scholarships to fit the many types of FFA members. Scholarships are given for a wide variety of experiences, career goals and higher education plans. Different awards may be used at colleges, universities and post secondary agricultural programs. The scholarships are sponsored by numerous agricultural businesses through the National FFA Foundation, and new scholarships are added every year.

**National FFA Collegiate Scholarship Program Winners**

2005 – Tyler Britton

2013- Skotlynn Snyder
FFA Conferences

The Greenhand Conference

This leadership development conference is designed for freshman students. Participants are provided an overview of the opportunities in the FFA. They also become involved in goal setting activities. We take 9-18 students to this one conference. If you are a freshman, you will want to get one of the limited seats to attend this exciting activity.

The Made for Excellence Conference

This is designed for sophomore students and second in the Integrated Leadership Development Program. This conference builds on the Greenhand Conference. It continues with goal setting and helps to develop self-esteem and confidence. Unlike the Greenhand Conference, this is an overnight activity. The cost is about $100.

The Advanced Leadership Conference

This leadership development conference is designed for junior students and is the third in the Integrated Leadership Development Program. This activity builds on the two previous conferences. The focus is on the continued development of leadership skills and how to best use them for success. Like the Made for Excellence conference, this is an overnight activity. The cost is about $100.

The California State FFA Convention

The State FFA Convention is held each year at the Fresno Convention Center. At the state convention chapter delegates conduct the business of the state association. The Firebaugh FFA chapter selects their state-voting delegates through an application and essay process that occurs in December. All students must go through the chapter application and essay process; this includes students interested in applying for Committee Chairperson, State FFA Band, State FFA Choir and State FFA Talent. The chapter pays for the full cost of registration for the delegates. Members who are selected by the State for the State FFA Band, Choir and Talent will have half of their registration costs paid. The conference offers many leadership and personal development workshops as well as showcases the tremendous opportunities available to California State FFA members.
The Sacramento Leadership Conference

This is the final conference in the Integrated Leadership Development Program. This is without a doubt one of the best conferences that a student will have the opportunity to participate in. This conference is four days and three nights. Participants have the opportunity to discuss important agriculture issues with some of the most powerful and influential leaders of California. The conference includes an activity where students discuss an issue on the Senate Floor. Only forty students from the state of California are selected each year to participate in the Sacramento Leadership Experience.

The National FFA Convention

The National FFA Convention is held each year in Indianapolis, Indiana. This is a convention that each student should hope to one day attend. Our chapter sends the Top 10 Winner to the National FFA Convention each year. Additionally, every two years we plan a chapter trip to the National FFA Convention and Washington D.C. In addition to conducting the business of the National FFA, the convention includes some of the most motivational speakers, workshops and a career and a trade shows the size of 10 football fields.

The Washington Leadership Conference

Located in our nation’s capital, the Washington Leadership Conference is a five-day event that trains FFA members to make a positive impact in their school, local community, state and country. The conference focuses on the following five areas: Problem Solving, Relationship Building, Living with Character and Developing an Attitude of Serving Others. Student registration for the conference is $550. This includes lodging, meals and transportation, while at the conference.
FFA Degrees

Greenhand Degree

The Greenhand Degree is earned by first year FFA members, primarily freshmen. The Greenhand pin is made of bronze for its hardness and endurance, two qualities all members must have to be successful throughout their careers. Requirements to earn the Greenhand Degree are as follows:

- Enroll in an agricultural education program and have satisfactory plans for a Supervised Agricultural Experience (SAE).
- Learn and explain the FFA Creed, FFA Mission and Motto, and FFA salute.
- Describe and explain the meaning of the FFA emblem and FFA colors.
- Demonstrate an understanding of the FFA Code of Ethics and the proper use of the FFA jacket.
- Demonstrate an understanding of the history of the organization, the chapter constitution and bylaws and the chapter Program of Activities.
- Own or have access to the Official FFA Manual and the Official FFA Student Handbook.
- Submit a written application for the Greenhand FFA Degree.

Chapter Degree

The Chapter Degree is earned by second year FFA members, primarily sophomores. The Chapter Degree is made of silver and while it is a precious laurel there are much more precious degrees to earn.

To receive a Chapter FFA Degree, members must meet the following requirements:

- Received the Greenhand FFA Degree
- Satisfactorily completed 180 hours (or the equivalent) of systematic school instruction in agricultural education at or above the ninth grade level.
- Have an approved SAE in operation.
- Enrolled in an agriculture course
- Participated in the planning and implementation of at least three official FFA chapter activities.
- Earned and productively invested at least $150, or have worked at least 45 hours outside of scheduled class time, or a combination of the two, through their SAE.
- Have developed plans for continued growth and improvement of their SAE.
- Effectively lead a group discussion for 15 minutes.
- Demonstrated five parliamentary law procedures.
- Show progress toward achievement in FFA award programs.
- Have a satisfactory academic record.
- Submitted a written application for the Chapter FFA Degree
- Complete a minimum of 10 hours of community service activities

State Degree

The highest degree a state can bestow upon its members. The California State FFA Degree is earned by 1,700 students every year. The members earn the Golden Pin. To receive a State FFA Degree, members must meet the following requirements:

- Received a 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.
- Have completed at least 2 years (360 hours) of systematic school instruction in agricultural education at our above the ninth grade level, which includes an SAE.
- Have earned and productively invested at least $1,000, or have worked at least 300 hours outside of schedule class time through an SAE.
- Demonstrated leadership ability by performing 10 parliamentary law procedures, giving a six-minute speech on a topic relating to agriculture or FFA, and serving as an FFA officer, committee chairperson, or committee member.
- Have a satisfactory academic record, certified by the agriculture teacher and the school principal or superintendent.
- Participated in the planning and implementation of the chapter’s Program of Activities.
- Participated in at least five different FFA activities above the chapter level.
- Complete at least 25 hours of community service in a minimum of two different activities. All community service hours are cumulative, i.e. the 10 community service hours used to obtain the chapter degree can be used toward the state degree.
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<td>Aaron Mora</td>
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<td>Sierra Mora</td>
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</table>

S. Goeb Program Plan AGED 539
**Class of 2014 (cont.)**
Armando Paredes  
Jose Rivas  
Marcos Rojas  
Eduardo Rubio  
Holland Snyder  
Jennifer Vallejo

**Class of 2015**
Daniel Alvarez  
Isaac Bautista  
Liliana Berber  
Eddie Cardiel  
Aldo Cuahizo  
Jose Cuahizo  
Eric Chicas  
Cassidy Diedrich  
Teddi Diedrich  
Eric Duran  
Marcel Espinoza  
Jesus Garcia  
Allen Gutierrez  
Brayan Gutierrez  
Chelsea Guaydacion  
Gerardo Hernandez  
Juan Lara  
Austin La Salle  
Eli Ledford  
Ana Llamas  
Gilberto Mendoza  
Jason Melchor  
Manuel Mondragon  
Ivan Mendoza  
Damien Nunez  
Daniela Reyes  
Ole Rivera  
Alfredo Rodriguez  
Anastacia Rojas  
Aric Rodriguez  
Eric Rodriguez  
Danny Saucedo  
Yadira Valencia  
Jose Vilchis  
Nathaniel Vivanco  
Juan Zuniga
American Degree

The American FFA Degree is awarded to FFA members who have demonstrated the highest level of commitment to FFA and made significant accomplishments in their Supervised Agricultural Experiences (SAEs). Approximately 3,500 American FFA Degrees are handed out each year at the National FFA Convention. That number represents less than half of one percent of all FFA members, making it one of the organization’s highest honors. In addition to their degree, each recipient receives a gold American FFA Degree key.

FFA members who qualify for the American FFA Degree:

- Have received a Greenhand FFA Degree, Chapter FFA Degree and State FFA Degree.
- Have been FFA members for at least three years.
- Have completed at least three years (540 hours) of high school agriculture classes, or 2 years of high school agriculture classes and one year of college agriculture classes (360 hours.)
- Have graduated from high school one year prior to the National FFA Convention at which their degree will be awarded.
- Have maintained detailed SAE records, which demonstrate outstanding planning, managerial and financial skills.
- Have earned and productively invested at least $7,500, or have earned and productively invested at least $1,500 and worked 2,250 hours beyond scheduled school hours through their SAEs.
- Have a record of outstanding leadership skills.
- Have a record of participating in community service activities. Updated Community Service Requirements
- Have maintained a "C" grade average or better.
## American FFA Degree Recipients

<table>
<thead>
<tr>
<th>Class of 1988</th>
<th>Class of 1996</th>
<th>Class of 1999</th>
<th>Class of 2000</th>
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<tr>
<td>Teddi Snyder</td>
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<td>Jane Diedrich</td>
<td>Alberto Torres</td>
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<td>Dustin Snyder</td>
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<td>Paula Pafford</td>
<td>Jason Diedrich</td>
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<td></td>
<td></td>
<td>Jason Davis</td>
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<tr>
<td></td>
<td></td>
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<td>Bobby Peres</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Tom Phelen</td>
</tr>
<tr>
<td>Class of 2001</td>
<td>Class 2002</td>
<td>Class of 2003</td>
<td>Class of 2004</td>
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<td>Anthony Rodriguez</td>
<td>Joel Saldana</td>
<td>Tyler Britton</td>
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<tr>
<td>Patrick Ramirez</td>
<td>Brittany Fickett</td>
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<td>Luke Hicks</td>
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<td>Tracey Hansen</td>
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<td>Brian Wood</td>
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<tr>
<td>Jordan Fickett</td>
<td></td>
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<tr>
<td>Class of 2006</td>
<td>Class of 2008</td>
<td>Class of 2011</td>
<td>Class of 2012</td>
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<tr>
<td>Manauri Marquez</td>
<td>Brittany Wood</td>
<td>Quinton Parker</td>
<td>Alba Marquez</td>
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<td>Traci Robertson</td>
<td>Katelyn Hicks</td>
<td>Dillon Knight</td>
<td>Kimberly Celaya</td>
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<td>Katie Maiorino</td>
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<td>Amy Crockett</td>
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<tr>
<td>Class of 2013</td>
<td>Class of 2014</td>
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<tr>
<td>Yuriana Aguilar</td>
<td>Sydney Kyle</td>
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<td>Michael Diedrich</td>
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<td>Jordan Madrid</td>
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<td>Skotlynn Snyder</td>
<td>Alexis Ontiveros</td>
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<td></td>
<td>Alex Quinteros</td>
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</tbody>
</table>
FIREBAUGH FFA CONSTITUTION AND BY-LAWS

Article I. Name and Purposes

Section A. The name of this organization shall be the Firebaugh FFA Chapter. The letters "FFA" will be used to designate the chapter, its activities, and its members.

Section B. The purpose for which this chapter is formed is as follows:

1. To develop agricultural leadership skills among all members.
2. To develop a global awareness of agriculture.
3. To bestow confidence among agricultural student and the work.
4. To promote agriculture career opportunities through hands-on training.
5. To develop competencies in communication, human relations, and social abilities.
6. To build cooperative attitudes among agricultural students.
7. To encourage improvement in scholastics.
8. To provide organized recreational activities for agriculture students.

Article II. Organization

Section A. The Firebaugh FFA Chapter is a chartered local entity of the West Fresno - Madera Section of the California Association, made up of local members.

Section B. This chapter accepts in full the provision in the constitution and bylaws of the California Association of the FFA as well as those of the National FFA Organization.

Article III. Membership

Section A. Membership is limited to students enrolled in Agriculture Education at Firebaugh High School.

Section B. Membership of graduates is limited to students that were active members in high school.

Section C. The Firebaugh FFA is a 100% affiliated chapter with every student becoming a member of the FFA when they enroll in an agriculture class.
Section D. No student may participate in any FFA activities unless they are members in good standing with the FFA. In order to be in good standing with the FFA a student must owe no money to the FFA, and their name must not appear on the ineligible list.

Section E. The FFA advisors at their own discretion have the right to dismiss any members from the FFA organization at anytime with approval of the administration.

Section F. Membership in this chapter shall be of three kinds:

1. Active - Any student enrolled in an agriculture education program.
2. Alumni - Any person who has formerly been enrolled in an agriculture education program or in other ways interested in supporting the FFA.
3. Honorary - Any person who has helped to advance agriculture education and the FFA and who have rendered outstanding service may be elected to honorary membership.

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

Section H. Honorary membership in the chapter shall be limited to the Honorary FFA Degree.

Section I. There shall be four levels of active degree attainment in the Firebaugh FFA Chapter.

2. The Greenhand FFA Degree
   - All Greenhand Degree recipients are entitled to wear the regulation bronze emblem charm.
2. The Chapter FFA Degree
   - All members holding the Chapter FFA Degree are entitled to wear the silver emblem pin.
3. The State FFA Degree
   - All members holding the State FFA Degree are entitled to wear the regulation gold emblem charm.
4. The American FFA Degree
- All members holding the American FFA Degree are entitled to wear the regulation gold emblem key.

Section J. Greenhand FFA Degree. Minimum qualifications for election:

6. Be enrolled in agricultural education and have satisfactory plans for a Supervised Agricultural Experience Program.
7. Learn and explain the FFA Creed, Motto, and Salute.
8. Describe and explain the meaning of the FFA emblem and colors.
9. Demonstrate a knowledge of the FFA Code of Ethics and the proper use of the FFA jacket.
10. Demonstrate knowledge of history of the organization, chapter constitution and bylaws and the chapter Program of Activities.
7. Submit a written application for the Greenhand FFA Degree.

Section K. Chapter FFA Degree. Minimum qualifications for election:
5. Must have received the Greenhand FFA Degree.
6. Must be enrolled in their second year of agricultural education and have an approved Supervised Agricultural Experience Program.
7. Participate in planning and conducting of at least three official chapter functions.
8. Have earned at least $150.00 or worked at least 45 hours and have developed plans for the growth of their SOEP.
5. Have effectively led a group discussion for 15 minutes.
6. Have demonstrated five procedures of Procedure Law.
7. Show progress towards individual achievement in the FFA awards' programs.
8. Have a satisfactory scholastic record.
9. Submit a written application for the Chapter FFA Degree.

Section L. State FFA Degree. Minimum qualifications for election:
1. Qualifications for the State FFA Degree are those set forth in the Constitution of the National FFA Organization.

Section M. American FFA Degree. Minimum qualifications for election:
1. Qualifications for the American FFA Degree are those set forth in the Constitution of the National FFA Organization.

Section N. Special committees shall review the qualifications of members and
make recommendations to the chapter concerning degree advancement.

Article IV. Officers

Section A. The FFA offices for the Firebaugh FFA Chapter shall be as follows:

1.) President
2.) Vice President
3.) Secretary
4.) Treasurer
5.) Reporter
6.) Sentinel
7.) Historian

Section B. The Officers shall be elected or confirmed by a majority vote of the active members.

* The advisors and current chapter officers have the right to operate outside of the constitution for special circumstances not addressed.

Section C. The nominating committee shall be composed of the 12th grade chapter officers and the FFA advisors. Upon reviewing officer applications for chapter office, students will be slated as candidates on the ballot.

Section D. All officer vacancies, during the term of office, shall be filled by a majority vote of the chapter officers with the exception of the president. The Vice-President shall fill vacancy. The president shall nominate candidates for the committee’s consideration.

Section E. Officers Eligibility. Minimum qualifications to run for chapter office:

1. Must be academically eligible to run for a FFA office.
2. For offices of President and Vice President, the applicant must have already completed at least three years of Agriculture classes, and/or hold the Chapter FFA Degree.
3. Other offices require that they have completed a year of an Ag class, and hold the Greenhand Degree.
4. Must enroll in the agriculture leadership class.

Section F. Officer Probation due to academic ineligibility
Any officer who becomes academically ineligible during their term of office will be put on a one-time probationary four-week suspension. At the end of four weeks a grade check will be due to the advisors.

While officers are on probation they will not participate in any FFA affiliated activities. If the student meets grade requirements they will be immediately reinstated. If the officer remains academically ineligible they will be immediately removed from office.

* Grades will be based on quarter report cards
* Officer participation during the probationary period will be at the advisors discretion.

Article V. Impeachment of Officers
Section A. Immediate Impeachment.

The FFA advisors may at any time at their own discretion remove an officer who has repeatedly disregarded his/her duties by not fulfilling them to his/her best ability.

Article VI. Executive Committee
Section A. Executive Meetings shall be held as needed.
Section B. Standard meeting paraphernalia shall be used at each meeting. All special meetings shall open and close with the official ceremony. Parliamentary Procedure shall be used in transacting all business at each meeting.
Section C. Hats shall not be worn in the meeting room.
Section D. Poor conduct will result in that member being dismissed from the meeting room.
Section E. Delegates go through an application process headed by the Ag staff to be able to represent the chapter at the State Convention. Other delegates may be named as necessary in order to have proper representation at various other FFA meetings within the state.

Article VII. Dues
Section A. As long as Incentive Grant funds are available dues shall be paid for all members through that source.

Article VIII. Eligibility
Section A. Eligibility of members exhibiting at fairs and shows will be based on the advisors discretion.
Section B. Members must be academically eligible to participate above the chapter level.
Section C. See rules of article IV section G of the Firebaugh FFA Chapter.

Article IX. Amendments
Section A. To amend the constitution, a majority vote of the Executive Committee is required.

Article X. Ratification of the Constitution
Section A. This constitution shall become effective when passed by the executive committee and advisors.

Firebaugh FFA Chapter Former Presidents

<table>
<thead>
<tr>
<th>School Year</th>
<th>President</th>
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<tbody>
<tr>
<td>1982-1983</td>
<td>William Feliz</td>
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S. Goeb

Program Plan

AGED 539
<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
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<tbody>
<tr>
<td>1983-1984</td>
<td>Teddi Snyder</td>
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<tr>
<td>1984-1985</td>
<td>Sandy Applewhite</td>
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<td>1985-1986</td>
<td>Gina Diaz</td>
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<td>1986-1987</td>
<td>Shelly Nash</td>
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<tr>
<td>1987-1988</td>
<td>Johnny Neufield</td>
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<tr>
<td>1988-1989</td>
<td>Jared Banta</td>
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<td>1989-1990</td>
<td>Jared Banta</td>
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<td>1990-1991</td>
<td>Dustin Dillard</td>
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<td>1991-1992</td>
<td>Scott Kreighbaum</td>
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<td>1992-1993</td>
<td>Karina Franco</td>
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<td>1993-1994</td>
<td>Saul Fuentes</td>
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<td>1994-1995</td>
<td>Erin Miller</td>
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<td>1995-1996</td>
<td>David Ortega</td>
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<td>1996-1997</td>
<td>Shannon Norton</td>
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<td>1997-1998</td>
<td>Milagros Lujan</td>
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<td>Roberto Perez</td>
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<td>Jordan Fickett</td>
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<td>2000-2001</td>
<td>Anthony Rodriguez</td>
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<td>2001-2002</td>
<td>April Phelen</td>
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<td>2002-2003</td>
<td>Joel Saldana</td>
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<td>2003-2004</td>
<td>Katie Maiorino</td>
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<td>2004-2005</td>
<td>Traci Robertson</td>
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<td>2005-2006</td>
<td>Manuari Marquez</td>
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<td>Cheryl Hogue</td>
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<td>2007-2008</td>
<td>Katelyn Hicks</td>
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<td>Ricardo Lomas</td>
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<td>2009-2010</td>
<td>Michael Ortiz</td>
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<td>2011-2012</td>
<td>Yuriana Aguilar</td>
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<td>2012-2013</td>
<td>Stephanie Barrera</td>
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<td>2013-2014</td>
<td>Natalyn Parker</td>
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<tr>
<td>2014-2015</td>
<td>Loren Mumby</td>
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</tbody>
</table>

Firebaugh FFA Awards & Recognition
Proficiency Awards
The Agricultural Proficiency Awards honor FFA members who, through their SAEs, have developed specialized skills that they can apply toward their future careers. Students can compete for awards in 49 areas covering everything from Agricultural Communications to Wildlife Management.

Placement proficiency awards are given to those whose SAEs are related to employment, apprenticeships, or internships at an agribusiness or agriculture-related organization. Entrepreneurship proficiency awards are given to those whose SAEs are related to ownership of an agribusiness or agriculture-related organization. Proficiency awards are given out at the local, state and national levels.

### West Fresno-Madera Sectional Proficiency Winners

<table>
<thead>
<tr>
<th>Student</th>
<th>Proficiency Area</th>
<th>Year</th>
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<tbody>
<tr>
<td>Sal Fuentes</td>
<td>Cereal Grain Production</td>
<td>1993-1994</td>
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<td>Jesus Mendoza</td>
<td>Specialty Animal Production</td>
<td>1994-1995</td>
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<td>Josh Ross</td>
<td>Poultry Production</td>
<td>1994-1995</td>
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<tr>
<td>Jesus Fuentes</td>
<td>Forage Crop</td>
<td>1994-1995</td>
</tr>
<tr>
<td>Stacie Dabbs</td>
<td>Ag Communications</td>
<td>1996-1997</td>
</tr>
<tr>
<td>Jane Diedrich</td>
<td>Equine Science</td>
<td>1996-1997</td>
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<tr>
<td>Paula Pafford</td>
<td>Fiber Crop Production</td>
<td>1996-1997</td>
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<td>Nathan Thomas</td>
<td>Landscape Management</td>
<td>1996-1997</td>
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<tr>
<td>Pablo Vasquez</td>
<td>Soil and Water Management</td>
<td>1996-1997</td>
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<tr>
<td>Leticia Campa</td>
<td>Vegetable Production</td>
<td>1997-1998</td>
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<td>Jane Diedrich</td>
<td>Diversified Livestock Production</td>
<td>1997-1998</td>
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<tr>
<td>Jason Diedrich</td>
<td>Equine Science</td>
<td>1997-1998</td>
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<td>Bobby Hogue</td>
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<td>Tom Phelen</td>
<td>Soil and Water Management</td>
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<td>Alberto Torres</td>
<td>Diversified Crop Management</td>
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<td>Bobby Hogue</td>
<td>Oil Crop Management</td>
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<td>Tom Phelen</td>
<td>Soil and Water Management</td>
<td>1998-1999</td>
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<tr>
<td>Jason Diedrich</td>
<td>Diversified Crop Production</td>
<td>1998-1999</td>
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<tr>
<td>Anthony Rodriguez</td>
<td>Ag Mechanics Placement</td>
<td>2000-2001</td>
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<tr>
<td>Mathew Shuemake</td>
<td>Emerging Agriculture Technology</td>
<td>2000-2001</td>
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<tr>
<td>Clayton Best</td>
<td>Turf Grass Management</td>
<td>2002-2003</td>
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### West Fresno-Madera Sectional Proficiency Winners

<table>
<thead>
<tr>
<th>Student</th>
<th>Proficiency Area</th>
<th>Year</th>
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</thead>
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<tr>
<td>Michael Howard</td>
<td>Agriculture Sales and Service</td>
<td>2002-2003</td>
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<tr>
<td>Joel Saldana</td>
<td>Diversified Crop Production</td>
<td>2002-2003</td>
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<tr>
<td>Chris Miller</td>
<td>Beef Production</td>
<td>2002-2003</td>
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<tr>
<td>Chris Demmers</td>
<td>Landscape Management</td>
<td>2003-2004</td>
</tr>
<tr>
<td>Brian Wood</td>
<td>Agricultural Service</td>
<td>2003-2004</td>
</tr>
<tr>
<td>Marco Chavez</td>
<td>Agricultural Mechanics Repair &amp; Maintenance</td>
<td>2003-2004</td>
</tr>
</tbody>
</table>
Chris Demmers
  Luke Hicks
  Brian Wood
Garrett Blanchard
  Amy Crockett
  Cheryl Hogue
  Martha Marin
Adam Quinteros
Garrett Blanchard
Skottlyn Snyder
Ashley Cortez
Amanda Quinteros
  Martha Marin
  Quinton Parker
Dillon Knight
  Luis Linares
  Amy Crockett
Miryam Magallon
  Martha Marin
  Dillon Knight
  Dillon Knight
Skottlyn Snyder
  Jacob Phelen
  Jordan Madrid
Amber LaSalle
  Alba Marquez
Skottlyn Snyder
  Jason Allen
Alba Marquez
  Joshua Allen
Skottlyn Snyder
  Stephanie Barrera
Joshua Allen
  Jason Allen
  Marcos Rojas
Turf Management
  Forage Crop Production
  Agricultural Service
  Beef Production
  Sheep Production
  Swine Production
  Poultry Production
  Pomology Production
  Poultry Production
  Sheep Production
  Specialty Animal Production
  Swine Production
  Vegetable Production
  Diversified Crop Production
  Pomology Production
  Poultry Production
  Sheep Production
  Sheep Production
Specialty Animal Production
  Agricultural Services
  Pomology Production
  Sheep Production
  Swine Production
  Wildlife Production and Management
  Dairy Cattle Production
  Specialty Animals Entrepreneurship
  Sheep Production Entrepreneurship
  Grain Entrepreneurship
  Goat Production
  Grain Production Placement
  Sheep Production Entrepreneurship
  Poultry Production
  Grain Production Entrepreneurship
  Grain Production Placement
  Outdoor Recreation

West Fresno-Madera Sectional Proficiency Winners

<table>
<thead>
<tr>
<th>Student</th>
<th>Proficiency Area</th>
<th>School Year</th>
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<tbody>
<tr>
<td>Loren Mumby</td>
<td>Forage Production</td>
<td>2012-2013</td>
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<tr>
<td>Holland Snyder</td>
<td>Production</td>
<td>2012-2013</td>
</tr>
<tr>
<td>Amber La Salle</td>
<td>Dairy Production Placement</td>
<td>2012-2013</td>
</tr>
<tr>
<td>Jason Allen</td>
<td>Fiber Crop Production</td>
<td>2012-2013</td>
</tr>
<tr>
<td>Joshua Allen</td>
<td>Diversified Crop Production</td>
<td>2013-2014</td>
</tr>
<tr>
<td>Jason Allen</td>
<td>Fruit Production</td>
<td>2013-2014</td>
</tr>
</tbody>
</table>
Loren Mumby  Agricultural Services  2013-2014
Holland Snyder  Forage Production  2013-2014
Joshua Allen  Grain Production Placement  2013-2014
Jason Allen  Fiber & Oil Crop  2013-2014
Jenny Vallejo  Poultry Production  2013-2014
Holland Snyder  Sheep Production  2013-2014
Christopher Lopez  Diversified Horticulture  2013-2014
Holland Snyder  Sheep Production  2014-2015

San Joaquin Regional Proficiency Winners

<table>
<thead>
<tr>
<th>Student</th>
<th>Proficiency Area</th>
<th>School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sal Fuentes</td>
<td>Cereal Grain Production</td>
<td>1993-1994</td>
</tr>
<tr>
<td>Jesus Fuentes</td>
<td>Forage Crop</td>
<td>1994-1995</td>
</tr>
<tr>
<td>Jane Diedrich</td>
<td>Equine Science</td>
<td>1996-1997</td>
</tr>
<tr>
<td>Leticia Campa</td>
<td>Vegetable Production Placement</td>
<td>1997-1998</td>
</tr>
<tr>
<td>Bobby Hogue</td>
<td>Oil Crop Production Placement</td>
<td>1997-1998</td>
</tr>
<tr>
<td>Jason Diedrich</td>
<td>Diversified Animal Production</td>
<td>1998-1999</td>
</tr>
<tr>
<td>Garrett Blanchard</td>
<td>Beef Production</td>
<td>2006-2007</td>
</tr>
<tr>
<td>Cheryl Hogue</td>
<td>Swine Production</td>
<td>2006-2007</td>
</tr>
<tr>
<td>Martha Marin</td>
<td>Poultry Production</td>
<td>2006-2007</td>
</tr>
<tr>
<td>Garrett Blanchard</td>
<td>Beef Production</td>
<td>2007-2008</td>
</tr>
<tr>
<td>Skottlynn Snyder</td>
<td>Sheep Production</td>
<td>2008-2009</td>
</tr>
<tr>
<td>Jordan Madrid</td>
<td>Wildlife Production &amp; Management</td>
<td>2010-2011</td>
</tr>
<tr>
<td>Skottlynn Snyder</td>
<td>Sheep Production</td>
<td>2011-2012</td>
</tr>
<tr>
<td>Jason Allen</td>
<td>Grain Production Entrepreneurship</td>
<td>2011-2012</td>
</tr>
<tr>
<td>Stephanie Barrera</td>
<td>Poultry Production</td>
<td>2012-2013</td>
</tr>
<tr>
<td>Jason Allen</td>
<td>Grain Production Placement</td>
<td>2012-2013</td>
</tr>
<tr>
<td>Joshua Allen</td>
<td>Grain Production Entrepreneurship</td>
<td>2013-2014</td>
</tr>
<tr>
<td>Loren Mumby</td>
<td>Agricultural Services Placement</td>
<td>2013-2014</td>
</tr>
<tr>
<td>Holland Snyder</td>
<td>Sheep Production</td>
<td>2013-2014</td>
</tr>
<tr>
<td>Jason Allen</td>
<td>Fiber &amp; Oil Production</td>
<td>2013-2014</td>
</tr>
<tr>
<td>Marcos Rojas</td>
<td>Wildlife Production</td>
<td>2013-2014</td>
</tr>
<tr>
<td>Christopher Lopez</td>
<td>Diversified Horticulture</td>
<td>2013-2014</td>
</tr>
</tbody>
</table>

California State Proficiency Winners

<table>
<thead>
<tr>
<th>Student</th>
<th>Proficiency Area</th>
<th>School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sal Fuentes</td>
<td>Cereal Grain Production</td>
<td>1993-1994</td>
</tr>
<tr>
<td>Jane Diedrich</td>
<td>Equine Science</td>
<td>1996-1997</td>
</tr>
<tr>
<td>Jason Diedrich</td>
<td>Diversified Animal Production</td>
<td>1998-1999</td>
</tr>
<tr>
<td>Garrett Blanchard</td>
<td>Beef Production</td>
<td>2006-2007</td>
</tr>
<tr>
<td>Jordan Madrid</td>
<td>Wildlife Production &amp; Management</td>
<td>2010-2011</td>
</tr>
</tbody>
</table>

S. Goeb  Program Plan  AGED 539
Skottlyn Snyder  Sheep Production  2011-2012
Jason Allen*  Grain Production Entrepreneurship  2011-2012
Stephanie Barrera  Poultry Production  2012-2013
Joshua Allen  Grain Production Entrepreneurship  2012-2013
Jason Allen  Grain Production Placement  2012-2013
Jason Allen  Fiber & Oil Production  2013-2014
Joshua Allen  Diversified Crop Entrepreneurship  2013-2014
Christopher Lopez  Diversified Horticulture  2013-2014

National Proficiency Winners

<table>
<thead>
<tr>
<th>Student</th>
<th>Proficiency Area</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane Diedrich</td>
<td>Equine Science</td>
<td>1997</td>
</tr>
<tr>
<td>Jason Diedrich</td>
<td>Diversified Animal Production</td>
<td>1999</td>
</tr>
<tr>
<td>Jordan Madrid</td>
<td>Gold- Wildlife Entrepreneurship</td>
<td>2011</td>
</tr>
<tr>
<td>Skottlyn Snyder</td>
<td>Gold- Sheep Production</td>
<td>2012</td>
</tr>
<tr>
<td>Jason Allen</td>
<td>Grain Production Entrepreneurship</td>
<td>2012</td>
</tr>
<tr>
<td>Joshua Allen</td>
<td>Silver- Grain Production Entrepreneurship</td>
<td>2013</td>
</tr>
<tr>
<td>Jason Allen</td>
<td>Silver- Grain Production Placement</td>
<td>2013</td>
</tr>
<tr>
<td>Stephanie Barrera</td>
<td>Gold- Poultry Production</td>
<td>2013</td>
</tr>
</tbody>
</table>

State Awards

<table>
<thead>
<tr>
<th>Student</th>
<th>Award</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skottlyn Snyder</td>
<td>California National Star Farmer Candidate</td>
<td>2013</td>
</tr>
<tr>
<td>Joshua Allen</td>
<td>West Fresno Madera Star Farmer</td>
<td>2013</td>
</tr>
<tr>
<td></td>
<td>West Fresno Madera Star Placement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>San Joaquin Regional Star Farmer</td>
<td></td>
</tr>
<tr>
<td>Loren Mumby</td>
<td>West Fresno Madera Star Agri-Business</td>
<td>2014</td>
</tr>
<tr>
<td></td>
<td>San Joaquin Region Star Agri-Business</td>
<td></td>
</tr>
<tr>
<td></td>
<td>California State Star Agri- Business</td>
<td></td>
</tr>
<tr>
<td>Jason Allen</td>
<td>West Fresno Madera Star Placement</td>
<td>2014</td>
</tr>
<tr>
<td>Joshua Allen</td>
<td>West Fresno Madera Star Farmer</td>
<td>2014</td>
</tr>
<tr>
<td></td>
<td>San Joaquin Region Star Farmer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>California State Star Farmer</td>
<td></td>
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</tbody>
</table>
National Star Chapter Award

<table>
<thead>
<tr>
<th>School Year</th>
<th>Ranking</th>
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</thead>
<tbody>
<tr>
<td>2004</td>
<td>2 Star</td>
</tr>
<tr>
<td>2005</td>
<td>2 Star</td>
</tr>
<tr>
<td>2006</td>
<td>3 Star</td>
</tr>
<tr>
<td>2007</td>
<td>2 Star</td>
</tr>
<tr>
<td>2008</td>
<td>2 Star</td>
</tr>
<tr>
<td>2009</td>
<td>3 Star</td>
</tr>
<tr>
<td>2010</td>
<td>2 Star</td>
</tr>
<tr>
<td>2011</td>
<td>3 Star</td>
</tr>
<tr>
<td>2012</td>
<td>1 Star</td>
</tr>
</tbody>
</table>

California State Winning Judging Teams

**Computer Application Team - 2005**
- David Ortega
- Mishia Rodriguez
- Jason Zaro
- Coach: Gina Gravatt

**Best Informed Greenhand – 2002**
- Clay Best
- Melissa Cardiel - High Individual
- Vincent Fitch
- Stacey Norton
- Traci Robertson
- Coach: Sheryl Geist

**Computer Application Team - 2007**
- Noelle Catania
- Katelyn Hicks
- Cheryl Hogue
- Maricruz Silva - High Individual
- Coach: Heather Opfergelt

**Best Informed Greenhand – 2006**
- Julia Calderon
- Amy Crockett - High Individual
- Ricardo Lomas
- Martha Marin
- Mayela Reyes
- Coach: Elizabeth Ammon
Firebaugh FFA Community Service

The Firebaugh FFA Organization feels that community service isn't really a service at all. As community members, we feel it is our duty to step in and help when it is needed. Whether it is making sure community members have food at Thanksgiving or making sure children have a toy to open on Christmas morning, Firebaugh FFA is there and willing to help when the community needs it.

**Change Bandits**- Firebaugh FFA Leadership class joins up with Kiss Country in their annual change bandit drive. Students collect money and donate it to Valley Children's Hospital for children who lack funds to propel through their respective health problems.

**Ag. Awareness Day**- We host a day in which we recognize the importance of Agriculture to the preschoolers and elementary students within our community, so that we can get them involved with the chapter and create a lasting positive memory for them about agriculture.

**Bowl-A-Thon**- West Fresno Madera Sectional Bowl-A-Thon is an event that is meant to those individuals who help raise money for Children’s Hospital of Central California.

**FFA Food Drive**- We host a food drive during the Thanksgiving season, working with local churches to distribute the food to the needy in our community. We do this so that nobody in our community goes without having a proper holiday dinner.
**FFA Toy Drive** - We host a toy drive during the Christmas season, working with local churches to distribute the toys to the needy in our community. This ensures that children throughout ours and adjacent communities can experience the joy of Christmas.

**Coats for Kids** - Firebaugh FFA and a local radio station work together to bring coats and sweaters to needy children in our area during the winter season. So that no man, woman, or child will lack proper warmth throughout winter.

**Turkey Tickets** - Firebaugh FFA works with local churches to provide meals to families at Thanksgiving that otherwise would go without. The tickets sold are $.50 each and enters the individual into a drawing for a turkey. The winners will receive a turkey dinner. The money generated went to buying supplies for dinner baskets, that was then given to members of our community that suffer from hunger.

**Committee Structure**

There are four main committees: Finance, PR, Student/Chapter and Community Service. Each committee is developed and run by two chapter officers. At workday the officers come up with goals for their committee and a plan of action. The leadership class makes up the bulk of the committee members, but other members are welcome to join as well. While each committee is ran by the officers assigned to the committee, there are sub committees that are ran by leadership students for each task in that committee.
Goal: The finance committee's primary job is to think of and run the chapter's fundraisers and financial standing reports. They must meet and go over the chapter's expenses and income and plan out when and how the chapter will be fundraising. They are advised by the FFA adviser and one chapter officers.

Committee Officers: Yadira Aguilar

Sub-Committee Chair: Tony Choperena

Members: Tony Choperena, Vanessa Cervantes, Teddi Diedrich, Jason Allen, and Nader Yahiya

Events:
- Fall Drive Up Dinner
- Candy Sales
- Football Concession Stands
- FFA Apparel
- Field Trip Costs
- Car Smash
- Spring Drive Up Dinner
- Silent Auction
- Dinner Dance
- Chapter Shirts
- Budgeting
- Kiss the Pig

Objectives and Plans:

II. Encouraging thrift and good financial standing. This committee will present a monetary account balance and statement as well as spending recommendations for the upcoming monthly meeting.

IV. The annual budget will be created and presented at the first official FFA chapter meeting. A quorum must be presented in order to approve a budget as well as any expenditures throughout the year. Throughout the year we also encourage sound financial standing in all of our members' SAE projects.

V. Members will help organize countless fundraisers regardless of how important it is to the chapter throughout the year. Our chapter's large
monetary surplus over the past several years would not have been possible without this committee’s success.

Community Development Committee

Goal: They plan runs, food drives, clean up days, teacher appreciation day and any collection drives the chapter participates in. Publicize all chapter activities that are meant for the betterment of the local community. The committee will complete a monthly chapter newsletter that will announce any upcoming community service activities the chapter will be hosting. They are advised by the FFA adviser and two chapter officers

Committee Officers: Loren Mumby and Ysela Macias

Sub Committee Chair: Garrett Leyva

Members: Marcel Espinoza, Alexis Meraz, Eric Coronado, Eddie Cardiel, Garrett Leyva, Eli Ledford, Marco Hercules, and Courtney Diedrich

Events:

- Color Run
- Pennies for Patients
- Toy Drive
- Community Clean Up
- Night in Vegas

- Change Bandits
- Canned Food Drive
- Coat Drive
- Kids Day
- Beef Jerky Sales

Objectives and Plans:

The community development committee is in charge of all community service activities for the chapter.

IV. The Firebaugh FFA chapter realizes that there is a mutual dependency between the success of our chapter and our local community. To ensure that both parties prosper, our Community Development committee engages in a wide scope of activities that are meant for the amelioration of the community of Firebaugh.

V. The committee members are always looking to help children that are in need of financial support to regain their health. Change Bandits, Color Run, Pennies for Patients, and Kids Day are meant to raise money for children in our own and adjacent communities who struggling with health problems.
VI. Activities such as the Coat drive, Toy Drive, and the Canned food Drive are non-profit fundraisers that supply underprivileged people with coats, toys, and food for the holidays.

Student Development Committee

Goal: This committee spearheads our FFA chapter's drive to develop an emphasis on personal growth, encouraging members to be premier leaders, and for them to develop a successful career regardless of occupation. The student development committee wishes to ensure that the FFA makes a positive difference in the lives of students. This committee is advised by the advisor and two chapter officers.

Committee Officers: Austin La Salle and Eduardo Rubio

Sub Committee Chairs: Macros Rojas

Members: Tori Crevolin, Sabrina Aguilar, Emily Perez, Alex Cuen, Macros Rojas, Jennifer Vallejo, Desiree Mendoza, Holland Snyder

Events:

Greenhand Ice cream social
State Conference Promotional Event
National Convention Promotional Event

MFE& ALA Promotional Event
GLC Promotional Event
Agricultural Industry Tours

Objectives and Plans:

Inform the members of the endless opportunities that the FFA has to offer.

IV. Events put on by the Student Development Committee are designed to promote attendance of events such as GLC, MFE, and state conference to ensure our members develop premier leadership by garnering leadership qualities that are imperative to creating a leader.

V. In addition to refining leadership qualities this committee focuses heavily on personal growth. This is achieved by encouraging members to become more involved in the FFA and giving them the capabilities to be a fantastic asset to humanity in their future.

VI. This committee also conducts Agricultural Industry tours, so that the members can begin to grasp the full scope of this vital agricultural industry; giving the chapter the capabilities to arm our members with the ability to have a successful career.

Chapter Development Committee
Goal: The Chapter Development committee is in charge of chapter publicity, planning and organizing chapter activities, and informing prominent community members and school administration. They focus on putting together the chapter scrapbook, newsletter, newspaper articles, announcements and publicizing chapter activities. They are advised by the FFA advisor and two chapter officers.

Committee Officers: Gracy Martinez and Mayte Magallon

Sub Committee Chair: Alfredo Rodriguez

Members: Amanda Mc Bee, Lissette Greca, Dalton Stuhr, Alfredo Rodriguez

Events:
- Chapter Scrapbook
- Chapter Newsletter
- Newspaper Articles
- Activity Posters
- Classroom FFA Boards
- Board Presentations
- Teacher Appreciation
- Aggie of the Month

Objectives and Plans-

Conduct activities to assist in member leadership development and teamwork and to administer public relations activities to promote FFA in a positive light.

I. To ensure coordination between the FFA chapter and FFA members, school administration, prominent community leaders, and the local agricultural industry

II. Committee members will assist in both the selection of chapter delegates as well as the logistical planning of FFA state conference

III. Students will assist in planning the leadership development portion of the summer portion of the chapter officer retreat.

IV. Committee members will help elect community award receipts for the spring banquet.

V. Committee members will plan the spring ag awareness day for Hazel M. Bailey elementary school. Members will plan the fall drive up dinner, a major propellant of this chapter’s finances.

Point Award System

This year Firebaugh FFA officers and advisors agreed unanimously to bring back the Point Award System. Every two months members will be receiving point
forms in their Ag classes. The 20 highest scores at the end of the year will go to Magic Mountain on June 20th, 2014.

**STUDENT DEVELOPMENT**

B. **Leadership**

**Leadership in Chapter**

<table>
<thead>
<tr>
<th>#</th>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>XVI</td>
<td>Delegate to National Convention</td>
<td>15</td>
</tr>
<tr>
<td>XVII</td>
<td>Attend National Convention</td>
<td>10</td>
</tr>
<tr>
<td>XVIII</td>
<td>Delegate to State Convention</td>
<td>8</td>
</tr>
<tr>
<td>XIX</td>
<td>Committee Activity at State Convention</td>
<td>10</td>
</tr>
<tr>
<td>XX</td>
<td>Attend State Convention</td>
<td>6</td>
</tr>
<tr>
<td>XXI</td>
<td>Attend One Day State Convention</td>
<td>2</td>
</tr>
<tr>
<td>XXII</td>
<td>Delegate to Regional Meeting</td>
<td>5</td>
</tr>
<tr>
<td>XXIII</td>
<td>Greenhand Leadership Conference</td>
<td>5</td>
</tr>
<tr>
<td>XXIV</td>
<td>Made For Excellence/ Advanced Leadership Academy</td>
<td>7</td>
</tr>
<tr>
<td>XXV</td>
<td>Sacramento Leadership Experience</td>
<td>10</td>
</tr>
<tr>
<td>XXVI</td>
<td>Present at monthly meetings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(2 pts per meeting)</td>
<td></td>
</tr>
<tr>
<td>XXVII</td>
<td>Attend Sectional Activities</td>
<td>3</td>
</tr>
<tr>
<td>XXVIII</td>
<td>Attend Regional Meeting</td>
<td>4</td>
</tr>
<tr>
<td>XXIX</td>
<td>Aggie of the Month</td>
<td>5</td>
</tr>
<tr>
<td>XXX</td>
<td>Setting Up for Monthly Meeting</td>
<td>3</td>
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B. **Supervised Agricultural Experience**

**Fair Awards**

<table>
<thead>
<tr>
<th>#</th>
<th>Award</th>
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</tr>
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<tbody>
<tr>
<td>VI</td>
<td>First Place</td>
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</tr>
<tr>
<td>VII</td>
<td>Second Place</td>
<td>4</td>
</tr>
<tr>
<td>VIII</td>
<td>Third – Fifth Place</td>
<td>2</td>
</tr>
<tr>
<td>IX</td>
<td>Round Robin Participant</td>
<td>7</td>
</tr>
<tr>
<td>X</td>
<td>Round Robin Winner</td>
<td>9</td>
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**Proficiency**

<table>
<thead>
<tr>
<th>#</th>
<th>Activity</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>VII</td>
<td>Entrepreneurship SAE project (per project)</td>
<td>4</td>
</tr>
<tr>
<td>VIII</td>
<td>Placement SAE project (per project)</td>
<td>4</td>
</tr>
<tr>
<td>IX</td>
<td>Attend Record Book Night/Workshop</td>
<td>2</td>
</tr>
</tbody>
</table>
X. Star
   a. Sectional 6
   b. Regional 10
   c. State 15

XI. State Proficiency Award Finalist (Top 3) 9

XII. Proficiency Award Winner
   a. Sectional 5
   b. Regional 8
   c. State 13
   d. National 20

C. Career Development Events

II. Field Days
   a. Competed Team/Individual 3
   b. 2nd-5th place Team/Individual 5
   c. 1st Team/Individual 6

IV. State Finals
   a. Competed Team/Individual 7
   b. 6th-10th High Team/Individual 8
   c. 2nd-5th High Team/Individual 10
   d. 1st High Team/Individual 12

V. National 20

CHAPTER DEVELOPMENT

A. Recruitment

VII. Presentation to 8th grade 5

VIII. Greenhand Ice Cream Social 2

IX. Greenhand Degree Recipient 3

X. Chapter Degree Recipient 5

XI. State Degree Recipient 10

XII. American Degree Recipient 30

B. Financial

III. Fundraiser Participant (5pts per box)

IV. Ticket Sales (5pt=1ticket)

C. Public Relations
IV. Participation in FFA Week Activities (2pt each event)
V. Scrapbook Participation
VI. Attend Chapter Banquet

COMMUNITY DEVELOPMENT

A. Human Resources

V. Donation to Canned Food Drive (2pts for 5 cans)
VI. Donation to Toy and Coat Drive (1pt per toy)
VII. Ag Awareness Day
VIII. Kids Day

2014-2015 Star Greenhand Application

Name: ____________________________

3rd Quarter GPA: ________ Greenhand Office (if any): _______________________

List Agriculture Courses Currently Enrolled in:

________________________________________________________________________

S. Goeb Program Plan AGED 539
List Chapter Level Activities You Have Participated in:

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

List Sectional, Regional or State Activities You Have Participated in:

________________________________________

________________________________________

________________________________________

________________________________________

List your current SAE project/s, your future plans, and when you started:

2014-2015 Greenhand Officer Application

Name: __________________________________

Address: __________________________________

Telephone: ________________________________ Age: __________________

Office Applying For:

1st Choice: __________________________________

2nd Choice: __________________________________

3rd Choice: __________________________________

S. Goeb

Program Plan

AGED 539
Future FFA Plans:


Why do you want to be a Greenhand Officer?


What FFA contests and activities do you plan to participate in this school year?


What can you contribute to the FFA chapter if you were elected into office?


Please circle:

S. Goeb

Program Plan

AGED 539
I am willing to work at lunch and after school as necessary  Yes  No
I will be a responsible person and carry out all job duties  Yes  No
I will attend all activities required of me  Yes  No
I understand I will be moved from office if I fail to meet ALL of my duties  Yes  No
I will make FFA my priority  Yes  No

Applications Due by Tuesday, September 9, 2014

Group Interview Monday, September 15, 2014

Applicant Signature:  

Date signed:  

Chapter Officer Application

2014 – 2015 Firebaugh FFA Chapter Officer Application

General Information:

Name of Applicant:  

Year in School:  Year in FFA:  

Degree Currently Held:  

Office Applying for:

First Choice:  

Second Choice:  

Third Choice:  

Short Answer:

S. Goeb  Program Plan  AGED 539
6. Why do you desire to be a Chapter Officer?

7. Explain your SOE project with respect to type, size and potential growth. What are your future SOE project plans?

8. What are your future FFA plans

9. What have you contributed to the Firebaugh FFA Chapter during the past year?

10. What can you contribute to the Firebaugh FFA Chapter if you are elected to office?
List (One line explanations):

7. What is your community service involvement (FFA, church, school, etc.)?
   a. 
   b. 
   c. 

8. What FFA leadership activities have you been involved in (office positions, conferences, chairpersons, SAE, delegate, etc.)?
   a. 
   b. 
   c. 
   d. 
   e. 

9. What different FFA contests have you competed in (opening/closing, judging teams, speaking, banking, etc.)?
   a. 
   b. 
   c. 

10. What non-FFA activities are you involved in (ASB, sports, CSF, church, etc.)?
    a. 

S. Goeb Program Plan AGED 539
11. Grade Point Average: ______________________

12. Please Check:

a. I am willing to work at lunch and after school as necessary.
   ______________ Yes   ______________ No

b. I will make arrangement to attend an officer training during the summer.
   ______________ Yes   ______________ No

c. I will enroll in the Ag Leadership class next school year and remain in the
   class for the ENTIRE school year.
   ______________ Yes   ______________ No

d. I will maintain a 2.25 GPA throughout my term in office.
   ______________ Yes   ______________ No

e. I will be responsible and carry out all job duties.
   ______________ Yes   ______________ No

f. I will attend all activities required of me.
   ______________ Yes   ______________ No

g. I understand I will be removed from my office if I fail to meet all of my
   duties.
   ______________ Yes   ______________ No

Signature of Applicant: __________________________________________

Signature of Parent/Guardian: ____________________________________
2014 Star Chapter Farmer Application

Name: ____________________________________________

3rd Quarter GPA: __________

Chapter Office (if any): ____________________________

List agriculture courses currently enrolled in:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

List chapter level activities you have participated in:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
List Sectional, Regional or State activities you have participated in:

________________________________________

________________________________________

________________________________________

List Your Current SAE Project/s:

________________________________________

________________________________________

________________________________________

When Started:

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Future plans of growth:

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SAE description (in detail):

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2014 Outstanding Junior Application

Name: ____________________________________________

3rd Quarter GPA: ________

Chapter Office (if any): _____________________________

List agriculture courses currently enrolled in:

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List chapter level activities you have participated in:

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List Sectional, Regional or State activities you have participated in:

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List Your Current SAE Project/s:


When Started:


Future plans of growth:


SAE description (in detail):


2014 Outstanding Senior Application

Name: _____________________________

S. Goeb Program Plan AGED 539
3rd Quarter GPA: __________
Chapter Office (if any): __________________________
List agriculture courses currently enrolled in:

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List chapter level activities you have participated in:

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List Sectional, Regional or State activities you have participated in:

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List Your Current SAE Project/s:

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When Started:

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Future plans of growth:

SAE description (in detail):

MADE FOR EXCELLENCE & ADVANCED LEADERSHIP ACADEMY APPLICATION

MFE and ALA will take place on February 13-14 in Visalia (Students will be missing class on the 13th) MFE is a leadership conference designed specifically for second year students with ALA being for third and fourth year members. Students who are chosen to attend will need to pay half of the $100 registration fee with Firebaugh Agricultural Department paying the rest. Students attend the conference in a hotel and stay in a room with three other FFA members. Dinner on Friday and breakfast Saturday will be included. If the student, for any reason cannot attend the conference, he/she must reimburse, he/she must reimburse the Firebaugh Agricultural Department for the total cost of the conference.

Application DUE Friday, December 5, 2015

Name: ___________________________ Grade: _____ Years in Ag: ___

S. Goeb Program Plan AGED 539
Briefly describe SAE projects that you have done in the past, are currently doing, or plan to do in the future.

List the teams that you have participated on or plan to participate on.

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In 5 sentences or more tell why you would like to go to this conference.

2015 Firebaugh FFA State Convention Application

Applicant’s Name: ____________________________________________

Age: ___________________________ Grade: ___________________________

7. List all offices you have held in FFA: (Chapter, Section, Region)

8. List reasons why would like to attend the State FFA Convention.
9. Describe your leadership qualities which would be a benefit to our chapter.

10. Briefly explain your SAE.

11. List ten accomplishments or significant activities you have achieved as a member of the FFA:

12. Describe why you should be selected to serve as a delegate.

I have personally prepared this application and believe it to be true correct. I understand the responsibilities expected of me and I will do my best to comply with them if selected to attend the state convention.

S. Goeb

Program Plan

AGED 539
I understand the responsibilities expected of my son/daughter and I support their decision to attend the State FFA Convention.

(Signature of applicant)

(Signature of parent/guardian)

Chapter Roster

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K. School and/or Department Policies: student eligibility, leadership development, SAE integration

FIREBAUGH FFA CONSTITUTION AND BY-LAWS

Article I. Name and Purposes

Section A. The name of this organization shall be the Firebaugh FFA Chapter. The letters "FFA" will be used to designate the chapter, its activities, and its members.

Section B. The purpose for which this chapter is formed by is as follows:

1. To develop agricultural leadership skills among all members.

2. To develop a global awareness of agriculture.

3. To bestow confidence among agricultural student and the work.

4. To promote agriculture career opportunities through hands-on training.

5. To develop competencies in communication, human relations, and social abilities.

6. To build cooperative attitudes among agricultural students.

7. To encourage improvement in scholastics.

8. To provide organized recreational activities for agriculture students.

Article II. Organization
Section A. The Firebaugh FFA Chapter is a chartered local entity of the West Fresno-Madera Section of the California Association, made up of local members.

Section B. This chapter accepts in full the provision in the constitution and bylaws of the California Association of the FFA as well as those of the National FFA Organization.

Article III. Membership

Section A. Membership is limited to students enrolled in Agriculture Education at Firebaugh High School.

Section B. Membership of graduates is limited to students that were active members in high school.

Section C. The Firebaugh FFA is a 100% affiliated chapter with every student becoming a member of the FFA when they enroll in an agriculture class.

Section D. No student may participate in any FFA activities unless they are members in good standing with the FFA. In order to be in good standing with the FFA a student must owe no money to the FFA, and their name must not appear on the ineligible list.

Section E. The FFA advisors at their own discretion have the right to dismiss any members from the FFA organization at anytime with approval of the administration.
Section F. Membership in this chapter shall be of three kinds:

1. Active - Any student enrolled in an agriculture education program.

2. Alumni - Any person who has formerly been enrolled in an agriculture education program or in other ways interested in supporting the FFA.

3. Honorary - Any person who has helped to advance agriculture education and the FFA and who have rendered outstanding service may be elected to honorary membership.

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

Section H. Honorary membership in the chapter shall be limited to the Honorary FFA Degree.

Section I. There shall be four levels of active degree attainment in the Firebaugh FFA Chapter.

1. The Greenhand FFA Degree
   - All Greenhand Degree recipients are entitled to wear the regulation bronze emblem charm.

2. The Chapter FFA Degree
   - All members holding the Chapter FFA Degree are entitled to wear the silver emblem pin.

3. The State FFA Degree
   -
- All members holding the State FFA Degree are entitled to wear the regulation gold emblem charm.

4. The American FFA Degree

- All members holding the American FFA Degree are entitled to wear the regulation gold emblem key.

Section J. Greenhand FFA Degree. Minimum qualifications for election:

1. Be enrolled in agricultural education and have satisfactory plans for a Supervised Agricultural Experience Program.

2. Learn and explain the FFA Creed, Motto, and Salute.

3. Describe and explain the meaning of the FFA emblem and colors.

4. Demonstrate a knowledge of the FFA Code of Ethics and the proper use of the FFA jacket.

5. Demonstrate knowledge of history of the organization, chapter constitution and bylaws and the chapter Program of Activities.


7. Submit a written application for the Greenhand FFA Degree.

Section K. Chapter FFA Degree. Minimum qualifications for election:

1. Must have received the Greenhand FFA Degree.

2. Must be enrolled in their second year of agricultural education and have an approved Supervised Agricultural Experience Program.

3. Participate in planning and conducting of at least three official chapter functions.
4. Have earned at least $150.00 or worked at least 45 hours and have developed plans for the growth of their SOEP.

5. Have effectively led a group discussion for 15 minutes.

6. Have demonstrated five procedures of Procedure Law.

7. Show progress towards individual achievement in the FFA awards’ programs.

8. Have a satisfactory scholastic record.

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

Section L. State FFA Degree. Minimum qualifications for election:

1. Qualifications for the State FFA Degree are those set forth in the Constitution of the National FFA Organization.

Section M. American FFA Degree. Minimum qualifications for election:

1. Qualifications for the American FFA Degree are those set forth in the Constitution of the National FFA Organization.

Section N. Special committees shall review the qualifications of members and make recommendations to the chapter concerning degree advancement.

Article IV. Officers
Section A.  The FFA offices for the Firebaugh FFA Chapter shall be as follows:

1.) President  
2.) Vice President  
3.) Secretary  
4.) Treasurer  
5.) Reporter  
6.) Sentinel  
7.) Historian

Section B.  The Officers shall be elected or confirmed by a majority vote of the active members.

* The advisors and current chapter officers have the right to operate outside of the constitution for special circumstances not addressed.

Section C.  The nominating committee shall be composed of the 12th grade chapter officers and the FFA advisors. Upon reviewing officer applications for chapter office, students will be slated as candidates on the ballot.

Section D.  All officer vacancies, during the term of office, shall be filled by a majority vote of the chapter officers with the exception of the president. The Vice-President shall fill vacancy. The president shall nominate candidates for the committee’s consideration.

Section E.  Officers Eligibility. Minimum qualifications to run for chapter office:

1. Must be academically eligible to run for a FFA office.

2. For offices of President and Vice President, the applicant must have already completed at least three years of Agriculture classes, and/or hold the Chapter FFA Degree.

3. Other offices require that they have completed a year of an Ag class, and hold the Greenhand Degree.

4. Must enroll in the agriculture leadership class.

Section F.  Officer Probation due to academic ineligibility

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Any officer who becomes academically ineligible during their term of office will be put on a one-time probationary four-week suspension. At the end of four weeks a grade check will be due to the advisors.

While officers are on probation they will not participate in any FFA affiliated activities. If the student meets grade requirements they will be immediately reinstated. If the officer remains academically ineligible they will be immediately removed from office.

* Grades will be based on quarter report cards

* Officer participation during the probationary period will be at the advisors discretion.

Article V. Impeachment of Officers

Section A. Immediate Impeachment.

The FFA advisors may at any time at their own discretion remove an officer who has repeatedly disregarded his/her duties by not fulfilling them to his/her best ability.

Article VI. Executive Committee

Section A. Executive Meetings shall be held as needed.

Section B. Standard meeting paraphernalia shall be used at each meeting. All special meetings shall open and close with the official ceremony. Parliamentary Procedure shall be used in transacting all business at each meeting.

Section C. Hats shall not be worn in the meeting room.

Section D. Poor conduct will result in that member being dismissed from the meeting room.

Section E. Delegates go through an application process headed by the Ag staff to be able to represent the chapter at the State Convention.

Other delegates may be named as necessary in order to have proper representation at various other FFA meetings within the state.
Article VII. Dues

Section A. As long as Incentive Grant funds are available dues shall be paid for all members through that source.

Article VIII. Eligibility

Section A. Eligibility of members exhibiting at fairs and shows will be based on the advisors discretion.

Section B. Members must be academically eligible to participate above the chapter level.

Section C. See rules of article IV section G of the Firebaugh FFA Chapter.

Article IX. Amendments

Section A. To amend the constitution, a majority vote of the Executive Committee is required.

Article X. Ratification of the Constitution

Section A. This constitution shall become effective when passed by the executive committee and advisors.
L. Proficiency Standards for program Completer

Agriculture and Natural Resources Industry Sector Career Pathways

- Agricultural Business
- Agricultural Mechanics
- Agriscience
- Animal Science
- Forestry and Natural Resources
- Ornamental Horticulture
- Plant and Soil Science

AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

Agriculture and Natural Resources Industry Sector

The Agriculture and Natural Resources sector is designed to provide a foundation in agriculture for all agriculture students in California. Students engage in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and skill preparation in seven pathways. The pathways emphasize real-world, occupationally relevant experiences of significant scope and depth in Agricultural Business, Agricultural Mechanics, Agriscience, Animal Science, Forestry and Natural Resources, Ornamental Horticulture, and Plant and Soil Science. Integral components of classroom and laboratory instruction, supervised agricultural experience projects, and leadership and interpersonal skills development prepare students for continued training, advanced educational opportunities, or entry to a career.

FOUNDATION STANDARDS

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1.0 Academics

Students understand the academic content required for entry into postsecondary education and employment in the Agriculture and Natural Resources sector.

(The standards listed below retain in parentheses the numbering as specified in the mathematics, science, and history-social science content standards adopted by the State Board of Education.)

1.1 Mathematics

Specific applications of Algebra I standards (grades eight through twelve):

(10.0) Students add, subtract, multiply, and divide monomials and polynomials.

Students solve multistep problems, including word problems, by using these techniques.

(12.0) Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.

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Foundation Standards

(13.0) Students add, subtract, multiply, and divide rational expressions and functions.

Students solve both computationally and conceptually challenging problems by using these techniques.

(15.0) Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

Specific applications of Geometry standards (grades eight through twelve):

(8.0) Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.

(10.0) Students compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids.

(11.0) Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.

(12.0) Students find and use measures of sides and of interior and exterior angles of...
triangles and polygons to classify figures and solve problems.

Specific applications of Probability and Statistics standards (grades eight through twelve):

(8.0) Students organize and describe distributions of data by using a number of different methods, including frequency tables, histograms, standard line and bar graphs, stem-and-leaf displays, scatterplots, and box-and-whisker plots.

1.2 Science

Specific applications of Investigation and Experimentation standards (grades nine through twelve):

(1.a) Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.

(1.c) Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.

(1.d) Formulate explanations by using logic and evidence.

(1.f) Distinguish between hypothesis and theory as scientific terms.

(1.j) Recognize the issues of statistical variability and the need for controlled tests.

(1.l) Analyze situations and solve problems that require combining and applying concepts from more than one area of science.

(1.m) Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

1.3 History–Social Science

Specific applications of Principles of Economics standards (grade twelve):

(12.2) Students analyze the elements of America’s market economy in a global setting.
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(12.2.2) Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.

(12.2.3) Explain the roles of property rights, competition, and profit in a market economy.

(12.2.5) Understand the process by which competition among buyers and sellers determines a market price.

(12.2.6) Describe the effect of price controls on buyers and sellers.

(12.2.7) Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.

(12.2.10) Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.

(12.4) Students analyze the elements of the U.S. labor market in a global setting.

(12.4.3) Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.

2.0 Communications

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.

(The standards listed below retain in parentheses the numbering as specified in the English-language arts content standards adopted by the State Board of Education.)

2.1 Reading

Specific applications of Reading Comprehension standards (grades nine and ten):

(2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve
their purposes.

2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

2.3 Generate relevant questions about readings on issues that can be researched.

2.6 Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).

2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

2.8 Evaluate the credibility of an author’s argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

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Foundation Standards

Specific applications of Reading Comprehension standards (grades eleven and twelve):

2.1 Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.

2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

2.4 Make warranted and reasonable assertions about the author’s arguments by using elements of the text to defend and clarify interpretations.

2.2 Writing

Specific applications of Writing Strategies and Applications standards (grades nine and ten):
(1.1) Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

(1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

(1.3) Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.

(1.5) Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).

(2.3) Write expository compositions, including analytical essays and research reports:
a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
b. Convey information and ideas from primary and secondary sources accurately and coherently.
c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
f. Use technical terms and notations accurately.

(2.5) Write business letters:
a. Provide clear and purposeful information and address the intended audience appropriately.
b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.

c. Highlight central ideas or images.

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d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents’ readability and impact.

(2.6) Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):

a. Report information and convey ideas logically and correctly.

b. Offer detailed and accurate specifications.

c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).

d. Anticipate readers’ problems, mistakes, and misunderstandings.

Specific applications of Writing Strategies and Applications standards (grades eleven and twelve):

(1.3) Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

(1.6) Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

(1.7) Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).

(1.8) Integrate databases, graphics, and spreadsheets into word-processed documents.

(2.5) Write job applications and résumés:

a. Provide clear and purposeful information and address the intended audience appropriately.
b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.

c. Modify the tone to fit the purpose and audience.

d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

(2.6) Deliver multimedia presentations:

a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).

b. Select an appropriate medium for each element of the presentation.

c. Use the selected media skillfully, editing appropriately and monitoring for quality.

d. Test the audience’s response and revise the presentation accordingly.

2.3 Written and Oral English Language Conventions

Specific applications of English Language Conventions standards (grades eleven and twelve):

(1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.

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(1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.

(1.3) Reflect appropriate manuscript requirements in writing.

2.4 Listening and Speaking

Specific applications of Listening and Speaking Strategies and Applications standards (grades nine and ten):
(1.1) Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.

(1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.

(2.2) Deliver expository presentations:

a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.

b. Convey information and ideas from primary and secondary sources accurately and coherently.

c. Make distinctions between the relative value and significance of specific data, facts, and ideas.

d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.

e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.

f. Use technical terms and notations accurately.

(2.3) Apply appropriate interviewing techniques:

a. Prepare and ask relevant questions.

b. Make notes of responses.

c. Use language that conveys maturity, sensitivity, and respect.

d. Respond correctly and effectively to questions.

e. Demonstrate knowledge of the subject or organization.

f. Compile and report responses.

g. Evaluate the effectiveness of the interview.

Specific applications of Listening and Speaking Strategies and Applications standards (grades eleven and twelve):

(1.8) Use effective and interesting language, including:

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a. Informal expressions for effect
b. Standard American English for clarity
c. Technical language for specificity

(1.14) Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles’ radio broadcast “War of the Worlds”).

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(2.4) Deliver multimedia presentations:

a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.

b. Select an appropriate medium for each element of the presentation.

c. Use the selected media skillfully, editing appropriately and monitoring for quality.

d. Test the audience’s response and revise the presentation accordingly

3.0 Career Planning and Management

Students understand how to make effective decisions, use career information, and manage personal career plans:

3.1 Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers.

3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.

3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.

3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.

3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.

4.0 Technology

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.

4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.

4.3 Understand the influence of current and emerging technology on selected segments of the economy.

4.4 Understand geographic information systems (G.I.S.).

4.5 Determine the validity of the content and evaluate the authenticity, reliability, and bias of electronic and other resources.

4.6 Differentiate among, select, and apply appropriate tools and technology.

5.0 Problem Solving and Critical Thinking

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:

5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related
issues and tasks.

5.2 Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.

5.3 Use critical thinking skills to make informed decisions and solve problems.

6.0 Health and Safety

Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:

6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers’ and employees’ responsibilities.

6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.

6.3 Understand how to locate important information on a material safety data sheet.

6.4 Maintain safe and healthful working conditions.

6.5 Use tools and machines safely and appropriately.

6.6 Know how to both prevent and respond to accidents in the agricultural industry.
7.0 Responsibility and Flexibility

Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.

7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.

7.3 Understand the need to adapt to varied roles and responsibilities.

7.4 Understand that individual actions can affect the larger community.

7.5 Understand the importance of time management to fulfill responsibilities.

7.6 Know how to apply high-quality craftsmanship to a product or presentation and continually refine and perfect it.

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8.0 Ethics and Legal Responsibilities

Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

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8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.

8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.

8.3 Understand the role of personal integrity and ethical behavior in the workplace.

8.4 Understand how to access, analyze, and implement quality assurance information.

9.0 Leadership and Teamwork

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.

9.2 Understand the ways in which preprofessional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.

9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.

9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.

9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

9.6 Understand leadership, cooperation, collaboration, and effective decision-making skills applied in group or team activities, including the student organization.

10.0 Technical Knowledge and Skills

Students understand the essential knowledge and skills common to all pathways in the Agriculture and Natural Resources sector:

10.1 Understand the aims, purposes, history, and structure of the FFA student organization,
and know the opportunities it makes available.

10.2 Manage and actively engage in a career-related, supervised agricultural experience.

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Foundation Standards

10.3 Understand the importance of maintaining and completing the California Agricultural Record Book.

10.4 Maintain and troubleshoot equipment used in the agricultural industry.

11.0 Demonstration and Application

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

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AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

PATHWAY STANDARDS

A. Agricultural Business Pathway

In the Agricultural Business Pathway, students learn about agricultural business operation and management. Topics include accounting, finance, economics, business organization, marketing, and sales.

A1.0 Students understand decision-making processes within the American free enterprise system:

A1.1 Differentiate among the components of the American free enterprise system and other forms of economic systems.

A1.2 Distinguish among the main characteristics of individual proprietorships, partnerships, corporations, and cooperatives.

A1.3 Understand the advantages and disadvantages of the four types of business ownership.

A1.4 Analyze appropriate decision-making tools and financial records to make key
management decisions.

A1.5 Analyze physical production relationships to determine optimum use levels.

A1.6 Understand how to calculate the fixed and variable costs associated with the production of agricultural products and determine the output level that will yield maximum profit.

A2.0 Students understand the fundamental economic principles of agribusiness and agricultural production:

A2.1 Understand how basic economic factors affect agricultural production and agribusiness management decisions.

A2.2 Know basic agricultural economic terminology.

A2.3 Understand the law of supply and demand as it effects price determination.

A2.4 Analyze how agriculture uses scarce resources to meet the needs and demands of its consumers.

A2.5 Differentiate between elastic and inelastic supply and demand.

A2.6 Understand the law of diminishing returns and its impact on agricultural production.

A3.0 Students understand the role of credit in agribusiness and agricultural production:

A3.1 Analyze the factors that determine the cost of credit in order to select optimum credit sources (e.g., the advantages and disadvantages of borrowing from the various types of credit providers and sources for short-, intermediate-, and longterm credit).

A3.2 Know the criteria lenders use to evaluate repayment capacity.

A3.3 Analyze balance sheets and cash-flow statements to determine the ability to repay loans.

Agricultural Business Pathway

A4.0 Students understand proper accounting principles and procedures used in business
management and tax planning:

A4.1 Understand the differences between cash and accrual accounting systems.

A4.2 Understand the use and importance of budgets, income statements, balance sheets, and financial statements.

A4.3 Understand the basis of taxation within the tax system and its impact on the economy, including the role of taxes in agribusiness.

A4.4 Analyze the role of depreciation and purchasing in tax planning and liability.

A4.5 Understand how to determine property values and how to complete a depreciation schedule.

A4.6 Understand how to determine the tax obligations for an agribusiness.

A5.0 Students understand basic risk management principles and their impact on economic viability:

A5.1 Understand environmental responsibility and its impact on agribusiness.

A5.2 Understand the concept of liability and the economic impact of being held liable.
A5.3 Understand the concept and process of risk management, including the use of risk management tools such as insurance.

A5.4 Understand how recordkeeping, farm plans, and an analysis of best practices affect risk management decisions.

A5.5 Understand the role of contingency plans in risk management.

A6.0 Students understand the role and value of agricultural organizations:

A6.1 Understand the benefits of private, public, and governmental organizations, including the value and impact of cooperatives.

A6.2 Understand how participation within organizations would be beneficial in supporting various agricultural operations.

A6.3 Understand how to identify and electronically access public and private agricultural organizations.

A7.0 Students understand agricultural marketing systems:

A7.1 Understand how marketing functions in a free market society.
A7.2 Understand the advantages and disadvantages of the various marketing options for agricultural products and services.

A7.3 Understand how the law of comparative advantage affects agricultural production.

A7.4 Understand the impact of advertising and promotion on the marketing of agricultural products and services.

A7.5 Understand how promotion trends for agricultural products influence individuals.

A7.6 Understand how to develop a marketing plan for an agricultural product or service.

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A8.0 Students understand the sales of agricultural products and services;

A8.1 Determine the most effective methods for assessing customer needs and wants.

A8.2 Understand the stages in making a successful sale and the various techniques used to approach potential customers and overcome their objections.

A8.3 Examine the physiological and psychological factors that influence motivation to

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purchase, including the fundamental steps in making a purchase.

A9.0 Students understand local, national, and international agricultural markets and how trade affects the economy:

A9.1 Understand how the importance of agricultural imports and exports affects state and national economies.

A9.2 Know how governmental, economic, and cultural factors affect international trade.

A9.3 Compare and contrast United States trade policies with those of other important trading partners.

A9.4 Understand how biotechnology affects trade and global economies.

A9.5 Understand how different cultural values affect agricultural production and marketing.

A9.6 Understand how negotiations and bargaining agreements affect trade agreements.
A9.7 Analyze agricultural marketing strategies in other parts of the world.

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Agricultural Mechanics Pathway

B. Agricultural Mechanics Pathway

The Agricultural Mechanics Pathway prepares students for careers related to the construction, operation, and maintenance of equipment used by the agriculture industry.

Basic agricultural mechanics skills and safety, standards B1.0 through B8.0, cover woodworking, electrical systems, plumbing, cold metal work, concrete, and welding technology.

Advanced topics, standards B9.0 through B12.0, deal with metal fabrication, small engines, agriculture power and technology, and agriculture construction.

B1.0 Students understand personal and group safety:

B1.1 Practice the rules for personal and group safety while working in an agricultural mechanics environment.

B1.2 Know the relationship between accepted shop management procedures and a safe working environment.

B1.3 Know how to safely secure loads on a variety of vehicles.

B2.0 Students understand the principles of basic woodworking:

B2.1 Know how to identify common wood products, lumber types, and sizes.

B2.2 Know how to calculate board feet, lumber volume, and square feet.

B2.3 Know how to identify, select, and implement basic fastening systems.

B2.4 Complete a woodworking project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, shaping, joining, and finishing.

B3.0 Students understand the basic electricity principles and wiring practices commonly used in agriculture:

B3.1 Understand the relationship between voltage, amperage, resistance, and power
in single-phase alternating current (AC) circuits.

B3.2 Know how to use proper electrical test equipment for AC and direct current (DC).

B3.3 Analyze and correct basic circuit problems (e.g., open circuits, short circuits, incorrect grounding).

B3.4 Understand proper basic electrical circuit and wiring techniques with nonmetallic cable and conduit as defined by the National Electric Code.

B3.5 Interpret basic agricultural electrical plans.

B4.0 Students understand plumbing system practices commonly used in agriculture:

B4.1 Know basic plumbing fitting skills with a variety of materials, such as copper, PVC (polyvinyl chloride), steel, polyethylene, and ABS (acrylonitrile butadiene styrene).

B4.2 Understand the environmental influences on plumbing system choices (e.g., filter systems, water disposal).

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B4.3 Know how various plumbing and irrigation systems are used in agriculture.

B4.4 Complete a plumbing project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, joining, and testing.

B5.0 Students understand agricultural cold metal processes:

B5.1 Know how to identify common metals, sizes, and shapes.

B5.2 Know basic tool-fitting skills.
B5.3 Know layout skills.

B5.4 Know basic cold metal processes (e.g., shearing, cutting, drilling, threading, bending.).

B5.5 Complete a cold metal project, including interpreting a plan, developing a bill of materials, selecting materials, shaping, fastening, and finishing.

B6.0 Students understand concrete and masonry practices commonly used in agriculture:

B6.1 Understand how to accurately calculate volume, materials needed, and project costs for a concrete or masonry project.

B6.2 Know proper bed preparation, concrete forms layout, and construction.

B6.3 Complete a concrete or masonry project, including developing a bill of materials, assembling, mixing, placing, and finishing.

B7.0 Students understand oxy-fuel cutting and welding:

B7.1 Understand the role of heat and oxidation in the cutting process.
B7.2 Know how to properly set up, adjust, shut down, and maintain an oxy-fuel system.

B7.3 Know how to flame-cut metal with an oxy-fuel cutting torch.

B7.4 Know how to fusion-weld mild steel with and without filler rod by using oxy-fuel equipment.

B7.5 Know basic repair skills using a variety of techniques, such as brazing or hard surfacing.

B8.0 Students understand electric arc welding processes:

B8.1 Know how to select, properly adjust, safely employ, and maintain appropriate welding equipment (e.g., gas metal arc welding, shielded metal arc welding, gas tungsten arc welding).

B8.2 Apply gas metal arc welding, shielded metal arc welding, or flux core arc welding processes to fusion-weld mild steel with appropriate welding electrodes and related equipment.
B8.3 Weld a variety of joints in various positions.

B8.4 Know how to read welding symbols and plans, select electrodes, fit-up joints, and control heat and distortion.

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Agricultural Mechanics Pathway

B9.0 Students understand advanced metallurgy principles and fabrication techniques:

B9.1 Understand metallurgy principles, including distortion, hardening, tempering, and annealing.

B9.2 Operate and maintain various arc welding and cutting systems safely and appropriately.

B9.3 Operate and maintain fabrication tools and equipment safely and appropriately.

B9.4 Understand how to design project plans by using mechanical drawing techniques.

B9.5 Understand how to finish a metal project by implementing proper sequencing.

B9.6 Know how to manipulate and finish metal by using a variety of machines and techniques (e.g., lathe, mill, CNC plasma, shears, press break).

B9.7 Construct a welding project (using any electric welding process, appropriate
products, joints, and positions), including interpreting a plan, developing a bill of materials, selecting materials, and developing a clear and concise fabrication contract.

B10.0 Students understand small and compact engines:

B10.1 Understand engine theory for both two- and four-stroke cycle engines.

B10.2 Know different types of small engines and their applications.

B10.3 Know small engine parts and explain the various systems (e.g., fuel, ignition, compression, cooling, lubrication systems).

B10.4 Know how to troubleshoot and solve problems with small engines.

B10.5 Know how to disassemble, inspect, adjust, and reassemble a small engine.

B10.6 Know how to look up parts, apply repair and maintenance recommendations from a repair manual, and complete appropriate forms, including work orders.

B11.0 Students understand the principles and applications of various engines and machinery used in agriculture:
B11.1 Understand how to identify common agricultural machinery.

B11.2 Operate and maintain equipment safely and efficiently.

B11.3 Know the various types of engines found on agricultural machinery and understand the theory and safe operation of their systems (e.g., cooling, electrical, fuel).

B11.4 Know the theory and operation of mobile hydraulic systems and power take-off systems.

B11.5 Troubleshoot common problems with engines and agricultural equipment.

B11.6 Understand the theory and operation of 12-volt DC electronic and electrical systems (e.g., circuit design, starting, charging, and safety circuits).

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AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

B12.0 Students understand land measurement and construction techniques commonly used in agriculture:

B12.1 Understand common surveying techniques used in agriculture (e.g., leveling, land measurement, building layout).
B12.2  Know how to draw and interpret architectural plans.

B12.3  Know how to install single- and three-phase wiring and control systems found in agricultural structures, pumps, and irrigation systems.

B12.4  Install plumbing in agricultural structures (e.g., potable water, sewer, irrigation).

B12.5  Form, place, and finish concrete or masonry (e.g., concrete block).

B12.6  Understand how to construct agricultural structures by using wood framing and steel framing systems (e.g., barns, shops, greenhouses, animal structures).

B12.7  Develop clear and concise agricultural construction contracts.

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Agriscience Pathway

C. Agriscience Pathway

The Agriscience Pathway helps students acquire a broad understanding of a variety of agricultural areas, develop an awareness of the many career opportunities in agriculture, participate in occupationally relevant experiences, and work cooperatively with a group to develop and expand leadership abilities. Students study California agriculture, agricultural business, agricultural technologies, natural resources, and animal, plant, and soil sciences.

C1.0  Students understand the role of agriculture in the California economy:
C1.1 Understand the history of the agricultural industry in California.

C1.2 Understand how California agriculture affects the quality of life.

C1.3 Understand the interrelationship of California agriculture and society at the local, state, national, and international levels.

C1.4 Understand the economic impact of leading California agricultural commodities.

C1.5 Understand the economic impact of major natural resources in California.

C1.6 Know the economic importance of major agricultural exports and imports.

C2.0 Students understand the interrelationship between agriculture and the environment:

C2.1 Understand important agricultural environmental impacts on soil, water, and air.

C2.2 Understand current agricultural environmental challenges.

C2.3 Understand how natural resources are used in agriculture.

C2.4 Compare and contrast practices for conserving renewable and nonrenewable resources.

C2.5 Understand how new energy sources are developed from agricultural products.
(e.g., gas-cogeneration and ethanol).

C3.0 Students understand the effects of technology on agriculture:

C3.1 Understand how an agricultural commodity moves from producer to consumer.

C3.2 Understand how technology influences factors such as labor, efficiency, diversity, availability, mechanization, communication, and so forth.

C3.3 Understand public concern for technological advancements in agriculture, such as genetically modified organisms.

C3.4 Understand the laws and regulations concerning biotechnology.

C4.0 Students understand the importance of animals, the domestication of animals, and the role of animals in modern society:

C4.1 Understand the evolution and roles of domesticated animals in society.

C4.2 Know the differences between domestication and natural selection.

C4.3 Understand the modern-day uses of animals and animal by-products.
AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

C4.4 Understand various points of view regarding the use of animals.

C4.5 Understand unique and alternative uses of animals (e.g., Handi-Riders and companion animals).

C5.0 Students understand the cell structure and function of plants and animals:

C5.1 Understand the purpose and anatomy of cells.

C5.2 Know how cell parts function.

C5.3 Understand various cell actions, such as osmosis and cell division.

C5.4 Understand how plant and animal cells are alike and different.

C6.0 Students understand animal anatomy and systems:

C6.1 Know the names and locations of the external anatomy of animals.

C6.2 Know the anatomy and major functions of vertebrate systems, including digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory, and endocrine systems.

C7.0 Students understand basic animal genetics:

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C7.1 Differentiate between genotype and phenotype, and describe how dominant and recessive genes function.

C7.2 Compare genetic characteristics among cattle, sheep, swine, and horse breeds.

C7.3 Understand how to display phenotype and genotype ratios (e.g., by using a Punnett Square).

C7.4 Understand the fertilization process.

C7.5 Understand the purpose and processes of mitosis and meiosis.

C8.0 Students understand fundamental animal nutrition and feeding:

C8.1 Know types of nutrients required by farm animals (e.g., proteins, minerals, vitamins, carbohydrates, fats/oils, water).

C8.2 Analyze suitable common feed ingredients, including forages, roughages, concentrates, and supplements, for ruminant, monogastric, equine, and avian digestive systems.
C8.3 Understand basic animal feeding guidelines and evaluate sample feeding programs for various species, including space requirements and economic considerations.

C9.0 Students understand basic animal health:

C9.1 Assess the appearance and behavior of a normal, healthy animal.

C9.2 Understand the ways in which housing, sanitation, and nutrition influence animal health and behavior.

C9.3 Understand the causes and control of common animal diseases.

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Agriscience Pathway

C9.4 Understand how to control parasites and why.

C9.5 Understand the legal requirements for the procurement, storage, methods of application, and withdrawal times of animal medications and know proper equipment handling and disposal techniques.

C10.0 Students understand soil science principles:
C10.1 Recognize the major soil components and types.

C10.2 Understand how soil texture, structure, pH, and salinity affect plant growth.

C10.3 Understand water delivery and irrigation system options.

C10.4 Understand the types, uses, and applications of amendments and fertilizers.

C11.0 Students understand plant growth and development;

C11.1 Understand the anatomy and functions of plant systems and structures.

C11.2 Understand plant growth requirements.

C11.3 Know annual, biennial, and perennial life cycles.

C11.4 Examine plant sexual and asexual reproduction.

C11.5 Understand the photosynthesis process and the roles of the sun, chlorophyll, sugar, oxygen, carbon dioxide, and water in the process.

C11.6 Understand the respiration process in the breakdown of food and organic matter.

C12.0 Students understand fundamental pest management:
C12.1 Understand the major classifications of pests (e.g., insects, weeds, disease, vertebrate pests).

C12.2 Understand chemical, mechanical, cultural, and biological methods of plant pest control.

C12.3 Understand the major principles, advantages, and disadvantages of integrated pest management.

C13.0 Students understand the scientific method:

C13.1 Understand the steps of the scientific method.

C13.2 Analyze an animal or plant problem and devise a solution based on the scientific method.

C13.3 Use the scientific method to conduct agricultural experiments.

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AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

D. Animal Science Pathway

In the Animal Science Pathway, students study large, small, and specialty animals. Students explore the necessary elements—such as diet, genetics, habitat, and behavior—to create humane, ecologically and economically sustainable animal production systems.
The pathway includes the study of animal anatomy and physiology, nutrition, reproduction, genetics, health and welfare, animal production, technology, and the management and processing of animal products and by-products.

D1.0 Students understand the necessary elements for proper animal housing and animal handling equipment:

D1.1 Understand appropriate space and location requirements for habitat, housing, feed, and water.

D1.2 Understand how to select habitat and housing conditions and materials (such as indoor and outdoor housing, fencing materials, air flow/ventilation, and shelters) to meet the needs of various animal species.

D1.3 Understand the purpose and the safe and humane use of restraint equipment, such as squeeze chutes, halters, and twitches.

D1.4 Understand the purpose and the safe and humane use of animal husbandry tools, such as hoof trimmers, electric shears, elastrators, dehorning tools, and scales.

D2.0 Students understand key principles of animal nutrition:

D2.1 Understand the flow of nutrients from the soil, through the animal, and back to the soil.

D2.2 Understand the principles for providing proper balanced rations for a variety of production stages in ruminants and monogastrics.

D2.3 Understand the digestive processes of the ruminant, monogastric, avian, and equine digestive systems.

D2.4 Understand how animal nutrition is affected by the digestive, endocrine, and circulatory systems.

D3.0 Students understand animal physiology:

D3.1 Understand the major physiological systems and the function of the organs within each system.
D3.2 Understand the animal management practices that are likely to improve the functioning of the various physiological systems.

Animal Science Pathway

D4.0 Students understand animal reproduction, including the function of reproductive organs:

D4.1 Understand animal conception (including estrus cycles, ovulation, and insemination).

D4.2 Understand the gestation process and basic fetal development.

D4.3 Understand the parturition process, including the identification of potential problems and their solutions.

D4.4 Understand the role of artificial insemination and embryo transfer in animal agriculture.

D4.5 Understand commonly used animal production breeding systems (e.g., purebred compared with crossbred) and reasons for their use.

D5.0 Students understand animal inheritance and selection principles, including the structure and role of DNA:

D5.1 Evaluate a group of animals for desired qualities and discern among them for

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breeding selection.

D5.2 Understand how to use animal performance data in the selection and management of production animals.

D5.3 Research and discuss current technology used to measure desirable traits.

D5.4 Understand how to predict phenotypic and genotypic results of a dominant and recessive gene pair.

D5.5 Understand the role of mutations (both naturally occurring and artificially induced) and hybrids in animal genetics.

D6.0 Students understand the causes and effects of diseases and illnesses in animals:

D6.1 Understand the signs of normal health in contrast to illness and disease.

D6.2 Understand the importance of animal behavior in diagnosing animal sickness and disease.

D6.3 Understand the common pathogens, vectors, and hosts that cause disease in animals.
D6.4 Understand prevention, control, and treatment practices related to pests and parasites.

D6.5 Apply quality assurance practices to the proper administration of medicines and animal handling.

D6.6 Understand how diseases are passed among animal species and from animals to humans and how that relationship affects health and food safety.

D6.7 Understand the impacts on local, national, and global economies as well as on consumers and producers when animal diseases are not appropriately contained and eradicated.

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AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

D7.0 Students understand common rangeland management practices and their impact on a balanced ecosystem:

D7.1 Understand the role of rangeland use in an effective animal production program.

D7.2 Know how rangeland management practices affect pasture production, erosion control, and the general balance of the ecosystem.

D7.3 Understand how to manage rangelands (including how to calculate carrying
capacity) for a variety of animal species and locations.

D7.4 Understand how to balance rangeland use for animal grazing and for wildlife habitat.

D8.0 Students understand the challenges associated with animal waste management:
D8.1 Understand animal waste treatment and disposal management systems.
D8.2 Understand various methods for using animal waste and their environmental impacts.
D8.3 Understand the health and safety regulations that are an integral part of properly managed animal waste systems.

D9.0 Students understand animal welfare concerns and management practices that support animal welfare:
D9.1 Know the early warning signs of animal distress and how to rectify the problem.
D9.2 Understand public concerns for animal welfare in the context of housing, behavior, nutrition, transportation, disposal, and harvest of animals.
D9.3 Understand federal and state animal welfare laws and regulations, such as those dealing with abandoned and neglected animals, animal fighting, euthanasia, and medical research.
D9.4 Understand the regulations for humane transport and harvest of animals, such as those delineated by the U.S. Department of Agriculture, Food Safety and Inspection Service, and the Humane Methods of Slaughter Act.

D10.0 Students understand the production of large animals (e.g., cattle, horses, swine, sheep, goats) and small animals (e.g., poultry, cavy, rabbits):
D10.1 Know how to synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of large and small animals.
D10.2 Understand how to develop, maintain, and use growth and management records for large or small animals.
Animal Science Pathway

D11.0 Students understand the production of specialty animals (e.g., fish, marine animals, llamas, tall flightless birds):
D11.1 Understand the specialty animal’s role in agriculture (e.g., fish farms, pack animals, working dogs).
D11.2 Understand the unique nutrition, health, and habitat requirements for specialty animals.
D11.3 Know how to synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of specialty animals.
D11.4 Understand how to develop, maintain, and use growth and management records for specialty animals.

D12.0 Students understand how animal products and by-products are processed and marketed:
D12.1 Understand animal harvest, carcass inspection and grading, and meat processing safety regulations and practices and the removal and disposal of nonedible byproducts, such as those outlined in Hazard Analysis and Critical Control Point documents.
D12.2 Understand the relative importance of the major meat classifications, including the per capita consumption and nutritive value of those classifications.
D12.3 Understand how meat-based products and meals are made.
D12.4 Understand how nonmeat products (such as eggs, wool, pelts, hides, and byproducts) are harvested and processed.
D12.5 Understand how meat products and nonmeat products are marketed.
D12.6 Understand the value of animal by-products to nonagricultural industries.

AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

E. Forestry and Natural Resources Pathway

The Forestry and Natural Resources Pathway helps students understand the relationships

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between California’s natural resources and the environment. Topics include
energy and nutrient cycles, water resources and management, soil conservation, wildlife
preservation and management, forest and fire management, and lumber production.
In addition, students study the outdoor recreation industry and multiple-use management.

E1.0 Students understand the importance of energy and energy cycles:

E1.1 Understand the oxygen, carbon, nitrogen, and water cycles.

E1.2 Understand the difference between renewable and nonrenewable energy
sources.

E1.3 Understand the difference between natural resource management conservation
strategies and preservation strategies.

E1.4 Compare the effects on air and water quality of using different forms of energy.

E1.5 Analyze the way in which human activities influence energy cycles and natural
resource management.

E2.0 Students understand air and water use, management practices, and conservation
strategies:

E2.1 Understand the government’s role in regulating air, soil, and water use management
practices and conservation strategies.

E2.2 Understand air and water conservation issues.
E2.3 Understand appropriate water conservation measures.

E2.4 Understand the component of a plan that monitors water quality.

E2.5 Understand the component of a plan that monitors air quality.

E2.6 Analyze the way in which water management affects the environment and human needs.

E3.0 Students understand soil composition and soil management:

E3.1 Understand the systems used to classify soils.

E3.2 Understand the reasons for and importance of soil conservation.

E3.3 Understand how to analyze soils found in the different natural resource management areas.

E3.4 Understand how to develop and implement a soil management plan for a natural resource management area.

E3.5 Understand how to analyze existing soil surveys to develop effective management plans.
Forestry and Natural Resources Pathway

E4.0 Students understand rangeland management:

E4.1 Know the locations of major U.S. and California rangeland areas.

E4.2 Understand the interrelationship of rangeland management, the environment, wildlife management, and the livestock industry.

E4.3 Understand practices used to improve rangeland quality.

E4.4 Analyze the carrying capacity in various rangelands for both wildlife species and domestic livestock.

E4.5 Distinguish among different browse and forage species in California rangelands.

E4.6 Understand the components of a rangeland monitoring plan.

E4.7 Understand the requirements and rights accompanying public land grazing permits and the government agencies involved (e.g., Bureau of Land Management and U.S. Forest Service).

E5.0 Students understand wildlife management and habitat:

E5.1 Understand the relationship between habitat and wildlife population.
E5.2 Understand habitat requirements for different species and identify factors that influence population dynamics.

E5.3 Understand the methods for determining existing wildlife species populations.

E5.4 Understand mammalian and avian reproductive processes and explain how nutrition and habitat affect reproduction and population.

E5.5 Understand a variety of management practices used to manage wildlife populations for hunting and other recreational purposes.

E5.6 Analyze the economic and environmental significance of sport hunting and fishing industries.

E5.7 Understand the purpose, history, terminology, and challenges of the Endangered Species Act and current activities related to the Act.

E6.0 Students understand aquatic resource use and management:

E6.1 Understand the different types of aquatic resources.

E6.2 Know the major body parts, digestive systems, and reproductive organs of
aquatic species.

E6.3 Understand a variety of methods to determine the populations of existing aquatic species.

E6.4 Analyze the relationship between water quality and aquatic species habitat.

E6.5 Understand a variety of management practices for managing aquatic species for sport fishing and other purposes.

E6.6 Understand how to make financial and production decisions and maintain growth and management records for a selected aquatic species.

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AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

E7.0 Students understand the outdoor recreation industry:

E7.1 Understand the potential environmental impacts of recreational activities and how to manage the resources affected.

E7.2 Understand basic survival skills and first-aid procedures.
E7.3 Understand appropriate trail construction and maintenance techniques.

E7.4 Understand how to select appropriate recreational gear for trips of varying types and durations and how to use it safely and appropriately (for minimum environmental impact).

E7.5 Know how to set up a campsite for minimum environmental impact.

E8.0 Students understand basic plant physiology, anatomy, and taxonomy:

E8.1 Understand the scientific method of animal classification, including order, family, genus, and species.

E8.2 Know how to use a dichotomous key to identify plants and animals.

E8.3 Know how to identify local trees, shrubs, grasses, forbs, and wildlife species by common name.

E8.4 Recognize the factors that influence plant growth, such as respiration, temperature, nutrients, and photosynthesis.

E9.0 Students understand the role of fire in natural resource management:
E9.1 Understand the role of fire in forest and rangeland ecosystems.

E9.2 Understand the significance of each of the components of the “fire triangle.”

E9.3 Know appropriate wildland fire-suppression practices.

E9.4 Understand the components of a fire-control plan.

E9.5 Know how to use fire-control tools safely.

E9.6 Know the training requirements for fire-suppression certification.

E10.0 Students understand forest management practices:

E10.1 Understand how social, political, and economic factors can affect the use of forests.

E10.2 Understand the California Forest Practice Act and the requirements for Timber Harvest and Habitat Conservation Plans.

E10.3 Analyze forest management systems (e.g., sustained yield, watershed management, ecosystem management, multiple-use management).
E10.4 Analyze harvest and renewability (e.g., re-seeding and thinning) systems and identify the impact of each on the land.

E10.5 Understand Silvicultural systems and skills, including appropriate tool use.

E10.6 Understand how to identify and diagnose damage from destructive insects, diseases, and weather, and know methods for their management.

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Forestry and Natural Resources Pathway

E11.0 Students understand the basic concepts of measurement, surveying, and mapping:

E11.1 Understand the Public Land Survey System.

E11.2 Use surveying equipment, including global positioning satellites, maps, and a compass to determine area, boundaries, and elevation differences.

E11.3 Know how to apply timber-cruising and log-scaling skills to determine timber and log volume for management and marketing.

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E11.4 Understand how to create a management plan map that includes layer information and data points from global information systems.

E12.0 Students understand the use, processing, and marketing of products from natural resource industries:

E12.1 Know the marketing processes and manufacturing standards for a variety of natural resource products, including mining, quarrying, and drilling.

E12.2 Know how to manufacture a product (to manufacturing standards) from a natural resource.

E12.3 Analyze the production of specialty and seasonal products from natural resources.

E12.4 Know different wood types and their uses.

E12.5 Know lumber manufacturing processes.

E13.0 Students understand public and private land issues:

E13.1 Understand the differences between publicly and privately held lands.
E13.2 Understand the differences between public land designations (e.g., State Park, National Forest, wilderness areas, wild and scenic areas).

E13.3 Understand the role of public and private property rights and how they affect agriculture.

E13.4 Understand the role of government in managing public and private property rights.

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AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

F. Ornamental Horticulture Pathway

The Ornamental Horticulture Pathway prepares students for careers in the nursery, landscaping, and floral industries. Topics include plant identification, plant physiology, soil science, plant reproduction, nursery production, and floriculture as well as landscaping design, installation, and maintenance.

F1.0 Students understand plant classification and use principles:

F1.1 Understand how to classify and identify plants by order, family, genus, and species.
F1.2 Understand how to identify plants by using a dichotomous key.

F1.3 Understand how common plant parts are used to classify the plants.

F1.4 Understand how to classify and identify plants by using botanical growth habits, landscape uses, and cultural requirements.

F1.5 Understand plant selection and identification for local landscape applications.

F2.0 Students understand plant physiology and growth principles:

F2.1 Understand plant systems, nutrient transportation, structure, and energy storage.

F2.2 Understand the seed’s essential parts and functions.

F2.3 Understand how primary, secondary, and trace elements are used in plant growth.

F2.4 Understand the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.

F2.5 Understand the tissues seen in a cross section of woody and herbaceous plants.

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F2.6 Understand the factors that affect plant growth.

F3.0 Students understand sexual and asexual plant reproduction:

F3.1 Understand the different forms of sexual and asexual plant reproduction.

F3.2 Understand the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, seeds).

F3.3 Understand how to monitor plant reproduction for the development of a saleable product.

F4.0 Students understand basic integrated pest management principles:

F4.1 Read and interpret pesticide labels and understand safe pesticide management practices.

F4.2 Understand how pesticide regulations and government agencies affect agriculture.

F4.3 Understand common horticultural pests and diseases and methods of controlling them.

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F4.4 Understand the systematic approach to solving plant problems.

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Ornamental Horticulture Pathway

F5.0 Students understand water and soil (media) management practices:

F5.1 Understand how basic soil science and water principles affect plant growth.

F5.2 Know basic irrigation design and installation methods.

F5.3 Prepare and amend soils, implement soil conservation methods, and compare results.

F5.4 Understand major issues related to water sources and water quality.

F5.5 Know the components of soilless media and the use of those media in various types of containers.

F6.0 Students understand ornamental plant nutrition practices:

F6.1 Analyze how primary and secondary nutrients and trace elements affect ornamental plants.

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F6.2 Understand basic nutrient testing procedures on soil and plant tissue.

F6.3 Analyze organic and inorganic fertilizers to understand their appropriate uses.

F6.4 Understand how to read and interpret labels to properly apply fertilizers.

F7.0 Students understand the selection, installation, and maintenance of turf:

F7.1 Understand the selection and management of landscape and sports field turf.

F7.2 Understand how to select, install, and maintain a designated turfgrass area.

F7.3 Understand how the use of turf benefits the environment.

F8.0 Students understand nursery production principles:

F8.1 Understand how to properly use production facilities and common nursery equipment.

F8.2 Understand common nursery production practices.

F8.3 Understand how to propagate and maintain a horticultural crop to the point of sale.
F8.4  Understand marketing and merchandising principles used in nursery production.

F9.0  Students understand the use of containers and horticultural tools, equipment, and facilities:

F9.1  Understand the use of different types of containers and demonstrate how to maintain growing containers in controlled environments.

F9.2  Operate and maintain selected hand and power equipment safely and appropriately.

F9.3  Select proper tools for specific horticultural jobs.

F9.4  Understand how to install landscape components and electrical land and water features.

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AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

F10.0  Students understand basic landscape planning, design, construction, and maintenance:

F10.1  Know the terms associated with landscape and design and their appropriate use.
F10.2 Understand the principles of residential design, including how to render design
to scale.

F10.3 Understand proper landscape planting and maintenance practices.

F10.4 Prune ornamental shrubs, trees, and fruit trees.

F10.5 Develop clear and concise landscape business contracts.

F11.0 Students understand basic floral design principles:

F11.1 Understand the use of plant materials and tools.

F11.2 Apply basic design principles to products and designs.

F11.3 Handle, prepare, and arrange cut flowers appropriately.

F11.4 Understand marketing and merchandising principles used in the floral industry.

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Plant and Soil Science Pathway

G. Plant and Soil Science Pathway

The Plant and Soil Science Pathway covers topics such as plant classification, physiology,
reproduction, plant breeding, biotechnology, and pathology. In addition, students

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learn about soil management, water, pests, and equipment as well as cultural and harvest practices.

G1.0 Students understand plant classification principles:

G1.1 Understand how to classify and identify plants by order, family, genus, and species.

G1.2 Understand how to identify plants by using a dichotomous key.

G1.3 Understand how common plant parts are used to classify the plants.

G1.4 Understand the differences between and uses of native and nonnative plants.

G1.5 Understand the differences between monocots and dicots.

G1.6 Understand the differences between plants under production and weeds.

G2.0 Students understand cell biology:

G2.1 Understand the differences between prokaryotic cells and plant and animal eukaryotic cells and how viruses differ from them in complexity and general structure.
G2.2 Understand plant cellular function reactions when plants are grown under different conditions.

G2.3 Understand what functions organelles play in the health of the cell.

G2.4 Understand the part of the cell that is responsible for the genetic information that controls plant growth and development.

G2.5 Understand plant inheritance principles, including the structure and role of DNA.

G2.6 Understand which organelles in plant cells carry out photosynthesis.

G3.0 Students understand plant physiology and growth principles:

G3.1 Understand plant systems, nutrient transportation, structure, and energy storage.

G3.2 Understand the seed’s essential parts and functions.

G3.3 Understand how primary, secondary, and trace elements are used in plant
growth.

G3.4 Understand the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.

G3.5 Understand the tissues seen in a cross section of woody and herbaceous plants.

G3.6 Understand the factors that affect plant growth and predict plant response.

33
AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

G4.0 Students understand sexual and asexual reproduction of plants:

G4.1 Understand the different forms of sexual and asexual plant reproduction.

G4.2 Understand the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, and seeds).

G4.3 Understand the proper sterile technique used in tissue culture.

G5.0 Students understand pest problems and management:

G5.1 Understand how to categorize insects as pests, beneficial, or neutral and their
roles.

G5.2 Understand the role of other pests, such as nematodes, molds, mildews, and weeds.

G5.3 Know conventional, sustainable, and organic management methods to prevent or treat plant disease symptoms.

G5.4 Understand integrated pest management to prevent, treat, and control plant disease symptoms (including conventional, sustainable, and organic management methods).

G5.5 Understand how biotechnology can be used to manage pests.

G6.0 Students understand soils and plant production:

G6.1 Understand soil types, soil texture, structure, and bulk density and explain the U.S. Department of Agriculture (USDA) soil-quality rating procedure.

G6.2 Understand soil properties necessary for successful plant production, including
pH, EC, and essential nutrients.

G6.3 Understand soil biology and diagram the soil food chain.

G6.4 Understand how soil biology affects the environment and natural resources.

G7.0 Students understand effective tillage and soil conservation management practices:

G7.1 Understand how to effectively manage and conserve soil through conventional, minimum, conservation, and no-tillage irrigation and through drainage and tillage practices.

G7.2 Understand how global positioning systems, surveying, laser leveling, and other tillage practices conserve soil.

G7.3 Use tools such as the USDA and the local Resource Conservation District soil survey maps to determine appropriate soil management practices.

G8.0 Students understand effective water management practices:

G8.1 Understand California water history, current issues, water rights, water law, and
water transfer through different distribution projects throughout the state.

G8.2 Understand the local, state, and federal agencies that regulate water quality and availability in California.

34

Plant and Soil Science Pathway

G8.3 Understand the definition of a watershed and how it is used to measure water quality.

G8.4 Understand effective water management and conservation practices, including the use of tailwater ponds.

G8.5 Know water-testing standards and perform bioassay and macro-invertebrate protocols to assess water quality.

G9.0 Students understand the concept of an “agrosystem” approach to production:

G9.1 Understand how to identify and classify the plants and animals in an agricultural system (as producers, consumers, or decomposers).

G9.2 Understand the elements of conventional, sustainable, and organic production systems.

G9.3 Understand the components of “whole-system management.”

G10.0 Students understand local crop management and production practices:

G10.1 Understand local cultural techniques, including monitoring, pruning, fertilization, planting, irrigation, harvest treatments, processing, and packaging practices for various tree, grain, hay, and vegetable classes.
G10.2 Understand common marketing and shipping characteristics of local commodities.

G10.3 Understand general maturity and harvest-time guidelines for specific local plant products.

G11.0 Students understand plant biotechnology:

G11.1 Understand how changing technology—such as micropropagation, biological pest controls, and genetic engineering (including DNA extraction and gel electrophoresis)—affects plant production, yields, and management.

G11.2 Understand the various technology advancements that affect plant and soil science (such as global positioning systems, global information systems, variable rate technology, and remote sensing).

G11.3 Know how herbicide-resistant plant genes can affect the environment.

G11.4 Understand how genetic engineering techniques have been used to improve crop yields.

G11.5 Understand the effects of agricultural biotechnology, including genetically modified organisms, on the agriculture industry and the larger society and the pros and cons of such use.
# M. Teacher Data Sheet for each teacher

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Year: 2014

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S. Goeb

Program Plan

AGED 539
N. Roster of Agriculture Advisory Committee

Ag Advisory President

- Pat Ward- Farm Manager

Members

- Brian Maioreno- Farmer
- Chris Cardella- Farmer
- B.J Diedrich- Farmer
- Dustin Snyder-Farmer
- Ted Crockett- Farmer
- Garrick Stuhr- Dow AgroSciences

Teachers

- Department Head- Robert Calvert
- FFA Advisor- Gene Lieb
- Stephanie Goeb
- Katelyn Smith
- Francisco Diaz
Advisory Committee minutes

Firebaugh High School
Agriculture Department
1976 Morris Kyle Drive
Firebaugh, CA 93622

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

Ag Advisory Committee Meeting
September 18, 2014

Agenda

I. Introduction of committee members and advisors

II. Old Business
   a. Madera Fair
      i. Turkeys (Lieb)
      ii. Rabbits (Lieb)
      iii. Cattle (Goeb)
      iv. Swine (Diaz)
      v. Sheep (Calvert)
   b. Orchard (Calvert)
   c. Aquaponics project (Calvert)

III. New Business
   a. Officer teams (Lieb)
      i. Chapter
      ii. Greenhand
   b. Schedule Overview (All Advisors)
   c. Upcoming CDE teams and events
   d. Current Ag Projects
      i. Paramount Grants
      ii. OH plan
   e. Possible new projects
      i. Market goats
      ii. Guide dogs
   f. Chowchilla Fair
      i. Small animals (Smith)
      ii. Swine (Diaz)
      iii. Sheep/Goats (Lieb/ Goeb)
      iv. Cattle (Goeb)
      v. Farm Maintenance (Calvert)
   g. OH Unit (Goeb)
   h. ROP Courses (Calvert, Goeb & Lieb)
i. Drive thru Dinner 10/21
j. Dinner/Dance Fundraiser – March 21st, 2015?
k. Department Update & Concerns
l. Adding a member to the Advisory committee
   i. David Castillo of West Hills college

IV. Advisory Member Comments
## O. Current year budget

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560000  **Rentals, Leases and Repairs & Non Capital Improvements**

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5000  **Totals**

6000  **Capital Outlay**

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S. Goeb

Program Plan

AGED 539
P. Signed articulation agreement
We do not currently have an articulation agreement between our department and any colleges. It is our goal to become articulated with Reedly, West Hills, and Merced colleges in agriculture mechanics and ornamental horticulture.

Q. Graduate follow up system
We are currently updating and revamping our graduate follow up system so that it is digital and can be sent out yearly to our graduates.

R. List of placement sites

We do not currently have any placement sites for students in our program. Students with placement SAE projects have gained employment on their own.
S. Recruitment activities and materials

We have multiple recruitment opportunities throughout the year that we use to continue to grow our program. One of the biggest opportunities we have is that we have every freshman and sophomore in our department for their science class. Having the students for two years helps to grow the program in the area of retention. Keeping our juniors and seniors in the program gets difficult because there are less options, or they don’t realize the credit opportunities they have. Since taking over the freshman and sophomore science classes the number of juniors in the department has increased by adding one section of Ag Chemistry and ROP floral design.
This year our chapter and Greenhand officer teams went to the middle school and hosted a rally for all eighth graders just to get them excited about agriculture. The officers had different rotations that had activities that take place in different classes such as agriculture mechanics, ornamental horticulture, and floral design, all elective options for incoming freshmen.

Each year the department hosts Back to School Night in August where we provide hamburgers and hot dogs to all of the parents, students, and teachers that attend. This is a great way for us to be among the parents and promote our program to them instead of just their kids.

The biggest event we have that helps us recruit and gain support from the community is our Ag Awareness day held every March. Students in the department plan and set up activities to do with all of the preschool through fifth grade students in the district. This gets kids excited about the program from an early age and stay that way until we get them as freshmen.

This year we set the goal of getting pictures and newspaper articles written and in the Mendota-Firebaugh newspaper once a month, as well as having an update sent home in our monthly newsletter put out by the district.

### T. Staff In-Service Record

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<tr>
<th>St Name</th>
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<th>School</th>
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U. Staff Minutes

As an agriculture department we don't keep minutes since most of what we do is done through email and conversation. Our department meetings are just check ins. Myself, Mr. Lieb, Mr. Diaz, and Ms. Smith are all a part of the science department and the science department head takes and sends all minutes in to administration.

Mr. Diaz also meets with the history department for his Agriculture government and economics class where the department head sends minutes in to administration.
V. Department Inventory

There currently isn't a department inventory. I am working with Mr. Calvert to complete a department inventory by the end of the school year.

W. List of Courses that qualify for alternative credit

Intro to agriculture Mechanics- Elective
Agriculture Mechanics 2- Elective
ROP agriculture Welding- Elective
Floral Design 1- Elective
ROP Floral Design- Elective, UC A-G
ROP Ornamental Horticulture- Elective

Advisory Committee meeting Agendas
Firebaugh High School
Agriculture Department
1976 Morris Kyle Drive
Firebaugh, CA 93622

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

Ag Advisory Committee Meeting
September 18, 2014

Agenda

V. Introduction of committee members and advisors

VI. Old Business
   a. Madera Fair
      i. Turkeys (Lieb)
      ii. Rabbits (Lieb)
      iii. Cattle (Goeb)
      iv. Swine (Diaz)
      v. Sheep (Calvert)
   b. Orchard (Calvert)
   c. Aquaponics project (Calvert)

VII. New Business
   a. Officer teams (Lieb)
      i. Chapter

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ii. Greenhand
b. Schedule Overview (All Advisors)
c. Upcoming CDE teams and events
d. Current Ag Projects
   i. Paramount Grants
   ii. OH plan
e. Possible new projects
   i. Market goats
   ii. Guide dogs
f. Chowchilla Fair
   i. Small animals (Smith)
   ii. Swine (Diaz)
   iii. Sheep/Goats (Lieb/Goeb)
   iv. Cattle (Goeb)
   v. Farm Maintenance (Calvert)
g. OH Unit (Goeb)
h. ROP Courses (Calvert, Goeb & Lieb)
i. Drive thru Dinner 10/21
j. Dinner/Dance Fundraiser – March 21st, 2015?
k. Department Update & Concerns
l. Adding a member to the Advisory committee
   i. David Castillo of West Hills college

VIII. Advisory Member Comments
Firebaugh, CA 93622

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

Ag Advisory Committee Meeting
May 20, 2015

Agenda

I. Introduction of committee members and advisors

II. New Business
   a. Officer teams (Lieb)
      i. Chapter
      ii. Greenhand
   b. Upcoming CDE teams and events (All Advisors)
   c. Chowchilla Fair (All Advisors)
      i. Sheep
      ii. Swine
      iii. Goats
      iv. Rabbits
   d. ROP Courses (Calvert, Goeb & Lieb)
   e. Pathways grant
   f. Ag Mechanics
   i. Agriscience
   ii. Need:
      1. Industry support Letters
   g. Department Update & Concerns

III. Advisory Member Comments

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Program Plan

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Advisory Committee Minutes
Please see Comprehensive Program Plan tab O for the Advisory Committee Meeting minutes.
Advisory Committee By-Laws

Firebaugh FFA currently does not have any Advisory Committee By-Laws. The department is working with our advisory committee to write full by-laws by the end of the 2015-2016 school year.
Proficiency Standards

Agriculture and Natural Resources Industry Sector Career Pathways

- Agricultural Business
- Agricultural Mechanics
- Agriscience
- Animal Science
- Forestry and Natural Resources
- Ornamental Horticulture
- Plant and Soil Science

AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

Agriculture and

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Program Plan
AGED 539
Natural Resources

Industry Sector

The Agriculture and Natural Resources sector is designed to provide a foundation in agriculture for all agriculture students in California. Students engage in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and skill preparation in seven pathways. The pathways emphasize real-world, occupationally relevant experiences of significant scope and depth in Agricultural Business, Agricultural Mechanics, Agriscience, Animal Science, Forestry and Natural Resources, Ornamental Horticulture, and Plant and Soil Science. Integral components of classroom and laboratory instruction, supervised agricultural experience projects, and leadership and interpersonal skills development prepare students for continued training, advanced educational opportunities, or entry to a career.

FOUNDATION STANDARDS

1.0 Academics

Students understand the academic content required for entry into postsecondary education and employment in the Agriculture and Natural Resources sector.

(The standards listed below retain in parentheses the numbering as specified in the mathematics, science, and history–social science content standards adopted by the State Board of Education.)

1.1 Mathematics

Specific applications of Algebra I standards (grades eight through twelve):

(10.0) Students add, subtract, multiply, and divide monomials and polynomials.

Students solve multistep problems, including word problems, by using these techniques.

(12.0) Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.

2
Foundation Standards

(13.0) Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.

(15.0) Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

Specific applications of Geometry standards (grades eight through twelve):

(8.0) Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.

(10.0) Students compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids.

(11.0) Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.

(12.0) Students find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems.

Specific applications of Probability and Statistics standards (grades eight through twelve):

(8.0) Students organize and describe distributions of data by using a number of different methods, including frequency tables, histograms, standard line and bar graphs, stem-and-leaf displays, scatterplots, and box-and-whisker plots.

1.2 Science

Specific applications of Investigation and Experimentation standards (grades nine through twelve):

(1.a) Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.

(1.c) Identify possible reasons for inconsistent results, such as sources of error or
uncontrolled conditions.

(1.d) Formulate explanations by using logic and evidence.
(1.f) Distinguish between hypothesis and theory as scientific terms.
(1.j) Recognize the issues of statistical variability and the need for controlled tests.
(1.l) Analyze situations and solve problems that require combining and applying concepts from more than one area of science.
(1.m) Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

1.3 History–Social Science

Specific applications of Principles of Economics standards (grade twelve):

(12.2) Students analyze the elements of America’s market economy in a global setting.

3

AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

(12.2.2) Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.

(12.2.3) Explain the roles of property rights, competition, and profit in a market economy.

(12.2.5) Understand the process by which competition among buyers and sellers determines a market price.

(12.2.6) Describe the effect of price controls on buyers and sellers.

(12.2.7) Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.

(12.2.10) Discuss the economic principles that guide the location of agricultural production
and industry and the spatial distribution of transportation and retail facilities.

(12.4) Students analyze the elements of the U.S. labor market in a global setting.

(12.4.3) Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.

2.0 Communications

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.

(The standards listed below retain in parentheses the numbering as specified in the English-language arts content standards adopted by the State Board of Education.)

2.1 Reading

Specific applications of Reading Comprehension standards (grades nine and ten):

(2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

(2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

(2.3) Generate relevant questions about readings on issues that can be researched.

(2.6) Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).

(2.7) Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

(2.8) Evaluate the credibility of an author’s argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches,
primary source material).

4

Foundation Standards

Specific applications of Reading Comprehension standards (grades eleven and twelve):

(2.1) Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.

(2.3) Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

(2.4) Make warranted and reasonable assertions about the author’s arguments by using elements of the text to defend and clarify interpretations.

2.2 Writing

Specific applications of Writing Strategies and Applications standards (grades nine and ten):

(1.1) Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

(1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

(1.3) Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.

(1.5) Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).

(2.3) Write expository compositions, including analytical essays and research reports:

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a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.

b. Convey information and ideas from primary and secondary sources accurately and coherently.

c. Make distinctions between the relative value and significance of specific data, facts, and ideas.

d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.

e. Anticipate and address readers’ potential misunderstandings, biases, and expectations.

f. Use technical terms and notations accurately.

(2.5) Write business letters:

a. Provide clear and purposeful information and address the intended audience appropriately.

b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.

c. Highlight central ideas or images.

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AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents’ readability and impact.

(2.6) Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):

a. Report information and convey ideas logically and correctly.

b. Offer detailed and accurate specifications.

c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
d. Anticipate readers' problems, mistakes, and misunderstandings.

Specific applications of Writing Strategies and Applications standards (grades eleven and twelve):

(1.3) Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

(1.6) Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

(1.7) Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).

(1.8) Integrate databases, graphics, and spreadsheets into word-processed documents.

(2.5) Write job applications and résumés:
   a. Provide clear and purposeful information and address the intended audience appropriately.
   b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
   c. Modify the tone to fit the purpose and audience.
   d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

(2.6) Deliver multimedia presentations:
   a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
   b. Select an appropriate medium for each element of the presentation.
   c. Use the selected media skillfully, editing appropriately and monitoring for quality.
d. Test the audience’s response and revise the presentation accordingly.

2.3 Written and Oral English Language Conventions

Specific applications of English Language Conventions standards (grades eleven and twelve):

(1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.

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Foundation Standards

(1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.

(1.3) Reflect appropriate manuscript requirements in writing.

2.4 Listening and Speaking

Specific applications of Listening and Speaking Strategies and Applications standards (grades nine and ten):

(1.1) Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.

(1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.

(2.2) Deliver expository presentations:

a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.

b. Convey information and ideas from primary and secondary sources accurately and coherently.

c. Make distinctions between the relative value and significance of specific data, facts, and ideas.

d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
e. Anticipate and address the listener’s potential misunderstandings, biases, and expectations.

f. Use technical terms and notations accurately.

(2.3) Apply appropriate interviewing techniques:

a. Prepare and ask relevant questions.

b. Make notes of responses.

c. Use language that conveys maturity, sensitivity, and respect.

d. Respond correctly and effectively to questions.

e. Demonstrate knowledge of the subject or organization.

f. Compile and report responses.

g. Evaluate the effectiveness of the interview.

Specific applications of Listening and Speaking Strategies and Applications standards (grades eleven and twelve):

(1.8) Use effective and interesting language, including:

a. Informal expressions for effect

b. Standard American English for clarity

c. Technical language for specificity

(1.14) Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles’ radio broadcast “War of the Worlds”).

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AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

(2.4) Deliver multimedia presentations:

a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.

b. Select an appropriate medium for each element of the presentation.

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Program Plan

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c. Use the selected media skillfully, editing appropriately and monitoring for quality.

d. Test the audience's response and revise the presentation accordingly

3.0 Career Planning and Management

Students understand how to make effective decisions, use career information, and manage personal career plans:

3.1 Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers.

3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.

3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.

3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.

3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.

3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.

4.0 Technology

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.

4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.

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4.3 Understand the influence of current and emerging technology on selected segments of the economy.

4.4 Understand geographic information systems (G.I.S.).

4.5 Determine the validity of the content and evaluate the authenticity, reliability, and bias of electronic and other resources.

4.6 Differentiate among, select, and apply appropriate tools and technology.

5.0 Problem Solving and Critical Thinking

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:

5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.

5.2 Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.

5.3 Use critical thinking skills to make informed decisions and solve problems.

6.0 Health and Safety

Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:

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Program Plan
6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.

6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.

6.5 Use tools and machines safely and appropriately.

6.6 Know how to both prevent and respond to accidents in the agricultural industry.

7.0 Responsibility and Flexibility

Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.

7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.

7.3 Understand the need to adapt to varied roles and responsibilities.

7.4 Understand that individual actions can affect the larger community.
7.5 Understand the importance of time management to fulfill responsibilities.

7.6 Know how to apply high-quality craftsmanship to a product or presentation and continually refine and perfect it.

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AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

8.0 Ethics and Legal Responsibilities

Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.

8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.

8.3 Understand the role of personal integrity and ethical behavior in the workplace.

8.4 Understand how to access, analyze, and implement quality assurance information.

9.0 Leadership and Teamwork

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.

9.2 Understand the ways in which preprofessional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.

9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.

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Program Plan

AGED 539
9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.

9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

9.6 Understand leadership, cooperation, collaboration, and effective decision-making skills applied in group or team activities, including the student organization.

10.0 Technical Knowledge and Skills

Students understand the essential knowledge and skills common to all pathways in the Agriculture and Natural Resources sector:

10.1 Understand the aims, purposes, history, and structure of the FFA student organization, and know the opportunities it makes available.

10.2 Manage and actively engage in a career-related, supervised agricultural experience.

10

Foundation Standards

10.3 Understand the importance of maintaining and completing the California Agricultural Record Book.

10.4 Maintain and troubleshoot equipment used in the agricultural industry.

11.0 Demonstration and Application

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

11

AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR
PATHWAY STANDARDS

A. Agricultural Business Pathway

In the Agricultural Business Pathway, students learn about agricultural business operation and management. Topics include accounting, finance, economics, business organization,
marketing, and sales.

A1.0 Students understand decision-making processes within the American free enterprise system:

A1.1 Differentiate among the components of the American free enterprise system and other forms of economic systems.

A1.2 Distinguish among the main characteristics of individual proprietorships, partnerships, corporations, and cooperatives.

A1.3 Understand the advantages and disadvantages of the four types of business ownership.

A1.4 Analyze appropriate decision-making tools and financial records to make key management decisions.

A1.5 Analyze physical production relationships to determine optimum use levels.

A1.6 Understand how to calculate the fixed and variable costs associated with the production of agricultural products and determine the output level that will yield maximum profit.

A2.0 Students understand the fundamental economic principles of agribusiness and agricultural production:

A2.1 Understand how basic economic factors affect agricultural production and agribusiness management decisions.

A2.2 Know basic agricultural economic terminology.

A2.3 Understand the law of supply and demand as it effects price determination.

A2.4 Analyze how agriculture uses scarce resources to meet the needs and demands of its consumers.

A2.5 Differentiate between elastic and inelastic supply and demand.

A2.6 Understand the law of diminishing returns and its impact on agricultural production.

A3.0 Students understand the role of credit in agribusiness and agricultural production:

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A3.1 Analyze the factors that determine the cost of credit in order to select optimum credit sources (e.g., the advantages and disadvantages of borrowing from the various types of credit providers and sources for short-, intermediate-, and longterm credit).

A3.2 Know the criteria lenders use to evaluate repayment capacity.

A3.3 Analyze balance sheets and cash-flow statements to determine the ability to repay loans.

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Agricultural Business Pathway

A4.0 Students understand proper accounting principles and procedures used in business management and tax planning:

A4.1 Understand the differences between cash and accrual accounting systems.

A4.2 Understand the use and importance of budgets, income statements, balance sheets, and financial statements.

A4.3 Understand the basis of taxation within the tax system and its impact on the economy, including the role of taxes in agribusiness.

A4.4 Analyze the role of depreciation and purchasing in tax planning and liability.

A4.5 Understand how to determine property values and how to complete a depreciation schedule.
A4.6 Understand how to determine the tax obligations for an agribusiness.

A5.0 Students understand basic risk management principles and their impact on economic viability:

A5.1 Understand environmental responsibility and its impact on agribusiness.

A5.2 Understand the concept of liability and the economic impact of being held liable.

A5.3 Understand the concept and process of risk management, including the use of risk management tools such as insurance.

A5.4 Understand how recordkeeping, farm plans, and an analysis of best practices affect risk management decisions.

A5.5 Understand the role of contingency plans in risk management.

A6.0 Students understand the role and value of agricultural organizations:

A6.1 Understand the benefits of private, public, and governmental organizations, including the value and impact of cooperatives.
A6.2 Understand how participation within organizations would be beneficial in supporting various agricultural operations.

A6.3 Understand how to identify and electronically access public and private agricultural organizations.

A7.0 Students understand agricultural marketing systems:

A7.1 Understand how marketing functions in a free market society.

A7.2 Understand the advantages and disadvantages of the various marketing options for agricultural products and services.

A7.3 Understand how the law of comparative advantage affects agricultural production.

A7.4 Understand the impact of advertising and promotion on the marketing of agricultural products and services.

A7.5 Understand how promotion trends for agricultural products influence individuals.

A7.6 Understand how to develop a marketing plan for an agricultural product or service.
AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

A8.0 Students understand the sales of agricultural products and services:

A8.1 Determine the most effective methods for assessing customer needs and wants.

A8.2 Understand the stages in making a successful sale and the various techniques used to approach potential customers and overcome their objections.

A8.3 Examine the physiological and psychological factors that influence motivation to purchase, including the fundamental steps in making a purchase.

A9.0 Students understand local, national, and international agricultural markets and how trade affects the economy:

A9.1 Understand how the importance of agricultural imports and exports affects state and national economies.

A9.2 Know how governmental, economic, and cultural factors affect international trade.

A9.3 Compare and contrast United States trade policies with those of other important
trading partners.

A9.4 Understand how biotechnology affects trade and global economies.

A9.5 Understand how different cultural values affect agricultural production and marketing.

A9.6 Understand how negotiations and bargaining agreements affect trade agreements.

A9.7 Analyze agricultural marketing strategies in other parts of the world.

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Agricultural Mechanics Pathway

B. Agricultural Mechanics Pathway

The Agricultural Mechanics Pathway prepares students for careers related to the construction, operation, and maintenance of equipment used by the agriculture industry. Basic agricultural mechanics skills and safety, standards B1.0 through B8.0, cover woodworking, electrical systems, plumbing, cold metal work, concrete, and welding technology. Advanced topics, standards B9.0 through B12.0, deal with metal fabrication, small engines, agriculture power and technology, and agriculture construction.

B1.0 Students understand personal and group safety:

B1.1 Practice the rules for personal and group safety while working in an agricultural mechanics environment.

B1.2 Know the relationship between accepted shop management procedures and a safe working environment.

B1.3 Know how to safely secure loads on a variety of vehicles.
B2.0 Students understand the principles of basic woodworking:
B2.1 Know how to identify common wood products, lumber types, and sizes.
B2.2 Know how to calculate board feet, lumber volume, and square feet.
B2.3 Know how to identify, select, and implement basic fastening systems.
B2.4 Complete a woodworking project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, shaping, joining, and finishing.

B3.0 Students understand the basic electricity principles and wiring practices commonly used in agriculture:
B3.1 Understand the relationship between voltage, amperage, resistance, and power in single-phase alternating current (AC) circuits.
B3.2 Know how to use proper electrical test equipment for AC and direct current (DC).
B3.3 Analyze and correct basic circuit problems (e.g., open circuits, short circuits, incorrect grounding).
B3.4 Understand proper basic electrical circuit and wiring techniques with nonmetallic cable and conduit as defined by the National Electric Code.
B3.5 Interpret basic agricultural electrical plans.
B4.0 Students understand plumbing system practices commonly used in agriculture:
B4.1 Know basic plumbing fitting skills with a variety of materials, such as copper, PVC (polyvinyl chloride), steel, polyethylene, and ABS (acrylonitrile butadiene styrene).
B4.2 Understand the environmental influences on plumbing system choices (e.g., filter systems, water disposal).

AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR
B4.3 Know how various plumbing and irrigation systems are used in agriculture.
B4.4 Complete a plumbing project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, joining, and testing.

B5.0 Students understand agricultural cold metal processes:

B5.1 Know how to identify common metals, sizes, and shapes.

B5.2 Know basic tool-fitting skills.

B5.3 Know layout skills.

B5.4 Know basic cold metal processes (e.g., shearing, cutting, drilling, threading, bending).

B5.5 Complete a cold metal project, including interpreting a plan, developing a bill of materials, selecting materials, shaping, fastening, and finishing.

B6.0 Students understand concrete and masonry practices commonly used in agriculture:

B6.1 Understand how to accurately calculate volume, materials needed, and project costs for a concrete or masonry project.
B6.2  Know proper bed preparation, concrete forms layout, and construction.

B6.3  Complete a concrete or masonry project, including developing a bill of materials, assembling, mixing, placing, and finishing.

B7.0  Students understand oxy-fuel cutting and welding:

B7.1  Understand the role of heat and oxidation in the cutting process.

B7.2  Know how to properly set up, adjust, shut down, and maintain an oxy-fuel system.

B7.3  Know how to flame-cut metal with an oxy-fuel cutting torch.

B7.4  Know how to fusion-weld mild steel with and without filler rod by using oxy-fuel equipment.

B7.5  Know basic repair skills using a variety of techniques, such as brazing or hard surfacing.

B8.0  Students understand electric arc welding processes:

B8.1  Know how to select, properly adjust, safely employ, and maintain appropriate
welding equipment (e.g., gas metal arc welding, shielded metal arc welding, gas tungsten arc welding).

B8.2 Apply gas metal arc welding, shielded metal arc welding, or flux core arc welding processes to fusion-weld mild steel with appropriate welding electrodes and related equipment.

B8.3 Weld a variety of joints in various positions.

B8.4 Know how to read welding symbols and plans, select electrodes, fit-up joints, and control heat and distortion.

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Agricultural Mechanics Pathway
B9.0 Students understand advanced metallurgy principles and fabrication techniques:

B9.1 Understand metallurgy principles, including distortion, hardening, tempering, and annealing.

B9.2 Operate and maintain various arc welding and cutting systems safely and appropriately.

B9.3 Operate and maintain fabrication tools and equipment safely and appropriately.
B9.4 Understand how to design project plans by using mechanical drawing techniques.

B9.5 Understand how to finish a metal project by implementing proper sequencing.

B9.6 Know how to manipulate and finish metal by using a variety of machines and techniques (e.g., lathe, mill, CNC plasma, shears, press break).

B9.7 Construct a welding project (using any electric welding process, appropriate products, joints, and positions), including interpreting a plan, developing a bill of materials, selecting materials, and developing a clear and concise fabrication contract.

B10.0 Students understand small and compact engines:

B10.1 Understand engine theory for both two- and four-stroke cycle engines.

B10.2 Know different types of small engines and their applications.

B10.3 Know small engine parts and explain the various systems (e.g., fuel, ignition, compression, cooling, lubrication systems).
B10.4 Know how to troubleshoot and solve problems with small engines.

B10.5 Know how to disassemble, inspect, adjust, and reassemble a small engine.

B10.6 Know how to look up parts, apply repair and maintenance recommendations from a repair manual, and complete appropriate forms, including work orders.

B11.0 Students understand the principles and applications of various engines and machinery used in agriculture:

B11.1 Understand how to identify common agricultural machinery.

B11.2 Operate and maintain equipment safely and efficiently.

B11.3 Know the various types of engines found on agricultural machinery and understand the theory and safe operation of their systems (e.g., cooling, electrical, fuel).

B11.4 Know the theory and operation of mobile hydraulic systems and power take-off systems.

B11.5 Troubleshoot common problems with engines and agricultural equipment.

B11.6 Understand the theory and operation of 12-volt DC electronic and electrical systems (e.g., circuit design, starting, charging, and safety circuits).
AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

B12.0 Students understand land measurement and construction techniques commonly used in agriculture:

B12.1 Understand common surveying techniques used in agriculture (e.g., leveling, land measurement, building layout).

B12.2 Know how to draw and interpret architectural plans.

B12.3 Know how to install single- and three-phase wiring and control systems found in agricultural structures, pumps, and irrigation systems.

B12.4 Install plumbing in agricultural structures (e.g., potable water, sewer, irrigation).

B12.5 Form, place, and finish concrete or masonry (e.g., concrete block).

B12.6 Understand how to construct agricultural structures by using wood framing and steel framing systems (e.g., barns, shops, greenhouses, animal structures).

B12.7 Develop clear and concise agricultural construction contracts.
Agriscience Pathway

C. Agriscience Pathway

The Agriscience Pathway helps students acquire a broad understanding of a variety of agricultural areas, develop an awareness of the many career opportunities in agriculture, participate in occupationally relevant experiences, and work cooperatively with a group to develop and expand leadership abilities. Students study California agriculture, agricultural business, agricultural technologies, natural resources, and animal, plant, and soil sciences.

C1.0 Students understand the role of agriculture in the California economy:

C1.1 Understand the history of the agricultural industry in California.

C1.2 Understand how California agriculture affects the quality of life.

C1.3 Understand the interrelationship of California agriculture and society at the local, state, national, and international levels.

C1.4 Understand the economic impact of leading California agricultural commodities.

C1.5 Understand the economic impact of major natural resources in California.

C1.6 Know the economic importance of major agricultural exports and imports.

C2.0 Students understand the interrelationship between agriculture and the environment:

C2.1 Understand important agricultural environmental impacts on soil, water, and air.
C2.2 Understand current agricultural environmental challenges.

C2.3 Understand how natural resources are used in agriculture.

C2.4 Compare and contrast practices for conserving renewable and nonrenewable resources.

C2.5 Understand how new energy sources are developed from agricultural products (e.g., gas-cogeneration and ethanol).

C3.0 Students understand the effects of technology on agriculture:

C3.1 Understand how an agricultural commodity moves from producer to consumer.

C3.2 Understand how technology influences factors such as labor, efficiency, diversity, availability, mechanization, communication, and so forth.

C3.3 Understand public concern for technological advancements in agriculture, such as genetically modified organisms.

C3.4 Understand the laws and regulations concerning biotechnology.

C4.0 Students understand the importance of animals, the domestication of animals, and the
role of animals in modern society:

C4.1 Understand the evolution and roles of domesticated animals in society.

C4.2 Know the differences between domestication and natural selection.

C4.3 Understand the modern-day uses of animals and animal by-products.

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AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

C4.4 Understand various points of view regarding the use of animals.

C4.5 Understand unique and alternative uses of animals (e.g., Handi-Riders and companion animals).

C5.0 Students understand the cell structure and function of plants and animals:

C5.1 Understand the purpose and anatomy of cells.

C5.2 Know how cell parts function.

C5.3 Understand various cell actions, such as osmosis and cell division.

C5.4 Understand how plant and animal cells are alike and different.
C6.0 Students understand animal anatomy and systems:

C6.1 Know the names and locations of the external anatomy of animals.

C6.2 Know the anatomy and major functions of vertebrate systems, including digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory, and endocrine systems.

C7.0 Students understand basic animal genetics:

C7.1 Differentiate between genotype and phenotype, and describe how dominant and recessive genes function.

C7.2 Compare genetic characteristics among cattle, sheep, swine, and horse breeds.

C7.3 Understand how to display phenotype and genotype ratios (e.g., by using a Punnett Square).

C7.4 Understand the fertilization process.

C7.5 Understand the purpose and processes of mitosis and meiosis.

C8.0 Students understand fundamental animal nutrition and feeding:
C8.1 Know types of nutrients required by farm animals (e.g., proteins, minerals, vitamins, carbohydrates, fats/oils, water).

C8.2 Analyze suitable common feed ingredients, including forages, roughages, concentrates, and supplements, for ruminant, monogastric, equine, and avian digestive systems.

C8.3 Understand basic animal feeding guidelines and evaluate sample feeding programs for various species, including space requirements and economic considerations.

C9.0 Students understand basic animal health:

C9.1 Assess the appearance and behavior of a normal, healthy animal.

C9.2 Understand the ways in which housing, sanitation, and nutrition influence animal health and behavior.

C9.3 Understand the causes and control of common animal diseases.
Agriscience Pathway

C9.4 Understand how to control parasites and why.

C9.5 Understand the legal requirements for the procurement, storage, methods of application, and withdrawal times of animal medications and know proper equipment handling and disposal techniques.

C10.0 Students understand soil science principles:

C10.1 Recognize the major soil components and types.

C10.2 Understand how soil texture, structure, pH, and salinity affect plant growth.

C10.3 Understand water delivery and irrigation system options.

C10.4 Understand the types, uses, and applications of amendments and fertilizers.

C11.0 Students understand plant growth and development:

C11.1 Understand the anatomy and functions of plant systems and structures.

C11.2 Understand plant growth requirements.

C11.3 Know annual, biennial, and perennial life cycles.
C11.4 Examine plant sexual and asexual reproduction.

C11.5 Understand the photosynthesis process and the roles of the sun, chlorophyll, sugar, oxygen, carbon dioxide, and water in the process.

C11.6 Understand the respiration process in the breakdown of food and organic matter.

C12.0 Students understand fundamental pest management:

C12.1 Understand the major classifications of pests (e.g., insects, weeds, disease, vertebrate pests).

C12.2 Understand chemical, mechanical, cultural, and biological methods of plant pest control.

C12.3 Understand the major principles, advantages, and disadvantages of integrated pest management.

C13.0 Students understand the scientific method:

C13.1 Understand the steps of the scientific method.

C13.2 Analyze an animal or plant problem and devise a solution based on the scientific
method.

C13.3 Use the scientific method to conduct agricultural experiments.

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AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

D. Animal Science Pathway

In the Animal Science Pathway, students study large, small, and specialty animals. Students explore the necessary elements—such as diet, genetics, habitat, and behavior—to create humane, ecologically and economically sustainable animal production systems. The pathway includes the study of animal anatomy and physiology, nutrition, reproduction, genetics, health and welfare, animal production, technology, and the management and processing of animal products and by-products.

D1.0 Students understand the necessary elements for proper animal housing and animal handling equipment:

D1.1 Understand appropriate space and location requirements for habitat, housing, feed, and water.

D1.2 Understand how to select habitat and housing conditions and materials (such as indoor and outdoor housing, fencing materials, air flow/ventilation, and shelters) to meet the needs of various animal species.

D1.3 Understand the purpose and the safe and humane use of restraint equipment, such as squeeze chutes, halters, and twitches.

D1.4 Understand the purpose and the safe and humane use of animal husbandry tools, such as hoof trimmers, electric shears, elastrators, dehorning tools, and scales.

D2.0 Students understand key principles of animal nutrition:

D2.1 Understand the flow of nutrients from the soil, through the animal, and back to
the soil.

D2.2 Understand the principles for providing proper balanced rations for a variety of production stages in ruminants and monogastrics.

D2.3 Understand the digestive processes of the ruminant, monogastric, avian, and equine digestive systems.

D2.4 Understand how animal nutrition is affected by the digestive, endocrine, and circulatory systems.

D3.0 Students understand animal physiology:

D3.1 Understand the major physiological systems and the function of the organs within each system.

D3.2 Understand the animal management practices that are likely to improve the functioning of the various physiological systems.

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Animal Science Pathway

D4.0 Students understand animal reproduction, including the function of reproductive organs:

D4.1 Understand animal conception (including estrus cycles, ovulation, and insemination).

D4.2 Understand the gestation process and basic fetal development.

D4.3 Understand the parturition process, including the identification of potential problems and their solutions.

D4.4 Understand the role of artificial insemination and embryo transfer in animal agriculture.

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D4.5  Understand commonly used animal production breeding systems (e.g., purebred compared with crossbred) and reasons for their use.

D5.0  Students understand animal inheritance and selection principles, including the structure and role of DNA:

D5.1  Evaluate a group of animals for desired qualities and discern among them for breeding selection.

D5.2  Understand how to use animal performance data in the selection and management of production animals.

D5.3  Research and discuss current technology used to measure desirable traits.

D5.4  Understand how to predict phenotypic and genotypic results of a dominant and recessive gene pair.

D5.5  Understand the role of mutations (both naturally occurring and artificially induced) and hybrids in animal genetics.

D6.0  Students understand the causes and effects of diseases and illnesses in animals:

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D6.1 Understand the signs of normal health in contrast to illness and disease.

D6.2 Understand the importance of animal behavior in diagnosing animal sickness and disease.

D6.3 Understand the common pathogens, vectors, and hosts that cause disease in animals.

D6.4 Understand prevention, control, and treatment practices related to pests and parasites.

D6.5 Apply quality assurance practices to the proper administration of medicines and animal handling.

D6.6 Understand how diseases are passed among animal species and from animals to humans and how that relationship affects health and food safety.

D6.7 Understand the impacts on local, national, and global economies as well as on consumers and producers when animal diseases are not appropriately contained.
and eradicated.

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AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

D7.0 Students understand common rangeland management practices and their impact on a balanced ecosystem:

D7.1 Understand the role of rangeland use in an effective animal production program.
D7.2 Know how rangeland management practices affect pasture production, erosion control, and the general balance of the ecosystem.
D7.3 Understand how to manage rangelands (including how to calculate carrying capacity) for a variety of animal species and locations.
D7.4 Understand how to balance rangeland use for animal grazing and for wildlife habitat.

D8.0 Students understand the challenges associated with animal waste management:
D8.1 Understand animal waste treatment and disposal management systems.
D8.2 Understand various methods for using animal waste and their environmental impacts.
D8.3 Understand the health and safety regulations that are an integral part of properly managed animal waste systems.

D9.0 Students understand animal welfare concerns and management practices that support animal welfare:
D9.1 Know the early warning signs of animal distress and how to rectify the problem.
D9.2 Understand public concerns for animal welfare in the context of housing, behavior, nutrition, transportation, disposal, and harvest of animals.
D9.3 Understand federal and state animal welfare laws and regulations, such as those dealing with abandoned and neglected animals, animal fighting, euthanasia, and medical research.
D9.4 Understand the regulations for humane transport and harvest of animals, such as those delineated by the U.S. Department of Agriculture, Food Safety and Inspection Service, and the Humane Methods of Slaughter Act.

D10.0 Students understand the production of large animals (e.g., cattle, horses, swine, sheep, goats) and small animals (e.g., poultry, cavy, rabbits):

D10.1 Know how to synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of large and small animals.

D10.2 Understand how to develop, maintain, and use growth and management records for large or small animals.

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Animal Science Pathway

D11.0 Students understand the production of specialty animals (e.g., fish, marine animals, llamas, tall flightless birds):

D11.1 Understand the specialty animal's role in agriculture (e.g., fish farms, pack animals, working dogs).

D11.2 Understand the unique nutrition, health, and habitat requirements for specialty animals.

D11.3 Know how to synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of specialty animals.

D11.4 Understand how to develop, maintain, and use growth and management records for specialty animals.

D12.0 Students understand how animal products and by-products are processed and marketed:

D12.1 Understand animal harvest, carcass inspection and grading, and meat processing safety regulations and practices and the removal and disposal of nonedible byproducts, such as those outlined in Hazard Analysis and Critical Control Point documents.

D12.2 Understand the relative importance of the major meat classifications, including
the per capita consumption and nutritive value of those classifications.

D12.3 Understand how meat-based products and meals are made.

D12.4 Understand how nonmeat products (such as eggs, wool, pelts, hides, and byproducts) are harvested and processed.

D12.5 Understand how meat products and nonmeat products are marketed.

D12.6 Understand the value of animal by-products to nonagricultural industries.

AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

E. Forestry and Natural Resources Pathway

The Forestry and Natural Resources Pathway helps students understand the relationships between California’s natural resources and the environment. Topics include energy and nutrient cycles, water resources and management, soil conservation, wildlife preservation and management, forest and fire management, and lumber production.

In addition, students study the outdoor recreation industry and multiple-use management.

E1.0 Students understand the importance of energy and energy cycles:

E1.1 Understand the oxygen, carbon, nitrogen, and water cycles.

E1.2 Understand the difference between renewable and nonrenewable energy sources.

E1.3 Understand the difference between natural resource management conservation strategies and preservation strategies.

E1.4 Compare the effects on air and water quality of using different forms of energy.
E1.5 Analyze the way in which human activities influence energy cycles and natural resource management.

E2.0 Students understand air and water use, management practices, and conservation strategies:

E2.1 Understand the government’s role in regulating air, soil, and water use management practices and conservation strategies.

E2.2 Understand air and water conservation issues.

E2.3 Understand appropriate water conservation measures.

E2.4 Understand the component of a plan that monitors water quality.

E2.5 Understand the component of a plan that monitors air quality.

E2.6 Analyze the way in which water management affects the environment and human needs.

E3.0 Students understand soil composition and soil management:

E3.1 Understand the systems used to classify soils.

E3.2 Understand the reasons for and importance of soil conservation.

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E3.3 Understand how to analyze soils found in the different natural resource management areas.

E3.4 Understand how to develop and implement a soil management plan for a natural resource management area.

E3.5 Understand how to analyze existing soil surveys to develop effective management plans.

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Forestry and Natural Resources Pathway

E4.0 Students understand rangeland management:

E4.1 Know the locations of major U.S. and California rangeland areas.

E4.2 Understand the interrelationship of rangeland management, the environment, wildlife management, and the livestock industry.

E4.3 Understand practices used to improve rangeland quality.

E4.4 Analyze the carrying capacity in various rangelands for both wildlife species and domestic livestock.

E4.5 Distinguish among different browse and forage species in California rangelands.
E4.6 Understand the components of a rangeland monitoring plan.

E4.7 Understand the requirements and rights accompanying public land grazing permits and the government agencies involved (e.g., Bureau of Land Management and U.S. Forest Service).

E5.0 Students understand wildlife management and habitat:

E5.1 Understand the relationship between habitat and wildlife population.

E5.2 Understand habitat requirements for different species and identify factors that influence population dynamics.

E5.3 Understand the methods for determining existing wildlife species populations.

E5.4 Understand mammalian and avian reproductive processes and explain how nutrition and habitat affect reproduction and population.

E5.5 Understand a variety of management practices used to manage wildlife populations for hunting and other recreational purposes.

E5.6 Analyze the economic and environmental significance of sport hunting and fishing industries.
E5.7 Understand the purpose, history, terminology, and challenges of the Endangered Species Act and current activities related to the Act.

E6.0 Students understand aquatic resource use and management:

E6.1 Understand the different types of aquatic resources.

E6.2 Know the major body parts, digestive systems, and reproductive organs of aquatic species.

E6.3 Understand a variety of methods to determine the populations of existing aquatic species.

E6.4 Analyze the relationship between water quality and aquatic species habitat.

E6.5 Understand a variety of management practices for managing aquatic species for sport fishing and other purposes.

E6.6 Understand how to make financial and production decisions and maintain growth and management records for a selected aquatic species.
AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

E7.0 Students understand the outdoor recreation industry:

E7.1 Understand the potential environmental impacts of recreational activities and how to manage the resources affected.

E7.2 Understand basic survival skills and first-aid procedures.

E7.3 Understand appropriate trail construction and maintenance techniques.

E7.4 Understand how to select appropriate recreational gear for trips of varying types and durations and how to use it safely and appropriately (for minimum environmental impact).

E7.5 Know how to set up a campsite for minimum environmental impact.

E8.0 Students understand basic plant physiology, anatomy, and taxonomy:

E8.1 Understand the scientific method of animal classification, including order, family, genus, and species.

E8.2 Know how to use a dichotomous key to identify plants and animals.
E8.3 Know how to identify local trees, shrubs, grasses, forbs, and wildlife species by common name.

E8.4 Recognize the factors that influence plant growth, such as respiration, temperature, nutrients, and photosynthesis.

E9.0 Students understand the role of fire in natural resource management:

E9.1 Understand the role of fire in forest and rangeland ecosystems.

E9.2 Understand the significance of each of the components of the “fire triangle.”

E9.3 Know appropriate wildland fire-suppression practices.

E9.4 Understand the components of a fire-control plan.

E9.5 Know how to use fire-control tools safely.

E9.6 Know the training requirements for fire-suppression certification.

E10.0 Students understand forest management practices:

E10.1 Understand how social, political, and economic factors can affect the use of
forests.

E10.2 Understand the California Forest Practice Act and the requirements for Timber Harvest and Habitat Conservation Plans.

E10.3 Analyze forest management systems (e.g., sustained yield, watershed management, ecosystem management, multiple-use management).

E10.4 Analyze harvest and renewability (e.g., re-seeding and thinning) systems and identify the impact of each on the land.

E10.5 Understand Silvicultural systems and skills, including appropriate tool use.

E10.6 Understand how to identify and diagnose damage from destructive insects, diseases, and weather, and know methods for their management.

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Forestry and Natural Resources Pathway

E11.0 Students understand the basic concepts of measurement, surveying, and mapping:

E11.1 Understand the Public Land Survey System.

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E11.2 Use surveying equipment, including global positioning satellites, maps, and a compass to determine area, boundaries, and elevation differences.

E11.3 Know how to apply timber-cruising and log-scaling skills to determine timber and log volume for management and marketing.

E11.4 Understand how to create a management plan map that includes layer information and data points from global information systems.

E12.0 Students understand the use, processing, and marketing of products from natural resource industries:

E12.1 Know the marketing processes and manufacturing standards for a variety of natural resource products, including mining, quarrying, and drilling.

E12.2 Know how to manufacture a product (to manufacturing standards) from a natural resource.

E12.3 Analyze the production of specialty and seasonal products from natural resources.
E12.4 Know different wood types and their uses.

E12.5 Know lumber manufacturing processes.

E13.0 Students understand public and private land issues:

E13.1 Understand the differences between publicly and privately held lands.

E13.2 Understand the differences between public land designations (e.g., State Park, National Forest, wilderness areas, wild and scenic areas).

E13.3 Understand the role of public and private property rights and how they affect agriculture.

E13.4 Understand the role of government in managing public and private property rights.

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AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

F. Ornamental Horticulture Pathway

The Ornamental Horticulture Pathway prepares students for careers in the nursery,
landscaping, and floral industries. Topics include plant identification, plant physiology, soil science, plant reproduction, nursery production, and floriculture as well as landscaping design, installation, and maintenance.

F1.0 Students understand plant classification and use principles:

F1.1 Understand how to classify and identify plants by order, family, genus, and species.

F1.2 Understand how to identify plants by using a dichotomous key.

F1.3 Understand how common plant parts are used to classify the plants.

F1.4 Understand how to classify and identify plants by using botanical growth habits, landscape uses, and cultural requirements.

F1.5 Understand plant selection and identification for local landscape applications.

F2.0 Students understand plant physiology and growth principles:

F2.1 Understand plant systems, nutrient transportation, structure, and energy storage.

F2.2 Understand the seed’s essential parts and functions.

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F2.3 Understand how primary, secondary, and trace elements are used in plant growth.

F2.4 Understand the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.

F2.5 Understand the tissues seen in a cross section of woody and herbaceous plants.

F2.6 Understand the factors that affect plant growth.

F3.0 Students understand sexual and asexual plant reproduction:

F3.1 Understand the different forms of sexual and asexual plant reproduction.

F3.2 Understand the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, seeds).

F3.3 Understand how to monitor plant reproduction for the development of a saleable product.

F4.0 Students understand basic integrated pest management principles:

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F4.1 Read and interpret pesticide labels and understand safe pesticide management practices.

F4.2 Understand how pesticide regulations and government agencies affect agriculture.

F4.3 Understand common horticultural pests and diseases and methods of controlling them.

F4.4 Understand the systematic approach to solving plant problems.

Ornamental Horticulture Pathway

F5.0 Students understand water and soil (media) management practices:

F5.1 Understand how basic soil science and water principles affect plant growth.

F5.2 Know basic irrigation design and installation methods.

F5.3 Prepare and amend soils, implement soil conservation methods, and compare results.

F5.4 Understand major issues related to water sources and water quality.
F5.5 Know the components of soilless media and the use of those media in various
types of containers.

F6.0 Students understand ornamental plant nutrition practices:

F6.1 Analyze how primary and secondary nutrients and trace elements affect ornamental
plants.

F6.2 Understand basic nutrient testing procedures on soil and plant tissue.

F6.3 Analyze organic and inorganic fertilizers to understand their appropriate uses.

F6.4 Understand how to read and interpret labels to properly apply fertilizers.

F7.0 Students understand the selection, installation, and maintenance of turf:

F7.1 Understand the selection and management of landscape and sports field turf.

F7.2 Understand how to select, install, and maintain a designated turfgrass area.

F7.3 Understand how the use of turf benefits the environment.

F8.0 Students understand nursery production principles:
F8.1 Understand how to properly use production facilities and common nursery equipment.

F8.2 Understand common nursery production practices.

F8.3 Understand how to propagate and maintain a horticultural crop to the point of sale.

F8.4 Understand marketing and merchandising principles used in nursery production.

F9.0 Students understand the use of containers and horticultural tools, equipment, and facilities:

F9.1 Understand the use of different types of containers and demonstrate how to maintain growing containers in controlled environments.

F9.2 Operate and maintain selected hand and power equipment safely and appropriately.

F9.3 Select proper tools for specific horticultural jobs.

F9.4 Understand how to install landscape components and electrical land and water
features.

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AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

F10.0 Students understand basic landscape planning, design, construction, and maintenance:

F10.1 Know the terms associated with landscape and design and their appropriate use.

F10.2 Understand the principles of residential design, including how to render design to scale.

F10.3 Understand proper landscape planting and maintenance practices.

F10.4 Prune ornamental shrubs, trees, and fruit trees.

F10.5 Develop clear and concise landscape business contracts.

F11.0 Students understand basic floral design principles:

F11.1 Understand the use of plant materials and tools.

F11.2 Apply basic design principles to products and designs.
F11.3 Handle, prepare, and arrange cut flowers appropriately.

F11.4 Understand marketing and merchandising principles used in the floral industry.

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Plant and Soil Science Pathway

G. Plant and Soil Science Pathway

The Plant and Soil Science Pathway covers topics such as plant classification, physiology, reproduction, plant breeding, biotechnology, and pathology. In addition, students learn about soil management, water, pests, and equipment as well as cultural and harvest practices.

G1.0 Students understand plant classification principles:

G1.1 Understand how to classify and identify plants by order, family, genus, and species.

G1.2 Understand how to identify plants by using a dichotomous key.

G1.3 Understand how common plant parts are used to classify the plants.

G1.4 Understand the differences between and uses of native and nonnative plants.

G1.5 Understand the differences between monocots and dicots.
G1.6 Understand the differences between plants under production and weeds.

G2.0 Students understand cell biology:

G2.1 Understand the differences between prokaryotic cells and plant and animal eukaryotic cells and how viruses differ from them in complexity and general structure.

G2.2 Understand plant cellular function reactions when plants are grown under different conditions.

G2.3 Understand what functions organelles play in the health of the cell.

G2.4 Understand the part of the cell that is responsible for the genetic information that controls plant growth and development.

G2.5 Understand plant inheritance principles, including the structure and role of DNA.

G2.6 Understand which organelles in plant cells carry out photosynthesis.
G3.0 Students understand plant physiology and growth principles:

G3.1 Understand plant systems, nutrient transportation, structure, and energy storage.

G3.2 Understand the seed’s essential parts and functions.

G3.3 Understand how primary, secondary, and trace elements are used in plant growth.

G3.4 Understand the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.

G3.5 Understand the tissues seen in a cross section of woody and herbaceous plants.

G3.6 Understand the factors that affect plant growth and predict plant response.

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AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

G4.0 Students understand sexual and asexual reproduction of plants:

G4.1 Understand the different forms of sexual and asexual plant reproduction.
G4.2 Understand the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, and seeds).

G4.3 Understand the proper sterile technique used in tissue culture.

G5.0 Students understand pest problems and management:

G5.1 Understand how to categorize insects as pests, beneficial, or neutral and their roles.

G5.2 Understand the role of other pests, such as nematodes, molds, mildews, and weeds.

G5.3 Know conventional, sustainable, and organic management methods to prevent or treat plant disease symptoms.

G5.4 Understand integrated pest management to prevent, treat, and control plant disease symptoms (including conventional, sustainable, and organic management methods).

G5.5 Understand how biotechnology can be used to manage pests.
G6.0 Students understand soils and plant production:

G6.1 Understand soil types, soil texture, structure, and bulk density and explain the U.S. Department of Agriculture (USDA) soil-quality rating procedure.

G6.2 Understand soil properties necessary for successful plant production, including pH, EC, and essential nutrients.

G6.3 Understand soil biology and diagram the soil food chain.

G6.4 Understand how soil biology affects the environment and natural resources.

G7.0 Students understand effective tillage and soil conservation management practices:

G7.1 Understand how to effectively manage and conserve soil through conventional, minimum, conservation, and no-tillage irrigation and through drainage and tillage practices.

G7.2 Understand how global positioning systems, surveying, laser leveling, and other
tillage practices conserve soil.

G7.3 Use tools such as the USDA and the local Resource Conservation District soil survey maps to determine appropriate soil management practices.

G8.0 Students understand effective water management practices:

G8.1 Understand California water history, current issues, water rights, water law, and water transfer through different distribution projects throughout the state.

G8.2 Understand the local, state, and federal agencies that regulate water quality and availability in California.

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Plant and Soil Science Pathway

G8.3 Understand the definition of a watershed and how it is used to measure water quality.

G8.4 Understand effective water management and conservation practices, including the use of tailwater ponds.

G8.5 Know water-testing standards and perform bioassay and macro-invertebrate protocols to assess water quality.

G9.0 Students understand the concept of an “agrosystem” approach to production:

S. Goeb  Program Plan  AGED 539
G9.1 Understand how to identify and classify the plants and animals in an agricultural system (as producers, consumers, or decomposers).

G9.2 Understand the elements of conventional, sustainable, and organic production systems.

G9.3 Understand the components of “whole-system management.”

G10.0 Students understand local crop management and production practices:

G10.1 Understand local cultural techniques, including monitoring, pruning, fertilization, planting, irrigation, harvest treatments, processing, and packaging practices for various tree, grain, hay, and vegetable classes.

G10.2 Understand common marketing and shipping characteristics of local commodities.

G10.3 Understand general maturity and harvest-time guidelines for specific local plant products.

G11.0 Students understand plant biotechnology:

G11.1 Understand how changing technology—such as micropropagation, biological pest controls, and genetic engineering (including DNA extraction and gel electrophoresis)—affects plant production, yields, and management.

G11.2 Understand the various technology advancements that affect plant and soil science (such as global positioning systems, global information systems, variable rate technology, and remote sensing).

G11.3 Know how herbicide-resistant plant genes can affect the environment.

G11.4 Understand how genetic engineering techniques have been used to improve crop yields.

G11.5 Understand the effects of agricultural biotechnology, including genetically

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Program Plan

AGED 539
modified organisms, on the agriculture industry and the larger society and the pros and cons of such use.
6.3  Understand how to locate important information on a material safety data sheet.

6.4  Maintain safe and healthful working conditions.
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**Authorizations/Subjects**

The following institutional services may be provided to English Language Development programs: (1) instruction in English language development to provide services to students, including preschool, and in diverse age-graded programs for adults.

- ESL
- BLAT

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**Renewal Requirements**

Please disregard all sections not seen below and refer to the "Additional Description" column to the right for specific renewal requirements.
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AGED 539
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November 2014
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Professional Development Plans
June 2014- CATA summer conference and skills week

September 2014 West Fresno Madera Fall Section meeting

November 2014- New Professionals Institute year 2

November 2014- Fall San Joaquin Roadshow and Region Meeting

January 2015- West Fresno Madera state degree scoring

February 2015- Spring San Joaquin Region Meeting

February 2015- State proficiency scoring

April 2015- Full completion of BTSA

May 2015- AGED 539 completion

May 2015- West Fresno Madera spring section meeting

June 2015- CATA summer conference and skills week

July 2015- CASE institute for plant science
Data for Year: 2014-2015

School:
# CA0072 Firebaugh
Firebaugh HS
1976 Morris Kyle Dr.
Firebaugh, CA 93622
Get Map

Teachers: 5

Courses Offered:

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<td>Life Science</td>
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S. Goeb

Program Plan

AGED 539
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S. Goeb
Program Plan

AGED 539
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**FFA Students by Pathway:**

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<td>Ag Mech.</td>
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<td>O.H.</td>
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<td>Plant/Soil Sci.</td>
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<thead>
<tr>
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<tr>
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<td>576</td>
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**FFA Students by Grade Level:**

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<tr>
<td>10</td>
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<td>11</td>
<td>128</td>
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S. Goeb                     Program Plan  AGED 539
<table>
<thead>
<tr>
<th>Years in Ag</th>
<th>Count</th>
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<tbody>
<tr>
<td>1</td>
<td>201</td>
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<tr>
<td>2</td>
<td>207</td>
</tr>
<tr>
<td>3</td>
<td>102</td>
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<td>4</td>
<td>40</td>
</tr>
<tr>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>6</td>
<td>14</td>
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<tr>
<td><strong>Average Years</strong></td>
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**Freshman Persistence:**
Cohort Year: 2011-2012

<table>
<thead>
<tr>
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<th>Percent</th>
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<tbody>
<tr>
<td>1</td>
<td>40</td>
<td>32%</td>
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<tr>
<td>2</td>
<td>14</td>
<td>11%</td>
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<tr>
<td>3</td>
<td>31</td>
<td>25%</td>
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<tr>
<td>4</td>
<td>39</td>
<td>31%</td>
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<tr>
<td><strong>Freshman Cohort Students</strong></td>
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<td><strong>Average Years Completed</strong></td>
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</table>
Ed Data provides demographic data for schools in California. To view this data click on the link.

View Ed Data

<table>
<thead>
<tr>
<th>Congressional District</th>
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<tbody>
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<table>
<thead>
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<table>
<thead>
<tr>
<th>County</th>
<th>Fresno</th>
</tr>
</thead>
</table>

| County-District-School Code | 10738091030121 |
Travel Request
Professional Development Report
Firebaugh does not have a formal post-professional development report in place. Those who attend various professional development conferences may be asked to teach something at the next all staff meeting, but that doesn’t usually happen. The agriculture department sends a report to the principal, learning directors, and superintendent so that they know something was gained from sending the teachers out for development. Anything that involves students has a presentation that is completed after the trip.
Year 1 2014-2015

1. Purchase new truck for Ag department.
   $45,000

Year 2 2015-2016

2. Purchase new/used tractor
   $60,000

3. Purchase new SUV/Van for Ag department.
   $45,000

Year 3 2016-2017

1. Purchase second new truck for Ag department.
   $45,000

Year 4 2017-2018

1. Purchase a new pull behind stock trailer.
   $10,000

Year 5 2018-2019

1. Purchase forklift
   $15,000

2. Purchase small tractor w/loader
   $15,000
## 4000 Books & Supplies

<table>
<thead>
<tr>
<th>430000</th>
<th>Materials and Supplies</th>
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<td>Ag Mech Supplies</td>
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<tr>
<td></td>
<td>Floral Supplies</td>
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<tr>
<td></td>
<td>OH Supplies</td>
</tr>
<tr>
<td></td>
<td>General Supplies</td>
</tr>
<tr>
<td></td>
<td>(Classrooms)</td>
</tr>
<tr>
<td></td>
<td>Leadership Supplies</td>
</tr>
<tr>
<td></td>
<td>Livestock Supplies</td>
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<tr>
<td></td>
<td>Totals</td>
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## 430007 Field Trips - Supplies

|        | FLD Milage             | $1,500.00 |
|        | Field Days             | $6,000.00 |
|        | Hotels                 | $4,000.00 |
|        | Totals                 | $11,500.00 |

## 430014 Other Supplies

|        | Dept. Office Supplies  | $1,000.00 |
|        | School Farm            | $1,000.00 |
|        | Totals                 | $2,000.00 |

## 4000 Totals

|        | Totals                 | $22,000.00 |

---

S. Goeb  
Program Plan  
AGED 539
<table>
<thead>
<tr>
<th>Other</th>
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<td></td>
<td>CATA Conferences</td>
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<td></td>
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<tr>
<td></td>
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<td></td>
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<td>530000</td>
<td>Dues And Membership</td>
<td></td>
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<tr>
<td></td>
<td>CA FFA Dues</td>
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<td>Rentals, Leases and Repairs &amp; Non Capital Improvements</td>
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<tr>
<td>571000</td>
<td>Direct Costs for Interprogram Services</td>
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<tr>
<td>5000</td>
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| 4000 Books & Supplies | | | | |
| 430000              | Materials and | | | |

S. Goeb

Program Plan

AGED 539
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<tr>
<th>PO #</th>
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<td></td>
<td>9/1/2014</td>
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<td>9/2/2014</td>
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<td></td>
<td>9/8/2014</td>
<td>$51.51</td>
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<td>9/9/2014</td>
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**430007**  
**Field Trips - Supplies**

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<th>Description</th>
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S. Goeb  
Program Plan  
AGED 539
<table>
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<tr>
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<th>Date</th>
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<tbody>
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**430014 Other Supplies**

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**4000 Totals**

**5000 Service & Other**

**520001 Conference Expenses**

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**520002 Travel Reimbursement Expenses**

**530000 Dues And Membership**
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**Rentals, Leases and Repairs & Non Capital Improvements**

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<tr>
<th>PO #</th>
<th>Vendor</th>
<th>Description</th>
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<th>Date</th>
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**Direct Costs for Interprogram Services**

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<th>Description</th>
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<th>Date</th>
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<tbody>
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**5000 Totals**

**6000 Capital Outlay**

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<td></td>
<td>Agri-Valley</td>
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Encumbered
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S. Goeb    Program Plan    AGED 539
District/Department Budget Process
As a department the five of us meet to discuss the upcoming year’s budget before the AIG application is due to the regional office. We discuss where we want to allocate funds and how much to assign to each category or budgetary item, as well as looking at where money was spent the previous year.

We take into consideration the wish list items that we want to complete that year as well as if we feel we will get outside help in any of the areas so that we can move funds to other areas. We also look at new courses being put into place or if we need new materials for current courses. In the livestock area we look at our growing numbers and projection of projects for the next year where we are short on equipment.

Throughout the year we can contact our secretary for an update on where we stand within our budget and the funds left to spend by the end of the year. She handles our AIG and district monies and coordinates with the business office to have an up to date balance on our account.

When we spend money from the AIG/district funds the purchase orders are run through our site secretary, she codes them four our account and passes them to the district office. When funds are paid out by the district she is notified with a new balance.
Department Chart of Responsibilities
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<th>Goeb</th>
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<td><strong>Project Supervision</strong></td>
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<td>Ag Mechanics</td>
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<td>Orchard/Crops</td>
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<td>Ornamental Horticulture</td>
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<td>Floral</td>
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<td>Cattle (beef &amp; dairy)</td>
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<td>Sheep</td>
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<td>Swine</td>
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<tr>
<td>Small Animals (rabbits, poultry)</td>
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<tr>
<td><strong>Judging Teams and Contests</strong></td>
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<td><strong>Fall</strong></td>
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<td>Tree Pruning</td>
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<td>Vine Pruning</td>
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<td>Cotton Judging</td>
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<td>Citrus Judging</td>
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<td>Opening Closing</td>
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<td>- Open Team</td>
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<td>- Officer Team</td>
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<td>Best Informed Greenhand</td>
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<td>Banking</td>
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<td>Impromptu Speaking</td>
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<td>Floriculture</td>
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Job Interview
Substitute procedures and plans
Log onto subfinder administrator site and report the absence.

Sub plans can be attached in the subfinder program, but in my experience it does not work well. I leave as sub plan on my desk with the sub binder, which contains all of the information the sub will need do know about my class. If it is a last minute unplanned absence I will email a plan to one of my teaching partners.
Program Completer Description
A program completer is a senior student who has been enrolled in agriculture education classes all four years of his/her high school career. Not only must the student have completed four years of agriculture courses, they must have passed with a satisfactory grade. This includes participating in at least the minimum amount of FFA activities required per semester, having a supervised agriculture experience project each year, and maintaining a current record book for said projects. Currently our senior completers receive a sash to wear at graduation after they have provided proper documentation that all requirements have been met.
Reimbursement Process
To be reimbursed for expenses from the FFA ASB account:

Fill out the pink sheet with a receipt attached or show a quote in order to receive a purchase order.

To get a purchase order from AIG or ROP you need to fill out the correct color Purchase Order form and attach a price quote from the vendor.
FIREBAUGH HIGH SCHOOL
ASSOCIATED STUDENT BODY FUND
1976 Morris Kyle Drive
Firebaugh, Ca 93622

Date __________________________

Purpose of Cash Box: __________________________

Add/Charge to __________________________
Account of: __________________________

Approved by: __________________________
Club Advisor/Principal

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<td><strong>Grand Total</strong></td>
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<td><strong>Grand Total</strong></td>
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Verification of Receipts: __________________________
Receipt No: __________________________
Date: __________________________
Verified By: __________________________

Currency: $ __________________________
Coin $ __________________________
Checks $ __________________________
Sub Total $ __________________________
Less Cash box Fund $ __________________________
Total Deposit $ __________________________
REQUISITION

Date: ______________________

Requested by: ______________________

Purpose: ______________________

Site: [ ] HMB [ ] AEM [ ] FMS [ ] PHS
[ ] DIST [ ] MOT [ ] FACE [ ] TRNSP
[ ] ALL SITES

Account: ______________________

FOR OFFICE USE ONLY

Account: ______________________

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<tr>
<th>QUANTITY</th>
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<th>DESCRIPTION</th>
<th>UNIT PRICE</th>
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SUBTOTAL

TAX

S/H

TOTAL

APPROVALS

Principal: ______________________ Date: ______________________

Special Projects: ______________________ Date: ______________________

Business Manager: ______________________ Date: ______________________

MOT Director: ______________________ Date: ______________________

Superintendent: ______________________ Date: ______________________

ALL REQUISITIONS MUST BE COMPLETED PROPERLY. (e.g. name, address, price, sales tax, shipping/handling charges.)
# REQUISITION

**Date:**

**Requested by:**

**Purpose:**

**PAGE:**

**OF:**

**Account:**

**FOR OFFICE USE ONLY**

**Account:**

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**APPROVALS**

**Principal**

**Date**

**Special Projects**

**Date**

**Business Manager**

**Date**

**MOT Director**

**Date**

**Superintendent**

**Date**

ALL REQUISITIONS MUST BE COMPLETED PROPERLY. (i.e. name, address, price, sales tax, shipping/handling charges.)
REQUISITION FOR CATEGORICAL PROGRAMS

Purchase Order # ____________________________ Date: ____________________________

Will pick-up P.O. at district office ______
Need to place order ________
Confirmed Verbal Order ________

Requested by: ____________________________ Purpose: ____________________________

Site [ ] JHMB [ ] JAS [ ] FMS [ ] FHS
[ ] DIST [ ] MOT [ ] FACE [ ] TRNSP
[ ] ALL SITES

SITE PLAN PAGE NO. ____________________________

Account: ____________________________

Vendor No: ____________________________
Vendor: ____________________________

FOR OFFICE USE ONLY
Account:

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APPROVALS

Principal Date

Special Projects Date

Business Manager Date

MOT Director Date

Superintendent Date

ALL REQUISITIONS MUST BE COMPLETED PROPERLY. (e.g. name, address, price, sales tax, shipping/handling charges.)
REQUISITION CONFERENCE/REIMBURSEMENTS

Purchase Order #

Will pick-up P.O. at district office

Need to place order

Confirmed Verbal Order

Date:

Requested by:

Purpose:

Site Plan Pg. #

Account:

PLEASE CHECK IF CATEGORICAL

Categorical Program

FOR OFFICE USE ONLY

Account:

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<th>QUANTITY</th>
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SUBTOTAL

TAX

S/H

TOTAL

APPROVALS

Principal

Date

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