AGED 539
Teacher Internship Report

HANFORD
AGRICULTURE

Laura Henson
Hanford Agriculture Department
Winter 2016
Criteria 1-Curriculum

The California Agriculture Core curriculum can be found On-Line from any of the staff computers.

The State Agriculture Education Frameworks and Standards can be found on the District Web-Site on the Educational Services page.

Courses offered by the Hanford Agriculture Department are below.

<table>
<thead>
<tr>
<th>Course</th>
<th>Core</th>
<th>Advanced</th>
<th>CSU/ UC Credit</th>
<th>Graduation Requirement</th>
<th>Vocational Education Requirement</th>
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Hanford FFA
120 E. Grangeville Blvd. Hanford, CA 93230. (559) 583-5902 x 4822 Fax (559) 583-5945

Each of the courses offered through the Hanford Agriculture Department are designed to include objectives to meet the agricultural education program goals. One major focus in the curriculum of the department is to assist the students in preparing them for employment in the agriculture industry and to prepare them for advanced training or continuing education after high school. In each course outline, specific objectives are outlined to include what behaviors will be learned in each of the courses. Each of the courses also outlines the subject matter to include the targeted occupations along with the skills and knowledge needed in each career cluster. Each year, course curriculum is vetted by industry partners during our Spring Advisory Committee Meetings. Curriculum resources including common benchmarks, projects, and pacing calendars are shared between the agriculture teachers to insure that students are at entry level classes are obtaining equal opportunities in the classes that are taught on multiple campuses or by multiple teachers. By following common practices in the classroom, students are better prepared for the advanced classes that are offered in their specific career cluster.

In order to be considered as a program completer, students must meet several requirements. The first requirement is that they successfully complete at least three years of agriculture education with a satisfactory grade of a C or better. Students must also have a viable SAE project and be involved with FFA activities at the chapter level. Senior who achieve a 3.0 GPA, a grade of B or better in each agriculture course, earn their State FFA Degree, and participate in five or more state level FFA activities, and have been a member for three or more years qualify to be Program Completers with Distinction.

Cultivating the future of Agriculture by providing a Rigorous Classroom Experience, Quality Leadership and Citizenship Training through the FFA, and providing opportunities for Progressive Hands-On Agriculture Learning through the Supervised Agriculture Experience Program
Our curriculum has been designed to serve the needs of all of our students. The teachers work closely to follow through with IEPs and 504 Plans to ensure that students with special learning needs can be as successful as possible in their agriculture courses.

**Computer Availability:**

The Agriculture Department has been on the forefront district wide in the areas of computer technology. Over the past five years the department has acquired a lap top cart with 25 Dell Laptop computers. They are stored in the cart and checked through a calendar system. The cart and key are maintained by Mr. Rodriguez. He checks out the key and submits any technology work orders that need to be done in order to keep the lap tops running normally. Recently, three new carts of chrome book computers were purchased by the department. One cart will be located at each of the campuses, so that all of the agriculture students will have access to the use of the technology. The cart for Hanford High School is located in the Computer Lab classroom in the Agriculture Building. The carts at Sierra Pacific and Hanford West will rotate between the agriculture teachers inside of their classrooms.

Each staff member has a department lap top checked out to them, along with an LCD projector for lesson presentations. Each staff member has a desktop computer for maintaining grades and other class work. There is also an additional desktop computer located in the Ag Staff Office for staff members to use.

Every staff computer and the laptop cart machines are networked to the Ag Department network and are capable of printing to one of two color laser printers, black and white printer or the copy machine.
### Table: Hardware and Equipment

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</table>

**Miscellaneous Hardware and Equipment:**

The department has a video microscope for use in the Ag Biology courses. The department has a video dubbing machine, and computer to create videos, CD’s, and DVD’s for classroom instruction and communication. The FFA Ag Flash would be an example; it is a monthly video report on the upcoming FFA activities that is shown in every Ag Class.

The department also purchased a 32 student Qwizdom system with 3 air slates to help students prepare for standardized tests, and other assessments.
Department Software:

Our department has the standard Agriculture Department software including FFA Record Book, and the Core Curriculum that is accessed online. In addition, the following software is also used:

- Aries
- Microsoft Office
- Google Apps for Education
- I-Tunes
- Illuminate

The Hanford Agriculture Department uses computer-aided instruction in a variety of ways. Some of the most common areas of instruction are listed below.

1. Power Point Presentations
2. Computerized Record Book/iBook
3. Resume and Letter of Application Portfolios
4. Class research projects
6. Assessments using the Measures Aligned Online test program, the Qwizdom assessment tool, Plickers, and Illuminate.
7. Google Apps for Education
   a. Sites
   b. Sheets
c. Docs

d. Slides

e. Google Classroom

f. Drive

g. Various Google Add Ins

**Student Record Keeping:**

The Hanford Agriculture Department teaches a record book unit in all of the courses offered in the program. Record books are updated either weekly or monthly depending on the teacher’s preference. Most of the staff starts students off with new record books after January 1\(^{st}\) of the New Year. Students with projects at the beginning of the school will continue to update and eventually close out that record book in December. Freshmen students are introduced to the FFA Record Book through the use of the paper version of the record book during the fall semester. At the start of the Spring Semester, students are transitioned into the iRecord Book version. Students who are applying for a Proficiency Award, State Degree or American Degree are required to have their record book completed in either the Electronic or iRecord Book form.

Mock problems are used to help teach the record book concepts in all classes. Record books from the previous year are closed out in December. Paper books are stored in the department filing cabinet by student name. Electronic Record Books are stored on the department’s shared drive. iRecord Books are accessible through the online website and available to students and teachers at any needed time.

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*Cultivating the future of Agriculture by providing a Rigorous Classroom Experience, Quality Leadership and Citizenship Training through the FFA, and providing opportunities for Progressive Hands-On Agriculture Learning through the Supervised Agriculture Experience Program*
Department Files for Students:

The Hanford Agriculture Department employs a file cabinet system for storing student record books, award applications, and other FFA information long term. Non-Current record books are stored in the students file in the appropriate file cabinet drawer. The file cabinets and drawers are divided by class, Freshman, Sophomore, Junior, Senior, 1 year out of school, 2 years out of school, and 3 years out of school. The file system is maintained by Miss Henson. Each school year she advances each student that is still in the program to appropriate file cabinet.

Current record books are stored in the teacher’s classrooms. Freshman students in the intro classes will have started their record book in either August or September. Students with fair projects or work experience projects will close their current year record book out in December. All livestock exhibitors at the Kings Fair must have their record books up to date in order to receive their Fair check.

Second year courses and beyond start the record book off in January so that they are on a 12 month cycle.
**Alternative Course Credit:**

Currently Ag Biology, Vet Science and Floral Design receive CSU & UC credit. Floral Design meets the Visual/Performance Art requirement for the graduation.

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Criteria 2-Leadership and Citizenship

Each student who is enrolled in an agriculture course is required to participate in the FFA program. Ten percent of the agriculture course grade in all of the courses is dedicated to FFA and SAE participation. Introduction level courses require students to earn at least ten activity points per semester and outline a plan for a SAE project. Advanced level courses require students to earn eight activity points each semester and to complete their FFA record book in correspondence to the work that is being done for their SAE project.

To ensure that students are participating in the FFA program, a point award chart has been established and a Google Sheets document is created at the beginning of the year so that teachers and students can track their progress of participation in the FFA program. Students also record their participation in FFA activities in their FFA Record Book. All events, teams, degrees, etc., are advertised to students in multiple ways including the use of the monthly Ag Flash Video Announcements, Flyers, Facebook, Instagram, Chapter Website, District Website and Calendar.

During summer planning, the department and officer team outlines a calendar of activities along with the supervision duties of each of the staff members.

Every course that is taught through the department includes a unit about the FFA. During the unit, a history of the FFA Organization is taught (including the Chapter’s history) along with the importance of the Three Circle Model of Agriculture Education. Depending on the level of the course, additional information is covered including (but not limited to) conference opportunities, proficiency and award opportunities, judging teams, ways to get involved at the chapter, sectional, regional, state, and national levels of the organization, and ways to improve their leadership skills. During this unit, the focus is on helping students improve their
interpersonal skills, citizenship, and leadership. The information that is taught during the FFA unit is revisited often during the year as opportunities become available for students to participate in various events.

FFA meetings are held once a month during the school year. For each meeting, an agenda is developed by the FFA Officer Team that includes important information for the members in attendance. Activities are scheduled after the meetings to encourage students to get to know one another, engage in community service, and continue the development of their leadership skills.

Because the Hanford FFA Program is so large, the students are at an advantage because there are opportunities for a variety of interests. Below is a list of the Leadership Development Events and opportunities along with the Career Development Events that are available to the Hanford FFA members, the list changes from year to year based on student interest and community needs.

1. Public Speaking
   a. Creed
   b. Prepared
   c. Impromptu
   d. Extemporaneous
   e. Prepared
   f. Opening/Closing
2. Parliamentary Procedure Team
3. Agriculture Ambassador Program
4. National Delegate Program
5. State Committee Chairs, Sub Committee Chairs
6. Officer Team Positions
   a. Chapter
   b. Section
   c. Region
   d. State
7. Cotton Judging Team
8. Citrus Judging Team

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9. Grapevine Pruning Team
10. Fruit Tree Pruning Team
11. Meat Judging Team
12. Milk Quality and Dairy Products Team
13. Agronomy Team
14. Dairy Cattle Judging Team
15. Nursery Landscape Team
16. Floral Judging Team
17. Ag Sales Team
18. Ag Mechanics Team
19. Livestock Judging Team
20. Banking Team
21. Best Informed Greenhand Team
22. Cooperative Marketing Team
23. Computer Applications Team

Students also participate in all levels of the FFA’s Proficiency Award Program. Chapter level Proficiency Awards are given out at the local Spring Banquet after the completion of a chapter level application and judging completed by the agriculture teachers. Students are also encouraged to apply for awards above the chapter level. Hanford has had high levels of success based on students applying for Proficiency Awards at the Sectional, Regional, State and National Levels. More information about involvement with SAE’s and the proficiency application process will be addressed in Criteria 3.
Criteria 3-Supervised Agricultural Experience

Each student who is enrolled in an agriculture course is required to participate in a Supervised Agricultural experience of their choice, with the project being included in an overall percentage of their grade along with the FFA component. Each teacher is allowed to decide the percentage value of SAE Involvement. Freshman students develop plans for an SAE project with their Introduction to Agriculture and Introduction to Agricultural Mechanics teachers. Some incoming freshmen have livestock projects for the Kings County fair in June and have already developed a project area. Students in their sophomore, junior, and senior years have ongoing projects in a wide array of areas. When conducting SAE project visits, each teacher completes a SAE Visit form. The forms are tri carbon copies, with the white copy staying with the student, the pink copy given to the department chair for department records, and the yellow copy being kept for the teacher’s records.

In order to better track continuing Agriculture Students’ SAE projects the Hanford Agriculture Department has developed an SAE Survey given to all students during the FFA Unit. It is titled “My SAE Project” they answer 6 questions pertaining to their SAE project including information on its duration, summer job or ongoing. Along with the survey, the Hanford Agriculture Department has developed an SAE Showcase project that is included as part of their SAE grade. Every student creates a tri fold board displaying a variety of information about their SAE project. The information includes an overview of the project, it’s relevance to the agriculture industry, their goals for the project, budget, ways that they would like to see their project improve or grow, along with pictures of them conducting the project. The top twenty percent of projects from each teacher qualify for the program wide competition. During the competition, students are judged based on their project and interviews with judges. Awards are
given out in the areas of Animal Science, Plant Science, Agriscience, Natural Resources, Ag Mechanics, Food and Consumer Science, and Exploratory Projects. With the implementation of the SAE Showcase, students have begun to dig deeper into their projects or, in some cases, have pushed to begin a viable SAE project. It also has allowed our students to share what they are doing outside of the classroom to enhance their agricultural education. The showcase sparked interest for some students to begin additional SAE projects and helped students to discover that what they were already doing outside of class time was fulfilling the SAE requirement. It has been a great tool to shift the thinking away from the “I have to raise a livestock animal” perception that some of our students, parents, and district staff has had.

These two strategies have allowed the department to identify students who would have fallen through the cracks to earn degrees and awards, as well as to discover other SAE areas students have projects in.

**Resources:**

To assist in the success in the area of SAE, the Hanford Agriculture Department has a variety of tools, facilities, and other resources available to our students. The shop facilities, OH unit, and livestock facilities are available for student use outside of class time. Use of the facilities must be scheduled with an agriculture instructor to insure that proper supervision is available while the students are working. Resources, such as trailers and vehicles, which require the operation of the agriculture teacher are checked out in the Agriculture Department Office.

The Hanford Agriculture Department is fortunate enough to have six vehicles for the seven staff members to use on a daily basis. They must be checked out using the calendar system in the department office. Staff must identify the day of the week, date, time span and vehicle they will be using. Each vehicle is labeled T for truck and V for van.
Each staff member is in charge of maintaining a vehicle. They are to check the fluids, windshield wipers, and tire pressures. They should also keep them clean and fueled. We have agreed to re-fuel the vehicles at ¼ of a tank, and to top off on the return from a trip so that there is fuel in it for the next person.

The department receives a $5000 fuel budget from the district and each staff member is issued a Chevron/ Texaco credit card. The diesel fueled trucks have a ROE Oil CFN card lock fuel card to be left in the vehicle for fueling. We can use Chevron or Texaco on the road when there is no ROE CFN location. All fuel receipts are to be turned into the department secretary. There is mileage sheet to keep track of vehicle mileage and repair in each vehicle and is to be filled out when the vehicle is used. The district provides repair such as oil changes, and tire rotations. Major repairs and tires are paid by the department.

If personal vehicles are used for conferences staff members are reimbursed for mileage at the district rate of $.55 per mile. The mileage form is the same as the district reimbursement form. Department vehicles are to be used for all Ag Department and FFA business. Transporting of students is to be done in an Ag Department Vehicle unless a district bus is needed (for larger trips).
Hanford Ag Dept Trailers

Q1

Q2

Q3

Q4

Q5

Q6

Please use the new trailer number when checking them out.
Vehicle Responsibilities
Please make sure they are **CLEAN** and have **FUEL**

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Criteria 4-Qualified and Competent

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Department Meetings:
Each summer, the staff meets for a planning meeting. An overnight retreat has been conducted when the budget permits. During the summer planning time, the chart of responsibilities is completed, department goals for the year are established, budgets are established, student needs and data is addressed, and professional development plans are created for each of the teachers. During the school year, the staff meets on a weekly basis. The staff meets every Monday at 3:30pm in the department conference room. When Monday is a non-school day, the meeting is moved to Tuesday. An agenda is created for each meeting, highlighting the upcoming events and business items for FFA, Department, Advisory Committee, Pathway Grant, and teacher updates. The agenda is available to staff members the morning of the meeting date and an email is sent out requesting agenda items from staff prior to the agenda being created. Minutes are taken at each meeting and uploaded onto the google drive and shared so that they are available for reference to all of the teachers, school administrators and district staff.

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Teacher Reimbursement:

The Hanford Agriculture Department staff member can be reimbursed for expenses related to classroom supplies, FFA expenses, meal reimbursements, mileage, and other expenses. CATA meeting registration is paid for by the department. There is a $100 dollar limit; anything over the $100 amount must have a memo explaining the overage.

Staff members are budgeted $450 dollars from Perkins and Ag Incentive Grant for the CATA Summer Conference. If they have any funds left after paying for lodging and registration they can use it to be reimbursed for food or mileage. Staff members must fill out the Pink Reimbursement sheet. It must be accompanied by the original receipt. If it is filled out by Wednesday noon it will take one week to be reimbursed.
Criteria 5-Facilities, Equipment and Materials

Facilities and Special Population Modifications

Serving as the original campus for the agriculture program, the Hanford High School facilities are more inclusive for what is needed to run the large program. The Agriculture Building consists of four classrooms, conference room, food prep area, copy room, secretary and staff offices, restrooms and one lab room. The Ag Mechanic facilities are designated by student level. The 601 shop houses tools needed for Ag Mechanics 1 and 2, along with tool storage, one classroom, restroom, and a small engines shop. The 705 shop is composed of materials needed for Ag Mechanics 3 and 4, one classroom, teacher office, and a restroom. There is also a learning lab area set up at HHS for student use which is composed of two greenhouses, tool shed, ten garden beds, one shade house, chicken coop, two large swine pens, six sheep pens and a feed storage shed.

The Hanford West facility includes two classrooms, one floral lab, and two Ag Mechanics Shops (metal and wood) with equipment needed to teach Ag Mechanics 1 and 2. The Sierra Pacific facility is composed of one classroom with an adjoining prep room and one shop with equipment needed to teach Ag Mechanics 1 and 2.

All of the classroom buildings were built to code to be handicap accessible and in 2004 the Ag Mechanics shops were redesigned to be wheelchair accessible. The Learning Lab has been updated to include concrete pathways wide enough for wheelchair accessibility.

Adequate Storage
Hanford FFA
120 E. Grangeville Blvd. Hanford, CA 93230. (559) 583-5902 x 4822 Fax (559) 583-5945

Each classroom has several shelves and cabinets built in for storage. There are also built in shelves in the staff office and a conference room for the agriculture teachers to meet. Storage is also available between classrooms, inside of the food prep lab and inside of the learning lab. Beyond the storage available inside of the agriculture buildings, the Hanford Agriculture Department has three Sea Trains to store additional equipment and supplies. The largest of the Sea Trains is dedicated to livestock and fair supply storage. The Ag Mechanics 3 students built shelves and racks inside of the container to help with keeping supplies organized and from piling up on the floor. The second Sea Train is for storing FFA supplies that are too large to keep in the Ag Department building, including ice chests, igloos, contest judging racks, etc. The third and newest Sea Train has been converted into a tool shed at the OH unit side of the learning lab. The Ag Mechanics 2 classes framed a dividing wall to split the container into two different sides to store specific equipment. They also installed tool racks to help with tool organization.

Technology

Each campus has one Chrome Book Cart dedicated for agriculture student use. Each of the students are have a google account that allows them access to email and google apps. Students are able to save their work to their google account and open it on any computer with internet access. It has also allowed for the implementation of the iRecordbook program to be used and taught in agriculture classes. In addition, there is one dell laptop cart at Hanford High School that is primarily used by the Ag Mechanics classes for the plasma cutting program and sketch up programs.

Cultivating the future of Agriculture by providing a Rigorous Classroom Experience, Quality Leadership and Citizenship Training through the FFA, and providing opportunities for Progressive Hands-On Agriculture Learning through the Supervised Agriculture Experience Program
Criteria 6-Community, Business and Industry Involvement

The Hanford Agriculture Department Advisory Committee meets 2-3 times per year. The Advisory Committee assists the department by providing industry input on a wide array of topics, including the following items:

- Job Market Descriptions and Trends
- Targeted Occupations
- Total Program Goals and Objectives
- Course Subject Matter Outlines and Units
- 5-Year acquisition plan
- Graduate Follow-up
- Program completion standards
- Budgets for the current year

Along with having an advisory committee for the department, there is also an agriculture representative who sits on the district wide CDE Advisory Committee. Our students also take several field trips throughout the year where they are able to interact with the community and agriculture industry. Some of the trips our students participate in are to COS, Boswell, Ag Commissioners Office, Kings Fair, Monrovia Nursery, Fresno Chaffee Zoo, and Fagundez Cheese. Without the involvement of our advisory committee members and the involvement of the industry and business professionals, these types of trips would not be possible.
Criteria 7-Career Guidance

Each of the agriculture courses taught in our program have a career unit to help students explore different careers in agriculture. Students are placed in agriculture pathways according to their interests and future career goals. It is with the help of our school guidance counselors, that we ensure that each of our students is placed correctly in the agriculture department. Students have the opportunity to learn about careers in agriculture through classroom projects, guest speakers, field trips and industry tours. Our students are encouraged to choose an SAE project that would help them gain experience in their potential career area.

At the beginning of each year, students fill out a Student Data Sheet which includes the Student Planning Form that allows students to plan out their agriculture path and their career goals. Students are counseled by their agriculture teacher during the process of filling out the student data sheet. After completion, the student data sheet is filled into the student’s file as a work in progress. Their file also includes their record book information and degree and award applications.

Students also have the opportunity to attend several college and career activities. Each year our program sends students on college tours, has college ambassadors speak to classes, and we participate in the Cal Poly 24 hours program. Hanford also hosts a college night every year that is open to all students in the district, allowing them to explore opportunities at different colleges. We also have sent students to the Fresno County CTE Career Fair.
Criteria 8-Program Promotion

The Hanford Agriculture Program uses several channels for promoting the program. The Chapter Website was built using google sites and is maintained by the FFA Officer Team. A recruitment brochure is available for students and parents interested in becoming a part of the agriculture program. These brochures are given out at parent information nights hosted by the high schools as well as at recruitment visits to the eighth grade feeder schools.

Each year the Hanford FFA advisors choose a team of students to serve as Agriculture Ambassadors. The roll of the Agriculture Ambassador team is to visit each of the feeder schools in the district and inform them of the opportunities available in the agriculture department. The recruitment presentation is set up to be a hands on experience, similar to what they might experience in an agriculture class. Each presentation begins with students using a Prezi presentation to talk about opportunities in agriculture and the FFA. After the presentation, the ambassadors lead stations that students rotate to, where they can learn more about the different classes they can enroll in as freshmen. The three stations that are highlighted are Animal Science, Plant Science and Ag Mechanics. At the Animal Science Station, we bring two buck kids for students to feed and pet, while learning and asking about animal science classes and SAE projects. At the Plant Science Station, students are able to transplant a plug to take home with them. The ambassadors at this station take the time to talk about the plant science pathway opportunities, SAE projects, and community service. At the Ag Mechanics Station, students get the chance to dress up in the needed protective gear and try to weld a bead on the welding table. Students learn about the opportunities in Ag Mechanics and all the different opportunities they have by taking shop classes. At the end of the recruitment presentation, students are sent home.
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with an interest card and sent home a follow up post card before they register for their incoming freshmen year.

The Freshmen Welcome Dinner is hosted every year in August so that parents can get more information about the upcoming opportunities that their students will have as members of the FFA program. They are given details on how to stay up to date on reminders and what is going on in the department, how to order FFA uniforms, copies of the activity calendars and are able to meet and mingle with the Ag Teachers.

Throughout the year our students and teachers participate in various functions in the community to help promote our program. These activities include floats in the Christmas and Homecoming Parades, Canned Food Drives, Relay for Life, and Rotary Luncheons. These activities help to promote our program by peaking interests from students at the feeder schools and parents involved in the organizations that we participate with.
Criteria 9-Program Accountability

The Hanford Agriculture Department has a Comprehensive Program Plan in place that is in place and submitted to the Regional Supervisor each year. The plan is updated before December 15th to reflect changes in the Five Year Equipment Acquisition Plan, Chart of Staff Responsibilities, FFA Program of Work, Advisory Committee Roster, Advisory Committee Minutes, and the Graduate Follow Up Results.

At the end of their senior year, students are sent the Graduate Follow Up survey. Their results are placed in their student file and used as part of the updated Comprehensive Program Plan. These results are also shared with our advisory committee and district office.

An additional part of our program accountability is our yearly R-2 report. Using the data sheets, we look at our retention rates of students. One of the focuses of the department is the level of retention between years two and three. Students have been placed in pathway courses to try to help retain students moving into their third year of agriculture classes. With setting students into a career pathway that interests them, it is the hopes of the department that students will continue taking those related classes. The department has also been working on increasing the number of UC A-G approved courses to help students meet the requirements to attend a university directly after high school.

Cultivating the future of Agriculture by providing a Rigorous Classroom Experience, Quality Leadership and Citizenship Training through the FFA, and providing opportunities for Progressive Hands-On Agriculture Learning through the Supervised Agriculture Experience Program
Criteria 10-Student Teacher Ratio

<table>
<thead>
<tr>
<th>Year in Ag</th>
<th>Grade9</th>
<th>Grade10</th>
<th>Grade11</th>
<th>Grade12</th>
<th>Grade13</th>
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<td>Total</td>
<td>327</td>
<td>190</td>
<td>226</td>
<td>181</td>
<td>28</td>
<td>952</td>
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</table>

First Year students = 549

549 First Year Students / 2 = 275 students

Students year 2-4 = 375 students

Total students = 650

650 students / 7 full time teachers = 93 students per teacher, does not meet criteria

Class size has become a problem for our program over the last few years. With some classes (both shop and lab) with over 45 students enrolled, student safety and the quality of education has declined significantly. It is a problem that has been addressed by our Advisory Committee to the Superintendent and they are working on the addition of a teaching position to help to reduce the large class sizes. Current patches to the problems include ag teachers having to give up their prep periods to teach additional classes during the day.
Criteria 11-Full Year Employment

All seven of the agriculture teaching positions are full time positions. Only the FFA Advisor and Department Chair have a SAE period during the day to complete department and FFA duties. Because of class sizes, some years the FFA Advisor and/or Department Chair are asked to sell back their SAE and/or Prep periods to teach additional periods to help reduce class sizes. Each teacher also has an extended contract of 18% of their salary to cover additional project supervision throughout the year.
<table>
<thead>
<tr>
<th>Document Title</th>
<th>Tab Number</th>
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<tr>
<td>Student DATA Sheets</td>
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<td>Permanent Agriculture Student File Description</td>
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<tr>
<td>Course Outlines</td>
<td>3</td>
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<td>Daily Grading Sheets</td>
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<tr>
<td>SAE Supervision Forms</td>
<td>5</td>
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<td>School Board-Approved Policy for SAE Requirement</td>
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<tr>
<td>School Board-Approved Policy for FFA Requirement</td>
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<td>FFA Program of Activities</td>
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<td>Recruitment Program</td>
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<td>FFA Chapter Scrapbook</td>
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<td>Summer Activities Plan</td>
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<td>Results of Graduate Follow Up Survey</td>
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<td>Advisory Committee Meeting Minutes</td>
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<td>Five Year Acquisition Plan</td>
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<td>Operating Budget for Agriculture Department</td>
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<td>District/Department Budget Process</td>
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<td>Department Chair Duties and Responsibilities</td>
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<td>Substitute Teacher Procedures and Plans</td>
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<tr>
<td>Program Completer Description</td>
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<tr>
<td>2+2 Agreements</td>
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<td>Reimbursement Process</td>
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Tab 1-Student Data Sheets
HANFORD FFA -- STUDENT DATA SHEET 2015-2015

Name: ___________________________ School: HHS __ HWHS__ SPHS __ Phone #: ____________

Parent/Guardian Name: ___________________________ Email Address: ___________________________

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

Put class period number beside course(s) currently enrolled in:

_____ Intro to Ag  ___________ Ag Mechanics 1  ______ Art Hist. Floral

_____ Ag Biology  ___________ Ag Mechanics 2  ______ Advance Floral

_____ Ag Earth Science  ___________ Ag Mechanics 3  ______ Ornamental Hort

_____ Applied Animal Sci  ___________ Ag Mechanics 4  ______ Vet Sci

_____ Applied Plant Sci  ___________ Ag Leadership

Ethnicity: Are you Hispanic or Latino? (Check one)  __ Yes  ___ No

Race: ___ American Indian or Alaskan Native / ___ Asian Indian / ___ Cambodian / ___ Chinese / ___ Hmong

____ Japanese / ___ Korean / ___ Laotian / ___ Vietnamese / ___ Black or African American / ___ Filipino

___ Guamanian / ___ Samoan / ___ Tahitian / ___ White (Portuguese) ___ Native Hawaiian/Pacific Is.

Immediate Plans after High School Graduation:

_____ Community College  ___________ Four Year College  ______ Military

_____ Work Full Time  ___________ Work Part Time  ______ Other ____________ __

I live in town ___  I live out of town __

Agriculture Career Goal: ________________________________

Non-Agricultural Career Goal: ________________________________
PROGRAM HISTORY

Agriculture Classes Completed

As-mech 1

Highest Degree Held

Greenland

Previous SAE

Potatoes

PROGRAM GOALS

Future Agriculture Classes

As-mech 2

FFA/Leadership Goals

Jubilee Town

Degree Goal

American Degree

SAE Goals

Compete in Project Showcases
HANFORD FFA - - STUDENT DATA SHEET 2015-2015

Name ___________________ School: HHS __ HWHS __ SPHS ✓ Phone # ___

Parent/Guardian Name: ___________________ Email Address: ___________________

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

Put class period number beside course(s) currently enrolled in:

___ Intro to Ag
___ Ag Biology
___ Ag Earth Science
___ Applied Animal Sci
___ Applied Plant Sci
___ Ag Mechanics 1
___ Ag Mechanics 2
___ Ag Mechanics 3
___ Ag Mechanics 4
___ Art Hist. Floral
___ Advance Floral
___ Ornamental Hort
___ Vet Sci

Ethnicity: Are you Hispanic or Latino? (Check one) ___ Yes  ___ No


Immediate Plans after High School Graduation:

___ Community College  ___ Four Year College  ___ Military

___ Work Full Time  ___ Work Part Time  ___ Other ___________________

I live in town ✓  I live out of town ___

Agriculture Career Goal: ___________________

Non-Agricultural Career Goal: Volleyball Player, Basketball Player, Doctor.

F:\v2 membership\data sheets\2014-15.doc
PROGRAM HISTORY

Agriculture Classes Completed

Intro to Ag-In Progress


Highest Degree Held: Greenhand-in-progress

Previous SAE: None


PROGRAM GOALS

Future Agriculture Classes

Animal Science


FFA/Leadership Goals: To obtain 10 activity points.

Degree Goal: Greenhand

SAE Goals: To research and start a project.


F4r2 membership\data sheets\2015-16.doc
HANFORD FFA - - STUDENT DATA SHEET 2015-2015

Name: ___________________________ School: HHS __ HWHS__ SPHS √ Phone  

Parent/Guardian Name: ___________________________ Email Address: ___________________________

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

Put class period number beside course(s) currently enrolled in:

√ Intro to Ag  Ag Mechanics 1  Art Hist. Floral

Ag Biology  Ag Mechanics 2  Advance Floral

Ag Earth Science  Ag Mechanics 3  Ornamental Hort

Applied Animal Sci  Ag Mechanics 4  Vet Sci

Applied Plant-Sci  Ag Leadership

Ethnicity: Are you Hispanic or Latino? (Check one) √ Yes  No


Immediate Plans after High School Graduation:

√ Community College  Four Year College  Military

Work Full Time  Work Part Time  Other

I live in town  √ I live out of town

Agriculture Career Goal: ___________________________

Non-Agricultural Career Goal: CHP or Mechanic

FAr2 membership data sheets 2014-15.doc
HANFORD FFA - - STUDENT DATA SHEET 2015-2015

Name: ____________________________ School: HHS ☑ HWHS __ SPHS __ Phone #: ______________

Parent/Guardian Name: ____________________________ Email Address: ____________________________

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

Put class period number beside course(s) currently enrolled in:

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<th>Course</th>
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<td>5 Applied Plant Sci</td>
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<td>7 Ag Mechanics 2</td>
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<td>9 Ag Mechanics 4</td>
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<td>11 Art Hist. Floral</td>
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<td>12 Advance Floral</td>
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<td>13 Ornamental Hort</td>
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<tr>
<td>14 Vet Sci</td>
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Ethnicity: Are you Hispanic or Latino? (Check one) ☐ Yes ☐ No

Race: ☐ American Indian or Alaskan Native / ☐ Asian Indian / ☐ Cambodian / ☐ Chinese / ☐ Hmong / ☐ Japanese / ☐ Korean / ☐ Laotian / ☐ Vietnamese / ☐ Black or African American / ☐ Filipino / ☐ Guamanian / ☐ Samoan / ☐ Tahitian / ☐ White (Portuguese) / ☒ Native Hawaiian/Pacific Is.

Immediate Plans after High School Graduation:

☐ Community College ☐ Four Year College ☐ Military ☐ Work Full Time ☐ Work Part Time ☐ Other ________________

I live in town ☐ I live out of town ☒

Agriculture Career Goal: ________________

Non-Agricultural Career Goal: ________________

F:\r2 membership\data sheets\2014-15.doc
PROGRAM HISTORY

Agriculture Classes Completed

Highest Degree Held

Previous SAE

PROGRAM GOALS

Future Agriculture Classes

Ag mech 2, 3, 4
Ag Leadership
Vet sci

FFA/Leadership Goals I hope to be an officer.

Degree Goal American degree

SAE Goals I would like to place very well on my project and to educate people through my project
Name: 
School: HHS __ HWHS __ SPHS _ Phone #: 
Parent/Guardian Name: 
Email Address: 
Grade in School 9 _ 10 _ 11 _ 12  
Year in Ag: 1 _ 2 _ 3 _ 4  
Put class period number beside course(s) currently enrolled in: 
____ Intro to Ag  
____ Ag Biology  
____ Ag Earth Science  
____ Applied Animal Sci  
____ Applied Plant Sci  
____ Ag Mechanics 1  
____ Ag Mechanics 2  
____ Ag Mechanics 3  
____ Ag Mechanics 4  
____ Art Hist. Floral  
____ Advance Floral  
____ Ornamental Hort  
____ Vet Sci  

Ethnicity: Are you Hispanic or Latino? (Check one) ___ Yes _ No 

Immediate Plans after High School Graduation:  
___ Community College  _ Four Year College  ___ Military 
___ Work Full Time  _ Work Part Time  ___ Other  

I live in town _ I live out of town  
Agriculture Career Goal: Marine Mammal Training / Zoo Keeper  
Non-Agricultural Career Goal: 

FA\v2 membership\data sheets\2014-15.doc
PROGRAM HISTORY

Agriculture Classes Completed

Ag. Earth
Animal care

Highest Degree Held

Greenhand

Previous SAE
Market hog

PROGRAM GOALS

Future Agriculture Classes

Animal science

FFA/Leadership Goals

Sectional and Regional office

Degree Goal

State

SAE Goals

I want to raise another market hog and win grand champion.
HANFORD FFA -- STUDENT DATA SHEET 2015-2015

Name: __________________________  School: HHS __ HWHS x SPHS __ Phone #: __________

Parent/Guardian Name: __________________________  Email Address: __________________________

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

Put class period number beside course(s) currently enrolled in:

__ Intro to Ag
__ Ag Biology
__ Ag Earth Science
__ Applied Animal Sci
__ Applied Plant Sci
__ Ag Mechanics 1
__ Ag Mechanics 2
__ Ag Mechanics 3
__ Ag Mechanics 4
__ Ag Leadership
__ Art Hist. Floral
__ Advance Floral
__ Ornamental Hort
__ Vet Sci

Ethnicity: Are you Hispanic or Latino? (Check one) _____ Yes  _____ No


Immediate Plans after High School Graduation:

_____ Community College  _____ Four Year College  _____ Military

_____ Work Full Time  _____ Work Part Time  _____ Other __________________

I live in town: _____ I live out of town: _____

Agriculture Career Goal: __________________________  Non-Agricultural Career Goal: __________________________

F:\v2 membership\data sheets\2014-15.doc
PROGRAM HISTORY

Agriculture Classes Completed

Intro to ag

Highest Degree Held None

Previous SAE Exploratory SAE

PROGRAM GOALS

Future Agriculture Classes

Ag Mechanics I
Ag Earth science

FFA/Leadership Goals State conference

Degree Goal Chapter degree
SAE Goals Raise chickens for egg production
HANFORD FFA -- STUDENT DATA SHEET 2015-2015

Name ____________________ School: HHS __ HWHS __ SPHS √ Phone # ____________

Parent/Guardian Name __________________________ Email Address: __________________________

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

Put class period number beside course(s) currently enrolled in:

____ Intro to Ag  ____ Ag Mechanics 1  ____ Art Hist. Floral
____ Ag Biology    ____ Ag Mechanics 2  ____ Advance Floral
____ Ag Earth Science ____ Ag Mechanics 3  ____ Ornamental Hort
____ Applied Animal Sci ____ Ag Mechanics 4  ____ Vet Sci
____ Applied Plant-Sci  ____ Ag Leadership

Ethnicity: Are you Hispanic or Latino? (Check one) ___ Yes  √ No

Race: ___ American Indian or Alaskan Native / ___ Asian Indian / ___ Cambodian / ___ Chinese / ___ Hmong /
___ Japanese / ___ Korean / ___ Laotian / ___ Vietnamese / ___ Black or African American / ___ Filipino
___ Guamanian / ___ Samoan / ___ Tahitian / ___ White (Portuguese) ___ Native Hawaiian/Pacific Is.

Immediate Plans after High School Graduation:

____ Community College  ____ Work Full Time  ____ Four Year College  ____ Work Part Time
__Military  ____ Other ___________

I live in town  __________ I live out of town  __________

Agriculture Career Goal:  Large animal vet

Non-Agricultural Career Goal:  __________________________

F:\2014-15\data sheets\2014-15.doc
PROGRAM HISTORY

Agriculture Classes Completed

Ag mech 1
Intro to Ag

Highest Degree Held

Graduated

Previous SAE

Dairy replacement

heifer

PROGRAM GOALS

Future Agriculture Classes

Animal science
Vet science
Ag leadership

FFA/Leadership Goals

Officer for 3 years, go to conference = National Regional Officer

Degree Goal

National

SAE Goals

Win overall in Showcase
HANFORD FFA -- STUDENT DATA SHEET 2015-2016

Name_________________________ School: HHS __ HWHS__ SPHS__ Phone #_________

Parent/Guardian Name_________________________ Email Address:________________________

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

Put class period number beside course(s) currently enrolled in:

_____ Intro to Ag

_____ Ag Biology

_____ Ag Earth Science

_____ Applied Animal Sci

_____ Applied Plant Sci

_____ Ag Mechanics 1

_____ Ag Mechanics 2

_____ Ag Mechanics 3

_____ Ag Mechanics 4

_____ Ag Leadership

_____ Art Hist. Floral

_____ Advance Floral

_____ Ornamental Hort

_____ Vet Sci

Ethnicity: Are you Hispanic or Latino? (Check one) __Yes  __No

Race:  __American Indian or Alaskan Native /  __Asian Indian /  __Cambodian /  __Chinese /  __Hmong /

__ Japanese /  __Korean /  __Laotian /  __Vietnamese /  __Black or African American /  __Filipino

__ Guamanian /  __Samoan /  __Tahitian /  __White (Portuguese)/  __Native Hawaiian/Pacific Is.

Immediate Plans after High School Graduation:

__X Community College

_____ Four Year College

_____ Military

_____ Work Full Time

_____ Work Part Time

_____ Other________________________

I live in town  __X__ I live out of town________________________

Agriculture Career Goal: __I want to become an Ag teacher________________________

Non-Agricultural Career Goal: _______________________________

FA/v2 membership/data sheets/2014-15.doc
PROGRAM HISTORY

Agriculture Classes Completed

Intro to Ag
Ag Mech
Ag Biology
AgHist. Floral

Highest Degree Held Chapter

Previous SAE Taking care of Chickens, the ag website

PROGRAM GOALS

Future Agriculture Classes

0.4

FFA/Leadership Goals 3rd Yr. of Hts., Park 11th Pro

Degree Goal American

SAE Goals Anything to benefit the Ag department.
## HANFORD FFA - - STUDENT DATA SHEET 2015-2015

### Name

### School: HHS  **HWHS**  **SPHS**  Phone #

### Parent/Guardian Name

### Email Address:

### Grade in School

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<tr>
<th>9</th>
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### Year in Ag:

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### Put class period number beside course(s) currently enrolled in:

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<tr>
<th>Intro to Ag</th>
<th>Ag Mechanics 1</th>
<th>Art Hist. Floral</th>
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<tr>
<td>Ag Biology</td>
<td>Ag Mechanics 2</td>
<td>Advance Floral</td>
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<tr>
<td>Ag Earth Science</td>
<td>Ag Mechanics 3</td>
<td>Ornamental Hort</td>
</tr>
<tr>
<td>Applied Animal Sci</td>
<td>Ag Mechanics 4</td>
<td>Vet Sci</td>
</tr>
<tr>
<td>Applied Plant-Sci</td>
<td>Ag Leadership</td>
<td></td>
</tr>
</tbody>
</table>

### Ethnicity: Are you Hispanic or Latino? (Check one)

- Yes  
- No

### Race:

- American Indian or Alaskan Native /  
- Asian Indian /  
- Cambodian /  
- Chinese /  
- Hmong /  
- Japanese /  
- Korean /  
- Laotian /  
- Vietnamese /  
- Black or African American /  
- Filipino /  
- Guamanian /  
- Samoan /  
- Tahitian /  
- White (Portuguese) /  
- Native Hawaiian/Pacific Is.

### Immediate Plans after High School Graduation:

- Community College  
- Four Year College  
- Military  
- Work Full Time  
- Work Part Time  
- Other

### I live in town  

### I live out of town

### Agriculture Career Goal:

- Vet Tech.  
- Ag Teacher

### Non-Agricultural Career Goal:

- Culinary Arts

---

FSA memberid\data sheets\2014-15.doc
PROGRAM HISTORY

Agriculture Classes Completed

- Intro to ag
- Applied animal science
- Vet science

Highest Degree Held: chapter degree

Previous SAE: I bred and sold Netherland Dwarf rabbits, joys of dwarf rabbits

PROGRAM GOALS

Future Agriculture Classes

- Ag leadership, floral, and OIF

FFA/Leadership Goals: I want to attend and be as involved in FFA as possible.

Degree Goal: American degree

SAE Goals: To continue my SAE project.
HANFORD FFA -- STUDENT DATA SHEET 2015-2015

Name ____________________________ School: HHS __ HWHS _ SPHS __ Phone # ________

Parent/Guardian Name ____________________________ Email Address: __________________

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

Put class period number beside course(s) currently enrolled in:

___ Intro to Ag
___ Ag Biology
___ Ag Earth Science
___ Applied Animal Sci
___ Applied Plant Sci
___ Ag Mechanics 1
___ Ag Mechanics 2
___ Ag Mechanics 3
___ Ag Mechanics 4
___ Ag Leadership
___ Art Hist. Floral
___ Advance Floral
___ Ornamental Hort
___ Vet Sci

Ethnicity: Are you Hispanic or Latino? (Check one) __Yes ___ No


Immediate Plans after High School Graduation:

___ Community College ___ Work Full Time ___ Four Year College ___ Work Part Time ___ Military ___ Other

I live in town ___ I live out of town ___

Agriculture Career Goal: Get all activity points

Non-Agricultural Career Goal: Be successful
PROGRAM HISTORY

Agriculture Classes Completed

ag earth science
ag bio

Highest Degree Held chapter

Previous SAE working on a dairy

PROGRAM GOALS

Future Agriculture Classes

vet science

FFA/Leadership Goals get an american degree

Degree Goal 🔥

SAE Goals get a lot of money 😊
Name:

School: HHS _ HWHS _ SPHS _ Phone #

Parent/Guardian Name: ____________________________ Email Address: ____________________________

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

Put class period number beside course(s) currently enrolled in:
_____ Intro to Ag
_____ Ag Biology
_____ Ag Earth Science
_____ Applied Animal Sci
_____ Applied Plant Sci

_____ Ag Mechanics 1
_____ Ag Mechanics 2
_____ Ag Mechanics 3
_____ Ag Mechanics 4

_____ Art Hist. Floral
_____ Advance Floral
_____ Ornamental Hort
_____ Vet Sci

Ethnicity: Are you Hispanic or Latino? (Check one) __Yes  _ No


Immediate Plans after High School Graduation:
_____ Community College  _ Four Year College  _ Military
_____ Work Full Time  _ Work Part Time  _ Other _______________________________________

I live in town _ I live out of town _

Agriculture Career Goal:  _____ Ag teacher
Non-Agricultural Career Goal: ____________________________

F:\v2 membership\data sheets\2014-15.doc
PROGRAM HISTORY

Agriculture Classes Completed

- Intro to Ag
- Ornamental Horticulture
- Ag Biology
- Applied Animal Science
- Ag Leadership

Highest Degree Held
State

Previous SAE
Dairy replacement heifer

PROGRAM GOALS

Future Agriculture Classes

Senior

FFA/Leadership Goals
State Champions for cotton/dairy cattle teams

Degree Goal
American Degree

SAE Goals
Grand Champion
HANFORD FFA - STUDENT DATA SHEET 2015-2015

Name_________________________ School: HHS __ HWHS X SPHS __ Phone __________________

Parent/Guardian Name_________________________ Email Address: __________________________

Grade in School 9__10__11 __12__ Year in Ag: 1__2__3__4

Put class period number beside course(s) currently enrolled in:

_____ Intro to Ag  ____ Ag Mechanics 1  
_____ Ag Biology  ____ Ag Mechanics 2  
_____ Ag Earth Science  ____ Ag Mechanics 3  
_____ Applied Animal Sci  ____ Ag Mechanics 4  
_____ Applied Plant Sci  ____ Ag Leadership  
____ Art Hist. Floral  ____ Advance Floral  
____ Ornamental Hort  ____ Vet Sci

Ethnicity: Are you Hispanic or Latino? (Check one) ___ Yes  X No

Race: __American Indian or Alaskan Native / __Asian Indian / __Cambodian / __Chinese / __Hmong /
__Japanese / __Korean / __Laotian / __Vietnamese / __Black or African American / __Filipino
__Guamanian / __Samoan / __Tahitian / X White (Portuguese) / __Native Hawaiian/Pacific Is.

Immediate Plans after High School Graduation:

X Community College  ____ Four Year College  ____ Military  
____ Work Full Time  ____ Work Part Time  ____ Other ____________________

I live in town X I live out of town

Agriculture Career Goal: Teacher (Ag)  
Non-Agricultural Career Goal: Elementary Teacher

F:\r2 membership\data sheets\2014-15.doc
PROGRAM HISTORY

Agriculture Classes Completed

Intro to Ag
Ag Biology
Orchamental Horticulture
Ag Leadership
Ag Floral

Highest Degree Held: Chapter

Previous SAE: Water Sampling

PROGRAM GOALS

Future Agriculture Classes

N/A

FFA/Leadership Goals: Veggie Crop Judging,
Ag Sales Judging.

Degree Goal: State degree

SAE Goals: Cont. to learn more about water in our community.
HANFORD FFA - STUDENT DATA SHEET 2015-2015

Name ___________________________________ School: HHS  HWHS  SPHS  Phone: ___________

Parent/Guardian Name ___________________________________________________ Email Address: ___________

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

Put class period number beside course(s) currently enrolled in:

_____ Intro to Ag  _____ Ag Mechanics 1  _____ Art Hist. Floral
_____ Ag Biology  _____ 5  Ag Mechanics 2  _____ Advance Floral
_____ Ag Earth Science  _____ Ag Mechanics 3  _____ Ornamental Hort
_____ Applied Plant-Sci  _____ Ag Leadership

Ethnicity: Are you Hispanic or Latino? (Check one)  ___ Yes  ___ No

Race:  ___American Indian or Alaskan Native /  ___Asian Indian /  ___Cambodian /  ___Chinese /  ___Hmong /  ___Japanese /  ___Korean /  ___Laotian /  ___Vietnamese /  ___Black or African American /  ___Filipino
___ Guamanian /  ___Samoan /  ___Tahitian /  ___White (Portuguese)  ___Native Hawaiian/Pacific Is.

Immediate Plans after High School Graduation:

___ Community College  ___ Work Full Time  ___ Four Year College  ___ Work Part Time
___ Military  ___ Other____________________

I live in town  ___ I live out of town

Agriculture Career Goal:  ____ Agriculture Engineer, or  ____ PCA

Non-Agricultural Career Goal:  ________________________________

F:\v2 membership\data sheets\2014-15.doc
PROGRAM HISTORY

Agriculture Classes Completed

- Intro to Ag
- Ag mech 1
- Vet science
- Animal science
- Ag mech 2

Highest Degree Held: State Degree

Previous SAE: Swine ownership

PROGRAM GOALS

Future Agriculture Classes

- None last year

FFA/Leadership Goals: State leadership conferences

Degree Goal: American Degree

SAE Goals: To keep working with op's farming company
Tab 2-Permanent Agriculture Student File Description
Criteria 1.1 Department Files for Students

The Hanford Agriculture Department employs a file cabinet system for storing student record books long term. Non-Current record books are stored in the students file in the appropriate file cabinet drawer. The file cabinets and drawers are divided by class, Freshman, Sophomore, Junior, Senior, 1 year out of school, 2 years out of school, and 3 years out of school. The file system is maintained by Miss. Pimentel. Each school year she advances each student that is still in the program to appropriate file cabinet.

Current record books are stored in the teacher’s classrooms. Freshman students in the intro classes will have started their record book in either August or September. Students with fair projects or work experience projects will close their current year record book out in December. All livestock exhibitors at the Kings Fair must have their record books up to date in order to receive their Fair check.

Second year courses and beyond start the record book off in January so that they are on a 12 month cycle. Slowly the paper books are not being utilized only for curriculum purposes and the students are learning how to use an i record book.

Cultivating the future of Agriculture by providing a Rigorous Classroom Experience, Quality Leadership and Citizenship Training through the FFA, and providing opportunities for Progressive Hands-On Agriculture Learning through the Supervised Agriculture Experience Program
Tab 3-Course Outlines
<table>
<thead>
<tr>
<th>PERIOD 1</th>
<th>PERIOD 2</th>
<th>PERIOD 3</th>
<th>PERIOD 4</th>
<th>PERIOD 5</th>
<th>PERIOD 6</th>
<th>PERIOD 7</th>
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<tbody>
<tr>
<td>Ag Earth</td>
<td>Ag Earth</td>
<td>Ag Mech 1</td>
<td>Ag Mech 1</td>
<td>Ag Mech 1</td>
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<td>Intro To Agriculture</td>
<td>Ag Mech 1</td>
<td>Ag Mech 2</td>
<td>Ag Mech 2</td>
<td>Curriculum Facilitator</td>
<td>Curriculum Facilitator</td>
<td>Ag Mech 4</td>
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<td>P-9 ext 6049</td>
<td>Shop: 602 Ext 6602</td>
<td>Rm. 705 Ext. 4705</td>
<td>Rm. 603 Ext. 4603</td>
<td>Rm. 603 Ext. 4603</td>
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<td>Henson, Laura</td>
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<tr>
<td>Intro to Ag</td>
<td>Prep</td>
<td>Prep</td>
<td>Intro to Ag</td>
<td>Ornamental Horticulture</td>
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<td>Intro to Floral</td>
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<td>Art Hist Floral</td>
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<td>Prep</td>
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</table>
Course Title: Agriculture Biology
Credit: Life Science and College Prep
Teacher: Miss Henson, Room 603

Course Description:
Agriculture Biology is a laboratory science course for the college bound student. The course emphasizes detailed knowledge of the central concepts, principles, and basic factual materials of the following topics: molecular and cellular aspects of living things, structure and function of agricultural plants and animal, genetics, plant and animal diversity and principles of classification, ecological relationships and animal behavior.

### Ag Biology Pacing Guide for the 2015-2016 School Year

<table>
<thead>
<tr>
<th>First Semester—Molecular</th>
<th></th>
</tr>
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<tbody>
<tr>
<td>Unit 1: Scientific Method</td>
<td>1.5 weeks</td>
</tr>
<tr>
<td>Unit 2: Biochemistry &amp; Enzymes</td>
<td>2.5 weeks</td>
</tr>
<tr>
<td>Unit 3: Cells—Structure &amp; Function</td>
<td>3 weeks</td>
</tr>
<tr>
<td>Unit 4: FFA</td>
<td>1 week</td>
</tr>
<tr>
<td>Unit 5: Bacteria &amp; Viruses</td>
<td>2 weeks</td>
</tr>
<tr>
<td>Unit 6: Cell Energy</td>
<td>3 weeks</td>
</tr>
<tr>
<td>Unit 7: DNA and Protein Synthesis</td>
<td>4 weeks</td>
</tr>
<tr>
<td>Review &amp; Finals</td>
<td>1 week</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester—Organismal</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 8: Mitosis, Meiosis, and Genetics</td>
<td>4 weeks</td>
</tr>
<tr>
<td>Unit 9: Evolution and Natural Selection</td>
<td>4 weeks</td>
</tr>
<tr>
<td>Unit 10: Ecology</td>
<td>5 weeks</td>
</tr>
<tr>
<td>Unit 11: Physiology</td>
<td>4 weeks</td>
</tr>
<tr>
<td>Review &amp; Finals</td>
<td>1 week</td>
</tr>
</tbody>
</table>
KEY ASSIGNMENTS
1. Weekly academic textbook assignments
2. Laboratory activities and reports
3. Individual/Group Projects
4. Research Projects
5. Supervised Agricultural Experience Project & Record Book
6. FFA Leadership Activities
7. Interactive Notebook

INSTRUCTIONAL METHODS
1. Laboratory Activities and Experiments
2. Lecture and Discussion
3. Reading Research Assignments
4. Written and Oral Reports
5. Homework Assignments
6. Audio-Visual Presentations
7. Projects

METHODS OF EVALUATION & ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>100.1-100%</td>
</tr>
<tr>
<td>A</td>
<td>92-100%</td>
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<tr>
<td>A-</td>
<td>89.5-91%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
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<tr>
<td>B</td>
<td>82-87%</td>
</tr>
<tr>
<td>B-</td>
<td>79.5-81%</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
</tr>
<tr>
<td>C</td>
<td>72-77%</td>
</tr>
<tr>
<td>C-</td>
<td>69.5-71%</td>
</tr>
<tr>
<td>D+</td>
<td>68-69%</td>
</tr>
<tr>
<td>D</td>
<td>62-67%</td>
</tr>
<tr>
<td>D-</td>
<td>60-61%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
</tr>
</tbody>
</table>

Assignment 40%
- FFA Participation 10%
  (8 FFA Activities per Semester)

Class Participation/Citizenship: is based on attendance, involvement in discussion, being prepared and on time, and appropriate classroom behavior. Participation scores will be posted weekly and may be discussed on your time (for example during break or lunch or before and after school).

Homework: must be turned in on time for full credit. Any late assignments will be accepted within one week of the due date for no more than ½ credit. After the unit has been completed, no make-up work will be accepted and a zero will be given.

Quarterly Projects: will be deducted by five points for each day that it is late and within one week.

FFA Activities: FFA is an integral part of this class, and active membership is expected.

Quizzes: may be given at any time, so be prepared. Nothing will appear that was not covered in class.

Unit Tests: have the same rules for quizzes, but they will be announced well in advance, and study guides will be provided.

Benchmarks: During the Fall Semester there will be a 9 week and fall final exam. During the Spring Semester there will be a 9 week benchmark and spring final exam.

If you are going to be absent, please get your work ahead of time! If you miss class and are ill (an excused absence) you are responsible for the work three days after you return. Unexcused absences will be allowed to make up the work for ½ credit, but it must also be turned in no later than three days after the absence.

I have read and understand the above syllabus. Date:
<table>
<thead>
<tr>
<th>Student Printed Name</th>
<th>Parent/Guardian Printed Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Signature</td>
<td>Parent/Guardian Signature</td>
</tr>
</tbody>
</table>
Hanford High School
Agriculture Program
Ag Science I- Introduction to Agriculture

This course will provide you with introductory information on California Agriculture, plant science, forestry and the environment, soil science, animal science, ornamental horticulture, and the FFA.

Expected Outcomes:

Students completing this course will gain a breadth of knowledge of agriculture and the FFA, including:
• Top agricultural commodities in the state
• Industry regulations
• Botany and general plant science
• Basic animal identification, reproduction, and care
• Experience with plants for ornamental use
• Determining soil type using a variety of methods
• Environmental factors in agriculture
• FFA knowledge and first year record book
• Stay current on agricultural events and news

Students are expected to:
• Come to class prepared and on time
• Never leave until dismissed by the teacher
• Never eat or drink in class
• Never use profanity
• Turn in all work on time
• Respect others
• Join the FFA
• Plan and begin an SOEP
• Keep record books up to date
• Ask plenty of questions!

Instructor will:
• Return work in a timely manner
• Test only what is taught
• Be available for help and questions
• Attempt to visit every student at home
• Make learning fun!

Grading: This is subject to change if determined absolutely necessary by the
instructor, due to unforeseen circumstances.

100 – 90% A
80 – 89% B
70 – 79% C
60 – 69% D
59%> F

**Homework:** must be turned in on time for full credit. Any late assignments will be accepted within one week of the due date for no more than ½ credit.

**Quarter project:** will be deducted by five points for each day that it is late.

**Class Participation:** is based on attendance, involvement in discussion, being prepared and on time, and appropriate classroom behavior. Participation scores will be posted weekly and may discussed on your time (for example during break or lunch).

**Record Books:** will be explained later in the semester. Once taught, they may be checked at any time, so keep them up to date (class time will be provided for updating).

**FFA Activities:** FFA is an integral part of this class, and active membership is expected. FFA will be worth up to 20% of the total grade of this class. Opportunities for involvement will be posted and announced in class.

**SOEP Projects:** are encouraged! During home visits, appropriate projects will be discussed, and can be anything from a job, to yard work, to the eventual animal project.

**Quizzes:** may be given at any time, so be prepared. Nothing will appear that was not covered in class.

**Tests:** have the same rules as quizzes, but they will be announced well in advance, and study guides will be provided (I will tell you what you need to know).

*If you are going to be absent, please get your work ahead of time! If you miss class and are ill (an excused absence) you are responsible for the work three days after you return. Unexcused absences will be allowed to make up the work for ½ credit, but it must also be turned in no later than three days after the absence.*

I have read and understand the above syllabus. Date: _______________

_________________________  ___________________________
Student (print)            Parent or Guardian (signature)
Course Title: APPLIED ANIMAL SCIENCE
Credit: Life Science

Course Description:
Applied Animal Science is a laboratory science course for the Career Technical Education (CTE) student. The course emphasizes detailed knowledge of the importance of animals and production, behavior, genetics, anatomy, physiology, nutrition, digestion, reproduction and health and disease management.

First Semester
I. Class Orientation
   a. Class Policies and Expectations
   b. Grading and Participation
   c. Notebooks
   d. Review

II. Record Book
   a. Opening and Closing of FFA Record Book
   b. Development of agriculture budget and business agreements
   c. Accounting of FFA, School, and Community Service Activities

III. Leadership
   a. FFA Opportunities, Structure and Activities
   b. SAE Planning, Development and Activities
   c. Public Speaking and Presentations
   d. Parliamentary Procedure

IV. Importance of Livestock
   a. Consumption and Production Trends
   b. Livestock Production in the U.S.
   c. Animal Husbandry
      i. Breeds and Significance
      ii. Evaluation and Selection
      iii. Types of Operations and Management
   iv. Careers

V. Livestock Management
   a. Animal Behavior
   b. Safe Handling and Restraint
   c. Facilities, Building and Equipment
   d. Castration, Dehorning and Docking
   e. Methods of Identification
   f. Livestock Marketing and Transportation

VI. Cell Structure and Function
   a. Parts and Functions of Cells
   b. DNA and RNA Reproduction
VII. Animal Anatomy and Physiology
   a. Skeletal and Muscular System
   b. Respiratory and Circulatory System
   c. Endocrine and Nervous System
   d. Comparative Anatomy

Spring Semester

VIII. Animal Nutrition
   a. Digestive System
   b. Classes of Nutrients
   c. Feeds, Feeding and Rations
   d. Feed Quality and Additives

IX. Animal Reproduction
   a. Male Reproductive System
   b. Female Reproductive System
   c. Parturition Care
   d. Bio-Technology
      i. Pregnancy Diagnosis and Ultrasound
      ii. Artificial Insemination
      iii. Embryo Transfer and Cloning

X. Animal Genetics
   a. Genes and Chromosomes
   b. Dominant and Recessive Genes
   c. Selection and Habitability (Punnett Square)
   d. Mutations

XI. Animal Health and Diseases
   a. Causes, Symptoms, Prevention and Treatment of Diseases
   b. Vaccination and Immunization
   c. Infectious and Non-infectious Diseases
   d. Internal and External Parasites

Key Assignments
1. Weekly academic textbook assignments
2. Laboratory activities and reports
3. Individual/Group Projects
4. Research Projects
5. Supervised Agricultural Experience Project & Record Book
6. Leadership Activities
7. Portfolio of Laboratory Exercises

Instructional Methods
1. Laboratory Activities and Experiments
2. Lecture and Discussion
3. Reading research assignments
4. Written and Oral Reports
5. Homework Assignments
6. Audio-Visual Presentations
7. Projects

**METHODS OF EVALUATION & ASSESSMENT**
1. Classroom Participation 20%
2. Homework Assignments 10%
3. Journals 02%
4. Laboratory Activities & Write-ups 15%
5. FFA 08%
6. Projects 15%
7. Quizzes 10%

<table>
<thead>
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<th>7. Unit Tests</th>
<th>20%</th>
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<tr>
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<td>B+ 88-89%</td>
</tr>
<tr>
<td>A 92-100%</td>
<td>B 82-87%</td>
</tr>
<tr>
<td>A- 89.5-91%</td>
<td>B- 79.5-81%</td>
</tr>
<tr>
<td>F 0-59%</td>
<td></td>
</tr>
</tbody>
</table>

**Class Participation/Citizenship:** is based on attendance, involvement in discussion, being prepared and on time, and appropriate classroom behavior. Participation scores will be posted weekly and may be discussed on your time (for example during break or lunch or before and after school).

**Homework:** must be turned in on time for full credit. Any late assignments will be accepted within one week of the due date for no more than ½ credit.

**Quarterly Projects:** will be deducted by five points for each day that it is late and within one week.

**FFA Activities:** FFA is an integral part of this class, and active membership is expected. FFA will be worth up to 8% of the total grade of this class. Opportunities for involvement will be posted and announced in class.

**Quizzes:** may be given at any time, so be prepared. Nothing will appear that was not covered in class.
**Unit Tests:** have the same rules for quizzes, but they will be announced well in advance, and study guides will be provided.

*If you are going to be absent, please get your work ahead of time! If you miss class and are ill (an excused absence) you are responsible for the work three days after you return. Unexcused absences will be allowed to make up the work for ½ credit, but it must also be turned in no later than three days after the absence.*

I have read and understand the above syllabus.                                      Date:

Student Signature                                                            Parent/Guardian Signature
### HJUHSD Pacing Guide

#### Course Title: Intro To Ag  |  Team Members:

#### Semester 1

<table>
<thead>
<tr>
<th>Standard #</th>
<th>Standard/ Description</th>
<th>Example/Rigor</th>
<th>Prior Skills Needed</th>
<th>Common Assessment</th>
<th>When Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>California Agriculture</td>
<td>California Ag Maps, Commodity Report, Water Issues Discussions</td>
<td>None</td>
<td>California Agriculture Unit Test</td>
<td>Week 1-3</td>
</tr>
<tr>
<td></td>
<td>Introduction to FFA</td>
<td>FFA History Timeline, Code of Ethics Skits, Official Dress-How to Tie a Tie</td>
<td>None</td>
<td>FFA Unit Test</td>
<td>Week 4-5</td>
</tr>
<tr>
<td></td>
<td>FFA Creed</td>
<td>Memorize and perform the first paragraph of the creed in front of class</td>
<td>None</td>
<td>Creed Memorization Test FFA Unit Test</td>
<td>Week 6</td>
</tr>
<tr>
<td></td>
<td>FFA Opening and Closing Ceremonies</td>
<td>Memorize and perform the Official FFA Opening and Closing Ceremonies in front of class as a team Self Evaluation of Public Speaking Skills (GEMS)</td>
<td>None</td>
<td>Opening and Closing Ceremonies Memorization Test FFA Unit Test</td>
<td>Week 7-8</td>
</tr>
<tr>
<td></td>
<td>Parliamentary Procedure</td>
<td>Debate on topics using correct parliamentary procedure techniques</td>
<td>None, however public speaking skills that were developed during the Creed and FFA Opening and Closing Ceremonies will be beneficial</td>
<td>Parliamentary Procedure Unit Test</td>
<td>Week 9</td>
</tr>
<tr>
<td>Standard #</td>
<td>Standard Description</td>
<td>When Taught</td>
<td>Common Assessment</td>
<td>Prior Skills Needed</td>
<td></td>
</tr>
<tr>
<td>------------</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>California FFA Record Book</td>
<td>Week 10-11</td>
<td>CA FFA Record Book Record Book Unit Test</td>
<td>Basic addition and subtraction skills for completing budget and journal entries</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Career Development Events (CDE)</td>
<td>Week 12-14</td>
<td>Greenhand Field Day Unit Greenhand Field Student Manuals</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Animal Rights and Welfare</td>
<td>Week 15-16</td>
<td>Animal Health Unit Test</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Animal Rights and Welfare Test</td>
<td>Week 17-18</td>
<td>Animal Rights and Welfare Unit Test</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Final Exam</td>
<td>Week 18-19</td>
<td>Final Exam</td>
<td>Vocabulary, skills, and knowledge from the semester</td>
<td></td>
</tr>
</tbody>
</table>

**Example/Rigor**

- Complete Cover Page, Budget, Business Agreements, and Double Entry Journal in the CA FFA Record Book
- Evaluate classes on livestock, plants, products, etc. to determine the ranking from best to worst in the class at the Greenhand Field Day
- Administer an intramuscular or subcutaneous injection
- Design an Animal Rights or Welfare Poster showcasing animal agriculture
- Study Guide covering material from the semester

**Final Review and Final Exam**

All standards addressed during the course of the
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Sheep and Goats Unit</strong></td>
<td>Sheep and Goat Breeds Quiz, Sheep Showmanship Contest</td>
<td>None</td>
<td>Sheep and Goat Unit Test</td>
<td>Week 1-3</td>
</tr>
<tr>
<td></td>
<td><strong>Animal Science-Dairy Cattle Unit</strong></td>
<td>Dairy Cattle Breeds Posters, Ruminant Digestive System Posters</td>
<td>None</td>
<td>Dairy Cattle Unit Test</td>
<td>Week 4-6</td>
</tr>
<tr>
<td></td>
<td><strong>Animal Science-Swine Unit</strong></td>
<td>Swine Breeds Quiz, Swine Ear Notching Poster</td>
<td>Evaluation techniques that were covered during the CDE Unit first semester</td>
<td>Swine Unit Test</td>
<td>Week 7-9</td>
</tr>
<tr>
<td></td>
<td><strong>Plant Science Unit</strong></td>
<td>Seed gloves, Foldables, Stem Lab, Vegetable Dissection, Flower Dissection Lab</td>
<td>None</td>
<td>Plant Science Unit Test</td>
<td>Week 10-12</td>
</tr>
<tr>
<td></td>
<td><strong>Animal Science-Beef Cattle Unit</strong></td>
<td>Designing Brands, Beef Evaluation</td>
<td>None</td>
<td>Beef Cattle Unit Test</td>
<td>Week 13-16</td>
</tr>
</tbody>
</table>
Hanford Agriculture Department
Ornamental Horticulture
Miss Henson

Room: 603
Length of Course: 1 Year
Email: lhenson@hjuhsd.k12.ca.us

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

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

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

4) GRADING:
   30% Assignments
   This includes: Classroom assignments, homework, plant identification flashcards, etc.

   30% Assessments
   This includes: Unit Tests, Quizzes, Benchmarks, Plant ID Tests. etc

   20% OH Unit Participation
   This includes: Labs, Plant Care, Soil Mixing, Plantings, Cuttings, Clean Up, etc.

   10% Final Exam
   This includes: Final exam

   10% FFA Participation
   This includes: Attendance to 8 activities per semester, updated FFA Record Book, and completion of the SAE Showcase Project. Activities can be fundraisers, meetings, contests, donations, etc.

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

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

6) **Late Work:**
Assignments are expected to be turned in on time. Late assignments may be turned in, for a reduced grade, until the exam for the following unit. After that has passed, work will not be accepted for any reason. **It is the STUDENT’S responsibility to communicate with the teacher what was missed when returning to class.** Please do this before or after class has started for the day. Missing work must be turned in the day after the absence, for example if you are gone on Wednesday the work is due on Thursday. Any missed quiz or test must be made up within (3) days after returning to school for full credit; Failure to do so will result in a score of 0 (zero).

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

8) **Course Outline:**
   a. Ag Leadership Development
      i. FFA
      ii. SAE
      iii. California Recordbooks
      iv. Careers
   b. Plant Classification
      i. Taxonomy & Classification
      ii. Plant Identification
   c. Plant Cell Components
      i. Cell Structure & Function
      ii. Cell Reproduction
      iii. Genetics & Heredity
      iv. DNA
   d. Plant Physiology & Growth
      i. Anatomy
      ii. Functions
      iii. Physiological Processes
   e. Plant Reproduction
      i. Asexual Reproduction
      ii. Sexual Reproduction
      iii. Propagation
   f. Plant Pathology
      i. Entomology
      ii. Weed & Insect Identification
      iii. Integrated Pest Management
   g. Soil Properties
      i. Texture, Structure & Types
      ii. Irrigation & Drainage
      iii. Soil & Water Management
h. Fertilizers
   i. Components & Structures
   ii. Essential Nutrients
   iii. Application
i. Retail Nursery Practices
   i. Selection & Maintenance of Plants
   ii. Marketing
   iii. Merchandising
   iv. Customer Service & Sales

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

10) Ways to contact Miss Henson:
    Email: ihenson@hjuhsd.k12.ca.us
    School Phone: 583-5902 voicemail 8434
    Teacher Website: https://sites.google.com/a/hjuhsd.k12.ca.us/henson
    FFA Website: https://sites.google.com/a/hjuhsd.k12.ca.us/hanford-ffa/home

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

__________________________  ______________________
Student Signature          Date

__________________________  ______________________
Parent/Guardian Signature  Date
Tab 4-Daily Grade Sheets
Current Daily Student Grade Sheets

Because I am not currently teaching, I do not have a current daily student grade sheets to include in my Internship Report. To show that SAE and FFA are a part of my grading system, I have included a copy of one of my course syllabus which outlines the grading breakdown and informs students how the expectation can be met. In each of my courses, FFA and SAE are worth 10% of the student’s grade. That 10% is achieved through earning Activity Points, updating FFA Record Books, and completing the SAE Showcase Project.
Hanford Agriculture Department

Ornamental Horticulture

Miss Henson

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<th>Component</th>
<th>Description</th>
</tr>
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<tr>
<td>10%</td>
<td>Final Exam</td>
<td>Final exam</td>
</tr>
<tr>
<td><strong>10%</strong></td>
<td>FFA Participation</td>
<td>Attendance to 8 activities per semester, updated FFA Record Book, and completion of the SAE Showcase Project. Activities can be fundraisers, meetings, contests, donations, etc.</td>
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Student Signature

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Date

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