June Bettencourt
AGED 539
Teacher Internship Report
Central High School
West Campus
Cal Poly, San Luis Obispo
AGED Masters
Fall 2015

Quality Criteria 1: Curriculum and Instruction

Quality Criteria 2: Leadership and Citizen Development

Quality Criteria 3: Practical Application of Agricultural Skills

Quality Criteria 4: Qualified and Professional Personal

Quality Criteria 5: Facilities, Equipment, and Materials

Quality Criteria 6: Community, Business, and Industry Involvement

Quality Criteria 7: Career Guidance

Quality Criteria 8: Program Promotion

Quality Criteria 9: Program Accountability and Planning

Quality Criteria 10: Student to Teacher Ratio

Quality Criteria 11: Full Year Employment

AGED 539 Special Focus Project: Chapter Website
June Redenbrook
NED 539
Teacher Internship
Report
Central High School
West Campus
Culpeper, VA
Louis Odel
Masters
189-2015
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2. Leadership and Citizenship Development
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9. Perspective Accountability and Planning
10. Student to Teacher Ratio
11. Annual Year Employment
Quality Criteria 1: Curriculum and Instruction

All classes taught in the Central High School West Agriculture program are set up in organized pathways. There are four main course pathways: Agriculture Science, Animal Science, Agriculture Mechanics, and Horticulture. Each pathway has an introductory course and a capstone course. We also offer an Agriculture Economics and Government class for our senior students as well as an Agriculture Leadership class as an elective.

All courses teach leadership skills, organizational skills, and personal development. All students (except first year agriculture students) are required to have a Supervised Agriculture Experience Project which consists of 10% of the student’s grade in their agriculture class. Students are to maintain an up-to-date SAE Recordbook. First year students learn about the importance of having an SAE Project and the importance of keeping records on their future projects while planning their future SAE project. In order to receive full credit for their SAE project in their grade, each student must spend 50 hours per semester on their SAE, as reflected by their record book. For students who complete more than the required 50 hours in the first semester, any additional hours roll over and count for the second semester grades. This helps out students who take an animal to the fair in October and will not purchase another project until May or June of the next year. Our department is currently in the process of developing a standardized rubric that can be utilized by everyone in the department. In addition to the required SAE requirement, all students are required to participate in two out-of-class activities per semester. This is worth 5% of their grade. Extra activities completed do not roll over to the next semester,
but will help a student earn a spot in the top twenty point award trip at the end of the school year.

Courses also teach career pathways as well as post-secondary education opportunities and job opportunities for life after high school. Capstone courses focus on skills such as resume writing, job applications, and job interview skills. There is a strong focus on real world experiences in each agriculture course offered. Mechanics courses bring in vocational college speakers and work on a variety of hands-on real world jobs. Agri-science and horticulture classes focus on labs both on and off our school farm facility. The Vet Science class and Food Science class bring in guest speakers who work in those fields. The 22-acre school farm is utilized as much as possible for all classes. The Ag Science 1 classes use the farm for animal labs and garden plots. The mechanics classes perform maintenance and repairs that help build marketable skills. When an opportunity is presented, as agriculture teachers, we try to seize that moment, whether it be helping with lambing on the school farm, going across the street to watch the heavy equipment level a ripped field, or bringing in educational guest speakers. These opportunities are what excite our students. Courses offered also teach career pathways as well as post-secondary educational opportunities and job opportunities for life after high school. The capstone courses focus on skills such as resume writing, job applications, and job interview skills. Where our department could improve is offering more junior/senior level courses. Our campus is heavy in ninth graders, so most of energy and time goes into teaching those younger students, which leaves our older students with minimal opportunities.
All agriculture courses count towards high school graduation. There are many agriculture courses that count towards elective credit. The Floral Design course is approved for U.C. Fine Art credit as well. All Agriculture Science courses meet the graduation requirements and U.C. a-g credit. Students will take Agriculture Science 1 in the 9th grade, Ag Biology and Plant & Animal Physiology in the 10th grade, Ag Chemistry and Food Science in the 11th grade, and ROP Bio Technology or ROP Veterinary Science in the 12th grade. Counselors and administration have been very instrumental in maintaining the school master schedule so nearly all agriculture courses are offered to the students.

Supporting Completion Materials

Item A- Incoming Freshmen Class Offerings.

Item B- Agriculture Pathway for upcoming sophomores, juniors and seniors.

Items C - Pacing guides for Ag Biology, Ag Science 1, and Food Science

Item D- UC A-G requirements and list of Agriculture courses that meet these requirements.

Item E- Pathways that are offered, including potential career opportunities.

Item F- Screen shot of our Fresno-Central FFA Webpage. FFA results, applications and information are posted here.

Item G- FFA iRecordbook Password list, included to show that iRecordbooks are utilized as part of the Ag Education Program.
**Item H-** Our department-wide SAE project completion and fair check sign-off sheet.

Included to show that Record Book completion and close out is required for students to receive a fair check.

**Item I-** Course Syllabi for each of the three classes that I teach (Ag Science 1, Ag Biology, Food Science). Discusses that Ag education is comprehensive and requires participation in FFA/SAE.

**Item J-** New Course UC Template. Blank Template, along with two completed templates for a new Ag Biology and Ag Chemistry classes.
## Freshmen Class Offerings

<table>
<thead>
<tr>
<th>Science Credit</th>
<th>Ag Science 1/ Ag Biology</th>
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</thead>
<tbody>
<tr>
<td>Graduation Requirement</td>
<td>Ag Freshmen Requirements</td>
</tr>
<tr>
<td>Electives</td>
<td>Floral Design</td>
</tr>
<tr>
<td></td>
<td>Ag Construction 1</td>
</tr>
<tr>
<td></td>
<td>Ag Power Equipment (Small Engines)</td>
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<tr>
<td></td>
<td>Ag Leadership (with approval)</td>
</tr>
</tbody>
</table>

The classes I would like to take next year are . . . . .
<table>
<thead>
<tr>
<th>Central High</th>
<th>Ag Department</th>
<th>Class Offerings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10th Grade</strong></td>
<td></td>
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<tr>
<td>Science Core</td>
<td>Ag Biology</td>
<td>Ag Chemistry</td>
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<tr>
<td>Science Electives</td>
<td>Plant and Animal Physiology and Anatomy</td>
<td>Food Science</td>
</tr>
<tr>
<td></td>
<td>ROP Vet Science / ROP Biotech</td>
<td>Food Science</td>
</tr>
<tr>
<td></td>
<td>ROP Vet Science / ROP Biotech</td>
<td></td>
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<tr>
<td><strong>11th Grade</strong></td>
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<tr>
<td>Floral Design</td>
<td>Floral Design</td>
<td>Ornamental Horticulture</td>
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<td></td>
<td>Ornamental Horticulture</td>
<td>ROP Floral Design</td>
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<td></td>
<td>ROP Floral Design</td>
<td>ROP Floral Design</td>
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<td><strong>12th Grade</strong></td>
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<tr>
<td>Ag Construction</td>
<td>Ag Construction 1</td>
<td>Ag Construction 2</td>
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<td></td>
<td>Ag Construction 2</td>
<td>ROP Welding I/II</td>
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<td>ROP Welding I</td>
<td>ROP Welding II</td>
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<td>Ag Power</td>
<td>Ag Power Equipment</td>
<td>Advanced Ag Power</td>
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<td>ROP Diesel Engines</td>
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<tr>
<td>Electives</td>
<td>Ag Leadership</td>
<td>Ag Leadership</td>
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<td></td>
<td>Equine Science</td>
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<td></td>
<td>Farm Management</td>
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<td>Landscaping</td>
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Classes I would like to take next year:

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<th>Subject</th>
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<tr>
<td>English</td>
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<td>History</td>
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<td>Math</td>
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<td>Science</td>
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<td>Social Studies</td>
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<td>Foreign Language</td>
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<td>Computer Science</td>
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<td>Business</td>
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<td>Other</td>
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<tr>
<td>Days</td>
<td>Topic</td>
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<tr>
<td>1-3</td>
<td>Class Business</td>
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<td>4</td>
<td>Benchmark #1</td>
<td>All</td>
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<tr>
<td>5-7</td>
<td>What is FFA?</td>
<td>Agriculture Standards 9.2, 10.1, 10.2</td>
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<td>8-12</td>
<td>Agriculture- California Agriculture and Modoc County Agriculture</td>
<td>Agriculture Standards C1.1, C1.2, C1.3, C1.4, C1.5, C1.6</td>
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<td>13-20</td>
<td>Mapping Skills- Latitude, Longitude, Location, Topography (Deserts and Rainforests)</td>
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<td>21-25</td>
<td>Minerals- Physical Properties, ID, Composition</td>
<td>Supports 9.a, 3.c</td>
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<td>26-30</td>
<td>Rocks- Rock Cycle, Types, Formation, Characteristics, ID</td>
<td>3.c</td>
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<td>31</td>
<td>Energy in the Earth System-Vocabulary</td>
<td>4, 5, and 6</td>
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<td>32-41</td>
<td>Earth's Energy- Energy Flow, Solar Radiation, Heat, Greenhouse Effect</td>
<td>4.a, 4.b, 4.c</td>
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<td>42-55</td>
<td>Earth’s Energy- Atmospheric Temperatures and Pressures, Circulation Patterns of Heat, Ocean and Air Currents, Temperature Inversions</td>
<td>5.a, 5.b, 5.c</td>
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<td>56-60</td>
<td>Earth's Energy- Oceans, Ocean Water-salinity, density, inversions, currents, Distribution of marine organisms</td>
<td>5.d</td>
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<td>60-66</td>
<td>Earth's Energy- Climate and Weather over time, Factors affecting Climate</td>
<td>6.a, 6.b, 6.c</td>
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<td>67</td>
<td>Earth’s Energy Exam</td>
<td>4, 5, and 6</td>
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<td>68</td>
<td>Benchmark #2</td>
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<td>69</td>
<td>Dynamic Earth Processes Vocabulary</td>
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<td>70-79</td>
<td>Dynamic Earth Processes- Evidence for Plate Tectonics, Features of Ocean Floor, Plate Boundaries, Earthquakes, Volcanoes</td>
<td>3.a, 3.b, 3.d, 3.e</td>
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<td>Dynamic Earth Processes Exam</td>
<td>3</td>
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<td>81</td>
<td>Biogeochemical Cycles Vocabulary</td>
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<td>82-95</td>
<td>Biogeochemical Cycles- Photosynthesis, Respiration, Carbon Cycle, Water Cycle, Nitrogen Cycle, Movement of Matter and Energy</td>
<td>7.a, 7.b, 7.c</td>
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<td>Biogeochemical Cycles Exam</td>
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<td>97</td>
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<td>3, 4, 5, 6, 7</td>
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<td>99-107</td>
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<td>8.a, 8.b, 8.c</td>
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<td>Layers of the Atmosphere, Chemical</td>
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<td>Composition of the Atmosphere, Outgassing,</td>
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<td>Developing Oxygen Levels, Ozone Layer</td>
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<td>108</td>
<td>Structure and Composition of the Atmosphere Exam</td>
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<td>109</td>
<td>California Geology Vocabulary</td>
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<td>110-116</td>
<td>California Geology-</td>
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<td></td>
<td>Important Resources (water, land, air, natural</td>
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<td>gas, geothermal energy, solar energy, wind</td>
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<td>energy), Natural Hazards, Water</td>
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<td>117</td>
<td>California Geology Exam</td>
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<td>118</td>
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<td>1 and 2</td>
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<td>119-129</td>
<td>Earth's Place in the Universe-</td>
<td>1.a, 1.b, 1.c, 1.f</td>
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<td>Formation of the Solar System, Bodies of the Solar System</td>
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<td></td>
<td>(Planets, Stars, Comets, Asteroids, Meteoroid), Formation of Earth,</td>
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<td></td>
<td>Earth's history,</td>
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<td>130-133</td>
<td>Earth's Place in the Universe-</td>
<td>1.d, 1.e, 1.f</td>
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<td>Location of bodies within the solar system</td>
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<td>134</td>
<td>Benchmark #3</td>
<td>All</td>
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<td>135-143</td>
<td>Earth's Place in the Universe-</td>
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<td>Galaxies, Milky Way, Nuclear Fusion, Life Cycle of Stars</td>
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<td>Earth's Place in the Universe Exam</td>
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<td>Individualized standards based on student needs</td>
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<td>154-163</td>
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<td>Ag Standards 2.4 (1.1)</td>
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<td>164-170</td>
<td>Record Books-</td>
<td>Ag Standards 10.3</td>
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<td>Budgets, Journals, Ownership Agreements, Non-ownership Agreements</td>
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<td>171-174</td>
<td>Review for Final Exam</td>
<td>All</td>
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<td>176-180</td>
<td>Final Exam</td>
<td>All</td>
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**BIOLOGY PACING GUIDE**

**Course Description:** The biology curriculum is designed to continue student investigations and deepen student understanding of the biological sciences. High school instruction should include concepts introduced in K-8 at a more abstract level. In-depth study of the following concepts is included; the cell, the molecular basis of heredity, biological evolution, the interdependence of organisms, matter, energy and organization in living systems, and the adaptive responses of organisms. For instruction, the program strands and unifying concepts should be woven through the content goals and objectives of the course.

<table>
<thead>
<tr>
<th>Week</th>
<th>Power/Essential Standard</th>
<th>CA Content Standard</th>
<th>Chapter. Section</th>
</tr>
</thead>
</table>
| 1    | The learner will develop abilities necessary to do and understand scientific inquiry. | • I.E. 1f – Distinguish between hypothesis and theory as scientific terms  
• I.E.1j – Recognize the issues of statistical variability and the need for controlled tests.  
• I.E.1k – Recognize the cumulative nature of scientific evidence.  
• I.E.1n – Know that when an observation does not agree with an accepted scientific theory, the observation is sometimes mistaken or fraudulent (e.g., the Piltdown Man fossil or unidentified flying objects) and that the theory is sometimes wrong (e.g., the Ptolemaic model of the movement of the Sun, Moon, and planets). | Scientific Processes (1.3) |
| 2    | Learner will develop an understanding of the |  | Biologists' Tools and Technology (1.4)  
Graphing Exercises  
Ecologists Study Relationships (13.1) |
<table>
<thead>
<tr>
<th>ecological relationship among organisms.</th>
<th>6.a – Students know biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats.</th>
<th>Biotic and Abiotic Factors (13.2)</th>
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</thead>
<tbody>
<tr>
<td>6.e – Students know a vital part of an ecosystem is the stability of its producers and decomposers.</td>
<td></td>
<td>Energy in Ecosystems (13.3)</td>
</tr>
<tr>
<td>3</td>
<td>6.f – Students know at each link in a food web some energy is stored in newly made structures but much energy is dissipated into the environment as heat. This dissipation may be represented in an energy pyramid</td>
<td>Food Chains and Food Webs (13.4)</td>
</tr>
<tr>
<td>6.d – Students know how water, carbon, and nitrogen cycle between abiotic resources and organic matter in the ecosystem and how oxygen cycles through photosynthesis and respiration.</td>
<td></td>
<td>Cycling of Matter (13.5)</td>
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<tr>
<td><strong>addional time for chapter 13</strong></td>
<td></td>
<td>Pyramid Models (13.6)</td>
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<tr>
<td>Learner will develop an understanding of the continuity of life and the changes of organisms over time.</td>
<td></td>
<td>Darwin's Observations (10.2)</td>
</tr>
<tr>
<td>5</td>
<td>7.d – Students know variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions. 8.a – Students know how natural selection determines the differential survival of groups of organisms.</td>
<td>Theory of Natural Selection (10.3)</td>
</tr>
<tr>
<td>6</td>
<td>Extra week if needed</td>
<td>Evidence of Evolution (10.4)</td>
</tr>
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</tr>
<tr>
<td>7</td>
<td>7.c - Students know new mutations are constantly being generated in a gene pool. 7.d - Students know variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.</td>
<td>Genetic Variations Within Populations (11.1)</td>
</tr>
<tr>
<td>8</td>
<td>8.a - Students know how natural selection determines the differential survival of groups of organisms.</td>
<td>Natural Selection in Populations (11.2)</td>
</tr>
<tr>
<td>8</td>
<td>8.c - Students know the effects of genetic drift on the diversity of organisms in a population.</td>
<td>Other Mechanisms of Evolution (11.3)</td>
</tr>
<tr>
<td>8</td>
<td>8.d - Students know reproductive or geographic isolation affects speciation.</td>
<td>Speciation Through Isolation (11.5)</td>
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<tr>
<td>9</td>
<td>8.e - Students know how to analyze fossil evidence with regard to biological diversity, episodic speciation, and mass extinction.</td>
<td>Patterns in Evolution (11.6)</td>
</tr>
<tr>
<td>10</td>
<td>Review for Benchmark</td>
<td>Carbon-Based Molecules (2.3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learner will develop an understanding of the physical, chemical, and cellular basis of life.</th>
<th>1.h - Students know most macromolecules (polysaccharides, nucleic acids, proteins, lipids) in cells and organisms are synthesized from a small collection of simple precursors. 4.e - Students know proteins can differ from one another in the number and sequence of amino acids.</th>
<th>Chemical Reactions (2.4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>1.b - Students know enzymes are proteins that catalyze</td>
<td>Enzymes (2.5)</td>
</tr>
<tr>
<td>12</td>
<td>1. e - Students know the role of the endoplasmic reticulum and Golgi apparatus in the secretion of proteins.</td>
<td>Cell Theory (3.1)</td>
</tr>
<tr>
<td>13</td>
<td>1.a - Students know cells are enclosed within semipermeable membranes that regulate their interaction with their surroundings.</td>
<td>Cell Membrane (3.3)</td>
</tr>
<tr>
<td>14</td>
<td>1.a - Students know cells are enclosed within semipermeable membranes that regulate their interaction with their surroundings.</td>
<td>Diffusion and Osmosis (3.4)</td>
</tr>
<tr>
<td>15</td>
<td>1.f - Students know usable energy is captured from sunlight by chloroplasts and is stored through the synthesis of sugar from carbon dioxide.</td>
<td>Chemical Energy and ATP (4.1)</td>
</tr>
<tr>
<td>16-18</td>
<td>1.6 - Students know the role of the mitochondria in making stored chemical-bond energy available to cells by completing the breakdown of glucose to carbon dioxide.</td>
<td>Overview of Cellular Respiration (4.4)</td>
</tr>
<tr>
<td>19</td>
<td>Learner will develop an understanding of the continuity of life and the changes of organisms over time.</td>
<td>Structure of DNA (8.2)</td>
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<tr>
<td>5.b – Students know how to apply base-pairing rules to explain precise copying of DNA during semiconservative replication and transcription of information from DNA into mRNA.</td>
<td>DNA Replication (8.3)</td>
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</tr>
<tr>
<td>1.d – Students know the central dogma of molecular biology outlines the flow of information from transcription of ribonucleic acid (RNA) in the nucleus to translation of proteins on ribosomes in the cytoplasm.</td>
<td>Transcription (8.4)</td>
<td></td>
</tr>
<tr>
<td>5.a – Students know the general structures and functions of DNA, RNA, and protein.</td>
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<td></td>
</tr>
<tr>
<td>5.b – Students know how to apply base-pairing rules to explain precise copying of DNA during semiconservative replication and transcription of information from DNA into mRNA.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.a – Students know the general pathway by which ribosomes synthesize proteins, using tRNAs to translate genetic information in mRNA.</td>
<td>Translation (8.5)</td>
<td></td>
</tr>
<tr>
<td>4.b – Students know how to apply the genetic coding rules to predict the sequence of amino acids from a sequence of codons in RNA.</td>
<td></td>
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</tr>
<tr>
<td>4.c – Students know how mutations in the DNA sequence of a gene may or may not affect the expression of the gene or the sequence of amino acids in an encoded protein.</td>
<td>Mutations (8.7)</td>
<td></td>
</tr>
<tr>
<td>4.f – Students know why proteins having different amino acid sequences typically have different</td>
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</tr>
<tr>
<td>22</td>
<td>1.a – Students know cells are enclosed within semipermeable membranes that regulate their interaction with their surroundings.</td>
<td>The Cell Cycle (5.1)</td>
</tr>
<tr>
<td>23</td>
<td>2.b – Students know only certain cells in a multicellular organism undergo meiosis. 2.f – Students know the role of chromosomes in determining an individual’s sex.</td>
<td>Mitosis and Cytokinesis (5.2)</td>
</tr>
<tr>
<td></td>
<td>2.a – Students know meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each type. 2.e – Students know why approximately half of an individual's DNA sequence comes from each parent.</td>
<td>Process of Meiosis (6.2)</td>
</tr>
<tr>
<td>24</td>
<td>3.b – Students know the genetic basis for Mendel's laws of segregation and independent assortment.</td>
<td>Mendel and Heredity (6.3)</td>
</tr>
<tr>
<td>25</td>
<td></td>
<td>Traits, Genes, and Alleles (6.4)</td>
</tr>
<tr>
<td></td>
<td>2.c – Students know how random chromosome segregation explains the probability that a particular allele will be in a gamete. 2.g – Students know how to predict possible combinations of alleles in a zygote from the genetic makeup of the parents. 3.a – Students know how to predict the probable outcome of phenotypes in a genetic</td>
<td>Traits and Probability (6.5)</td>
</tr>
<tr>
<td>Page</td>
<td>Task</td>
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</tr>
<tr>
<td>26</td>
<td>2.d – Students know new combinations of alleles may be generated in a zygote through the fusion of male and female gametes (fertilization). 2.e – Students know why approximately half of an individual’s DNA sequence comes from each parent.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Meiosis and Genetic Variation (6.6)</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>3.a – Students know how to predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance (autosomal or X-linked, dominant or recessive). 7.b – Students know why alleles that are lethal in a homozygous individual may be carried in a heterozygote and thus maintained in a gene pool.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chromosomes and Phenotype (7.1)</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>(Review for benchmark)</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Gene Linkage and Mapping (7.3)</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Learner will develop an understanding of the unity and diversity. 1.c – Students know how prokaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure. 10.d – Students know there are important differences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Studying Viruses and Prokaryotes (18.1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bacterial Disease and Antibiotics (18.6)</td>
<td></td>
</tr>
</tbody>
</table>
between bacteria and viruses with respect to their requirements for growth and replication, the body’s primary defenses against bacterial and viral infections, and effective treatments of these infections.

| 31 | (Human Body) | (Chapters 28-34) |
Food Science Curriculum

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Food Production and Analysis - Label Requirements Worksheet
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Appendix

Food Science

FHA/HERO Proficiency Event - Food Science/Technology
FHA/HERO Proficiency Event - Food Science/Technology Evaluation

Activities Useful in All Units

Experiment Lab Form and Introduction

Safety Guidelines

Electrical Safety
Chemical Safety
Personal and Clothing Safety
Eye/Vision Safety
Fire Safety
Hand Safety and Protection
Glassware Safety
Personal Hygiene and Safety
Waste Disposal
Equipment Use and Safety
Safety Precaution Symbols for Transparencies
Safety and Precautions Pictures with Blanks
Safety Rules - State of Illinois
Safety Contract
Are you interested in going to college? You need to make sure that you are enrolled in the right classes. You must have the following courses, areas and classes to attend a 4-year University. Keep in mind more competitive schools will require more than the minimum requirements listed. Student Athletes should visit www.ncaa.org to check on athletic qualifications for colleges.

<table>
<thead>
<tr>
<th>SUBJECT AREA</th>
<th>CENTRAL HIGH CLASSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>US History, Modern World History, World Geography, American Government, Ag Government (also includes AP, Accelerated and SDAIE Courses)</td>
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<tr>
<td>1 Year U.S. History</td>
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</tr>
<tr>
<td>1 Year World History</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>English 1, 2, 3, 4 ERWC, Composition &amp; Literature, Fiction, AP Language &amp; Composition, AP Literature &amp; Composition and all Accelerated and SDAIE Courses</td>
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<tr>
<td>4 Years College Prep</td>
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<tr>
<td>Mathematics</td>
<td>Algebra 1, Foundations of Algebra/Geometry, Geometry, Algebra 2, Alg/Geo III, Trigonometry, Trig Elem Functions, AP Calculus AB, AP Calculus BC, AP Statistics and all SDAIE Courses</td>
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<tr>
<td>3 years minimum</td>
<td></td>
</tr>
<tr>
<td>(Finishing at least Algebra 2)</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Biology, Ag Biology, AP Biology, Chemistry, Ag Chemistry, Conceptual Physics, AP Chemistry, Anatomy, Physics, Zoology, Plant &amp; Animal Physiology and all AP and SDAIE</td>
</tr>
<tr>
<td>2 years with Laboratory</td>
<td></td>
</tr>
<tr>
<td>(Physical and Life)</td>
<td></td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Spanish 1, 2, 3, 4 French 1, 2, 3, 4 Spanish Literacy 1, Spanish Literacy 2</td>
</tr>
<tr>
<td>2 Years same Lang.</td>
<td></td>
</tr>
<tr>
<td>1 Year Art, Dance, Drama or Music</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>Economics, Ag Economics, AP Economics, Ag Science 1, Science 1, Psychology/Sociology, Glaze Calculation, American Justice, Principals of Technology, ROP Veterinary Science, Environmental Science, Food Science, AP Psychology and specific other courses listed above.</td>
</tr>
</tbody>
</table>
Agricultural Mechanics

There are many different employment and post-secondary opportunities available in all aspects of Construction/Mechanical Technology. Students at Central High School West Campus are provided with the opportunity for both classroom and hands-on instruction. We offer a unique facility for our students with a metal fabrication shop and a small engine laboratory.

Aside from excellent education opportunities available at Central High School West Campus there are many intra-curricular activities designed to expand leadership and organizational skills. You will want to be a part of the unique opportunities available at West Campus.

### Agriculture Power 1: Small Engines
Be prepared to get your hands greasy! Another learn-by-doing course which will cover the basic theory and operation of an internal combustion engine and how to diagnose and correct problems in carburetion, ignition, and compression systems, as well as how to perform basic tune-up activities and small engine overhauls.

### Advanced Agriculture Power
Advanced Ag Power provides an additional course opportunity for students interested in either the engineering or construction aspect of agricultural power machinery. The three power areas will include small engines, internal combustion engines, and electric motors. Team collaborative projects will be emphasized.

### ROP Diesel Mechanics
This course emphasizes skills necessary in the fields of diesel mechanics, where students will learn major overhaul and tune-up of diesel engines. The course will also focus on skills in power machinery and small engine repair: maintenance with a strong emphasis upon safety will also be explored.

### Ag Facility Maintenance & Operation
A real hands-on course for the student who desires to take on the physical challenge of solving problems in maintaining a production facility. An opportunity to safely operate a wide variety of power tools, machinery, and equipment in the construction, maintenance, and improvement of outdoor education and agriculture production facilities. Learn to maintain vehicles, tractors, trailers, and power horticulture equipment. Safety and quality of a finished project will be emphasized.

### Agriculture Construction 1
A hands-on course designed to put arithmetic skills to use in small project construction. Topics include shop safety, tool and machine identification, carpentry, soldering, oxyacetylene welding, plasma cutting, plumbing, electrical wiring, and concrete skills.

### Agriculture Construction 2
This course is an introduction to skills required in arc and oxyacetylene welding, machine types, electrode use, welding position, basic joints, as well as shop safety skills and tool identification and use will be emphasized in the design and construction of small fabricated projects.

### ROP Welding & Fabrication
A full year course emphasizing welding and construction skills in the advanced phases of arc welding, MIG, and TIG welding. The utilization of skills toward project fabrication and repair is the goal. Blueprint reading, measurement, project design, oxyacetylene welding and cutting, and plasma cutting will be included as well as job preparation skills.

### Sample Career Opportunities
- Service Technology
- Certified Welder
- Contractor
- Equipment Operator
- Researcher/Developer
- Shop Foreperson
- Small Gas Engine Mechanics

### Intra-curricular Activities
- Agriculture Mechanics
- Small Engines
- Agriculture Sales & Service
- Job Interview
Welcome to Central High School West
Agriculture Education

What is Agriculture Education?

Agriculture education exposes students to learning in an exciting and practical way. Instruction in agriculture teaches knowledge and skills with a "hands on" approach. The agriculture education model is composed of 3 categories:

INSTRUCTION: This takes place in the classroom. There are over 20 different courses taught in agriculture at Central High School West. All agriculture science courses fulfill an A-G requirement for college entrance.

FFA: This is an intra-curricular national youth organization geared toward developing leadership skills, personal growth, and career success. There are many different Career Development Events (CDE's) and leadership activities that students can participate in.

SAE: Supervised Agriculture Experience Project is a component of the agriculture education model where students have the opportunity to apply skills learned in the classroom to a real-life project. Many think that this is just raising livestock for the fair but it can be anything related to agriculture including, but not limited to landscaping, welding, small engine repair, floriculture, and farming. Students learn how to keep records of their project, make a budget, and write contracts. Students also have the opportunity to earn money by selling services such as landscaping or producing and selling products such as livestock or vegetables. Students can also have an agricultural work experience or agricultural research project.

So why is Agriculture Education important to you?

Believe it or not, Fresno County is the #1 Agriculture producing county in United States of America. 20% of all jobs in the Fresno area are related to agriculture. 1 out of every 8 jobs in California is tied to agriculture. It is important that we all know where our food, fiber, and natural resources come from. Ag Education will prepare students for their goals after high school whether it be going to a 4 year college, a trade school, or directly into the workforce.
Agricultural Science Core

Modern Agriculture is very diverse with a wide variety of employment opportunities. Agriculture Core is designed to meet all state mandated learning essentials in the areas of physical science while integrating chemistry and physical science using agricultural concepts as themes. These courses provide a foundation to those students interested in pursuing a career in agriculture the opportunity to place an emphasis on agriculture within their academic required courses.

Aside from excellent education opportunities available at Central High School West Campus there are many intra-curricular activities designed to expand leadership and organizational skills. You will want to be a part of the unique opportunities available to you, exclusively at West Campus.

Ag. Science I
This science based course introduces the student to the intriguing world of agriculture. Explore the science of animal and plant production and their contribution to man. Learn basic techniques in the production, handling, and marketing of animal and plant projects. This course will focus on student leadership development and basic construction technology skills. A hands-on approach to discovering the many career opportunities awaiting in the field of agriculture. Learn how to make money while earning a grade!

Ag. Leadership
Student will build and develop leadership skills through personal growth and team building activities. Students will be exposed to the workings of student government while developing public speaking and parliamentary procedure skills. These experiences will enable the student to become adults able to exact a positive change in their homes and communities. This is a great course for instilling confidence and public speaking skills.

Agricultural Biology
Agricultural Biology is a laboratory science course for the college bound student. This course emphasizes detailed knowledge of the central concepts, principles, and basic factual material of the following topics: cellular function, reproduction, genetics, animal and plant habitat, the environment, ecology, anatomy and physiology of animals and plants.

Agricultural Chemistry
This course, designed for the college bound agriculture student, teaches the principles and application of chemistry laboratory operations to the many areas of agriculture science. These applications include enology, soil science, rumen fermentation, water science, and many other chemistry applications and principles.

Ag Government/Economics
A required course for the graduating senior student. This course relates to the topics of government and economics to their related career pathway thus exposing the student to the practical setting.

Career Opportunities
- Equipment Operator
- General Farm Laborer
- Computer Programmer
- Warehouse Worker
- Clerical Worker
- Accountant
- Teacher
- Food Scientist
- Sales Person
- Biologist

Intra-curricular Activities
- Livestock Show Team
- Dairy Products Team
- Specialty Animal Judging
- Job Interview Team
- CO-OP Team
- Banking Team
- Agriscience Fair
- Best Informed Greenhand
- Ag Sales Team
- Farm Records Team
- Farm Business Management Team
Animal Science

There are many different employment opportunities available in all aspects of livestock management. Students at Central High School West Campus are provided with the opportunity for both hands-on and classroom instruction. Our facilities include a 2.4 acre laboratory facility to help assist students in their career aspirations.

Aside from the excellent educational opportunities available at Central High School West Campus, there are many intra-curricular activities designed to expand leadership and organizational skills. You will want to be a part of the many unique opportunities available to you, exclusively at West Campus.

Agriculture Science I

This science based course introduces the student to the intriguing world of agriculture. Explore the science of animal and plant production and their contribution to man. Learn basic techniques in the production, handling, and marketing of animal and plant projects. This course will focus on student leadership development and basic construction technology skills. A hands-on approach to discovering the many career opportunities awaiting in the field of agriculture. Learn how to make money while earning a grade!

ROP Agriculture Biotechnology

Students will explore tissue culture, aquaculture, embryo transfer and hydroponics. Problem solving will be one of the many functions of this class through teams researching, designing and building projects for practical applications in the industry or for use at the home.

Equine Science

If you like horses or have horses, then equine science is the class for you! This fun and interesting class teaches you about the role of the horse and its impact on man and our society. The historical evolution of the species as well as anatomy and physiology, breed description and uses, nutritive needs of the horse, safe and common breeding practices, parasite control and other disease prevention and treatment techniques will be covered.

ROP Veterinary Science

This course is designed to provide 11-12 grade students with the opportunity to study anatomy and physiology as well as animal health and disease by forming a link between classroom instruction and experience. Students will also have the opportunity to investigate different aspects of the veterinarian and animal health care field through project-based learning.

Career Opportunities

Veterinarian
Nutritionist
Vet Technician
Farm Manager
Biologist
Veterinary Assistant
Feed Mill Operator
Field Representative

Inter-curricular Activities

Livestock Judging
Meats Judging
Farm Business Management Team
Specialty Animal Judging
Light Horse Judging
Job Interview Team
Dairy Products Team
Agricultural Science Academy

Modern Agriculture is very diverse with a wide variety of employment opportunities. Agriculture Science Academy is designed to meet all state mandated learning essentials in the areas of Biology and Chemistry while using agricultural concepts as themes. These courses provide a foundation to those students interested in pursuing a career in agriculture, the opportunity to place an emphasis on agriculture within their academic required courses.

Aside from excellent education opportunities available at Central High School West Campus there are many intra-curricular activities designed to expand leadership and organizational skills. You will want to be a part of the unique opportunities available to you, exclusively at West Campus.

Ag Science I
This science based course introduces the student to the intriguing world of agriculture. Explore the science of animal and plant production and their contribution to man. Learn basic techniques in the production, handling, and marketing of animal and plant projects. This course will focus on student leadership development and a hands-on approach to discovering the many career opportunities awaiting in the field of agriculture. Learn how to make money while earning a grade!

Agricultural Biology
Agricultural Biology is a laboratory science course for the college bound student. This course emphasizes detailed knowledge of the central concepts, principles, and basic factual material of the following topics: cellular function, reproduction, genetics, animal and plant habitat, the environment, ecology, anatomy and physiology of animals and plants.

Plant & Animal Anatomy & Physiology
The application of advanced scientific technology and knowledge is increasing at a rate second only to the need for well-trained and educated individuals in all areas of agriculture sciences. Discover how domesticated livestock and crops influence and impact our daily lives. Develops skills in production and cultivation of food and fiber crops. This course is intended to successfully prepare those students who plan on majoring in agricultural sciences or related fields of agricultural endeavor.

Agricultural Chemistry
This course, designed for the college bound agriculture student, teaches the principles and application of chemistry laboratory operations to the many areas of agriculture science. These applications include enology, soil science, rumen fermentation, water science, and many other chemistry applications and principles.

Food Science
This course teaches scientific principles and how those principles can be applied to improve the health of individuals and families. Instruction is given concerning the physical, microbiological, and chemical principles that affect the food we eat.

ROP Agriculture Biotechnology
Students will explore tissue culture, aquaculture, embryo transfer and hydroponics. Problem solving will be one of the many functions of this class through teams researching, designing and building projects for practical applications in the industry or for use at the home.

ROP Veterinary Science
This course is designed to provide 11-12 grade students with the opportunity to study anatomy and physiology as well as animal health and disease by forming a link between classroom instruction and experience. Students will also have the opportunity to investigate different aspects of the veterinarian and animal health care field through project-based learning.

Ag Government/Economics
A required course for the graduating senior student. This course relates the topics of government and economics to the students related career pathway thus exposing the student to the practical application of course content.

Career Opportunities
Veterinarian
Nutritionist
Bio-Chemist
Entomologist
USDA
Quality Control Agent
Land Surveyor
Teacher
Food Scientist
Botanist
US Forest Service
Biologist

Intra-curricular Activities
Livestock Show Team
Specialty Animal Judging
CO-OP Team
Agri-Science Fair
Ag Sales Team
Natural Resources Team
Meats Judging Team
Prepared Public Speaking
Dairy Products Team
Job Interview Team
Banking Team
Best Informed Greenhand
Farm Records Team
LAND Team
Light Horse Judging Team
Extemporaneous Speaking
Farm Business Management Team
Central High School West Campus is located in the heart of the San Joaquin Valley which is the richest and most diverse agricultural region in the nation. Our ornamental horticulture courses can provide you with the skills and knowledge to become a successful horticulturist. Our plant science facilities provide the opportunity for each student to learn through hands-on learning activities.

Aside from the excellent education opportunities available at Central High School West Campus, there are many intra-curricular activities designed to expand your leadership and organizational skills. You will want to be a part of the many unique opportunities available to you, exclusively at the West Campus.

<table>
<thead>
<tr>
<th>Floral Design</th>
<th>ROP Floral Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>A fun and creative course in flower arranging design. Students will learn the care and processing of floral crops as well as floral design principles, construction, history, and use of color in floral design. Students will learn to identify, classify, and properly care for plants that surround us in everyday life.</td>
<td>For the student who has the desire to learn the advanced art of floral arranging. Students will create projects such as topiaries, boutonnieres, corsages, wreaths, wraps, vase arrangements, and much more throughout the year. Students will also receive introductory employability training in the floriculture career area. This course is also designed to add to the ornamental horticulture career pathway.</td>
</tr>
<tr>
<td><strong>Floral Design 2</strong></td>
<td></td>
</tr>
<tr>
<td>This class is similar to floral design. Students will learn how to construct more advance flower arrangements.</td>
<td></td>
</tr>
<tr>
<td><strong>Landscape Design</strong></td>
<td><strong>ROP Ornamental Horticulture</strong></td>
</tr>
<tr>
<td>For the outdoor type of student who likes to participate in hands-on landscape and horticulture activities. Students learn to identify, design and properly care for plants that surround us in our everyday life.</td>
<td>For the student who seeks employment in the horticulture, landscape design, landscape maintenance, or nursery operations. Learn about the tools and equipment used in the installation and maintenance of landscapes.</td>
</tr>
</tbody>
</table>

### Career Opportunities
- Wholesale Florist/Broker
- Floral Designer
- Marketing/Sales Manager
- Horticulturist
- Greenhouse/Nursery Assistant
- Crop Production Foreman
- Interior Landscaping/Maintenance
- Landscape Architect
- Research Technician

### Intra-curricular Activities
- Floriculture Judging Team
- Ornamental Horticulture Judging Team
- Ag Pest Judging Team
- Grapevine Pruning Team
- Grapevine Judging Team
- Job Interview Team
- Vegetable Judging Team
- Citrus Judging Team
FFA & ACTIVITIES

FFA is a dynamic youth organization within agricultural education that changes lives and prepares students for premier leadership, personal growth, and career success. FFA was created in 1928 to represent the growing diversity of agriculture. Today, approximately half a million student members are engaged in a wide range of agricultural education activities, leading to over 300 career opportunities in the food, fiber and natural resources industry. Student success remains the primary mission of FFA.

The following list of activities highlights the various opportunities available to students enrolled in the agriculture program.

**FFA Activities and Fairs**
- Advanced Leadership Academy Conf.
- Ag Booster & FFA Dinner Dance
- CDE Contests & Field Days
- Chapter Exchange
- Chapter Officer Retreat
- Chapter Officer Leadership Conference
- Community Service
- Donkey Basketball
- FARMS Leadership
- Fresno Fair
- Fundraising Activities & Sales
- Greenhand Conference
- Greenhand & Chapter Degree Banquet
- Made for Excellence Conference
- National FFA Convention
- National FFA Week
- Proficiency Awards
- Recreational Trips
- Sacramento Leadership Experience
- Scholarships
- Sectional Activity Night
- Sectional & Regional Meetings
- Spring Banquet
- State FFA Degree Ceremony
- State FFA Leadership Conference

**Field Days**
- Cal Poly SLO
- CSU Fresno
- Consumnes College
- Great Western
- Merced College
- Modesto Junior College
- Reedley College
- UC Davis

**Career Development Events**
- Ag Mechanics
- Agriscience
- Banking
- Best Informed Greenhand
- Cooperative Marketing
- Creed Speaking
- Dairy Cattle Evaluation
- Dairy Products
- Farm Records/Farm Management
- Farm Power
- Floriculture
- Fruit Tree Judging
- Fruit Tree Pruning
- Grapevine Judging
- Grapevine Pruning
- Job Interview
- Light Horse Evaluation
- Livestock Evaluation
- Marketing Plan
- Meats Evaluation & Technology
- Nursery/Landscape (OH)
- Opening & Closing Ceremonies
- Parliamentary Procedure
- Public Speaking
- Extemporaneous & Prepared
- Scrapbook
- Small Engines
- Soils/Land
- Specialty Animals
- Vegetable Crops
Supervised Agriculture Experience

There are many opportunities for students within the agriculture program. One intra-curricular part of the student's grade is obtaining an approved Supervised Agriculture Experience Project. SAE accounts for ten percent of the concurrently enrolled coursework.

Central High School West Campus Agriculture Department operates a 22.4 acre farm which hosts a vast variety of student projects ranging from livestock projects to row crops. There is also a greenhouse facility on campus that can house many ornamental horticulture based projects. You are also allowed to raise certain projects at home as well. The instructors will make frequent visits to the projects to advise and direct the student toward successfullness. Record keeping and marketing skills are required. As it provides the opportunity for personal recognition, skills

Project Opportunities
This is only a partial list

Ag Mechanics
Aquaculture
Beef Cattle
Dairy Cattle
Display Gardens
Environmental Science
Equine
Feature Booth
Floriculture
Forestry
Goats (Dairy, Meat)
Hydroponics
Landscaping
Natural Resources
Ornamental Horticulture
Plants/Crops
Poultry
Rabbits
Sheep
Swine
Vegetable Gardens
Viticulture
Work Experience
Worm Beds
The Fresno-Central FFA Chapter is a part of Central High School and is located in the heart of the San Joaquin Valley in Fresno, California. We strive to build up our members by making positive difference in the lives of our students by developing their potential for premier leadership, personal growth and career success through agricultural education.

Our advisors and staff are committed to providing as many opportunities as possible through the FFA. We challenge our students to grow and explore the many avenues that the agriculture industry offers by giving them hands on, real world experiences.

2014-2015 FFA Calendar of Activities
Click HERE to download the 2014-15 FFA Calendar as a word document.

FFA Activities Calendar
July 2014
Password List

Select a year and group. You may use the Excel export file to mail merge student instructions or print. Mail Merging in Word will allow you to create personalized instructions for your students with their studentID and password. Contact information is also exported. More Help...

Enter Roster Year: 2015
Group (Class): All Groups

Click on ID to view recordbook. Click Here to Export to Excel.

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>FFA No</th>
<th>Group</th>
<th>Student ID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acosta</td>
<td>Jade</td>
<td>600976678</td>
<td>0</td>
<td>1275656</td>
</tr>
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<td>Acosta</td>
<td>Nichole</td>
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iRecordbook Version 1.2c. Site developed and maintained by the California FFA Association.

Page last modified: 11/22/2014
Fair Check Signature Sheet

Farm Clean up_________________________(advisor signature)

Record book complete______________________(advisor signature)

Thank You letters_______________________(advisor signature)

Project bills paid_______________________(advisor signature)

Printed Student Name_____________________

Student Signature_______________________
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<td>Jane Smith</td>
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**Student Signature**

[Signature]

**Teacher's Signature**

[Signature]

**Date**

[Date]
Agriculture Biology

Course Outline

Course Description
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.

Course Goals
1. Upon completion of this course students will be academically and technologically proficient, having a basic understanding of biology and experimental methods.
2. Utilize agricultural applications as a relevant vehicle to teach biological science principles and improve the scientific literacy of students.
3. Develop students’ knowledge of biological science to a competent standard as determined by the California Content Standards and the California Standards Test.
4. Strengthen instruction in science for students pursuing professional level careers in agriculture.
5. Integrate mathematics standards, language arts standards and career employability standards including creative thinking, problem solving skills and technological literacy related to the agriculture industry.
6. Meet a portion of the laboratory science requirement for admissions to the University of California and California State University systems.
7. Develop a sense of interrelationships between life, earth and physical science and their relationship to agricultural applications.
8. Strengthen instruction in science for students pursuing professional level careers in agriculture.
9. Develop a sense of interrelationships between life, earth and physical science and their relationship to agricultural applications.

How to be Successful in Ag Biology:
Come Prepared- Have all necessary materials for a successful day- Pencil, Notebook, Positive Attitude
Live Responsibly- Complete assignments on time. Arrive to class on time. Take notes. Keep agenda current.
Act Safely- Stay in seat until bell rings. Keep hands/feet to yourself. Have ID at all times.
Work Together- Help each other during group assignments. Ask for help.
Show Respect- Speak only when it is your turn. Listen carefully.

Course Format/ Assessment:
- Assignments (25%):
  - Class work
  - Homework
- Laboratory Writing (30%)
  - Lab Reports
  - Group Projects
- Tests and Quizzes (30%)
- SAE Project (10%) (10th-12th grades only)
  - 50 hours per semester in FFA record book
- FFA Participation (5%)
  - 2 Outside of Class Activities per semester
Suggested Materials
Each day when successful student enters the class, they will have or retrieve:

- Science notebook
- Biology textbook
- Charged Tablet
- Pencil, Pen, Highlighter

Failure to retrieve these items will result in a tardy.

Procedures
- Arrive to class on time
- Take a seat and begin working on daily warm up
- Follow instructions to actively participate in the day’s lesson
- Raise your hand to share answers and ideas
- Stay seated
- Maintain an organized Notebook
- Keep all classroom materials clean, organized, and well stocked.
- Complete daily warm ups/exits
- Teacher Approves state of classroom before class and before you are dismissed

Homework
- Late homework will receive an automatic 50% reduction in the grade.
- It is the STUDENT’S RESPONSIBILITY to determine what assignments were missed during his/her absence. The student may see the teacher before or after school or during break for their homework assignments. Students should not ask during class time for their missed assignments.

Warm Up/ Exit Slips
- Each day, students will have a log where they can enter that day’s warm up question. These are to be kept in a designated area in their notebooks.
- Students will be graded each day on their timeliness in entering the classroom and immediately working on their warm up for the day.

Absences and Tardies
Absences
- Check with classmate to copy daily warm up and wrap up
- Get notes and assignment from teacher before or after class (check google classroom)
- The number of days you are absent determines the number of days you have to make-up the missing work.
- If you are going to be absent, please get your work ahead of time.

Tardies
- Stop at front table and pick up tardy binder
- See step wise instructions in binder and follow to complete contract
- Call parent
- If for any reason your entire body is not in your seat, ready to work, you will be marked tardy.

Lab 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.

Food & Drinks
- Food is not permitted in class; throw it away before you come into class.
- Drinks with caps or lids are permitted

Restroom Policy
- Ask Permission from teacher (not during lecture)
- Exchange 1 ticket for trip to restroom
- Fill out bathroom pass sheet
- No trips allowed during first or last 15 min of class time
Rules
Follow all School Wide Rules
- Dress Code
  - Consequence- Sent to office to change, referral from VP
- Attend Class Regularly, and be on time
  - Consequence- Tardies one and two call home, three thru five conference with VP and detention, sixth tardy dean eject process.
- Respect and care for the Campus and School Property
  - Consequence- Referral
- Respect other students and your teachers
  - Consequence- Warning, Behavior Steps, Refocus time, Teacher Conference, Referrals.
  - No cell phones in class
    - Warning, then confiscation of phone parents must pick up from VP.
  - No IPods or MP3 players on campus
    - Warning, Confiscation of item parents must pick up from VP.

Follow Rules Specific to our Classroom
- Follow Bathroom Policy
  - Consequence- 1st offense warning, 2nd offense behavior step, 3rd offense behavior step and loss of bathroom privileges.
- Writing on tables
  - Consequence- 1st offense behavior step and lunch detention re painting tables. 2nd offense behavior step, referral, and lunch detention with re painting and cleaning.
- Damaging classroom items, walls, or supplies
  - Consequence- 1st offense behavior step, fix item or pay to replace it. 2nd offense behavior step, referral, fix item, pay for item, lunch detention and cleaning duty.
- Classroom Disruption and Defiance
  - Consequence- 1st offense warning, 2nd offense teacher conference after class and possible behavior step. 3rd offense behavior step, teacher conference, call parent, possible referral or detention. Automatic referral on any offense depending on nature of disruption or defiance.

Follow Classroom Logistical Procedures
- Walk into the classroom quietly and begin daily routine.
- Sit in assigned seat.
- Be on time- In your assigned seat working on daily warm up with agenda out and open to current date.
- Bring all required items to class.
- Raise your hand and wait to be called on to speak.
- Talking is not acceptable during lessons.
- Use positive language and maintain a positive attitude.
- No food or Gum in the Classroom (Bottled Beverages approved for classroom consumption: Water, Gatorade, Vitamin Water, Juice or like drinks) No soda, No energy drinks, No open cups or cans.
- Do not write on, scratch, or deface ANYTHING in this classroom.
- Clean up after yourself.

Adhere to Bettencourt’s Policies
- Have all required class materials out each day or you will lose participation points, and may be given detention or a step.
- Notebooks will be checked and scored for part of the student’s grade; without a notebook you will not pass the class.
- Classroom disruption will not be tolerated and is punishable by detention, steps, lunch beautification, calls home, or refocus activities.
- Defacing classroom items may require student to stay after school to fix affected items, or payment for items damaged.
- Homework and assignment will be posted daily, and student agendas will be checked by teacher.
Late work will only be accepted during the current unit of instruction in which that late work coincides.
Restroom use is a privilege, and students must exchange one ticket for each trip to the restroom. No restroom use is permitted the first or last 15 minutes of class.
Incentive Tickets will be awarded as the teacher deems fit. These tickets are to be maintained by the student and used for prizes, privileges, or points toward their grade.
Cell phones visible during class will be confiscated.
I Pods are not allowed at school and are not to be seen and no headphones are to be in ears or on your neck etc.

Consequences for Not following Rules:
These may vary depending upon infraction, see student parent handbook for greater detail.
1. Warning
2. Call Home
3. Behavioral or Tardy Step
4. Lunchtime Beautification
5. Lunch Detention
6. Saturday School
7. Responsibility Center
8. Removal from Class

Student Success
It is my hope that each student will be successful in Agriculture Biology. To be successful, students must read handouts, do their homework, pay attention in class, be actively involved and always prepared for class and prepare properly for quizzes and exams. I maintain a high expectation for each student and I do my best to help out each student in attaining success. If students need extra help, they can make appointments to meet with me before and after school. Please call me if you have any questions at 276-5276 ext. 51241. I can also be reached by email at jbettencourt@centralusd.k12.ca.us
I have read the **syllabus and classroom** expectations provided and understand what is expected of me in this course.

__________________________
Student Name

__________________________
Date

__________________________
Student Signature

I have read the **syllabus and classroom** expectations provided to my student and understand what is expected of him or her in this course.

__________________________
Parent/Guardian Name

__________________________
Date

__________________________
Parent/Guardian Signature
Ag Science 1

Course Outline

Course Description
Agriculture Science 1 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 interrelationships among the following topics: the domestication of animals, plant and animal systems, the role of agriculture in the California economy, agriculture and the environment, effects of technology on agriculture, basic cell structure and function of plants and animals, basic animal genetics, animal health and nutrition, animal feeding, and soil science principles. 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.

Course Goals
1. Upon completion of this course students will be academically and technologically proficient, having a basic understanding of agriculture and experimental methods.
2. Strengthen instruction in science for students pursuing professional level careers in agriculture.
3. Integrate mathematics standards, language arts standards and career employability standards including creative thinking, problem solving skills and technological literacy related to the agriculture industry.
4. Meet a portion of the laboratory science requirement for admissions to the University of California and California State University systems.
5. Develop a sense of interrelationships between life, earth and physical science and their relationship to agricultural applications.
6. Strengthen instruction in science for students pursuing professional level careers in agriculture.
7. Develop a sense of interrelationships between life, earth and physical science and their relationship to agricultural applications.

How to be Successful in Ag Science 1:
Come Prepared- Have all necessary materials for a successful day- Pencil, Notebook, Positive Attitude.
Live Responsibly- Complete assignments on time. Arrive to class on time. Take notes. Keep agenda current.
Act Safely- Stay in seat until bell rings. Keep hands/feet to yourself. Have ID at all times.
Work Together- Help each other during group assignments. Ask for help.
Show Respect- Speak only when it is your turn. Listen carefully.

Course Format/ Assessment:
- Assignments (30%):
  - Class work
  - Homework
- Laboratory Writing (35%)
  - Lab Reports
  - Group Projects
- Tests and Quizzes (30%)
- FFA Participation (5%)
  - 2 Outside of Class Activities per semester
Suggested Materials:
Each day when successful student enters the class, they will have or retrieve:
- Ag Science notebook (composition style)
- Charged Tablet
- Pencil, Pen, Highlighter
Failure to retrieve these items will result in a tardy.

Procedures
- Arrive to class on time
- Take a seat and begin working on
daily warm up
- Follow instructions to actively
participate in the day’s lesson
- Raise your hand to share answers and
ideas
- Stay seated

- Maintain an organized notebook
- Keep all classroom materials clean,
organized, and well stocked.
- Complete daily warm ups/exits
- Teacher Approves state of classroom
before class and before you are dismissed

Homework
- Late homework will receive an automatic 50% reduction in the grade.
- It is the STUDENT’S RESPONSIBILITY to determine what assignments were missed during his/her absence. The student may see the teacher before or after school or during break for their homework assignments. Students should not ask during class time for their missed assignments.

Warm Up/ Exit Slips
- Each day, students will have a log where they can enter that day’s warm up question. These are to be kept in a
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- Check with classmate to copy daily warm up and exit question
- Get notes and assignment from teacher before or after class (check google classroom)
- The number of days you are absent determines the number of days you have to make-up the missing work.
- If you are going to be absent, please get your work ahead of time.
Tardies
- Tardies will be handled electronically. Lunch beautification will be assigned for chronic tardies.
- If for any reason your entire body is not in your seat, ready to work, you will be marked tardy.

Lab Clean-Up Policy
- Each student is responsible for cleaning-up his/her work station before leaving class. Students will not be
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- Raise your hand and wait to be called on to speak.
- Talking is not acceptable during lessons.
- Use positive language and maintain a positive attitude.
- No food or Gum in the Classroom (Bottled Beverages approved for classroom consumption: Water, Gatorade, Vitamin Water, Juice or like drinks) No soda, No energy drinks, No open cups or cans.
- Do not write on, scratch, or deface ANYTHING in this classroom.
- Clean up after yourself.

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- Have all required class materials out each day or you will lose participation points, and may be given detention or a step.
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2. Call Home
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6. Saturday School
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I have read the **syllabus and classroom expectations** provided and understand what is expected of me in this course.

_____  
Student Name  

_____  
Date

_____  
Student Signature

I have read the **syllabus and classroom expectations** provided to my student and understand what is expected of him or her in this course.

_____  
Parent/Guardian Name  

_____  
Date

_____  
Parent/Guardian Signature
Food Science

Prerequisites: Previously take or concurrent enrollment in Ag Chemistry and Algebra II.

Introduction: The time spent in high school is very brief when compared to your entire life span. During this short period, you should make every minute of the time count for something meaningful and worthwhile. I hope you have entered the Agriculture Department determined to learn, with the expectation of becoming a community asset. My goal as your teacher is to make your learning experience positive and help you to develop as a whole so you can be successful in every day life. Through hard work and critical thinking and self discovery you will grow academically and personally in this course. Always remember it is a privilege, not a right, to enroll in agriculture education, your enrollment may be revoked if you choose to act in any way that disrupts the teaching/learning process. Good luck to you on your new adventure. I am confident we will have a wonderful year.

Course Description: Food Science is a laboratory science course designed for the college-bound student. The course emphasizes detailed knowledge of the science of food and food processing with an emphasis on food Chemistry and Microbiology. Topics include Food Chemistry, composition, quality, and nutrition, as well as Food Quality, safety, research and development, sensory evaluation, packaging and labeling.

Textbook: Principles of Food Science
- Students will check out book and leave in classroom

HOW TO BE SUCCESSFUL IN FOOD SCIENCE:
Come Prepared- Have all necessary materials for a successful day- Pencil, Notebook, Positive Attitude
Live Responsibly- Complete assignments on time. Arrive to class on time. Take notes. Keep agenda current.
Act Safely- Stay in seat until bell rings. Keep hands/feet to yourself. Have ID at all times.
Work Together- Help each other during group assignments. Ask for help.
Show Respect- Speak only when it is your turn. Listen carefully

Materials: (Successful Students will have following)
- Composition notebook 100 page recommended college ruled
- Pencil/Pen/Highlighter
- Glue Stick
- Charged Tablet

COURSE OBJECTIVES
- Define the term food science and describe the main goal of food scientists.
- Explain the interrelationship of food science and nutrition.
- Explain classroom and laboratory procedures.
- Students will explain how food provides and produces energy.
- Explain how the body uses energy and calories.
- Define the term sensory evaluation
- Students will discuss the principles of food microbiology.
- Discuss food safety and microbe control
- Explain the food dehydration process.
- Discuss the food canning process.
- Discuss the food freezing process.
- Discuss the food irradiation process.
- Discuss the USDA packaging guidelines.
- Students will discuss the basis of food chemistry.
• Discuss elements, compounds, mixtures, and formulas.
• Explain the scientific table of elements.
• Compare and contrast elements and compounds.
• Identify chemical symbols, formulas, and equations
• Explain how chemical symbols, formulas, and equations are used in food science
• Explain the chemical and physical changes in food
• Explain solutions, colloids, sols, gels, foams, and emulsions.
• Explain the three parts of an emulsion and their relationship to each other
• Identify various food emulsions and tell the types of each emulsion
• Discuss the functions of enzymes.
• Discuss fermentation and food.
• Discuss leavening agents and baked goods.

• Discuss the purpose of additives.
• Students will discuss the basics of nutrition as related to food.
• Discuss molecular structures.
• Students will discuss the basic nutrients and their specific properties as related to food science.
• Identify nutrients and recommended daily allowances.
• Identify the properties of carbohydrates.
• Identify the properties of fats and lipids.
• Identify the properties of vitamins and minerals.
• Explain the properties of water.
• Students will apply basic food science principles.
• Discuss the role of acids and bases.
• Explain the coagulation and coalescence processes associated with milk protein and cheese.
• Explain the general composition and factors affecting meat and meat products.

Grading Policy
• 25% Class Work, Homework
• 35% Laboratory Notebook
• Completing Daily Warm Ups
• Having Agenda Planner and using it to record assignments
• Participation in Lab Activities, Demonstrations, and LAB CLEANING!

• 10% Supervised Ag Experience
  - 50 Hours of Supervised Ag Experience Participation per semester in FFA record book.
• 5% FFA
  - 2 Activities outside of class time per semester
• 25% Tests and Quizzes
  - Given at the end of each unit

**** NOTE: During scheduled lab activities students MUST wear long pants, and closed toe and heel shoes. Students with long hair will be required to tie hair back. Students with artificial fingernails will be required to wear gloves at all times. No jewelry will be allowed during food prep labs.

Make up Work
• The student is responsible for obtaining make-up work on the day he/she returns to school.
• The student may have to get make up work before or after class.
• The student must turn in late work during the current unit of study only.
• Unless prior clearance, unexcused absences cannot be made up
• Some labs can not be made up, and others will have to be made up during lunchtime.
• Full or Partial credit may be assigned for late work based on an agreement between the student and teacher.

Classroom Procedures and Rules
Your education is the most valuable gift you can give yourself. Spend your time in school wisely. As your teacher I will hold you to a high standard in order to push you to better yourself and teach you how to be organized and responsible.
Let's Create a Positive Learning Environment By Following:

**Agreements**
You have the right to learn  
The teacher has the right to teach  
Respect Others  
Listen and follow directions

**We will practice and demonstrate the Grizzly 5 in class:**
Come Prepared  
Live Responsibly  
Act Safely  
Work Together  
Show Respect

**Policies**

**Absences**
- Check with classmate to copy daily warm up and wrap up  
- Get notes and assignment from google classroom

**Bathroom Use**
- Ask Permission from teacher  
- Exchange 1 ticket for trip to restroom  
- Must fill out bathroom pass log  
- No trips allowed during first or last 15 min of class time

**Procedures**
Arrive to class on time  
Take a seat and begin working on daily warm up  
Follow instructions to actively participate in the days lesson  
Raise your hand to share answers and ideas  
Stay seated

**Rules**

**Follow all School Wide Rules**
- Dress Code  
  - Consequence- Sent to office to change, referral from VP  
- Attend Class Regularly, and be on time  
  - Consequence- Tardies one and two call home, three thru five conference with VP and detention, sixth tardy dean eject process.  
- Respect and care for the Campus and School Property  
  - Consequence- Referral  
- Respect other students and your teachers  
  - Consequence- Warning, Behavior Steps, Refocus time, Teacher Conference, Referrals.  
- No cell phones in class  
- Warning, then confiscation of phone parents must pick up from VP.  
- No IPods or MP3 players on campus  
- Warning, Confiscation of item parents must pick up from VP.

**Tardies**
- All tardies will be recorded electronically and lunch beautification will be assigned for chronic tardies.

**Food & Drinks**
- Food is not permitted in class, throw it away before you come into class.  
- Drinks with caps or lids are permitted

**Follow Rules Specific to our Classroom**
- Follow Bathroom Policy

**Maintain an organized Notebook**
Keep all classroom materials clean, organized, and well stocked.  
Complete daily warm ups  
Teacher Approves state of classroom before class and before you are dismissed
- Consequence- 1st offense warning, 2nd offense behavior step, 3rd offense behavior step and loss of bathroom privileges.
  - Writing on tables
    - Consequence- 1st offense behavior step and lunch detention re painting tables. 2nd offense behavior step, referral, and lunch detention with repainting and cleaning.
  - Damaging classroom items, walls, or supplies
    - Consequence- 1st offense behavior step, fix item or pay to replace it. 2nd offense behavior step, referral, fix item, pay for item, lunch detention and cleaning duty.
  - Classroom Disruption and Defiance
    - Consequence- 1st offense warning, 2nd offense teacher conference after class and possible behavior step. 3rd offense behavior step, teacher conference, call parent, possible referral or detention. Automatic referral on any offense depending on nature of disruption or defiance.

**Follow Classroom Logistical Procedures**
- Walk into the classroom quietly and begin daily routine.
- Sit in assigned seat.
- Be on time- In your assigned seat working on daily warm up with agenda out and open to current date.
- Bring all required items to class.
- Raise your hand and wait to be called on to speak.
- Talking is not acceptable during lessons.
- Use positive language and maintain a positive attitude.
- No food or Gum in the Classroom (Bottled Beverages approved for classroom consumption: Water, Gatorade, Vitamin Water, Juice or like drinks) No soda, No energy drinks, No open cups or cans.
- Do not write on, scratch, or deface ANYTHING in this classroom. You will be required to pay/replace it.
- Clean up after yourself.

**Adhere to Bettencourt’s Policies**
- Have all required class materials out each day or you will lose participation points, and may be given detention or a step.
- Notebooks will be checked and scored for part of the student’s grade; without a notebook you will not pass the class.
- Classroom disruption will not be tolerated and is punishable by detention, steps, lunch beautification, calls home, or refocus activities.
- Homework and assignment will be posted daily.
- Late work will only be accepted during the current unit of instruction in which that late work coincides.
- Incentive Tickets will be awarded as the teacher deems fit. These tickets are to be maintained by the student and used for prizes, privileges, or points toward their grade.
- Cell phones visible during class will be confiscated.
- I Pods are not allowed at school and are not to be seen and no headphones are to be in ears or on your neck etc.

**Consequences for Not following Rules:**
These may vary depending upon infraction, see student parent handbook for greater detail.
1. Warning
2. Call Home
3. Behavioral or Tardy Step
4. Lunchtime Beautification
5. Lunch Detention
6. Saturday School
7. Responsibility Center
8. Removal from Class

**Student Success**
It is my hope that each student will be successful in Food Science. To be successful, students must read handouts, do their homework, pay attention in class, be actively involved and always prepared for class and prepare properly for quizzes and exams. I maintain a high expectation for each student and I do my best to help out each student in attaining success. If students need extra help, they can make appointments to meet with me before and after school. Please call me if you have any questions at 276-5276 ext. 51241. I can also be reached by email at jbettencourt@centralusd.k12.ca.us
Fresno- Central Agriculture Department
FOOD SCIENCE

I have read, understand and will abide by the rules, expectations and grading policy as shown on Mrs. Bettencourt's class syllabus for Food Science.

________________________________________________________________________
Student name printed neatly

________________________________________________________________________
Parent name printed neatly

________________________________________________________________________
Student signature

________________________________________________________________________
Parent signature

________  ______
Date     Date

* This is the student’s first homework assignment. Proper signatures are required for full credit. The assignment is worth 10 points. *
UC Doorways Online Update Template
(Required Information needed to prepare for course submission)

• School Information
  NOTE: The School Information must be updated/verified as accurate at the start of each submission cycle. This must be completed before the system will allow any course submissions.

School Information
School Name: __________________________
High School District: ___________________
City: ________________________________

School Course List Contact Information
First Name: ____________________________
Last Name: ____________________________
Position/Title: __________________________
Phone Number: ________________________ Ext.: __________________
E-mail: _______________________________

Teacher Contact Information
First Name: ____________________________
Last Name: ____________________________
Position/Title: __________________________
Phone Number: ________________________ Ext.: __________________
E-mail: _______________________________

• Previously Approved Courses
  NOTE: Complete outlines are not needed for courses previously approved by UC. Courses that are defined as "previously approved" are courses from programs (Advanced Placement, International Baccalaureate, ROP courses, etc.), courses from within the same district, courses that have been removed within a three-year window and are being reinstated, and courses from UC-approved online providers. Courses modeled after courses from outside the school district are also defined as "previously approved" but a complete course description will be required for submission. Each section below represents an individual page on the electronic submission site.

Was this course "Previously Approved" by UC? _____ Yes _____ No

If "No", proceed to the Course Description section.

If "Yes," please indicate which category applies:

Has this course been provided program status, is not an online course, and is it listed below? _____ Yes _____ No

If "Yes," select an option from the Program Status list:

_____ AVID Program
Advanced Placement (AP)  
Advanced Placement (AP)  
California Partnership Academies (CPA)  
CDE Agricultural Education  
Center for Advanced Research and Technology (CART)  
CSU Early Assessment Program (EAP)  
International Baccalaureate (IB) Program  
National Academy Foundation (NAF)  
Project Lead the Way  
ROP/C Organization  
Name of ROP/C: ____________________________
University of California Curriculum Integration (UCCI) Institute

If "Advanced Placement", has it been authorized by the College Board through the AP Audit Process?

Yes  ____  In Progress

NOTE: UC will only allow Advanced Placement courses that have passed or are in the AP Audit process. UC requires all AP courses on your list, including those approved in prior years, to be verified via the College Board AP Audit process. UC will run quarterly reports based on AP Audit data. AP courses not listed on the AP Audit list will be removed.

If "In Progress," date submitted to AP: ___________ (MM/DD/YY)

Exact Program Course Title: ____________________________

Is this course provided by a UC-approved online course publisher listed below?

Yes  ____  No

If "Yes", select an option from the Online Provider list:

Academic Advantage Online  
Accelerate Education/Accelerate Online Academy  
Advanced Academics  
Apex Learning/Apex Learning Virtual School  
Alpha Omega Academy  
Aventa Learning  
Class.com  
CompassLearning/Odyssey  
Connections Academy  
Edgenuity, Inc. (formerly Education2020)  
Edmentum, Inc. (formerly PLATO Learning  
FlipSwitch  
Florida Virtual School (FVS)  
Jesuit Virtual Learning Academy  
K12, Inc.  
Middlebury Interactive Languages
National University System
OdysseyWare, Inc.
Pamoja Education Unlimited
Pearson Education (GradPoint)
Scout from University of California
Thesys International
VHS, Inc. Virtual High School Global Consortium

Exact Course Title: ________________________________

Is this course modeled after an identical course approved for the current year at another school in the same comprehensive school district?

_____ Yes      _____ No

If "Yes," which school? ____________________________________________

Exact Course Title: ____________________________________________

Is this course being reinstated after removal within 3 years?

_____ Yes      _____ No

If "Yes," what year was the course removed from the list?

Exact Course Title: ____________________________________________

Is this course modeled after a UC-approved course from another school outside your district?

_____ Yes      _____ No

**NOTE:** If "Yes," you will be required to submit a complete course description. UC will review the previous submission, if available, to assist in our review process.

If "Yes," which school and ATP code? ________________________________

Exact Course Title: ____________________________________________

- **Course Description**

  Course Title: _______________________________________

  **NOTE:** Courses that are "previously approved" must use the same exact course title as the previously approved course.

  Transcript Title(s)/Abbreviation(s): ____________________________

  Course Code(s): __________________________

  Seeking "Honors" Distinction
NOTE: To receive "honors" distinction, the course submission must satisfy certain requirements. For information about these requirements, please visit the a-g Guide: http://www.ucop.edu/aaguide/a-g-requirements/honors/index.html. For "previously approved" courses (including AP and IB), the honors information will be pre-populated as applicable.

____ No
____ Yes, AP
____ Yes, IB (Higher Level)
____ Yes, IB (Standard Level)
____ Yes, Other Honors

NOTE: Defined as a course specifically designed by the school with distinctive features which sets it apart from regular high school courses in the same discipline areas. Course should be seen as comparable in terms of workload and emphasis to AP, IB, or introductory college courses in the subject. Honors courses must be designed for the 11th and 12th grade level and require a comprehensive, year-long, written final exam. In addition to AP and IB higher level courses, high schools may certify as honors level courses not more than one unit in each of the following subject areas only: history, English, advanced mathematics, each laboratory science, each language other than English, and each of the four VPA disciplines. If there are no AP or IB higher level courses in a given subject area, the high school may certify up to, but not more than, two units at the honors level in that area.

Subject Area and Category
____ "a" – History / Social Science
____ U.S. History
____ American Government / Civics
____ World History / Geography / Cultures
____ "b" – English
____ English
____ English-ESL/ELD
____ "c" – Mathematics
____ Algebra 1; Yr 1 of 2
____ Algebra 1; Yr 2 of 2
____ Algebra 1
____ Integrated Math 1
____ Geometry; Yr 1 of 2
____ Geometry; Yr 2 of 2
____ Geometry
____ Integrated Math 2
____ Algebra 2; Yr 1 of 2
____ Algebra 2; Yr 2 of 2
____ Algebra 2
____ Integrated Math 3
____ Algebra 2/Trigonometry
____ Advanced Mathematics
____ Statistics
____ "d" – Laboratory Science
____ Biological Science
____ Chemistry
____ Physics
Integrated Science

**NOTE:** Students electing to enroll in an integrated-science program (ISP) are strongly advised to complete the entire three-year sequence. In most cases, the first year of an integrated-science sequence fulfills only the "g" elective requirement; the second and third years of the sequence fulfill the two-year "d" laboratory science requirement. Accordingly, if only ISP I is successfully completed, then two courses from categories of Biology, Chemistry, or Physics in the "d" subject area must be completed. If ISP I and only one of ISP II or ISP III are completed, then one additional course from the categories of Biology, Chemistry, or Physics from the "d" subject area must be taken to fulfill the "d" requirement.

Interdisciplinary Science

**NOTE:** This category demonstrates that the course is cross-disciplinary and is often used for advanced science courses such as AP Environmental Science or Biochemistry.

**"e" – Language Other than English**

- LOTE Year 1
- LOTE Year 2
- LOTE Year 3
- LOTE Year 4+

Language:

- ASL
- Chinese
- French
- German
- Hebrew
- Italian
- Japanese
- Latin
- Other
- Russian
- Spanish

**"f" – Visual & Performing Arts**

- Dance (Intro)
- Dance (Advanced)
- Music (Intro)
- Music (Advanced)
- Theater Arts (Intro)
- Theater Arts (Advanced)
- Visual Arts (Intro)
- Visual Arts (Advanced)

**"g" – Elective**

- History / Social Science
- English
- English-ESL/ELD
- Math
- Statistics
- Science-Biological
Science-Integrated
Science-Physical
LOTE
VPA
Interdisciplinary
Other

Grade Level: 9 10 11 12
NOTE: Grade level pertains to which grades the course has been designed. 9th grade cannot be selected for Advanced VPA. 9th and 10th grades cannot be selected for honors courses.

Unit Value: 0.5 (half year or semester equiv.) 1.0 (one year, 2 semesters or 3 trimesters equiv.)

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Course Attributes

Is this course, or any separate section of this course, taught in an online learning environment?

Yes No

If "Yes," has this course been certified by the California Learning Resource Network (CLRN)?

Yes No

If "No," has your institution conducted a self-assessment of the online course against the iNACOL Standards for Quality Online Courses?

Yes No

If "Yes," does the course fulfill all 15 UC-identified power standards from the iNACOL Standards for Quality Online Courses?

Yes No

If "Yes," how many of the remaining 37 standards from the iNACOL Standards for Quality Online Courses does the course satisfy?

If "Yes," please attach a copy of your completed Online Course Self-Assessment Form.

Is this course classified as a Career Technical Education course?

Yes No

If "Yes," please select the name of the Industry Sector and Career Pathway:

Agriculture and Natural Resources

Agricultural Business
Agricultural Mechanics
Agriscience
Animal Science
Forestry and Natural Resources
Ornamental Horticulture
Plant and Soil Science
__ Arts, Media, and Entertainment
  __ Media and Design Arts
  __ Performing Arts
  __ Production and Managerial Arts
__ Building and Construction
  __ Cabinetmaking and Wood Products
  __ Engineering and Heavy Construction
  __ Mechanical Construction
  __ Residential and Commercial Construction
__ Education, Child Development and Family Services
  __ Child Development
  __ Consumer Services
  __ Education
  __ Family and Human Services
__ Energy and Utilities
  __ Electromechanical Installation and Maintenance
  __ Energy and Environmental Technology
  __ Public Utilities
  __ Residential and Commercial Energy and Utilities
__ Engineering and Design
  __ Architectural and Structural Engineering
  __ Computer Hardware, Electrical, and Networking Engineering
  __ Engineering Design
  __ Engineering Technology
  __ Environment and Natural Science Engineering
__ Fashion and Interior Design
  __ Fashion Design, Manufacturing, and Merchandising
  __ Interior Design, Furnishings, and Maintenance
__ Finance and Business
  __ Accounting Services
  __ Banking and Related Services
  __ Business Financial Management
__ Health Science and Medical Technology
  __ Biotechnology Research and Development
  __ Diagnostic Services
  __ Health Information
  __ Support Services
  __ Therapeutic Services
Hospitality, Tourism, and Recreation
Food Service and Hospitality
Food, Science, Dietetics, and Nutrition
Hospitality, Tourism, and Recreation
Information Technology
Information Support and Services
Media Support and Services
Network Communications
Programming and Systems Development
Manufacturing and Product Development
Graphic Arts Technology
Integrated Graphics Technology
Machine and Forming Technology
Welding Technology
Marketing, Sales, and Service
E-Commerce
Entrepreneurship
International Trade
Professional Sales and Marketing
Public Services
Human Services
Legal and Government Services
Protective Services
Transportation
Aviation and Aerospace Transportation Services
Collision Repair and Refinishing
Vehicle Maintenance, Service, and Repair

Catalog Description

Brief Course Description

NOTE: Briefly (in a short paragraph) describe the course, focusing on content, rather than instructional strategies, assessments, or rationale. If school has a catalog, enter the description that is in the catalog.

Pre-Requisites: __________________________ Required ______ Recommended ______
**Background Information**

**NOTE:** Do not include information that could identify your school or district.

**Context for Course (optional)** REQUIRED FOR CTE COURSES

**NOTE:** In order to understand the context for a new course, sometimes it is helpful for UC to understand the broader educational program and/or reform efforts of the school. How does this course fit into broader departmental and/or pathway structure? How does it fit into the overall school restructuring plans? Is the course intended to be a core course or supplemental? What are the student/school/community needs met by this course?

**History of Course Development (optional)** REQUIRED FOR CTE COURSES

**NOTE:** Likewise, it is sometimes helpful for UC to know the origins of a course and who was involved in its development. Did you consult with UC Admissions personnel or UC professors? If so, what was the nature of such consultation and what was the result? Was this course modeled after another course at another school? If so, is that course UC approved? How does the course being submitted differ from the course after which it was modeled? Has this course received any special recognitions, designations or awards? Has it been articulated to local community colleges or universities?

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**Textbooks**

**NOTE:** Include list of Primary and Secondary Texts. Make sure to note the books that will be read entirely and those that will be as excerpts. Textbook information is not necessary if your course is a Visual and Performing Arts, Advanced Placement or an International Baccalaureate course. Online texts or non-standard text materials should include a link to the online text.

**Textbook**

Title: 
Edition: 
Publication Date: 
Publisher: 
Author(s): 
URL Resource(s): 
Usage: Primary Text Read in entirety or near entirety

(Be sure to list any additional textbooks that are used for the class.)

Supplemental Instructional Materials: Please describe. If using online text or non-standard material, please provide the title of the material or webpage and the URL link.
UC Doorways Online Update Template
(Required information needed to prepare for course submission)

- **School Information**
  NOTE: The School Information must be updated/verified as accurate at the start of each submission cycle. This must be completed before the system will allow any course submissions.

  **School Information**
  School Name: Central High School
  High School District: Central Unified School District
  City: Fresno, CA 93723

  **School Course List Contact Information**
  First Name: Robert
  Last Name: Perez
  Position/Title: Principal
  Phone Number: 559-276-5276 Ext.: 
  E-mail: rperez@centralusd.k12.ca.us

  **Teacher Contact Information**
  First Name: June
  Last Name: Bettencourt
  Position/Title: Teacher
  Phone Number: 559-276-5276 Ext.: 51241
  E-mail: jbettencourt@centralusd.k12.ca.us

- **Previously Approved Courses**
  NOTE: Complete outlines are not needed for courses previously approved by UC. Courses that are defined as “previously approved” are courses from programs (Advanced Placement, International Baccalaureate, ROP courses, etc.), courses from within the same district, courses that have been removed within a three-year window and are being reinstated, and courses from UC-approved providers. Courses modeled after courses from outside the school district are also defined as “previously approved” but a complete course description will be required for submission. Each section below represents an individual page on the electronic submission site.

  Was this course “Previously Approved” by UC?  x Yes  No
  If “No”, proceed to the Course Description section.
  If “Yes,” please indicate which category applies:
  Has this course been provided program status, is not an online course, and is it listed below?  x Yes  No
  If “Yes,” select an option from the Program Status list:
  _____ AVID Program
Advanced Placement (AP)
Advanced Placement (AP)
California Partnership Academies (CPA)
CDE Agricultural Education
Center for Advanced Research and Technology (CART)
CSU Early Assessment Program (EAP)
International Baccalaureate (IB) Program
National Academy Foundation (NAF)
Project Lead the Way
ROP/C Organization
Name of ROP/C: ______________________
x University of California Curriculum Integration (UCCI) Institute

If "Advanced Placement", has it been authorized by the College Board through the AP Audit Process?

____ Yes  ______ In Progress

**NOTE:** UC will only allow Advanced Placement courses that have passed or are in the AP Audit process. UC requires all AP courses on your list, including those approved in prior years, to be verified via the College Board AP Audit process. UC will run quarterly reports based on AP Audit data. AP courses not listed on the AP Audit list will be removed.

If "In Progress," date submitted to AP: __________________ (MM/DD/YY)

Exact Program Course Title: Sustainable Agriculture Biology ______________________

Is this course provided by a UC-approved online course publisher listed below?

____ Yes  x ______ No

If "Yes", select an option from the Online Provider list:

____ Academic Advantage Online
____ Accelerate Education/Accelerate Online Academy
____ Advanced Academics
____ Apex Learning/Apex Learning Virtual School
____ Alpha Omega Academy
____ Aventa Learning
____ Class.com
____ CompassLearning/Odyssey
____ Connections Academy
____ Edgenuity, Inc. (formerly Education2020)
____ Edmentum, Inc. (formerly PLATO Learning
____ FlipSwitch
____ Florida Virtual School (FVS)
____ Jesuit Virtual Learning Academy
____ K12, Inc.
____ Middlebury Interactive Languages
National University System
OdysseyWare, Inc.
Pamoja Education Unlimited
Pearson Education (GradPoint)
Scout from University of California
Thesys International
VHS, Inc. Virtual High School Global Consortium

Exact Course Title: ________________________________

Is this course modeled after an identical course approved for the current year at another school in the same comprehensive school district?

____ Yes  x No

If "Yes," which school?

Exact Course Title: ________________________________

Is this course being reinstated after removal within 3 years?

____ Yes  x No

If "Yes," what year was the course removed from the list?

Exact Course Title: ________________________________

Is this course modeled after a UC-approved course from another school outside your district?

x Yes  No

NOTE: If "Yes," you will be required to submit a complete course description. UC will review the previous submission, if available, to assist in our review process.

If "Yes," which school and ATP code?  TBD ________________________________

Exact Course Title: ________________________________

- **Course Description**

Course Title: Sustainable Agriculture Biology ________________________________

**NOTE:** Courses that are "previously approved" must use the same exact course title as the previously approved course.

Transcript Title(s)/Abbreviation(s): Sustainable Agriculture Biology ________________________________

Course Code(s):  TBD

Seeking "Honors" Distinction
NOTE: To receive "honors" distinction, the course submission must satisfy certain requirements. For information about these requirements, please visit the a-g Guide: http://www.ucop.edu/agguides/a-g-requirements/honors/index.html. For "previously approved" courses (including AP and IB), the honors information will be pre-populated as applicable.

x No
____ Yes, AP
____ Yes, IB (Higher Level)
____ Yes, IB (Standard Level)
____ Yes, Other Honors

NOTE: Defined as a course specifically designated by the school with distinctive features which sets it apart from regular high school courses in the same discipline areas. Course should be seen as comparable in terms of workload and emphasis to AP, IB, or introductory college courses in the subject. Honors courses must be designed for the 11th and 12th grade level and require a comprehensive, year-long, written final exam. In addition to AP and IB higher level courses, high schools may certify as honors level courses not more than one unit in each of the following subject areas only: history, English, advanced mathematics, each laboratory science, each language other than English, and each of the four VPA disciplines. If there are no AP or IB higher level courses in a given subject area, the high school may certify up to, but not more than, two units at the honors level in that area.

Subject Area and Category
____ "a" – History / Social Science
____ U.S. History
____ American Government / Civics
____ World History / Geography / Cultures
____ "b" – English
____ English
____ English-ESL/ELD
____ "c" – Mathematics
____ Algebra 1; Yr 1 of 2
____ Algebra 1; Yr 2 of 2
____ Algebra 1
____ Integrated Math 1
____ Geometry; Yr 1 of 2
____ Geometry; Yr 2 of 2
____ Geometry
____ Integrated Math 2
____ Algebra 2; Yr 1 of 2
____ Algebra 2; Yr 2 of 2
____ Algebra 2
____ Integrated Math 3
____ Algebra 2/Trigonometry
____ Advanced Mathematics
____ Statistics
x "d" – Laboratory Science
x ______ Biological Science
 ______ Chemistry
 ______ Physics
**Integrated Science**

**NOTE:** Students electing to enroll in an integrated-science program (ISP) are strongly advised to complete the entire three-year sequence. In most cases, the first year of an integrated-science sequence fulfills only the “g” elective requirement; the second and third years of the sequence then fulfill the two-year “d” laboratory science requirement. Accordingly, if only ISP I is successfully completed, then two courses from the categories of Biology, Chemistry, or Physics in the “d” subject area must be completed. If ISP I and only one of ISP II or ISP III are completed, then one additional course from the categories of Biology, Chemistry, or Physics from the “d” subject area must be taken to fulfill the “d” requirement.

**Interdisciplinary Science**

**NOTE:** This category demonstrates that the course is cross-disciplinary and is often used for advanced science courses such as AP Environmental Science or Biochemistry.

- **“e” – Language Other than English**
  - LOTE Year 1
  - LOTE Year 2
  - LOTE Year 3
  - LOTE Year 4+

**Language:**

- ASL
- Chinese
- French
- German
- Hebrew
- Italian
- Japanese
- Latin
- Other
- Russian
- Spanish

- **“f” – Visual & Performing Arts**
  - Dance (Intro)
  - Dance (Advanced)
  - Music (Intro)
  - Music (Advanced)
  - Theater Arts (Intro)
  - Theater Arts (Advanced)
  - Visual Arts (Intro)
  - Visual Arts (Advanced)

- **“g” – Elective**
  - History / Social Science
  - English
  - English-ESL/ELD
  - Math
  - Statistics
  - Science-Biological
_____ Science-Integrated
_____ Science-Physical
_____ LOTE
_____ VPA
_____ Interdisciplinary
_____ Other

Grade Level:  x 9  ____ 10  ____ 11  ____ 12

**NOTE:** Grade level pertains to which grades the course has been designed. 9th grade cannot be selected for Advanced VPA. 9th and 10th grades cannot be selected for honors courses.

Unit Value:  ____ 0.5 (half year or semester equiv.)  x  1.0 (one year, 2 semesters or 3 trimesters equiv.)

---

**Course Attributes**

Is this course, or any separate section of this course, taught in an online learning environment?

_____ Yes  x No

If "Yes," has this course been certified by the California Learning Resource Network (CLRN)?

_____ Yes  ____ No

If "No," has your institution conducted a self-assessment of the online course against the iNACOL Standards for Quality Online Courses?

_____ Yes  ____ No

If "Yes," does the course fulfill all 15 UC-identified power standards from the iNACOL Standards for Quality Online Courses?

_____ Yes  x No

If "Yes," how many of the remaining 37 standards from the iNACOL Standards for Quality Online Courses does the course satisfy? ____________________

If "Yes," please attach a copy of your completed Online Course Self-Assessment Form.

Is this course classified as a Career Technical Education course?

X_____ Yes  ____ No

If "Yes," please select the name of the Industry Sector and Career Pathway:

_____ Agriculture and Natural Resources

_____ Agricultural Business

_____ Agricultural Mechanics

x  Agriscience

_____ Animal Science

_____ Forestry and Natural Resources

_____ Ornamental Horticulture

_____ Plant and Soil Science
Arts, Media, and Entertainment
Media and Design Arts
Performing Arts
Production and Managerial Arts
Building and Construction
Cabinetmaking and Wood Products
Engineering and Heavy Construction
Mechanical Construction
Residential and Commercial Construction
Education, Child Development and Family Services
Child Development
Consumer Services
Education
Family and Human Services
Energy and Utilities
Electromechanical Installation and Maintenance
Energy and Environmental Technology
Public Utilities
Residential and Commercial Energy and Utilities
Engineering and Design
Architectural and Structural Engineering
Computer Hardware, Electrical, and Networking Engineering
Engineering Design
Engineering Technology
Environment and Natural Science Engineering
Fashion and Interior Design
Fashion Design, Manufacturing, and Merchandising
Interior Design, Furnishings, and Maintenance
Finance and Business
Accounting Services
Banking and Related Services
Business Financial Management
Health Science and Medical Technology
Biotechnology Research and Development
Diagnostic Services
Health Information
Support Services
Therapeutic Services
Hospitality, Tourism, and Recreation
Food Service and Hospitality
Food, Science, Dietetics, and Nutrition
Hospitality, Tourism, and Recreation
Information Technology
Information Support and Services
Media Support and Services
Network Communications
Programming and Systems Development
Manufacturing and Product Development
Graphic Arts Technology
Integrated Graphics Technology
Machine and Forming Technology
Welding Technology
Marketing, Sales, and Service
E-Commerce
Entrepreneurship
International Trade
Professional Sales and Marketing
Public Services
Human Services
Legal and Government Services
Protective Services
Transportation
Aviation and Aerospace Transportation Services
Collision Repair and Refinishing
Vehicle Maintenance, Service, and Repair

Catalog Description
Brief Course Description
NOTE: Briefly (in a short paragraph) describe the course, focusing on content, rather than instructional strategies, assessments, or rationale. If school has a catalog, enter the description that is in the catalog.

Integrates biological science practices and knowledge into the practice of sustainable agriculture. The hands-on labs and other assignments provide students with opportunities to try to answer the following questions: 1) What is sustainable agriculture? 2) How does sustainable agriculture fit into our environment? 3) What molecular biology principles guide sustainable agriculture? 4) How do we make decisions to maximize sustainable agricultural practices within a functioning ecosystem? The course culminates in the development of a sustainable farm model and portfolio of supporting student research.

Pre-Requisites: Algebra 1 or equivalent _____ Required X _____ Recommended _____
NOTE: Laboratory science and Advanced VPA courses require a pre-requisite. Submissions will not be allowed if this is not included. Some courses, particularly in the mathematics subject areas, require appropriate pre-requisites. For further explanation, refer either to the "Guide to a-g Requirements" document or the "a-g" Guide web site at www.ucop.edu/agGuide.

Co-Requisites: ________________________ Required _______ Recommended _______

--- Background Information ---

NOTE: Do not include information that could identify your school or district.

Context for Course (optional) REQUIRED FOR CTE COURSES

NOTE: In order to understand the context for a new course, sometimes it is helpful for UC to understand the broader educational program and/or reform efforts of the school. How does this course fit into broader departmental and/or pathway structure? How does it fit into the overall school restructuring plans? Is the course intended to be a core course or supplemental? What are the student/school/community needs met by this course?

This course will meet students’ needs in regards to the Next Generation Science Standards. It will be the introductory class for our newly structured Agriscience Pathway. It is based on the re-organization of standards within the biological science discipline and integrates those standards into the practice of sustainable agriculture. Students will gain skills needed in a variety of Agriculture careers.

History of Course Development (optional) REQUIRED FOR CTE COURSES

NOTE: Likewise, it is sometimes helpful for UC to know the origins of a course and who was involved in its development. Did you consult with UC Admissions personnel or UC professors? If so, what was the nature of such consultation and what was the result? Was this course modeled after another course at another school? If so, is that course UC approved? How does the course being submitted differ from the course after which it was modeled? Has this course received any special recognitions, designations or awards? Has it been articulated to local community colleges or universities?

This course was developed through the UCCI Institute. There were many agriculture CTE instructors who participated in the development of the curriculum. Our local advisory committee, which consists in part of university and community college professors, has reviewed and been in favor of this curriculum being taught within our pathway.

--- Textbooks ---

NOTE: Include list of Primary and Secondary Texts. Make sure to note the books that will be read entirely and those that will be as excerpts. Textbook information is not necessary if your course is a Visual and Performing Arts, Advanced Placement or an International Baccalaureate course. Online texts or non-standard text materials should include a link to the online text.

Textbook
Title: Biology
Edition:
Publication Date: 2008
Publisher: McDougal Littell
Author(s): Stephen Nowicki
URL Resource(s):
Usage: x Primary Text _______ Read in entirety or near entirety

(Be sure to list any additional textbooks that are used for the class.)

Supplemental Instructional Materials: Please describe. If using online text or non-standard material, please provide the title of the material or webpage and the URL link.

Page 9 Updated 2/1/2014


**UC Doorways Online Update Template**  
(Required Information needed to prepare for course submission)

- **School Information**  
  **NOTE:** The School Information must be updated/verified as accurate at the start of each submission cycle. This must be completed before the system will allow any course submissions.

  **School Information**
  School Name: Central High School
  High School District: Central Unified School District
  City: Fresno, CA 93723

  **School Course List Contact Information**
  First Name: Robert
  Last Name: Perez
  Position/Title: Principal
  Phone Number: 559-276-5276
  E-mail: rperez@centralusd.k12.ca.us

  **Teacher Contact Information**
  First Name: June
  Last Name: Bettencourt
  Position/Title: Teacher
  Phone Number: 559-276-5276
  E-mail: jbettencourt@centralusd.k12.ca.us

- **Previously Approved Courses**  
  **NOTE:** Complete outlines are not needed for courses previously approved by UC. Courses that are defined as "previously approved" are courses from programs (Advanced Placement, International Baccalaureate, ROP courses, etc.), courses from within the same district, courses that have been removed within a three-year window and are being reinstated, and courses from UC-approved online providers. Courses modeled after courses from outside the school district are also defined as "previously approved" but a complete course description will be required for submission. Each section below represents an individual page on the electronic submission site.

  Was this course "Previously Approved" by UC?  
  x Yes  
  No

  If "No", proceed to the **Course Description** section.

  If "Yes," please indicate which category applies:

  Has this course been provided program status, is not an online course, and is it listed below?  
  x Yes  
  No

  If "Yes," select an option from the Program Status list:  
  _____ AVID Program
Advanced Placement (AP)  
Advanced Placement (AP)  
California Partnership Academies (CPA)  
CDE Agricultural Education  
Center for Advanced Research and Technology (CART)  
CSU Early Assessment Program (EAP)  
International Baccalaureate (IB) Program  
National Academy Foundation (NAF)  
Project Lead the Way  
ROP/C Organization  
Name of ROP/C: ____________________________

x University of California Curriculum Integration (UCCI) Institute

If "Advanced Placement", has it been authorized by the College Board through the AP Audit Process?

____ Yes  ______ In Progress

NOTE: UC will only allow Advanced Placement courses that have passed or are in the AP Audit process. UC requires all AP courses on your list, including those approved in prior years, to be verified via the College Board AP Audit process. UC will run quarterly reports based on AP Audit data. AP courses not listed on the AP Audit list will be removed.

If "In Progress," date submitted to AP: _____________ (MM/DD/YY)

Exact Program Course Title: Sustainable Agriculture Biology ____________________________

Is this course provided by a UC-approved online course publisher listed below?

____ Yes  x  ____ No

If "Yes", select an option from the Online Provider list:

____ Academic Advantage Online
____ Accelerate Education/Accelerate Online Academy
____ Advanced Academics
____ Apex Learning/Apex Learning Virtual School
____ Alpha Omega Academy
____ Aventa Learning
____ Class.com
____ CompassLearning/Odyssey
____ Connections Academy
____ Edgenuity, Inc. (formerly Education2020)
____ Edmentum, Inc. (formerly PLATO Learning
____ FlipSwitch
____ Florida Virtual School (FVS)
____ Jesuit Virtual Learning Academy
____ K12, Inc.
____ Middlebury Interactive Languages
National University System
OdysseyWare, Inc.
Pamoja Education Unlimited
Pearson Education (GradPoint)
Scout from University of California
Thesys International
VHS, Inc. Virtual High School Global Consortium

Exact Course Title: __________________________

Is this course modeled after an identical course approved for the current year at another school in the same comprehensive school district?

_____ Yes  x No

If “Yes,” which school? __________________________

Exact Course Title: __________________________

Is this course being reinstated after removal within 3 years?

_____ Yes  x No

If “Yes,” what year was the course removed from the list? __________

Exact Course Title: __________________________

Is this course modeled after a UC-approved course from another school outside your district?

x Yes  No

NOTE: If “Yes,” you will be required to submit a complete course description. UC will review the previous submission, if available, to assist in our review process.

If “Yes,” which school and ATP code? TBD __________________________

Exact Course Title: __________________________

Course Description

Course Title: Sustainable Agriculture Biology

NOTE: Courses that are “previously approved” must use the same exact course title as the previously approved course.

Transcript Title(s)/Abbreviation(s): Agriculture and Soil Chemistry

Course Code(s): TBD

Seeking “Honors” Distinction
NOTE: To receive "honors" distinction, the course submission must satisfy certain requirements. For information about these requirements, please visit the a-g Guide: [http://www.ucop.edu/agsguide/a-g-requirements/honors/index.html](http://www.ucop.edu/agsguide/a-g-requirements/honors/index.html). For "previously approved" courses (including AP and IB), the honors information will be pre-populated as applicable.

x No

____ Yes, AP
____ Yes, IB (Higher Level)
____ Yes, IB (Standard Level)
____ Yes, Other Honors

NOTE: Defined as a course specifically designed by the school with distinctive features which sets it apart from regular high school courses in the same discipline areas. Course should be seen as comparable in terms of workload and emphasis to AP, IB, or introductory college courses in the subject. Honors courses must be designed for the 11th and 12th grade level and require a comprehensive, year-long, written final exam. In addition to AP and IB higher level courses, high schools may certify as honors level courses not more than one unit in each of the following subject areas only: history, English, advanced mathematics, each laboratory science, each language other than English, and each of the four VPA disciplines. If there are no AP or IB higher level courses in a given subject area, the high school may certify up to, but not more than, two units at the honors level in that area.

Subject Area and Category

____ “a” – History / Social Science
____ U.S. History
____ American Government / Civics
____ World History / Geography / Cultures

____ “b” – English
____ English
____ English-ESL/ELD

____ “c” – Mathematics
____ Algebra 1; Yr 1 of 2
____ Algebra 1; Yr 2 of 2
____ Algebra 1
____ Integrated Math 1
____ Geometry; Yr 1 of 2
____ Geometry; Yr 2 of 2
____ Geometry
____ Integrated Math 2
____ Algebra 2; Yr 1 of 2
____ Algebra 2; Yr 2 of 2
____ Algebra 2
____ Integrated Math 3
____ Algebra 2/Trigonometry
____ Advanced Mathematics
____ Statistics

x “d” – Laboratory Science
____ Biological Science
x Chemistry
____ Physics
### Integrated Science

**NOTE:** Students electing to enroll in an integrated-science program (ISP) are strongly advised to complete the entire three-year sequence. In most cases, the first year of an integrated-science sequence fulfills only the "g" elective requirement; the second and third years of the sequence then fulfill the two-year "d" laboratory science requirement. Accordingly, if only ISP I is successfully completed, then two courses from the categories of Biology, Chemistry, or Physics in the "d" subject area must be completed. If ISP I and only one of ISP II or ISP III are completed, then one additional course from the categories of Biology, Chemistry, or Physics from the "d" subject area must be taken to fulfill the "d" requirement.

### Interdisciplinary Science

**NOTE:** This category demonstrates that the course is cross-disciplinary and is often used for advanced science courses such as AP Environmental Science or Biochemistry.

### "e" – Language Other than English

- [ ] LOTE Year 1
- [ ] LOTE Year 2
- [ ] LOTE Year 3
- [ ] LOTE Year 4+

Language:
- [ ] ASL
- [ ] Chinese
- [ ] French
- [ ] German
- [ ] Hebrew
- [ ] Italian
- [ ] Japanese
- [ ] Latin
- [ ] Other
- [ ] Russian
- [ ] Spanish

### "f" – Visual & Performing Arts

- [ ] Dance (Intro)
- [ ] Dance (Advanced)
- [ ] Music (Intro)
- [ ] Music (Advanced)
- [ ] Theater Arts (Intro)
- [ ] Theater Arts (Advanced)
- [ ] Visual Arts (Intro)
- [ ] Visual Arts (Advanced)

### "g" – Elective

- [ ] History / Social Science
- [ ] English
- [ ] English-ESL/ELD
- [ ] Math
- [ ] Statistics
- [ ] Science-Biological
Science-Integrated
Science-Physical
LOTE
VPA
Interdisciplinary
Other

Grade Level: _____ 9 x ____ 10 x ____ 11 ____ 12

NOTE: Grade level pertains to which grades the course has been designed. 9th grade cannot be selected for Advanced VPA. 9th and 10th grades cannot be selected for honors courses.

Unit Value: _____ 0.5 (half year or semester equiv.) x 1.0 (one year, 2 semesters or 3 trimesters equiv.)

---

**Course Attributes**

Is this course, or any separate section of this course, taught in an online learning environment?

_____ Yes  x  No

If “Yes,” has this course been certified by the California Learning Resource Network (CLRN)?

_____ Yes  _____ No

If “No,” has your institution conducted a self-assessment of the online course against the iNACOL Standards for Quality Online Courses?

_____ Yes  _____ No

If “Yes,” does the course fulfill all 15 UC-identified power standards from the iNACOL Standards for Quality Online Courses?

_____ Yes  x  No

If “Yes,” how many of the remaining 37 standards from the iNACOL Standards for Quality Online Courses does the course satisfy? ________________

If “Yes,” please attach a copy of your completed Online Course Self-Assessment Form.

Is this course classified as a Career Technical Education course?

X_____ Yes  _____ No

If “Yes,” please select the name of the Industry Sector and Career Pathway:

_____ Agriculture and Natural Resources
_____ Agricultural Business
_____ Agricultural Mechanics
_____ x Agriscience
_____ Animal Science
_____ Forestry and Natural Resources
_____ Ornamental Horticulture
_____ Plant and Soil Science
Focus on the physical and chemical nature of soil as well as the relationships between soil, plants, and animals as those relationships pertain to agricultural practices. Students examine properties of soil and land and their connections to plant and animal production. Using knowledge of scientific protocols as well as course content, students develop an Agriscience research project that requires them to develop a valid and authentic research question, formulate a hypothesis based on related research, conduct an experiment to test the hypothesis, collect quantitative data, and form a conclusion based on analysis of the data. Additionally, students develop and present a capstone soil management plan for agricultural producers, using the content learned throughout the course.
NOTE: Laboratory science and Advanced VPA courses require a pre-requisite. Submissions will not be allowed if this is not included. Some courses, particularly in the mathematics subject areas, require appropriate pre-requisites. For further explanation, refer either to the "Guide to a-g Requirements" document or the "a-g" Guide web site at www.ucop.edu/agGuide.

Co-Requisites: _____________________________ Required _______ Recommended _______

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**Background Information**

NOTE: Do not include information that could identify your school or district.

**Context for Course (optional)** REQUIRED FOR CTE COURSES

NOTE: In order to understand the context for a new course, sometimes it is helpful for UC to understand the broader educational program and/or reform efforts of the school. How does this course fit into broader departmental and/or pathway structure? How does it fit into the overall school restructuring plans? Is the course intended to be a core course or supplemental? What are the student/school/community needs met by this course?

This course will meet students’ needs in regards to the Next Generation Science Standards. It will be the secondary level class for our newly structured Agriscience Pathway. It is based on the re-organization of standards within the chemistry discipline and integrates those standards into the practice of chemistry. Students will gain skills needed in a variety of Agriculture careers.

**History of Course Development (optional)** REQUIRED FOR CTE COURSES

NOTE: Likewise, it is sometimes helpful for UC to know the origins of a course and who was involved in its development. Did you consult with UC Admissions personnel or UC professors? If so, what was the nature of such consultation and what was the result? Was this course modeled after another course at another school? If so, is that course UC approved? How does the course being submitted differ from the course after which it was modeled? Has this course received any special recognitions, designations or awards? Has it been articulated to local community colleges or universities?

This course was developed through the UCCI Institute. There were many agriculture CTE instructors who participated in the development of the curriculum. Our local advisory committee, which consists in part of university and community college professors, has reviewed and been in favor of this curriculum being taught within our pathway.

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**Textbooks**

NOTE: Include list of Primary and Secondary Texts. Make sure to note the books that will be read entirely and those that will be as excerpts. Textbook information is not necessary if your course is a Visual and Performing Arts, Advanced Placement or an International Baccalaureate course. Online texts or non-standard text materials should include a link to the online text.

**Textbook**

Title: Plant and Soil Science Fundamentals and Applications

Edition: 1  
Publication Date: 2010  
Publisher: Delmar  
Author(s): Rick Parker  
URL Resource(s):  
Usage: Primary Text Read in entirety or near entirety

(If supplementing materials, list all materials and related URL links."

Supplemental Instructional Materials: Please describe. If using online text or non-standard material, please provide the title of the material or webpage and the URL link.

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Page 9  Updated 2/1/2014
Quality Criteria 2:

Leadership and Citizenship Development

The Fresno-Central FFA Chapter was chartered in 1930 (chapter number 0087) and has enjoyed a rich competitive reputation throughout its history. All students are encouraged to participate in leadership and citizenship activities relevant to their needs and interest. Each student is expected to keep a record of their participation in chapter, section, region, state and national activities in their personal recordbook. Our program consistently participates in about twenty different FFA activities each semester. Students are able to compete in over 15 different CDE judging teams (Livestock, Light Horse, Ag Mechanics, Milk Quality, Computer Applications, Small Engines, Cooperative Marketing, Banking, Vine Judging, Vine Pruning, Best Informed Greenhand, Job Interview, Prepared Speaking, Extemporaneous Speaking, Creed Speaking, and Impromptu speaking) which competed in over numerous field days around the State of California, attend leadership conferences and activities, and participate in public speaking events. Students also have the opportunity to participate in numerous student committees, officer teams, fundraising events, and community service activities. If parents, community members or administration want to know more about our program or activities that our chapter participates in, we have our Chapter’s Program of Work and chapter website that offers more information. Our Program of Work, or POW, is revised annually by our Ag Staff and Chapter FFA Officers and submitted to our Regional Supervisor. The POW is comprehensive and covers the three circles of Ag Education, giving information to the
community about the opportunities that exist for our agriculture students. It has been recognized at the state level for its completion and ease of navigation. The chapter website offers a calendar of upcoming activities, applications for degrees, and information regarding the Fresno-Central FFA.

Students in the Central High School Agriculture Program are required to participate in outside of class FFA activities. As a department, it was decided that all students enrolled in an agriculture class must participate in two out of class and one in class FFA activity per semester which counts for five percent of their grade. In class FFA activities are usually in the form of an official FFA Chapter Meeting. Officers will run the meeting covering new and old business as well as hold some type of leadership break-out sessions for all members. The classes that meet high school graduation requirements, UC requirements, or ROP class requirements, the FFA involvement has been found to be an integral part to the students’ academic success in the form of record keeping and public speaking. By making this a requirement, over eighty percent of the Fresno-Central FFA chapter members participate in at least three leadership and citizenship development activities each semester. The staff verifies these requirements by keeping activity night sign-in sheets, signing off on activities, or making students bring in receipts of fundraiser activities attended.

To make sure that our students are affiliated with the FFA, we complete student data sheets or R2 forms in the beginning of the school year. These are usually filled out starting in the third week of school. This allows for class scheduling and movement to have slowed down. We want to ensure all students that are being registered with FFA are in the correct classes. Last year, the data sheet was updated to make it a more user friendly
correct classes. Last year, the data sheet was updated to make it a more user friendly format. This has led to students being able to fill this out with fewer mistakes. Filling out data sheets in class helps increase discussion with the students about the classes that our department offers. We also take the time to go over future activities that our chapter participates in. This also helps students start thinking about what classes they can take the following year in our agriculture education program. We want all members to have a plan for agriculture education for all four years of their high school career.

Even though we have approximately 80% of our student Ag population participating in their three activities a semester, we as a department still encourage our students to participate in more. In order to motivate our students to be involved in the chapter activities and beyond, we have a point awards system that recognizes our top 20 FFA members each year at our Spring Awards Banquet. Our top 20 members receive a special trip for their participation. Last year we took students to Wild Water Adventure Park in Clovis, CA. Previously, we have traveled to McDermott Field House in Lindsey and even the Santa Cruz Beach Boardwalk. We also recognize the top five for each grade level at the spring awards banquet with FFA paraphernalia. Right now, point award sheets are posted at the beginning of each month and students have the responsibility of filling them out and turning them in. Simply participating in the activities is not enough to ensure a spot in the top 20-point awards trip. Students must be responsible and fill out the form every month. The FFA 1st Vice President is in charge of tallying those points at the end of the month and keeping an accurate running total of students that have turned in paperwork. This is kept organized by using an excel spread sheet. In the future, I would like to see Google Forms utilized, which would make human errors almost nonexistent. The running totals are not
currently posted anywhere in the Agriculture department, so each year it is a surprise to all members who are in the top 20 point award winners. One idea to improve our point awards system would be by taking those totaled points and posting them so students can see how they are progressing points wise. My hope is that this would encourage students to become more involved and strive to reach that next level of points. There is an element of seeing your next closest competitor that might inspire students to be more active in our FFA chapter.

**Supporting Completion Materials**

**Item A**- Fresno-Central FFA Program of Activities. We turn this into Mr. Parker and then it is also posted on the Fresno-Central FFA Web Page.

**Item B**- Copies of Course Syllabi showing FFA as a graded component of each Ag Class.

**Item C**- Copy of the FFA activities Chart provided for all members and Ag Staff at the beginning of each school year.

**Item D**- FFA Top Twenty monthly Point Awards sign-up sheets.

**Item E**- Pictures from the 2014-2015 FFA Chapter Scrapbook
Fresno-Central

FFA

Program of Work 2015
LAESEN-O CLINICALS

EFX

Blockade of

May 2012
Section 1

Introduction

FFA Theme
Chapter Officers
Presidents Message
Advisors Message
Principals Message
Board of Trustees & Administration
West Campus Administration
Fresno-Central Ag Boosters
Courses Offered
Scholarships
Chapter Budget
Chapter Committees
Chapter Roster

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14-15
17-20
Introduction

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

As an integral part of agriculture education in the public school system of America, the FFA has become well known in recent years. 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 served to motivate and vitalize the effective instruction offered to students of vocational agriculture and to provide further training in farmer citizenship and agricultural business.

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

National headquarters for the FFA is located at the Agricultural Education Branch Office of Health, Education, and Welfare in Washington D.C. The National Convention is held tri-annually in Indianapolis, Indiana and Louisville, Kentucky while the California Association holds its annual State Conference at the Fresno Convention Center in Fresno, California.

This 2015 - 2016 Program of Work was developed to explain the purpose of the FFA Organization as well as provide insight into the opportunities that are available to all students of agriculture at Central High School - West Campus.
Each year the Fresno – Central FFA Officer Team selects a theme to guide their vision and objectives for the school year.

This year's theme is...

Caution, New Leaders Under Construction!
2015 - 2016 Fresno-Central FFA
Chapter Officers

President
Sean Pimentel

1st Vice President
Shannon Muzio

2nd Vice President
Alex Elisalde

3rd Vice President
Anthony Gonzalez

Secretary
Brandi Gourley

Treasurer
Callie Freeman

Reporter
Courtney LeBar

Sentinel
Collin Parker

Historian
Alexa Aparicio
Presidents Message

Being raised in the middle of a suburb I was never destined to be an advocate of agriculture. I was raised in a large town that was surrounded by a vast variety of agricultural programs and crops, but I was never aware of such. I never understood the tremendous role agriculture took in my daily life. As a freshman I joined the FFA because of my Dad. I soon found there was much more in the FFA than I was ever aware. I not only found the FFA inspiring but I learned the importance and value in agriculture and the roles our great state plays in feeding our country and supplying jobs/careers.

FFA is a national organization that isn't easily just told, but needs to be experienced. There are numerous opportunities for every student in a variety of fields. As you embark on your journey in this organization let me recommend to keep an open mind and try new things. Don't be afraid because you don't know, but instead try your best and learn and absorb as much as you can from the experience. Each of these experiences are not handed to you or bought, they require dedication, determination, and hard work.

Being in this organization is an honor, and can positively influence your life. Remember that you will only receive what you put into this organization. If you work diligently the FFA will help make you a knowledgeable leader, and a respectable member of society. The stereo-type that FFA is simply for FFA is over stated. I myself am not even agriculture major but the FFA has assisted in growing and developing. I can only credit this great organization for my speaking skills and agricultural knowledge and so much more. FFA truly has something for everyone.

I am privileged to be the President of such a dedicated chapter in the organization, and it makes me proud to see each of our members growing and developing. Each and every one of you has something great to offer in this organization that can be further used in our society. You are the next generation of leaders in our world. I hope each of you take this opportunity and rise to the very top, making yourselves better individuals overall.

Sincerely,

Sean Pimentel
Fresno-Central Chapter President
Advisors Message

The Advisors of the Fresno-Central FFA would like to welcome all incoming and returning members to another exciting and challenging school year. We are all quite thrilled at the possibilities that await each of you, opportunities that can help you create a unique and positive identity for yourself. From a wide variety of agriculture classes, to speaking contests and career development events, and local community service opportunities, you will certainly find a place within our program.

The FFA is an amazing organization; in fact, it is the largest youth agricultural organization in the world! There are students all over the United States and beyond doing many of the same things you are: growing and excelling as young leaders. This is your chance to become a young leader through your participation and with the help and guidance provided by the advisors and officers. The Program of Work is an outline and history of the activities and accomplishments undertaken each school year by the Fresno-Central FFA Chapter. This Program of Work can be used to assist you with planning an individualized leadership plan, however, the main purpose behind the Program of Work is to establish cooperative group action and develop student responsibility. Without group cooperation and responsibility, neither labor nor knowledge would accomplish much.

By participating more fully and taking advantage of all of the opportunities offered in our FFA program, you will build on your individual leadership skills and create an identity that blends all the best you have to offer!

Have a fantastic year challenging yourself to start your FFA adventure!

Mrs. Jessica Fahey

Mr. Chris Williams
Ms. Roz Lopez
Mr. Blaise Chaney

Mrs. Taree Downs
Mrs. June Bettencourt
Mr. Darrell Hirschler
The nationwide youth organization, universally known as Future Farmers of America, is one of the largest and one of the most successfully run and operated entities in the world. Its tremendously rich and time tested; success is deeply rooted in the core values and ideals of its inception. The overall goals and objectives of the FFA is teach healthy virtues, ethics, and values to our youth, while cultivating a strong work ethic and the corresponding leadership skills to enable them to become our future worldwide leaders in every industry in the world.

Our FFA chapter here at Central High School has successfully, for several decades, manifested these all encompassing goals into the many and varied programs that they offer. The chapter advisors, along with their corresponding Boosters organization, have managed to build our chapter into the largest in the state of California. Above and beyond this tremendous accomplishment, our FFA chapter continues to successfully compete at the state and the national level. We have many of the brightest, many of the most talented, and many of the most diligent and hard working students and FFA advisors in the nation.

I am proud to be a part of and to be able to support such a high achieving and prosperous FFA chapter such as Fresno-Central FFA.

Sincerely,

Mr. Robert Perez
Central High School Principal
Central Unified Board of Trustees

Mr. Cesar Granda
Area 1

Mr. Ruben Coronado
Area 2

Mr. Leonard Ramirez
Area 3

Mr. Richard Atkins
Area 4

Mrs. Cindy Berube
Area 5

Mrs. Terry Cox
Area 6

Mr. Rama Dawar
Area 7

Central Unified Administrators

Mr. Mark Sutton
District Superintendent

Chief Academic Officer
Dr. Laurel Ashlock
Chief Business Officer
Mr. Kelly Porterfield
Human Resources
Mr. Jack Kelejian
7-12 Education & Adult Education
Mr. Paul Birrell
Professional Development
Mrs. Ketie Davis
Special Education & Support Services
Mrs. Valerie Johnson
K-6 Education
Mrs. Tami Boatright