AGED 539
Internship Program
Merced High School
Agriculture Department
Quality Criteria 1
Curriculum and Instruction

The Merced High School Agriculture Department meets the quality criteria in many different ways with the use of agriculture education core curriculum, computer software, textbooks, facilities, instructional strategies, equipment, learning experiences, courses that are offered, hands on learning, student projects, guest speakers, and our needs assessment within our department. Each of the quality indicators is discussed in detail and how they are met within each criterion.

Quality Criteria 1A:

The curriculum includes the components required under Section 5454 of the Education Code: organized classes in the study of agriculture science and technology; student supervised agriculture experience; and a program of leadership, organization and personal development.

Merced High School Agriculture Department meets this criterion by incorporating core curriculum where it is appropriate into our existing curriculum. When writing new curriculum the cluster standards are inserted into the appropriate areas as required. For example, the floral design curriculum includes the Ornamental Horticulture Cluster Standards, Visual Performing Arts Standards, and Language Arts and the Agriculture Standards.

Example, Please see the following: • Appendix C

Quality Criteria 1B:

The Career Technical Education Model Curriculum Standards for the Agriculture and Natural Resources Industry Sector are the basis for content of courses offered. Curriculum addresses “Foundation” and “Pathway” standards within the program pathway(s) and course sequences.

The 1B quality criteria is met through our Agriculture Career Pathway plan. It includes the major agriculture clusters of Agriscience, Agriculture Mechanics, and Ornamental
Horticulture at Merced High School and shows the courses required to complete this pathway for agriculture.

The Merced High School Agriculture Department staff has aligned our courses to both the Foundation Standards and Pathway Standards for Agriculture and Natural Resources Industry Sector.

Example, Please see the following:

- Appendix A
- Appendix C
- Appendix R

Quality Criteria 1C & 1D:

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

Merced High School currently has a list of all of the agriculture courses necessary for any pathway. The Agriculture Career Pathway list is provided to all counselors so that they may best advise our students as to the proper order of agriculture courses so that they complete their desired agriculture pathway. The master schedule includes the list of classes available for each grade level so that students can choose a course that follows their designated agriculture pathway. The different Agriculture Career Pathways can be viewed on our website.

Example, Please see the following: • Appendix R

Quality Criteria 1E:

Every agriculture course taught at Merced High School includes agriculture career awareness information. The Ag Mechanics courses contain direct information regarding the current industry and job related field. The Ag science courses have career awareness information embedded with each unit. For example the career choice to become a Wildlife Biologist is covered in the Ecology Unit, while Genetic Engineer is covered in the Genetics Unit.
Example, Please see the following: • Appendix C

Quality Criteria 1F:

The Merced High School Agriculture Department has a computer cart that is shared within the Agriculture classes on campus when needed. This year our school has made the shift to a one to one program for our students by issuing them each a Chromebook. We have a compilation of resources that include many software and hardware programs for improving the quality of our agriculture courses. We purchase new hardware and software to attain agriculture products that meet the needs of our agriculture curriculum and department. The equipment and materials are used in the agriculture classes, so that students have hands on experience and are prepared for the technological areas of agriculture when they graduate.

Quality Criteria 1G:

The agriculture curriculum includes the use of computer aided instruction by utilizing at least one of the following:

* Computerized Record Book * Agriscience Fair Report

* Agriculture Term Paper * Agriculture/FFA Speech Manuscript

* Job Resume * Job Cover Letter

* Portfolio Letter of Introduction * Other Agriculture Related Project

Currently the Merced Agriculture curriculum utilizes computer aided instruction in the following areas: Computerized Record Book for all students, Agriculture Term Papers for Agriculture Science classes, Agriculture/FFA Speech Manuscripts for speaking contests or classroom speeches throughout the year. Students also use the computer aided instruction for agriculture & science research, laboratory reports, and other computer generated activities through the internet or high school.
Quality Criteria 1H:

Recordkeeping is taught in all agriculture classes. Every student maintains and completes either an actual SAE Project or a set of mock problems. All students are required to document their SAE project in electronic form along with pictures of them working on their SAE project.

The FFA Record Book is implemented in each Agriculture course at Merced High School. Each student will learn the proper methods for keeping records, complete practice situations, and develop their own record book. If the student does not have an actual SAE, then their record book will contain sample situations for their own records. All students must maintain the calendar and keep it up to date with chapter, section, regional, and state activities.

Example, Please see the following:

- Appendix A
- Appendix B
- Appendix C

Quality Criteria 11:

File Cabinets in the Merced High School Agriculture Building hold Record books of prior students until one year following graduation. These books are kept in student files, along with their Student Data Sheet. Each student will continue with iRecordbook or transition to the AET system. Students who have graduated also have access to the Agriculture Department computers to update and maintain their records.

Example, Please see the following:

- Appendix A
- Appendix B
Quality Criteria 1J:

Courses at Merced High School meet graduation requirements as either a core class or an elective credit. Ag Earth Science and Ag Biology are courses where the student receives science credit for graduation and ag credit. Floral Design is approved for Fine Arts a-g credit. Ag Economics and Ag Government were also approved to meet a-g requirements.

Example, Please see the following:
• Appendix C
Quality Criteria 2

Leadership and Citizenship Development

The Merced High School Agriculture Department has always pushed for improving the leadership and citizenship of the FFA members in its chapter. Students are required to participate in twelve FFA activities per year, which reflects in 10% of their grade in each agriculture course. We encourage students to compete in the local and sectional contests to improve their leadership and communication skills. There are many opportunities in the Merced FFA chapter to assist in community service activities including the Merced Beautification (Love Merced), local canned food drive, Adopt a Family, delivery decorated Christmas trees to families in need, Farm to You Day, and fundraisers for other causes, such as the Relay for Life (a cancer benefit). It is our goal at Merced High School to create leaders of our agriculture students through our courses and FFA leadership development activities.

Quality Criteria 2A:

Merced FFA is chapter number CA0151, and the Merced High School Agriculture Department is located in the Merced Union High School District, in Merced, CA.

Example, Please see the following:
- Appendix V

Quality Criteria 2B:

The Merced FFA Program of Work is developed each year with information for students, administration, and community members about our Agriculture Program. It covers information regarding fair projects, program goals, and Agriculture/FFA education. A copy is furnished to the Regional Supervisor by December 15th.

Example, Please see the following:
- Appendix H
Quality Criteria 2C:

All Merced High School Agriculture students are held accountable for participating in three FFA leadership activities quarterly for 10% of their grade in each course. Annually each student will be graded upon participation in a total of twelve leadership activities through the FFA.

Example, Please see the following:
• Appendix C

Quality Criteria 2D:

All students that are enrolled in the Merced High School Agriculture Program are also entered on the R2 as FFA Members. Dues are paid for every student enrolled in any of our agriculture courses. Students who enroll second semester are also added to the R2 at that time. Merced High School Agriculture Department courses have 100% affiliation with the National FFA Organization. Each student is held accountable by participating in three FFA activities quarterly, as well as the fact that all agriculture students are official FFA members according to the FFA Roster for Merced High School.

Example, Please see the following:
• Appendix V

Quality Criteria 2E:

Merced High School Agriculture Program participates in a variety of FFA activities each school year. Each year our program offers activities and opportunities for our members to have a well rounded agriculture experience.

Example, Please see the following:
• Appendix T
Quality Criteria 2F:

Activities include any three of the following intracurricular activities:

* Local Best Informed Greenhand Contest * Local Creed Speaking Contest

* Local Opening & Closing Contest * Local CO-OP Quiz Contest

* Local Program of Work Committee(s) * Local Demonstration Fair

* Local Agriscience Fair Exhibition * Local Public Speaking Contest

* Chapter Meeting or Activity * Any Section, Region, or State Activity

* Other Local Activities

Students are required to participate in 12 local FFA activities annually based on 10% of their agriculture course grade for the year.

Example, Please see the following:

- Appendix T
Quality Criteria 3

Practical Application of Occupational Skills

This criterion discusses how practical application of occupational skills is accomplished through classroom simulation of worksite experiences, community based learning or entrepreneurship. Many students in our program choose to raise an animal as their project. These animals include goats, sheep, swine, rabbits, dairy cattle, and beef cattle. We do have housing for sheep and goats on our school farm. Most of the students who raise swine projects can house them at Merced College. As far as dairy and beef cattle are concerned, students must have their own area to house their projects off campus. Rabbits are currently housed off campus as well.

Quality Criteria 3A:

Each student in the Merced High School FFA program is expected to develop a type of SAE to enter in his or her record book. If a student does not have an SAE, then the advisors provide a simulated example for the student to use until their SAE is developed. We now have a school farm on campus where students can keep goat and sheep projects. The horticulture program is up and running to provide SAE projects for students. Student also have the opportunity to do a laboratory SAE using science experiments outside of class time.

Example, Please see the following:

- Appendix A
- Appendix B
- Appendix C
- Appendix G
- Appendix R
Quality Criteria 3B:

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

The Merced Agriculture Department uses the Student Data Career Planning Sheet as a record of first year students as well as all Agriculture students SAE plans.

Example, Please see the following:

- Appendix A
- Appendix C
- Appendix R

Quality Criteria 3C:

This criterion is partially met in the Merced FFA program, but is in progress of achieving this standard. SAE projects for other students do not yet meet the 80% due to lack of facilities and opportunities for students. Our department is continually working with district and site administration to continue developing a school farm for animal projects and a complete horticulture program for plant science projects. These facilities will provide students with the opportunity to maintain an SAE projects on campus grounds, as many of our students do not have the availability of SAE projects at their homes.

Example, Please see the following:
- Appendix C

Quality Criteria 3D:

Students enrolled in job placement programs are visited by their agriculture students every three weeks. Tri-weekly reports are completed for these students to keep account of their work at the jobsite. The Merced Agriculture Department has a specific form for all other SAE projects that are completed when the agriculture teacher visits a student’s projects. Each agriculture instructor is responsible for visiting their student’s projects at least once each semester, based on the project duration.
Example, Please see the following:
• Appendix E

Quality Criteria 3E:

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

The Merced Agriculture Department has two department trucks and one department suburban that are available for use at any time.
Quality Criteria 4

Qualified and Competent Personnel

All Agriculture instructors at Merced High School are fully credentialed agriculture instructors. Two of the teachers are currently working on a Master’s degree in Agriculture Education. Each teacher is instructing in his/her areas of specialization, guaranteeing competency in the subject matter presented to agriculture students. The Agriculture instructors regularly attend inservices and professional development sessions to enhance their prior knowledge and update their instructional information.

Quality Criteria 4A:

Every agriculture teacher has the appropriate credential for teaching the subject(s) assigned. Copy of authorizing credential(s) is in the Comprehensive Program Plan.

All Agriculture teachers at Merced High School are appropriately credentialed for the courses that they instruct. Each instructor has his or her agriculture specialist credential in addition to the clear credential and single subject credential in Agriculture. Teacher data sheets are up to date for all instructors, which include the credentials appropriate for the courses taught.

Example, Please see the following:

- Appendix S

Quality Criteria 4B:

Each Agriculture teacher attends a minimum of four professional development activities either within Merced High School, Merced Union High School District, or CATA. The Merced Agriculture instructors attend the CATA conference each year and take the “skills” courses related to their areas of teaching to update their own knowledge and information on the subjects. The agriculture instructors also attend educational development sessions, offered through Merced High School and the Merced Union High
Quality Criteria 6

Community, Business and Industry Involvement

The Advisory committee at Merced High School consist of representatives from the community, businesses, school site staff, college instructors, and other individuals having skills and knowledge of the occupations for the agriculture instruction provided. The advisory committee follows a structured agenda that assists in the development and implementation of long range and short range plans to ensure that the program remains current.

They cover the following areas in the agenda: instructional content, budgets, program promotion, student recruitment, facilities, equipment and materials, articulation agreements, program planning, job placement, SAE, FFA, competencies, new technology, current and relevant instruction, textbooks and supplies, laboratory facilities and classroom space. There are written advisory committee minutes for each meeting in the program plan.

Quality Criteria 6A:

The Agriculture Advisory Committee at Merced meets twice a year, once in the fall and once in the spring. We have invited community members, administration, and school members and advisors to our meetings. Recruitment and program direction are main focuses. Future goals include program pathways that are followed for all students entering the agriculture program in order to maintain retention and SAE projects.

Example, Please see the following:

- Appendix P

Quality Criteria 6B:

The Agriculture Advisory Committee at Merced meets twice a year in fall and spring. We have invited community members, administration, and school members and advisors to our meetings. Recruitment and program direction are main focuses. Future goals include program pathways that are followed for all students entering the agriculture program in order to maintain retention and SAE projects.
School District. One agriculture teacher has also been attending the New Professional’s Institute and BTSA trainings, as they are in their first three years of teaching.

Example, Please see the following:
- Appendix U

Quality Criteria 4C:

The Merced High School Agriculture instructors meet weekly to discuss upcoming events, future decisions within the department, and any reflection on events past.

Example, Please see the following:
- Appendix BB

Quality Criteria 4D:

Merced High School Agriculture Department members meet weekly to discuss upcoming events, concerns, teaching strategies, and reflections on past events/activities. The minutes are kept in a file within the agriculture office with some copies in the Comprehensive Program Plan.

Example, Please see the following:
- Appendix BB

Quality Criteria 4E:

Merced High School Agriculture instructors are reimbursed for personal expenses incurred while participating in FFA/SAE activities. Each instructor is reimbursed fully for participating in the CATA annual summer conference or any other professional development attended.

Example, Please see the following:
- Appendix FF
Example, Please see the following:
- Appendix N

Quality Criteria 6C:

The Agricultural Advisory Committee has assisted in the development or revision of the Comprehensive Program Plan, as evidenced in the Ag. Advisory Committee minutes.

- Job Market Descriptions
- Total Program Goals & Objectives
- Course Subject Matter Outlines
- 5 Year Facility & Equipment Acquisition
- Program Description Courses, SAE, FFA
- Program Completion Standards
- Current Year Budget
- List of Active Placement Site

The Merced Agricultural Advisory Committee has been presented with the current Program Plan and has helped to develop our program pathways and goals. Our committee members have provided us with guidance in placement sites, equipment and facilities maintenance & repair.
Quality Criteria 7

Career Guidance

Agriculture educators, staff, counselors, and career centers provide services and guidance to ensure that agriculture students enroll in courses that are consistent with their interests, abilities and goals. All students in the agriculture department are required to complete an information sheet that is kept on file and updated yearly in the department classroom.

We have articulation agreements in place with Merced College for our courses that transfer from the high school. Many courses in the agriculture department are in progress of aligning with the UC/CSU AG requirements. We have currently Ag Biology and Ag Earth Science that is aligned for science credit. Floral Design meets the fine arts credit for UC/CSU.

Quality Criteria 7A:

Every agriculture course taught at Merced High School includes agriculture career opportunities information. The Ag Mechanics courses contain direct information regarding the current industry and job related field. The Ag science courses have career awareness information imbedded with each unit. For example, a career as a Wildlife Biologist is discussed in the Ecology Unit which contains career information bases on that related field.

Every student is counseled when filling out the “Student Planning Form” on the back side of the “Student Data Sheet.”

Example, Please see the following:

- Appendix A
- Appendix C
Quality Criteria 7B:

Each student in our agriculture program has an information sheet and a student data sheet is in progress. The information sheets cover our students' background information and agriculture areas of interest for our students. Our course requirements and classes offered will be changing in the next several years. A four year student data sheet for interest areas and career pathways will be in place for the next school year with appropriate course offerings and guides according to agriculture interest areas. These data sheets will be kept on file in the agriculture department and updated annually.

Example, Please see the following:

- Appendix A
- Appendix R

Quality Criteria 7C:

Currently, the Merced Agriculture Department has courses aligned with 2+2 agreements with Merced Junior College. This is one of our local community college where some of our college bound students will attend. In addition, we are articulating our courses to meet the UC/CSU AG requirements for science and fine arts courses. Currently we have one class that meets the science requirements and the others meet the elective requirements. These should be in place with a definite response within the next two school years.

Example, Please see the following:
- Appendix EE
Quality Criteria 8

Program Promotion

The Recruitment program at Merced High School has seen improvement in the past year for the agriculture program. Our 8th-grade recruitment has been a priority since a new high school has been built in our city, and many of our students are no longer agriculturally aware. We have been coordinating with the middle school principals and counselors, finding opportunities to visit the students and promote our agriculture program. All of our programs are available to students with means to overcome any of their financial barriers.

There are many recruitment activities and materials that we have developed to promote agriculture courses. Brochures are available to all middle school students that discuss our program and explain the courses offered, encouraging them to develop an area of interest so that they can easily fall into a specific agriculture pathway as they enter high school. Our largest focus for the upcoming years will be recruitment for all of our classes especially the science and OH areas. With the addition of the Ag Chemistry/Soil Science class it will offer a class for our sophomores, which will allow retention of students.

Quality Criteria 8A:

The Merced High School agriculture department has a program recruitment brochure to encourage the middle school students to enter into one of our pathways. We also have flyers that we distribute to the counselors and career technicians during the course enrollments students can see the courses in which they wish to enroll and then sign up according to the sheets provided. This encourages middle school students to follow an agriculture pathway of interest and sign up for the correct agriculture class as an incoming freshman.

Example, Please see the following:
• Appendix I

Quality Criteria 8B:

There are financial means for overcoming any barriers for participation in our programs. We have FFA activities and opportunities for students to earn their way for trips, jackets, and other needs or interests. During our SAE projects we aid students in loan programs
Quality Criteria 9

Program Accountability And Planning

Our Comprehensive Program Plan is complete and we continually submit our proper paperwork to the Regional Supervisor on a regular basis within the due dates. We are in the process of developing a graduate follow up system for our students.

Quality Criteria 9A:

A binder has been dedicated as the Comprehensive Program Plan. The Comprehensive Program Plan is update annually and the Regional Supervisor receives update every year.

Quality Criteria 9B:

Updates of the Program Plan are sent to the Regional Supervisor by December 15th. These updates include: (1) Five Year Equipment Acquisition Schedule; (2) Chart of Staff Responsibilities; (3) FFA Program of Work; (4) Advisory Committee Roster; (5) Advisory Committee Minutes; and (6) Graduate Follow-up Results.

All items are up to date and sent to the Regional Supervisor.

Example, Please see the following:

- Appendix H
- Appendix N
- Appendix O
- Appendix P
- Appendix BB
through either our Ag Boosters or the local banks. They also have available areas to keep their projects, since many of our students do not have the appropriate locations at home.

**Quality Criteria 8C:**

Our high school participates in many recruitment activities with local high schools during FFA week and before enrollment for the freshmen. Merced High school also developed a chapter presentation geared toward introducing FFA to the middle school students. Future freshmen were invited to attend an open house night at the high school and interacted with chapter officers and current freshman FFA members. A list of the freshmen courses are available so that they can choose right then what pathway and courses in which they would enroll for their first freshman term.

*Example, Please see the following:*

- Appendix I
Quality Criteria 9C:

Each year, every graduated senior is contacted and asked the questions needed to complete our R2 requirements. We are currently developing an electronic graduate survey that can be emailed and shared through social media. This survey would allow us to improve our program with information from the students that have just completed the program.

Example, Please see the following:

- Appendix L
- Appendix M

Quality Criteria 9D:

The R2 Graduate Follow-Up Data was collected and entered online by October 15th.

Quality Criteria 9E:

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

This has been the largest focus of Merced High School agriculture instructors for the past year. We have had trouble with the growth in our program over the last few years due to high teacher turnover. We have also had difficulty in retaining our students for 4 years in the agriculture program. We lose many of our sophomores out of our program because we simply did not have a class for them. Many of them would be shifted into Chemistry. This year we have the Soil Science class approved by the district. With this class we will be able to keep our sophomores involved in our Agriculture program. Students have pathways to follow and are able to decide which courses they should enroll to stay in an agriculture path.

Example, Please see the following:

- Appendix V
Quality Criteria 9F:

All reports, the R2, Expenditure, and FFA Roster, have been submitted to the Regional Supervisor for the 2015-2016 school year. These reports are submitted annually on a timely basis to the regional supervisor and will continue in the future.

Example, Please see the following:

- Appendix V
Quality Criteria 10

Student Teacher Class Ratio

Merced High School has an imbalanced number of student to teacher ratios due to the budget cuts and not enough classes to lower the ratios within the district. Some of our classes meet this number or are close, but we also have a couple courses that do not meet the student teacher ratio requirement for a well established agriculture course. The Merced High School agriculture instructors do not receive a project supervision period, increasing the number of students per teacher within the year.

Our school and agriculture department continues to fight to accomplish the 20 student ratio for the shop and laboratory based classes, and also the 25 students enrolled in a standard classroom based course. Currently, many of our classrooms sizes are between 28 to 37 students. This causes our ratios to exceed the maximum limit at this point in time.

Quality Criteria 10A:

At this point, our agriculture department does not meet these criteria. We currently have many laboratory based courses with students over the maximum for the 20 students per teacher ratio. As for the classroom based courses, most courses also do not meet this requirement. With all the budget issues, we have seen our science based classes increase in class size. Most of our science based courses have between 28-37 students. However, as we wish to maintain and even increase our staff of full time teachers we do not want to turn students away.

Example, Please see the following:
• Appendix V

Quality Criteria 10B:

Our ratio does not meet the 75 students per teacher at Merced High School. Currently we have an average of 135 students per teacher. This year, we have 195 students that are first year students.

We also do not have the opportunity for a project supervision period, which increases the number of students per teacher during the instruction year.
Example. Please see the following:

- Appendix V
Quality Criteria 11

Full Year Employment

At Merced High School we understand the importance of having full-time employment for the benefit of our agriculture students and their SAE projects. All three agriculture instructors in the Merced Department are on full time contracts, which allows for the year-round activities in the agriculture program are conducted and fulfilled.

Currently our instructors are not provided a project supervision period per the request of the Merced Union High School District. Each instructor receives 20% of their salary for project supervision and SAE projects year-round. This compensation is part of our contract for year-round instruction.

Quality Criteria 11A:

All three of our agriculture instructors at Merced High School are compensated 20% of their salary, surpassing the minimum $2000, for year-round instruction. All teachers are full-time agriculture instructors within the school day and throughout the summers to provide adequate supervision of SAE projects.

Example, Please see the following:
• Appendix V

Quality Criteria 11B:

Merced High School does not provide project supervision periods for its agriculture instructors due to the Merced Union High School district request. All instructors are provided a 20% Extended Contract Stipend for their SAE project supervision during the school year and throughout the summer. This stipend is reflected in addition to the 9month salary.

Example, Please see the following:
• Appendix V
Table of Contents

A. Student Data Sheets
B. Student Files
C. Course Outlines
D. Copy of daily grade sheets for each class taught
E. SAE supervision forms used on project visits
F. Board Approved SAE Policy
G. Board Approved FFA Policy
H. Program of Works
I. Recruitment program
J. Chapter Scrapbook
K. Summer Activities
L. Graduate Follow-up Survey
M. Graduate Follow-up Report
N. Comprehensive Program Plan
O. Advisory Committee Agendas
P. Advisory Committee Meeting Minutes
Q. Advisory Committee Constitution
R. Proficiency Standards
S. Teaching Credentials

T. Department and Chapter Activities

U. Professional Growth

V. R2 Report

W. Travel Request

X. CATA membership

Y. Wish List

Z. Operating Budget

AA. Department Chair

BB. Department Chart of Responsibilities

CC. Substitute Teacher Procedures

DD. Program Completer

EE. 2+2 Agreement

FF. Reimbursement Process
Student Data Sheets

At Merced High School, students fill out the Student Data Sheet and the Student Planning form in one of their agriculture classes each year. The data sheet collects the basic contact information of the student, the future education, plan, future career plan, and their predicted course sequence during the time at Merced High School. The data sheet is collected then kept in a binder in the agriculture department office.

Attached:
14 student data sheets
AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

H. Date: 9/16/15

I. Locator Data
Street Address:
City, Zip:
Phone Number:

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

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

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

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

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

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

3. Go Into Military Service
**STUDENT PROGRAM PLANNING FORM**

Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

<table>
<thead>
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<th>FRESHMAN YEAR</th>
<th>SOPHOMORE YEAR</th>
<th>JUNIOR YEAR</th>
<th>SENIOR YEAR</th>
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**Supervised Agricultural Experience Plan (Project Program should be related to career goal).**

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**Planned Department Activity (FFA)**

<table>
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<th>Chapter meeting</th>
<th>End of year banquet</th>
<th>Christmas tree delivery</th>
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<tbody>
<tr>
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<td>pointsetta sale</td>
<td>Fresno field day</td>
<td>UC davis field day</td>
</tr>
<tr>
<td>Sadies Howkens Dance</td>
<td>Super Saturday</td>
<td>Crab Feed</td>
<td>Chapter meeting</td>
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<tr>
<td>pointsetta sale</td>
<td>Super Saturday</td>
<td></td>
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</tbody>
</table>

Parents/Guardians Signature: _______________________________
AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name
   Last Name
   First Name, M.D.

B. Gender: Male    Female  

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

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

E. Grade Level in School:
   [ ] 9

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

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

H. Date: 9/10/15

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

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

K. Please indicate below your plans after graduation from high school:
   1. Go to Work Full-Time
      No Further Education
      Some College Later
   2. Go to College
      Community College
      Four Year College
      Full-Time Student
      Part-Time Student
      Agriculture Major
      Non-Agriculture Major
   3. Go Into Military Service
Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

<table>
<thead>
<tr>
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<th>JUNIOR YEAR</th>
<th>SENIOR YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Year</td>
<td>School Year</td>
<td>School Year</td>
<td>School Year</td>
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<td>Course</td>
<td>Course</td>
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<td>Ag Leadership</td>
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<td>English</td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td>Math</td>
<td>Photo.ography</td>
<td>Floral</td>
<td>Science</td>
</tr>
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<td>Ag Earth Science</td>
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</table>

Supervised Agricultural Experience Plan (Project Program should be related to career goal).

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<th>S.A.E</th>
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Planned Department Activity (FFA)

<table>
<thead>
<tr>
<th>Opening/Closing</th>
<th>Party/Pro</th>
<th>Pet OSO</th>
</tr>
</thead>
<tbody>
<tr>
<td>September Meeting</td>
<td>Creed</td>
<td>Socives</td>
</tr>
<tr>
<td>Market R. Ag Booster Dinner</td>
<td>October Meeting</td>
<td>Ornament &amp; Lights Drive</td>
</tr>
<tr>
<td>Tri-tip Tickets</td>
<td>Pomsetta</td>
<td>Farm 2 you</td>
</tr>
</tbody>
</table>

Parent/Guardian Signature: ____________________________
AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name
   Last Name
   First Name, MI

B. Gender: Male [ ] Female [X]

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

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

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

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

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

G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.
   I would like to be a [ ] doctor or a [ ] veterinarian.

H. Date: [9-16-16]

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

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

K. Please indicate below your plans after graduation from high school:
   1. Go to Work Full - Time
      No Further Education
      Some College Later
   2. Go to College
      Community College
      Four Year College [X]
      Full-Time Student [X]
      Part-Time Student
      Agriculture Major
      Non-Agriculture Major
   3. Go Into Military Service
**STUDENT PROGRAM PLANNING FORM**

Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

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<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>SOPHOMORE YEAR</th>
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<th>SENIOR YEAR</th>
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<td>Math</td>
<td>English</td>
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**Supervised Agricultural Experience Plan (Project Program should be related to career goal).**

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**Planned Department Activity (FFA)**

<table>
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<th>Activity</th>
<th>Activity</th>
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<th>Activity</th>
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<td>Tri Tip Dinner</td>
<td>Chapter Meeting</td>
<td>Chapter Meeting</td>
<td>Chapter Meeting</td>
</tr>
<tr>
<td>Chapter Meeting</td>
<td>Sadies</td>
<td>Super Saturday</td>
<td>Tri Tip Tickets</td>
</tr>
<tr>
<td>Fire Drive</td>
<td>Pointsetta Sale</td>
<td>Chapter Meeting</td>
<td>Chapter Meeting</td>
</tr>
</tbody>
</table>
A. Name
Last Name
First Name, MI

B. Gender: Male 
Female  

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

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

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

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

X I plan a career in agriculture
Not a career, just an interest in agriculture.
Not interested, placed in class.

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

H. Date:  

I. Locator Data
Street Address:
City, Zip:  
Phone Number:

Email:
Parent/Guardian Name (Print Full Name on Back):
Mr.
Miss/Mrs./Ms.

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

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

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

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

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

3. Go Into Military Service
**STUDENT PROGRAM PLANNING FORM**

Choose course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

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<tr>
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<th>JUNIOR YEAR</th>
<th>SENIOR YEAR</th>
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Supervised Agricultural Experience Plan (Project Program should be related to career goal).

<table>
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</tbody>
</table>

Planned Department Activity (FFA)

<table>
<thead>
<tr>
<th>Green hand leadership</th>
<th>Sadies Hawkins</th>
<th>Tone Form Show</th>
<th>State degree ceremony</th>
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<tbody>
<tr>
<td>Opening Closing contest</td>
<td>Culture Training</td>
<td>FFA Week</td>
<td>State Conference</td>
</tr>
<tr>
<td>Culture training</td>
<td>Chapter Meeting</td>
<td>Tod Chap-E meet</td>
<td>end of year banquet</td>
</tr>
<tr>
<td>Tri tip dinner</td>
<td>Super saturday</td>
<td>Project Comp</td>
<td>Westco Meeting</td>
</tr>
<tr>
<td>Chapter meeting</td>
<td>Crab Feed</td>
<td>Chico field day</td>
<td>Merced Fair</td>
</tr>
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</table>

Parents/Guardians Signature: ________________________
AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Name

Last Name

First Name, MI

H. Date:

9/11/2016

I. Locator Data

Street Address: ____________________________

City, Zip: ____________________________

Phone Number: ____________________________

Email: ____________________________

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

Mr. ____________________________

Miss/Mrs./Ms. ____________________________

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

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

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

1. Go to Work Full-Time ____________________________

   No Further Education ____________________________

   Some College Later ____________________________

2. Go to College ____________________________

   Community College ____________________________

   Four Year College ____________________________

   Full-Time Student ____________________________

   Part-Time Student ____________________________

   Agriculture Major ____________________________

   Non-Agriculture Major ____________________________

3. Go Into Military Service ____________________________

   (I want to be a surgeon) ____________________________

Gender: Male __________ Female __________

Ethnicity/Race: ____________________________

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

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

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

Year in Agriculture Program: ____________________________

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

Grade Level in School: ____________________________

9, 10, 11, 12)

I Am Taking This Course Because: (Select One)

- I plan a career in agriculture
- Not a career, just an interest in agriculture.
- Not interested, placed in class.

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

(I want to be a surgeon)
**STUDENT PROGRAM PLANNING FORM**

Select course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
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<th>JUNIOR YEAR</th>
<th>SENIOR YEAR</th>
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<td>Lunch</td>
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<td>Vet. Science</td>
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</table>

Revised Agricultural Experience Plan (Project Program should be related to career goal).

<table>
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Unified Department Activity (FFA)

<table>
<thead>
<tr>
<th>Green Hand Conference</th>
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<th>Chapter Meeting</th>
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<tbody>
<tr>
<td>Tri-tip</td>
<td>Opening Closing</td>
<td>Tri-tip</td>
<td>Tri-tip</td>
</tr>
<tr>
<td></td>
<td>Chapter Meetings</td>
<td>Super Saturday</td>
<td>Tri-tip Tickets</td>
</tr>
<tr>
<td></td>
<td>Sadie Hammer</td>
<td>T&amp;I Board Meeting</td>
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</tr>
</tbody>
</table>

Guardian's Signature: __________________________
Name

Gender: Male [ ] Female [x]

Ethnicity/Race: [x] Hispanic/Latino (Check one): Yes [x] No [ ]

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

[ ] American Indian or Alaskan Native
[ ] Asian Indian
[ ] Cambodian
[ ] Chinese
[ ] Filipino
[ ] Guamanian
[ ] Hawaiian
[ ] Hawaiian Hawaiian
[ ] Hispanic/Latino
[ ] Japanese
[ ] Korean
[ ] Laotian
[ ] Black or African American
[ ] Latin
[ ] Latin
[ ] Mexican
[ ] Native Hawaiian
[ ] Pacific Islander
[ ] Samoan
[ ] Tahitian
[ ] White

Year in Agriculture Program: 1st [x] (1st, 2nd, 3rd, 4th)

Grade Level in School: 9 [ ] (9, 10, 11, 12)

I Am Taking This Course Because: (Select One)

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

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

I would like to become a [ ] teacher. [ ] Dentist. [ ] Firefighter. [ ] Police Officer. [ ] Veterinarian.

H. Date: 11/10/15

I. Locator Data
Street Address:
City, Zip:

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

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

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

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

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

3. Go Into Military Service
**STUDENT PROGRAM PLANNING FORM**

Name: course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in future.

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
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Supervised Agricultural Experience Plan (Project Program should be related to career goal).

<table>
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<th>S.A.E</th>
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Required Department Activity (FFA)

<table>
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<tbody>
<tr>
<td>9/11 Chapter Meeting</td>
<td>10/19 Chapter Meeting</td>
</tr>
<tr>
<td>Chapter Meeting Dinner Helper</td>
<td>State Track Meet</td>
</tr>
<tr>
<td>Opening/Closing Combine</td>
<td>1/15 Chapter Meeting</td>
</tr>
<tr>
<td>Super Saturday</td>
<td>3/16 Chapter Meeting</td>
</tr>
<tr>
<td>Tritip Tickets</td>
<td>Tritip Dinner</td>
</tr>
</tbody>
</table>

Parents/Guardian Signature: ____________________________
AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name
   Last Name
   First Name, MI

B. Gender: Male ☐ Female ☑

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

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

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

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

G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.
   I want to be a pediatrician, a sports medicine doctor, or crime justice profiler.
   (ag scientist?)

H. Date: 9/16/15

I. Locater Data:
   Street Address:
   City, Zip:
   Phone Number:
   Email:
   Parent/Guardian Name (If Full Name For Both):
   Mr.
   Miss/Mrs./Ms.

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

K. Please indicate below your plans after graduation from high school:
   1. Go to Work Full-Time
   2. Go to College ☑
      Community College
      Four Year College ☑
      Full-Time Student ☑
      Part-Time Student ☐
      Agriculture Major ☑
      Non-Agriculture Major ☐
   3. Go Into Military Service ☐
### Freshman Year
- **School Year:** 2016
- **Course:**
  - Ag Lead
  - English
  - Ag Science
  - Math
- **Activities:**
  - Foods & Nutrition
  - Athletics

### Sophomore Year
- **School Year:** 2017
- **Course:**
  - Ag Lead
  - English
  - Earth Science
  - Math
- **Activities:**
  - Cafe
  - Athletics

### Junior Year
- **School Year:** 2018
- **Course:**
  - Ag Lead
  - English
  - Physics
  - Math
- **Activities:**
  - Photography
  - Athletics

### Senior Year
- **School Year:** 2019
- **Course:**
  - Ag Lead
  - English
  - Vet Science
  - Math
- **Activities:**
  - Floral
  - Athletics

### Supervised Agricultural Experience Plan
- **S.A.E.**
- **Size:**
  - Raise E
  - Market Pigs

### Planned Department Activity (FFA)
- **Activity:**
  - Poinsettia Fundraiser

---

**Parents/Guardians Signature:** __________________________
Name: ____________________________________________

Last Name ____________  First Name, MI ____________

Gender: Male _______ Female _______ ☑

Ethnicity/Race:

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

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

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

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

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

I am taking this course because: (Select one)

☑ I plan a career in agriculture

☐ Not a career, just an interest in agriculture.

☐ Not interested, placed in class.

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

☐ Nutritionist

☐ Ultrasound Tech

H. Date: 9-16-15

I. Locator Data

Street Address: ____________________________

City, Zip: ____________________________

Phone Number: ____________________________

Email: ____________________________

Parent/Guardian Name (Print full name for each):

Mr. ____________________________
Miss/Mrs./Ms. ____________________________

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

☐ Plant & Soil Science (4010)

☒ Agricultural Mechanics (4030)

☐ Agricultural Business (4040)

☐ Ornamental Horticulture (4050)

☐ Forestry & Natural Resources (4060)

☐ Agriscience (4070)

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

1. Go to Work Full-Time

☐ No Further Education

☐ Some College Later

2. Go to College

☐ Community College

☐ Four Year College

☐ Full-Time Student

☐ Part-Time Student

☐ Agriculture Major

☐ Non-Agriculture Major

3. Go Into Military Services

☐
**Student Program Planning Form**

Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>SOPHOMORE YEAR</th>
<th>JUNIOR YEAR</th>
<th>SENIOR YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Year</strong></td>
<td><strong>School Year</strong></td>
<td><strong>School Year</strong></td>
<td><strong>School Year</strong></td>
</tr>
<tr>
<td><strong>Course</strong></td>
<td><strong>Course</strong></td>
<td><strong>Course</strong></td>
<td><strong>Course</strong></td>
</tr>
<tr>
<td>English 1</td>
<td>English 2</td>
<td>English 3</td>
<td>Ag Leadership</td>
</tr>
<tr>
<td>Math 1</td>
<td>Math 2</td>
<td>Math 3</td>
<td>Stats</td>
</tr>
<tr>
<td>World History</td>
<td>AVID</td>
<td>AVID</td>
<td>English 3</td>
</tr>
<tr>
<td>Life Science</td>
<td>U.S. History</td>
<td>Chem</td>
<td>Ag Bld</td>
</tr>
<tr>
<td>Athletics</td>
<td>A.G. Bld</td>
<td>Link Crew</td>
<td>Shop Skills</td>
</tr>
<tr>
<td></td>
<td>S.P. Sped</td>
<td>Floral</td>
<td>Athletics</td>
</tr>
<tr>
<td></td>
<td>Athletics</td>
<td>Athletics</td>
<td>Marine Bld</td>
</tr>
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</table>

Supervised Agricultural Experience Plan (Project Program should be related to career goal).

<table>
<thead>
<tr>
<th>S.A.E</th>
<th>Size</th>
<th>S.A.E</th>
<th>Size</th>
<th>S.A.E</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
<td>Swine</td>
<td></td>
<td>Swine</td>
<td>Cattle</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Planned Department Activity (FFA)*

<table>
<thead>
<tr>
<th>Chapter Meeting</th>
<th>Tri-Tip Dinner</th>
<th>Chapter Meeting</th>
<th>Tri-Tip Dinner</th>
<th>Chapter Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Caution/Guardians Signature:* __________________________
A. Name
   Last Name
   First Name, MI

B. Gender: Male ☑ Female ☐

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

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

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

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

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

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

H. Date: 9-14-15

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

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

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

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

   3. Go Into Military Service ☑
**STUDENT PROGRAM PLANNING FORM**

Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>SOPHOMORE YEAR</th>
<th>JUNIOR YEAR</th>
<th>SENIOR YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Year</strong></td>
<td><strong>School Year</strong></td>
<td><strong>School Year</strong></td>
<td><strong>School Year</strong></td>
</tr>
<tr>
<td><strong>Course</strong></td>
<td><strong>Course</strong></td>
<td><strong>Course</strong></td>
<td><strong>Course</strong></td>
</tr>
<tr>
<td>English</td>
<td>World history</td>
<td>Ag leadership</td>
<td>English</td>
</tr>
<tr>
<td>Algebra</td>
<td>Algebra 1</td>
<td>Small engines</td>
<td>Econ</td>
</tr>
<tr>
<td>Biology</td>
<td>Welding tech 1</td>
<td>Ag Earth science</td>
<td>Welding, Feb. 1</td>
</tr>
<tr>
<td>P.E.</td>
<td>English</td>
<td>Mechanical math 1</td>
<td>Welding, Feb. 2</td>
</tr>
<tr>
<td>Health/Geography</td>
<td>Chemistry</td>
<td>English</td>
<td>Small engine</td>
</tr>
<tr>
<td>Ag weld shop</td>
<td>Football/athletics</td>
<td>US. History</td>
<td>Welding shop skills</td>
</tr>
</tbody>
</table>

Supervised Agricultural Experience Plan (Project Program should be related to career goal).

<table>
<thead>
<tr>
<th>S.A.E</th>
<th>Size</th>
<th>S.A.E</th>
<th>Size</th>
<th>S.A.E</th>
<th>Size</th>
<th>S.A.E</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lawn Care</td>
<td>CM</td>
<td>Swine</td>
<td>LG</td>
<td>Swine</td>
<td>LG</td>
<td>Swine</td>
<td>LG</td>
</tr>
</tbody>
</table>

Planned Department Activity (FFA)

<table>
<thead>
<tr>
<th>Month</th>
<th>Activity</th>
<th>Activity</th>
<th>Activity</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept</td>
<td>Member trip</td>
<td>Natural: meeting</td>
<td>Sept meeting, dinner meeting</td>
<td>Tickets</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Field Day</td>
</tr>
<tr>
<td>Nov</td>
<td></td>
<td></td>
<td></td>
<td>May meeting, Banquets, FFA</td>
</tr>
<tr>
<td>Dec</td>
<td></td>
<td></td>
<td></td>
<td>December meeting</td>
</tr>
</tbody>
</table>

Parents/Guardians Signature: [Signature]

[Signature]
AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Name

Gender: Male [X]   Female [ ]

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

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

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

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

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

H. Date: 9/14/15

I. Locator Data
Street Address:
City, Zip:
Phone Number:

Email:

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

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

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

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

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

3. Go Into Military Service
STUDENT PROGRAM PLANNING FORM

Determined course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>SOPHOMORE YEAR</th>
<th>JUNIOR YEAR</th>
<th>SENIOR YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Year</td>
<td>School Year</td>
<td>School Year</td>
<td>School Year</td>
</tr>
<tr>
<td>Course</td>
<td>Course</td>
<td>Course</td>
<td>Course</td>
</tr>
<tr>
<td>Ag Bio</td>
<td>Geology</td>
<td>Geology</td>
<td>Ag leadership</td>
</tr>
<tr>
<td>Avid</td>
<td>Small Engines</td>
<td>H.S. history</td>
<td>welding</td>
</tr>
<tr>
<td>Shop Skills</td>
<td>Spanish</td>
<td>Spanish</td>
<td>Econ</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
<td>Welding</td>
<td>Welding</td>
</tr>
<tr>
<td>Algebra I</td>
<td>Chemistry</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Athletics</td>
<td>World History</td>
<td>Athletics</td>
<td>Welding</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Floral</td>
</tr>
</tbody>
</table>

Supervised Agricultural Experience Plan (Project Program should be related to career goal).

<table>
<thead>
<tr>
<th>S.A.E</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swine</td>
<td>M</td>
</tr>
<tr>
<td>Swine</td>
<td>M</td>
</tr>
<tr>
<td>Swine</td>
<td>M</td>
</tr>
<tr>
<td>Dairy</td>
<td>L</td>
</tr>
</tbody>
</table>

Related Department Activity (FFA)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>September Meeting</td>
<td></td>
</tr>
<tr>
<td>October Meeting</td>
<td></td>
</tr>
<tr>
<td>December Meeting</td>
<td></td>
</tr>
<tr>
<td>January Meeting</td>
<td></td>
</tr>
</tbody>
</table>

Parents/Guardians Signature: ____________________________
A. Name 

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

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

G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.
   ☒ I would like to work with DEAs
   □ (I would also be interested in being a veterinarian)
H. Date: 11/15/18
I. Locator Data
   Street Address:
   City, Zip:
   Phone Number:
   Email:
   Parent/Guardian Name (Print Full Name For Each):
      Mr.
      Miss/Mrs./Ms.
J. Program of Instruction Being Pursued: (Select Only One)
   Plant & Soil Science (4010)
   Animal Science (4020)
   Agricultural Mechanics (4030)
   Agricultural Business (4040)
   Ornamental Horticulture (4050)
   Forestry & Natural Resources (4060)
   Agriscience (4070)
K. Please indicate below your plans after graduation from high school:
   1. Go to Work Full - Time
      □ No Further Education
      ☒ Some College Later
   2. Go to College
      □ Community College
      □ Four Year College
      ☒ Full-Time Student
      □ Part-Time Student
      □ Agriculture Major
      \-boxed{□ Non-Agriculture Major}
   3. Go Into Military Service
# Student Program Planning Form

Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

## Freshman Year
<table>
<thead>
<tr>
<th>School Year</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>0th</td>
<td>Cheerleading</td>
</tr>
<tr>
<td>1st</td>
<td>Spanish 1</td>
</tr>
<tr>
<td>2nd</td>
<td>Ag-bio</td>
</tr>
<tr>
<td>3rd</td>
<td>English</td>
</tr>
<tr>
<td>4th</td>
<td>Guitar</td>
</tr>
<tr>
<td>5th</td>
<td>Math 1</td>
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</tbody>
</table>

## Sophomore Year
<table>
<thead>
<tr>
<th>School Year</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>0th</td>
<td>Cheerleading</td>
</tr>
<tr>
<td>1st</td>
<td>Spanish 2</td>
</tr>
<tr>
<td>2nd</td>
<td>Earth Science</td>
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<td>3rd</td>
<td>English</td>
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<td>4th</td>
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## Junior Year
<table>
<thead>
<tr>
<th>School Year</th>
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<tbody>
<tr>
<td>0th</td>
<td>Cheerleading</td>
</tr>
<tr>
<td>1st</td>
<td>?</td>
</tr>
<tr>
<td>2nd</td>
<td>Vet science</td>
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<tr>
<td>3rd</td>
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<tr>
<td>4th</td>
<td>Art</td>
</tr>
<tr>
<td>5th</td>
<td>Math</td>
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## Senior Year
<table>
<thead>
<tr>
<th>School Year</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>0th</td>
<td>Cheerleading</td>
</tr>
<tr>
<td>1st</td>
<td>Floral</td>
</tr>
<tr>
<td>2nd</td>
<td>Science</td>
</tr>
<tr>
<td>3rd</td>
<td>English</td>
</tr>
<tr>
<td>4th</td>
<td>Art</td>
</tr>
<tr>
<td>5th</td>
<td>Math</td>
</tr>
</tbody>
</table>

### Supervised Agricultural Experience Plan (Project Program should be related to career goal)

<table>
<thead>
<tr>
<th>S.A.E</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Show a pig</td>
<td>Veterinary Arts</td>
</tr>
<tr>
<td>Show Pig</td>
<td>Veterinary Arts</td>
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</table>

### Planned Department Activity (FFA)

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Meeting</td>
</tr>
<tr>
<td>Greenhand Conference</td>
</tr>
<tr>
<td>Farm 2 You Day</td>
</tr>
<tr>
<td>Opening/Closing Contest</td>
</tr>
<tr>
<td>Chapter Meeting</td>
</tr>
<tr>
<td>Del Oro Field Trip</td>
</tr>
<tr>
<td>Sadie Hawkins</td>
</tr>
<tr>
<td>Chapter Meeting</td>
</tr>
<tr>
<td>Tulare Farm Show</td>
</tr>
<tr>
<td>UC Davis Field</td>
</tr>
<tr>
<td>Chapter Meeting</td>
</tr>
</tbody>
</table>

Parents/Guardians Signature: ___________________
Name: [Last Name] [First Name]

Gender: Female

Ethnicity/Race:
Are you Hispanic or Latino? (Check one): No

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

Year in Agriculture Program: 1st

Grade Level in School: 9th

I am taking this course because: I plan a career in agriculture

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

I would help others cut and planting.
**STUDENT PROGRAM PLANNING FORM**

Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>SOPHOMORE YEAR</th>
<th>JUNIOR YEAR</th>
<th>SENIOR YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Year</td>
<td>School Year</td>
<td>School Year</td>
<td>School Year</td>
</tr>
<tr>
<td><strong>Course</strong></td>
<td><strong>Course</strong></td>
<td><strong>Course</strong></td>
<td><strong>Course</strong></td>
</tr>
<tr>
<td>Art 1</td>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Ag, Biology</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td>P.E.</td>
<td>Spanish 1</td>
<td>Spanish 2</td>
<td>Computer Programming</td>
</tr>
<tr>
<td>Algebra 2</td>
<td>Earth science</td>
<td>Life science</td>
<td>Floral</td>
</tr>
<tr>
<td>English 1</td>
<td>P.E. / Tennis</td>
<td>Tennis</td>
<td>Athletics</td>
</tr>
<tr>
<td>Health</td>
<td>Shop skills</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Supervised Agricultural Experience Plan (Project Program should be related to career goal):**

<table>
<thead>
<tr>
<th>S.A.E</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Planned Department Activity (FFA):**

- **Chapter Meeting**
- **Greenhand Leadership Camp**
- **10/13-4 COLC at DeAnir**
- **10/18 Form 2 You Day**
- **10/14 Opening & Closing Cont.**
- **10/21 Chapter Meeting**
- **10/28 Del Oso Field Trip**
- **10/26 Poinsettia Pick-up**
- **10/30 GIH Officer Interviews**
- **11/17 GIH & Chapter Degree Banquet**
- **11/18 Chapter Meeting**
- **12/14 Culture Training**
- **12/18 Christmas Tree Delivery**
- **12/19 Christmas Tree Delivery**

Parents/Guardians Signature: ________________________________
H. Date: 9/14/15

I. Locator Data
Street Address: ___________________________
City, Zip: ___________________________
Phone Number: ___________________________

Email: ___________________________
Parent/Guardian Name (Print Full Name For Each):
Mr. ____________________________________
Miss/Mrs./Ms. ___________________________

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

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

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

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

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

3. Go Into Military Service

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

Occupational Therapy
**STUDENT PROGRAM PLANNING FORM**

med course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in future.

### FRESHMAN YEAR
- **Course:** e-AP English
- **Course:** Public Speaking
- **Course:** Health/Sciences
- **Course:** Tech
- **Course:** J. Bio

### SOPHOMORE YEAR
- **Course:** Ag Leadership
- **Course:** Pre-AP English 2
- **Course:** Spanish 1
- **Course:** P.E.
- **Course:** Welding
- **Course:** Algebra 2/Trig
- **Course:** Chemistry

### JUNIOR YEAR
- **Course:** Ag Leadership
- **Course:** Spanish 2
- **Course:** Marine Bio
- **Course:** Horticulture
- **Course:** Welding
- **Course:** English 3

### SENIOR YEAR
- **Course:** Ag Leadership
- **Course:** Welding
- **Course:** Econ
- **Course:** English

Advised Agricultural Experience Plan (Project Program should be related to career goal).

<table>
<thead>
<tr>
<th>S.A.E</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raise a pig</td>
<td>large</td>
</tr>
<tr>
<td>Raise a pig</td>
<td>large</td>
</tr>
<tr>
<td>Raise a pig</td>
<td>large</td>
</tr>
</tbody>
</table>

Agricultural Department Activity (FFA)

- **FFA Meetings**
- **Public Speaking**
- **FFA Meetings**
- **Public Speaking**
- **Meeting @ Dinner**
- **Meeting @ Dinner**

Guardians Signature: [Signature]

[Signature]
AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name
   Last Name: ___________________________  first Name, MI

B. Gender:  Male X  Female _____

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

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

E. Grade Level in School:  1st (9, 10, 11, 12)

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

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

H. Date:  9/14/15

I. Locator Data
   Street Address: ___________________________
   City, Zip: ________________________________
   Phone Number: ___________________________
   Email: _________________________________
   Parent/Guardian Name (Print Full Name Below Each):
   Mr. _______________________________
   Miss/Mrs./Ms. __________________________

J. Program of Instruction Being Pursued: (Select Only One)
   Plant & Soil Science (4010)
   Animal Science (4020)
   Agricultural Mechanics (4030) X
   Agricultural Business (4040)
   Ornamental Horticulture (4050)
   Forestry & Natural Resources (3060)
   Agriscience (4070)

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

Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

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<th>SENIOR YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Year</td>
<td>School Year</td>
<td>School Year</td>
<td>School Year</td>
</tr>
<tr>
<td>Course</td>
<td>Course</td>
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<td>Learn Skills</td>
<td>Learn Skills</td>
<td>Learn Skills</td>
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<td>Science</td>
<td>Science</td>
<td>Government</td>
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<tr>
<td>Sociology</td>
<td>History</td>
<td>Shop Skills</td>
<td>English</td>
</tr>
<tr>
<td>Math</td>
<td>Math</td>
<td>Weld</td>
<td>Weld</td>
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</tbody>
</table>

**Supervised Agricultural Experience Plan (Project Program should be related to career goal).**

<table>
<thead>
<tr>
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<th>Size</th>
<th>S.A.E</th>
<th>Size</th>
<th>S.A.E</th>
<th>Size</th>
<th>S.A.E</th>
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</thead>
<tbody>
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<td>Raisin Pig</td>
<td>Medium</td>
<td>Raisin Pig</td>
<td>Medium</td>
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<td>Small</td>
<td>Feed Dog</td>
<td>Small</td>
<td>Feed Dog</td>
<td>Small</td>
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<td>Lawn</td>
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<td>Medium</td>
<td>Lawn</td>
<td>Medium</td>
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**Planned Department Activity (FFA)**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Meeting</td>
<td>Meeting</td>
<td>Meeting</td>
<td>Meeting</td>
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<tr>
<td>Tri-Drip</td>
<td>Tri-Drip</td>
<td>Tri-Drip</td>
<td>Tri-Drip</td>
</tr>
<tr>
<td>Crab Feed</td>
<td>Crab Feed</td>
<td>Crab Feed</td>
<td>Crab Feed</td>
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<tr>
<td>End of year</td>
<td>End of year</td>
<td>End of year</td>
<td>End of year</td>
</tr>
</tbody>
</table>

Parents/Guardians Signature: ________________________
Student Files

All students have a folder within the student data file cabinet that is stored in the Agriculture Department office. Each folder has the student's data sheets, record book (if a hard copy is used), and proficiency applications (if applicable). This folder is maintained and updated each year with current information. The student’s folder is kept until one year after graduation.

Attached:
Photos of the Merced High School’s filing system

2 examples of Merced FFA Student Record
Student Files

Our current agriculture student files which contain previous years data sheets, record books, copy of proficiency application, and student record form.

Example of a student's file that contains record books, old R2 sheets, and student record form.
<table>
<thead>
<tr>
<th></th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAE Project</td>
<td>Pig</td>
<td>Rabbit</td>
<td>Sheep</td>
<td>Goat</td>
<td></td>
</tr>
<tr>
<td>Degrees Awarded</td>
<td>CTH</td>
<td>chapter</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Conferences Attended</td>
<td>State GH</td>
<td>MFE State</td>
<td>State</td>
<td>State</td>
<td>State</td>
</tr>
<tr>
<td>Ag Classes Taken</td>
<td>Ag brief Leadership</td>
<td>Leadership</td>
<td>Leadership</td>
<td>Final</td>
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</table>

Other: Father, 9th and 10th year
Name of Student: 

Date started in the chapter: 

August 2012

<table>
<thead>
<tr>
<th>SAE Project</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>College</th>
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</thead>
<tbody>
<tr>
<td>Pig</td>
<td>Pig</td>
<td>Sheep, Pig</td>
<td>Rabbit</td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degrees Awarded</th>
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<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greenhand</td>
<td></td>
<td>Chapter</td>
<td>State</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conferences Attended</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>College</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Ag Classes Taken</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Horticulture</td>
<td></td>
<td>Vet Science</td>
<td>Shop Skills</td>
<td>Ag Leadership</td>
<td>Ag Econ</td>
</tr>
</tbody>
</table>
Course Outline

This year I am teaching Agriculture Biology, Art and History of Floral Design, and Veterinary Science. The course outlines for these classes for the current school year are attached. Additional course outlines for several other classes taught at Merced High School have also been provided.

Attached:
Agriculture Biology Course Outline
Veterinary Science Course Outline
Art & History of Floral Design Course Outline
Environmental Horticulture Course Outline
Ag Life Science Course Outline
Agriculture Earth Science Course Outline
Course Description
Agriculture Biology is a course that emphasizes the following topics: the molecular and cellular aspects of life; the chemical and structural basis of life; energies of life; growth and reproduction in plants and animal genetics; taxonomy of modern agricultural plants and animals; health and diseases in animals; and the similarities between animals and humans. Extensive laboratory activities connect the major ideas of life science with agricultural applications. The course emphasizes written and oral reporting skills. Meets UC/CSU "d" and "g" requirements.

Classroom Expectations
1. Be Respectful – Students are expected to be respectful and treat their teachers, classmates, classroom environment and MHS with respect. Disrespectful, rude behavior, and put downs will not be tolerated.
2. Be On Time – Class begins when the bell rings. Students are expected to be in their seats with their materials (binder, textbook, hw packet, writing utensil) out when the bell rings. Students will be considered tardy if they are not in their proper seat when the bell rings.
3. Be Considerate – Do not talk while others are talking. Treat others the way you would like to be treated. Wait your turn and don’t interrupt others while they are talking. Keep your hands, feet, and objects to yourself. No Food or Drink in class. (Water only)
4. Be Prepared – Students need to come to class with textbook, binder, writing utensil, and any hw packets or projects due. This will help you be successful in class. Any assignment turned in after the due date is worth half credit.
5. Be Responsible – Students EARN their grade in this class. As a result students are responsible for obtaining missed assignments including notes, handouts, etc. Quizzes and tests are made up by appointment only.

Required Materials
- 3-Ring Binder
- Dividers
- College Ruled Paper
- Pen/Pencil
- Markers, colored pencils, and/or crayons (Recommended)
- Highlighter (Recommended)

Behavior Expectations and Consequences
Class discipline procedures are based on MHS behavior policies as well as the expectation to provide a safe learning environment for all students. Any behavior and/or action that does not meet this objective will result in immediate attention and action.

Consequences for inappropriate behavior include (but not limited to) a verbal warning, removal from class, referral, parent contact and/or MHS administrations action.

**Classroom Procedures**
1. Be prepared with materials and in your assigned seat when the bell rings.
2. As the bell rings and the teacher takes role you should be working on the bellwork assignment.
3. Keep all material from class (handouts, notes, assignments, etc.) organized in your binder.
4. There is no food or sodas allowed in this classroom (water only).
5. Cell phones, Ipods, and all other electronic devices are not to be seen or heard from during class or they will be confiscated by IC/Room 100.
6. Ask permission before going to the bathroom. 3 hall passes per semester. Each pass worth 5 EC points.
7. Clean up your work area at the end of every class and participate in clean up after labs.
8. The class is dismissed by the teacher not the bell. Only when the classroom is clean, quiet and everyone is in their assigned seat will the class be dismissed.
9. Ms. Clinton keeps an open door policy. Whenever she is in her classroom a student may ask for assistance on course material or any questions they may have. The instructor is here for the student and will help in any way she can.

**Grading Procedures**

<table>
<thead>
<tr>
<th>Class Activities</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Work</td>
<td>30%</td>
</tr>
<tr>
<td>Class Projects</td>
<td>30%</td>
</tr>
<tr>
<td>Tests and Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>FFA</td>
<td>10%</td>
</tr>
<tr>
<td>SAE</td>
<td>10%</td>
</tr>
</tbody>
</table>

A. **Class Work**: Each student is required to maintain an organized binder for this course. All handouts, notes, unit packets, and homework must be kept in their notebook. The classwork is worth 30% of the overall grade.
B. **Class Projects:** All of our large projects, labs, and research reports will count here. Examples include lab write ups, group projects, and presentations. **It important to complete these projects since they make up 30%.**

C. **Tests, Quizzes:** Anytime we have a quiz or a test the points will count in this category. For all unit tests, a study guide to review what will be on the test will be provided. The final and midterms are contained in this category. **Tests and quizzes are worth 20%.**

D. **FFA Participation:** FFA is the largest youth organization in the U.S. that makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. The FFA is an integral part of every agricultural class. Every student’s grade will be enhanced by participation in this organization. Meetings, events, field days, fundraisers, conferences, community service, and competitions are just a few of the ways students can become involved in the FFA. **There is a requirement of 3 FFA Activities per quarter, worth 10% of the overall grade.**

E. **California Agriculture Record Book / Approved SAE Project:** Students will complete a Record Book and maintain the information pertaining to their approved Supervised Agricultural Experience Project, and all FFA Activities. The Record Book (properly updated and correctly completed) is worth 5% of the total grade earned. This will be primarily an in-class activity, but the activities & participation recorded will be extracurricular. All students in the agricultural department are encouraged to maintain an SAE project; first year agriculture students will develop a plan for their SAE project for the coming year. This SAE may consist of a project in the field of agriculture, science, or industrial technology, and will allow students to experience career skills in the industry and is worth 5% of the total grade. Examples include: metal or wood shop projects, horticulture, community service, gardening, working in floral design, landscaping, and livestock (breeding or market animals). **The SAE/Recordbook components are worth 10% of the students grade.**

**Late Assignments & Absences**

Late assignments are worth 60% of the original total. Late work will be accepted until 2 weeks after the due date. If absent, **it is the student’s responsibility to obtain and complete any notes/assignments missed.** If a student knows of their absence ahead of time they need to make arrangements with the instructor to collect assignments. Students may pick up missed work from the class file BEFORE or AFTER class, during lunch or afterschool. Tests and quizzes are available for make-up by appointment only.

*Ms. Clinton reserves the right to change or amend the syllabus as needed.*
Vet Science
Ms. Clinton Rm: S-6
Merced High School
Agriculture Department

Course Description
Veterinary Science is designed to provide students with an opportunity to study the science of veterinary medicine, including, animal anatomy and physiology, animal health, nutrition, and cause/prevention of disease. Students will also learn various veterinary laboratory skills, aseptic and surgical procedures, basic radiology, and scientific research and writing skills. UC approved for “g” Elective Credit

Classroom Expectations
1. **Be Respectful** – Students are expected to be respectful and treat their teachers, classmates, classroom environment and MHS with respect. Disrespectful, rude behavior, and put downs will not be tolerated.

2. **Be On Time** – Class begins when the bell rings. Students are expected to be in their seats with their materials (binder, textbook, hw packet, writing utensil) out when the bell rings. Students will be considered tardy if they are not in their proper seat when the bell rings.

3. **Be Considerate** – Do not talk while others are talking. Treat others the way you would like to be treated. Wait your turn and don’t interrupt others while they are talking. Keep your hands, feet, and objects to yourself. No Food or Drink in class. (Water only)

4. **Be Prepared** – Students need to come to class with textbook, binder, writing utensil, and any hw packets or projects due. This will help you be successful in class. Any assignment turned in after the due date is worth half credit.

5. **Be Responsible** – Students EARN their grade in this class. As a result students are responsible for obtaining missed assignments including notes, handouts, etc. Quizzes and tests are made up by appointment only.

Required Materials

- 3-Ring Binder
- Dividers
- College Ruled Paper
- Pen/Pencil

- Markers, colored pencils, and/or crayons *(Recommended)*
- Highlighter *(Recommended)*

Behavior Expectations and Consequences
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A. Class Work: Each student is required to maintain an organized binder for this course. All handouts, notes, unit packets, and homework must be kept in their notebook. The classwork is worth 30% of the overall grade.
B. **Class Projects:** All of our large projects, labs, and research reports will count here. Examples include lab write ups, group projects, and presentations. **It important to complete these projects since they make up 30%.**

C. **Tests, Quizzes:** Anytime we have a quiz or a test the points will count in this category. For all unit tests, a study guide to review what will be on the test will be provided. The final and midterms are contained in this category. **Tests and quizzes are worth 20%.**

D. **FFA Participation:** FFA is the largest youth organization in the U.S. that makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. The FFA is an integral part of every agricultural class. Every student's grade will be enhanced by participation in this organization. Meetings, events, field days, fundraisers, conferences, community service, and competitions are just a few of the ways students can become involved in the FFA. **There is a requirement of 3 FFA Activities per quarter, worth 10% of the overall grade.**

E. **California Agriculture Record Book / Approved SAE Project:** Students will complete a Record Book and maintain the information pertaining to their approved Supervised Agricultural Experience Project, and all FFA Activities. The Record Book (properly updated and correctly completed) is worth 5% of the total grade earned. This will be primarily an in-class activity, but the activities & participation recorded will be extracurricular. All students in the agricultural department are encouraged to maintain an SAE project; first year agriculture students will develop a plan for their SAE project for the coming year. This SAE may consist of a project in the field of agriculture, science, or industrial technology, and will allow students to experience career skills in the industry and is worth 5% of the total grade. Examples include: metal or wood shop projects, horticulture, community service, gardening, working in floral design, landscaping, and livestock (breeding or market animals). **The SAE/Recordbook components are worth 10% of the students grade.**

**Late Assignments & Absences**
Late assignments are worth 60% of the original total. Late work will be accepted until 2 weeks after the due date. If absent, **it is the student's responsibility to obtain and complete any notes/assignments missed.** If a student knows of their absence ahead of time they need to make arrangements with the instructor to collect assignments. Students may pick up missed work from the class file BEFORE or AFTER class, during lunch or afterschool. Tests and quizzes are available for make-up by appointment only.

*Ms. Clinton reserves the right to change or amend the syllabus as needed.*
The Art and History of Floral Design
Ms. Clinton  Rm: S-6
Merced High School
Agriculture Department

Course Description
This class is an introduction to the fundamentals of theory, techniques, and skills currently practiced in the floral design industry. Subjects will include applied art principles, cut flower care & handling practices, proper use of florist tools and materials, pricing of floral products, and use of current floral business technology. Course instruction also includes construction of corsages, floral arrangements, foliage plant items, introductory ornamental horticulture, identification of plants and flowers, professional industry organizations, and wedding flowers. In addition, the inter-curricular FFA program supports and enhances the materials covered in the classroom. UC/CSU approved for “Fine Art” Credit

Classroom Expectations
1. Be Respectful – Students are expected to be respectful and treat their teachers, classmates, classroom environment and MHS with respect. Disrespectful, rude behavior, and put downs will not be tolerated.
2. Be On Time – Class begins when the bell rings. Students are expected to be in their seats with their materials (binder, textbook, hw packet, pen/pencil) out when the bell rings. Students will be considered tardy if they are not in their proper seat when the bell rings.
3. Be Considerate – Do not talk while others are talking. Treat others the way you would like to be treated. Wait your turn and don’t interrupt others while they are talking. Keep your hands, feet, and objects to yourself. No Food or Drink in class. (Water only)
4. Be Prepared – Students need to come to class with charged Chromebook, binder, pen/pencil, and any hw packets or projects due. This will help you be successful in class. Any assignment turned in after the due date is worth half credit.
5. Be Responsible – Students EARN their grade in this class. As a result students are responsible for monitoring Aeries and gathering any missed assignments including notes, handouts, etc. Quizzes and tests are made up by appointment only.

Required Materials

- College Ruled Notebook paper
- 3 ring binder with dividers
- Pen/Pencil
- Glue Stick, markers, colored pencils, and/or crayons (Recommended)
- Highlighter (Recommended)

Behavior Expectations and Consequences
Class discipline procedures are based on MHS behavior policies as well as the expectation to provide a safe learning environment for all students. Any behavior and/or action that does not meet this objective will result in immediate attention and action.

Consequences for inappropriate behavior include (but not limited to) a verbal warning, removal from class, referral, parent contact and/or MHS administration action.

**Classroom Procedures**

1. Be prepared with materials and in your assigned seat when the bell rings.
2. As the bell rings and the teacher takes role you should be working on the bellwork assignment.
3. Keep all material from class (handouts, notes, assignments, etc.) organized in your binder.
4. There is no food or sodas allowed in this classroom (water only).
5. Cell phones, Ipods, and all other electronic devices are not to be seen or heard from during class or they will be confiscated by IC/Room 100.
6. Ask permission before going to the bathroom. 2 hall passes per semester. Each pass worth 5 EC points.
7. Clean up your work area at the end of every class and participate in clean up after labs.
8. The class is dismissed by Ms. Clinton not the bell. Only when the classroom is clean, quiet and everyone is in their assigned seat will the class be dismissed.
9. Ms. Clinton keeps an open door policy. Whenever she is in her classroom a student may ask for assistance on course material or any questions they may have. The instructor is here for the student and will help in any way she can.

**Grading Procedures**

<table>
<thead>
<tr>
<th>Class Activities</th>
<th>Percentage of Grade</th>
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<tbody>
<tr>
<td>Class work/Homework</td>
<td>30%</td>
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<tr>
<td>Class Projects</td>
<td>30%</td>
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<tr>
<td>Tests and Quizzes</td>
<td>20%</td>
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<tr>
<td>FFA</td>
<td>10%</td>
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<tr>
<td>SAE</td>
<td>10%</td>
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</tbody>
</table>
A. **Classwork/Homework:** Each student is required to maintain an organized notebook for this course. All handouts, notes, unit packets, bell work, and homework must be kept in their notebook. **Class work and homework is worth 30% of the overall grade.**

B. **Class Projects:** All projects, design labs, and research reports will count here. Examples include the Wedding Project, Professional Portfolio, Art Projects, Design Write-ups and Price Sheets, and Lab Finals. **It important to complete these projects since they make up 30%.**

C. **Tests, Quizzes:** Quizzes, tests, formative, and summative assessments will count in this category. **Tests and quizzes are worth 20%.**

D. **FFA Participation:** FFA is the largest youth organization in the U.S. that makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. The FFA is an integral part of every agricultural class. Every student's grade will be enhanced by participation in this organization. Meetings, events, field days, fundraisers, conferences, community service, and competitions are just a few of the ways students can become involved in the FFA. **There is a requirement of 3 FFA Activities per quarter worth 10% of the overall grade.**

E. **California Agriculture Record Book / Approved SAE Project:** Students will complete a Record Book and maintain the information pertaining to their approved Supervised Agricultural Experience Project, and all FFA Activities. The Record Book (properly updated and correctly completed) is worth 5% of the total grade earned. This will be primarily an in-class activity, but the activities & participation recorded will be extracurricular. All students in the agricultural department are encouraged to maintain an SAE project; first year agriculture students will develop a plan for their SAE project for the coming year. This SAE may consist of a project in the field of agriculture, science, or industrial technology, and will allow students to experience career skills in the industry. Examples include: metal or wood shop projects, customer service, horticulture, community service, gardening, working in floral design, landscaping, and livestock (breeding or market animals). **The SAE/Recordbook is worth 10% of the student's grade.**

**Late Assignments & Absences**

Late assignments are worth 60% of the original total. Late work will be accepted until 2 weeks after the due date. If absent, it is the student's responsibility to obtain and complete any notes/assignments missed. If a student knows of their absence ahead of time they need to make arrangements with the instructor to collect assignments. Students may pick up missed work from the class file BEFORE or AFTER class. Tests and quizzes are given at the end of learning segments. They are available for make up by appointment only.

*Ms. Clinton reserves the right to change or amend the syllabus as needed.*
**Course Description**
Horticulture is an applied plant science course that prepares students for careers in the nursery, landscaping, and floral industries. Emphasis is placed on horticultural terminology, plant identification, plant physiology, soil science, plant reproduction, Cal OSHA and labor laws, nursery production, floriculture, integrated pest management, marketing and retail concepts, landscape design, installation, and maintenance. Curriculum will include problem solving, creative thinking, written and verbal communication.

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Here is the scale:</th>
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<tbody>
<tr>
<td>Classroom</td>
<td>80%</td>
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<td>FFA</td>
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<td>S.A.E.</td>
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<td>Total</td>
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**Classroom (80%)**
Grade is based off the the point system. Items for your grade include:
- Attendance= 200 points per quarter
  - 5 points per day in class
  - 2 points per day tardy
- Tests, Quizzes, Assignments, Class Projects, Notebooks, Presentations
- Safety Test*Must Score 100 on all quizzes before starting lab projects
- Plant Identification Book (3 plants per week)
- Tool Identification Book (2 tools per week)
- Insect Identification Book (1 insect per week)
- Identification Tests/Quizzes
- Lab Projects-Greenhouse Work

**FFA (10%)**
Each student enrolled in an agriculture education course at Merced High School are FFA Members. Each student is required to participate in 3 FFA activities each quarter. See Program of Activities for list of activities throughout the year.
S.A.E (10%)
Each student will be required to choose and carry an approved agriculture project throughout the school year. The purpose of the project is to promote the students' "learn by doing" education and to provide a subject of each student's interest to fulfill the requirements of the FFA Recordbook procedures. Projects may include livestock, crops, gardening, plants, home improvement, work experience, etc.

Articulation with Merced College
This class follows the same course outline as LAND 11 at Merced College. Through successful completion of this horticulture class students have the option to receive 3 units of college credit! The units can be transferred to multiple universities and other community colleges and save students money. At the end of the year students who pass aligned areas of content can pay $50 and receive the credit. More information to come throughout the year.

Class Expectations

Students are expected to know and follow all school and district rules and policies and these rules will be enforced. The most important ingredient for success in any class is a positive attitude, willingness to learn, and trying your best at all times.

→ Respect the students, staff and facilities at all times. Do not participate in rude, disruptive or distracting behavior.
→ Students are expected to have all their materials and to be in their seat, prepared to work at the beginning of class.
→ Students should have all materials daily, this includes the following:
  • ID Card, charged Chromebook, pencil, black or blue pen, binder, college lined paper 8 1/2” x 11”, eraser, and a positive attitude!
→ Cheating: This will not be tolerated! Anyone caught cheating will receive 0 credit.
→ No gum allowed at anytime.
→ Cell phones, headphones and other electronic devices are not permitted without teacher approval.
→ Late work will be accepted within two days of an excused absence for full credit. All other late work can be turned in within two weeks of a due date for a maximum of 50 percent credit. It is your responsibility to find out what you missed.
→ Pay attention, ask for help, follow directions, and always do your best!!!
Supplies - Due Friday August 21st
1. Binder (can be used for more than just this class)
2. 5 dividers
3. College ruled paper 81/2”x11”
4. Pencil
5. Blue or Black Pen

Please discuss the class syllabus, expectations and supplies with your parent/guardian and return this agreements for 25 points.
Both students and parents are encouraged to contact me at anytime to discuss the student's progress, ask questions, express concerns, etc. I can be reached by email at jelliott@muhsd.org.

I have read and fully understand the syllabus and agree to honor these classroom expectations. I will share and explain to my parent(s) or legal guardian(s).

________________________________________________________________________
Student (print name)                                                   Student (signature)

________________________________________________________________________
Parent or Guardian (print name)                                           Parent or Guardian (signature)
AG LIFE SCIENCE
Instructor – Ms. Elliott
mhelliott.weebly.com

Course Description
An introductory course in the basic biological principles aimed at understanding life processes common to living things. Major areas of emphasis will include cellular biochemistry, cell structure, genetics, ecology, physiology, and Evolution. In addition learners will gain experience through leadership development, SAE projects, and career exploration in the area of agriculture.

Grading System

<table>
<thead>
<tr>
<th>Component</th>
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<tbody>
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<td><strong>Total</strong></td>
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Here is the scale:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
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<tr>
<td>80-89%</td>
<td>B</td>
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<td>70-79%</td>
<td>C</td>
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<td>60-69%</td>
<td>D</td>
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<tr>
<td>59-Below</td>
<td>F</td>
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</tbody>
</table>

Classroom (80%) 
Grade is based off the point system. Items for your grade include, but not limited to:
- Attendance= 200 points per quarter (5 points per day in class)
  - 2 points per day tardy
  - 5 points per day unprepared with materials and charged Chromebook
- Assignments
- Tests, Quizzes
- Class Projects, Presentations
- Labs
- Binders

FFA (10%)
Each student enrolled in an agriculture education course at Merced High School are FFA Members. Each student is required to participate in 3 FFA activities each quarter. See Program of Activities for list of activities throughout the year.

S.A.E (10%)
Each student will be required to choose and carry an approved agriculture project throughout the school year. The purpose of the project is to promote the students' "learn by doing" education and to provide a subject of each student's interest to fulfill the requirements of the FFA Recordbook procedures. Projects may include livestock, crops, gardening, plants, home improvement, work experience, etc.
Class Expectations

Students are expected to know and follow all school and district rules and policies and these rules will be enforced. The most important ingredient for success in any class is a positive attitude, willingness to learn, and trying your best at all times.

→ Respect the students, staff and facilities at all times. Do not participate in rude, disruptive or destructive behavior.
→ Students are expected to have all their materials and to be in their seat, prepared to work at the beginning of class.
→ Students should have all materials daily, this includes the following:
  * ID Card, charged Chromebook, pencil, black or blue pen, binder, college lined paper 8 1/2” x 11”, eraser, and a positive attitude!
→ Cheating: This will not be tolerated! Anyone caught cheating will receive 0 credit.
→ No gum allowed at anytime.
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→ Late work will be accepted within two days of an excused absence for full credit. All other late work can be turned in within two weeks of a due date for a maximum of 50 percent credit. It is your responsibility to find out what you missed.
→ Pay attention, ask for help, follow directions, and always do your best!!!

Supplies - Due Friday August 21st
1. Binder (can be used for more than just this class)
2. 5 dividers
3. College ruled paper 8 1/2”x11”
4. Pencil
5. Blue or Black Pen

Please discuss the class syllabus, expectations and supplies with your parent/guardian and return this agreements for 25 points. Both students and parents are encouraged to contact me at anytime to discuss the student’s progress, ask questions, express concerns, etc. I can be reached by email at lelliott@muhsd.org.

I have read and fully understand the syllabus and agree to honor these classroom expectations. I will share and explain to my parent(s) or legal guardian(s).

______________________________  ________________________________
Student (print name)             Student (signature)

I have read and understand all Ms. Elliott’s class expectations. I agree to honor and follow these rules and encourage and support my students in following them also.

______________________________  ________________________________
Parent or Guardian (print name)   Parent or Guardian (signature)
AG EARTH SCIENCE
Instructor – Ms. Elliott
mbselliott.weebly.com

Course Description
This is a college preparatory laboratory science course designed to provide students with quantitative analysis and experimental tools that will enable them to critically analyze content knowledge in the areas of geology, meteorology, oceanography, and astronomy. The course will focus on the Earth's place in the universe, dynamic Earth processes, energy in the Earth system, biogeochemical cycles, structure and composition of the atmosphere, California geology, and investigation and experimentation as outlined in the California science standards for Earth Science. It brings together the agriculture interactions that occur in the living and nonliving world, and provide the learner with a solid understanding of the processes that take place on and around the Earth and the synergies that exist between them.

Grading System

<table>
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</tbody>
</table>

Here is the scale:
- 90-100% A
- 80-89% B
- 70-79% C
- 60-69% D
- 59-BELOW F

Classroom (80%)
Grade is based off the point system. Items for your grade include:
- Attendance= 200 points per quarter (5 points per day in class)
  - 2 points per day tardy
  - 5 points per day when unprepared with materials or charged Chromebook
- Assignments
- Tests, Quizzes
- Safety Test- Must Score 100% before starting lab projects
- Class Projects, Presentations
- Binders

FFA (10%)
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→ Cheating: This will not be tolerated! Anyone caught cheating will receive 0 credit.
→ No gum allowed at anytime.
→ Cell phones, headphones and other electronic devices are not permitted without teacher approval.
→ Late work will be accepted within two days of an excused absence for full credit. All other late work can be turned in within two weeks of a due date for a maximum of 50 percent credit. It is your responsibility to find out what you missed.
→ Pay attention, ask for help, follow directions, and always do your best!!

Supplies - Due Friday August 21st
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2. 5 dividers
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Please discuss the class syllabus, expectations and supplies with your parent/guardian and return this agreements for 25 points. Both students and parents are encouraged to contact me at anytime to discuss the student’s progress, ask questions, express concerns, etc. I can be reached by email at lelliott@muhisd.org.

I have read and fully understand the syllabus and agree to honor these classroom expectations. I will share and explain to my parent(s) or legal guardian(s).

_________________________                ___________________________
Student (print name)                        Student (signature)

_________________________                ___________________________
Parent or Guardian (print name)             Parent or Guardian (signature)
Aeries Gradebook

We have a computerized gradebook system at our school. The last couple of years I would update and post the students’ grades every other week. Now that students have all been given a Chromebook, they have constant access to check Aeries. Not only does this allow for convenience for the students, but for them to also be aware of their current grade and any missing assignments. Parents and other staff also have access to student grades, which allow for my people to track student progress or lack thereof.

Attached:
Gradebook printout for the classes that I teach.
<table>
<thead>
<tr>
<th>Assignment Number</th>
<th>Gradebook Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grading Completed</strong></td>
<td><strong>Overall Pct Mark</strong></td>
</tr>
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</table>

<table>
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**Class Averages:** 67.47 21.2 21.17 10 57.38 9.91 26.52 35 24 103.31 20 60.85 D-

Scores based upon Range of Assignment to Count in Total Grade defined in Gradebook Options
* Indicates Max Value of 0 (zero)
**Assignments are not counted until graded.
# Gradebook Summary

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Class Averages: 21.42 18.86 20 40 22.61

Scores based upon Range of Assignment to Count in Total Grade defined in Gradebook Options

* Indicates Max Value of 0 (zero)

**Assignments are not counted until graded.
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Class Averages: 26.52 26.5 36.25 23.57

Scores based upon Range of Assignment to Count in Total Grade defined in Gradebook Options
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Scores based upon Range of Assignment to Count in Total Grade defined in Gradebook Options
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**Assignments are not counted until graded.
SAE Supervision Forms

Attached you will find copies of the project supervision forms used by Merced High School Advisors. I supervise all dairy and beef cattle SAE projects, including market and breeding. I also supervise all rabbit SAE projects. Currently I have 14 rabbit exhibitors taking their SAE projects to Merced County Fair along with 2 Dairy Replacement Heifers, 2 Beef Replacement Heifers, and 2 Registered Beef Heifers.

Attached:
10 SAE project visitation forms completed
Merced High School Agriculture Department

Date: 5/15/15

Student Name: __________________________

Project Visit For:

<table>
<thead>
<tr>
<th>Pigs</th>
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<th>Dairy Cattle</th>
<th>Other:</th>
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<td>Home Visit</td>
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<td>Chicken</td>
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Weights For Fair Animals

<table>
<thead>
<tr>
<th>Animal ID</th>
<th>Current Weight</th>
<th>Weight on Last Visit</th>
<th>Number of Days Since Last Visit</th>
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</thead>
<tbody>
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</tbody>
</table>

Rate of Gain: lbs/day  lbs/day  lbs/day  lbs/day

Number of Days to Fair: ________________

Projected Weight Gain: ________________

Projected Wt @ Fair: ________________

General Project Comments:

Mr. M. praised Michelle handling & work ethic, nice work no complaints, visit next Monday/Tuesday in class.

Recommends:

List to show practice at site (i.e. security/animal heid)
Welcome anyone/Brother in law with me to help out/Week twice time to practice in the ring @ fair.

Fair Requirements to Still Meet:

Ag Workdays to still attend
Parent/exhibitor meeting
Fair setup & landscape
Other: __________________________

Next Project Visit:

Date: ____________ Time: _______ am/pm

Mon Tues Wed Thurs Fri Sat Sun

Student Signature: __________________________

Advisor Signature: __________________________
Merced High School Agriculture Department

Student Name: ___________________________ Date: 5/19/15

Project Visit For:

<table>
<thead>
<tr>
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<th>Beef Cattle</th>
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<th>Other:</th>
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Weights For Fair Animals

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<th>Current Weight</th>
<th>Weight on Last Visit</th>
<th>Number of Days Since Last Visit</th>
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</table>

Rate of Gain: lbs/day  lbs/day  lbs/day  lbs/day  lbs/day

Number of Days to Fair: ________________

Projected Weight Gain: ____________ ____________ ____________ ____________ ____________

Projected Wt @ Fair: ____________ ____________ ____________ ____________ ____________

General Project Comments:

-Kelly Sanchez (shearing) going to come out for shearing and shearing and clipping

Recommendations:

Knows what he's doing, plan on Monday. Kelly discussed supplies with dad.

Fair Requirements to Still Meet:

- [ ] Ag Workdays to still attend
- [ ] Parent/exhibitor meeting
- [ ] Fair set up & landscape
- [ ] Other: ___________________________

Next Project Visit:

Date: ____________ Time: ____________ am/pm

Mon Tues Wed Thurs Fri Sat Sun

Student Signature: ___________________________

Advisor Signature: ___________________________
### Merced High School Agriculture Department

**Student Name:**

**Date:** 5/19/15

#### Project Visit For:

<table>
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<th>Other:</th>
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<th>Rate of Gain:</th>
<th>lbs/day</th>
<th>lbs/day</th>
<th>lbs/day</th>
<th>lbs/day</th>
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**Number of Days to fair:**

**Projected Weight Gain:**

**Projected Wt @ Fair:**

#### General Project Comments:

- Has been missing a lot of time w/ heifer
- Needs to tell me b/c he thinks when & why
- He can't make it out. Baseball is over

#### Recommendations:

- Needs to be out here everyday from now until the end of fair. Work, work, work
- Help

#### Fair Requirements to Still Meet:

- [ ] Ag Workdays to still attend
- [ ] Parent/exhibitor meeting
- [ ] Fair set up & landscape
- [ ] Other:

#### Next Project Visit:

- **Date:**
- **Time:** am/pm
- Mon, Tues, Wed, Thurs, Fri, Sat, Sun

**Student Signature:**

**Advisor Signature:**

[Signature]
## Merced High School Agriculture Department

### Project Visit For:

<table>
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<th>Pigs</th>
<th>Beef Cattle</th>
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### Number of Days to fair: [Handwritten]

### Projected Weight Gain: [Handwritten]

### Projected Wt @ Fair: [Handwritten]

### General Project Comments:

Putting in the work. Will need to probably feed a little more. He's a little short when she walks.

### Recommendations:

Work on info to speak with judge.
Needs to be polite @ fair

### Fair Requirements to Still Meet:

- [ ] Ag Workdays to still attend
- [ ] Parent/exhibitor meeting
- [ ] Fair set up & landscape
- [ ] Other: 

### Next Project Visit:

<table>
<thead>
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<th>Time:</th>
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### Student Signature: [Handwritten]

### Advisor Signature: [Handwritten]
Merced High School Agriculture Department

Student Name:_________ Date:5/18/15

Project Visit For:

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<tr>
<td>Rate of Gain:</td>
<td>lbs/day</td>
<td>lbs/day</td>
<td>lbs/day</td>
</tr>
</tbody>
</table>

Number of Days to Fair: 19

Projected Weight Gain: X

Projected Wt @ Fair: 3.5

General Project Comments:

You need to get to practice & be ready to work. You still have a lot of knowledge to study & learn for the judges.

Recommendations:

Feed, feed, feed! Bunny needs exercise => appetite.
You need to be at showmanship.

Fair Requirements to Still Meet:

✅ Ag Workdays to still attend
✅ Parent/exhibitor meeting
✅ Fair set up & landscape
✅ Other: Showmanship Practice

Next Project Visit:

Date: 5/20 Time: 3:30 am/pm
Mon Tues Wed Thurs Fri Sat Sun

Student Signature:_________

Advisor Signature:_______
Merced High School Agriculture Department

Student Name:  

Date: 10/8/15  

3:30

Project Visit For:

<table>
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<tr>
<th>Pigs</th>
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<tbody>
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<td>Home Visit</td>
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</tr>
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</table>

Weights For Fair Animals

| Animal ID | 
| Current Weight | 
| Weight on Last Visit | 
| Number of Days Since Last Visit | 
| Rate of Gain: | lbs/day | lbs/day | lbs/day | lbs/day |

Number of Days to fair:  

Projected Weight Gain:  

Projected Wt @ Fair:  

General Project Comments:

They went double check w/dad about supplies needed  

Recommendations:

Needs to be better prepared to answer questions completely.

Fair Requirements to Still Meet:

Ag Workdays to still attend  
Parent/exhibitor meeting  
Fair set up & landscape  
Other:  

Next Project Visit:

Date:  
Time: ___ am/pm  

Mon Tues Wed Thurs Fri Sat Sun  

Student Signature:  

Advisor Signature:  

Katie Stanley
Merced High School Agriculture Department

Student Name: ____________________________ Date: 4/13/15

Project Visit For:

<table>
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<th>Rate of Gain: lbs/day</th>
</tr>
</thead>
</table>

Number of Days to fair: __________

Projected Weight Gain: __________ __________ __________ __________

Projected Wt @ Fair: __________ __________ __________

General Project Comments:

Has been doing much better if working with helper — student not there yet

Recommendations:

Needs to work on answering for judge

Fair Requirements to Still Meet:

___ Ag Workdays to still attend
___ Parent/exhibitor meeting
___ Fair set up & landscape
___ Other:

Next Project Visit:

Date: ________ Time: ________ am/pm

Mon Tues Wed Thurs Fri Sat Sun

Student Signature: __________________________

Advisor Signature: __________________________
Merced High School Agriculture Department

Student Name: ___________________________ Date: 4/3/15 2:00 pm

Project Visit For:

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Number of Days to Fair: _____________

Projected Weight Gain: ____________

Projected Wt @ Fair: ___________

General Project Comments:

Finally able to schedule a time to meet w/ Kelsey when she would be here. She's late. Turns to friend before answering questions — couldn't answer my questions. Couldn't help on her own; said they hadn't by that day & it was 3pm.

Recommendations:

Flies are very bad & need to spray for flies. Needs to slick her animal — @ fair. Student seems very nervous/scared of her helper. Needs to keep working and show more confidence.

Fair Requirements to Still Meet:

_____ Ag Workdays to still attend
_____ Parent/exhibitor meeting
_____ Fair set up & landscape
_____ Other: ____________________

Next Project Visit:

Date: ___________ Time: ________ am/pm

Mon Tues Wed Thurs Fri Sat Sun

Student Signature: ______________________

Advisor Signature: ______________________
Student Name: ____________________________ Date: 2/8/14

Project Visit For:

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Number of Days to Fair: 360

Projected Weight Gain: ________________

Projected Wt @ Fair: ________________

General Project Comments:

Heifer very skittish, close off extra field for now until she gets used to the area. Remove tin scrap & cans from pasture.

Recommendations:

Plenty of grass for her. She doesn't eat hay, but offer it. She might not eat grass (she's not used to it). Bripe her with a small am of grain to get her used to you & going to small area & by fence (so we can tie her up later).

Fair Requirements to Still Meet:

- Ag Workdays to still attend
- Parent/exhibitor meeting
- Fair set up & landscape
- Other: Showmanship

Next Project Visit:

Date: __/__/___ Time: ___:___ am/pm

Mon Tues Wed Thurs Fri Sat Sun

Student Signature: ______________________

Advisor Signature: ______________________
Merced High School Agriculture Department

Student Name: ___________________________ Date: 2/18/16

Project Visit For:

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Number of Days to Fair: 3

Projected Weight Gain: ___________________________

Projected Wt @ Fair: ___________________________

General Project Comments:

Keep hay full at all times. Don’t try to feed for a week. Let her get used to environment.

Recommendations:

Bribe her with small amount of grain next week until she gets used to you. Then you can start with hay.

Fair Requirements to Still Meet:
- Ag Workdays to still attend
- Parent/exhibitor meeting
- Fair set up & landscape
- Other: Small Animalship

Next Project Visit:
Date: 2/24 Time: 5:00 pm
Mon Tues Wed Thurs Fri Sat Sun

Student Signature: ___________________________
Advisor Signature: ___________________________
Board Approved SAE Policy

Merced High School follows the educational code. A Merced Union High School District Board approved policy could not be located, however a copy of the education code stating that there should be an SAE requirement for all students enrolled in an agriculture program is provided.

Attached:
Educational code for SAE projects

Ag Biology Course Syllabus

Art & History of Floral Design Course Syllabus

Veterinary Science Course Syllabus
Education Code
Section 52450-52454

52454. (a) The curriculum of school districts that choose to participate in the state program of agricultural career technical education shall include all of the following components:

(1) Organized classes in the study of agricultural science and technology.
(2) A student-supervised occupational experience program in agriculture.
(3) A program of leadership, organization, and personal development.

(b) Student learning activity developed to supplement these components shall be considered curricular and shall contribute to the grade of the participating student when those activities are integral to assisting the student to achieve the career objective of the class or course.

It is the intent of the Legislature that opportunities are provided for teachers to be employed on a 12-month basis in order to maintain supervised occupational experience on a year-round basis for students enrolled in agricultural career technical programs.
Ag Biology
Ms. Clinton Rm: S-6
Merced High School
Agriculture Department

Course Description
Agriculture Biology is a course that emphasizes the following topics: the molecular and cellular aspects of life; the chemical and structural basis of life; energies of life; growth and reproduction in plants and animal genetics; taxonomy of modern agricultural plants and animals; health and diseases in animals; and the similarities between animals and humans. Extensive laboratory activities connect the major ideas of life science with agricultural applications. The course emphasizes written and oral reporting skills. Meets UC/CSU “d” and "g” requirements.

Classroom Expectations
1. Be Respectful — Students are expected to be respectful and treat their teachers, classmates, classroom environment and MHS with respect. Disrespectful, rude behavior, and put downs will not be tolerated.
2. Be On Time — Class begins when the bell rings. Students are expected to be in their seats with their materials (binder, textbook, hw packet, writing utensil) out when the bell rings. Students will be considered tardy if they are not in their proper seat when the bell rings.
3. Be Considerate — Do not talk while others are talking. Treat others the way you would like to be treated. Wait your turn and don’t interrupt others while they are talking. Keep your hands, feet, and objects to yourself. No Food or Drink in class. (Water only)
4. Be Prepared — Students need to come to class with textbook, binder, writing utensil, and any hw packets or projects due. This will help you be successful in class. Any assignment turned in after the due date is worth half credit.
5. Be Responsible — Students EARN their grade in this class. As a result students are responsible for obtaining missed assignments including notes, handouts, etc. Quizzes and tests are made up by appointment only.

Required Materials

- 3-Ring Binder
- Dividers
- College Ruled Paper
- Pen/Pencil

- Markers, colored pencils, and/or crayons (Recommended)
- Highlighter (Recommended)

Behavior Expectations and Consequences
Class discipline procedures are based on MHS behavior policies as well as the expectation to provide a safe learning environment for all students. Any behavior and/or action that does not meet this objective will result in immediate attention and action.

Consequences for inappropriate behavior include (but not limited to) a verbal warning, removal from class, referral, parent contact and/or MHS administrations action.

**Classroom Procedures**
1. Be prepared with materials and in your assigned seat when the bell rings.
2. As the bell rings and the teacher takes role you should be working on the bellwork assignment.
3. Keep all material from class (handouts, notes, assignments, etc.) organized in your binder.
4. There is no food or sodas allowed in this classroom (water only).
5. Cell phones, Ipods, and all other electronic devices are not to be seen or heard from during class or they will be confiscated by IC/Room 100.
6. Ask permission before going to the bathroom. 3 hall passes per semester. Each pass worth 5 EC points.
7. Clean up your work area at the end of every class and participate in clean up after labs.
8. The class is dismissed by the teacher not the bell. Only when the classroom is clean, quiet and everyone is in their assigned seat will the class be dismissed.
9. Ms. Clinton keeps an open door policy. Whenever she is in her classroom a student may ask for assistance on course material or any questions they may have. The instructor is here for the student and will help in any way she can.

**Grading Procedures**

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<th>Percentage of Grade</th>
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<td>30%</td>
</tr>
<tr>
<td>Class Projects</td>
<td>30%</td>
</tr>
<tr>
<td>Tests and Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>FFA</td>
<td>10%</td>
</tr>
<tr>
<td>SAE</td>
<td>10%</td>
</tr>
</tbody>
</table>

A. **Class Work:** Each student is required to maintain an organized binder for this course. All handouts, notes, unit packets, and homework must be kept in their notebook. The **classwork is worth 30% of the overall grade.**
B. **Class Projects:** All of our large projects, labs, and research reports will count here. Examples include lab write ups, group projects, and presentations. **It important to complete these projects since they make up 30%.**

C. **Tests, Quizzes:** Anytime we have a quiz or a test the points will count in this category. For all unit tests, a study guide to review what will be on the test will be provided. The final and midterms are contained in this category. **Tests and quizzes are worth 20%.**

D. **FFA Participation:** FFA is the largest youth organization in the U.S. that makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. The FFA is an integral part of every agricultural class. Every student’s grade will be enhanced by participation in this organization. Meetings, events, field days, fundraisers, conferences, community service, and competitions are just a few of the ways students can become involved in the FFA. **There is a requirement of 3 FFA Activities per quarter, worth 10% of the overall grade.**

E. **California Agriculture Record Book / Approved SAE Project:** Students will complete a Record Book and maintain the information pertaining to their approved Supervised Agricultural Experience Project, and all FFA Activities. The Record Book (properly updated and correctly completed) is worth 5% of the total grade earned. This will be primarily an in-class activity, but the activities & participation recorded will be extracurricular. All students in the agricultural department are encouraged to maintain an SAE project; first year agriculture students will develop a plan for their SAE project for the coming year. This SAE may consist of a project in the field of agriculture, science, or industrial technology, and will allow students to experience career skills in the industry and is worth 5% of the total grade. Examples include: metal or wood shop projects, horticulture, community service, gardening, working in floral design, landscaping, and livestock (breeding or market animals). **The SAE/Recordbook components are worth 10% of the students grade.**

**Late Assignments & Absences**
Late assignments are worth 60% of the original total. Late work will be accepted until 2 weeks after the due date. If absent, it is the student's responsibility to obtain and complete any notes/assignments missed. If a student knows of their absence ahead of time they need to make arrangements with the instructor to collect assignments. Students may pick up missed work from the class file BEFORE or AFTER class, during lunch or afterschool. Tests and quizzes are available for make-up by appointment only.

*Ms. Clinton reserves the right to change or amend the syllabus as needed.*
The Art and History of Floral Design
Ms. Clinton  Rm: S-6
Merced High School
Agriculture Department

Course Description
This class is an introduction to the fundamentals of theory, techniques, and skills currently practiced in the floral design industry. Subjects will include applied art principles, cut flower care & handling practices, proper use of florist tools and materials, pricing of floral products, and use of current floral business technology. Course instruction also includes construction of corsages, floral arrangements, foliage plant items, introductory ornamental horticulture, identification of plants and flowers, professional industry organizations, and wedding flowers. In addition, the inter-curricular FFA program supports and enhances the materials covered in the classroom. UC/CSU approved for “Fine Art” Credit

Classroom Expectations
1. Be Respectful – Students are expected to be respectful and treat their teachers, classmates, classroom environment and MHS with respect. Disrespectful, rude behavior, and put downs will not be tolerated.
2. Be On Time – Class begins when the bell rings. Students are expected to be in their seats with their materials (binder, textbook, hw packet, pen/pencil) out when the bell rings. Students will be considered tardy if they are not in their proper seat when the bell rings.
3. Be Considerate – Do not talk while others are talking. Treat others the way you would like to be treated. Wait your turn and don’t interrupt others while they are talking. Keep your hands, feet, and objects to yourself. No Food or Drink in class. (Water only)
4. Be Prepared – Students need to come to class with charged Chromebook, binder, pen/pencil, and any hw packets or projects due. This will help you be successful in class. Any assignment turned in after the due date is worth half credit.
5. Be Responsible – Students EARN their grade in this class. As a result students are responsible for monitoring Aeries and gathering any missed assignments including notes, handouts, etc. Quizzes and tests are made up by appointment only.

Required Materials

- College Ruled Notebook paper
- 3 ring binder with dividers
- Pen/Pencil
- Glue Stick, markers, colored pencils, and/or crayons (Recommended)
- Highlighter (Recommended)

Behavior Expectations and Consequences
Class discipline procedures are based on MHS behavior policies as well as the expectation to provide a safe learning environment for all students. Any behavior and/or action that does not meet this objective will result in immediate attention and action.

Consequences for inappropriate behavior include (but not limited to) a verbal warning, removal from class, referral, parent contact and/or MHS administration action.

**Classroom Procedures**

1. Be prepared with materials and in your assigned seat when the bell rings.
2. As the bell rings and the teacher takes role you should be working on the bellwork assignment.
3. Keep all material from class (handouts, notes, assignments, etc.) organized in your binder.
4. There is no food or sodas allowed in this classroom (water only).
5. Cell phones, Ipods, and all other electronic devices are not to be seen or heard from during class or they will be confiscated by IC/Room 100.
6. Ask permission before going to the bathroom. 2 hall passes per semester. Each pass worth 5 EC points.
7. Clean up your work area at the end of every class and participate in clean up after labs.
8. The class is dismissed by Ms. Clinton not the bell. Only when the classroom is clean, quiet and everyone is in their assigned seat will the class be dismissed.
9. Ms. Clinton keeps an open door policy. Whenever she is in her classroom a student may ask for assistance on course material or any questions they may have. The instructor is here for the student and will help in any way she can.

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A. **Classwork/Homework:** Each student is required to maintain an organized notebook for this course. All handouts, notes, unit packets, bell work, and homework must be kept in their notebook. **Class work and homework is worth 30% of the overall grade.**

B. **Class Projects:** All projects, design labs, and research reports will count here. Examples include the Wedding Project, Professional Portfolio, Art Projects, Design Write-ups and Price Sheets, and Lab Finals. **It important to complete these projects since they make up 30%.**

C. **Tests, Quizzes:** Quizzes, tests, formative, and summative assessments will count in this category. **Tests and quizzes are worth 20%.**

D. **FFA Participation:** FFA is the largest youth organization in the U.S. that makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. The FFA is an integral part of every agricultural class. Every student’s grade will be enhanced by participation in this organization. Meetings, events, field days, fundraisers, conferences, community service, and competitions are just a few of the ways students can become involved in the FFA. **There is a requirement of 3 FFA Activities per quarter worth 10% of the overall grade.**

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**Late Assignments & Absences**
Late assignments are worth 60% of the original total. Late work will be accepted until 2 weeks after the due date. If absent, **it is the student’s responsibility to obtain and complete any notes/assignments missed.** If a student knows of their absence ahead of time they need to make arrangements with the instructor to collect assignments. Students may pick up missed work from the class file BEFORE or AFTER class. Tests and quizzes are given at the end of learning segments. They are available for make up by appointment only.

*Ms. Clinton reserves the right to change or amend the syllabus as needed.*
Vet Science
Ms. Clinton Rm: S-6
Merced High School
Agriculture Department

Course Description
Veterinary Science is designed to provide students with an opportunity to study the science of veterinary medicine, including, animal anatomy and physiology, animal health, nutrition, and cause/prevention of disease. Students will also learn various veterinary laboratory skills, aseptic and surgical procedures, basic radiology, and scientific research and writing skills. UC approved for "g" Elective Credit

Classroom Expectations
1. Be Respectful – Students are expected to be respectful and treat their teachers, classmates, classroom environment and MHS with respect. Disrespectful, rude behavior, and put downs will not be tolerated.
2. Be On Time – Class begins when the bell rings. Students are expected to be in their seats with their materials (binder, textbook, hw packet, writing utensil) out when the bell rings. Students will be considered tardy if they are not in their proper seat when the bell rings.
3. Be Considerate – Do not talk while others are talking. Treat others the way you would like to be treated. Wait your turn and don’t interrupt others while they are talking. Keep your hands, feet, and objects to yourself. No Food or Drink in class. (Water only)
4. Be Prepared – Students need to come to class with textbook, binder, writing utensil, and any hw packets or projects due. This will help you be successful in class. Any assignment turned in after the due date is worth half credit.
5. Be Responsible – Students EARN their grade in this class. As a result students are responsible for obtaining missed assignments including notes, handouts, etc. Quizzes and tests are made up by appointment only.

Required Materials

- 3-Ring Binder
- Dividers
- College Ruled Paper
- Pen/Pencil
- Markers, colored pencils, and/or crayons (Recommended)
- Highlighter (Recommended)

Behavior Expectations and Consequences
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Consequences for inappropriate behavior include (but not limited to) a verbal warning, removal from class, referral, parent contact and/or MHS administrations action.

**Classroom Procedures**
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2. As the bell rings and the teacher takes role you should be working on the bellwork assignment.
3. Keep all material from class (handouts, notes, assignments, etc.) organized in your binder.
4. There is no food or sodas allowed in this classroom (water only).
5. Cell phones, Ipods, and all other electronic devices are not to be seen or heard from during class or they will be confiscated by IC/Room 100.
6. Ask permission before going to the bathroom. 3 hall passes per semester. Each pass worth 5 EC points.
7. Clean up your work area at the end of every class and participate in clean up after labs.
8. The class is dismissed by the teacher not the bell. Only when the classroom is clean, quiet and everyone is in their assigned seat will the class be dismissed.
9. Ms. Clinton keeps an open door policy. Whenever she is in her classroom a student may ask for assistance on course material or any questions they may have. The instructor is here for the student and will help in any way she can.

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A. **Class Work**: Each student is required to maintain an organized binder for this course. All handouts, notes, unit packets, and homework must be kept in their notebook. The classwork is worth 30% of the overall grade.
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C. **Tests, Quizzes:** Anytime we have a quiz or a test the points will count in this category. For all unit tests, a study guide to review what will be on the test will be provided. The final and midterms are contained in this category. **Tests and quizzes are worth 20%**.

D. **FFA Participation:** FFA is the largest youth organization in the U.S. that makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. The FFA is an integral part of every agricultural class. Every student's grade will be enhanced by participation in this organization. Meetings, events, field days, fundraisers, conferences, community service, and competitions are just a few of the ways students can become involved in the FFA. **There is a requirement of 3 FFA Activities per quarter, worth 10% of the overall grade**.

E. **California Agriculture Record Book / Approved SAE Project:** Students will complete a Record Book and maintain the information pertaining to their approved Supervised Agricultural Experience Project, and all FFA Activities. The Record Book (properly updated and correctly completed) is worth 5% of the total grade earned. This will be primarily an in-class activity, but the activities & participation recorded will be extracurricular. All students in the agricultural department are encouraged to maintain an SAE project; first year agriculture students will develop a plan for their SAE project for the coming year. This SAE may consist of a project in the field of agriculture, science, or industrial technology, and will allow students to experience career skills in the industry and is worth 5% of the total grade. Examples include: metal or wood shop projects, horticulture, community service, gardening, working in floral design, landscaping, and livestock (breeding or market animals). **The SAE/Recordbook components are worth 10% of the students grade.**

**Late Assignments & Absences**

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*Ms. Clinton reserves the right to change or amend the syllabus as needed.*
Board Approved FFA Policy

Merced High School follows the educational code. A Merced Union High School District Board approved policy could not be located, however a copy of the education code stating that there should be an FFA requirement for all students enrolled in an agriculture program is provided.

Attached:
Educational code for FFA projects

Ag Biology Course Syllabus

Art & History of Floral Design Course Syllabus

Veterinary Science Course Syllabus
52454. (a) The curriculum of school districts that choose to participate in the state program of agricultural career technical education shall include all of the following components:

(1) Organized classes in the study of agricultural science and technology.
(2) A student-supervised occupational experience program in agriculture.
(3) A program of leadership, organization, and personal development.

(b) Student learning activity developed to supplement these components shall be considered curricular and shall contribute to the grade of the participating student when those activities are integral to assisting the student to achieve the career objective of the class or course.

It is the intent of the Legislature that opportunities are provided for teachers to be employed on a 12-month basis in order to maintain supervised occupational experience on a year-round basis for students enrolled in agricultural career technical programs.
Course Description
Agriculture Biology is a course that emphasizes the following topics: the molecular and cellular aspects of life; the chemical and structural basis of life; energies of life; growth and reproduction in plants and animal genetics; taxonomy of modern agricultural plants and animals; health and diseases in animals; and the similarities between animals and humans. Extensive laboratory activities connect the major ideas of life science with agricultural applications. The course emphasizes written and oral reporting skills. Meets UC/CSU “d” and “g” requirements.

Classroom Expectations
1. Be Respectful – Students are expected to be respectful and treat their teachers, classmates, classroom environment and MHS with respect. Disrespectful, rude behavior, and put downs will not be tolerated.
2. Be On Time – Class begins when the bell rings. Students are expected to be in their seats with their materials (binder, textbook, hw packet, writing utensil) out when the bell rings. Students will be considered tardy if they are not in their proper seat when the bell rings.
3. Be Considerate – Do not talk while others are talking. Treat others the way you would like to be treated. Wait your turn and don’t interrupt others while they are talking. Keep your hands, feet, and objects to yourself. No Food or Drink in class. (Water only)
4. Be Prepared – Students need to come to class with textbook, binder, writing utensil, and any hw packets or projects due. This will help you be successful in class. Any assignment turned in after the due date is worth half credit.
5. Be Responsible – Students EARN their grade in this class. As a result students are responsible for obtaining missed assignments including notes, handouts, etc. Quizzes and tests are made up by appointment only.

Required Materials

- 3-Ring Binder
- Dividers
- College Ruled Paper
- Pen/Pencil

- Markers, colored pencils, and/or crayons (Recommended)
- Highlighter (Recommended)

Behavior Expectations and Consequences
Class discipline procedures are based on MHS behavior policies as well as the expectation to provide a safe learning environment for all students. Any behavior and/or action that does not meet this objective will result in immediate attention and action.

Consequences for inappropriate behavior include (but not limited to) a verbal warning, removal from class, referral, parent contact and/or MHS administrations action.

**Classroom Procedures**
1. Be prepared with materials and in your assigned seat when the bell rings.
2. As the bell rings and the teacher takes role you should be working on the bellwork assignment.
3. Keep all material from class (handouts, notes, assignments, etc.) organized in your binder.
4. There is no food or sodas allowed in this classroom (water only).
5. Cell phones, Ipods, and all other electronic devices are not to be seen or heard from during class or they will be confiscated by IC/Room 100.
6. Ask permission before going to the bathroom. 3 hall passes per semester. Each pass worth 5 EC points.
7. Clean up your work area at the end of every class and participate in clean up after labs.
8. The class is dismissed by the teacher not the bell. Only when the classroom is clean, quiet and everyone is in their assigned seat will the class be dismissed.
9. Ms. Clinton keeps an open door policy. Whenever she is in her classroom a student may ask for assistance on course material or any questions they may have. The instructor is here for the student and will help in any way she can.

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A. **Class Work**: Each student is required to maintain an organized binder for this course. All handouts, notes, unit packets, and homework must be kept in their notebook. **The classwork is worth 30% of the overall grade.**
B. **Class Projects:** All of our large projects, labs, and research reports will count here. Examples include lab write ups, group projects, and presentations. **It is important to complete these projects since they make up 30%.**

C. **Tests, Quizzes:** Anytime we have a quiz or a test the points will count in this category. For all unit tests, a study guide to review what will be on the test will be provided. The final and midterms are contained in this category. **Tests and quizzes are worth 20%.**

D. **FFA Participation:** FFA is the largest youth organization in the U.S. that makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. The FFA is an integral part of every agricultural class. Every student's grade will be enhanced by participation in this organization. Meetings, events, field days, fundraisers, conferences, community service, and competitions are just a few of the ways students can become involved in the FFA. **There is a requirement of 3 FFA Activities per quarter, worth 10% of the overall grade.**

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**Late Assignments & Absences**
Late assignments are worth 60% of the original total. Late work will be accepted until 2 weeks after the due date. If absent, it is the student's responsibility to obtain and complete any notes/assignments missed. If a student knows of their absence ahead of time they need to make arrangements with the instructor to collect assignments. Students may pick up missed work from the class file BEFORE or AFTER class, during lunch or afterschool. Tests and quizzes are available for make-up by appointment only.

*Ms. Clinton reserves the right to change or amend the syllabus as needed.*
The Art and History of Floral Design
Ms. Clinton  Rm: S-6
Merced High School
Agriculture Department

Course Description
This class is an introduction to the fundamentals of theory, techniques, and skills currently practiced in the floral design industry. Subjects will include applied art principles, cut flower care & handling practices, proper use of florist tools and materials, pricing of floral products, and use of current floral business technology. Course instruction also includes construction of corsages, floral arrangements, foliage plant items, introductory ornamental horticulture, identification of plants and flowers, professional industry organizations, and wedding flowers. In addition, the inter-curricular FFA program supports and enhances the materials covered in the classroom. UC/CSU approved for “Fine Art” Credit

Classroom Expectations
1. Be Respectful – Students are expected to be respectful and treat their teachers, classmates, classroom environment and MHS with respect. Disrespectful, rude behavior, and put downs will not be tolerated.
2. Be On Time – Class begins when the bell rings. Students are expected to be in their seats with their materials (binder, textbook, hw packet, pen/pencil) out when the bell rings. Students will be considered tardy if they are not in their proper seat when the bell rings.
3. Be Considerate – Do not talk while others are talking. Treat others the way you would like to be treated. Wait your turn and don’t interrupt others while they are talking. Keep your hands, feet, and objects to yourself. No Food or Drink in class. (Water only)
4. Be Prepared – Students need to come to class with charged Chromebook, binder, pen/pencil, and any hw packets or projects due. This will help you be successful in class. Any assignment turned in after the due date is worth half credit.
5. Be Responsible – Students EARN their grade in this class. As a result students are responsible for monitoring Aeries and gathering any missed assignments including notes, handouts, etc. Quizzes and tests are made up by appointment only.

Required Materials
- College Ruled Notebook paper
- 3 ring binder with dividers
- Pen/Pencil
- Glue Stick, markers, colored pencils, and/or crayons (Recommended)
- Highlighter (Recommended)

Behavior Expectations and Consequences
Class discipline procedures are based on MHS behavior policies as well as the expectation to provide a safe learning environment for all students. Any behavior and/or action that does not meet this objective will result in immediate attention and action.

Consequences for inappropriate behavior include (but not limited to) a verbal warning, removal from class, referral, parent contact and/or MHS administration action.

**Classroom Procedures**
1. Be prepared with materials and in your assigned seat when the bell rings.
2. As the bell rings and the teacher takes role you should be working on the bellwork assignment.
3. Keep all material from class (handouts, notes, assignments, etc.) organized in your binder.
4. There is no food or sodas allowed in this classroom (water only).
5. Cell phones, Ipods, and all other electronic devices are not to be seen or heard from during class or they will be confiscated by IC/Room 100.
6. Ask permission before going to the bathroom. 2 hall passes per semester. Each pass worth 5 EC points.
7. Clean up your work area at the end of every class and participate in clean up after labs.
8. The class is dismissed by Ms. Clinton not the bell. Only when the classroom is clean, quiet and everyone is in their assigned seat will the class be dismissed.
9. Ms. Clinton keeps an open door policy. Whenever she is in her classroom a student may ask for assistance on course material or any questions they may have. The instructor is here for the student and will help in any way she can.

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A. **Classwork/Homework**: Each student is required to maintain an organized notebook for this course. All handouts, notes, unit packets, bell work, and homework must be kept in their notebook. **Class work and homework is worth 30% of the overall grade.**

B. **Class Projects**: All projects, design labs, and research reports will count here. Examples include the Wedding Project, Professional Portfolio, Art Projects, Design Write-ups and Price Sheets, and Lab Finals. **It important to complete these projects since they make up 30%.**

C. **Tests, Quizzes**: Quizzes, tests, formative, and summative assessments will count in this category. **Tests and quizzes are worth 20%.**

D. **FFA Participation**: FFA is the largest youth organization in the U.S. that makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. The FFA is an integral part of every agricultural class. Every student’s grade will be enhanced by participation in this organization. Meetings, events, field days, fundraisers, conferences, community service, and competitions are just a few of the ways students can become involved in the FFA. **There is a requirement of 3 FFA Activities per quarter worth 10% of the overall grade.**

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**Late Assignments & Absences**

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*Ms. Clinton reserves the right to change or amend the syllabus as needed.*
Vet Science
Ms. Clinton Rm: S-6
Merced High School
Agriculture Department

Course Description
Veterinary Science is designed to provide students with an opportunity to study the science of veterinary medicine, including animal anatomy and physiology, animal health, nutrition, and cause/prevention of disease. Students will also learn various veterinary laboratory skills, aseptic and surgical procedures, basic radiology, and scientific research and writing skills. UC approved for “g” Elective Credit

Classroom Expectations
1. Be Respectful – Students are expected to be respectful and treat their teachers, classmates, classroom environment and MHS with respect. Disrespectful, rude behavior, and put downs will not be tolerated.
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Required Materials

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Program of Work

Each year the Merced FFA Program of Work is updated by the members, advisors, administration, and invested members of the community regarding the plan for the program. The information covered includes the FFA program history, goals of the program, and the importance of Agricultural Education. A current copy of the Program of Work is sent to the Regional Supervisor by the 15th of December.

Attached:
2015-2016 Program of Work for Merced FFA
# TABLE OF CONTENTS

## 2015-2016

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Officers</td>
<td>1</td>
</tr>
<tr>
<td>Presidents Message</td>
<td>2</td>
</tr>
<tr>
<td>Advisors Message</td>
<td>3</td>
</tr>
<tr>
<td>Chapter Goals</td>
<td>4-5</td>
</tr>
<tr>
<td>Merced FFA Awards</td>
<td>6-9</td>
</tr>
<tr>
<td>Conduct of Meetings</td>
<td>10</td>
</tr>
<tr>
<td>Scholarship</td>
<td>11</td>
</tr>
<tr>
<td>Alumni Relations</td>
<td>12</td>
</tr>
<tr>
<td>Public Relations/ Community Services</td>
<td>12-13</td>
</tr>
<tr>
<td>Participation in State and National Activities</td>
<td>13</td>
</tr>
<tr>
<td>Supervised Agricultural Experience</td>
<td>24</td>
</tr>
<tr>
<td>Recreation</td>
<td>15</td>
</tr>
<tr>
<td>Leadership</td>
<td>16</td>
</tr>
<tr>
<td>Cooperation</td>
<td>16-17</td>
</tr>
<tr>
<td>Accolades</td>
<td>18-21</td>
</tr>
<tr>
<td>Chapter Constitution</td>
<td>22-28</td>
</tr>
</tbody>
</table>
2015-2016
MERCED FFA
CHAPTER OFFICERS

President
Morgan Brass

Vice President
Katie England

Secretary
Lindsay Chatham

Treasurer
John Rowe

Reporters
Amacia Howell

Sentinel
Danielle Villanueva

Historian
Davece Zorra
President’s Message

Chapter Members,

The chapter officers, advisors and I have reviewed and revised the program of activities for this year. We are ready and excited for this upcoming year and we hope that you are too. We have planned fun activities for this year and we would love for all of you to come and participate in them. This summer the officers came up with a theme for this upcoming year. The theme is *Think Outside the Barn!*

The officers, advisors, and I have reviewed the calendar for the upcoming year and we have made some changes that will benefit everyone in the Merced FFA. We hope that you all will get involved, be active, and achieve your goals. Together we can do anything. The officers and I hope that we can all come together as one and achieve a successful chapter.

I am very thrilled and excited to be serving as this year’s Merced FFA President and thrilled for us officers to be able to work with each and every one of you in the chapter. I hope this year is filled with fun, memories, and hard work. I hope that all of you are as excited as I am to work with each other to make our chapter succeed throughout this year.

**Good Luck This Coming Year,**

Morgan Brass  
**Merced FFA President**
ADVISORS MESSAGE

TO THE MERCED FFA MEMBERS:

We are proud to serve as advisors to the Merced FFA Chapter. We believe this is an exciting time as we are now starting into our 9th year serving as the Agriculture department for Merced High School. The curriculum is on the cutting edge and our faculties rival many Junior Colleges only to compliment the already highly successful FFA Chapter.

The officers and other members of the chapter’s leadership team along with our guidance have outlined the program of activities for the chapter in the pages to follow. Be aware of the opportunities offered to you in this chapter and Agriculture program. There are numerous activities for you to get involved in. However, it wouldn’t be possible for the chapter officers to carry out the activities outlined in this program without the cooperation from each and ever member in this chapter.

The duty of the advisors is only to point the way, while the officers and committee chairmen actually lead the membership. YOU chapter members will decide how active or successful the chapter will be this year by your participation. We would like this year to be the best year you ever had in school. The FFA program is the greatest youth organization in the world. We, the chapter advisors, look forward to working with our chapter members to keep the Merced FFA Chapter one of the best chapters in the state!

The Merced FFA officers and advisors ask you as members to “Think Outside the Barn!”

Mr. Steven S Mua
Ms. Linda Clinton
Ms. Lauren Elliott
Chapter Goals

The Merced FFA Officers have set the following as their goals for the upcoming 2015-2016
Goal 1:
The Merced FFA will continue to improve its image on campus and in the community.
   Means:
   1. The Merced FFA will continue to conduct FFA week activities.
   2. The Merced FFA will conduct one school wide dance in the fall (Sadie Hawkins).
   3. The Merced FFA will begin ongoing community service projects, which include canned food and/or clothes drives, Farm Day, and catering.
   4. The Merced FFA will attempt to get more articles published in local and school newspapers.
   5. The Merced FFA will have a “Bring a Friend” Chapter Meeting.
   6. Sponsor an activity on campus on Ag. literacy and the FFA.
   7. The Merced FFA will have a “Decorate Christmas Tree” Chapter Meeting.

Goal 2:
The Merced FFA will continue to encourage and recruit FFA membership.
   Means:
   1. Advisors, officers, members will visit junior high campuses.
   2. Increase member retention.
   3. Set up a booth at open house at high school
   4. Have a Chapter get together.

Goal 3:
The Merced FFA will encourage academic excellence and higher education.
   Means:
   1. The Merced FFA will assemble a booklet, which contains all the agriculture scholarship applications and deadlines, placed in the Ag. office.
   2. The Merced FFA will encourage members to become more involved in activities that promote scholarship and leadership.
   3. The Merced FFA will present awards to recognize outstanding scholars, agriculture science students, and agriculture mechanics students at our Parent-Member Awards Banquet at the end of the year.
Goal 4:

The Merced FFA will strive to get more members involved in the FFA program of activities:
   Means:

1. Officers plan to get more students involved in the organization of chapter activities.
2. Conduct fundraisers to get more students involved.
3. Exceed $30,000 this year in fundraising activities.
4. Increase Greenhand Officer responsibilities.
5. Handout monthly articles.
6. Post fundraisers and ticket sales.

Goal 5:

The Merced FFA will make every attempt to continue to offer members the same opportunities as in the past under these financially difficult times.
   Means:

1. Cater for other clubs to earn enough money to assist members with the cost of lodging and meals while representing the chapter at competitions and/or leadership events.
2. Chapter members will donate two ornaments, one light strand, or clothes for the Christmas tree and adopt a family drive.
3. Cater chapter fundraiser dinners.

Goal 6:

The Merced FFA Chapter will publish a newsletter.
   Means:

1. The Merced FFA Chapter officers will create a newsletter once a month informing members what activities will be going on and what went on. The newsletter will also include member of the month, and chapter officer profiles.
Goal 7:

Increase Communication
Means:

1. The Merced FFA will advertise activities, have more activities for all types of person, and have more activities where the chapter works as a group.
2. Increase communication with members concerning banquet and meeting attendance.
Merced FFA Awards

I. The chapter will award the star Greenhand each year.

   a. The star Greenhand award is presented to the 1st Year Member who is the most active in the Merced Chapter and carries a strong Supervised Agriculture Occupational Experience Program during the year. The Greenhand placing highest on the chapter Point of Awards System will be awarded the Star Greenhand award at the Awards Banquet.

II. The chapter will award the Star Chapter FFA Degree Award each year.

   a. The star chapter farmer award is presented to the chapter member most involved in all phases of the chapters activities. Additionally, this member has an outstanding supervised Agriculture occupational experience program in production Agriculture. The chapter farmer placing the highest on the chapter point of awards system will be awarded the star chapter farmer award at the awards banquet.

III. The chapter will select an outstanding Creed Reciter.

   a. Members receiving Greenhand degrees compete for representation of the chapter at sectional level. They are judged on memorization, presentation, and understanding of the FFA creed. The chapter Creed winner will recite the Creed at the Greenhand initiation. The highest placing ninth graders will be encouraged to represent the chapter at the Sectional Creed contest.

IV. The chapter will recognize each member on each of the competitive teams.

   a. Members of the Best Informed Greenhand opening and closing ceremonies teams will be recognized at the Greenhand initiation. All other competitive team members will be recognized at the FFA Parent/Member Awards Banquet.

V. The chapter will recognize those outstanding students in Agriculture Mechanics and Power Mechanics.

   a. Each year those students who have demonstrated outstanding proficiency in Agriculture Construction or Power Mechanics, as judged by the Agriculture Mechanics instructor will be selected as the outstanding AG Shop students for the Merced FFA. Each will receive certificate recognition with the most outstanding in each grade level receiving a trophy.
The instructors will use the following criteria to select these individuals.

45% - Amount of ag mechanics proficiency demonstrated on the construction of projects or rebuilding of engines.

20% - Participation in competition events

20% - Involvement in FFA activities

10% - Quantity of work done inside and outside the classroom

5% - Applied for ag mechanics proficiency award and/or Lincoln Arc Welding Award has received such as in the past.

VI. The chapter will select a member as a recipient for the California FFA Merit Award.

   a. The California FFA Merit Award sponsored by the California FFA Association recognizes the 12th Grade FFA member having the highest GPA (70%) and the most FFA activities (30%) combined.

VII. The chapter will select those members worthy of the proficiency available.

   a. Members can receive the chapter proficiency only once unless there are no other applicants. Members receiving the chapter proficiency are encouraged to apply for state proficiency are encouraged to apply for state proficiency the following year.

   b. Members winning the local, sectional, regional, or State FFA Public Speaking contest will be awarded the proficiency for public speaking. Therefore, there may be more than one recipient.

VIII. The chapter will select a Chapter Star Agribusiness man.

   a. This award is given to a member on the year awarded the chapter FFA degree. It is given to the person which has conducted his project in the most business-like manner an has placed among the top 5 Chapter FFA Degree recipients on the point award.

IX. The chapter will select a chapter DE KLAB AWARD WINNER
a. The DE KALB AWARD is given to a graduating ag student who shows the highest degree of proficiency in scholarship (30%), leadership (25%), and supervised occupational experience program (40%). The advisors usually select this recipient without application. Students with crop projects will be given preference.

X. The chapter will recognize the retiring chapter president with a past presidents plaque.

XI. The chapter will recognize members participating in the local project comp.

XII. The chapter will recognize the outstanding chapter members based on the Point Award System.

a. Members receiving awards in the point award system must have followed the prescribed system for submitting points.

b. The top 40 members will be invited to attend a rewards trip at the end of the year.

XIII. The chapter will recognize outstanding exhibitors at the Merced Fair.

a. Chapter advisors will select an outstanding exhibitor in each species at Merced Fair and recognize that individual with a plaque.

XIV. The chapter will recognize FFA members for outstanding scholarship.

a. Members will receive, to display on their jackets, a FFA member scholarship pin for attaining a grade point average of 3.5 or higher, the first semester of the school year.

b. Greenhand members attaining a 3.5 GPA the first 6-week grading period will receive a certificate of recognition at the Greenhand on initiation.

XV. The chapter will recognize those FFA members that have demonstrated outstanding leadership in the chapter during the school year.
a. Members must have done at least 3 of the following: Participation on a competitive team to its completion, serving as an officer, overall chairman of a successfully completed FFA activity, attended leadership conferences and meetings and demonstrating an developed ability to lead other members into action will be taken into consideration.

b. Members selected for their leadership ability will be given the FFA leadership pin at the awards banquet.
Conduct of Meetings

I. Hold regular meetings that are well planned for general chapter interest and participation.
   A. Have regular monthly chapter meetings or activities.
   B. Call special meetings when necessary.
   C. Schedule regular executive committee meetings with chapter officers.
   D. Prepare well-planned program before meetings.
   E. Provide refreshments for meetings.
   F. Have frequent committee reports.
   G. Invite parents, interested persons to the meetings.
   H. Orderly conduct of meetings in the duty of the sentinel. Members that are out of order will be given two warnings, the first by an advisor and the second the members name will be taken from roll sheet and will be asked to leave the meeting.

II. SPECIAL MEETINGS
   A. Hold a degree ceremony for the Greenhand initiation.
   B. Hold special awards banquet meeting in May.

III. USE OF OFFICIAL CEREMONIES AT ALL TIMES
   A. All FFA Officers will have their part in the opening and closing ceremonies memorized.
   B. Officers wear official uniform at all meetings.
   C. Have necessary paraphernalia at all meetings.
SCHOLARSHIP

I. The chapter will encourage students to strive for academic excellence.

A. All students participating in school sponsored co-curricular activities must maintain at 2.0 G.P.A., with no more than one failing grade. Eligibility will be determined at the end of each grading period. Students not eligible at the end of each grading period shall not participate in activities which represent the school/FFA for the next nine weeks (one grading period). Incomplete grades will be treated as an F until the incomplete grade is made up. FFA officers must maintain a 2.0 G.P.A. and no less then a C in any Agriculture class. Officers with less then a 2.0 GPA will have one quarter to make up the deficiency and officer duties may be restricted. This does not apply to FFA recreational activities conducted outside classroom hours.

B. Twelfth grade members receiving scholarships will submit a list of all scholarships received to the chapter historian.

C. Twelfth grade members are encouraged to apply for the Francher, Farm City Week and other scholarships.

D. Twelfth grade members are encouraged to apply for the Bloss and Smith Scholarships.

E. The Bank of America Achievement Award for Agriculture will be awarded to the 12th grade member with the highest GPA.

F. Twelfth grade chapter members are encouraged to apply for the many scholarships offered by Chico State, Fresno State and Cal Poly State.

G. Twelfth grade chapter members are encouraged to talk with their counselors about other scholarships, which may be available to them as a result of their parent’s affiliation with a lodge or place of employment.

H. The chapter will maintain an awards program to recognize those chapter members that have maintained academic excellence. (See awards)

I. The Merced chapter will develop a list of Ag Scholarships for the chapter.
ALUMNI

I. The chapter will pay FFA dues for members for the year following their graduation.

II. The chapter will encourage alumni to exhibit at fairs until eligibility expires.

III. The chapter will cooperate with Merced/Golden Valley/El Capitan FFA Booster Club and promote membership among the alumni.

IV. The chapter will encourage members to apply for the American FFA Degree and other awards. The chapter will contribute $150.00 towards a member’s trip to the National Convention to receive the American FFA degree.

V. The chapter will invite alumni to serve as judges for chapter contests.

VI. The chapter will involve alumni officers as discussion leaders at the chapter leadership conference.

VII. The chapter will maintain a record of alumni members.

PUBLIC RELATIONS

I. The Merced Chapter will:

A. The chapter encourages all members to submit articles to the local newspaper approved by an advisor.

B. Conduct FFA Week activities, such as Donkey Basketball.

C. Select worthy persons as Honorary Chapter Farmers.

D. Invite Booster Club members to Annual FFA Awards Banquet.

E. Give presentations to service clubs about the FFA and Ag. Department.

F. Serve the Merced Historical Society Dinner at Yosemite Lake in official uniform.

G. Serve the California Women for Agriculture Week Luncheon Meeting.
II. The Merced chapter will interact with various Agriculture and civic organizations in the community.

A. The chapter will cater dinners at the annual banquets for the Farm-City Week, ROP Banquet, Federal Land Bank, Merced Co, Farm Bureau, Merced Trade Club, Class Reunions, Farm City Week and Ducks unlimited.

B. The chapter will hold a FFA activity day during FFA week at both Merced and Golden Valley High School for students at both Merced and Golden Valley High School.

COMMUNITY SERVICES

I. The chapter will encourage its members to take pride in our community and benefit it in any way possible.

A. Chapter members will help serve the California Women for Agriculture Luncheon.

B. The chapter will prepare and display educational exhibits at the fairs.

C. The chapter will help the California Women for Agriculture.

D. The chapter will help community organizations in the Agriculture community.

E. The chapter will put on Farm Day at Merced High on campus.

F. The chapter will conduct 1 Christmas canned food drive during to assist a needy family in the community.

G. The chapter will participate in “Adopt A Family” during the winter season.

H. The chapter will decorate Christmas Trees and deliver them to families in need in the community.
PARTICIPATION IN
STATE AND NATIONAL ACTIVITIES

A. In making arrangements the chapter will assist any members wishing to pay their own way back to the National FFA Convention held in Louisville, Kentucky.

B. The chapter will submit at least 4 State FFA Degree applications each year.

C. The chapter will submit at least 1 American FFA Degree application each year.

D. The chapter will submit at least 1 State proficiency application each year.

E. The chapter will submit news articles to the state and National FFA publications.

F. The chapter will invite state and/or national officers to speak with chapter members.

G. The chapter members will compete in the Fresno State University, Modesto JC, Merced JC, UC Davis, Chico State, Arbuckle, and Cal Poly judging contests.

H. The chapter will send two delegates to the FFA State Leadership Conference.
   a. Members wishing to serve as chapter delegates to the FFA state leadership conference shall submit their application to the chapter president. The chapter president and FFA advisors shall select the two voting delegates, giving preference to members exhibiting an interest in the FFA policy-making (the president will be exempt from this duty when they are an applicant, with the chapter advisors making the final selection). Members will be selected based on their participation in sectional and regional FFA meetings. Preference will be given to sending two boys or two girls alternatively.

I. The chapter will have members participate in the California FFA integrated leadership program.

Supervised Agricultural Experience

I. The chapter will encourage all members to maintain a supervised agricultural experience
   A. The chapter will encourage urban students to pursue in any ornamental horticulture and any animal projects.

   B. The chapter will assist in the location facility for urban students who do not have shelters for their projects.
II. The chapter will encourage members to compete at fairs with their S.A.E

A. The chapter will make its resources available to students with a desire to raise market animals for the fair but do not have to resources to do so.

B. All projects exhibited at fairs and shown by members of the chapter in the FFA division can only do so with advisor approval and supervision.

C. Members exhibiting at fairs must maintain the academic requirement set forth in the section of this program entitled “Scholarship”.

III. Members are encouraged to apply for local and state proficiency awards.

IV. Members are encouraged to compete in the local and sectional project competition.

A. The chapter will conduct a local project competition.

V. Members are encouraged to follow their project advisor’s recommendations concerning the S.A.E.

VI. Members are encouraged to strive to improve and develop their S.A.E. each year.

Recreation

I. The Merced FFA will conduct recreational activities to develop members socially.

A. The chapter will conduct a trip at the end of the first semester of school. Attending a hockey game or ice skating activity.

B. The chapter will participate in the sectional basketball tournament and maintain a chapter basketball team.

C. The chapter will conduct an informal Christmas Party.

D. The chapter will sponsor a school-wide dance known as the Sadie Hawkins Dance at the fairgrounds.

E. The chapter will conduct a trip to Magic Mountain or Great America.
F. The chapter will conduct an informal Halloween Party and conduct a trip to a Halloween Corn Maze.

G. The chapter will conduct a summer picnic.

H. The chapter will conduct an end of the year trip for the top thirty in the Point Of Awards.

Leadership

A. The Merced FFA will sponsor a leadership-training seminar for its newly elected officers.

B. The Merced FFA will compete in the opening and closing ceremonies contest with an official and freshmen team.

C. The Merced FFA will have competitors in the prepared, extemporaneous, and creed speaking contests.

D. The chapter will field a Jr. Varsity and Varsity parliamentary procedure team.

E. The chapter president, members serving as sectional or regional officers, and any other members wishing to pay their own expense will attend the “California Made for Excellence Conference”

F. Chapter officers and other select members will participate in the fall leadership conference.

G. Chapter members will speak to area service clubs on a variety of issues.

H. Chapter members will be encouraged as individuals to participate in school, community, state and national political process.

I. The chapter will recognize members at the end of the year banquet that have exhibited outstanding leadership qualities throughout the year with the chapter leadership pin.

J. The chapter will give members the opportunity to serve as committee chairmen throughout the year.

K. The Ag department will continue an Ag leadership class for officers.

L. Greenhand officers will be elected annually by the greenhands of the chapter.
Cooperation

A. The chapter will cooperate with the city and county Chamber of Commerce committee in helping prepare and serve the Farm City week banquet.

B. The chapter will cooperate with Buhach Colony FFA by having them serve and pick up parent member awards banquet in exchange for our services to do the same.

C. The chapter will cooperate to cater dinners and community groups as requested.

D. The chapter will cooperate with the associated student body to conduct a school wide Sadie Hawkins Dance.

E. The chapter will cooperate with Merced County Times and in Merced County Farm Bureau to publicize FFA week.

F. The chapter will cooperate with Merced High in the use of the facilities for chapter meetings and everyday use and in filling out the facility use forms.

G. The chapter will cooperate with the newspaper in publishing articles for FFA activities.

H. The chapter will cooperate with other chapters in holding a Sectional Parliamentary Procedures and BIG contest.

I. The chapter will cooperate with other chapters in participating in project competition.
Accolades
American Farmers

1957- Kenneth Robert Stretch
1964- John A. Borba
1974- Dan Clendinin
1975- Tom Clendinin
   Bill McCabe
   Laura Pasley
1976- Doug Albrecht
1978- John Pedrozo
   Mike Simpson
1980- Brian McCabe
1981- Mike Pedrozo
   Kevin Kostecky
1982- Lloyd Pareira
   Lisa Sexauer
   Alan Sano
1983- Matt Nunes
   Felicia Price
1984- Dante Migliazzo
1985- Robert Silveira
1986- Robert McCabe
1987- Jim Philson
   Manuel Avila
   Randy Serpa
1989- Corey Fagundes
1990- Tim Pellisier
   Dennis Clay
1991- Marilyn Pais
   Melissa Hath
   Derek Parker
   Pat Presto
   Aaron Borba
   Chad Bradley
   Derreck Dean
1992- Leon Hath
1994- Larry Correia
   Mike Maciel
   Amy LaSalle
   Mark Lopes
1996- Cameron Aguiar
   Teddy Dietz
1998- Jessica Baxter
   Beth Butler
   Jamie Lee
   Myshel Ortiz
1999- Mellisa Gomes
   Mathew Lewallen
2000- David Barroso
   Keri Ortiz
   Kacie Pedrozo
   Courtney Regalo
LINCOLN ARC WELDING CONTEST WINNERS

1988- Sarah Silveira
     Sandy silveira
     Barbra Baxter
     Larry Kilgore
     Mark Barroso

2003- Amanda Gipe
     Christina Veira
     Josh Pedrozo
     Randy Threadgill
     Alan Rios

1973 Marvin Nunes
1976 Bob Flynn
1978 Russell Cotta
1978 John Mello
1978 Joe Scoto
1979 Alan Sano
1980 Alan Sano
1980 Joe Regalo
1980 Randy Bertuccio
1980 Mike Kleiber
1981 Greg Douglas
1981 Joe Regalo
1982 Tom Montague

1982 Steve Jacobson
1983 Vince Nunes
1983 Paul Flynn
1983 Gary Duncan
1983 Anthony Plagenza
1983 Tom Montague
1984 Vince Nunes
1984 Mike Mendonca
1984 Russell Ward
1985 Eric Higgins
1985 Mark Barroso
     Billy Watson
     Jim Munday

Merced/Golden Valley FFA Presidents

1949 Dale Dorris
1950 Gino Pedretti
1951 John Pedretti
1952 Don Hendricks
1953 John Gunn
1954 Ray Anderegg
1955 Ernie Anderegg
1956 John Rodrigs
1957 Bruno Fanconi
1958 Harry Dias
1960 John Borda
1961 John Borda
1962 Dennis Kissack
1963 Dennis Kissack
1964 Michael Damaso
1965 John Leonardo
1966 Roger Branco

1974 Bill McCabe
1975 Doug Alberect
1976 Ted Pedrozo
1977 Tim Pereira
1978 Bart Bonfantini
1979 Brian McCabe
1980 Lloyd Pareira
1981 Mark Pearson
1982 John MONTague
1983 Russell Bryson
1984 Robert Silveira
1985 Jim Philson
1986 Sarah Silveira
1987 Stacey Hicks
1988 Marilyn Pais
1989 Pat Presto
1990 Leon Hath

1998 Kevin Padilla
1999 Carolina Machado
2000 Josh Pedrozo
2001 Sarah Machado
2002 Sarah Machado
2003 Cassandra Rudich
2004 Kristen Kleiber
2005 Steven Hannah
2006 Taylor Palomino

* 2007 Chelsea Dunlap
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<tr>
<td>1967</td>
<td>Frank Borba</td>
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<tr>
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<td>Steve Gomes</td>
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* Year after the split of Merced/Golden Valley FFA

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<tr>
<td>1972</td>
<td>Dan Clendenin</td>
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<tr>
<td>1973</td>
<td>Mark Migliazzo</td>
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- Jay Watson
- Jose Godinez
- Will Gnass
- Margie Osotio

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<tr>
<td>1987-88</td>
<td>Todd Jones</td>
</tr>
<tr>
<td></td>
<td>Josh Gnass</td>
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<td></td>
<td>Damon Banks</td>
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<td></td>
<td>Doug Aue</td>
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<td>Manuel Avila</td>
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<td>Dennis Clay</td>
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<td>Jason Dorn</td>
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<td>Johnny Haynes Jr.</td>
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<td>Stacy Hicks</td>
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<td>Tim Pellisier</td>
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<td>George Yansco</td>
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<td>Danika Perry</td>
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- Shannon Borba
- Sophia Casso
- Phillip Christensen
- Andrea Crisp
- Joanie Freitas
- James W. Haynes
- Robbin Herron
- Katherine Hoffman
- Joe Jarden
- Kevin Padilla
- Geoff Powers
- Jenae Pursley
- Wyatt Thomas
- Christina Vieira

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<tr>
<td>1988-89</td>
<td>Aaron Borba</td>
</tr>
<tr>
<td></td>
<td>Richard Juarez</td>
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<td>Derek Parker</td>
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<td>Pat Presto</td>
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<td>Chad Bradley</td>
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<td>Wendy McGinnis</td>
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<td>Marilyn Pais</td>
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<td>Stoney Rose</td>
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<tr>
<td>1989-90</td>
<td>Chris Furtado</td>
</tr>
<tr>
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<td>Mellisa Hath</td>
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<td></td>
<td>Margaret Whateley</td>
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<tr>
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<td>Leon Hath</td>
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<td>Dean Johnson</td>
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- 2000-2001 Matt Avila
- Mark Gasaway
- Amanda Gipe
- Janell Pearson
- Josh Pedrozo
- Allan Rios
- Dani Royer
- Larry Silveira
- Chase Spielman
- Tim Whitfield

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<tr>
<td>1990-91</td>
<td>Tamee Knight</td>
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<td>Mary Soures</td>
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<td>Adam Pereira</td>
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- 2002-2003 Kristina Anderson
- Celia Casso
- Joe Moua
- 2003-2004 Casandra Rudich
- Teresa Machado

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<td>Kristin Kleiber</td>
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<td>Allison Nunes</td>
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<td>Uriel Garcilazo</td>
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<td>Justin Bertuccio</td>
</tr>
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Jason Sanguinetti
Shannon Chadwell
Jermy Boland
Manuel Augusto

1991-92  Brandi Boland
Larry Correia
Jason Gilliam
Layne Johnson
Amy LaSalle
Mark Lopes
Vincent Lunsford
Mike Maciel
Dannese Wilson

1993-94  Eddie Baldes
Kenneth Carr
Justin Cardoza
John Homen
Joe Machado
Cody Rose
John Toste
Karra Warf
Melanie Wolfe

1994-95  Nick Luker
Nick Gomes
Jessica Baxter

1995-96  Beth Butler
Jamie Lee
Myshel Ortiz z*

Dave Barroso
Curiss L. Cobb III
Melissa Gomes
Cortney Regalo
Grant Tatum
Brian Turpin

1998-99  Jennifer Avila
Beth Borba

Michael Kleiber
Natalie Rogina

2005-2006  Steven Hannah
Taylor Palomino
Marilyn Ledford
Nicole Nance

2006-2007  Ryan Lima
Johnny Lopes
Kyle Harrison
Jeffery Rivas
Robert Kostecky
MERCED FUTURE FARMERS OF AMERICA
CHAPTER CONSTITUTION

Revised August, 2007

Article I Name and Purpose

Section A The name of this organization shall be the Merced Future Farmers of America Chapter No. CAO151

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

1. To improve Agriculture conditions and practices in and about Merced County.

2. To develop farming or preparing for leadership, cooperative attitudes and rural responsibility, in individual preparing to enter into an Agriculture occupation.

Article II Organization:

Section A Membership in this organization shall be active, alumni and honorary.

Section B Membership is limited to students enrolled in vocational Agriculture at Merced High Schools.

1. The FFA advisor shall have the authority to exempt members from the required enrollment if students are unable to enroll due to circumstances beyond their control.

Section C Alumni members are limited to students that were active members their 12th year and graduated from high school.

Section D Prospective members shall become active members only when their dues are paid to the state.

Section E No student may participate in any FFA activities unless they are members in good standing.

Section F Active work in this chapter shall be carried on by active members.
Article III Officers

Section A  All elected chapter officers shall hold office for one year after election or until successors are elected or appointed.

Section B  Must hold a Greenhand degree and actively pursuing a chapter degree to hold chapter office.

Section C  The chapter officers of the Merced Future Farmers of America shall be President, Vice President, Secretary, Treasurer, Reporter, Sentinel, Historian, and Advisors.

Section D  President, Vice President, Secretary, Treasurer, Reporter, Sentinel, and Historian, shall be elected by a majority vote of the active members. The advisors will be the Vocational Agriculture instructors. The candidates ranking 1 and 2 by vote for office of Chapter President shall be elected as President, and Vice President, respectively.

Section E  The chapter offices of historian, reporter and parliamentarian are positions that will be appointed by the nominating committee.

Section F  All officers must be enrolled in Agriculture leadership class during their term of office.

Section G  The nominating committee shall nominate candidates for chapter office.

Section H  The nominating committee shall be composed of the 12th grade chapter officers and after reviewing officer applications for chapter office; at least two advisors will slate candidates on the ballot.

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

Section J  Any officer may be impeached pursuant to Article V.

Section K  Chapter officers must maintain grade eligibility to remain in office.

Section L  All applicants running for chapter office will be interviewed and videotaped by the nominating committee.

Article IV Duties of Officers

Section A  The duties and responsibilities of chapter officers shall be:
1. Attend all executive committee meetings as outlined in calendar of activities or called by the president.

2. Attend all FFA Chapter meetings

3. Attend sectional and regional FFA Officers training.

4. Attend chapter officer training.

5. Cooperate with advisors on all activities.

6. Act and perform in a matter which is becoming of an FFA chapter officer.

7. Officers must maintain a 2.0 GPA

Section B  The duties and responsibilities of the president shall be:

1. Preside over and conduct meetings according to the Robert’s Rule of Order.

2. Call special meeting and notify officers of all special meetings.

3. Keep members on the subject and within the time limits.

4. Appoint committees and serve as a non-voting member of them.

5. Call other officers to the chair as necessary or desirable.

6. Represent the chapter and speak on occasions in official FFA uniform.

7. Coordinate chapter efforts by keeping close touch with the other officers, members, and the advisors.

8. Follow up chapter activities and check on progress being made.

9. Keep chapter activities moving in a satisfactory manner.

10. Attend weekly Ag staff meetings as necessary.

11. Prepare agenda for executive and chapter meetings.

Section C  Vice President duties are responsibilities shall be:

1. Assist the president.
2. Preside at meetings in the absence of the president.

3. Be prepared to assume duties and responsibilities of the president.

4. Assist with Ag boosters.

**Section E**

Duties and Responsibilities of the Secretary shall be:

1. Prepare and read the minutes of meetings.

2. Have available for the president the list of business for each meeting.

3. Attend of official reports.

4. Prepare official reports.

5. Keep the permanent records of the chapter in the chapter filling system.

6. Cooperate with the treasurer in keeping an accurate membership roll and issue membership cards.

7. Read communications at meetings.

8. Have on hand for each meeting the following:
   a. Secretary’s book and minutes of previous meeting.
   b. Lists of committees and committee reports.

**Section F**

Duties and responsibilities of the Reporter shall be:

1. Gather and classify chapter news.

2. Prepare news notes and articles for publication or broadcast.

3. Send news to regional, state, and national reporters.

4. Arrange for FFA participation in local radio and/or TV program.

5. Assist historian in preparing scrapbook.

6. Prepare an FFA newsletter.

**Section G**

Duties and responsibilities of the Treasurer shall be:

1. Receive and act as custodian of chapter funds.
2. Assist in preparing an annual budget of estimate receipts and expenditures.

3. Keep the financial records for the chapter.

4. Devise appropriate ways and means of financing.

5. Pay out chapter funds by authorizing by student body issue checks.

6. Prepare financial statements and reports.

7. Encourage systematic saving-individual and chapter thrift.

8. Build up the chapter’s financial standing.

9. Required to prepare a written report monthly.

Section H Duties and responsibilities of the Sentinel shall be:

1. Setting up the meeting room, caring and returning to storage the chapter paraphernalia and equipment.

2. Attend the door during meetings and welcome visitors.

3. See that the meeting room is kept comfortable.

4. Take charge of candidates for degree ceremonies.

5. Assist with entertainment features and refreshments.

Section D, I, J, and K (2nd Vice-President, Historian, Chaplain, and Parliamentarian) will be re-introduce as the number of students in the program increases or a show of interest from the students.

**Article V Impeachment Process**

Section L Steps for impeaching a chapter officer.

Step 1. Any FFA chapter officer not fulfilling the duties of the office as described by this constitution will be required to meet with fellow officers and two advisors to discuss a plan for impeachment.

Step 2. A written plan for improvement will be drawn up by the advisors based on the conversation of the meeting in step 1 and will be signed by
the FFA President and officer in question. If the FFA president is the
officer in question then the vice president will sign.

Step 3. If the officer in question still does not fulfill his duties, the 2/3 vote
of the executive committee meeting can impeach that officer from office.

Article VI Executive Committee

Section A  The chapter and Greenhand officers shall belong to the executive
committee.

Section B  The advisor shall be a non-voting delegate.

Section C  The duties of the executive committee shall be as follows:

1. Meet regularly previous to monthly chapter meetings to plan an
   agenda.

2. Enforce the constitution and by-laws.

3. Recommend Members for Greenhand and chapter FFA degrees.

4. Revise the point awards system at the conclusion of each school year,
   if necessary.

Article VII Meetings

Section A  Meetings shall be held once a month.

Section B  The president shall have the power to call special meetings.

Section C  All members representing the Merced FFA Chapter at official functions
   are encouraged to attend all chapter meetings.

Section D  Members attending chapter meetings must be present for roll during
   opening and closing ceremonies and must not perform disorderly conduct.

Section E  Chapter members attending chapter meetings may not be involved in
   disorderly infractions to receive meeting credit. Warning one, verbal by an
   advisor or an officer, warning two dismissals from the meeting and name
   will be taken from roll.

Section F  Student may submit a prior excuse form for a document cause of absence
   prior to the meeting.
Article VIII Dues

Section A  Dues shall be due and payable before November 1st for a member to be in good standing as a FFA member.

Section B  The amount of dues shall be set by a majority vote of the FFA Executive Committee membership.

Section C  Members must comply with rules and guidelines set forth by the chapter committee on fairs and shows.

Article IX Amendment

Section A  To amend the constitution, a two-thirds vote of the active members voting at a chapter meeting active members.

Section B  To become effective, an amendment must be posted for two weeks previous to the vote of the active members.

Section C  Members must attend 75% of the chapter meetings to exhibit livestock, rabbits, horses, and poultry at local and state FFA fairs and shows.

Section D  Members attending chapter meetings must be present for roll and opening and closing ceremonies.

Section E  Chapter members attending meetings may not be misbehaving in a disorderly manner. The member that is misbehaving will be given two warnings by an advisor of chapter officer and then will be asked to leave the meetings and the individuals name will be taken from the attendance sheet.

Section F  Students may submit a prior excuse form for a documented cause of absence prior to the meeting.

Article x Ratification of Constitution

Section A  The constitution shall become effective when passed by 2/3 vote of the members voting.
Merced High School
Agriculture Department
Course Offerings

Experiment!
Agriculture Life Science
Agriculture Biology*
Agriculture Earth Science

Grow Something!
Horticulture
Floral Design*

Doctor Something!
Animal Anatomy and Physiology*
Veterinary Science*

Build Something!
Ag Shop Skills
Small Engines
Advanced Small Engines
Welding Tech I
Welding Tech II

Expand and Advocate!
Agriculture Economics and Government*

*These courses meet requirements for UC/CSU graduation credit.

Merced High School Agriculture Department
205 W. Olive Ave,
Merced, CA 95344
Phone: 209-385-8029
Top 5 Reasons to enroll your student in the Merced HS Ag Department

5. We are not just for Agriculture Students anymore - prepare your students to succeed in high school and for life outside of high school in numerous ways: Life skills such as public speaking, critical thinking, knowledge application, leadership skills, and positive social interaction.

4. Your student will be part of an academic and leadership inspired small learning community in which progress is monitored in core subject areas and teachers are able to collaborate regarding specific student needs.

3. We Learn by Doing: hands on approaches to learning.

2. We apply what we learn in the classroom: Supervised Agriculture Experience Projects (SAEP), Research projects, Field Trips, Career Development Events AND...

1. The RESULTS: Students who are prepared to be active citizens, community members, and prepared for higher education and the work force.
Recruitment Program

Examples of our Floral Instagram Account and their posting before our Valentine's Day Sale.
Recruitment Program

Examples of our Snapchat and Instagram accounts.
THINKING OUTSIDE THE BARN
MERced HIGH SCHOOL
EST. 1928
Merced FFA Christmas Meeting
When: December 15th, 5:30 pm
Where: Merced High School Cafeteria
Who's invited: ALL Merced FFA Friends and Family! With special guest.... Santa Claus!

It's a Potluck!

Last names A-M - Main Dish
Last names N-Z - Side Dish
Chapter Officers & Greenhand Officers - Dessert
Christmas Tree Donations: We will be decorating 8 Christmas trees at our

Young Girl: Age 14, Shoe: 8½, Large top, pants 12-13
Young Boy: Age 13, Shirt: 8, medium top, med bottoms
Young Boy: Age 9, Shoe: 11 (boys), med top, bottom
Adult Female: Shoe: 8, medium top, 11/12 pants
Adult Male: Shoe: 2 (boys), med top (boys), med bottom (boys)

Family Members and Sizes:

Family Drive: Merced FFA has FFA has 6 found a family that would really benefit

Any donations welcome!

Christmas Tree Donations: Earn FFA Credit for Clothes/Christmas Tree Lights and

Holiday Spirit by Donating

Merced FFA loves Giving Back! Get in The
FFA Movie Night!

Friday, January 15th @ 4:30 pm
MHS Cafeteria
Don’t forget to put your crab feed tickets toward the candidate you want to be our Merced FFA Sweetheart! Here are the candidates:
Seniors: Sydney Cook
Juniors: Erica Martinez
Sophomores: Sarah Barazza
Freshman: Katelyn Huie

The candidate with the most ticket sales will be crowned the 2016 Merced FFA Sweetheart!
Merced FFA website (http://mercedffa.weebly.com/) - Created by the Merced FFA Chapter, where you will find information on things such as agriculture courses, calendar of events, and pictures.

FFA Jacket:
Are you ready for your own FFA jacket? This link will help guide you through the process of ordering your jacket!
How do I order my own FFA jacket?

FFA members, why are we here?

National FFA Website: Growing Leaders, Building Communities
FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.

Don't follow your passion, live it!
*with Mike Rowe from Dirty Jobs
The courses offered by Ms. Clinton and the Agriculture Department take a unique hands-on learning approach to the educational process. Students participate in cooperative and project-based learning, as well as experiential learning experiences. In each course of the Ag. Department, students learn that agriculture is everywhere. The diverse agriculture industry provides food, shelter, clothing, jobs, and much, much more! Discover how everything in life is related to some aspect of Agriculture!

Sign up for Remind: You will receive text messages reminding you of projects, homework, and upcoming tests for class.
Ag Biology -1 (http://remind.com/join/agbiology1)
Ag Biology - 2 (http://remind.com/join/macin)
Vet Science - 3 (http://remind.com/join/734003)
Floral - 6 (http://remind.com/join/734003)
Ag Biology - 7 (http://remind.com/join/agbiology7)

**Uploading Videos to Google Classroom:**
*To have access to record video on your Chromebook, be sure to download ClipChamp from the Google App store.*

*Here is a link that shows you two different ways to turn in your video to Google Classroom : Video Link (https://youtu.be/RL8H2z2j34)

Low cost Internet from Comcast: Click on the link InternetEssentials.com (https://internetessentials.com/) to find our more information or to apply.
Internet $9.95/month  Computer $149.99

**Vet Science Textbooks:**
The Art of Floral Design (https://sites.google.com/a/muhsd.org/etext/tag/agr/art-of-floral-
Veterinary Anatomy & Physiology
(https://sites.google.com/a/muhsd.org/etextag/agr/veterinary-anat-7-phys-2nd-ed)

**Ag Biology Textbook:**
Biology - Prentice Hall
(https://sites.google.com/a/muhsd.org/etextscience/science/biology)
Guided Reading Worksheets
(https://sites.google.com/a/muhsd.org/etextscience/science/biology/biology-guided-reading)
Merced FFA is the largest student-run organization at Merced High School with over 350 members. It is the mission of the National FFA Organization to promote premier leadership, personal growth, and career success through agriculture education. The Merced FFA believes that agriculture offers students endless possibilities to further their education, build self-esteem, and prepare for their future.

UPCOMING EVENTS:
NATIONAL FFA WEEK
February 22nd-26th

Monday - Patriotic Wear
Noon Time: Capture the Flag

Tuesday - Camo Gear
Noon Time: Flare Bomb

Wednesday - Western Wear
Noon Time: Western Relay

Thursday - Workout Clothes
Noon Time: Crossfit Games

Friday - Ultimate Blue & Gold
Noon Time: Kiss the Pig

Do you want to go to the California FFA State Conference in April? Get an application from your Ag teacher and tell us why you should go!

WHERE ARE WE LOCATED?
Chapter Scrapbook

The Merced FFA Chapter Scrapbook is maintained by the Chapter Reporter and the Chapter Historian. The scrapbook and all the necessary materials are located in the chapter officer’s work room/office.

Attached:
Photos of pages from the current year scrapbook.
Scrapbook
(in progress)
Summer Activities

Merced FFA keeps an update calendar on its webpage at http://mercedffa.weebly.com/ which is available to all students, parents, and administration. All activities that are available for our students to participate in are posted to the calendar.

The agreement entered into by the Merced Union High School District and the Teachers Union does not require agriculture teachers to log their summer hours on extended contract.

Attached:
2016 Projected Summer Activities
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<td>31</td>
<td>Jun 1</td>
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<td>No School</td>
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<td>Last Day of School</td>
<td>Graduation</td>
<td>5p Livestock</td>
<td>Set up beef &amp;</td>
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<td>Haul in cattle</td>
<td>Beef Weigh in</td>
<td>Dairy Preg test</td>
<td>Beef show &amp;</td>
<td>Dairy market</td>
<td>Rabbit Market</td>
<td>Livestock Auction</td>
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<td>1p Fair Meeting</td>
<td>Grades Due</td>
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<td>6:30p Rabbit Show</td>
<td>7:30p Dairy Auction</td>
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Graduate Follow-up Survey

This is an area for improvement for Merced FFA. We do not have a current survey that we send out to our students that have graduated. As of now our survey consists of us contacting them in some fashion with the help of our current students and asking them the questions needed for the information on the R2. I have a small committee I have been working with to develop our outreach to potential, current, and past students. They want to develop something like a google form. We are trying to figure out how to get the google form to work with all the various forms of social media and only be answered from the students we need.
Graduate Follow-up Report

This is an area for improvement for Merced FFA. We do not have accurate records for some of our students that were previously in the program due to the high turnover rate of advisors. There is also the difficulty of locating and contacting the students once they have graduated.

Attached:
Graduate Follow-up Report
Graduate Follow-up

# CA0151  Merced
Merced HS
205 West Olive
Merced, CA 95344

Graduates for Spring: 2015

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Graduate Status</th>
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<tr>
<td>Counts</td>
<td>Jolene</td>
<td>Two Year College-Ag Major</td>
</tr>
<tr>
<td>Verduco</td>
<td>Gabriela</td>
<td>Two Year College-Ag Major</td>
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<tr>
<td>Hammett</td>
<td>Maria</td>
<td>Four Year College-Non-Ag Major</td>
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<tr>
<td>Reed</td>
<td>Mikaela</td>
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<td>Stone</td>
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<td>Gilliam</td>
<td>Tatum</td>
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<tr>
<td>Waite</td>
<td>Molly</td>
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<td>Leard</td>
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<td>Latronica</td>
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<td>Smiley</td>
<td>Kelcy</td>
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<td>Derr</td>
<td>Whitney</td>
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<td>Trinity</td>
<td>Two Year College-Non-Ag Major</td>
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Graduate Follow-up Report
Filing Year=2015

# CA0151  Merced
Merced HS
205 West Olive
Merced, CA  95344


<table>
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<tr>
<th>Total Seniors (Year=2014):</th>
<th>155</th>
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<td>Total Seniors having completed 3 or more years of Ag Instruction:</td>
<td>46</td>
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<th>Program Completer Status</th>
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<td>Employed - Fulltime Non-Ag Job</td>
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Site developed and maintained by the California FFA Association.
Page last modified: 12/30/2011
Comprehensive Program Plan

The Comprehensive Program Plan binder for Merced High School can be found in a separate binder labeled “Comprehensive Program Plan”. This binder is updated annually and has received approval from the state to maintain program certification and incentive grant funds.

Attached:
See additional binder.
Agriculture Advisory Committee Meeting Agendas

The Merced High School Agriculture Advisory Committee meets twice a year. They meet once in the fall and then again in the spring. These meetings are used to discuss the goals and happenings of the Merced High School Agriculture Program with the members of our advisory committee. The Agriculture Advisory Committee for Merced High School consists of the agricultural instructors, administration, community members related to our pathways, and other special guest with an interest in our program.

Attached:
Advisory Committee Meeting Agendas
Merced FFA  
Agriculture Department  
Agriculture Advisory Committee Meeting  
Tuesday, September 29, 2015

Agenda

2015-16 Advisory Committee Members

_ X_ Jim Andersen       Merced College  
_  ___ Brian Tassedy       Merced College  
_ X_ Richard Regalo       Merced College  
_ X_ Bob Abraham Retired Administrator/Teacher  
_ X_ Mike Pellicano       Local Farmer  
_ X_ Pat Baurer AAA Insurance  
_  ___ Bob Souza N & S Tractor  
_ X_ Robert Koop Helena  
_ X_ Breanna Ramos Merced County Farm Bureau

Invited Guest(s)

_ ___ John Olson Merced High School Principal  
_ ___ Amy Pellisier Merced High Associate Principal  
_ X_ Brandi Bailey Merced High Associate Principal  
_ ___ Jannette McAuley Merced High Associate Principal  
_ ___ Susan Odisho Merced High Counselor  
_ ___ Dolores Espinosa Merced High Counselor  
_ ___ Kurt Smoot Merced High Counselor  
_ ___ Regina Cherf Merced High Counselor

MHS Ag Department Instructors

Steve Mua       Linda Clinton  
Lauren Elliott

I. Dinner  
II. Introduction of Committee, Guests and Instructors  
III. Minutes from Previous Meeting  
   a. Bob Abraham moved to approve the minutes. seconded. Motion passed.  
IV. Goals for 2015-2016  
   a. Horticulture is moving in a good direction. We are keeping up our traditions. Still  
      doing the same activities, community service, fundraisers. Christmas tree meeting  
      will continue with giving out christmas tree  
V. Course Enrollment  
   a. Took a hit this year because of El Capitan opening 3 years ago now. Smallest Ag  
      mechanics shop classes. Science classes are steady and at a good number. Science  
      department is concerned about too many kids taking Ag science classes. Ag  
      Leadership class is close to 60 students enrolled for the zero period. Positive  
      outlook on the future. Linda now has one section of floral, one vet science, and  
      three Ag Biology. Floral is pushing 40 students and is busy. Vet science is almost  
      30. Freshman in Ag Biology are excited about being in the program. Miss Elliott  
      has average numbers in Life Science, almost 40 in Earth Science, and 16 in  
      horticulture and hopes to grow the numbers each year.
b. Mr. Jim Andersen recommends taking kids to the Parli Pro class at Merced College. Mr. Mua plans on beginning a team with freshman and sophomores.

VI. Ag Career Pathway Grant
a. Was visited from Mr. Anglin and Mr. Weaver because it is a 15 million dollar grant with only 36 schools who applied. Working on submitting a list that is not so conservative. Due November 1st. Jim Andersen, Brian Tasse, and Darol Fishman are on the oversight committee and working on the strategy of how to roll out the money. We want to think “if money is not an object” to better perform our pathways. Welding, Power Mechanics, Ornamental Horticulture and Agriscience are the pathways focusing on improving with the grant. Each community college is being asked to come up with lists of what schools should have to articulate with high schools. We will be working close with Merced College for recommendations for our program.

b. Teacher training will be offered to teachers this summer for professional development at Merced College. Give a better idea of what to spend the second year of the grant.

VII. 5 year plan
a. Addition of classes
   i. Hoping to increase Ag Biology sections, increase floral design sections, adding Ag Soil Chemistry, and bringing back Ag Econ/govt.

b. Addition of fourth Ag Teacher next year hopefully and a fifth the following year.

c. Move or purchase a floral cooler display case to the front office sooner.

d. Need to fix the problem of losing our sophomores that are on the university track.

e. Mr. Mua and Miss Elliott are pushing for a Agriculture Chemistry class. The class is being taught by other high schools already we just need to get the district to approve and adopt it so we can have it in the books to complete our horticulture and science pathways. It will also help us with our retention numbers.

VIII. Ag Incentive Grant Review
a. Chuck Parker came last year for a formal review. We need to improve record books and pathways.

b. Mr. Mua has mention to Mr. Parker that over the last few years our pathways has hurt us because of the turnaround of the staff. Hopefully this year is the year where it will start turning around with the right staff in place and we can start building from that.

IV. Advisory Committee Review
a. Meet majority of the criteria. Where we struggle is class size being 25 or under and retention because of losing sophomores.

V. Discussion Items
1. Next meeting date?
   a. Spring time. Will email later.

2. Other
2014-15 Advisory Committee Members

- X Jim Andersen  Merced College
-   Brian Tassey  Merced College
- X Richard Regalo  Merced College
- X Bob Abraham  Retired Administrator/Teacher
-   Mike Pellicano  Local Farmer
- X Pat Baurer  AAA Insurance
-   Dave Walker  Meadow Brook Water Company
-   Arnie Carvajal  Merced County

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- X Regina Cherf  Merced High Counselor
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III. Minutes from Previous Meeting
   - Bob Abraham motion to pass minutes from September meeting
   - Richard Regalo second the motion.

IV. Review Activities From 2014-2015
   This year’s focus with the officer team was “Giving Back”
   A. Giving Back
   1. The money from the two tri tip and crab feed fundraiser, the officer team wanted to focus this year on giving back and creating opportunities.
2. Merced FFA took 25 students to the Greenhand Leadership conference, 50 students to Del Osso Farms for their Halloween trip, 50 students to Magic Mountain on their mid-year incentive trip (cost $15), 32 students to the State Leadership Conference (cost $25), officer cultural training in San Francisco and this year the officer team and greenhand officer team chose to visit Alcatraz, last but not least we will be taking 45 students to Bass Lake for their end of the year POA incentive trip after the fair.

3. For the Christmas meeting the Merced FFA decorated seven Christmas trees and delivered them to seven families. They also purchase some items for our students for the Christmas meeting. FFA purchase a mountain bike for a young man that has to walk home and to school every day from Child’s avenue and “R” street. They also granted a Christmas wish by one of our students who wanted to show at this years Merced county fair but could not afford to purchase the animal and feed.

4. At all 9 chapter meetings dinner was provided for the FFA students.

5. Purchase 5 jackets for 5 FFA students.

6. Purchase the new 2015-2016 officer team their jackets and gourmet bags.

7. Help pay for one of our student’s articulation test at Merced College when he wasn’t able to.

8. The Merced FFA Chapter donated $2500 from the last tri tip dinner to Relay for Life and also had a team for the two day event.

9. For the Make a Wish Rally in December the Merced FFA program send two very deserving students (brother and sister) family of 5 to Disneyland. The FFA also got our local hog breeder to donate a market hog for a young lady to show at this year’s Merced County fair.

10. The officer team decided this year that they would like to buy FFA hats, coffee mugs and water tumblers for all the business that had supported the program not for just this year but who have supported the program over the years. We took the officer team to local businesses in their FFA uniforms and presented the businesses with the items and thank them for their support throughout the years.

B. Community Services

1. There were numerous community services that Merced FFA participated in. They participated in:

   i. Love Merced
   ii. Soroptimist of Merced
   iii. Merced River Ag Booster
   iv. Farm to You put on by Merced County Farm Bureau
   v. Chamber of Commerce Chippino Dinner
   vi. Gateway Church Fall Festival
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   viii. The Bauer Wedding
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V. Course Enrollment

1. We will still be offering the same classes for next year but will lose a section in Floral Design and Ag Biology.

2. We as teachers will have to work harder than we ever did in the eight years that we’ve been here on this campus. We also have to push and encourage our current students to recruit for numbers.

VI. Merced High Ag Department Revenue and Expenditure Summary

1. All funds were stretch out to the max this year. With the Perkins Fund we were able to take our students to the Tulare Farm Show, twenty four students to the MFE/ALA conference in Monterey. Next year we would like to take more with
the help of Perkins. Also with Perkins we were able to take more students to the State FFA Leadership Conference in Fresno.

2. The funding from Ag Incentive grant it was utilized in the area of the welding shop, small engines, transportation, travel and conferences.

3. With the help from Charles Parker, Ana Machado, and Dina Faretta Merced FFA was able to purchase a now Piranha iron worker for the welding shop.

VII. Ag Incentive Grant Review

1. In September Mr. Parker visited Merced FFA for the Ag Incentive Grant Review. He met with John Olson first in the office then proceeded to the back and met up with Mr. Regalo and Mr. Carvajal back in the Ag department.
   a. First thing Mr. Parker mention was that he was not here to talk money from FFA programs.
   b. Mr. Parker went over POA, reviewed program numbers, talked about career pathways, visited the facilities and went over record books.
   c. Focus on record books. Mr. Mua mentioned that he will put the weight on his shoulder this summer to have all ag teachers on same page for record book keeping for the Merced FFA chapter.
   d. Overall a very good review from Mr. Charles Parker.

VIII. Other discussion:

1. Ms. Prow- Chowchilla went well. A few students placed. One of the senior sheep exhibitors got champion cross with her market lamb. One of her novice student whom has never shown sheep before won the novice showmanship.

2. Ms. Clinton- Judging teams did well this year. Dairy products got 5th overall at State finals.

3. Mr. Andersen- Talked about the advantages of students coming out of high school and going to a two year college compared to a four college. Mr. Anderson also talked about the advantages of going to a Junior College compared to a tech school like you UTI or WyoTech.

4. Mrs. Cherf- talked about getting the recruiters from Merced College to come onto our campus on career day and handing out information and talking about the opportunities Merced College has to offer.

5. Pat Baurer- Talked about the seven students that came up to Angels camp and helped with his son's wedding. He had expressed on how well behaved they were and finding out that four out of the seven that came up were freshman students. "It was unbelievable, I wouldn't have known they were freshman's if Steve hadn't pointed them out."

6. Mr. Mua- Our goal this year was to get other groups and clubs on campus to be involved with FFA or for us to be in involved in some of their activities.
   a. This year FFA had teamed up with the Link Leaders and did a swim party together.
   b. The Link Leaders also helped served at this years End of the Year Banquet.
   c. The Merced Choir also was a part of the End of the Year Banquet as they performed at the beginning before dinner was served.
   d. Merced FFA and the ASB students held a book drive for Peterson elementary school. They also went out to the school to read to the Peterson elementary students.
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IX. Discussion Items
1. Next meeting date?
   -Dates will be sent out in the summer for the fall meeting.
2. Board Member Terms
   -Will be adding new board members at the next meeting.
3. Other
Agriculture Advisory Committee Meeting Minutes

The Merced High School Agriculture Advisory Committee meets twice a year. They meet once in the fall and then again the spring. These meetings are used to discuss the goals and happenings of the Merced High School Agriculture Program with the members of our advisory committee. The fall meeting is generally used to discuss current issues that the department is facing and would like advice on, the current enrollment of the program, and direction for the year. During the spring meeting the focus is on recruitment ideas and the goals for the upcoming year. Time is also taken to discuss the strengths and weaknesses we might have had from the current year and where we could make improvements.

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Merced FFA
Agriculture Department
Agriculture Advisory Committee Meeting
Tuesday, September 29, 2015

Agenda

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_X_ Richard Regalo  Merced College
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Agriculture Department  
Agriculture Advisory Committee Meeting  
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Agenda  

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   -Dates will be sent out in the summer for the fall meeting.
2. Board Member Terms
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3. Other
Ag Advisory
September 23, 2014

I. Advisory/Guest Present: Jim Anderson-Dean of Merced College Agriculture and IT, Arnie Carvajal-Merced County, Richard Regalo-Merced College, Bob Abraham-Retired MUHSD teacher/administrator, Dave Walker-Meadowbrook Water Company, Kelly Barrows-Meadowbrook Water Company, Dina Faretta-MUHSD CTE Coordinator. Other committee member and new committee member not present: Pat Bauer, Kent Christenson and Bryan Tassey. (Mike Pelicano and Bob Souza)

II. Previous meeting minutes: none
a. Nov 12 Ag review (Chuck Parker) will be on campus to visit our program. This is our year. We are due for a visit.

III. Program update from last advisory meeting.
   a. New Ag teachers
      i. Linda Clinton- Hired in the end of summer of 2013, she is teaching Horticulture, Floral Design and Ag Earth. In charge of beef, dairy and rabbits.
   b. Mr. Mua teaching Ag Leadership again. There are currently 59 students enrolled in the class. Vice Principal Amy Pellissier don’t want any more in there.
   c. After seven years we finally got a new Ag truck. Before it was hard with one. Some of us teachers had to use our own personal truck to do project visits or even transport student’s home in them.
   d. Last year a farm was put on campus to accommodate the sheep and the goat students. It was rushed and was not done right. Concrete should have been poured and for the roofing they just used tarp. Now there is nothing out there but a chain-link corral. Probably not going to happen this year with the concrete but hopefully next year it will be done. Merced FFA would have to invest some money in some sheep panels for pens cause there is no pens out there right now. We still have access to the property on Olive Avenue next to Christian Life Center. Dave Walker is the owner of the property and Scott and Kelly Barrows live on the property.
      Dave Walker- We love having the kids there. They are a joy to have. We have built some great relationship with some of the students. When Scott and Kelly are gone for the weekend a few of the students watch over the house. It was unfortunate that we had a problem the last few years so last year we just said no but now we think the problem is gone; we know the problem is gone. There were as many as thirty sheep and about ten goats on our property at one time. The number of animals and students weren’t the problem. We set some rules for the students because this is Scott and Kelly’s home and we just didn’t want anyone to
show up and hang around our property but those rules were not followed or address to the students.

e. District in process of buying each ag department a department suburban. Ag truck only fits five students and suburban can fit eight; basically a full officer team. Benefit the program for transporting students locally.

f. Numbers (FFA members) have decrease. We went from a four teacher department to a three teacher department. Mr.Mua- knew that was going to happen due to the new school (El Cap). We as teachers just need to do a better job on recruiting. We’ve been there before; we know what we need to do. It starts at the top. If the teachers are excited the students will be excited. Bob Abraham commented, “the leadership class is where the recruitment will start, if you can get that class excited and want to be here the program will grow. You guys lost some very good leaders out of that class last year.”

g. Had our first FFA meeting on the tenth of September. A lot of comments from our senior students; brings back memories, that’s how it used to be. The cafeteria was pack; we had to bring out more chairs because there were a lot of students standing up.

h. Shop student numbers looks really good. Every year I lose the $3000 from Ag Incentive Grant because I do not meet the requirement for shop. My average shop class size is 35. Don’t worry too much about the shop but need to focus on the other classes in our program. Need to find ways to get students to take the other classes.

i. Ms. Clinton’s classes looks good other than the Horticulture class. It has 18 students; fourteen of them are special education students. There is a para to help Ms. Clinton in the Horticulture class. Need to find ways to get other students to want to take that class. Shop classes have about a dozen students that are in a shop class for more than one period. Need to find a way to get those kids to take other ag classes other than the shop classes.

j. Ms. Prows classes looks good. Vet science class numbers are a little low but they seem very excited. Taught them how to give injections the other day for a lab. Needs to bring some animals throughout the year for their labs.

k. This year we took 33 students to the Greenhand Leadership Conference (GLC) in Modesto. Students seemed very excited upon their return. We are very fortunate to send that many students to GLC. We are able to do that do to our fundraiser and support from ag booster. The cost for that conference is about $28 and we charged the students $10.

IV. 2014 Fair/Changes for next year.

a. This past fair was the worst fair for the pigs. Mr. Mua- I have had my fair share of pigs dying, getting sick, prolapsing and not making weight but never have I have 17 hogs not make weight. I had the vet come out to look at one of our pig’s and he thought it just needed to be wormed. I wormed it the student wormed it and still nothing. They are eating running around like there is nothing wrong with them so I had the breeder come look at them and he said your pigs have PED (Porcine Epidemic Diarrhea) which causes severe diarrhea so they are not retaining any nutrients they take in.
The positive outcome of all this is that all 17 pigs sold at fair. Fifteen of them sold for $500 or more and there were two that sold for $200. Having 17 hogs not making weight does not sit well. The year before Merced FFA had 67 hogs and every one of them made weight. The lightest was about 215 lbs. The year before that when Merced FFA had 98 hogs for the fair there were 7 that didn’t make weight but we also have three die. Non-livestock people don’t understand how raising livestock work but if they want to blame someone, “I’ll take the blame”.

b. All the students come out to showmanship practice at least once a week at the college. Showmanship practices are held every Tuesday and Wednesday from 4:30 to about 5:30 pm starting in April and runs until fair. Merced FFA Swine students are more interested and are very competitive in the showmanship show than the market show. They know that in the market show it’s more on the pigs all around looks but in the showmanship show they can do well or win because it’s about the students ability to show the animal.

c. Ms. Clinton-  
  i. Sarah Aleman and Cole Huie did very well in the beef show. Cole got 2nd and Sarah got 3rd  
  ii. Rabbits did good. Good for first year students wanting to exhibit at the fair.

d. Sheep did well. Tiffany Nance a senior won FFA champion and grand champion with her market lamb.

e. This year Merced FFA will limit the college facility to 40 hogs only. The students will have to fill out an application if they want to show and keep a pig at the college. We started doing that about three years ago when Merced FFA had 98 students showing a pig for the fair. Any student wanting to show beef or dairy for Merced FFA need to have shown a market hog, sheep or goat for at least two years prior to. They can also show a beef or dairy cattle if they have shown either species in 4-H.

f. Horticulture got first in garden

V. Building sheep pens on campus (School Farm)  
   a. Mr. Mua- The last time it was brought to my attention was that this was supposed to be a three year project. Before I knew of it students were asking me when are the sheep pens going to be done. I was not part of the talks of building pens or a school farm on campus last year. It should of never been rushed. It should have been planned out and done right the first time. A concrete pad needs to go in place instead of dirt. Pen needs to be mucked out and bleached after each set of animals do to disease, viruses or even worms. Sheep is pretty bad when it comes to fungus so that’s why it is a safe practice to bleach everything once all the animals leave.

   b. Merced FFA swine students do that at the college. Before animals are moved to the college Mr. Mua and students go in there and bleach the entire barn down. After the pigs are hauled to the fair the pens are then bleach again one more time.
c. Concrete would need to be put in. Permanent roofing would have to be installed and we would have to order some sheep panels to make the pens. We would also have to put up sheep panels in the back along the chain-link fence because the sheep and goats will tear up the chain-link fencing to get into the greenhouse area.

d. Should have brought in some livestock people in the community to go over safety and security fencing for the animals. Need to find a way to protect these animals from vandalism when school is not in progress (weekend).

VI. Program Goals
   a. RECRUIT, RECRUIT, RECRUIT
   b. We know what we have to do to build our program.
   c. FFA is not just known for the classroom activities, FFA is also known for the afterschool activities, weekend activities and summer activities. If we make learning fun the students will want to be here.
   d. Teachers need to focus on what they are good at. Use each other’s strengths and help each other with their weakness to make them better. There are a lot of help within our community if we need help…we just need to utilize them.
   e. It starts with us the teachers. If we are not excited then why should the students be excited? If we don’t excited about wanting to do it then why should the students be excited about doing it. So it needs to start with us the teachers.

VII. Suggestions from Advisory
   a. Looks like Merced FFA is going in the right direction.
   b. Keep doing what you are doing.
   a. The Ag Leadership class builds character, build those students and the program will build itself.

VIII. Others.
   a. We as a department meet once a week. We meet every Monday after school around 3:15 pm. If anyone of you would like to join us you are more than welcome. Email me or call or just stop by. I’ll make sure you guys get our minutes from our weekly meetings weekly.
   b. Next meeting? TBD
      i. Mr. Mua will call all advisory committee members to set a date. It will likely be in April.

Meeting adjourn at 7:13 pm
Agriculture Advisory Committee Constitution

The Merced High School Agriculture Advisory Committee is made up of invested community members, past students, current parents of the program, and other individuals vital to the success of the program. The purpose of the committee is to advise the department of what the community and industry is looking for in our students once they have graduated.

Attached:
District Approved Advisory Committee Constitution
SECTION A - PURPOSE:

Article 1. The agriculture Advisory Committee shall exist only during such time as it is authorized by the administration of the District of the Board of Education.

Article 2. The Advisory Committee may direct its advice and recommendations toward the Agriculture teachers, the school and district administration or the Board of Education. It shall limit its activities to matters concerning the Agriculture Education Department.

Article 3. It shall be the duty of the Advisory committee to:
   a) Study the needs of the community related to the work of the Agriculture Department
   b) Suggest and advise in areas of education pertaining to the objectives of the district’s Agriculture Education program(s).
   c) Review the departments’ ability to meet state standards in Agriculture Education.
   d) Review and evaluate facilities and equipment available for the use of instruction.
   e) Assist in evaluation the agriculture programs instruction, curriculum and course content being provided to the students.
   f) Study the programs of Agriculture Departments in other communities with the idea of encouraging the use in this community of those objectives and practices that may be applicable.
   g) Serve as an avenue of communication between the Agriculture Department and the community.
   h) Provide special committees to work with various groups participating in the Agriculture Education Program such as FFA members, parents and the FFA Booster Club.
   i) The Advisory committee shall have an appointed chair, vice chair. The secretary shall be one of the Agriculture instructors from the department.

Section B - Membership

Article 1. There shall be a maximum of 14 members on the Agriculture Advisory Committee, with a variety of representation from the animal science, horticulture, agriculture mechanics, and agriculture business pathways as well as other business, community, and educational representatives who serve the agriculture industry or agriculture department.
Article 2. Members shall be selected in such a way that they represent a crosssection of the farm and business community served by the Agriculture Department.

Article 3. Members shall be nominated by the Agriculture Department Staff and shall be notified of their appointment by the Agriculture Department Chairman.

Article 4. Members:
A) The term of membership shall be for three years and can be renewed at the end of the term.
B) Be appointed and re-appointed as the need arises.
C) Have the only voting rights of the committee.
D) Appoint/approve an acting chairman, vice chairman and secretary.

Article 5. In case of vacancies, new members shall be elected to fill those vacancies as set down in Article 3 of this section, but shall serve for only the time remaining of the vacancy filled.

Article 6. An individual shall lose membership if he/she fails to take an active role in the committee’s activities or is no longer a positive contributing member of the committee. The committee will make this decision after consulting with the Agriculture Department Staff.

Article 7. The Board of Education shall appoint a Board Member and the District superintendent or his representative to act as a non-voting member of the committee.

Article 8. The Superintendent and Board Members will not be voting members but may attend meetings.

Article 9. The Agriculture Education Staff will be non-voting members and will attend all meetings.

Section C- Meetings

Article 1. The committee shall meet no less than two times per year, ideally three times per year. The Agriculture Department Chairman and the Agriculture Advisory Committee Chairman will decide on meeting dates.

Article 2. The Chairman as necessary may call special meeting during the year.

Article 3. Written notices of all regular meetings will be prepared and mailed to all committee members and guests by the Agriculture Department Chairman.

Article 4. The meetings shall not continue for more than two hours unless so voted by the committee members present.
Article 5. A quorum will consist of a majority (50% + 1) of the total eligible voting members of the committee.

Section D- Chairman

Article 1. The Agriculture Advisory Committee Chairman shall be elected each fall from the group of members who has served on the existing committee for at least one year. His duties shall be:
   a) To preside at all committee meetings.
   b) To appoint special committees which may include persons other than the committee members.
   c) To call special meetings as needed.

Article 2. The duties of the Agriculture Department Chairman shall be:
   a) To keep attendance records of the committee members.
   b) To keep a record of discussion, recommendations, motions passed and committee appointments.
   c) To maintain a permanent record file of all committee activities.
   d) To distribute minutes of the committee meetings and copies of other committee documents to the committee members, Board of Education members, school site administration, superintendent, agriculture staff, and others who may be concerned. The school facilities and office staff shall be available for this purpose.
   e) To prepare the agenda for the committee meetings if requested to do so by the committee.

Section E- Changes in By-Laws and Constitution:

Article 1. Suggestions for changes in the Constitution and By-Laws must be presented to the chairman and then must be approved by a majority vote of the committee membership. Then said suggestions must be passed by the Board of Education before adopting.
Proficiency Standards

Proficiency standards are also called program completion standards. These standards can be evaluated in a variety of ways through a student’s coursework and assessments. SAE and FFA involvement are also considered and analyzed. Merced High School has begun the task of integrating the Next Generation Science Standards into our science courses.

Attached:
Program Completion Standards
PROGRAM COMPLETION STANDARDS

Agriculture Biology

- Students will understand the basic concepts of scientific inquiry and critical thinking.
- Students will develop an understanding of the basic structural unit of life and cellular activities.
- Students will develop a basic understanding of animal physiology and function such as reproduction, digestion, and animal health.
- Students will develop a basic understanding of plant physiology and anatomy such as photosynthesis and respiration, germination, nutrition, and reproduction.
- Students will understand the role of soil, fertilizer, irrigation, and pest control in plant growth and development.
- Students will develop a basic understanding of social structure and characteristics.
- Students will develop a basic understanding of animal behavior.
ROP PROGRAM COMPLETION STANDARDS

1. Personal Skills
   Students will understand how personal skill development affects employability. They will exhibit positive attitudes, self-confidence, persevering, and self-discipline. They will manage time and balance priorities, as well as demonstrate a capacity for lifelong learning.

2. Interpersonal Skills
   Students will understand key concepts in group dynamics, conflict resolution, and negotiation. They will work cooperatively, share responsibilities, and assume leadership roles. They will demonstrate cooperative working relationships across gender and cultural groups.

3. Thinking and Problem Solving Skills
   Students will exhibit critical and creative thinking skills, logical reasoning, and problem solving. They will apply numerical estimation, measurement, and calculation. They will recognize problem situations, identify, locate, and organize needed information or data and the purpose, evaluation, and selection of alternate solutions.

4. Communication Skills
   Students will understand the principles of effective communicators. They will communicate both written and orally. They will listen attentively to instructions and request clarification or additional information as needed.

5. Occupational Skills
   Students will understand occupational safety issues, including avoidance of physical hazards in the work environment. They will operate equipment safely as not to endanger themselves or others. They will demonstrate proper handling of hazardous materials.

6. Employment Skills
   Students will understand career paths and strategies for obtaining employment within their chosen fields. They will assume responsibility for professional growth. They will understand and promote the role of their field within a productive society, including professional organizations.

7. Technology Skills
   Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. They will effectively employ technologies relevant to their field.
Teaching Credentials

All instructors in the Merced Agriculture Department are appropriately credentialed for the courses that they teach. All three instructors have obtained a Single Subject Credential in Agriculture as well as an Agricultural Specialist Credential. Currently two members of the department are working on earning their Master's degree in Agriculture Education with Cal Poly San Luis Obispo.

Attached:
Copy of my Single Subject Credential in Agriculture

Copy of my Agriculture Specialist Credential

Copy of my Multiple Subject Credential
To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name.

**Educator Information:**

- **Last Name:** CLINTON
- **First Name:** LINDA
- **Middle Name:** MARIE

**Document Information:**

- **Document Number:** 150016551
- **Document Title:** Single Subject Teaching Credential
- **Term:** Clear
- **Status:** Valid
- **Issue Date:** 11/3/2014
- **Expiration Date:** 12/1/2019
- **Original Issue Date:** 11/3/2014
- **Grade:**
- **Special Grade:**

**SB1969 (Title 5 §80487):**

### Authorization / Subjects

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<tr>
<td>R1S</td>
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<td>AGRX</td>
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This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.

The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.

### Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right.

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<th>Renewal Code</th>
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<tr>
<td>R20</td>
<td>To renew this credential, the holder needs to submit only an application and fee to the Commission months before the expiration date. The renewal period is five years.</td>
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### Employment Restrictions
**Educator Information:**
- **Last Name:** CLINTON
- **First Name:** LINDA
- **Middle Name:** MARIE

**Document Information:**
- **Document Number:** 150138691
- **Document Title:** Specialist Instruction Credential (Agriculture)
- **Term:** Clear
- **Status:** Valid
- **Issue Date:** 6/1/2015
- **Expiration Date:** 7/1/2020
- **Original Issue Date:**
- **Grade:**
- **Special Grade:**
- **SB1969 (Title 5 §80487):**

### Authorization / Subjects

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<th>Subject</th>
<th>Subj Code</th>
<th>Subj Desc</th>
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<tr>
<td>R3A1</td>
<td>This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, and in classes organized primarily for adults. It also authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.</td>
<td>AGRI</td>
<td>Agr</td>
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### Renewal Requirements

Please disregard any # signs you may see below and refer to the “Additional Description” column to the right for

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<tr>
<td>R20</td>
<td>To renew this credential, the holder needs to submit only an application and fee to the Commission months before the expiration date. The renewal period is five years.</td>
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<tr>
<td>R15P</td>
<td>The term of this credential is limited by the term of the prerequisite credential. To renew this credential, renew the prerequisite credential.</td>
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### Employment Restrictions

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To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name.

**Educator Information:**

- Last Name: CLINTON
- First Name: LINDA
- Middle Name: MARIE

**Document Information:**

- Document Number: 120575283
- Document Title: Multiple Subject Teaching Credential
- Term: Clear
- Status: Valid
- Issue Date: 6/6/2012
- Expiration Date: 7/1/2017
- Original Issue Date: 1/14/2009
- Grade: 
- Special Grade: 
- SB1969 (Title 5 §80487): 

**Authorization / Subjects**

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<td>R2M</td>
<td>This credential authorizes the holder to teach all subjects in a self-contained class and as a self-contained classroom teacher, to team teach or to regroup students across classrooms, in grades twelve and below, including preschool, and in classes organized primarily for adults. In addition, this credential authorizes the holder to teach core classes consisting of two or more subjects to the same group of students in grades five through eight, and to teach any of the core subjects he or she is teaching to a single group of students in the same grade level as the core for less than fifty percent of his or her work day.</td>
<td>GSX</td>
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<tr>
<td>SMAA</td>
<td>This credential authorizes the holder to teach courses in the specific subject or subjects listed in departmentalized classes in grades preschool and K-12 or in classes organized primarily for adults.</td>
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<tr>
<td>SMAB</td>
<td>This credential authorizes the holder to teach only the subject matter content typically included for the introductory subject or subjects listed, in curriculum guidelines and textbooks approved for study in grades 9 and below to students in preschool, kindergarten, grades 1-12, or in classes organized primarily for adults.</td>
<td>IS1</td>
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<tr>
<td>R2B</td>
<td>This credential authorizes the holder to teach single-subject-matter (departmentalized) courses within the field of the supplementary authorization listed in grades nine and below.</td>
<td>AGRI</td>
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</table>

The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit,
Department and Chapter Activities

Merced FFA participates in many different activities throughout the school year. Our FFA members participate in activities at the chapter, sectional, regional, and state levels. A few examples of the different activities that Merced FFA participate in include:

- Chapter Meetings
- Leadership Conferences
- Public Speaking Contests
- Career Development Events

Attached:
2015-2016 Chapter Calendar of Activities
<table>
<thead>
<tr>
<th>September</th>
<th>Place</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>2 Tri-Tip Tickets Out</td>
<td>Yosemite Lake</td>
<td>5pm</td>
</tr>
<tr>
<td>5 Ag Leadership Retreat</td>
<td>Hopeton</td>
<td>5:30 pm</td>
</tr>
<tr>
<td>6 Merced River Ag Booster Dinner</td>
<td>Merced College</td>
<td>4:00 pm</td>
</tr>
<tr>
<td>9 SOLC</td>
<td>MHS Cafeteria</td>
<td>4:00 pm</td>
</tr>
<tr>
<td>11 Chapter FFA Meeting</td>
<td>MHS Cafeteria</td>
<td>5-7 pm</td>
</tr>
<tr>
<td>12 Tri-Tip Tickets Due</td>
<td>Modesto</td>
<td>7-4 pm</td>
</tr>
<tr>
<td>20 Elks Lodge Shrimp Feed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25 Greenhand Leadership Conference</td>
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<thead>
<tr>
<th>October</th>
<th>Place</th>
<th>Time</th>
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<tbody>
<tr>
<td>4 COLC</td>
<td>Denair</td>
<td></td>
</tr>
<tr>
<td>10 Movie Night</td>
<td>Merced Cafeteria</td>
<td></td>
</tr>
<tr>
<td>15 Opening/Closing Ceremonies Contest</td>
<td>Gustine</td>
<td>3:30-8 pm</td>
</tr>
<tr>
<td>16 FFA Chapter Meeting</td>
<td>MHS Cafeteria</td>
<td>4:00 pm</td>
</tr>
<tr>
<td>20 Poinsettia Sales Start</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23 Del Oso Field Trip</td>
<td>Lathrop</td>
<td>3:30-8 pm</td>
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<thead>
<tr>
<th>November</th>
<th>Place</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>1 Sadies Hawkins Dance</td>
<td>Fairground</td>
<td></td>
</tr>
<tr>
<td>3 GH &amp; Chapter Degrees- GH Officer Apps Out</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Applications Due</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 Poinsettia Sales End</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13-14 GH Officer Interviews</td>
<td></td>
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<tr>
<td>15 Magic Mountain POA Trip</td>
<td>Velencia CA</td>
<td>5am-Midnight</td>
</tr>
<tr>
<td>20 GH/Chapter Degree Banquet</td>
<td>MHS Cafeteria</td>
<td>5:30</td>
</tr>
<tr>
<td>20 Merced FFA Chapter Banquet</td>
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<thead>
<tr>
<th>December</th>
<th>Place</th>
<th>Time</th>
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<tbody>
<tr>
<td>1 Ornaments/Lights/Clothing Drive Starts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 Culture Training</td>
<td>San Francisco</td>
<td>7am-11 pm</td>
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<tr>
<td>17 FFA Chapter Meeting</td>
<td>MHS Cafeteria</td>
<td>5:30 pm</td>
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<tr>
<td>20 Christmas Tree Delivery</td>
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<tr>
<td>15 FFA Chapter Meeting</td>
<td>MHS Cafeteria</td>
<td>4pm</td>
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<tr>
<td>16 Movie Night</td>
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<td>6pm</td>
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<tr>
<td>24 M/M Super Saturday</td>
<td>Merced College</td>
<td>8am</td>
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<tr>
<td>25-26 MFE/ALA</td>
<td>Monterey</td>
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<th>February</th>
<th>Place</th>
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<tbody>
<tr>
<td>4 M/M Project Comp Banquet</td>
<td>Fairground</td>
<td></td>
</tr>
<tr>
<td>7 Arbuckle Field Day</td>
<td>Arbuckle, Ca</td>
<td></td>
</tr>
<tr>
<td>11 Tulare Farm Show</td>
<td>Tulare, Ca</td>
<td></td>
</tr>
<tr>
<td>18 FFA Sectional Basketball</td>
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<td>Clark Fork Camp Site (Pine Crest)</td>
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Merced FFA 2016 Field Day Events

Le Grand Field Day - March 12th
Teams: BIG
       Floral
Drivers: 1.) Clinton
        2.) Elliott

Merced College - March 19th
Teams: BIG
       Nursery
       Floral (Lathrop)
       Vet Science (Dinuba-waitlist)
Drivers: 1.) Clinton
        2.) Elliott

Pomona/Mt SAC April 8th and 9th (overnight)
Teams: Vet Science
       Floral
Drivers: 1.) Clinton

Reedley College - April 16th
Teams: Vet Science
       Floriculture
Drivers: 1.) Clinton

Fresno State - April 23rd
Teams: BIG
       Floriculture
       Nursery
       Vet Science
Drivers: 1.) Clinton
        2.) Elliott

Cal Poly State Finals - May 5th, 6th, and 7th (overnight)
Teams: Nursery
       Floral
       Vet Science
       BIG
Drivers: 1.) Clinton
        2.) Elliott
Professional Growth

Although I have been teaching for eleven years overall, I feel that it is important to attend professional development and inservices. Information and processes are ever changing. Without attending these professional development opportunities you grow stagnant in your career and teaching habits. As part of the Incentive Grant Review process, each agriculture teacher is required to keep track of all in-service activities and then as a department report back to the state.

Attached:
List of Professional Development Activities for the 2015-2016 School Year
Professional Growth Activities

The following is a list of professional development activities that I have attended during the 2015-2016 school year:

- August 10-11, 2015: MHS Urban Essentials Training
- August 13, 2015: Mandated Reporter Training
- September 10, 2015: Next Generation Science Standards Training
- September 21, 2015: Sectional CATA Meeting
- November 10, 2015: Sectional CATA Meeting
- November 20, 2015: CATA In-Service Roadshow
- November 21, 2015: Regional CATA Meeting
- February 19, 2016: iCEV Training
- February 25, 2016: Next Generation Science Standards Training
- February 27, 2016: Central Region CATA Meeting
- April 13, 2016: Regional CATA Meeting
- June 13-17, 2016: Agriscience Train the Trainer
- June 19-24, 2016: CATA Summer Conference & Agriskills
- June 27-July 1, 2016: Horticulture Train the Trainer
R2 Report

Merced FFA currently has 310 students enrolled in agriculture classes for the 2015-2016 school year. The past several years our enrollment has dropped for a few different reasons which include: a new high school being built in Merced and high teacher turnover in our chapter.

Attached:
R2 Data Chart
Merced HS
R2 Student Report
Year: 2015

Gender

<table>
<thead>
<tr>
<th>Schnum</th>
<th>ProgName</th>
<th>Male</th>
<th>Female</th>
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<tr>
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<td>12</td>
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<tr>
<td>124</td>
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<td>75</td>
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<td>27</td>
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<td>124</td>
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Hispanic

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Race*

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Grade Level

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Freshman Persistence:
Cohort Year: 2012-2013

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<th>Percent</th>
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*Prior to 2010 Hispanic is listed as a race.

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Site developed and maintained by the California FFA Association.
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<td>Steven</td>
<td>S</td>
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### Clinton, Linda

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<tr>
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### Elliott, Lauren

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<td>O.H./Floral</td>
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<tr>
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<td>1:15</td>
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### Mua, Steven

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<td>Other Ag</td>
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<td>Small Engines</td>
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</tr>
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<td>9:12</td>
<td>Welding Shop Skills</td>
<td>18</td>
<td>Ag Mechanics</td>
</tr>
<tr>
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<td>3</td>
<td>10:14</td>
<td>Welding Shop Skills</td>
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<td>Ag Mechanics</td>
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<tr>
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<td>5</td>
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Select a school:  << Select a School >>

Data for Year: 2015-2016

School:
# CA0151  Merced
Merced HS
205 West Olive
Merced, CA 95344
Get Map
Web Site

Teachers: 3

Courses Offered:

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Average Class Size 25.4

FFA Students by Pathway:

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310

FFA Students by Grade Level:

Grade Level  Count


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<td>69</td>
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<td>3</td>
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**Freshman Persistence:**
Cohort Year: 2012-2013

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<td>26</td>
<td>17%</td>
</tr>
<tr>
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<tr>
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Ed Data provides demographic data for schools in California. To view this data click on the link.
View Ed Data

- Congressional District 16
- Assembly District 21
- State Senate District 12
- County Merced
- County-District-School Code 24657892435204

Site developed and maintained by the California FFA Association.
Travel Request

Part of the Merced Union High School District requirements are that all travel request must be submitted at least six weeks in advance. The department chair submits the paperwork to the appropriate offices, which include: Student Body office, site administration, and transportation. All out of state travel must be approved by the Superintendent and the Merced Union High School District School Board.

You must enter all travel requests that will be using school vehicles, into a requisition system that is called QSS. If that travel needs to be paid using money from AIG or Perkins, it must also be entered into QSS.

Attached:
Example of travel request
**REQUEST FOR TRANSPORTATION**

**DATE** 9/30/13  
**HIGH SCHOOL** Merced

Anyone desiring to use a school vehicle must complete this form. Request forms must be received by the Transportation Department four (4) weeks in advance of travel.

After initial approval by the Principal or Program Manager, use of vehicles other than school buses will be authorized by the Director of Transportation.

The department requests transportation for ___ student(s) and/or ___ employee(s) to Denair High School and return.

**DEPARTURE DATE:** 10/6 from School  
**RETURN DATE:** 10/6 at School at Destination

**LOAD TIME:** 7:00am  
**DEPART TIME:** 7:00am  
**ARRIVAL TIME:** 2:00pm  
**RETURN TIME:** 2:00pm

**PURPOSE OF TRIP** FFA Chapter Officer Leadership Conference

**A SCHOOL EMPLOYEE MUST ACCOMPANY EACH TRIP AND AN ADULT CHAPERONE IN EACH VEHICLE**

**INDICATE NEED:**  
- [ ] Vehicle  
- [ ] Bus  
- [ ] Other

Requested by: A. Galan

**PRIOR APPROVAL ON ALL BUS MEAL/REST STOPS**

Meal/Rest stop location: Mark Vista Hwy Exit

List below the names of each person who will be driving a district vehicle for this trip. Please print clearly. D.M.V. H-6 printout (within the last 30 days for EVERYONE) transporting students shall be on file in the Transportation Department and approved by the Director of Transportation prior to travel. All drivers must be at least 21 years old.

A. Galan  
L. Cardenas

**BILLING:**  
- Student Body Club  
- FFA

PO # ___________________  
Approved ___________________

Other Billing ___________________

District Account Number ___________________

**FOR TRANSPORTATION DEPARTMENT PERSONNEL USE ONLY**

**ACTUAL DEPARTURE TIME** ___________________

**BUS NUMBER** ___________________  
**VEHICLE NUMBER** ___________________

**STARTING TIME** _________ [ ] A.M. [ ] P.M.  
**ENDING TIME** _________ [ ] A.M. [ ] P.M.

**TOTAL HOURS** ___________________

**ACTIVITY TRIP PASSENGER SAFETY INSTRUCTION**

- [ ] Front door operation  
- [ ] First aid kit location  
- [ ] Side & rear exits  
- [ ] Business radio operation  
- [ ] Control bus to stop  
- [ ] Roof hatches  
- [ ] Window operation  
- [ ] Fire extinguisher  
- [ ] Cell phone/emergency#s  
- [ ] Railroad crossing instruction

Late arrival instruction by advisor:  
- [ ] Yes  
- [ ] No  
Name of student(s) ___________________

Advisor's signature for instruction: ___________________  
Total time of instruction ___________________

**FOR BUSINESS OFFICE ONLY**

Vehicle Mileage ___________________  
Bus Mileage ___________________  
Other ___________________  
Total ___________________  
Act ___________________  
Labor ___________________  
Date ___________________

White – Business Office  
Yellow – Transportation Office  
Pink – Numeric  
Goldenrod – Originator  
Green – Site
CATA Membership

At Merced High School all instructors of the Agriculture Department are paid members of the California Agriculture Teachers' Association.

Attached:
Copy of letter of my current paid membership to CATA
Good Morning Linda Clinton-Cardenas,

You may have already received a note from Jill Sperling, Region Supervisor, and Cheryl Reece, Central Region CATA President regarding the 2016 Central Region CATA/FFA Spring Meeting being held this Saturday, February 27 at Pacheco High School in Los Banos California.

Registration is from 7:15 am until 8:15 am. The information provided below reflects the information I have on file for your CATA membership status and your registration for Saturday as of 2/19/16. Please review the following and check-in at the registration table during the morning of the event! If you have not already joined CATA, I encourage you to do so.

**Faculty Information**

**Clinton-Cardenas, Linda**  Paid CATA Member? **Yes**  
3250 Spyglass Court  
Atwater, CA  95301-2299  
lclinton76@hotmail.com, lclinton@muhsd.org  
School: **Merced UHS**, Central Region Section: **MM**

**2016 Central Region CATA/FFA Spring Meeting Registration Information**

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<tr>
<th>Registration Totals:</th>
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Respectfully,

Alexander J. Hess, Treasurer  
Central Region CATA  
ahess@djsud.net
Wish List

At Merced High School all instructors of the Agriculture Department meet to discuss the goals of the department and what pathways need more attention with funding and purchases. We work together to develop one large department wish list that is a 5 year projected plan of acquisition of the items. My wish list includes supplies that enhances the current curriculum that is being taught in my classes.

Attached:
My 2015-2016 Wish List
Wish List

The following is my individual wish list of items that would enhance the curriculum that is taught in my classroom:

- Camera to document student work for portfolios
- Updated set of Veterinary Science Textbooks
- Updated set of Floral Textbooks
- Lab supplies needed for the upcoming year
- Storage and shelves to organize supplies
- Cubbies for students to store their floral tools
- Digital small animal scale
Operating Budget

We have several sources of revenue that include: Ag Incentive Funds, Perkins Funds, Site Funds, our Ag Boosters, and our FFA account through the Student Body Office.

Our department meets to discuss how funds are to be allocated and spent throughout the year. The department chair is responsible for submitting and maintaining all purchase orders, budget transfers, and other financial activities/concerns as they occur.

For examples, please review:
Account Summary for Perkins
Account Summary for Agriculture Incentive Grant
Account Summary for FFA - Student Body Office
AA

Department Chair

At our site the department chair is assigned by site administration. Our department chair at this time is Steve Mua. During this term as department chair, it is his 3rd consecutive year serving in this role.

Attached:
Staff Chart of Responsibilities
## Merced Agriculture Department & FFA
### Staff Responsibilities List
#### 2015-2016

**Dept Chair:** Mr. Steven Mua  
**FFA Advisor:** Mr. Steven Mua  
**Ag. Teacher:** Ms. Linda Clinton  
**Miss Lauren Elliott**

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Department Chart of Responsibilities

Each summer we meet as a department to divvy up the department responsibilities. There are some responsibilities that are shared between all members of the department, while other activities/duties only certain advisors are in charge of.

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Staff Chart of Responsibilities
Merced Agriculture Department & FFA
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FFA Advisor: Mr. Steven Mua
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Substitute Teacher Procedures

Teachers can submit a request for a substitute teacher is enter it into the district’s online program called Subfinder. You have the ability to ask for specific people to fill the job and you can also leave specific instructions for your substitute. In case you miss the deadline of entering in your substitute request two days prior to the date needed, you can always call or email our school’s secretary. This allows her to double check the system and make sure that the substitute job will be filled.

When I am gone from class, I leave a substitute binder on my desk that contains the following:

- Lesson Plan
- Classroom Expectations
- Class List
- Map of the campus
- Emergency Procedures

Our school has requested that each teacher develop a page on their website that is dedicated to sub plans. [http://lclinton.weebly.com/sub-plans.html](http://lclinton.weebly.com/sub-plans.html)

**Attached:**
Copy of documents from my substitute binder
Printed page of sub plans on my website
Welcome to my classroom S-6! Thank you for looking out for my students while I am gone.

I am one of three teachers in the Agriculture Department. Ms. Prows is right next door in S-5 and Mr. Mua is in the shop around the corner in S-7. Either teacher can help answer any questions that you might have.

FYI:

1. The air hockey table can only be used at break, lunch or after school. The kids know this and that it shouldn’t be used during class.
2. I do not let students use the bathroom that is located in this room. If they have to use the restroom, I have passes hanging on the bookshelf. I let one person at a time use the restroom.
3. If the students are working independently I do allow them to listen to music with ear buds. If they get too loud or are not completing their work, the privilege is taken away.
4. In the back corner of the room is a walk-in cooler for the floral class. There shouldn’t be any students going in there. The only exception is if any of my floral students are dropping off any of their supplies.
5. The Horticulture class is mostly comprised of special education students. There is a para named Max that comes in with Michael. Mr. Martinez also often accompanies the students during the class. Enrique and Zina (Gozong Lor) are my most helpful students in this class.

If you have any questions or need clarification of any kind please don’t hesitate to contact me (call, text, or email will work).

Thanks again for watching over my students!

Linda Clinton

lclinton@muhsd.org
Classroom Expectations:
1.) Please do not allow the students to use the bathroom connected to the classroom. They have bathroom passes they have the choice of using.
2.) They do not need to use their cell phones. They have their Chromebooks to research on the internet.

February 25th:
*Ag Biology Period 1,2,7: I have already passed out their DNA worksheets. I left examples of the work they are responsible for and some extras in the sub binder. They should be turning in 3 assignments into the homework box today.

*Vet Science Period 3: Students already have their digestion homework. They also have another assignment called Old MacDonald they can work on and finish.

*Floral Period 6: Please show the class the movie The Wedding Planner (https://drive.google.com/a/muhsd.k12.ca.us/file/d/0BybrJGnWeysAUU4TkdCYIAYyV2M/view?usp=sharing). Tell them to be sure to pay attention to the color choices, themes, and flowers used in each wedding.
| Stu# | Name | LEP | Grd Pgrm FEP | A | T | 1/22/1 | 1/21 | 1/20 | 1/19 | 1/18 | 1/17 | 1/16 | 1/15 | 1/14 | 1/13 | 1/12 | 1/11 | Tardies |
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| 11   | 76630|     |             |   |   |        |      |      |      |      |      |      |      |      |      |      |       |        |
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| 14   | 76713|     |             |   |   |        |      |      |      |      |      |      |      |      |      |      |       |        |
| 15   | 76717| ILLNESS |        |   |   |        |      |      |      |      |      |      |      |      |      |      |       |        |
| 16   | 77126|     |             |   |   |        |      |      |      |      |      |      |      |      |      |      |       |        |
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| 31   | 77262|     |             |   |   |        |      |      |      |      |      |      |      |      |      |      |       |        |

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The Absence Totals are refreshed only at page load.
1/22/2016    Period 3 (10:12 - 11:04)    Attendance for today was submitted at 1/22/2016 10:33 AM.

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The Absence Totals are refreshed only at page load or
| Stu# | Name | LEP | Grade Level | Program | Period | A | T | 1/22/2016 | 1/20/2016 | 1/19/2016 | 1/18/2016 | 1/15/2016 | 1/14/2016 | 1/13/2016 | 1/12/2016 | 1/11/2016 | Tardies | Abs
|------|------|-----|-------------|---------|--------|---|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|--------|-----
| 1    | 75570| 10  | 4           | 5        | I      | # |   |           |           |           |           |           |           |           |           |          |        |     |
| 2    | 77104| 9   | 2           | 4        | #      |   |   |           |           |           |           |           |           |           |           |          |        |     |
| 3    | 77226| 9   | 1           | 4        | I      | Z | # | U         |           |           |           |           |           |           |           |          |        |     |
| 4    | 76596| 9   | 4           | 4        | I      |   |   |           |           |           |           |           |           |           |           |          |        |     |
| 5    | 77019| 9   | 2           | 5        | #      |   |   |           |           |           |           |           |           |           |           |          |        |     |
| 6    | 76639| 9   | 1           | 5        | I      |   |   |           |           |           |           |           |           |           |           |          |        |     |
| 7    | 76666| 9   | 4           | 5        | #      |   |   | I         |           |           |           |           |           |           |           |          |        |     |
| 8    | 76668| 9   | 1           | 5        | #      |   |   |           |           |           |           |           |           |           |           |          |        |     |
| 9    | 76679| 9   | 1           | 5        | #      |   |   |           |           |           |           |           |           |           |           |          |        |     |
| 10   | 76701| 9   | 4           | 5        | #      |   |   |           |           |           |           |           |           |           |           |          |        |     |
| 11   | 75719| 9   | 1           | 5        | #      |   |   |           |           |           |           |           |           |           |           |          |        |     |
| 12   | 77343| 9   | 1           | 5        | 1      | # | X | I         |           |           |           |           |           |           |           |          |        |     |
| 13   | 77057| 9   | 1           | 5        | #      |   |   |           |           |           |           |           |           |           |           |          |        |     |
| 14   | 77825| 9   | 1           | 5        | I      | # | 1 | I         |           |           |           |           |           |           |           |          |        |     |
| 15   | 76773| 9   | 1           | 5        | #      |   |   |           |           |           |           |           |           |           |           |          |        |     |
| 16   | 77259| 9   | 1           | 5        | #      |   |   |           |           |           |           |           |           |           |           |          |        |     |
| 17   | 77215| 9   | 4           | 5        | I      | I |   |           |           |           |           |           |           |           |           |          |        |     |
| 18   | 77192| 9   | 1           | 5        | #      |   |   |           |           |           |           |           |           |           |           |          |        |     |
| 19   | 77844| 9   | 3           | 5        | #      |   |   |           |           |           |           |           |           |           |           |          |        |     |
| 20   | 76823| 9   | 3           | 5        | G      | G | G | G         |           |           |           |           |           |           |           |          |        |     |
| 21   | 75600| 10  | 1           | 5        | #      |   |   |           |           |           |           |           |           |           |           |          |        |     |
| 22   | 75870| 10  | 4           | 5        | #      | I |   | I         |           |           |           |           |           |           |           |          |        |     |
| 23   | 76836| 9   | 4           | 5        | #      |   |   |           |           |           |           |           |           |           |           |          |        |     |
| 24   | 76920| 9   | 1           | 5        | #      |   |   |           |           |           |           |           |           |           |           |          |        |     |
| 25   | 76926| 9   | 4           | 5        | I      | # | I |           |           |           |           |           |           |           |           |          |        |     |
| 26   | 76928| 9   | 1           | 5        | #      |   |   |           |           |           |           |           |           |           |           |          |        |     |
| 27   | 76937| 9   | 1           | 5        | I      | # |   |           |           |           |           |           |           |           |           |          |        |     |

The Absence Totals are refreshed only at page load or refresh.
Merced High School
Teacher/Student Mediation Form

LEVEL ONE INFRACTIONS – Teachers and students must complete this form
Please quickly document in Discipline when you have a moment.

<table>
<thead>
<tr>
<th>Lack of Materials</th>
<th>Violation of Class Rules</th>
<th>Disrupting Instruction</th>
<th>Talking Back</th>
</tr>
</thead>
<tbody>
<tr>
<td>Profanity</td>
<td>Computer Violation</td>
<td>Littering</td>
<td>Cheating</td>
</tr>
</tbody>
</table>

Unauthorized Article (Cell Phone / IPOD / Electronic Device): Do not take responsibility for these items; send to IC along with the TSMP form. IC teacher will check aeries to determine whether or not to confiscate the article and will also assign a consequence.

Dress Code Violation: Send to IC along with the TSMP form. IC teacher will complete the TSMP form and enter it into Discipline.

Teacher: ___________________________ Date: ________________

Student Name: ___________________________ ID#: _______________ Period: ___________

Send student back to class this period? Check one: YES NO Left Class @ ___________

This student is assigned to IC for this period today and tomorrow: YES (PC must occur) NO

Sending student for electronic device: YES (received by _______________) NO

STUDENT:
In your own words, explain what happened:

________________________________________________________________________

List any questions that you may have about the conflict / incident:

(Remember: questions begin with Who, What, When, Where, Why, How, Did, etc.)

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

What would make things right again?

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

Complete the following section by discussing one of the Bear STRONG postures in your response:

Scholarly Trustworthy Respectful Optimistic Noble Goal-Orientated

I feel like I violated the Bear posture, ________________ (choose one posture above) when I

_______________________________________________________________________

I understand that I have choices.

Next time I will choose to show good behavior by ________________ (identify a positive option) instead of what I did.

EXAMPLE: I feel like I violated the Bear posture, respectful (choose a posture) when I raised my voice and cussed in class. I understand that I have choices. Next time I will choose to show good behavior by staying patient, keeping my temper and being more respectful (identify a positive option) instead of what I did.
AGRICULTURE BIOLOGY

MS. CLINTON

S-6
Biology I: Unit 2 (A DNA Mastery Unit) – Worksheet 1: DNA Structure

1. What do the letters DNA stand for?
   ______________________________________

2. Two scientists are given credit for discovering the structure of DNA. What is the name of those two scientists.
   a. __________________________
   b. __________________________

3. DNA is a polymer, which means that is made up of many repeating single units (monomers). What are the monomers called?
   ______________________________________

4. The "backbone" of the DNA molecule is made up of two components, what are these?
   c. __________________________
   d. __________________________

5. There are four different variations of these monomers (four different bases), what are the names of those bases?
   a. __________________________
   b. __________________________
   c. __________________________
   d. __________________________

6. These bases are of two different types of molecules: purines and pyrimidines. Purines have ___________ ring(s) in their structure, and pyrimidines have ___________ ring(s) in their structure.

7. The two bases that are purines are:
   a. __________________________
   b. __________________________

8. The two bases that are pyrimidines are:
   a. __________________________
   b. __________________________
9. Chargoff's rule states that the DNA of any species contains equal amounts of ____________ and ____________ and also equal amounts of ____________ and ____________.

10. Based on this information, scientist could predict that the base ____________ pairs with ____________ and the base ____________ pairs with ____________ in the formation of the DNA molecule.

   This is called **complementary base pairs**. Thus one strand of DNA is complementary to the other strand (opposite/matching).

11. The bases are paired by ____________ bonds along the axis of the molecule.

12. Wilkins and Franklin studied the structure of DNA using ____________, a technique to examine molecules, and helped Watson and Crick determined that the shape of the molecule was a ____________ ____________.

13. Draw the basic structure of a nucleotide with its three parts.

14. Write the complementary sequence to following DNA strand:

   \[ \text{A A T T} | C G C G G T A T T A G A C G T T \]

15. **Use the image at the right to complete the follow:**

   Circle a nucleotide.
   Label the sugar and phosphate.
   Label the bases that are not already labeled.
DNA Replication

Step 1: After you have completed your DNA keychain, label the bases on the paper model with A, T, G, or C and color the squares to match the bases exactly as they are on your keychain from the bottom to the top.

Step 2: “Unzip” the paper model by cutting it in half longwise and glue the pieces in the spaces below so they match up correctly.

Step 3: Label the empty boxes using A, T, G, or C and then color them using the colors on your DNA Guide. Remember to match the bases correctly!

Step 4: Answer the questions on the back of your worksheet.

Glue the left half of your paper model here. Glue the right half of your paper model here.

T. Trimpe 2003 (Updated 2007)  http://sciencespot.net/
Questions

1. How do the bases in DNA pair up?  A - _____  G - _____  T - _____  C - _____

2. Compare your two “new” DNA molecules (the ones you did on the front) to your actual keychain. How does the order of the bases they compare?

3. What do we call a change in a gene or chromosome? ______________________

4. What two cell division processes use DNA replication? _________________ & ________________

5. What is created by each of the processes in #4?

Going Further ...

As we discussed in class, the DNA molecules consists of nitrogen base pairs. The order of the pairs determines the genetic code, which controls protein synthesis or the production of proteins.

6. What do we call a set of three nitrogen bases? ____________________ or _________________

7. What organelle in a cell contains the DNA? _________________________

8. What organelle is the protein factory in a cell? _______________________

9. How does the genetic code get to a ribosome? ________________________

10. What type of RNA assembles the proteins? __________________________

11. What are the building blocks of proteins? __________________________

12. What is another term for a protein? ______________________________ chain (a natural polymer)

T. Trimpe 2003 (Updated 2007)  http://sciencespot.net/
1. Draw a concept map to illustrate the main functions of the digestive tract?

2. You hear about obese people having surgery to reduce their stomach size. What impact would this have on digestion?

3. Where is bile secreted from and what does it contain?

4. What does the pancreas secrete?
5. Digestion beings in the ______________ with the ______________ enzyme. This enzyme can only break down ______________ not ______________.

6. How did we first learn what goes on in our stomachs?

7. What is an ulcer and how are they caused? How can ulcers be treated?

8. How is food poisoning caused? ... treated? ... prevented?
9. Label the organs below and write a summary of what happens with each part.

10. What role does water play in the chemical reactions of digestion?
11. Make a drawing that illustrates how scientists would determine what a given organ (such as the liver) does?

12. Draw a concept map showing the relationship of the pancreas to diabetes.
FLORAL DESIGN

MS. CLINTON

S-6
Classroom Expectations:
1.) Please do not allow the students to use the bathroom connected to the classroom. They have bathroom passes they have the choice of using.
2.) They do not need to use their cell phones. They have their Chromebooks to research on the internet.

February 25th:
*Ag Biology Period 1,2,7: I have already passed out their DNA worksheets. I left examples of the work they are responsible for and some extras in the sub binder. They should be turning in 3 assignments into the homework box today.

*Vet Science Period 3: Students already have their digestion homework. They also have another assignment called Old MacDonald they can work on and finish.

*Floral Period 6: Please show the class the movie The Wedding Planner (https://drive.google.com/a/muhsd.k12.ca.us/file/d/0BbybrJ0nWeyaAUWU4TkdGYlAyV2M/view?usp=sharing). Tell them to be sure to pay attention to the color choices, themes, and flowers used in each wedding.
### MERCEDE HIGH SCHOOL  
#### 2015-2016 Bell Schedule

#### Monday, Tuesday, Thursday & Friday

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<td>1</td>
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<td>10:14</td>
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### Wednesday - Collaboration Day

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<table>
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<tbody>
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<tr>
<td>6</td>
<td>1:19</td>
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<tr>
<td>7</td>
<td>2:15</td>
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</table>
**LOCKDOWN PROCEDURES**

**On-campus Threat**

- Accept any students or recognized safe visitors from the hallway.
- If it is at a passing period, before school, or at lunch, help move students in the nearest room.
- **PE:** Students and teachers outside on a field should stop, assess the situation, and respond appropriately.
- Doors should all be locked, lights out, and blinds drawn.
- Instruct students to place phones in silent mode.
- Keep students calm and quiet.
- Take attendance on your roll sheet and make a note of missing and added students.
- Provision is made for emergency restroom needs.
- Stay in a safe area until either an administrator or law enforcement officer unlocks the door.

**Off-campus Threat**

- Accept any students or recognized safe visitors from the hallway.
- If it is at a passing period, before school, or at lunch, help move students in the nearest room.
- **PE:** Students outdoors should all be moved indoors.
- Doors should all be locked, lights out, and blinds drawn.
- Instruct students to place phones in silent mode.
- Keep students calm and quiet.
- Take attendance on your roll sheet and make a note of missing and added students.
- **Students may work at their desk silently.**
- A verbal "All Clear" will be given when administration has been notified that the neighborhood situation is deemed safe.
Program Completer

Students at Merced High School can receive acknowledgement during graduation as a program completer for the Agriculture Department. Last year a change was put into place that did not require students to have been a part of our program for four years. We found that many students that might not have known about FFA or agriculture classes and missed out on being a part of our program beginning their freshman year, were not being recognized for all their hard work and time spent with our organization.

Attached:
Copy of cord application for graduation
Graduation Cord Application

**To receive this cord for graduation, you must have been in the agricultural program for a MINIMUM OF 2 YEARS**

Name: __________________________ Year in Ag: __________

Why do you wish to receive the FFA cord for graduation?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What FFA activities have you been involved while in Ag? (Conferences, meetings, fundraisers, exhibiting animals, etc.)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Graduation Cord Application

**To receive this cord for graduation, you must have been in the agricultural program for a MINIMUM OF 2 YEARS**

Name: __________________________ Year in Ag: __________

Why do you wish to receive the FFA cord for graduation?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What FFA activities have you been involved while in Ag? (Conferences, meetings, fundraisers, exhibiting animals, etc.)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
EE

2+2 Agreement

Currently at Merced High School we have 3 courses that have articulation agreements with Merced Community College. The courses are the Agriculture Leadership course, Environmental Horticulture course, and welding courses. We are working at setting up agreements with Modesto Junior College for our Vet Science, Floral, and Ag Biology courses.

Attached:
Agriculture Leadership Articulation Agreement
Merced College
2+2 ARTICULATION AGREEMENT

Date of Initial Approval: October 30, 2012
Recertification Date: December 10, 2014

Merced College
AGBS 30: Agriculture Leadership
Merced College
3600 M Street
Merced, CA 95348

Secondary Ag Leadership and Technology
School: Merced Union High School District
Address: 3430 A St, Atwater, CA 95301

A. COLLEGE COURSE DESCRIPTION
This course presents leadership theory as well as self-management, communication, and interpersonal skills necessary in developing managerial abilities and leadership qualities, while facilitating teamwork within the agricultural industry. Included are group dynamics and human interactions associated with private, governmental, and non-profit agricultural enterprises. Practical experience will be gained through participation in a number of parliamentary, facilitative, and administrative activities with varying degrees of diversity between semesters.

B. COLLEGE UNITS: 2 units
SECONDARY HOURS/CREDITS: 180 hours – 10 CREDITS

C. PREREQUISITES: None

D. REQUIRED CONTENT FOR ARTICULATION
1. Developing Personal Leadership Qualities
   a) Leadership
      i. Traits of Effective leaders
      ii. Styles of leadership
      iii. Common misconceptions about leaders
      iv. Role models
   b) The Self-Concept
      i. Developing standards of personal dress
      ii. Developing a sense of vision
      iii. Developing self-discipline and goals
      iv. Taking risks
      v. Time management
   c) Social Behavior
      i. Cultural differences
      ii. Socioeconomic differences
      iii. Etiquette
      iv. Ethics
   d) Career Preparation
      i. Survey of Careers
      ii. Cover letter
      iii. Resume
      iv. Interviewing skills
      v. Networking
   e) Becoming a Better Student
      i. Goal Setting
      ii. Study Skills
      iii. Test taking tips
      iv. Educational study plan
D. REQUIRED CONTENT FOR ARTICULATION - continued

2. Growing Interpersonal Relationships
   a) Communication
      i. Effective one-on-one communication
      ii. Group discussion
      iii. Non-verbal communication
   b) Developing People Skills
      i. Introductions and quality conversations
      ii. Personal assessments
      iii. Conflict resolution
      iv. Listening skills
      v. Service to others

3. Nurturing Group Leadership
   a) Parliamentary Procedure
      i. Requirements for effective meetings
      ii. Qualities of a good chairperson
      iii. Types of motions and their functions
      iv. The Brown Act
   b) Public Speaking
      i. Characteristics of a good public speaker
      ii. Presenting and preparing a speech
         a. Prepared
         b. Extemporaneous
         c. Group Discussion

4. Leadership Development Activities
   a) Blue Devil Aggie Activities
   b) Sectional, Regional, and State FFA events
   c) Agriculture Division events
   d) Farm Bureau events
   e) Agriculture and Natural Resources Organization of Student Leaders activities

E. REQUIRED COMPETENCIES (PERFORMANCE OBJECTIVES) FOR ARTICULATION: The student will be able to verbally or in writing:

1. Examine the qualities of effective leaders and different leadership styles
2. Analyze the characteristics of a good public speaker and deliver an effective oral presentation
3. Examine the effective use of parliamentary procedure and how to properly run a meeting.
4. Prioritize activities
5. Understand the importance of vision, having a positive attitude, and goal accomplishment
6. Participate in recruitment and promotional activities within the agriculture division
7. Analyze the relationship between thinking, success, and happiness
8. Evaluate and demonstrate good listening skills and effective verbal and nonverbal communication
9. Plan, organize, and implement various leadership events
F. METHODS FOR END-OF-COURSE ASSESSMENT:

1. The Credit by Exam will be facilitated and proctored by high school teachers.

2. The Credit by Exam will be given at: High School agriculture business classrooms

3. The Credit by Exam will include: (mark those that apply) and describe related details.

   Portfolio: XXX
   Description: See attached Credit by Exam
   Scoring Guide for AGBS 30:
   Agricultural Leadership

The high school teacher will have students complete all required assignments and complete the grading record form (Complete Student Score and Teacher Initials).

The high school teacher will provide the following assignments as a sample of the portfolio contents:
1) Section III - Leadership Development Activity - Summary paper as described
2) Section IV - Leadership Activity/and or Community Participation Involvement
   Activity forms as described
3) Section V - Networking Document as described

The final grade for the college course will be determined by: All assignments on the Credit by Exam Scoring Guide for AGBS 30. High School Teacher submits all required assignments above and the Credit by Exam Scoring Guide with all information completed, including grade.

G. PRECEDURES AND/OR CRITERIA FOR COURSE ARTICULATION:

1. Students who are in progress of completing the high school course with a B or better are eligible to take the Credit by Exam.

2. The final college grade will be the grade the student obtains on the Credit by Exam

3. Student fees for Credit by Exam is: $50.00

4. Student paperwork and process must be followed in accordance with Merced College Instructions for Petition for Credit by Exam for 2+2 Articulation

5. Upon completion of the Credit by Exam, official credit and grade is awarded when the college instructor finalizes the enrollment and paperwork process through Admissions and Records.

H. TEXTBOOKS OR OTHER SUPPORTING MATERIALS (INCLUDING SOFTWARE):

No requirements

Agreement was based on Statewide Career Pathways Project Template: No
THIS AGREEMENT WILL BE REVIEWED ANNUALLY AND WILL REMAIN IN EFFECT UNTIL CANCELLED BY EITHER PARTY GIVING 30 DAYS' WRITTEN

<table>
<thead>
<tr>
<th>HIGH SCHOOL/ROP/DISTRICT APPROVALS</th>
<th>MERCED COLLEGE APPROVALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor Signature</td>
<td>Date</td>
</tr>
<tr>
<td>See Below</td>
<td>Instructor Signature</td>
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<tr>
<td>Instructor Signature</td>
<td>Date</td>
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<tr>
<td>12-10-14</td>
<td>12-10-14</td>
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<tr>
<td>High School Administrator (Dina Faretta)</td>
<td>Date</td>
</tr>
<tr>
<td>Kim Donaher</td>
<td>Date</td>
</tr>
<tr>
<td>District Asst. Superintendent/Ed Services (Tammie Calzadillas)</td>
<td>Date</td>
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<tr>
<td>Articulation Officer's Signature</td>
<td>Date</td>
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SECONDARY INSTRUCTOR PARTICIPATION

<table>
<thead>
<tr>
<th>Instructor Signature/Date</th>
<th>Instructor Name(print)</th>
<th>High School Location:</th>
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</thead>
<tbody>
<tr>
<td>12/11/14</td>
<td>Valerie Von Allman</td>
<td>Buhach Colony High School</td>
</tr>
<tr>
<td>12/11/14</td>
<td>Natalie Borba</td>
<td>Atwater High School</td>
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<tr>
<td>12/10/14</td>
<td>Steve Mua</td>
<td>Merced High School</td>
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<tr>
<td>12/10/14</td>
<td>Vicki Davis</td>
<td>Golden Valley High School</td>
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<tr>
<td>12/10/14</td>
<td>Kaylyn Schiber</td>
<td>Livingston High School</td>
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<tr>
<td>12/10/14</td>
<td>Celia Casso</td>
<td>El Capitan High School</td>
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Agreement Tracking #: (Office use only)
FF

Reimbursement Process

When personal expenses are incurred while participating in FFA, SAE, or professional development activities, to be reimbursed you must fill out a requisition form and a payment authorization form. These forms are then submitted to the department chair who reviews and authorizes them. The forms and receipts are then turned into the bookkeeper, who then grants the reimbursement.

Attached:
Requisition form

Payment Authorization form
MERCED HIGH SCHOOL
REQUISITION
(Request for Purchase Order)

To: ____________________________  Date: ______________________

Address: ____________________________
Street  City  State  Zip  Phone

Club Account Name: ____________________________  Account #: ____________________________

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Unit</th>
<th>Description</th>
<th>Unit Price</th>
<th>Total</th>
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Club Advisor ____________________________ / Signature
(Print Last Name)

Student Representative (Club) ____________________________ / Signature

Athletics/Activities Director/VP ____________________________ / Signature

Sub Total ____________________________

Ship/Handling ____________________________

Tax ____________________________

Grand Total $ ____________________________

Required steps needed to process request:
1) Complete form and get all required signatures.
2) Turn in to bookkeeper.
3) If you requested a Purchase Order and your account has funds, a Purchase Order will be issued within 3 business days.

Purchase Order #
PAYMENT AUTHORIZATION

Merced High School

Date Paid

Check No.

Bookkeeper Use Only

Purchase Order No.

Invoice No.

Mail Pick Up

The Student Body Treasurer Is Authorized To Draw A Check

Amount of Check:

#

(Attach proper receipts for reimbursement and original invoice for payment)

Account Name:

Club Advisor:

Address:

For Payment of:

Issued To:

Date of Request:

Student Representative: