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Section I

Reflection on Quality Criteria
Quality Criteria Standard 1: Curriculum and Instruction

Students enrolled in the Patterson High School (PHS) agriculture department fall into one of the three pathways: Agricultural Mechanics, Horticulture/Floriculture, or Agriscience. Freshmen can choose to take Agricultural Engineering 1, Agricultural Earth and Environmental Science, or Ornamental Horticulture. As they follow the pathway, seniors will be enrolled in ROP The Art and History of Floral Design, Animal Anatomy and Physiology, ROP Agricultural Mechanics, or Agricultural Chemistry. Each course in the pathways counts towards the PHS graduation requirements, and many classes are UC/CSU approved to meet A-G credit requirements. Each pathway also has classes articulated with Modesto Junior College, including Agricultural Engineering, Animal Anatomy and Physiology, ROP The Art and History of Floral Design, and Ornamental Horticulture. Currently, an Agricultural Business course is also being developed and in the process of approval.

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Horticulture/Floriculture</th>
<th>Agriscience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ag Mechanics</td>
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<td></td>
</tr>
<tr>
<td>Freshman</td>
<td>Agricultural Engineering 1</td>
<td>Ag Earth Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ornamental Horticulture</td>
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<td>Sophomore</td>
<td>Agricultural Engineering 2</td>
<td>Ag Biology</td>
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<td></td>
<td></td>
<td>Ornamental Horticulture</td>
</tr>
<tr>
<td>Junior</td>
<td>Advanced Mechanized</td>
<td>Ag Floral Design</td>
</tr>
<tr>
<td>Agriscience</td>
<td>Agriculture</td>
<td></td>
</tr>
<tr>
<td>Senior</td>
<td>ROP Agricultural</td>
<td>ROP The History and Art</td>
</tr>
<tr>
<td></td>
<td>Welding and Fabrication</td>
<td>of Floral Design</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Animal Science</td>
</tr>
</tbody>
</table>

Pathways available in the PHS Agriculture Department

Standards in each class in the department were developed from the California Career Technical Education Model Curricular Standards, as well as the Science Content Standards for California Public Schools. With the shift towards Common Core, the Next Generation Science Standards (NGSS) are also being integrated in each science class.

In addition to the courses above, students may also enroll in Agricultural Leadership to provide leadership opportunities to students beyond the FFA officer team.

All classes provide unique learning opportunities, however Patterson Unified School District has implemented a focus on writing and technology over the past couple years to prepare
students for the transition to Common Core. Teachers are taking on more of a facilitator role in
the classroom, and encouraging project-based learning. Students are analyzing more, writing
more, and using more technology in the classroom. Each staff member and student has access to
Google Drive, Gmail, and other Google-related products to encourage the use of technology.
Teachers use Google Classroom to assign work, update students, and return grades.

The high school as a whole has also made huge strides in providing resources and
technology to teachers in all areas. Each classroom in the agriculture department is equipped
with an LCD projector, new Lenovo Yoga 12 laptops for instructors, and a document camera. In
addition, Google Chromebooks are available for classes to reserve when necessary. Next year,
the school plans to go 1:1 with Chromebooks for every student at the high school. With all of
this technology available, students can track their SAE projects with the iRecordbook or AET.
Finally, teachers use the Remind app to keep open communication with students and their
families about classes, grades, or campus events.
Quality Criteria Standard 2: Leadership and Citizenship Development

Patterson FFA had one of the first charters in California, dating back to 1937. Since this time, the community of Patterson has shifted from a farm-based atmosphere to a mix of farmers/ranchers and bay-area transfer families. These dynamics has therefore changed the environment at PHS and the agriculture department.

The agriculture department has fully adopted the agricultural education three-ring model. As such, each student in an agriculture class is automatically enrolled in FFA and must complete a Supervised Agricultural Experience project (SAE). This opportunity gives students additional leadership development opportunities that students not enrolled in the agriculture department do not have access to. Each circle of the model (Classroom, FFA, and SAE) are graded for each individual student to reflect their involvement and completion of each area. For example, students must complete six FFA activities per semester (twelve per year) to receive 10% of their grade. The SAE portion of their grade is received through having an approved agriculturally-related project and maintaining an up-to-date record book (online). The remaining 80% of their grade is based on in-class activities, such as labs, tests, homework, and projects.

FFA activities throughout the year offer students opportunities to be involved at a local, sectional, regional, and state level. The students receive a calendar at the beginning of the year outlining the FFA activities offered throughout the year with Patterson FFA. Each advisor also keeps a calendar in their classroom and verbally announces upcoming events every day. As students attend events, attendance is recorded and tracked. At the end of the semester, a Google Form is sent to each student to verify their FFA activities. If a student attends more than the required six activities, they are given extra credit in their agriculture classes.

Students are involved in the planning of many of the activities. Specifically, the chapter officer team plans activities at a retreat over the summer, including FFA meetings, community service events, and fundraisers. Once school is in session, students in the Agricultural Leadership class form committees and continue to work towards the chapter goals set forth during the summer. Outside of these two sources, students can be involved on committees to help plan events throughout the year. Advisors are also in charge of overseeing committee development and each activity (local or above the local level) throughout the year.

The SAE component of their grade requires students to acquire and maintain an agriculturally-related project and an up-to-date record book. The students must complete 25 hours per year towards their project, and must have a “mentor” that they work with to achieve these hours. Projects can vary in the many different industries within agriculture, from mechanics to horticulture to business. No matter the project, it must be signed off by an advisor at the beginning of the year and be entered into the iRecordbook. Students regularly update their iRecordbook in class and must have a written verification from their “mentor” approving their hour requirement.
Quality Criteria Standard 3: Practical Application of Agricultural Skills

The Patterson High School Agriculture Department focuses on the practical application of agriculturally-based skills within each class. Regardless of pathway, each of the five instructors enforce hands-on, skill-based lessons and labs throughout their classes. For example, students in the floral classes are required to be able to wrap wire with floral tape, tie bows, create many different arrangements, develop corsages, etc. Their arrangements are sold through their floral business, Crimson Floral, where students market and sell subscriptions as well as individual arrangements. In agricultural mechanics, students complete units on welding, woodworking, sheet metal, measuring, plumbing, and concrete. They are in the shop developing hands-on skills on almost a daily basis. In Animal Science, the students complete dissections, administer injections, take TPR (temperature, pulse, respiration), etc. Even classes like Agricultural Leadership apply practical skills through certifications in communications.

In addition to these developing these skills, students have facilities directly available to them to practice their skills. The mechanics shop is equipped with tools, engines, welders, woodworking and sheet metalworking equipment, safety equipment, etc. The floral program has two coolers within the classroom, as well as a large walk-in floral cooler just outside. The horticulture and floral classes also have access to ten raised garden beds where the students grow seasonal vegetables and supplies for the floral classes and Career Development Event teams (for identification and pruning practice). Students may also use the greenhouse and shade house to complete classwork, conduct science fair projects, practice for CDE teams, and complete SAE projects. Outside of the horticulture area, a school farm hosts sheep, goats, and pigs. Students are able to keep their animal at the farm during the fair season for their SAE project. In addition, students in the Animal Science class practice observing animal behavior, preventing and treating disease, animal handling, and marketing the animals to potential buyers. Finally, the department has a suburban and truck available to use for transporting projects, materials, and students.

As mentioned before, the SAE project is mandatory and completed outside of normal class time for each student in the department. Each student will receive 10% of their grade based on completing hours towards their project, as well as the iRecordbook. At the beginning of the school year, students complete an SAE Plan to track their goals for their project, as well as the materials needed and who to contact. By the end of each semester, each student will have completed at least 25 hours towards their project. They also complete a presentation board or digital presentation describing their project, mentor, hours, etc. Many students use this as an opportunity to complete hours for community service or hours towards their next FFA degree. Depending on the project, students can also be rewarded through the Stanislaus County Fair and FFA for their dedication to their SAE projects.
Quality Criteria Standard 4: Qualified and Professional Personnel

Currently, there are five teachers within the Patterson High School Agriculture Department. Each teacher has either a clear or preliminary Single Subject Teaching Credential in Agriculture, as well as a Clear Specialist Instruction Credential in Agriculture. The three teachers with preliminary credentials are currently completing a two-year BTSA program with the Stanislaus County Office of Education. See below for the breakdown of teachers within the department and the classes taught by each.

- Samantha Cahill
  - Agricultural Leadership, Agricultural Earth and Environmental Science, Agricultural Biology, Animal Anatomy and Physiology

- Michael Costa
  - Agricultural Engineering 1, Agricultural Engineering 2, Agricultural Power and Small Engines, Advanced Agricultural Mechanics (Project Construction), ROP Agricultural Welding and Fabrication, Ornamental Horticulture

- Kimberly Ghisla
  - Agricultural Biology

- Kendall Green
  - Agricultural Biology, Ag Floral, ROP The Art and History of Floral Design

- Cassandra Gocke
  - Agricultural Chemistry

Each teacher within the department strongly focuses on professional development, especially as an agricultural teacher. Each teacher has attended New Professionals and the CATA Road Show. They also attend each CATA meeting in the section and region, as well as the CATA Summer Conference.

Outside of CATA, the teachers in the department attend monthly faculty meetings. In addition, they attend a district-wide collaboration twice a month where training is offered on subjects like the Next Generation Science Standards, AVID strategies, Common Core, technology integration, and more. The department voluntarily meets once a week outside of these times to collaborate about FFA and upcoming events within our department. Finally, each teacher attends a monthly Career and Technical Education Department meeting to stay up-to-date on funding and events within this facet of our school.
Quality Criteria Standard 5: Facilities, Equipment, and Materials

The Patterson High School Agriculture Department has four full classrooms, a shared lab room, a mechanics shop, and agriculture office, a shade house, greenhouse, floral cooler, school farm, storage shed, and landscape design/garden area. The main agriculture building was renovated in 2008.

The classrooms for each teacher include a projector, computer, document camera, and printer. The three lab rooms have approximately five sinks and cabinet storage around the perimeter. Students sit at tables or lab stations in these rooms, or desks in the two portable agriculture science rooms. The classrooms are easily accessible by vehicle for deliveries of supplies, such as flowers for the floral design classes.

The mechanics shop is used for welding, small engines, and the introductory mechanics classes. The front of the mechanics room has tables, along with a teacher desk that includes a computer, projector, document camera, and printer. Along the side of the shop are twenty welding booths, each equipped with a SMAW welder. The middle of the shop has a Plasma Cam, as well as a designated area for additional portable welding units. The rest of the shop is equipped with lockers and equipment to complete mechanical work from woodworking to sheet metalworking to engine repairs. A tool room is also used (and locked) with hand tools and safety gear for student use. Behind the shop is a storage area for both metal and wood, as well as large-scale projects such as barbeques.

Within the shop, there is a small office/storage area for the department. This area has a refrigerator, large cabinets, computers, and desks. The department’s FFA jackets are stored so they can be loaned out to students for FFA events. This is also where we host the permanent files for each student in the department (before we integrated to digital files last year).

The greenhouse, shade house, and landscaping/garden areas are all located outside of the shop along a wide driveway. The greenhouse and shade house are both equipped with large growing tables for storing plants. The greenhouse has a cooling system and gas heater, and an irrigation system is currently being installed. The landscape area includes ten raised garden beds that house both perennial plants (for ID purposes)
and vegetables for the horticulture class. Each bed has its own irrigation system that is controlled by a panel on the fence.

The department recently inherited a large storage shed between the horticulture area and school farm. This shed has a roll-up door for easy accessibility. There are shelves lining the perimeter of the shed for storage of department supplies, including most of the horticulture supplies.

The school farm is located near the large driveway that can be accessed by our truck and trailer. It has room for six goats, six sheep, and twelve pigs. Each pen has an automatic waterer, concrete, and dirt area. It is covered to protect the animals from the sun and rain. Each pen includes a fan that automatically starts when the temperature rises above a set temperature. Recently, the department invested in new panels for the show ring, as well as a Tuff shed for storage of feed and supplies. The shed is divided into two sections – one half for student use and the other half that is locked for departmental use.

Finally, the large walk-in floral cooler is located outside of the floral classroom. It allows the floral classes to store arrangements and fresh supplies outside of the classroom.
Quality Criteria Standard 6: Community, Business, and Industry Involvement

To meet this quality criteria, the Patterson High School Agriculture Department has an advisory committee. This committee involves community members both in within the industry and post-secondary institutions within our area. The committee meets at least two times per year to discuss departmental events and to update the Comprehensive Program Plan. As a department, we take the input to create our five year plan, as well as develop our classes.

The Patterson Unified School District also has employees designated to helping the CTE programs within the district create ties to industry within the area. They help us to set up industry tours and recruit advisory members to continue to develop the program.

The community also rallies around the program throughout various events around the year. The Patterson Lions Club barbeques for our tri tip fundraisers twice a year, as well as offers grants to our program. The local feed store works directly with the teachers to provide specific feed and supplies to the program at little markup. In addition, community members from local landscaping businesses have continually stepped up to help renovate our horticulture area and install the raised garden beds, irrigation systems, etc.
**Quality Criteria Standard 7: Career Guidance**

Every student at Patterson High School is assigned their own guidance counselor to assist them with class choices, extracurricular activities, and college admittance. We have one counselor that specifically helps with senior activities, such as scholarship opportunities and college entrance. He has been a long-time supporter of Patterson FFA, and has even received our Honorary Chapter Member Degree.

Specifically within the department, each agriculture class includes a unit on careers and higher education within the agricultural industry. For example, the Agricultural Leadership class includes a unit on careers where the students must create a resume, cover letter, job applications, and an interview. The Animal Anatomy and Physiology class requires students to research careers within the animal science industry. Guest speakers appear throughout the year in classes to provide students with even more knowledge on the industry. These speakers range from veterinarians to the military to Fish and Wildlife wardens. These speakers are used to provide further recognition to students of opportunities outside of traditional agricultural careers.

Each year, additional classes are articulated with Modesto Junior College. This year, the Animal Anatomy and Physiology, ROP The Art and History of Floral Design, Ornamental Horticulture, and mechanics classes are articulated with MJC. The students are able to use these classes they take within our department to receive college credit. This allows them to advance faster than many of their peers and enter the industry.

Recently, iCEV produced certification courses sponsored by industry for high school students. Students in the Leadership, Animal Science, and ROP Floral classes each completed the certification courses online. The students that passed the final certification test were awarded with a certificate from iCEV and the sponsoring company. For example, the Animal Science students were awarded with the Elanco Fundamentals of Animal Science certification. The students can add this certification to their list of accomplishments in their high school career.

Finally, as part of the Agriculture Incentive Grant, students complete a Career Data Sheet at the beginning of each school year. This data sheet tracks their demographics, including what career they are considering. The teachers within the department use this opportunity to speak on the pathways in the agriculture department, as well as the careers associated with each. Once we see the demographics of the students, we are better able to cater to the student and direct our career units towards this knowledge.
Quality Criteria Standard 8: Program Promotion

Program promotion is integrated throughout the school year at various events both on campus, within the district, and throughout the community. Younger students are targeted annually through our 3rd Grade Ag Day. A committee of Patterson FFA students creates presentations on agriculture and spend a day hosting young students at Rising Sun School in Vernalis. The 3rd grade students look forward to this event every year, and leave each year excited about agriculture and the FFA program.

Our program is also promoted through Class Day, both at Patterson High School and Creekside Middle School. During this program, Patterson FFA hosts a booth to educate students about our program and opportunities within our department. The booth will include projects from all classes, such as the skeletal projects from Animal Science and welding projects from the mechanics classes. These events usually take place during a registration window as well, so students can use this opportunity to learn about the program and sign up for agriculture classes.

At the high school level, the department is committed to celebrating the efforts of our students campus-wide. For example, counselors, teachers, and other staff members volunteer to help judge local contests. They attend our Advisory meetings as guests to learn more about our program. In addition, we incorporate staff vs student events, such as our annual softball game. These events allow students and staff (outside of the department) to be directly involved.

Past each of these levels, Patterson FFA has a Instagram, Twitter, and chapter website. These are all overseen by the teachers within the department, but mainly run by the FFA officer team. These platforms highlight events our members are involved in, as well as accomplishments of our members. We post pictures from CDE contests to local meetings to community service events. We also use media from these platforms to forward to the local newspaper and the FFA New Horizons magazine.
Outside of media, our students are involved in a lot of community service. Our leadership class has a committee dedicated to community service. For example, students will volunteer to serve at dinners for community groups like Lions Club. At the district’s Back to School Block Party, the students help pass out books and hosts free games for community members. Throughout the year, Patterson FFA also hosts a canned food drive and Coats for Kids donation area to continue to assist the community. This past year, we collected donations for the victims of wildfires. By taking on additional service opportunities, the students are able to not only be involved in the community, but also promote our program to a larger audience.
Quality Criteria Standard 9: Program Accountability and Planning

The Patterson High School Agriculture Department is held accountable through the Comprehensive Program Plan that is kept up-to-date and on file with the school. The Regional Supervisor also has a copy of the file that is updated with the Agriculture Incentive Grant each year. The file will include minutes from each week’s department meeting, as well as files the department updates annually such as the Agriculture Incentive Grant checklist, the Five Year Expenditure Schedule, Staff Responsibilities, Program of Work, Advisory Committee Meeting Minutes, Advisory Committee Membership, FFA Checklist, and the Inservice Checklist. The Advisory Committee will update the Job Market Description, Total Program Goals and Objectives, Course Subject Matter Outlines, Graduate Follow Up, Targeted Occupations, Program Descriptions, Program Completion Standards, the current budget, and our Active Placement Sites. In addition to these requirements, our roster is updated annually with our FFA membership, Graduate Follow-Up, R-2 Report, and Report of Expenditures for the Agriculture Incentive Grant. Our Regional Supervisor reviews our program every three years.

Our department has continued to grow over recent years in accordance to our goals and plans made over four years ago. With program promotion and success, we have added two additional teachers to the department in the past two years. We saw a need for a Junior-level class, so Agricultural Chemistry was added to the agriscience pathway. Currently, we have seen a demand to incorporate an agribusiness pathway through both our students and Advisory Committee. Therefore, we have written an Agricultural Business class to be approved, as well as began to develop an agribusiness pathway for our program. We hope to continue growth in our department and offer more and more opportunities for students.
Quality Criteria Standard 10: Student-Teacher Ratio

The Agriculture Incentive Grant requires a ratio of 25:1 for classroom instruction and 20:1 for mechanics and laboratory classes. Recently, Patterson High School has made a shift to smaller class sizes, however they still do not meet this requirement. Overall, the average class size in the department is about 28:1. See the guide below for the breakdown in classes:

<table>
<thead>
<tr>
<th>Course</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ag Biology P</td>
<td>30</td>
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<tr>
<td>Ag Biology P</td>
<td>32</td>
</tr>
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<td>Ag Biology P</td>
<td>26</td>
</tr>
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<td>Ag Biology P</td>
<td>27</td>
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<td>Ag Biology P</td>
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<tr>
<td>Ag Biology P</td>
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<td>Ag Biology P</td>
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</tr>
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<td>Ag Engineering 1 P</td>
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<td>Ag Engineering 1 P</td>
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<td>Ag Mechanized 2</td>
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<td>Ag Power Small Engines</td>
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<tr>
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<tr>
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<tr>
<td>Cahill</td>
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<td>Costa</td>
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<tr>
<td>Ghisla</td>
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<tr>
<td>Green</td>
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</tbody>
</table>

The department also does not meet the suggested enrollment numbers of 75:1. See the information below regarding the total enrollment numbers per teacher:

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Enrollment Numbers</th>
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</thead>
<tbody>
<tr>
<td>Ag Chemistry P</td>
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<td>Ag Chemistry P</td>
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<td>Ag Chemistry P</td>
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<tr>
<td>Ag Leadership</td>
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<tr>
<td>TOTAL</td>
<td>748</td>
</tr>
<tr>
<td>Average Class Size</td>
<td>27.7</td>
</tr>
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</table>

Although these numbers outlined above do not meet the requirements according to the Agriculture Incentive Grant, our overall enrollment has drastically increased over the past four years. In addition, we have added two more teachers in the past two years to help account for this increase in enrollment. Our department is in very high demand, and we hope to continue to add staff to increase the opportunities for these students.
Quality Criteria Standard 11: Full Year Employment

Each of the five agriculture teachers in the department has a full year employment contract. In addition, each teacher receives a stipend of about $4,000 per year to cover the summer duties such as advising fair projects. Each teacher also receives an FFA stipend of about $2,000 per year. No teachers have a project supervision period, but each have a prep period to prepare for classes and grade.
Section II

Supporting Materials
Supporting Material 1: Student Data Sheets

Below is a copy of ten Student Data Sheets from our department this year. The data sheets are filled out at the beginning of each school year and uploaded to the R2 online as part of the Agriculture Incentive Grant. The students fill out the data sheets online. During this time period, each student is made aware of our pathways available and how to plan for their future in the department.
A. Name: Abundis Patience

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

B. Gender: Male  Female  X

J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.
   Military, the Marines and FBI and own a restaurant (vet) (ag business)

C. Date: 

K. Please indicate below your plans after graduation from high school:
   1. Go to Work Full Time 
   2. Go to College 
   3. Go Into Military Service 

D. Year in Agriculture Program: 

L. Plan Updated: 2015-10-02 

E. Grade Level in School: 

M. Student Number: 1265491

F. 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)
   X

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

H. Hispanic: Yes  No  X

R. Race: (Select Only One)
   X White
   Asian
   Asian Indian
   Cambodian
   Chinese
   Hmong
   Japanese
   Korean
   Laotian
   Vietnamese
   Black
   American Indian
   Native Hawaiian/Pacific Islander
   Filipino
   Guamanian
   Samoan
   Tahitian
X 2 or More
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>
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<td>Course</td>
<td>Course</td>
<td>Course</td>
<td>Course</td>
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<tr>
<td>Ag earth science</td>
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<td>Health/ career choices</td>
<td>ag bio</td>
<td>Ag mechanics</td>
<td>english</td>
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Supervised Agricultural Experience Plan (Project program should be related to career goal).

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<tr>
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<th>SOPHOMORE YEAR</th>
<th>JUNIOR YEAR</th>
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<tr>
<td>S.A.E</td>
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<tr>
<td>market pig</td>
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Planned Department Activity (FFA)

<table>
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<th>SENIOR YEAR</th>
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<tr>
<td>greenhand conference</td>
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<td>ffa meeting</td>
<td>ffa meeting</td>
</tr>
<tr>
<td>del osso farms</td>
<td>ice skating</td>
<td>tri-tip fundraiser</td>
<td>ffa staff vs. member</td>
</tr>
<tr>
<td>ice skating</td>
<td>del osso farms</td>
<td>ice skating</td>
<td>ice skating</td>
</tr>
<tr>
<td>ffa meeting</td>
<td>tri-tip fundraiser</td>
<td>october meeting</td>
<td>del osso farms</td>
</tr>
<tr>
<td>costume drive</td>
<td>march meeting</td>
<td>ffa staff vs. member game</td>
<td>november meeting</td>
</tr>
</tbody>
</table>
STUDENT CAREER DATA SHEET

A. Name
LAST NAME: Cabrera
FIRST NAME: Melissa

B. Gender:
Male
Female
X

C. Date:

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

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

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

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

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

X Not interested, placed in class.

H. Hispanic: Yes No X

Race: (Select Only One)

White
Asian
Asian Indian
Cambodian
Chinese
Hmong
Japanese
Korean
Laotian
Vietnamese
Black
American Indian
Native Hawaiian/Pacific Islander
Filipino
Guamanian
Samoan
Tahitian
X 2 or More

I. Locator Data:

Street Address:

Phone Number:

Parent/Guardian Name (Print Full Name For Each)

Mr.

Miss/Mrs./Ms.

Email:

J. 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.

registered nurse (vet)

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

1. Go to Work Full - Time

2. Go to College

X Community College

X Four Year College

X Full-Time Student

X Part-Time Student

X Agriculture Major

X Non-Agriculture Major

3. Go Into Military Service

Plan Updated: 2015-10-02

Student Number: 1265493
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>
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<tr>
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<td>world history</td>
<td>u.s. history</td>
<td>economics</td>
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Supervised Agricultural Experience Plan (Project program should be related to career goal).

<table>
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<tr>
<th>FRESHMAN YEAR</th>
<th>SOPHOMORE YEAR</th>
<th>JUNIOR YEAR</th>
<th>SENIOR YEAR</th>
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Planned Department Activity (FFA)

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<td>ffa meetings</td>
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</table>
STUDENT CAREER DATA SHEET

A. Name
   Samantha
   Last Name
   First Name, MI

B. Gender: Male Female X

C. Date: 

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

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

F. 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)

G. 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.

H. Hispanic: Yes No X
   Race: (Select Only One)
   X White
   Asian
   Asian Indian
   Cambodian
   Chinese
   Hmong
   Japanese
   Korean
   Laotian
   Vietnamese
   Black
   American Indian
   Native Hawaiian/Pacific Islander
   Filipino
   Guamanian
   Samoan
   Tahitian
   2 or More

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

J. 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 being a Veterinarian after high school. I want to attend Austin Community College and Texas A&M University.

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

   Plan Updated: 2015-09-30
   Student Number: 1126652
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>
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<td>TA</td>
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<td>Health/ career choices</td>
<td>world history</td>
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<td>Econ/ Government</td>
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<td>English 11</td>
<td>erwe 12</td>
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<td>Algebra 2</td>
<td>Office TA</td>
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<tr>
<td>Geometry</td>
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<td>Floral</td>
<td>Aerobics</td>
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Supervised Agricultural Experience Plan (Project program should be related to career goal).

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<td>Size</td>
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<td>Market Lamb</td>
<td>Market Lamb</td>
<td>Market lamb</td>
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<td>Breeding ewe</td>
<td>Breeding ewe</td>
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Planned Department Activity (FFA)

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<th>JUNIOR YEAR</th>
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<td>Tri-tip fundraiser</td>
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<td>iceskating</td>
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<td>september meeting</td>
<td>march meeting</td>
<td>october meeting</td>
<td>november meeting</td>
</tr>
</tbody>
</table>
STUDENT CAREER DATA SHEET

A. Name

Katherine

Last Name

B. Gender:

Male

Female  X

C. Date:

D. Year in Agriculture Program:

3

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

E. Grade Level in School:

11

(9, 10, 11, 12)

F. 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)

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

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

H. Hispanic: Yes  No  X

Race: (Select Only One)

White
Asian
Asian Indian
Cambodian
Chinese
Hmong
Japanese
Korean
Laotian
Vietnamese
Black
American Indian
Native Hawaiian/Pacific Islander
Filipino
Guamanian
Samoan
Tahitian

I. Locator Data:

Street Address:

Phone Number:

Parent/Guardian Name (Print Full Name For Each)

Mr.

Miss/Mrs./Ms.

Email:

J. 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.

Psychologist (floriculture)

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

3 Go Into Military Service

Plan Updated: 2015-09-22
Student Number: 1161054
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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<tr>
<td>Course</td>
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<td>Course</td>
<td>Course</td>
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</tr>
<tr>
<td>Ag biology</td>
<td>World history</td>
<td>AP English</td>
<td>AP English Literature</td>
</tr>
<tr>
<td>English honors</td>
<td>Chemistry</td>
<td>Physics</td>
<td>AP Statistics</td>
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<td>Career choices</td>
<td>Pre calculus</td>
<td>U.S History</td>
<td>Ornamental Horticulture</td>
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<td>Ag floral</td>
<td>AP Spanish LAng.</td>
<td>Animal science</td>
<td>Asb</td>
</tr>
<tr>
<td>Avid</td>
<td>Rop floral</td>
<td>Asb</td>
<td>Econ/Goverment</td>
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<td>English honors</td>
<td>Avid</td>
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Supervised Agricultural Experience Plan (Project program should be related to career goal).

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<th>JUNIOR YEAR</th>
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Planned Department Activity (FFA)

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<td>FFA meetings</td>
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<td>Del Osso Cornmaze</td>
<td>Tri-tip Fundraising</td>
<td>Tri-tip Fundraising</td>
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<td>Made for excellence</td>
<td>Tri-tip fundraising</td>
<td>Del Osso Cornmaze</td>
<td>Del Osso Cornmaze</td>
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**STUDENT CAREER DATA SHEET**

<table>
<thead>
<tr>
<th>A. Name</th>
<th>Xandra</th>
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<tbody>
<tr>
<td>Last Name</td>
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<tr>
<td>First Name, MI</td>
<td></td>
</tr>
<tr>
<td>B. Gender:</td>
<td>Male</td>
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<tr>
<td>Female</td>
<td>X</td>
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<tr>
<td>C. Date:</td>
<td></td>
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<td>D. Year in Agriculture Program:</td>
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<td>E. Grade Level in School:</td>
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<td>F. Program of Instruction Being Pursued: (Select Only One)</td>
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<tr>
<td>Plant &amp; Soil Science (4010)</td>
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<td>Animal Science (4020)</td>
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<tr>
<td>Agriscience (4070)</td>
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</tr>
<tr>
<td>G. I Am Taking This Course Because: (Select One)</td>
<td></td>
</tr>
<tr>
<td>I plan a career in agriculture</td>
<td></td>
</tr>
<tr>
<td>Not a career, just an interest in agriculture.</td>
<td></td>
</tr>
<tr>
<td>Not interested, placed in class.</td>
<td></td>
</tr>
<tr>
<td>H. Hispanic: Yes</td>
<td>No X</td>
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<td>Race: (Select Only One)</td>
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<tr>
<td>White</td>
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<td>Laotian</td>
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<td>Black</td>
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<tr>
<td>American Indian</td>
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<td>Native Hawaiian/Pacifc Islander</td>
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<td>Samoan</td>
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<td>Hawaiian</td>
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<td>Tahitian</td>
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</tr>
<tr>
<td>X</td>
<td>2 or More</td>
</tr>
</tbody>
</table>

**I. Locator Data:**

| Street Address: | |
| Phone Number: | |
| Parent/Guardian Name (Print Full Name For Each): | |
| Mr. | |
| Miss/Mrs./Ms. | |
| Email: | |

**J. 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 start my career as a lawyer. On the side I would like to preform in symphonies and keep my passion for music. Eventually I would like to go into politics and run for president. (floral)

**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
   - Part-Time Student
   - Agriculture Major
   - Non-Agriculture Major
   - Go Into Military Service

   Plan Updated: 2015-09-21
   - Student Number: 1218161
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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<tr>
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<tr>
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<td>English Honors</td>
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<td>Economics/Government</td>
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<td>AP Calculus</td>
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<td>Orchestra</td>
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<tr>
<td>Algebra 2</td>
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Supervised Agricultural Experience Plan (Project program should be related to career goal).

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>SOPHOMORE YEAR</th>
<th>JUNIOR YEAR</th>
<th>SENIOR YEAR</th>
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</thead>
<tbody>
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<td>S.A.E Size</td>
<td>S.A.E Size</td>
<td>S.A.E Size</td>
</tr>
<tr>
<td>Goat</td>
<td>Swine</td>
<td>Swine</td>
<td>Hefer</td>
</tr>
<tr>
<td>Rabbit</td>
<td>Rabbit</td>
<td>Rabbit</td>
<td>Rabbit</td>
</tr>
<tr>
<td>Rabbit</td>
<td>Rabbit</td>
<td>Rabbit</td>
<td>Rabbit</td>
</tr>
</tbody>
</table>

Planned Department Activity (FFA)

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>SOPHOMORE YEAR</th>
<th>JUNIOR YEAR</th>
<th>SENIOR YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>FFA meeting</td>
<td>FFA meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greenhand Leadership Conference</td>
<td>Opening and Closing Contest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patterson Greenhand</td>
<td>Tri-Rivers Sectional Opening and Closing Contest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collecting Coats For Kids</td>
<td>Chapter Degree Banquet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Del Osso Farms Ice Skating</td>
<td>FFA meeting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A. Name: Alexis
   Last Name: 
   First Name, MI: 

B. Gender: Male X Female 

C. Date: 

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

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

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

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

H. Hispanic: Yes No X
   Race: (Select Only One)
   - White
   - Asian
   - Asian Indian
   - Cambodian
   - Chinese
   - Hmong
   - Japanese
   - Korean
   - Laotian
   - Vietnamese
   - Black
   - American Indian
   - Native Hawaiian/Pacific Islander
   - Filipino
   - Guamanian
   - Samoan
   - Tahitian

I. Locator Data:
   Street Address: 
   Phone Number: 

J. 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.
   Doctor(veterinarian)

K. Please indicate below your plans after graduation from high school:
   1. Go to Work Full - Time
      No Further Education
      Some College Later
   2. Go to College X
      Community College
      Four Year College X
      Full-Time Student
      Part-Time Student
      Agriculture Major
      Non-Agriculture Major
   3 Go Into Military Service
      Plan Updated: 2015-10-02
      Student Number: 1221978
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>Course</td>
<td>Course</td>
<td>Course</td>
<td>Course</td>
</tr>
<tr>
<td>Math 1</td>
<td>Pe</td>
<td>US History</td>
<td>Econ/Gov</td>
</tr>
<tr>
<td>Art</td>
<td>Ag Biology</td>
<td>Ag Chemistry</td>
<td>Physics/Animal</td>
</tr>
<tr>
<td>Health</td>
<td>Math</td>
<td>Math</td>
<td>English</td>
</tr>
<tr>
<td>Career Choices</td>
<td>World History</td>
<td>English</td>
<td>Ag Engines</td>
</tr>
<tr>
<td>PE</td>
<td>Spanish 2</td>
<td>Spanish 2 ap</td>
<td>Mechanics</td>
</tr>
<tr>
<td>AG Earth Science</td>
<td></td>
<td>AG Floral</td>
<td></td>
</tr>
<tr>
<td>English 9</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>SOPHOMORE YEAR</th>
<th>JUNIOR YEAR</th>
<th>SENIOR YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>S.A.E</td>
<td>Size</td>
<td>S.A.E</td>
<td>Size</td>
</tr>
<tr>
<td>Raise a chicken</td>
<td>Animal Care</td>
<td>Raise a chicken</td>
<td>Raise a chicken</td>
</tr>
<tr>
<td>Raise a pig</td>
<td>Raise a pig</td>
<td>Raise a pig</td>
<td>Raise a pig</td>
</tr>
<tr>
<td>Raise a pig</td>
<td>Raise a pig</td>
<td>Raise a pig</td>
<td>Raise a pig</td>
</tr>
<tr>
<td>Raise animal</td>
<td>Gardening</td>
<td>Gardening</td>
<td>Gardening</td>
</tr>
<tr>
<td>Gardening</td>
<td>Raise a chicken</td>
<td>Animal Care</td>
<td>Animal Care</td>
</tr>
</tbody>
</table>

Planned Department Activity (FFA)

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>SOPHOMORE YEAR</th>
<th>JUNIOR YEAR</th>
<th>SENIOR YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>FFA meetings</td>
<td>FFA meetings</td>
<td>FFA meetings</td>
<td>FFA meetings</td>
</tr>
<tr>
<td>ice skating</td>
<td>ice skating</td>
<td>ice skating</td>
<td>ice skating</td>
</tr>
<tr>
<td>Food court</td>
<td>Food court</td>
<td>Food court</td>
<td>Food court</td>
</tr>
<tr>
<td>tri tip</td>
<td>tri tip</td>
<td>tri tip</td>
<td>tri tip</td>
</tr>
<tr>
<td>field trips</td>
<td>field trips</td>
<td>field trips</td>
<td>field trips</td>
</tr>
</tbody>
</table>
STUDENT CAREER DATA SHEET

A. Name: Blake
   - Last Name: __________
   - First Name, MI: __________

B. Gender: 
   - Male X
   - Female __

C. Date: __________

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

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

F. 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)

G. 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.

H. Hispanic: Yes X No __
   - Race: (Select Only One)
     - X White
     - Asian
     - Asian Indian
     - Cambodian
     - Chinese
     - Hmong
     - Japanese
     - Korean
     - Laotian
     - Vietnamese
     - Black
     - American Indian
     - Native Hawaiian/Pacific Islander
     - Filipino
     - Guamanian
     - Samoan
     - Tahitian

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

J. 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.
   - Becoming a professional football player

K. Please indicate below your plans after graduation from high school:
   1. Go to Work Full-Time
      - No Further Education
      - Some College Later
   2. Go to College
      - X Community College
      - Four Year College
      - Full-Time Student
      - Part-Time Student
      - Agriculture Major
      - Non-Agriculture Major
   3. Go Into Military Service
      - Plan Updated: 2014-09-30
      - Student Number: 1161050
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>Course</td>
<td>Course</td>
<td>Course</td>
<td>Course</td>
</tr>
<tr>
<td>P E</td>
<td>English 10</td>
<td>English 11</td>
<td>English 12</td>
</tr>
<tr>
<td>Ag earth science</td>
<td>Ag biology</td>
<td>Ag chemistry</td>
<td>American government</td>
</tr>
<tr>
<td>algebra 1</td>
<td>P E</td>
<td>Algebra 2</td>
<td>economics</td>
</tr>
<tr>
<td>English 9</td>
<td>World history</td>
<td>us history</td>
<td>pre calculus</td>
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<tr>
<td>Ag mechanics</td>
<td>Geometry</td>
<td>performing arts</td>
<td>Ag mechanics 2</td>
</tr>
<tr>
<td>Health</td>
<td>spanish 1 Spanish 1</td>
<td>french 1</td>
<td>animal science</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>SOPHOMORE YEAR</th>
<th>JUNIOR YEAR</th>
<th>SENIOR YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>S.A.E</td>
<td>S.A.E</td>
<td>S.A.E</td>
<td>S.A.E</td>
</tr>
<tr>
<td>Size</td>
<td>Size</td>
<td>Size</td>
<td>Size</td>
</tr>
<tr>
<td>Raised guinea pigs</td>
<td>raise lamb</td>
<td>raise pig</td>
<td>raise goat</td>
</tr>
</tbody>
</table>

Planned Department Activity (FFA)

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>SOPHOMORE YEAR</th>
<th>JUNIOR YEAR</th>
<th>SENIOR YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>ice skating</td>
<td>tri tip</td>
<td>ice skating</td>
<td>ice skating</td>
</tr>
<tr>
<td>ffa tri tip</td>
<td>mfe ala leadership</td>
<td>corn maze</td>
<td>corn maze</td>
</tr>
<tr>
<td>ice skating</td>
<td>tri tip dinner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cornmaze</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STUDENT CAREER DATA SHEET

A. Name: Adrianna M
   Last Name: __________  First Name, MI: __________

B. Gender: Male ______ Female ______ X

C. Date: __________

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

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

F. 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)

G. 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.

H. Hispanic: Yes ______ No ______ X
   Race: (Select Only One)
   ______ White
   ______ Asian
   ______ Asian Indian
   ______ Cambodian
   ______ Chinese
   ______ Hmong
   ______ Japanese
   ______ Korean
   ______ Laotian
   ______ Vietnamese
   ______ Black
   ______ American Indian
   ______ Native Hawaiian/Pacific Islander
   ______ Filipino
   ______ Guamanian
   ______ Samoan
   ______ Tahitian

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

J. 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.
   Nursing (vet)

K. Please indicate below your plans after graduation from high school:
   1. Go to Work Full-Time
   2. Go to College
   3. Go Into Military Service

Plan Updated: 2015-10-08
Student Number: 1126628
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>
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<th>JUNIOR YEAR</th>
<th>SENIOR YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>Course</td>
<td>Course</td>
<td>Course</td>
</tr>
<tr>
<td>Ag earth</td>
<td>Biology</td>
<td>History</td>
<td>Personal Finance</td>
</tr>
<tr>
<td>Pe</td>
<td>Pe</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
<td>Geometry</td>
<td>Stagecraft</td>
</tr>
<tr>
<td>Performing arts</td>
<td>History</td>
<td>Spanish</td>
<td>TA</td>
</tr>
<tr>
<td>Health</td>
<td>Geometry</td>
<td>Floral</td>
<td>Economics</td>
</tr>
<tr>
<td>Algebra</td>
<td>Spanish</td>
<td>Chemistry</td>
<td>ROP Floral</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>SOPHOMORE YEAR</th>
<th>JUNIOR YEAR</th>
<th>SENIOR YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>S.A.E Size</td>
<td>S.A.E Size</td>
<td>S.A.E Size</td>
<td>S.A.E Size</td>
</tr>
<tr>
<td>Market goat</td>
<td>Market goat</td>
<td>Market goat</td>
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Planned Department Activity (FFA)

<table>
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<th>FRESHMAN YEAR</th>
<th>SOPHOMORE YEAR</th>
<th>JUNIOR YEAR</th>
<th>SENIOR YEAR</th>
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</thead>
<tbody>
<tr>
<td>Welcome Back BBQ</td>
<td>Welcome Back BBQ</td>
<td>Market goat</td>
<td>Market Goat</td>
</tr>
<tr>
<td>Meetings</td>
<td>Meetings</td>
<td>Meeting</td>
<td>Meetings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sell tickets</td>
<td>Sell Tickets</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Buy at food court</td>
<td>Food Court</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Go bowling</td>
<td>Bowling</td>
</tr>
</tbody>
</table>
STUDENT CAREER DATA SHEET

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

B. Gender: Male [Redacted]

C. Date: [Redacted]

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

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

F. 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)

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

H. Hispanic: Yes [Redacted] No [Redacted]
   Race: (Select Only One)
   White
   Asian
   Asian Indian
   Cambodian
   Chinese
   Hmong
   Japanese
   Korean
   Laotian
   Vietnamese
   Black
   X American Indian
   Native Hawaiian/Pacific Islander
   Filipino
   Guamanian
   Samoan
   Tahitian

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

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

K. Please indicate below your plans after graduation from high school:
   1. Go to Work Full - Time
   2. Go to College
      X Community College
      Four Year College
      Full-Time Student
      Part-Time Student
      Agriculture Major
      Non-Agriculture Major
   3 Go Into Military Service
   Plan Updated: 2015-12-17
   Student Number: 1160946
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>
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<th>FRESHMAN YEAR</th>
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<th>JUNIOR YEAR</th>
<th>SENIOR YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>Course</td>
<td>Course</td>
<td>Course</td>
</tr>
<tr>
<td>AG earth science</td>
<td>AG floral design</td>
<td>AG leadership</td>
<td>ROP Floral Design</td>
</tr>
<tr>
<td>OH</td>
<td>AG bio</td>
<td>Chemistry</td>
<td>English</td>
</tr>
<tr>
<td>P.E P.E</td>
<td>English</td>
<td>Spanish 1</td>
<td>Orchestra</td>
</tr>
<tr>
<td>English</td>
<td>Geometry</td>
<td>Algebra 2</td>
<td>Algebra 2</td>
</tr>
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<td>Algebra 1</td>
<td>P.E</td>
<td>T.A</td>
<td>Spanish 2</td>
</tr>
<tr>
<td>Career Choices/Health</td>
<td>World History</td>
<td>U.S History</td>
<td>Econ/Amer. Gov</td>
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</table>

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

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>SOPHOMORE YEAR</th>
<th>JUNIOR YEAR</th>
<th>SENIOR YEAR</th>
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<tr>
<td>S.A.E</td>
<td>S.A.E</td>
<td>S.A.E</td>
<td>S.A.E</td>
</tr>
<tr>
<td>OH</td>
<td>Floral</td>
<td>Rabbit</td>
<td>Rabbits</td>
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<td>Rabbits</td>
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<td>Rabbits</td>
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Planned Department Activity (FFA)

<table>
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<tr>
<th>FRESHMAN YEAR</th>
<th>SOPHOMORE YEAR</th>
<th>JUNIOR YEAR</th>
<th>SENIOR YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meetings</td>
<td>Field days</td>
<td>Field days</td>
<td>Meetings</td>
</tr>
<tr>
<td>Field trips</td>
<td>Field trips</td>
<td>Meetings</td>
<td>Field trips</td>
</tr>
<tr>
<td></td>
<td>Meetings</td>
<td>Field trips</td>
<td>Conferences</td>
</tr>
<tr>
<td></td>
<td>Conferences</td>
<td></td>
<td>Field days</td>
</tr>
</tbody>
</table>
STUDENT CAREER DATA SHEET

A. Name
   Last Name
   First Name, MI
   Deliela

B. Gender:
   Male
   Female  X

C. Date:

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

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

F. 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)
   X

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

H. Hispanic: Yes  No  X
   Race: (Select Only One)
   X White
   Asian
   Asian Indian
   Cambodian
   Chinese
   Hmong
   Japanese
   Korean
   Laotian
   Vietnamese
   Black
   American Indian
   Native Hawaiian/Pacific Islander
   Filipino
   Guamanian
   Samoan
   X Tahitian

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

J. 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.
   Pediatric Oncology Nurse / Nurse (Animal and Pet Health Tech / Vet)

K. Please indicate below your plans after graduation from high school:
   1. Go to Work Full - Time
      ____________
      No Further Education
      Some College Later
      ____________
      X
      2. Go to College
      Community College
      Four Year College
      Full-Time Student
      Part-Time Student
      Agriculture Major
      Non-Agriculture Major
      ____________
      ____________
      ____________
      ____________
      ____________
      3 Go Into Military Service
      ____________
      Plan Updated: 2015-10-02
      Student Number: 1264948
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>
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</thead>
<tbody>
<tr>
<td>Course</td>
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<tr>
<td>Ag Earth Science</td>
<td>Ag Biology</td>
<td>English AP comp</td>
<td>English Ap Lit</td>
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<td>Math 1</td>
<td>English 10 Honors</td>
<td>US History</td>
<td>Math Pre Cal</td>
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<tr>
<td>English 9 Honors</td>
<td>Math 2 Honors</td>
<td>Math 3</td>
<td>Animal Science</td>
</tr>
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<td>Spanish 1</td>
<td>AVID</td>
<td>Ag Chem</td>
<td>History</td>
</tr>
<tr>
<td>Career Choices/Health</td>
<td>P.E</td>
<td>AVID</td>
<td>AVID</td>
</tr>
<tr>
<td>P.E</td>
<td>Spanish 2</td>
<td>Spanish 3</td>
<td>ASB</td>
</tr>
<tr>
<td>AVID</td>
<td>World history</td>
<td>Art 1</td>
<td>Speech</td>
</tr>
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</table>

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

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>SOPHOMORE YEAR</th>
<th>JUNIOR YEAR</th>
<th>SENIOR YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>S.A.E Size</td>
<td>S.A.E Size</td>
<td>S.A.E Size</td>
<td>S.A.E Size</td>
</tr>
<tr>
<td>Market Swine</td>
<td>Market Swine</td>
<td>Market Swine</td>
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</tbody>
</table>

Planned Department Activity (FFA)

<table>
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<tr>
<th>FRESHMAN YEAR</th>
<th>SOPHOMORE YEAR</th>
<th>JUNIOR YEAR</th>
<th>SENIOR YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome Back FFA BBQ</td>
<td>Welcome Back FFA BBQ</td>
<td>Welcome Back FFA BBQ</td>
<td>Welcome Back FFA BBQ</td>
</tr>
<tr>
<td>Local GLC</td>
<td>Local GLC</td>
<td>Local GLC</td>
<td>Local GLC</td>
</tr>
<tr>
<td>Costume Drive</td>
<td>Costume Drive</td>
<td>Costume Drive</td>
<td>Costume Drive</td>
</tr>
<tr>
<td>Canned Food drive</td>
<td>Canned Food drive</td>
<td>Canned Food drive</td>
<td>Canned Food drive</td>
</tr>
<tr>
<td>Coats for kids</td>
<td>Coats for kids</td>
<td>Coats for kids</td>
<td>Coats for kids</td>
</tr>
</tbody>
</table>
Supporting Material 2: Permanent Files

The department utilizes a permanent file system for tracking all current students, as well as students that have graduated the year previously. The hard copy files are kept in the Agriculture Department Office in filing cabinets. This year, the department began keeping digital files instead of the hard copy files. The digital files include the Data Sheets, FFA Activities, etc.

The files are organized by grade level and placed in alphabetical order by last name. Some of the upperclassman still have paper record books, so their hard copy record books will be available in their files as well.

The department will use these files to update student grades for their FFA and SAE portions. The students must have a current FFA activity log, as well as information related to their SAE project. Students will include their SAE Plan, signed business agreement, etc. in their files.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
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</table>

Screenshot of student’s FFA activities for spring semester
Supporting Material 3: Agriculture Course Outlines & Syllabi

The course outlines for the Agriculture Department are board-approved. They also must be approved by the Vice Principal of Curriculum at Patterson High School. The outlines are updated as necessary, and presented to the Advisory Committee for commentary. The outlines are then placed in the Program Plan. See the example course outlines for the Agriculture Department below.

In addition, sample course syllabi are provided. They outline the procedures, rules, and descriptions of each class. The grading system is also broken down for the students, and discusses the three circle model of agricultural education.
<table>
<thead>
<tr>
<th>Course Title: Agriculture Leadership</th>
<th>Grade Level(s): 10-12</th>
<th>Duration: 1 year</th>
<th>Credits: 10</th>
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</thead>
<tbody>
<tr>
<td>Grading Format: Pass or Fail</td>
<td>Required for Graduation: No</td>
<td>Meets UC and CSU Requirements: CBEDS Code:</td>
<td></td>
</tr>
<tr>
<td>Co/Prerequisite(s) Prerequisite: FFA Officer or Consent of Instructor.</td>
<td>Textbook(s)/Supplementary Books/Materials: N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Course Description:**
This course is designed to promote and develop leadership in the Agriculture Industry. Topics will include current issues in Ag, Ag legislation, development of personal leadership skills, FFA operation and Judging Teams and exploration of past and present needs in the Ag Industry and its leaders. A supervised occupational project is required and will be developed with the aid of the instructor.

Students will help plan, organize and put on events in FFA. Students are required to complete 20 hours per semester. FFA participation will be part of the grade for this course. Students are required to complete FFA activities and a Supervised Agricultural Experience project for this course. This course is offered zero period. This course is pending approval for articulation with Modesto Junior College.

**Key Concepts/ Learning Goals:**
FFA, Leadership, Communication, Team Building

<table>
<thead>
<tr>
<th>Week(s) of School Year</th>
<th># of Days</th>
<th>Unit</th>
<th>Activities/Labs</th>
<th>Standards</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>Intro/FFA</td>
<td>FFA Emblem</td>
<td>AG 10.1, 10.2, 10.3</td>
<td>FFA Quiz</td>
</tr>
</tbody>
</table>
| 2-3  | 10  | Personality and Leadership | Personality Assessment  
4 Sets of Preferences  
Group Personalities  
Effectively Working With Other Personality Types  
Mutual Usefulness of Opposite Types  
Personality Assessment | AG 7.3, 9.1, 9.2, |
|------|-----|----------------------------|-------------------------------------------------|----------------|
| 4-5  | 10  | Emotional Intelligence     | Emotional Intelligence Overview  
Three Good Employees  
Emotional Intelligence at Work  
EQ Skill Building  
EQ Development  
Emotional Intelligence Competency | AG 7.4, 8.3, 9.5 |
| 6-9  | 20  | Conflict Resolution/assertiveness  
Decisions/Problem Solving | -Handling Emotions Effectively  
-Modes of Handling Conflict  
-Assertiveness -- A Behavior Choice  
-Assertiveness Exercise  
The Case of Mad Mechanics  
-Handling Conflict and Being Assertive  
3 D Decisions  
Survival Exercise  
Analyzing Your Decisions | AG 5.0, 7.1, 9.4, 9.6 |
| 10-12| 15  | Leading a Team             | Win As Much As You Can  
Are You Rude  
How Trusting and Trustworthy Am I?  
Ten Coaching Skills | AG 7.4, 9.3, 9.6 |
| 13-17| 25  | Career Readiness           | Developing a Cover Letter, Resume  
Completing an Application  
Interview Skills  
Ag Sales Interview  
Job Interview Competition | AG 2.2 (2.5), 2.4 (2.3), 3.0,  |
|      |     |                            | Portfolio Completion  
Job Interview Competition |
<table>
<thead>
<tr>
<th>Date Range</th>
<th>Time</th>
<th>Topic</th>
<th>Activities</th>
<th>AG</th>
</tr>
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<tr>
<td>19-22</td>
<td>20</td>
<td>Communication</td>
<td>Communication Styles</td>
<td>AG 9.6</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Johari’s Window</td>
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<td>Listening Quiz</td>
<td></td>
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<td></td>
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<td>The Extra Crew Case</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Absence of Non Verbal Communications Exercise</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Non Verbal Communication Exercise</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>The 10 Tools for Effective Listening</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Listening and Questioning</td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td>Medics, Computers, Steamrollers, Cheerleaders</td>
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<tr>
<td>23-26</td>
<td>20</td>
<td>Parliamentary Procedure</td>
<td>Public Meeting Review</td>
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<td></td>
<td></td>
<td>Motion Timeline</td>
<td></td>
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<td></td>
<td>Order of Precedence Activity</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Motion Flash Cards</td>
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<tr>
<td>27-31</td>
<td>25</td>
<td>Team Development</td>
<td>Working in Teams</td>
<td>AG 7.5, 9.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Characteristics of an Effective Team</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Dealing with Team Issues</td>
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<tr>
<td></td>
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<td></td>
<td>Team Dynamics/Group Self-Assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Team Climate</td>
<td></td>
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<tr>
<td>25</td>
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<td>Ag Issues</td>
<td>Ag Issues Research</td>
<td>AG 2.2 (2.6), 2.4 (2.2), 8.1</td>
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<td>Committee Formation</td>
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<td>Ag Issues Forum</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Video Project</td>
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</table>
CLASS DESCRIPTION
This course is designed to promote and develop leadership in the Agriculture industry. Topics will include current issues in Ag, Ag legislation, development of personal leadership skills, FFA operation an Judging Teams, and exploration of past and present needs in the Ag Industry and its leaders. Students will help plan, organize, and put on events in FFA.
*There is a heavy emphasis on class and FFA participation! Please be prepared to be involved.*

SUPPLY LIST
* (1) 2” Binder
  * Highlighter
  * Pens/Pencils

remind101
Register to receive text messages and/or e-mail messages with reminders, homework assignments, and other class information.

Agriculture Leadership
Mrs. Samantha Cahill
scahill@patterson.k12.ca.us

CLASS RULES
1. Be on-time, on-task, & prepared to learn EVERYDAY
2. Educational purposes only!
3. Be responsible for your own learning
4. Respect the teacher, the classroom, other students
5. Trash goes in the trashcan! #NOTYOURMAID

COMMITTEE WORK
Each student in the class will serve on one of the four committees in the class. Each committee head will be one of the Patterson FFA officers. Each committee will be responsible for putting on events and advertising any of their work. Most committee work will take place in class, although some hours may be required outside of class time. The committees include:

Publicity
Scrapbook
Community Service
Fundraising

GRADING
Class Work (Assignments, Tests, etc.) : 45%
Participation: 45%
FFA: 10%
Pass: 70% or above
Fail: 69% or below

PARTICIPATION
Students will be graded on participation in class. Each class day is worth 2 points. Absences will count as a zero for the day and a tardy will count as 1 point. If a student has an excused absence, they can make up their participation points by reading a leadership article and writing a one page summary of the article. The student will have the same number of days as the absence to complete the make-up work.

FFA
FFA is an intercurricular student organization for those interested in agriculture and leadership. It is one of three components of agricultural education.
Students enrolled in agriculture classes are automatically enrolled in the National FFA Organization. Students must complete at least 6 FFA activities per semester to receive the full 10% of their grade. Students will receive a calendar of activities at the beginning of the year.
To learn more about the FFA organization, please visit ffa.org or calaged.org.
<table>
<thead>
<tr>
<th>Course Title: Animal Science (Anatomy and Physiology) P</th>
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<td>Required for Graduation: No</td>
<td>Meets UC and CSU Requirements: Yes</td>
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<td>Co/Prerequisite(s): Ag Biology P or Bio P with a C- or better</td>
<td>Textbook(s)/Supplementary Books/Materials: Class set: Introduction to Livestock and Companion Animals</td>
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<td>Course Description: This course will provide the student with the principles in Animal Anatomy and Physiology focusing on the areas of mammalian reproduction, anatomy, physiology, reproduction, nutrition, respiration, and genetics. This course is intended to successfully prepare those students who plan on majoring in Agricultural Sciences at a college or university. The hands-on science experiences are designed to enhance the student’s understanding of Agriculture, the environment, and society. Students are required to complete FFA activities and a Supervised Agricultural Experience project for this course. This course meets the UC/CSU “G” requirement. This course is articulated with Modesto Junior College for ANSC 55 – Introduction to Veterinary Technology.</td>
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<tr>
<td>Key Concepts/ Learning Goals: Livestock Classification/Breeds, Musculoskeletal System, Digestive Systems, Reproduction, Veterinary Science/Health</td>
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</table>

<table>
<thead>
<tr>
<th>Week(s) of School Year</th>
<th># of Days</th>
<th>Strand/ Key Idea/Theme</th>
<th>Activities/Labs</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>FFA</td>
<td>Your emblem</td>
<td>Quiz</td>
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<tr>
<td>2-3</td>
<td>10</td>
<td>Scientific Method</td>
<td>M&amp;M Lab</td>
<td>FFA/Scientific Method Test</td>
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<td></td>
<td>Scientific Method Graphic Organizer Controls and Variables Worksheet</td>
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<td>4</td>
<td>5</td>
<td>Safety/Sanitation</td>
<td>MSDS Lab</td>
<td>Safety Quiz</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Zoonotic Disease Research Safety Memes</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Days</td>
<td>Topic</td>
<td>Activities/Assignments</td>
<td>Assessment</td>
</tr>
<tr>
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<tr>
<td>5-6</td>
<td>10</td>
<td>Domestication/ Classification</td>
<td>Domestication Go-Get-It! Domestication Timeline Classification Rap</td>
<td>Test</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dairy Timeline Ice Cream Lab Dairy Breeds</td>
<td>Quiz</td>
</tr>
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<td>7-8</td>
<td>10</td>
<td>Dairy</td>
<td>Dairy Timeline Ice Cream Lab Dairy Breeds</td>
<td>Quiz</td>
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<td>9</td>
<td>5</td>
<td>Beef</td>
<td>Breed Project (Glogster) Build a Brand</td>
<td>Breed Project (Glogster)</td>
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<tr>
<td>10</td>
<td>5</td>
<td>Sheep and Goats</td>
<td>Age of Sheep Ag Connection – Goats Meat-Milk-Wool Project</td>
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<tr>
<td>11-12</td>
<td>10</td>
<td>Swine</td>
<td>Ear Notching Breeds</td>
<td>Quiz</td>
</tr>
<tr>
<td>13-15</td>
<td>15</td>
<td>Poultry</td>
<td>Ag Connection – Egg Prices Ag Connection – Salmonella Egg Lab (Naked Egg, Strength Test)</td>
<td>Quiz</td>
</tr>
<tr>
<td>16-17</td>
<td>10</td>
<td>Animal Issues</td>
<td>Mike Rowe Speech Welfare Timeline TED Talk – Robert Saik Temple Grandin</td>
<td>Quiz</td>
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<td></td>
<td>Finals/Winter Break</td>
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</tr>
<tr>
<td>1</td>
<td>3</td>
<td>Veterinary Terminology</td>
<td>Gummy Bear Lab</td>
<td>Quiz</td>
</tr>
<tr>
<td>1-4</td>
<td>17</td>
<td>Musculoskeletal System</td>
<td>Femur Lab Build a Spine Toothpick Skeleton</td>
<td>Test</td>
</tr>
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<td>----------------------------------------------------------------</td>
<td>----------------------------------------------------------------</td>
</tr>
<tr>
<td>5-9</td>
<td>25</td>
<td>Digestion &amp; Nutrition</td>
<td>Diagrams &lt;br&gt; Chalk Quiz &lt;br&gt; Digestive Tracts Dissection &lt;br&gt; Feed Labels Lab &lt;br&gt; Major Nutrients Lab &lt;br&gt; Calculating MER &lt;br&gt; Ag Connection – Dry Matter &lt;br&gt; Ag Connection – Colic &lt;br&gt; Feed Cost Comparison &lt;br&gt; Calculating Dry Matter</td>
<td>Test</td>
</tr>
<tr>
<td>10-12</td>
<td>15</td>
<td>Reproduction</td>
<td>Uterus Dissection &lt;br&gt; Breeding Techniques &lt;br&gt; AI Lab</td>
<td>Quiz</td>
</tr>
<tr>
<td>13-15</td>
<td>15</td>
<td>Animal Health</td>
<td>Behavior Lab (School Farm) &lt;br&gt; Taking Temperature &lt;br&gt; Vaccination Lab</td>
<td>Quiz</td>
</tr>
<tr>
<td>16-17</td>
<td>10</td>
<td>Career Exploration</td>
<td>Guest Speaker &lt;br&gt; Career Glog</td>
<td>Career Glog Project</td>
</tr>
</tbody>
</table>
CLASS DESCRIPTION
This course will provide the student with the principles in Animal Anatomy and Physiology focusing on the area of mammalian reproduction, anatomy, physiology, nutrition, respiration, and genetics. This course is intended to successfully prepare those students who plan on majoring in Agricultural Sciences at a college or university. The hands-on science experiences are designed to enhance the students’ understanding of Agriculture, the environment, and society.

SUPPLY LIST
• (1) 2” Binder
• Highlighter
• Pens/Pencils

remind101
Register to receive text messages and/or e-mail messages with reminders, homework assignments, and other class information.

Animal Science
Mrs. Samantha Cahill
scahill@patterson.k12.ca.us

CLASS RULES
1. Be on-time, on-task, & prepared to learn EVERYDAY
Personal electronics for EDUCATIONAL PURPOSES ONLY!
2. BE RESPONSIBLE for your own learning
3. RESPECT the teacher, the classroom, other students
4. Trash goes in the trashcan! #NOTYOURMAID

GOOGLE CLASSROOM
The class website will be your go-to spot for homework, important announcements, extra help resources, printable papers, and much more.
Class Code: bd5e0jt

GRADING
Class Work (Assignments, Tests, etc.): 70%
FFA: 10%
SAE: 10%
Binder Check: 10%

SUPERVISED AGRICULTURAL EXPERIENCE
“The SAE is a required component of a total agricultural education program and intended for every student. Through their involvement in the SAE program, students are able to consider multiple careers and occupations, learn expected workplace behavior, develop specific skills within an industry, and are given opportunities to apply academic and occupational skills in the workplace or a simulated workplace environment. Through these strategies, students learn how to apply what they are learning in the classroom as they prepare to transition into the world of college and career opportunities.”

SAE is worth 10% of the student grade and will be introduced the 2nd semester.

FFA
FFA is an intercurricular student organization for those interested in agriculture and leadership. It is one of three components of agricultural education.
Students enrolled in agriculture classes are automatically enrolled in the National FFA Organization. Students must complete at least 6 FFA activities per semester to receive the full 10% of their grade. Students will receive a calendar of activities at the beginning of the year.
To learn more about the FFA organization, please visit ffa.org or calaged.org.
### Course Title:
Agriculture Biology

### Grade Level(s):
9-12

### Duration:
1 Yr

### Credits:
10

### Grading Format:
A-F

### Meets Graduation Requirement:
Yes

### Meets UC and CSU requirements:
Yes

### Co/Prerequisite(s):

### Text Book:
Biology—Glencoe Copyright 2007

### Course Description:
This course presents biological concepts including ecology, population biology, cell structure and function, genetics, evolution, biochemistry, DNA structure and function, protein synthesis, enzyme structure and function, photosynthesis, cellular respiration, viruses and bacteria, and investigation and experimentation. Students will also be involved in leadership skills/training and record keeping. This course meets the life science requirement for graduation. Class includes significant homework and laboratory activities.

Courses at Patterson High School that fit within this program include: Ag Biology. This course is mostly taught to 9th and 10th graders.

The goals and objectives of this course are:
1. To supply students with some of the basic agricultural knowledge and skill required for entry and common to most agricultural occupations.
2. To supply students with the knowledge and understanding about biological sciences.
3. To assist students to prepare a personal plan of preparation for their chosen agricultural careers or higher education.

<table>
<thead>
<tr>
<th>Week(s) of school year</th>
<th>Chapter/U nit</th>
<th>Key Theme</th>
<th>Standard(s)</th>
<th>CST %</th>
<th>Activities</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1-2                    | 1            | *Establish Class Rules  
*Scientific Method  
*Introduction to FFA | Investigation and Experimentation  
Biology 1: d, f, k  
AG 1.2, C13.1,  
C13.2, C13.3 | 10%  
*Various Handouts  
*Scientific Method Labs |
| 3-5                    | 6            | Macromolecules | Biology 1: b, h  
AG C8.1 | 10%  
*Curds and Whey pH Lab  
*Drawing  
Macromolecules Activity | Macromolecules Test |
| 5  
(touch upon 18.2)       | 7            | Cell Biology | Biology 1: a, c, e  
AG C5.1, C5.2,  
C5.4, G2.1, G2.6 | 10%  
*Cell Structure Worksheet  
*Cell Analogy Worksheet | |
| 5-9                    | 8            | Cell Energy | Biology 1: f, g | 10%  
*Photosynthesis | Cell Energy Test |
<table>
<thead>
<tr>
<th>(10/8-10/26)</th>
<th></th>
<th>AG C11.5, C11.6</th>
<th></th>
<th>Vocabulary Quizzes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-11</td>
<td>9.1 &amp; 9.2</td>
<td>Mitosis</td>
<td>Review 7th grade Standard AG C5.3, C7.5</td>
<td>*Diagram Mitosis Activity *Mitosis Model *Mitosis Lab</td>
</tr>
<tr>
<td>12-13</td>
<td>10.1</td>
<td>Meiosis</td>
<td>Biology 2: a, b Biology 3: b AG C7.5</td>
<td>30% *Diagram Meiosis Activity *Meiosis Model</td>
</tr>
<tr>
<td>14-15</td>
<td>10.2</td>
<td>Mendelian Genetics</td>
<td>Biology 2: a – g AG C7.1, C7.2, C7.3, G2.5</td>
<td>30% *Genetics Worksheets *Reebo Lab *Edible DNA Lab</td>
</tr>
</tbody>
</table>

17 Final Review (12/7-12/11)

18 (12/12-12/14) FINALS

| 16-20 | 11 | Complex Inheritance | Biology 2: c, d Biology 3: a | 30% *Various Worksheets *Karyotype Lab |
| 21-24 | 12 (touch upon 13) | Molecular Genetics (Touch upon Genetic Engineering) | Biology 1: d Biology 4: a-d Biology 5: a-c | 30% *Strawberry lab *DNA replication activity *DNA synthesis activity |
| 30-33 | 2 | 3.1 4.1 5.1 | Ecology | Biology 6: a-f | 12% *Food Web Activity |

Complex Inheritance and Molecular Genetics Test Evolution Test Ecology Test
<table>
<thead>
<tr>
<th>35</th>
<th>Careers in Agricultural Science</th>
<th>AG 3.2</th>
<th>*Career Presentations</th>
<th>Verbal Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>36 (5/15-5/21)</td>
<td>Review for Finals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37</td>
<td><strong>FINALS (5/22-5/24)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CLASS DESCRIPTION
This course presents biological concepts including ecology, population biology, cell structure and function, genetics, evolution, biochemistry, DNA structure and function, protein synthesis, enzyme structure and function, photosynthesis, cellular respiration, viruses and bacteria, an investigation and experimentation. This course meets the life science requirement for graduation. Class will include significant homework and laboratory activities.

GRADED
Class Work (Assignments, Tests, etc.) : 70%
FFA: 10%
SAE: 10%
Binder Check: 10%

CLASS RULES
1. Be on-time, on-task, & prepared to learn EVERYDAY
2. Educational purposes only!
3. Be responsible for your own learning
4. Respect the teacher, the classroom, other students
5. Trash goes in the trashcan! #NOTYOURMAID

Google Classroom
The class website will be your go-to spot for homework, important announcements, extra help resources, printable papers, and much more.

Class Code: pttwums

Supervised Agricultural Experience
“The SAE is a required component of a total agricultural education program and intended for every student. Through their involvement in the SAE program, students are able to consider multiple careers and occupations, learn expected workplace behavior, develop specific skills within an industry, and are given opportunities to apply academic and occupational skills in the workplace or a simulated workplace environment. Through these strategies, students learn how to apply what they are learning in the classroom as they prepare to transition into the world of college and career opportunities.”

SAE is worth 10% of the student grade and will be introduced the 2nd semester.

FFA
FFA is an intercurricular student organization for those interested in agriculture and leadership. It is one of three components of agricultural education. Students enrolled in agriculture classes are automatically enrolled in the National FFA Organization. Students must complete at least 6 FFA activities per semester to receive the full 10% of their grade. Students will receive a calendar of activities at the beginning of the year. To learn more about the FFA organization, please visit ffa.org or calaged.org.
Supporting Material 4: Course Gradebooks

Each course’s gradebook is broken down to at least three categories: classwork, FFA activities, and SAE (including the iRecordbook). The grading system used by Patterson High School is called PowerSchool, and it must be updated on a weekly basis. Teachers, administration, students, and parents all have access to the system and can check grades and assignments at any point during the year. The school year is broken up into six grading periods, including to final semester grades.

The PowerSchool gradebook setup for the year in Agricultural Earth and Environmental Science.
Teacher view of PowerSchool to enter grades for each student/class

Student/parent view of PowerSchool
Supporting Material 5: FFA Program of Activities

The Patterson FFA Program of Activities is used to update the school, community, and members about everything that has to do with Patterson FFA. It includes a calendar for the year, event descriptions, SAE examples, and much more. The Program of Activities are updated annually at the officer retreat and made available online. It is also included in the Comprehensive Program Plan.
PATTERSON AGRICULTURE DEPARTMENT

PROGRAM OF ACTIVITIES
Dear Students, Parents, and FFA Supporters,

As a representative of the 2015-2015 Patterson FFA Officer Team, I would like to sincerely welcome you! Our officer team has a fun year planned, full of leadership conferences, community service, meetings, and more!

Our unique program offers our FFA members an opportunity to grow and develop as leaders regardless of grade level. Students can enjoy a wide range of activities, which you can find on our calendar in this booklet. You can also find information about our organization, Supervised Agricultural Experience, Career Development Events, as well as our chapter constitution.

Again, I would like to welcome you to become involved in our organization. We have opportunities to meet any interest, including members in our community. I urge you to join us at our first meeting of the year, on August 25th. I look forward to meeting each of you!

Sincerely,

Kimberly Johnson

Kimberly Johnson
Patterson FFA President
ADVISOR’S WELCOME

June 11th, 2014

Dear Students, Parents, and FFA Supporters,

Welcome! My name is Kendall and I am one of the advisors for Patterson FFA. Along with my partners, Michael Costa, Cassie Burrows and Kim Ghisla, we have a great year planned! It will be full of activities and opportunities for you to participate in. It is my sincere hope that each of you get involved in our program in some way.

In addition to the FFA activities offered, we have many opportunities for students to improve and develop skills in agriculture. The Patterson High School Agriculture Department offers comprehensive courses and Career Pathways in Agriscience, Ornamental Horticulture/Floriculture, and Agricultural Mechanics. These pathways are designed to prepare students for entrance to the community college or university or for employment upon graduation from high school. We have courses that are articulated with Modesto Junior College, as well, so students can get a head-start on their college education!

Our facilities also offer unique opportunities for our students. We have a complete mechanics shop, floriculture classroom, science classroom, greenhouse, shade house, and school farm. Students who live in town have the opportunity to raise market animals, like sheep, goats, and pigs, here at school. In addition, we are constantly striving to improve access to and regularly update our computers and technology in the department.

Again, I invite all of you to become an active participant in our program. When you leave our program, you will be able to take with you new skills and a positive attitude towards your future. On behalf of Mr. Costa, Ms. Burrows, Ms. Ghisla, and myself, thank you for your interest and participation!

Sincerely,

Kendall Green

Kendall Green
Patterson FFA Advisor
2015-2016 Chapter Officer Team

President- Kimberly Johnson
Vice President- Timothy Holderfield
2nd Vice President- Soleil Jones
Secretary- Samantha Calvert
Treasurer- Susan Bowers
Reporter- Xandra Carter
Sentinel- Samantha Wisbar

2015-2016 Advisors

Mrs. Samantha Cahill
Mr. Michael Costa
Ms. Kendall Green
Ms. Kimberly Ghisla
Ms. Cassandra Burrows
WHAT IS FFA?

FFA is a dynamic youth organization within agricultural education that changes lives and prepares students for premier leadership, personal growth, and career success. FFA was created in 1928 as the Future Farmers of America; the name was changed in 1988 to the National FFA Organization to represent the growing diversity of agriculture. Today, nearly one half-million student members are engaged in a wide range of agricultural education activities, leading to over 300 career opportunities in the agriculture sciences, food, fiber and natural resources industries. Student success remains the primary mission of FFA.

THE THREE CIRCLE MODEL

The Patterson Agriculture Department is founded on the three-circle model of agricultural education. The three circles include classroom instruction, Supervised Agricultural Experience (SAE) Projects, and FFA.

All three circles are an important component of student success and diversity of experiences available to all agriculture students.

THE FFA MISSION

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

To accomplish its mission, FFA:

- Develops competent and assertive agricultural leadership.
• Increases awareness of the global and technological importance of agriculture and its contribution to our well-being.
• Strengthens the confidence of agriculture students in themselves and their work.
• Promotes the intelligent choice and establishment of an agricultural career.
• Encourages achievement in supervised agricultural experience programs.
• Encourages wise management of economic, environmental and human resources of the community.
• Develops interpersonal skills in teamwork, communications, human relations and social interaction.
• Builds character and promotes citizenship, volunteerism and patriotism.
• Promotes cooperation and cooperative attitudes among all people.
• Promotes healthy lifestyles.
• Encourages excellence in scholarship

**FFA COLORS AND MOTTO**

The rich and cheerful colors that proudly represent FFA are National Blue and Corn Gold. These colors appear in connection with all meetings and paraphernalia or equipment used.

The FFA motto gives members twelve short words to live by as they experience the opportunities of the organization. The FFA Motto is:

\[
\begin{align*}
Learning & \text{ to do} \\
Doing & \text{ to learn} \\
Earning & \text{ to live} \\
Living & \text{ to serve}
\end{align*}
\]

**OFFICIAL DRESS UNIFORM**

The official dress uniform for female members is a knee-length black skirt, white collared blouse with the official FFA blue scarf, black shoes with neutral colored nylons, and the official jacket zipped to the top. Black slacks may be worn for outdoor activities, such as judging.

The official dress uniform for male members is black slacks, white collared shirt, official FFA blue tie, black shoes and socks, and the official jacket zipped to the top.
OFFICIAL SHOW UNIFORM

The official show uniform for FFA members includes a white collared shirt, white pants, the FFA tie or scarf, and the FFA jacket zipped to the top. Shoes should be appropriate for what is being shown.

THE FFA CREED
By E.M. Tiffany

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

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

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

I believe in less dependence on begging and more power in bargaining; in the life abundant and enough honest wealth to help make it so--for others as well as myself; in less need for charity and more of it when needed; in being happy myself and playing square with those whose happiness depends upon me.
I believe that American agriculture can and will hold true to the best traditions of our national life and that I can exert an influence in my home and community which will stand solid for my part in that inspiring task.

THE FFA EMBLEM

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

The rising sun symbolizes progress in agriculture (a new era, a new day, a new beginning).

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

The owl symbolizes wisdom and knowledge.

The eagle is symbolic of freedom and the national scope of the FFA

The words “agricultural education” surround the letters “FFA”. This tells us that FFA is an important part of agriculture programs.

THE FFA CODE OF ETHICS

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

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

Adopted by delegates at the 1952 National FFA Convention. The Code of Ethics was revised by the delegates at the 1995 National FFA Convention.
# Classes Offered by the Agriculture Department

<table>
<thead>
<tr>
<th>Class</th>
<th>Grades</th>
<th>Prerequisite</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Agriculture Earth &amp; Environment Science (P):</strong></td>
<td>9</td>
<td>None</td>
<td>This course will include earth science, chemistry, forces, work, energy, waves, alternative energy sources and nuclear energy as it pertains to agriculture. Students are expected to function in both lab and lecture situations and to work basic equations. This course meets the physical science requirement for graduation. This course is part of a series of courses to prepare the student for college level entry into the various disciplines of agricultural science.</td>
</tr>
<tr>
<td><strong>Agricultural Biology (P):</strong></td>
<td>9-10</td>
<td>Algebra 1P with a C- or better</td>
<td>This course presents biological concepts including ecology, population biology, cell structure and function, genetics, evolution, biochemistry, DNA structure and function, protein synthesis, enzyme structure and function, photosynthesis, cellular respiration, viruses and bacteria, and investigation and experimentation. Students will also be involved in leadership skills/training and record keeping. This course meets the life science requirement for graduation. Class includes significant homework and laboratory activities.</td>
</tr>
<tr>
<td><strong>Agriculture Chemistry (P):</strong></td>
<td>11-12</td>
<td>Ag Biology P or Bio P with a C- or better</td>
<td>This course presents the principles of matter supplemented with laboratory experimentation with emphasis on chemistry’s applications to the environment and agricultural practices. It is strongly recommended for students taking this course to have a strong background on the topics of elements, atoms, ions, ionic bonds, covalent bonds, hydrogen bonding and organic molecules. This course requires at least ½ hour of additional time outside of class to do daily assignments or reading, note taking and group projects. This course requires collaborative work in projects, laboratories, and class activities.</td>
</tr>
<tr>
<td><strong>Agriculture Leadership:</strong></td>
<td>9-12</td>
<td>FFA Officer or Consent of Instructor. PASS or FAIL course</td>
<td>This course is designed to promote and develop leadership in the Agriculture Industry. Topics will include current issues in Ag, Ag legislation, development of personal leadership skills, FFA operation and Judging Teams and exploration of past and present needs in the Ag Industry and its leaders. A supervised occupational project is required and will be developed with the aid of the instructor. Students will help plan, organize and put on events in FFA. Students are required to complete 20 hours per semester. FFA participation will be part of the grade for this course. This course is offered zero period.</td>
</tr>
<tr>
<td><strong>Animal Science (Anatomy and Physiology) (P):</strong></td>
<td>11-12</td>
<td>Ag Biology P or Bio P with a C- or better</td>
<td>This course will provide the student with the principles in Animal Anatomy and Physiology focusing on the areas of mammalian reproduction, anatomy, physiology, reproduction, nutrition, respiration, and genetics. This course is intended to successfully prepare those students who plan on majoring in Agricultural Sciences at a college or university. The hands-on science experiences are designed to enhance the student’s understanding of Agriculture, the environment, and society.</td>
</tr>
<tr>
<td><strong>AG Floral Design 1:</strong></td>
<td>10-12</td>
<td>None</td>
<td>Students will explore elements and principles of design, two or three dimensional designs, history of floral art, arrangement styles and techniques, seasonal holidays and occasional designs. The students will use their skills to make a variety of floral arrangements. In addition all students will learn various types of cut and potted foliage, potted flowering plants, fresh flowers, tools, materials, display techniques, and cut flower care. Students will learn to recognize balance, and harmony within arrangement, along with scale, color, and design. The historical and cultural past of the floral industry will be discussed as it related to modern floral design and tradition. Because of the nature of this class, many projects will be created. A fee will be charged or fundraising will be an option to offset the cost. 2 + 2 articulated with MJC.</td>
</tr>
<tr>
<td><strong>History &amp; Art of</strong></td>
<td></td>
<td></td>
<td>This advanced floral design class is designed to give the students advanced design</td>
</tr>
<tr>
<td>Course Name</td>
<td>Grades</td>
<td>Prerequisite</td>
<td>Course Description</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>--------------</td>
<td>-------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>FLORAL DESIGN ROP:</strong></td>
<td>11-12</td>
<td>Ag Floral Design 1 with a C- or better</td>
<td>Techniques including wedding, sympathy, and high-style floral design. This includes everlasting flowers, oriental style of design, contemporary design and techniques, and harvest and distribution. This class also goes into greater detail of operating a retail flower shop and covers careers and continuing education. In addition, the class will also cover the employment application elements and process, interview skills and create a complete portfolio of work. A fee will be charged or fundraising will be an option to offset the cost.</td>
</tr>
<tr>
<td><strong>MECHANIZED AGRICULTURE 1:</strong></td>
<td>9-12</td>
<td>None</td>
<td>This course is designed to familiarize students with shop safety and general shop practices. The course work will include units in measurement, tool and fastener identification, rope work, soldering, cold metal work, woodworking, plumbing, tool repair, concrete/bricklaying work, electricity, and careers. <strong>Students must supply their own safety glasses and coveralls.</strong> Because of the nature of this class, many projects will be created. A fee will be charged for the cost of each project that you wish to keep as well as for any additional material you desire for projects that you choose to work on. The cost will be determined by the complexity of the project and the amount of material needed.</td>
</tr>
<tr>
<td><strong>MECHANIZED AGRICULTURE 2:</strong></td>
<td>10-12</td>
<td>Mechanized Agriculture 1 with a C- or better</td>
<td>This course builds on basic shop knowledge gained in Mechanized Agriculture 1. Using safe shop practices, students will begin using oxy-acetylene equipment to develop skills in cutting and welding. Other course-work includes a review of measurement, arc welding, MIG welding, instruction and practice in safe use of metal cutting saws and iron working shears. <strong>Students must supply their own safety glasses &amp; coveralls.</strong> Safety glasses must be worn at all times in the shop. Because of the nature of this class, many projects will be created. A fee will be charged for the cost of each project that you wish to keep as well as for any additional material you desire for projects that you choose to work on. The cost will be determined by the complexity of the project and the amount of material needed.</td>
</tr>
<tr>
<td><strong>ADVANCED MECHANIZED AGRICULTURE - PROJECT CONSTRUCTION:</strong></td>
<td>11-12</td>
<td>Mechanized Agriculture 2 with a C- or better</td>
<td>This course builds on the knowledge and mechanical skills learned in Mechanized Agriculture 1 and 2. Using safe shop practices, students will fabricate wooden and metal projects. Coursework includes measurement, record keeping, project plan drafting, and a project portfolio. <strong>Students must supply their own safety glasses and coveralls.</strong> Because of the nature of this class, many projects will be created. A fee will be charged for the cost of each project that you wish to keep as well as for any additional material you desire for projects that you choose to work on. The cost will be determined by the complexity of the project and the amount of material needed.</td>
</tr>
<tr>
<td><strong>ROP AGRICULTURAL WELDING AND FABRICATION:</strong></td>
<td>11-12</td>
<td>Mechanized Agriculture 2 and/or approval of the instructor</td>
<td>Students will learn skills in arc welding, MIG welding, oxy-acetylene cutting, brazing and welding. Plasma Arc cutting will also be covered. Instruction will include lecture, demonstration, and hands-on work. Students will be required to complete large and small projects during the school year. Students will be responsible for the cost of materials needed to complete the large projects. Second semester activities will include co-operative or community classroom experience. Students must supply their own safety glasses and coveralls. Safety glasses must be worn at all times in the shop.</td>
</tr>
<tr>
<td><strong>ORNAMENTAL HORTICULTURE:</strong></td>
<td>9-12</td>
<td>None</td>
<td>This course will provide the student with the necessary entry level techniques for a career in ornamental horticulture and the nursery industry. Topics covered include the anatomy and physiology of plants and the requirements for plant growth. Other coursework includes units on plant identification, tool identification, plant propagation, fertilizers, herbicide and pesticide use, irrigation, and landscape design.</td>
</tr>
</tbody>
</table>
AG POWER AND SMALL ENGINES:
Grades: 9-12
Prerequisites: None
Small Engines is a course designed to give students an overview of two and four stroke engines. The course covers safety, tools, disassembly, assembly, ignition systems, carburetors, maintenance, and troubleshooting. During second semester the class will consist of a large engine related project the students will work on in partners or on their own. SAFETY GLASSES REQUIRED.

### AGRICULTURE DEPARTMENT PATHWAYS

<table>
<thead>
<tr>
<th>Grade</th>
<th>Ag Mechanics</th>
<th>Horticulture/Floriculture</th>
<th>Agriscience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>Ag Engineering 1 (P)</td>
<td>Ag Earth Science (P)</td>
<td>Ag Earth Science (P)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ornamental Horticulture (P)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mechanized Ag 2</td>
<td>Ag Biology (P)</td>
<td>Ag Biology (P)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ornamental Horticulture (P)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ag Floral Design</td>
<td></td>
</tr>
<tr>
<td>Sophomore</td>
<td>Advanced Mechanized Agriculture</td>
<td>Ag Floral Design</td>
<td>Ag Chemistry (P)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ROP The History and Art of Floral Design (P)</td>
<td>Ornamental Horticulture (P)</td>
</tr>
<tr>
<td>Junior</td>
<td>ROP Agricultural Welding and Fabrication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior</td>
<td>ROP The History and Art of Floral Design (P)</td>
<td></td>
<td>Animal Science (P)</td>
</tr>
</tbody>
</table>

*These serve as a guideline for students to follow throughout their high school career in the agriculture department. Pathways may be changed and courses may be added.

**Agriculture Leadership is a zero period class that a student may take any year, and in any pathway.
STUDENT PROJECTS

Supervised Agricultural Experience (SAE) Projects are an integral part of the agriculture curriculum. The intent of this vital component is to benefit the student by starting the development of job skills while still in school. Money can be earned from a variety of ag-related projects.

All students will be given a record book to be used in conjunction with their SAE. With this record book the student keeps track of money invested, money earned, and hours of labor spent on the project among other items. It is hoped that students learn responsibility and the value of work through their project. Whenever possible the student should develop a project related to their career goal. The following is an overview of some potential student projects.

Agriscience Fair – Students design an experiment, gather data, analyze data, and report their results. There are categories to choose from but topics are endless as long as the project relates to agriculture and has a scientific basis.

Fair Animals – There are a variety of livestock that students raise for the fair. Most students raise a market animal that will be sold at the Junior Livestock Auction. The animals that can be sold at auction include Market Steers, Market Lambs, Market Hogs, Market Goats, Rabbit Meat Pens, and Chicken Meat Pens. Depending on the type of animal the investment ranges from $1,200 or more for a steer to $20 for a pen of chickens. There is no guarantee that a student's project will qualify for the sale. Just like in the agriculture industry, there is a risk. There is also the potential to sell a project for a significant profit. All Patterson FFA members are eligible to show and sell at the Stanislaus County Fair as long as they are in good standing with the chapter.

Some students who choose to show at the California State Fair, the Junior Grand National or other shows. Only the champions qualify for sale at these shows. The level of competition is quite high. The financial investment to be competitive is quite high as well. This is a great experience for students who want to participate and learn how to show animals.

Livestock Breeding Projects – Some students have projects in which they raise livestock for purposes other than the show ring. Any type of livestock can be raised for the student project provided it is something other than a pet. For example, a pet rat would not be considered a project. A student could raise pigs or sheep and sell the offspring for meat or breeding purposes. There are a variety of these types of projects to choose from. For more information, consult an agriculture teacher.

Plant and Crop Projects – Some traditional crop projects would include raising hay, grain, or row crops. It seems as though few of our students have this opportunity to produce acres of crops. A student who has the use of a greenhouse could grow plants for a project. A student could grow a garden. A student could design and landscape an area at their home. A student could grow wine grapes, Christmas trees, or sweet corn. They could grow ornamental plants. They can grow these crops in large or small quantities. The requirement is that the goal be to make a profit. Through keeping records, they will learn what the value of their project was. They will learn how to determine the cost of production and profit margin. These are all skills that will be beneficial to a student regardless of their career goal.
**Work Experience Projects** - Any work done in an agriculturally related field is acceptable. This is a very broad area. A student could work on a farm, for a veterinarian, or at a feed store. A student could work in a law office if the clients of the lawyer are agricultural clients. A student could work for a construction company building barns. A student could work for an irrigation supply company. A student could work at a grocery store if they work in the produce or meat department. The potential is endless. Discuss potential work experience projects with an agriculture teacher.

**Un-Paid Work Experience Projects** - These projects can be in any of the areas previously mentioned. A student can have a home improvement project. This project could be anything that improves the appearance of the home or farm. It could start with mowing the lawn. Over the four years that student are involved in the agriculture program, we expect their project to grow. This would mean they have additional responsibilities. Just remember projects need to have an agricultural connection.

If you have questions about a potential project speak to an agriculture teacher. They can help you develop the project in a manner that will meet the requirement of the program while also helping the student develop an appreciation for the value of setting and attaining goals.
LIVESTOCK PROJECT BUDGETS

*Livestock insurance is available. The price is TBD.*

Dairy Replacement Heifer

<table>
<thead>
<tr>
<th>Estimated Expenses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost of Animal</td>
<td>$750.00</td>
</tr>
<tr>
<td>Feed</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>Vet Supplies</td>
<td>$40.00</td>
</tr>
<tr>
<td>Show Supplies</td>
<td>$75.00</td>
</tr>
<tr>
<td>Straw</td>
<td>$15.00</td>
</tr>
<tr>
<td>Fair Entry</td>
<td>$35.00</td>
</tr>
</tbody>
</table>

Total Estimated Expenses $1,915.00

Estimated Receipts
Sale of Heifer $2,100.00

Estimated Net Profit
Receipts – Expenses $185.00

Market Steer

<table>
<thead>
<tr>
<th>Estimated Expenses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost of Animal</td>
<td>$1,200.00</td>
</tr>
<tr>
<td>Feed</td>
<td>$800.00</td>
</tr>
<tr>
<td>Supplies</td>
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<tr>
<td>Vet Supplies</td>
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</tr>
<tr>
<td>Equipment</td>
<td>$80.00</td>
</tr>
<tr>
<td>Fair Entry</td>
<td>$35.00</td>
</tr>
</tbody>
</table>

Total Estimated Expenses $2,175.00

Estimated Receipts
Sale of Steer $2,500.00
(1,250 lbs @ $2.00/lb)

Estimated Net Profit
Receipts – Expenses  $315.00
Market Swine

Estimated Expenses
Cost of Animal $250.00
Feed $200.00
Vet Supplies $20.00
Show Supplies $25.00
Shavings at Fair $30.00
Fair Entry $35.00

Total Estimated Expenses $560.00

Estimated Receipts
Sale of Hog $750.00
(250 lbs @ $3.00/lb)

Estimated Net Profit
Receipts – Expenses $190.00

Market Lamb

Estimated Expenses
Cost of Animal $300.00
Feed $150.00
Vet Supplies $15.00
Show Supplies $20.00
Bedding $15.00
Fair Entry $35.00

Total Estimated Expenses $535.00

Estimated Receipts
Sale of Lamb $728.00
(130 lbs @ $5.60/lb)

Estimated Net Profit
Receipts – Expenses $193.00
Market Goat

**Estimated Expenses**
- Cost of Animal: $200.00
- Feed: $100.00
- Vet Supplies: $15.00
- Show Supplies: $20.00
- Fair Entry: $35.00

---

**Total Estimated Expenses** $370.00

**Estimated Receipts**
- Sale of Goat: $437.75 (85 lbs @ $5.15/lb)

**Estimated Net Profit**
- Receipts – Expenses: $67.75
CAREER DEVELOPMENT EVENTS (CDE)

Career opportunities abound within today’s agriculture industry. Career Development Events (CDEs) help students develop the abilities to think critically, communicate clearly, and perform effectively in a competitive job market.

There are 24 CDEs, covering job skills in everything from communications to mechanics. Some events allow students to compete as individuals, while others allow them to compete in teams.

Public Speaking Contests

Creed Speaking Contest – (This is a skill development activity.) The creed-speaking contest is restricted to freshmen students. It is intended as an introduction to public speaking. The speaker delivers, by memory, the FFA Creed. The contestant then answers three questions from the judges concerning the creed. The judges consider both the delivery of the creed and the quality of the answers to questions in choosing the winner. (The state winner advances to the national contest.)

Parliamentary Procedure Contest – (This is a skill development activity.) In the Parli-Pro contest, members compete as a team of six members in a “mock chapter meeting.” Each team is judged on the basis of its skill and proper use of Parliamentary Procedure. The competition includes a test, secretary minutes and a demonstration of Parli-Pro. There are 24 different motions used in the contest. All six team members must be knowledgeable of all motions. There are two levels of competition. The novice level is for freshmen and sophomore students who have not yet competed. The advanced level is open to juniors, seniors and underclassmen who have already competed at the novice level. (The state winner of the advanced contest advances to the national contest.)

Prepared Public Speaking – (This is a skill development activity.) Public speaking is a very important contest. To compete in and win at any of the difficult levels of competition is quite an achievement. By using a topic related to agriculture, participants must write and deliver a six to eight minute speech to a panel of judges. Following the oral presentation, the speaker will be asked questions by the judges concerning their speech. The judges consider manuscript quality, oral delivery, and responses to questions when determining the winner. (The state winner advances to the national contest.)

Extemporaneous Public Speaking – (This is a skill development activity.) Students who participate in this contest develop skills to speak on technical subjects with little preparation time. Students draw a topic and then have 30 minutes to prepare a speech. This speech will be between 4 and 6 minutes in length. After presenting the speech to a panel of judges, competitors will submit to questioning on their subject for 5 minutes. (The state winner advances to the national contest.)

Job Interview Contest – (This is a skill development activity.) The Job Interview contest is designed to stimulate interest and acquaint FFA members with the employment procedures they will face when applying for a job. The contest requires students to prepare a resume, cover letter,
and complete a job application. Students are then interviewed for a pre-determined job. (The state winner advances to the national contest.)

Judging Teams

Agricultural Mechanics – (This is a skill development activity.) This contest is open to students of all grade levels. The agricultural mechanics event seeks to effectively prepare the students for the expectations of the agricultural mechanics workplace. The contest may include tool and material identification, written test, arc welding, problem solving and plan interpretation, sheet metal fabrication, and electrical skills. (The state winner advances to the national contest.)

Farm Power – (This is a skill development activity.) This contest is open to students of all grade levels. Contestants will demonstrate their ability to perform jobs and skills that are reflective of those required in the farm power industry. Specific competency areas will include safety and driving of farm power machinery such as tractors. (The state winner advances to the national contest.)

Agricultural Welding – (This is a skill development activity.) This contest is open to students of all grade levels. Contestants will demonstrate their ability to perform jobs and skills that are reflective of those required in the welding industry. Specific competency areas will include safety, measurement, blueprint reading, project layout, weld testing/inspection, as well as skills in the various welding styles. (The state winner advances to the national contest.)

Agriscience Fair – (This is a skill development activity.) The objective of the Agriscience Fair is to recognize students in Agriscience who are pursuing an academically challenging course of high school study that focuses on the application of scientific principles, research, and emerging technologies in an agricultural subject area. For the Agriscience Fair, student design an experiment, gather data, analyze data, and report their results. There are two divisions of competition, novice and advanced. The novice division is limited to freshmen students. The advanced division is open to all students. (The state winner in each of ten divisions advances to the national contest.)

Best Informed Greenhand Contest – (This is a skill development activity.) This contest is restricted to freshmen students. In this contest, students are tested on their knowledge of the activities and history of the FFA. The contest consists of a test. This is a good contest for those students who are shy, as there is no oral communication in the contest. (The state winner advances to the national contest.)

Floriculture – (This is a skill development activity.) This contest is open to students in any grade level. In this contest, the students will be able to demonstrate quality evaluation by judging potted foliage plants, cut flowers, flowering potted plants, and floral design classes. The students will identify the many cut flowers, potted plants, and tools and materials commonly used in the floral industry. Students will also construct a corsage and floral arrangement according to the floral industry standards. Students will have to be able to communicate reasoning for two of the classes. (The state winner advances to the national contest.)
Nursery/Landscape – (This is a skill development activity.) This contest is open to students in any grade level. The Nursery/Landscape contest prepares students for careers in the nursery and landscaping industry. Topics include plant identification, plant physiology, soil science, plant reproduction, and nursery production, as well as landscaping design, installation, and maintenance. Students will have to be able to communicate reasoning for two of the classes. (The state winner advances to the national contest.)

Veterinary Science – (This is a skill development activity.) This contest is open to students in any grade level. The Veterinary science contest prepares students for careers in the veterinary science industry. Topics include tool, breed and parasite identification as well as practical handling skills of veterinary animals. (The state winner advances to the national contest.)

Milk Quality and Dairy Foods (Dairy Products) – (This is a skill development activity.) This contest is open to students of any grade level. In this contest, students are tested on their knowledge of dairy products. They will be tested on their ability to identify thirteen different cheeses, real versus artificial dairy products, milk fat content, milk quality, and their completion of a written test. There is no oral communication in the contest. (The state winner advances to the national contest.)

Small Engines – (This is a skill development activity.) This contest is open to students of any grade level. The purpose of the contest is to stimulate an appreciation for small engine repair and serve as one method of training in the skills and safety practices needed in diagnosing engine malfunctions. The competition will include identification, theory, problem solving, and troubleshooting. (The state winner advances to the national contest.)
LEADERSHIP DEVELOPMENT ACTIVITIES

The Greenhand Conference – (This is a skill development activity.) This leadership development conference is designed for freshmen students. Participants are provided an overview of the opportunities in the FFA. They also become involved in goal-setting activities. If you are a freshman, you will want to get one of the limited seats to attend this exciting activity.

The Made for Excellence Conference – (This is a skill development activity.) This leadership development conference is designed for sophomore students and is the second in the Integrated Leadership Development Program. This conference builds on the Greenhand Conference. It continues with goal setting and helps to develop self-esteem and confidence.

The Advanced Leadership Academy – (This is a skill development activity.) The leadership development conference is designed for junior students and is the third in the Integrated Leadership Development Program. This activity builds on the two previous conferences. The focus is on the continued development of leadership skills and how to best use them for success.

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

LEADERSHIP ACTIVITIES OUTSIDE OF THE LEADERSHIP DEVELOPMENT PROGRAM

Opening and Closing Ceremonies – (This is a skill development activity.) The Tri Rivers Section FFA has three divisions for this activity. There is the competition for Officer Teams, one for an open team, and one for Greenhands. All students in Agriculture Students are encouraged to participate in this activity. Students in groups of six, one for each of the six offices, recited from memory the FFA Opening and Closing Ceremony. Teams are compared to the ideal and not each other. Teams are awarded Gold, Silver, and Bronze awards depending on their score.

Tri Rivers Section and Central Region FFA Activities – (This is a participation activity.) There are several sectional and regional activities. For students interested in becoming leaders beyond the chapter level, both the section and region elect officers. These officers become involved as a host for sectional and regional activities.

State FFA Convention – (This is a participation activity.) The State FFA Convention is held each year at the Fresno Convention Center. At the state convention chapter delegates conduct the business of the state association. The Patterson chapter elects their state delegates at a chapter FFA meeting in the spring. Students enjoy the opportunity to attend the State FFA Convention.

National FFA Convention – (This is a participation activity.) The National FFA Convention is held each year in Indianapolis, Indiana. This is a convention that each student should hope to one day
attend. In addition to conducting the business of the National FFA, the convention includes some of the most motivational speakers, workshops and a very large career and trade show.

There are many other activities above the chapter level for Patterson FFA members to become involved in.
STUDENT RECOGNITION

There are many opportunities for student recognition. They include:

- **The Greenhand Degree** - (This is a recognition degree.) This is the first degree that a member may earn. The requirements to earn the degree include, being familiar with the FFA Creed, Motto, Salute and FFA Mission Statement, the FFA colors, the Code of Ethics and proper use of the FFA jacket. Additionally, a student must complete an application for the degree.

- **The Chapter FFA Degree** - (This is a recognition degree.) This is the highest degree that a chapter may award. The requirements of the degree include, must have received the greenhand degree, must have satisfactorily completed one-year of systematic school instruction in agriculture, have participated in the planning and conducting of at least three official functions, have in operation a project, have earned or productively invested at least $150 or worked 45 hours on their project, have led a group discussion for 15 minutes, have demonstrated 5 procedures of parliamentary law, have a satisfactory scholastic record and they must complete an application.

- **The State FFA Degree** - (This is a recognition degree.) This is the highest degree that a state may award. The requirements of the State FFA degree include, have received the Chapter FFA Degree, have been an active member for at least 2 years, have completed 2 years of systematic school instruction in agriculture, have earned or productively invested $1000 on their project, worked 500 hours, demonstrated leadership ability, have a satisfactory scholastic record, participated in at least 5 different FFA activities above the chapter lever. An application must be completed and submitted with a minimum of two years of record books.

- **The American FFA Degree** - (This is a recognition degree.) To be eligible to receive the American FFA Degree from the National FFA Organization, the member must meet the following minimum qualifications. Must have received the State FFA Degree. Have been an active member for the past three years and have graduated from high school at least 12 months prior to the national convention at which the degree is to be granted. Have in operation and have maintained records to substantiate an outstanding project, have earned or productively invested at least $7,500, have 1000 hours labor and have a record of outstanding leadership abilities and community involvement.

- **Proficiency Awards** - (These are recognition awards.) There are a wide variety of Proficiency award areas. These awards are to recognize students with outstanding projects. Students may apply for proficiency awards at the chapter and sectional level. If a student wins the sectional award their application then moves to the regional competition. If the student wins the regional award, their application moves to the state competition. State winners then submit an application for the National Award. A student can apply for an award as an entrepreneur or as a work-experience project.
• **Project Competition** - (This is a recognition activity.) Each year we provide an opportunity for students with outstanding projects to compete for recognition. For our sectional competition, we have two judges visit each student’s project(s). The student has about 10-15 minutes to present their project to the judges. Students earn awards based on their knowledge of and experience with their project.
Point Award System
2015-2016

The Patterson FFA Chapter offers this program to award our members for all the hard work and dedication that they put into our chapter. A selected number of members with the highest number of points will be awarded a trip and will be recognized at the Chapter Banquet. This is an end of the year trip for the top members.

Each member is required to fulfill six activity points in order to receive full credit for their grade. However, each activity could be worth multiple “Point Award” points. Activity points and point award points will be determined by the advisors and officer team prior to announcing the event.

*Example* - Showing an animal at the Stanislaus County Fair is 1 activity point for the entire fair. However, that activity point is worth 300 point award points.

*Example* - Attending a chapter meeting is 1 activity point but 50 point award points.

*The Point Award Schedule is subject to change each year at the Officer’s Retreat. Please direct any questions about this system to an agricultural advisor.*
PATTERSON FFA CHAPTER CONSTITUTION
Adopted September 2006

ARTICLE I – Name and Purposes

Section A The name of this organization shall be the Patterson Chapter of the Future Farmers of America™ and the letters, “FFA™” may be used to designate the chapter, its activities, or members thereof.

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

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

ARTICLE II – Organization

Section A The Patterson Chapter of FFA is a chartered local unit of the California Association of Future Farmers of America which is chartered by the National FFA Organization.

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

ARTICLE III – Membership
Section A  Membership in this chapter shall be of three kinds: (1) Active; (2) Alumni; and (3) Honorary, as defined by the National FFA Constitution.

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

Section C  Honorary membership in this chapter shall be limited to the Honorary Chapter FFA Degree.

Section D  Active members in good standing may vote on all business brought before the chapter. An active member shall be considered in good standing when:

1. They attend local chapter meetings with reasonable regularity.
2. They show an interest in, and take part in the affairs of the chapter.
3. Are properly affiliated with the state and national FFA organizations.

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

ARTICLE IV - Emblems

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

Section B  Emblems used by the members shall be designated by the national organization of FFA.

ARTICLE V – Membership Degrees and Privileges

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

All “Greenhands” are entitled to wear the regulation bronze emblem pin. All members holding the Degree of Chapter FFA are entitled to wear the silver emblem pin All members holding the State FFA Degree are entitled to wear the regulation gold emblem charm. All members holding the American FFA Degree are entitled to wear the regulation gold emblem key.

Section B  Greenhand FFA Degree. Minimum qualifications for election: (Refer to State Constitution for a complete list of degree requirements.)

1. Be regularly enrolled in a class in vocational education course for
an agricultural occupation and have satisfactory and acceptable plans for a program of supervised farming, and/or other agricultural occupational experiences.

2. Learn and explain the FFA Creed, Motto, and Salute.
3. Describe the FFA emblem, colors, and symbols.
4. Explain the proper use of the FFA jacket.
5. Have satisfactory knowledge of the history of the organization.
6. Know the duties and responsibilities of the FFA members.
7. Personally own or have access to Official FFA Manual.
8. Submit written application for the Degree for Chapter records.

Section C  Chapter FFA Degree. Minimum qualifications for election: (Refer to State Constitution for a complete list of degree requirements.)

1. Must have the Degree of Greenhand and have a record of satisfactory participation in the activities of the local chapter.
2. Must have satisfactorily completed at least one year of instruction in vocational agriculture, have in operation an approved supervised farming, and/or other agricultural occupational experience program, and be regularly enrolled in a vocational agriculture class.
3. Be familiar with the purposes and programs of activities of the state association and national organization.
4. Be familiar with the provisions of the constitution of the local chapter.
5. Be familiar with parliamentary procedure.
6. Be able to lead a group discussion for fifteen minutes.
7. Must have earned by his/her own efforts from his/her supervised farming and/or other agricultural occupations program and deposited in a bank or otherwise productively invested at least $150 or worked 100 hours on his/her SAE in excess of scheduled class time.

Section D  State FFA Degree: Minimum qualifications for election:

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

Section E  American FFA Degree. Minimum qualifications for election:

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

Section F  Special Committees shall review the qualifications of members and make recommendations to the chapter concerning degree advancement.
ARTICLE VI - Officers

Section A  The officers of the chapter shall be as follows: President, Vice President, Secretary, Treasurer, Reporter, Sentinel, and Historian. The local Advisor shall be the teacher of vocational agriculture in the school where the chapter is located. Officers shall perform the usual duties of their respective offices.

Section B  Officers shall be elected semi-annually or annually by a majority vote of the members present at a regular meeting. If at anytime an officer fails to complete the duties of their office or is unable to maintain their office, it is at the discretion of the Advisor to appoint a new member for that office.

Section C  The officers of the chapter together with the chairmen in charge of the major sections of the annual program of activities shall constitute the Chapter Executive Committee. The Executive Committee shall have full power to act as necessary for the chapter in accordance with actions taken at chapter meetings and various regulations or bylaws adopted from time to time.

Section D  Honorary members shall not vote nor shall they hold any office in the chapter except that of Advisor.

Section E  Chapter officers must hold the Chapter FFA Degree, except during the first year after the chapter is organized.

Section F  Candidates must submit an application, go through the interview process, be voted in by members, and then slated by advisors.

ARTICLE VII – Meetings

Section A  Regular chapter meetings shall be held once a month during the school year and once during the remaining months of the year at such time and place as is designated by the Chapter Executive Committee. Special meetings may be called at any time.
Section B  Standard meeting equipment shall be used at each meeting. All regular meetings shall open and close with the official ceremony. Parliamentary procedure shall be used in transacting all business at each meeting.

Section C  Delegates, as specified by the State Constitution, shall be elected annually from the active membership to represent the chapter at the State Leadership Conference. Other delegates may be named as necessary in order to have proper representation at various other FFA meetings within the State.

Section D  A majority of the active members listed on the secretary’s membership roll shall constitute a quorum, and a quorum must be present at any meeting at which business is transacted or a vote taken committing the chapter to any proposal or action.

ARTICLE VIII – Dues

Section A  Local dues in this chapter shall be fixed annually by a majority vote of the active members.

Section B  Full local, state, and national dues shall be paid by all active members.

Section C  No member shall be considered as active and in good standing unless he pays full local, state, and national FFA dues.

ARTICLE IX – Amendments

Section A  This constitution may be amended or changed at any regular chapter meeting by a two-thirds vote of the active members present providing it is not in conflict with the state association constitution or that of the National FFA Organization.

Section B  Bylaws may be adopted to fit the needs of the chapter at any regular chapter meeting by a two-thirds vote of the active members present providing such bylaws conflict in no way with the constitution and bylaws of either the state association or the national organization.

Article X- Expenditures and Budget

Section A  Budget must be presented to the members at the 1st meeting of the school year and be approved by the members.
Section B  Members present at the meetings will vote and must be passed with a majority vote in order to pay all receipts.
Supporting Material 6: Recruitment Brochure

The recruitment brochure was developed as a tool to inform the community and prospective students about the Patterson FFA Agriculture Department. The brochure includes the course available, a description of agricultural education, Career Development Event teams, contact information, and pictures of current students and activities. The brochures are passed out at any possible recruiting event, including Back to School night, the PJUSD Back to School Block Party, Creekside Middle School Club Day, Patterson High School Class Day, and many other events.
Learning to Do, Doing to Learn, Earning to Live, Living to Serve.

Contact us!

Mrs. Samantha Cahill
Mr. Michael Costa
Ms. Kim Ghisla
Ms. Kendall Green

200 North 7th Street
Patterson, CA 95363

(209) 892-4750

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.
Agricultural Education

Agricultural Education is built in three core areas of classroom/laboratory instruction, supervised agricultural experience programs, and student activities and opportunities through FFA.

Classroom/Laboratory Instruction:
Offering quality instruction in and about agriculture that utilizes a “learn by doing” philosophy.

Supervised Agricultural Experience:
All students are expected to have an agriculturally related work-based learning experience while enrolled in agricultural education classes.

FFA Activities/Opportunities:
FFA activities are an integral part of the agricultural education program that all agriculture students should participate in if they are to fully benefit from the program.

Classes Offered
Advanced Mechanized Agriculture – Project Construction
Ag Floral Design 1
Ag Power and Small Engines
Agricultural Biology*
Agricultural Chemistry*
Agricultural Earth & Environment Science*
Agriculture Leadership
Animal Science (Anatomy and Physiology)**
History and Art of Floral Design ROP**
Agricultural Engineering 1*
Agricultural Engineering 2*
Ornamental Horticulture**
ROP Agricultural Welding and Fabrication**
*Meets UC/CSU/Grad Requirements
**Meets UC/CSU/Grad Requirements and articulated with Modesto Junior College
Supporting Material 7: Graduate Follow-Up Survey

The Graduate Follow-Up Survey is distributed during the summer to all recent program completer of the Patterson Agriculture Department. The purpose of the survey is to track the graduates as they leave Patterson High School, as well as seek input as to how our program can be improved. The survey is sent via Google Forms. If necessary, graduates will also be contacted via mail or phone to complete the survey. The answers are recorded and uploaded into the R2 program, as well as included in the Comprehensive Program Plan.
Dear Recent Graduate,

As a program completers of the Patterson High School Agriculture Department, you were one of the first dedicated FFA members and students to complete four years of instruction in Agriculture. You should be commended for your dedication to the Agriculture Industry. In addition, as an FFA advisor and teacher myself, I want to thank you personally for your dedication to our PHS Agriculture Department. At the new school year starts, I hope that you find yourself with new challenges and excitement as you embark on your next journey.

This year at Patterson High School, we are looking for new ways to better our program. I figured it was better to ask about their experience in our program than those who spent four years with us just like you. Attached to this letter is an eight question follow up document that I hope that you could complete for our department. Your answers will help us determine how many of our students are going on to careers in furthering their education. We then look at these numbers to see if our program is being successful. In addition, we use this to take a deeper look into our FFA program and the value of the leadership components of our program. This helps us continually grow and build our FFA chapter. Please if you have just a few minutes, complete the following survey by October 1st, 2018. Your feedback really could help make our program more successful.

Thank you in advance for your support.

Sincerely,

Kendall Green
AgroScience Department Head

* Required

What is your full name? *

Your answer

What is your personal phone number? (It will only be used to follow up on your progress after high school.) *

Your answer

What is your personal email? (It will only be used to follow up on your progress after high school) *

Your answer

What are your plans for after high school? *

- Attend Four Year College Full Time
- Attend Four Year College Part Time
- Attend Community College Full Time
- Attend Community College Part Time
- Work Part Time in Agriculture
- Work Full Time in Agriculture
- Work Full Time in Non Agriculture Field
- Work Part Time in Non Agriculture Field
- No idea at this time!
- Join the military
If you are going to work right after high school, what type of business or industry are you going to work in?

Your answer

If you are going to work right after high school, what is your job title or job description?

Your answer

If you are going to continue school, what is your major course of study?

Your answer

How would you rate the training, career guidance and counseling received in the PHS agriculture program?

- Excellent
- Good
- Fair
- Poor

Please check the following areas you feel are valuable components of the Agriculture department.

- Officer Experience
- Judging Contests
- Participation in chapter activities
- Supervised Agricultural Experience projects
- Other:

Please note any suggestions you have for improving the Agriculture program.

Your answer

SUBMIT

This form was created inside of Patterson K12 Inc. as. Report Abuse - Terms of Service - Additional Terms
Supporting Material 8: Graduate Follow-Up Survey Results

Once our program completers have completed the graduate survey, the results are uploaded to the R2 system. This year’s data uploaded included the graduates from 2014. As a program, there were 118 seniors, however there were 30 students that had completed three or more years of agricultural instruction.

<table>
<thead>
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<th>Count</th>
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<tr>
<td>Total Seniors (Year=2014)</td>
<td>118</td>
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<tr>
<td>Total Seniors having completed 3 or more years of Ag Instruction</td>
<td>30</td>
</tr>
<tr>
<td>Not Entered</td>
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<tr>
<td>Two Year College Ag Major</td>
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<tr>
<td>Two Year College Non-Ag Major</td>
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<td>Four Year College Ag Major</td>
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<tr>
<td>Four Year College Non-Ag Major</td>
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<tr>
<td>Employed - Parttime Non-Ag Job</td>
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<tr>
<td>Employed - Fulltime Ag Job</td>
<td>3</td>
</tr>
<tr>
<td>Employed - Fulltime Non-Ag Job</td>
<td>3</td>
</tr>
<tr>
<td>Military</td>
<td>1</td>
</tr>
</tbody>
</table>
Ivan  Employed - Fulltime-Non-Ag Job
Vanessa  Two Year College-Ag Major
Bailey  Four Year College-Non-Ag Major
Lariza  Not Entered-************
Sara  Four Year College-Ag Major
Jorge  Not Entered-************
Vanessa  Not Entered-************
Luis  Two Year College-Non-Ag Major
Jose  Four Year College-Non-Ag Major
Ana Sofia  Employed - Fulltime-Non-Ag Job
Victoria  Employed - Fulltime-Non-Ag Job
Matthew  Military-
Guadalupe  Four Year College-Non-Ag Major
Liam  Employed - Fulltime-Ag Job
Omar  Employed - Fulltime-Ag Job
Gloria  Not Entered-************
Julysses  Not Entered-************
Serena  Not Entered-************
Eduardo  Employed - Fulltime-Ag Job
dillon  Two Year College-Ag Major
Santiago  Not Entered-************
Amanda  Four Year College-Non-Ag Major
Guadalupe  Not Entered-***********
Margarita  Not Entered-***********
Cameron   Employed - Parttime-Non-Ag Job
Amazing   Four Year College-Non-Ag Major
Melissa   Two Year College-Non-Ag Major
Darrius   Four Year College-Non-Ag Major
Roel      Four Year College-Non-Ag Major
Martin    Not Entered-***********
Supporting Material 9: Department Budget

The budget is set forth each year based on the Agriculture Incentive Grant and any VEA funds available. The budget is split into classes and our department budget. The department side is further divided into categories such as FFA conferences, CATA conferences and substitutes, vehicle maintenance, etc.

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Supporting Material 10: Advisory Committee Meeting Agendas

The Patterson High School Agricultural Advisory Committee meets a minimum of three times per year. The committee is responsible for advising the department and approving of any upcoming activities. The committee also reviews the Comprehensive Program Plan and approves of any changes or updates annually.
AGENDA
PATTERSON HIGH SCHOOL AG ADVISORY COMMITTEE

TUESDAY, SEPTEMBER 29, 2015
5:30-6:30PM
PATTERSON HIGH SCHOOL, ROOM 903

1. Welcome and Introductions
   - Rowe

2. Approval of Past Minutes
   - Rowe

3. Old Business
   - Green
     - FFA Meetings
     - Patterson Livestock Auction Boosters Thank You Dinner
     - Local Greenhand Conference
     - Staff vs FFA Softball
     - GLC Modesto

4. New Business
   - Green
     - Upcoming FFA Events
       ➢ Tri Tip Fundraiser
       ➢ Chapter Officer Leadership Conference
       ➢ Opening and Closing Sectional Speaking Contests
       ➢ Del Osso Farms Corn Maze Trip
       ➢ Costume and Canned Food Drives
       ➢ Wreath and Poinsettia Sales

5. Program Plan Updates for Agriculture Department
   - Green
     - Job Market Description
     - Targeted Occupations
     - Total Program Goals and Objectives
     - Course Subject Matter Outlines and Program Description
     - Current Budget Year
     - 5 Year Facility and Equipment Acquisition

Continued on back
6. Agriculture Incentive Grant Review
   • AIG Review Checklist

7. Update on CCPT Grants

8. Rising Sun Campus Plan

9. Campus Renovations

Next Advisory Committee Meeting: TBD
Name of Department: Agriculture Department

Meeting Date: 1.15.15

Meeting Goal(s): Our main goal for this meeting was to discuss upcoming FFA and Agriculture Department events as well as provide an update on the CTE Career Pathways Grant.

Agriculture Teachers Present: Michael Costa, Kendall Green, Monica Lopes

Advisory Committee Members Present: Daniel Bays, Barbara Coelho, Nancy Sill, Ken Bays

Guests Present: Phil Alfano

Topics/ Meeting Outcomes:

Approval of Past Minutes:

Old Business

Past FFA Events:

Canned Food Drive/ Coats for Kids Drive: Patterson FFA members collected cans and coats during the month of November and donated back to our local can food pantry and to the Coats for Kids collections.

New Business

Upcoming FFA Events:

State Degrees: There were 3 Patterson FFA members who are applying for their FFA State Degrees- Kimberly Johnson, Luis Lopez and James Johnson.

Super Thursday Public Speaking Contest: Students are preparing for the upcoming Public Speaking competitions at Pitman High School in the areas of Job Interview, Creed and the Big written test.

Local CTE Career Pathways Grant for Horticulture

The local CTE Career Pathways Grant will form a grant consortium between Rising Sun, Del Puerto and Patterson High School Horticulture/ Floriculture Pathway courses. Support letters from industry partners have been collected. The grant could amount to $600,000 towards the Horticulture pathway. The application includes a possible spending plan as well. Kendall thanked all of our current advisory committee members for writing letters on behalf of this grant application.

Regional CTE Career Pathways Grant for Agriscience and Ag Mechanics

The regional CCPT Grant will form a consortium between Central Region Schools. We have to submit a letter of interest to join the consortium and support letters for this as well. We will be applying under the Agriscience and Ag Mechanics pathways and not the Horticulture pathway. This grant application does not
seem as organized as our local application process has been so far but as more
details become available, Kendall will share them.

Campus Renovations
The logistics building is being built. Currently, the school farm has been extended
with the new storage facility and fencing is blocking a large area around the Ag
Mechanics shop. The greenhouse and shade house are accessible from the side
doors.

Next Advisory Committee Meeting: The next advisory committee meeting will
tentatively be held in April.

Questions/Concerns: None of this time.


Supporting Material 11: Advisory Committee Constitution and By-Laws

The Advisory Committee is an official organization that runs by a constitution and by-laws. The members meet three times a year to advise the Patterson High School Agriculture Department.
Patterson High School
Agriculture Advisory Committee

BYLAWS

Article I- Name

1. The name of this organization will be Patterson High School Agriculture Advisory Committee, hereafter referred to as the Advisory Committee.

ARTICLE II- Purpose

Section A
1. To represent the community and advise the agriculture teachers and administration for achieving a successful agriculture program.

Section B
Understanding of Responsibility
1. The Advisory Committee is only advisory in character.
2. The advice is up to the teachers, school administrators, or school board as appropriate to accept or reject.
3. The Advisory Committee has no administrative or policy forming power.

Section C
Function and Duties of Advisory Committee
1. Review existing programs, courses of study, facilities and equipment.
2. Make recommendations to the agriculture program.
3. Assist the teachers in finding suitable work stations (internships, work study, cooperative learning, partnerships) for students in both production agriculture and agri-industry occupations.
4. Help advocate support for legislation and appropriations.
5. Help the teachers develop a list of capable resource persons for use as speakers, and/or judges for both in school and out of school tests and contests.
6. Help provide the teachers with technical assistance and keep him/her aware of new developments in the agriculture industry.

ARTICLE III- Membership

Section A
The Advisory Committee will consist of up to twelve people, made up of community members, agricultural industry representatives and 1-2 student representative(s).
1. Committee representatives will be selected by the agriculture instructors and approved by school administration.

2. Non-voting school site members will consist of all agriculture instructors and site administrators.

   Section B

   Members:

   1. Should be successful agriculturists and/or individuals engaged in a significantly related occupation.
   2. Should have recent, successful, firsthand and practical experience in the field of agriculture.
   3. Should exhibit substantial interest in the agriculture program.
   4. Should be sought as public-spirited individuals who understand a specialized area and are willing to contribute their knowledge and advice as a member of a cooperative, constructive group.
   5. Should recognize the time required and express a willingness to serve on the committee.

   ARTICLE IV- Voting

   1. Each representative who is present at a meeting will have one vote on motions or actions that come before the Advisory Committee.
   2. Twenty five percent of the membership shall consist of a quorum.
   3. Business is transacted by a simple majority vote.

   ARTICLE V- Officers

   Section A

   1. The officers of the Advisory committee shall be the chairperson and the recorder.
   2. Chairperson should be a voting members elected by the committee.
   3. An Agriculture teacher will serve as recorder and general interpreter.

   Section B

   Officer Duties

   Chairperson:

   1. Presides over all meetings.
   2. Arranges and organizes meetings with the Agriculture Department head.
   3. Establishes subcommittees as needed.

   Recorder:

   1. Records minutes and distributes them all voting and non-voting committee members, the school principal and the vocational education director.

   ARTICLE VI- Meetings

   1. The Advisory Committee will meet a minimum of twice per year.
   2. Necessity should always determine the exact number.
Supporting Material 12: Career and Technical Education Standards

The Career and Technical Education Standards for Agriculture and Natural Resources Industry Sector are used to guide the classes in the Agriculture Department.
Agriculture and Natural Resources

- Agricultural Business
- Agricultural Mechanics
- Agriscience
- Animal Science
- Forestry and Natural Resources
- Ornamental Horticulture
- Plant and Soil Science
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Agriculture and Natural Resources

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Sector Description

The Agriculture and Natural Resources sector is designed to provide a foundation in agriculture for all agriculture students in California. Students engage in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and skill preparation in seven pathways. The pathways emphasize real-world, occupationlly relevant experiences of significant scope and depth in Agricultural Business, Agricultural Mechanics, Agriscience, Animal Science, Forestry and Natural Resources, Ornamental Horticulture, and Plant and Soil Science. Integral components of classroom and laboratory instruction, supervised agricultural experience projects, and leadership and interpersonal skills development prepare students for continued training, advanced educational opportunities, or entry to a career.
1.0 Academics
Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Agriculture and Natural Resources academic alignment matrix for identification of standards.

2.0 Communications
Acquire and accurately use Agriculture and Natural Resources sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)

2.1 Recognize the elements of communication using a sender–receiver model.
2.2 Identify barriers to accurate and appropriate communication.
2.3 Interpret verbal and nonverbal communications and respond appropriately.
2.4 Demonstrate elements of written and electronic communication, such as accurate spelling, grammar, and format.
2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

3.0 Career Planning and Management
Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)

3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.
3.2 Evaluate personal character traits, such as trust, respect, and responsibility, and understand the impact they can have on career success.
3.3 Explore how information and communication technologies are used in career planning and decision making.
3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.
3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning.
3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.
3.7 Recognize the importance of small business in the California and global economies.
3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.
3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.
4.0 Technology
Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Agriculture and Natural Resources sector workplace environment. (Direct alignment with WS 11-12.6)

4.1 Use electronic reference materials to gather information and produce products and services.

4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.

4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.

4.4 Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources.

4.5 Research past, present, and projected technological advances as they impact a particular pathway.

4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.

4.7 Demonstrate the use of appropriate tools and technology used in the Agriculture and Natural Resources sector.

5.0 Problem Solving and Critical Thinking
Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Agriculture and Natural Resources sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)

5.1 Identify and ask significant questions that clarify various points of view to solve problems.

5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.

5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.

5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

6.0 Health and Safety
Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Agriculture and Natural Resources sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)

6.1 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions.

6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.
6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.

6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.

6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.

6.6 Maintain a safe and healthful working environment.

6.7 Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA).

7.0 Responsibility and Flexibility

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Agriculture and Natural Resources sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)

7.1 Recognize how financial management impacts the economy, workforce, and community.

7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.

7.3 Understand the need to adapt to changing and varied roles and responsibilities.

7.4 Practice time management and efficiency to fulfill responsibilities.

7.5 Apply high-quality techniques to product or presentation design and development.

7.6 Demonstrate knowledge and practice of responsible financial management.

7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.

7.8 Explore issues of global significance and document the impact on the Agriculture and Natural Resources sector.

8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)

8.1 Access, analyze, and implement quality assurance standards of practice.

8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Agriculture and Natural Resources industry sector.

8.3 Demonstrate ethical and legal practices consistent with Agriculture and Natural Resources sector workplace standards.

8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.

8.5 Analyze organizational culture and practices within the workplace environment.
8.6 Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information.

8.7 Conform to rules and regulations regarding sharing of confidential information, as determined by Agriculture and Natural Resources sector laws and practices.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Future Farmers of America (FFA) career technical student organization. (Direct alignment with SLS 11-12.1b)

9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.

9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills, as applied in groups, teams, and career technical student organization activities.

9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.

9.4 Explain how professional associations and organizations and associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities.

9.5 Understand that the modern world is an international community and requires an expanded global view.

9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.

9.7 Participate in interactive teamwork to solve real Agriculture and Natural Resources sector issues and problems.

9.8 Define the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.

9.9 Identify the ways in which pre-professional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.

9.10 Understand how to organize and structure work, individually and in teams, for effective performance and the attainment of goals.

9.11 Explain multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.

9.12 Demonstrate how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

9.13 Participate in group or team activities, including those offered by the student organization, that develop skills in leadership, cooperation, collaboration, and effective decision making.
10.0 Technical Knowledge and Skills
Apply essential technical knowledge and skills common to all pathways in the Agriculture and Natural Resources sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)

10.1 Interpret and explain terminology and practices specific to the Agriculture and Natural Resources sector.
10.2 Comply with the rules, regulations, and expectations of all aspects of the Agriculture and Natural Resources sector.
10.3 Construct projects and products specific to the Agriculture and Natural Resources sector requirements and expectations.
10.4 Collaborate with industry experts for specific technical knowledge and skills.
10.5 Interpret and explain the aims, purposes, history, and structure of the FFA student organization and know the opportunities it makes available.
10.6 Manage, and actively engage in, a career-related, supervised agricultural experience.
10.7 Understand the importance of maintaining and completing the California Agricultural Record Book.
10.8 Maintain and troubleshoot equipment used in the agricultural industry.

11.0 Demonstration and Application
Demonstrate and apply the knowledge and skills contained in the Agriculture and Natural Resources anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the FFA career technical student organization.

11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Agriculture and Natural Resources sector program of study.
11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.
11.3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.
11.4 Employ entrepreneurial practices and behaviors appropriate to Agriculture and Natural Resources sector opportunities.
11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.
Agriculture and Natural Resources
Pathway Standards

A. Agricultural Business Pathway

In the Agricultural Business pathway, students learn about agricultural business operation and management. Topics include accounting, finance, economics, business organization, marketing, and sales.

Sample occupations associated with this pathway:
- Agriculture Inspector
- Farm and Ranch Manager
- Sales Representative
- Business Controller
- Agricultural Credit Manager

A1.0 Demonstrate an understanding of decision-making processes within the American free-enterprise system.

A1.1 Differentiate among the components of the American free-enterprise system and other forms of economic systems.

A1.2 Distinguish among the main characteristics of individual proprietorships, partnerships, corporations, franchises, and cooperatives.

A1.3 Compare the advantages and disadvantages of the types of business ownership.

A1.4 Analyze appropriate decision-making tools and financial records to make key management decisions.

A1.5 Analyze physical production relationships to determine optimum use levels.

A1.6 Calculate the fixed and variable costs associated with the production of agricultural products and determine the output level that will yield maximum profit.

A2.0 Explain the fundamental economic principles of agribusiness and agricultural production.

A2.1 Identify basic economic factors affecting agricultural production and agribusiness management decisions.

A2.2 Communicate basic agricultural economic terminology.

A2.3 Apply the law of supply and demand and evaluate its effect on price determination.

A2.4 Assess how agriculture uses scarce resources to meet the needs and demands of its consumers.

A2.5 Differentiate between elastic and inelastic supply and demand.

A2.6 Predict how the law of diminishing returns impacts agricultural production.

A3.0 Explore the role of credit in agribusiness and agricultural production.

A3.1 Analyze the factors that determine the cost of credit in order to select optimum credit sources (e.g., the advantages and disadvantages of borrowing from the various types of credit providers and sources for short-term, intermediate-term, and long-term credit).
A3.2 Research and discuss the criteria lenders use to evaluate repayment capacity.
A3.3 Evaluate balance sheets and cash-flow statements to determine the ability to repay loans.

A4.0 Use proper accounting principles and procedures to accomplish fiscal management and tax planning.
A4.1 Compare and contrast cash and accrual accounting systems.
A4.2 Demonstrate the use and describe the importance of budgets, income statements, balance sheets, and financial statements.
A4.3 Interpret the basis of taxation within the tax system and its impact on the economy, including the role of taxes in agribusiness.
A4.4 Analyze the role of depreciation and purchasing in tax planning and liability.
A4.5 Determine property values and complete a depreciation schedule.
A4.6 Formulate the tax obligations for an agribusiness.

A5.0 Manage risk and uncertainty.
A5.1 Explore environmental issues that impact agribusiness.
A5.2 Determine the meaning and importance of risk and uncertainty.
A5.3 Describe alternative approaches to reducing risk, including the use of insurance for product liability, property, production or income loss, and for personnel life and health.
A5.4 Maintain appropriate evidence (e.g., Point of Origin, pick/pack dates, production records) to support and defend risk management.
A5.5 Identify best practices and include in farm planning to reduce risk.
A5.6 Prepare a comprehensive risk management and contingency plan.

A6.0 Evaluate the role and value of agricultural organizations.
A6.1 Distinguish the benefits of private, public, and governmental organizations, including the value and impact of cooperatives.
A6.2 Understand how participation in organizations would be beneficial in supporting various agricultural operations.
A6.3 Identify, and electronically access, public and private agricultural organizations.

A7.0 Understand agricultural marketing systems.
A7.1 Explain how marketing functions in a free-market society.
A7.2 Compare the advantages and disadvantages of the various marketing options for agricultural products and services.
A7.3 Analyze how the law of comparative advantage affects agricultural production.
A7.4 Explore the impact of advertising, promotion, and data analysis on the marketing of agricultural products and services.
A7.5 Assess how promotion trends for agricultural products influence individuals.
A7.6 Develop a marketing plan for an agricultural product or service.

A8.0 Understand the sales of agricultural products and services.
A8.1 Determine the most effective methods for assessing customer needs and wants.
A8.2 Describe the stages in making a successful sale and the various techniques used to approach potential customers and overcome their objections.
A8.3 Examine the physiological and psychological factors that influence motivation to purchase, including the fundamental steps in making a purchase.

A9.0 Differentiate among local, national, and international agricultural markets and communicate how trade affects the economy.
A9.1 Describe how the importance of agricultural imports and exports affects state and national economies.
A9.2 Summarize how governmental, economic, and cultural factors affect international trade.
A9.3 Compare and contrast United States trade policies with those of other important trading partners.
A9.4 Research how biotechnology affects trade and global economies.
A9.5 Evaluate how different cultural values affect agricultural production and marketing.
A9.6 Explain how negotiations and bargaining agreements affect trade agreements.
A9.7 Analyze agricultural marketing strategies in other parts of the world.
B. Agricultural Mechanics Pathway

The Agricultural Mechanics pathway prepares students for careers related to the construction, operation, and maintenance of equipment used by the agriculture industry. Basic agricultural mechanics skills and safety, standards B1.0 through B8.0, cover woodworking, electrical systems, plumbing, cold metal work, concrete, and welding technology. Advanced topics, standards B9.0 through B12.0, deal with metal fabrication, small engines, agriculture power and technology, and agriculture construction.

Sample occupations associated with this pathway:

- Agriculture Equipment Operator
- Farm Equipment Mechanic and Service Technician
- Agricultural Engineer
- Welder
- Equipment Fabricator

B1.0 Implement personal and group safety practices.

- B1.1 Practice the rules for personal and group safety while working in an agricultural mechanics environment.
- B1.2 Integrate accepted shop management procedures and a safe working environment.
- B1.3 Safely secure loads on a variety of vehicles.

B2.0 Apply the principles of basic woodworking.

- B2.1 Identify common wood products, lumber types, and sizes.
- B2.2 Measure and lay out lumber, calculating board feet and square feet.
- B2.3 Identify, select, and implement basic fastening systems.
- B2.4 Complete a woodworking project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, shaping, joining, and finishing.

B3.0 Demonstrate basic electricity principles and wiring practices commonly used in agriculture.

- B3.1 Explain the relationship between voltage, amperage, resistance, and power in single-phase alternating current (AC) circuits.
- B3.2 Use proper electrical test equipment for AC and direct current (DC) circuits.
- B3.3 Analyze and correct basic circuit problems (e.g., open circuits, short circuits, incorrect grounding).
- B3.4 Implement proper basic electrical circuit and wiring techniques using nonmetallic cable and conduit as defined by the National Electric Code (NEC).
- B3.5 Interpret basic agricultural electrical plans.
- B3.6 Complete an electrical project, including interpreting a plan, following NEC code, selecting materials and components, and completing a circuit.
B4.0 Select and apply plumbing system practices commonly used in agriculture.

B4.1 Match appropriate basic plumbing fitting skills with a variety of materials, such as copper, polyvinyl chloride (PVC), steel, polyethylene, and acrylonitrile butadiene styrene (ABS).

B4.2 Explain the environmental influences on plumbing and irrigation system choices (e.g., filter systems, water disposal, drip vs. flood).

B4.3 Research and communicate how various plumbing and irrigation systems are used in agriculture.

B4.4 Complete a plumbing project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, joining, and testing.

B5.0 Understand agricultural cold metal processes.

B5.1 Identify common metals, sizes, and shapes.

B5.2 Demonstrate basic tool-fitting skills.

B5.3 Properly lay out materials for a given project.

B5.4 Demonstrate basic cold metal processes (e.g., shearing, cutting, drilling, threading, bending).

B5.5 Complete a cold metal project, including interpreting a plan, developing a bill of materials, selecting materials, shaping, fastening, and finishing.

B6.0 Understand concrete and masonry practices commonly used in agriculture.

B6.1 Identify and explain the use of concrete and masonry tools and demonstrate proper handling of concrete materials.

B6.2 Practice bed preparation, concrete forms layout, and construction.

B6.3 Complete a concrete or masonry project, including calculating volume, developing a bill of materials, assembling, mixing, placing, and finishing.

B7.0 Understand oxy-fuel cutting and welding.

B7.1 Explain the role of heat and oxidation in the cutting process.

B7.2 Properly set up, adjust, shut down, and maintain an oxy-fuel system.

B7.3 Flame-cut metal with an oxy-fuel cutting torch.

B7.4 Fusion-weld mild steel with and without filler rod by using oxy-fuel equipment.

B7.5 Repair metal objects using a variety of techniques, such as brazing or hard surfacing.

B8.0 Understand electric arc welding processes.

B8.1 Select, properly adjust, safely employ, and maintain appropriate welding equipment (e.g., gas metal arc welding, shielded metal arc welding, gas tungsten arc welding).

B8.2 Read welding symbols and plans, select electrodes, fit-up joints, and control heat and distortion.
B8.3 Apply gas metal arc welding, shielded metal arc welding, or flux core arc welding processes to fusion-weld mild steel with appropriate welding electrodes and related equipment.

B8.4 Weld a variety of joints in various positions.

B9.0 Assimilate metallurgy principles and fabrication techniques.
   B9.1 Define metallurgy principles, including distortion, hardening, tempering, and annealing.
   B9.2 Operate and maintain various arc welding and cutting systems safely and appropriately.
   B9.3 Operate and maintain fabrication tools and equipment safely and appropriately.
   B9.4 Design project plans by using mechanical drawing techniques.
   B9.5 Finish a metal project by implementing proper sequencing.
   B9.6 Manipulate and finish metal by using a variety of tools, machines, and techniques (e.g., lathe, mill, CNC plasma, shears, press break, grinders, and sanders).
   B9.7 Construct a welding project using any electric welding process, appropriate products, joints, and positions, which will include interpreting a plan, determining proper assembly sequence, developing a bill of materials and cutting list, selecting and acquiring materials, and developing a clear and concise fabrication contract.

B10.0 Understand small and compact engines.
   B10.1 Understand and explain engine theory, including the application of mathematical and/or physical science laws for both two- and four-stroke cycle engines.
   B10.2 Differentiate among types of small engines and their applications.
   B10.3 Identify small-engine parts and explain the various systems (e.g., fuel, ignition, compression, cooling, and lubrication systems).
   B10.4 Troubleshoot and solve problems with small engines.
   B10.5 Disassemble, inspect, adjust, and reassemble a small engine.
   B10.6 Look up and order parts, apply repair and maintenance recommendations from a repair manual, and complete appropriate forms, including work orders.

B11.0 Understand the principles and applications of various engines and machinery used in agriculture.
   B11.1 Identify common agricultural machinery and implements.
   B11.2 Calibrate, operate, and maintain equipment safely and efficiently.
   B11.3 Summarize the theory, operation, and troubleshooting of various types of engines found on agricultural machinery, including cooling, fuel, and lubrication systems.
   B11.4 Explain the theory, operation, and troubleshooting of hydraulic systems.
   B11.5 Explain the theory, operation, and troubleshooting of power train and power take-off systems.
   B11.6 Understand the theory and operation of 12-volt DC electronic and electrical systems (e.g., circuit design, starting, charging, and safety circuits).
B12.0 Apply land measurement and construction techniques commonly used in agriculture.

B12.1 Describe common surveying techniques used in agriculture (e.g., leveling, land measurement, building layout, GPS).

B12.2 Draw and interpret architectural plans.

B12.3 Install single- and three-phase wiring and control systems found in agricultural structures, pumps, and irrigation systems.

B12.4 Install plumbing in agricultural structures (e.g., potable water, sewer, irrigation).

B12.5 Form, place, and finish concrete or masonry (e.g., concrete block).

B12.6 Construct agricultural structures by using wood framing and steel framing systems (e.g., barns, shops, greenhouses, animal structures).

B12.7 Develop clear and concise agricultural construction contracts.
C. Agriscience Pathway

The Agriscience pathway helps students acquire a broad understanding of a variety of agricultural areas, develop an awareness of the many career opportunities in agriculture, participate in occupationally relevant experiences, and work cooperatively with a group to develop and expand leadership abilities. Students study California agriculture, agricultural business, agricultural technologies, natural resources, and animal, plant, and soil sciences.

Sample occupations associated with this pathway:
- Research Assistant/Associate
- Water Quality Specialist
- Plant Scientist
- Agriscience Teacher
- Entomologist

C1.0 Evaluate the role of agriculture in the California economy.
  C1.1 Understand the history of the agricultural industry in California.
  C1.2 Describe how California agriculture affects the quality of life.
  C1.3 Analyze the interrelationship of California agriculture and society at the local, state, national, and international levels.
  C1.4 Research the economic impact of leading California agricultural commodities.
  C1.5 Assess the economic impact of major natural resources in California.
  C1.6 Distinguish between the economic importance of major agricultural exports and imports.
  C1.7 Explore factors that affect food safety and producers’ responsibilities to consumers.

C2.0 Examine the interrelationship between agriculture and the environment.
  C2.1 Identify important agricultural environmental impacts on soil, water, and air.
  C2.2 Explain current environmental challenges related to agriculture.
  C2.3 Summarize how natural resources are used in agriculture.
  C2.4 Compare and contrast practices for conserving renewable and nonrenewable resources.
  C2.5 Research how new energy sources are developed from agricultural products (e.g., gas-cogeneration and ethanol).

C3.0 Analyze the effects of technology on agriculture.
  C3.1 Describe how technology affects the logistics of moving an agricultural commodity from producer to consumer.
  C3.2 Understand how technology influences factors such as labor, efficiency, diversity, availability, mechanization, and communication.
C3.3 Communicate public concern for technological advancements in agriculture, such as genetically modified organisms.
C3.4 Research the laws and regulations concerning biotechnology.
C3.5 Integrate the use of technology when collecting and analyzing data.

C4.0 Determine the importance of animals, the domestication of animals, and the role of animals in modern society.
C4.1 Understand the evolution and roles of domesticated animals in society.
C4.2 Differentiate between domestication and natural selection.
C4.3 Compile the modern-day uses of animals and animal by-products.
C4.4 Defend various points of view regarding the use of animals.
C4.5 Research unique and alternative uses of animals (e.g., therapeutic riding programs and companion animals).

C5.0 Compare the structure and function of plants, animals, bacteria, and viruses.
C5.1 Identify the function of cells.
C5.2 Analyze the anatomy and physiology of cells.
C5.3 Understand various cell actions, such as osmosis and cell division.
C5.4 Compare and contrast plant and animal cells, bacteria, and viruses.

C6.0 Explore animal anatomy and systems.
C6.1 State the names, and find the locations, of the external anatomy of animals.
C6.2 Explain the anatomy and major functions of vertebrate systems, including digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory, and endocrine systems.

C7.0 Comprehend basic animal genetics.
C7.1 Differentiate between genotype and phenotype and describe how dominant and recessive genes function.
C7.2 Compare genetic characteristics among cattle, sheep, swine, and horse breeds.
C7.3 Predict phenotype and genotype ratios by using a Punnett Square.
C7.4 Explain the fertilization process.
C7.5 Distinguish between the purpose and processes of mitosis and meiosis.

C8.0 Understand fundamental animal nutrition and feeding.
C8.1 Identify types of nutrients required by farm animals (e.g., proteins, minerals, vitamins, carbohydrates, fats/oils, water).
C8.2 Analyze suitable common feed ingredients, including forages, roughages, concentrates, and supplements for ruminant, monogastric, equine, and avian digestive systems.
C8.3 Understand basic animal feeding guidelines and evaluate sample feeding programs for various species, including space requirements and economic considerations.
C9.0 Evaluate basic animal health.
   C9.1 Assess the appearance and behavior of a normal, healthy animal.
   C9.2 Explain the ways in which housing, sanitation, and nutrition influence animal health and behavior.
   C9.3 Analyze the causes and controls of common animal diseases.
   C9.4 Summarize effective techniques for controlling parasites and explain why controlling parasites is important.
   C9.5 Research the legal requirements for the procurement, storage, methods of application, and withdrawal times of animal medications, and know proper equipment handling and disposal techniques.

C10.0 Explain soil science principles.
   C10.1 Recognize the major soil components and types.
   C10.2 Summarize how soil texture, structure, pH, and salinity affect plant growth.
   C10.3 Assess water delivery and irrigation system options.
   C10.4 Differentiate among the types, uses, and applications of amendments and fertilizers.

C11.0 Analyze plant growth and development.
   C11.1 Understand the anatomy and functions of plant systems and structures.
   C11.2 Identify plant growth requirements.
   C11.3 Discern between annual, biennial, and perennial life cycles.
   C11.4 Examine sexual and asexual reproduction in plants.
   C11.5 Understand photosynthesis and the roles of the sun, chlorophyll, sugar, oxygen, carbon dioxide, and water in the process.
   C11.6 Summarize the respiration process in the breakdown of food and organic matter.

C12.0 Understand fundamental pest management.
   C12.1 Classify agricultural pests (e.g., insects, weeds, disease, and vertebrates).
   C12.2 Compare chemical, mechanical, cultural, and biological methods of plant pest control.
   C12.3 Analyze the major principles, advantages, and disadvantages of integrated pest management.

C13.0 Design agricultural experiments using the scientific method.
   C13.1 State the steps of the scientific method.
   C13.2 Analyze an agricultural problem and devise a solution based on the scientific method.
D. Animal Science Pathway

In the Animal Science pathway, students study large, small, and specialty animals. Students explore the necessary elements, such as diet, genetics, habitat, and behavior, to create humane, ecologically, and economically sustainable animal production systems. The pathway includes the study of animal anatomy and physiology, nutrition, reproduction, genetics, health and welfare, animal production, technology, and the management and processing of animal products and by-products.

Sample occupations associated with this pathway:

- Veterinarian Technician
- Animal Caretaker/Kennel Operator
- Animal Breeder
- Ranch Manager
- Feed Nutritionist

D1.0 Evaluate the necessary elements for proper animal housing and animal-handling equipment.
- D1.1 Design an animal facility focusing on appropriate space and location requirements for habitat, housing, feed, and water.
- D1.2 Select habitat and housing conditions and materials, such as indoor and outdoor housing, fencing materials, air flow/ventilation, and shelters, to meet the needs of various animal species.
- D1.3 Interpret animal behaviors and execute protocols for safe handling of animals.
- D1.4 Defend the purpose and the safe and humane use of animal husbandry tools, such as hoof trimmers, electric shears, elastrators, dehorning tools, and scales.

D2.0 Apply principles of animal nutrition to ensure the proper growth, development, reproduction, and economic production of animals.
- D2.1 Assess the flow of nutrients from the soil, through the animal, and back to the soil.
- D2.2 Explore the principles for providing proper, balanced rations for a variety of production stages in ruminants and monogastrics.
- D2.3 Compare the digestive processes of the ruminant, monogastric, avian, and equine digestive systems.
- D2.4 Distinguish how animal nutrition is affected by the digestive, endocrine, and circulatory systems.

D3.0 Apply principles of comparative anatomy and physiology to uses within various animal systems.
- D3.1 Compare and contrast animal cells, tissues, organs, and body systems.
- D3.2 Develop efficient procedures to produce consistently high-quality animals that are well suited for their intended purposes.
- D3.3 Relate the importance of animal organs to the health, growth, and reproduction of animals.
D4.0 Demonstrate understanding of animal reproduction, including the function of reproductive organs.

D4.1 Illustrate animal conception, including estrus cycles, ovulation, and insemination.

D4.2 Research the gestation process and basic fetal development.

D4.3 Explain the parturition process, including the identification of potential problems and their solutions.

D4.4 Select animal breeding methods based on reproductive and economic efficiency.

D4.5 Select a breeding system based on the principles of genetics.

D5.0 Discuss animal inheritance and selection principles, including the structure and role of deoxyribonucleic acid (DNA).

D5.1 Evaluate a group of animals for desired qualities, and discern among them for breeding selection.

D5.2 Select animals, based on quantitative breeding values, for specific characteristics.

D5.3 Research and discuss current technology used to measure desirable traits.

D5.4 Predict phenotypic and genotypic results of a dominant and recessive gene pair.

D5.5 Research the role of mutations, both naturally occurring and artificially induced, and hybrids in animal genetics.

D6.0 Prescribe and implement a prevention treatment program for animal diseases, parasites, and other disorders.

D6.1 Evaluate the signs of normal health in contrast to illness and disease.

D6.2 Analyze the importance of animal behavior in diagnosing animal sickness and disease.

D6.3 Research common pathogens, vectors, and hosts that cause disease in animals.

D6.4 Evaluate preventative measures for controlling and limiting the spread of diseases, parasites, and disorders among animals.

D6.5 Discuss procedures used at the local, state, and national levels to ensure biosecurity of the animal industry.

D6.6 Explain the health risk of zoonotic diseases to humans, their historical influence, and future implications.

D6.7 Discuss the impacts on local, national, and global economies, as well as on consumers and producers, when animal diseases are not appropriately contained and eradicated.

D7.0 Explore common pasture and rangeland management practices and their impact on a balanced ecosystem.

D7.1 Evaluate a rangeland and identify methods of rangeland improvement used in an effective animal production program.

D7.2 Summarize how rangeland management practices affect pasture production, erosion control, and the general balance of the ecosystem.
D7.3 Develop a management plan for rangelands, including how to calculate carrying capacity, for a variety of animal species and locations.

D7.4 Evaluate a plan to balance rangeland use for animal grazing and for wildlife habitat.

D8.0 Explain challenges associated with animal waste management.
D8.1 Assess treatment and disposal management systems for animal waste.
D8.2 Compare various methods for using animal waste and the environmental impacts associated with each method.
D8.3 Research the health and safety regulations that are an integral part of properly managed animal waste systems.

D9.0 Assess animal welfare concerns and management practices that support animal welfare.
D9.1 Evaluate the early warning signs of animal distress and how to rectify the problem.
D9.2 Discuss consumer concerns with animal production practices relative to human health.
D9.3 Summarize federal and state animal welfare laws and regulations, such as those dealing with abandoned and neglected animals, animal fighting, euthanasia, and medical research.
D9.4 Research the regulations for humane transportation and harvesting of animals, such as those delineated by the U.S. Department of Agriculture (USDA) Food Safety and Inspection Service and the Humane Methods of Slaughter Act.

D10.0 Demonstrate understanding of the production of large animals (e.g., cattle, horses, swine, sheep, goats) and small animals (e.g., poultry, cavy, rabbits).
D10.1 Formulate and implement optimum requirements for diet, genetics, habitat, and behavior in the production of large and small animals.
D10.2 Develop, maintain, and use growth and management records for large or small animals to make data-driven management decisions.

D11.0 Demonstrate understanding of the production of specialty animals (e.g., fish, marine animals, llamas, and tall, flightless birds).
D11.1 Assess specialty animals' role in agriculture (e.g., fish farms, pack animals, working dogs).
D11.2 Explore the unique nutrition, health, and habitat requirements for specialty animals.
D11.3 Synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of specialty animals.
D11.4 Develop, maintain, and utilize growth and management records for specialty animals to make data-driven management decisions.
D12.0 Understand how animal products and by-products are processed and marketed.

D12.1 Research animal harvest, carcass inspection and grading, and meat processing safety regulations and practices and the removal and disposal of nonedible by-products, such as those outlined in Hazard Analysis and Critical Control Point, Sanitation Standard Operating Procedures, and good manufacturing practices documents.

D12.2 Compare the relative importance of the major meat, dairy, and egg classifications, including the per-capita consumption and nutritive value of those classifications.

D12.3 Discuss how meat-based, dairy, and egg retail products are produced.

D12.4 Describe how nonmeat products, such as wool, pelts, hides, and by-products, are harvested and processed.

D12.5 Evaluate how meat products and nonmeat products are marketed.

D12.6 Compare the value of animal by-products to nonagricultural industries.

D12.7 Apply point-of-origin safety and sanitation procedures in the production, harvest, handling, processing, and storing of meat products.
E. Forestry and Natural Resources Pathway

The Forestry and Natural Resources pathway helps students understand the relationships between California's natural resources and the environment. Topics include energy and nutrient cycles, water resources and management, soil conservation, wildlife preservation and management, forest and fire management, and lumber production. In addition, students study the outdoor recreation industry and multiple-use management.

Sample occupations associated with this pathway:
- Forestry Technician
- Park Ranger
- Fish Hatchery Technician
- Logging Operation Inspector
- Biological Science Technician

E1.0 Understand the importance of energy and energy cycles.
  E1.1 Diagram the oxygen, carbon, nitrogen, and water cycles.
  E1.2 Differentiate between renewable and nonrenewable energy sources.
  E1.3 Differentiate between natural resource management conservation strategies and preservation strategies.
  E1.4 Compare the effects on air and water quality of using different forms of energy.
  E1.5 Analyze the way in which human activities influence energy cycles and natural resource management.

E2.0 Understand air and water use, their management practices, and conservation strategies.
  E2.1 Explain the government's role in regulating air, soil, and water use management practices and conservation strategies.
  E2.2 Research and discuss air and water conservation issues.
  E2.3 Define appropriate water conservation measures.
  E2.4 Interpret the component of a plan that monitors water quality.
  E2.5 Interpret the component of a plan that monitors air quality.
  E2.6 Analyze the way in which water management affects the environment and human needs.

E3.0 Explore soil composition and soil management.
  E3.1 Demonstrate techniques used to classify soils.
  E3.2 Explain the reasons for, and importance of, soil conservation.
  E3.3 Analyze soils found in the different natural resource management areas.
E3.4 Develop and implement a soil management plan for a natural resource management area.

E3.5 Understand how to analyze existing soil surveys to develop effective management plans.

E4.0 Explore rangeland management.
E4.1 Map the locations of major U.S. and California rangeland areas.
E4.2 Summarize the interrelationship of rangeland management, the environment, wildlife management, and the livestock industry.
E4.3 Define practices used to improve rangeland quality.
E4.4 Analyze the carrying capacity in various rangelands for both wildlife species and domestic livestock.
E4.5 Distinguish among different browse and forage species in California rangelands.
E4.6 Evaluate a rangeland and develop a rangeland monitoring plan.
E4.7 Analyze the requirements and rights accompanying public land grazing permits and the government agencies involved (e.g., Bureau of Land Management and U.S. Forest Service) and abide by specific laws pertaining to natural resource systems.

E5.0 Investigate wildlife management and habitat.
E5.1 Describe the relationship between habitat and wildlife population.
E5.2 List habitat requirements for different species and identify factors that influence population dynamics.
E5.3 Determine existing wildlife species populations.
E5.4 Explain mammalian and avian reproductive processes and infer how nutrition and habitat affect reproduction and population.
E5.5 Differentiate among a variety of management practices used to manage wildlife populations for hunting and other recreational purposes.
E5.6 Analyze the economic and environmental significance of sport hunting and fishing industries.
E5.7 Research and report on the purpose, history, terminology, and challenges of the Endangered Species Act and current activities related to the Act.

E6.0 Understand aquatic resource use and management.
E6.1 Summarize the different types of aquatic resources.
E6.2 Identify and describe the major body parts, digestive systems, and reproductive organs of aquatic species.
E6.3 Determine the populations of existing aquatic species using a variety of methods.
E6.4 Analyze the relationship between water quality and aquatic species habitat.
E6.5 Explore a variety of management practices for managing aquatic species for sport fishing and other purposes.

E6.6 Make financial and production decisions and maintain growth and management records for a selected aquatic species.

E7.0 Understand the outdoor recreation industry.
E7.1 List the potential environmental impacts of recreational activities and describe how to manage the resources affected.
E7.2 Demonstrate basic survival skills and first aid procedures.
E7.3 Construct and maintain trails.
E7.4 Select appropriate recreational gear for trips of varying types and durations and how to use it safely and appropriately (for minimum environmental impact).
E7.5 Set up a campsite for minimum environmental impact.

E8.0 Explore basic plant physiology, anatomy, and taxonomy.
E8.1 Use scientific method to classify animals, including order, family, genus, and species.
E8.2 Use a dichotomous key to identify plants and animals.
E8.3 Identify local trees, shrubs, grasses, forbs, and wildlife species by common name.
E8.4 Recognize and explain the factors that influence plant growth, such as respiration, temperature, nutrients, and photosynthesis.

E9.0 Explore the role of fire in natural resource management.
E9.1 Differentiate between desirable and undesirable fire in forest and rangeland ecosystems.
E9.2 Explain the significance of each of the components of the "fire triangle."
E9.3 Know appropriate wildland fire-suppression practices.
E9.4 Develop a fire-control plan.
E9.5 Use fire-control tools safely.
E9.6 Research and report on the training requirements for fire-suppression certification.

E10.0 Implement forest management practices.
E10.1 Describe how social, political, and economic factors can affect the use of forests.
E10.2 Discuss the California Forest Practice Act and the requirements for Timber Harvest and Habitat Conservation Plans.
E10.3 Analyze forest management systems (e.g., sustained yield, watershed management, ecosystem management, multiple-use management).
E10.4 Analyze harvest and renewability (e.g., reseeding and thinning) systems and identify the impact of each on the land.
E10.5 Explain silvicultural systems and skills and use appropriate related tools.

E10.6 Identify and diagnose damage from destructive insects, diseases, and weather and choose methods for their management.

E11.0 Understand the basic concepts of measurement, surveying, and mapping.
   E11.1 Describe the Public Land Survey System.
   E11.2 Use surveying equipment, including global positioning satellites, maps, and a compass, to determine area, boundaries, and elevation differences.
   E11.3 Apply timber-cruising and log-scaling skills to determine timber and log volume for management and marketing.
   E11.4 Create a management plan map that includes layer information and data points from global information systems.

E12.0 Produce, harvest, process, and market products from natural resource industries.
   E12.1 Explain the marketing processes and manufacturing standards for a variety of natural resource products, including mining, quarrying, and drilling.
   E12.2 Process natural resource products adhering to manufacturing standards.
   E12.3 Analyze the production of specialty and seasonal products from natural resources.
   E12.4 Compare different wood types and their uses.
   E12.5 Diagram lumber manufacturing processes.

E13.0 Understand public and private land issues.
   E13.1 Interpret the differences between publicly and privately held lands.
   E13.2 Explain the differences between public land designations (e.g., State Park, National Forest, wilderness areas, wild and scenic areas).
   E13.3 Compare the role of public and private property rights and how they affect agriculture.
   E13.4 Describe the role of government in managing public and private property rights.
F. Ornamental Horticulture Pathway

The Ornamental Horticulture pathway prepares students for careers in the nursery, landscaping, and floral industries. Topics include plant identification, plant physiology, soil science, plant reproduction, nursery production, and floriculture, as well as landscaping design, installation, and maintenance.

Sample occupations associated with this pathway:

- Florist/Floral Designer
- Landscape Design/Architect
- Hydroponics Grower
- Botanical Specialist
- Nursery/Greenhouse Manager

F1.0 Compare and contrast the hierarchical classification of plants.
  
  F1.1 Practice how to classify and identify plants by order, family, genus, and species.
  
  F1.2 Demonstrate how to identify plants by using a dichotomous key.
  
  F1.3 Illustrate how common plant parts are used to classify the plants.
  
  F1.4 Distinguish how to classify and identify plants by using botanical growth habits, landscape uses, and cultural requirements.
  
  F1.5 Identify and select plants for local landscape applications.

F2.0 Summarize plant physiology and growth principles.

  F2.1 Understand plant systems, nutrient transportation, structure, and energy storage.
  
  F2.2 Diagram the seed’s essential parts and explain the functions of each.
  
  F2.3 Explain how primary, secondary, and trace elements are used in plant growth.
  
  F2.4 Experiment with the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
  
  F2.5 Differentiate the tissues seen in a cross section of woody and herbaceous plants.
  
  F2.6 Explore the factors that affect plant growth.

F3.0 Demonstrate plant propagation techniques.

  F3.1 Explain the different forms of sexual and asexual plant reproduction.
  
  F3.2 Demonstrate the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, seeds).
  
  F3.3 Utilize and monitor plant reproduction for the development of a saleable product.

F4.0 Develop and implement a plan for basic integrated pest management.

  F4.1 Read and interpret pesticide labels and understand safe pesticide management practices.
F4.2 Research how pesticide regulations and government agencies affect agriculture.
F4.3 Identify common horticultural pests and diseases and methods of controlling them.
F4.4 Design an integrated approach to solving plant problems.

F5.0 Summarize water and soil (media) management practices.
F5.1 Explain how basic soil science and water principles affect plant growth.
F5.2 Illustrate basic irrigation design and installation methods.
F5.3 Prepare and amend soils, implement soil conservation methods, and compare results.
F5.4 Research major issues related to water sources and water quality.
F5.5 Explain the components of soilless media and test the use of those media in various types of containers.

F6.0 Apply ornamental plant nutrition practices.
F6.1 Analyze how primary and secondary nutrients and trace elements affect ornamental plants.
F6.2 Use basic nutrient testing procedures on soil and plant tissue.
F6.3 Analyze organic and inorganic fertilizers to understand their appropriate uses.
F6.4 Read and interpret labels to properly apply fertilizers.

F7.0 Develop a plan for the selection, installation, and maintenance of turf.
F7.1 Explain the selection and management of landscape and sports field turf.
F7.2 Demonstrate how to select, install, and maintain a designated turf grass area.
F7.3 Distinguish how the use of turf benefits the environment.

F8.0 Employ nursery production principles.
F8.1 Demonstrate the proper use of production facilities and common nursery equipment.
F8.2 Use common nursery production practices.
F8.3 Demonstrate how to propagate and maintain a horticultural crop to the point of sale.
F8.4 Design a marketing and merchandising strategy to use in nursery production.

F9.0 Demonstrate the proper use of containers and horticultural tools, equipment, and facilities.
F9.1 Use different types of containers and demonstrate how to maintain growing containers in controlled environments.
F9.2 Operate and maintain selected hand and power equipment safely and appropriately.
F9.3 Select proper tools for specific horticultural jobs.
F9.4 Install landscape components and electrical, land, and water features.
F10.0 Understand basic landscape planning, design, construction, and maintenance.
   F10.1 Utilize terms associated with landscape and design in appropriate context.
   F10.2 Produce a residential design, including how to render design to scale using design technology and principles.
   F10.3 Use proper landscape planting and maintenance practices.
   F10.4 Prune ornamental shrubs, trees, and fruit trees.
   F10.5 Produce clear and concise landscape business contracts.

F11.0 Understand basic floral design principles.
   F11.1 Demonstrate the use of plant materials and tools.
   F11.2 Apply basic design principles to products and designs.
   F11.3 Handle, prepare, and arrange cut flowers appropriately.
   F11.4 Develop a marketing and merchandising strategy to use in the floral industry.
G. Plant and Soil Science Pathway
The Plant and Soil Science pathway covers topics such as plant classification, physiology, reproduction, plant breeding, biotechnology, and pathology. In addition, students learn about soil management, water, pests, and equipment, as well as cultural and harvest practices.

Sample occupations associated with this pathway:
- Soil Conservationist
- Environmental Analyst
- Plant and Soil Scientist
- Crop Consultant
- Pest Control Advisor

G1.0 Apply plant classification principles.
- G1.1 Classify and identify plants by order, family, genus, and species.
- G1.2 Practice how to identify plants by using a dichotomous key.
- G1.3 Demonstrate how common plant parts are used to classify the plants.
- G1.4 Communicate the differences between, and uses of, native and nonnative plants.
- G1.5 Distinguish the differences between monocots and dicots.
- G1.6 Explain the differences between plants under production and weeds.

G2.0 Explore cell biology.
- G2.1 Compare differences between prokaryotic cells and plant and animal eukaryotic cells and how viruses differ from them in complexity and general structure.
- G2.2 Test plant cellular function reactions when plants are grown under different conditions.
- G2.3 Explain functions organelles play in the health of the cell.
- G2.4 Recognize the part of the cell that is responsible for the genetic information that controls plant growth and development.
- G2.5 Summarize plant inheritance principles, including the structure and role of DNA.
- G2.6 List which organelles in plant cells carry out photosynthesis.

G3.0 Understand plant physiology and growth principles.
- G3.1 Investigate plant systems, nutrient transportation, and energy storage.
- G3.2 Label the seed’s essential parts and describe their functions.
- G3.3 Discern how primary, secondary, and trace elements are used in plant growth.
- G3.4 Research the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
G3.5 Identify the tissues seen in a cross section of woody and herbaceous plants.

G3.6 Conduct experiment(s) testing the factors that affect plant growth and predict plant response.

G4.0 Demonstrate an understanding of sexual and asexual reproduction of plants.
   G4.1 Explain the different forms of sexual and asexual plant reproduction.
   G4.2 Demonstrate the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, and seeds).
   G4.3 Use the proper sterile technique used in tissue culture.

G5.0 Assess pest problems and management.
   G5.1 Demonstrate how to categorize insects as pests, beneficial or neutral, and describe their roles.
   G5.2 Explain the role of other pests, such as nematodes, molds, mildews, and weeds.
   G5.3 Compare and contrast conventional, sustainable, and organic management methods to prevent or treat plant disease symptoms.
   G5.4 Use integrated pest management to prevent, treat, and control plant disease symptoms (including conventional, sustainable, and organic management methods).
   G5.5 Research how biotechnology can be used to manage pests.

G6.0 Assess the role of soils in plant production.
   G6.1 Understand soil types, soil texture, structure, and bulk density and explain the U.S. Department of Agriculture (USDA) soil-quality rating procedure.
   G6.2 Analyze soil properties necessary for successful plant production, including pH, electrical conductivity (EC), and essential nutrients.
   G6.3 Explain soil biology and diagram the cycles in nature as related to the soil food chain.
   G6.4 Research how soil biology affects the environment and natural resources.

G7.0 Integrate effective tillage and soil conservation management practices.
   G7.1 Plan how to effectively manage and conserve soil through conventional, minimum, conservation, and no-tillage irrigation and through drainage and tillage practices.
   G7.2 Assess how global positioning systems, surveying, laser leveling, and other tillage practices conserve soil.
   G7.3 Use tools such as the USDA and the local Resource Conservation District soil survey maps to determine appropriate soil management practices.

G8.0 Evaluate effective water management practices.
   G8.1 Summarize California water history, current issues, water rights, water law, and water transfer through different distribution projects throughout the state.
   G8.2 Research and describe the local, state, and federal agencies that regulate water quality and availability in California.
G8.3 Define the definition of a watershed and explain how it is used to measure water quality.

G8.4 Explain effective water management and conservation practices, including the use of tailwater ponds.

G8.5 Use water-testing standards and perform bioassay and macro-invertebrate protocols to assess water quality.

G9.0 Explain the concept of an "agrosystem" approach to production.

G9.1 Identify and classify the plants and animals in an agricultural system (as producers, consumers, or decomposers).

G9.2 Compare and contrast the elements of conventional, sustainable, and organic production systems.

G9.3 Differentiate among the components of "whole-system management."

G10.0 Apply local crop management and production practices.

G10.1 Practice local cultural techniques, including monitoring, pruning, fertilization, planting, irrigation, harvest treatments, processing, and packaging practices for various tree, grain, hay, and vegetable classes.

G10.2 Explain common marketing and shipping characteristics of local commodities.

G10.3 Interpret general maturity and harvest-time guidelines for specific local plant products.

G10.4 Apply point-of-origin safety and sanitation procedures in the production, harvesting, handling, processing, and storing of edible plant products.

G11.0 Demonstrate competence in applications of scientific principles and techniques in plant science.

G11.1 Research how changing technology, such as micro-propagation, biological pest controls, and genetic engineering (including DNA extraction and gel electrophoresis), affects plant production, yields, and management.

G11.2 Explain the various technology advancements that affect plant and soil science, such as global positioning systems, global information systems, variable rate technology, and remote sensing.

G11.3 Assess how herbicide-resistant plant genes can affect the environment.

G11.4 Communicate how genetic engineering techniques have been used to improve crop yields.

G11.5 Compare and contrast the effects of agricultural biotechnology, including genetically modified organisms, on the agriculture industry and the larger society and the pros and cons of such use.
## Academic Alignment Matrix

### Agriculture and Natural Resources

<table>
<thead>
<tr>
<th>A. Agricultural Business</th>
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<tr>
<td>B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0</td>
<td>C13.0</td>
<td>D1.0, D2.0, D3.0, D5.0, D6.0, D7.0, D9.0, D10.0, D11.0, D12.0</td>
<td>E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0</td>
<td>F1.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0</td>
<td>G1.0, G3.0, G4.0, G6.0, G7.0, G8.0, G10.0</td>
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</tr>
</tbody>
</table>

### English Language Arts

#### Reading Standards for Literacy in Science and Technical Subjects – RLST (Standard Area, Grade Level, Standard #)

<table>
<thead>
<tr>
<th>Standard</th>
<th>Area</th>
<th>Grade Level</th>
<th>Standard #</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-10.3</td>
<td>Agriculture and Natural Resources</td>
<td>9-10</td>
<td>Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0</td>
</tr>
<tr>
<td>9-10.4</td>
<td>Agriculture and Natural Resources</td>
<td>9-10</td>
<td>Determine the meaning of symbols, key terms, and other domain–specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.</td>
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<td>B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0</td>
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<tr>
<td>9-10.5</td>
<td>Agriculture and Natural Resources</td>
<td>9-10</td>
<td>Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</td>
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<td>A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0, A10.0, A11.0, A12.0</td>
</tr>
<tr>
<td>9-10.7</td>
<td>Agriculture and Natural Resources</td>
<td>9-10</td>
<td>Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</td>
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<td>A3.0, A4.0, A6.0, A8.0</td>
</tr>
<tr>
<td>11-12.3</td>
<td>Agriculture and Natural Resources</td>
<td>11-12</td>
<td>Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</td>
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<td>B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0</td>
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</table>

**Note:** The table continues on the next page with additional standards for each grade level.
<table>
<thead>
<tr>
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<tr>
<td><strong>AGRICULTURE AND NATURAL RESOURCES</strong></td>
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<tr>
<td><strong>PATHWAYS</strong></td>
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<tr>
<td><strong>A. Agricultural Business</strong></td>
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<tr>
<td><strong>A.</strong> Agricultural Business</td>
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<tr>
<td>1-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.</td>
</tr>
<tr>
<td><strong>Writing Standards – WS (Standard Area, Grade Level, Standard #)</strong></td>
</tr>
<tr>
<td>9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
</tr>
<tr>
<td>9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</td>
</tr>
<tr>
<td>9-10.8 Gather relevant information from multiple authoritative print and digital sources (primary and secondary) using advanced searches effectively; assess the usefulness of each source in answering the research questions; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citations.</td>
</tr>
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</table>
### Academic Alignment Matrix

#### AGRICULTURE AND NATURAL RESOURCES

<table>
<thead>
<tr>
<th>Writing Standards – WS (Standard Area, Grade Level, Standard #) (continued)</th>
<th>PATHWAYS</th>
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</thead>
<tbody>
<tr>
<td><strong>9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</strong></td>
<td>A. Agricultural Business</td>
</tr>
<tr>
<td>A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0</td>
<td>B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B9.0, B10.0</td>
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| **11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.** | A. Agricultural Business | B. Agricultural Mechanics | C. Agriscience | D. Animal Science | E. Forestry and Natural Resources | F. Ornamental Horticulture | G. Plant and Soil Science |
| A1.0, A2.0, A5.0, A7.0, A9.0 | B12.0 | C13.0 | D1.0 | E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0 | G3.0, G8.0, G11.0 |

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| **11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.** | A. Agricultural Business | B. Agricultural Mechanics | C. Agriscience | D. Animal Science | E. Forestry and Natural Resources | F. Ornamental Horticulture | G. Plant and Soil Science |
| A2.0, A5.0, A7.0, A9.0 | B11.0, B12.0 | C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0, C8.0, C9.0, C10.0, C11.0, C12.0, C13.0 | D1.0, D4.0, D5.0, D6.0, D7.0, D9.0 | E2.0, E3.0, E5.0, E10.0, E13.0 | F8.0, F11.0 | G5.0, G6.0, G8.0, G11.0 |
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## MATHEMATICS

### Algebra – A-CED – Creating Equations

Create equations that describe numbers or relationships

1. Create equations and inequalities in one variable including ones with absolute value and use them to solve problems in and out of context, including equations arising from linear functions.
   - 1.1 Judge the validity of an argument according to whether the properties of real numbers, exponents, and logarithms have been applied correctly at each step.

### Algebra – A-APR – Arithmetic with Polynomials and Rational Expressions

Perform arithmetic operations on polynomials

1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication: add, subtract, and multiply polynomials, and divide polynomials by monomials. Solve problems in and out of context. (Common Core Standard A-APR-1)

### Algebra – A-REI – Reasoning with Equations and Inequalities

Solve equations and inequalities in one variable

3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
   - 3.1 Solve equations and inequalities involving absolute value. (CA Standard Algebra I - 3.0 and CA Standard Algebra II - 1.0)
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#### Functions – F–IF – Interpreting Functions

*Interpret functions that arise in applications in terms of the context*

4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.

   - A.0, A.2.0
   - C.13.0
   - D.5.0

#### Geometry – G–CO – Congruence

*Make geometric constructions*

12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.

   - B.6.0, B.9.0, B.12.0
   - D.1.0
   - E.11.0
   - F.5.0, F.10.0
   - G.7.0

#### Geometry – G–MD – Geometric Measurement and Dimensions

*Explain volume formulas and use them to solve problems*

3. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.

   - B.6.0, B.12.0
   - D.1.0, D.7.0
   - E.4.0, E.11.0
   - F.5.0, F.10.0
   - G.7.0

#### Geometry – G–MG – Modeling with Geometry

*Apply geometric concepts in modeling situations*

2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).

   - B.4.0, B.6.0, B.11.0, B.12.0
   - C.8.0, C.10.0
   - D.1.0, D.7.0
   - E.4.0, E.9.0, E.11.0
   - F.5.0, F.7.0, F.10.0, F.11.0
   - G.7.0
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<td>A. Agricultural Business</td>
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<tr>
<td>Geometry – G-SRT – Similarity, Right Triangles, and Trigonometry</td>
<td></td>
</tr>
<tr>
<td>Define trigonometric ratios and solve problems involving right triangles</td>
<td></td>
</tr>
<tr>
<td>8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.</td>
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</tr>
<tr>
<td>8.1 Know and use angle and side relationships in problems with special right triangles, such as 30°, 60°, and 90° triangles and 45°, 45°, and 90° triangles. (CA Standard Geometry – 20.0)</td>
<td>B6.0, B9.0, B12.0</td>
</tr>
<tr>
<td>Statistics and Probability – S-IC – Making Inferences and Justifying Conclusions</td>
<td></td>
</tr>
<tr>
<td>Understand and evaluate random processes underlying statistical experiments</td>
<td></td>
</tr>
<tr>
<td>1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population.</td>
<td>A1.0, A2.0</td>
</tr>
<tr>
<td>Make inferences and justify conclusions from sample surveys, experiments, and observational studies</td>
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</tr>
<tr>
<td>3. Recognize the purposes and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.</td>
<td>A1.0, A2.0, A7.0</td>
</tr>
<tr>
<td>5. Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.</td>
<td>A1.0, A2.0</td>
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<tbody>
<tr>
<td>Statistics and Probability – S-ID – Interpreting Categorical and Quantitative Data</td>
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<tr>
<td>Summarize, represent, and interpret data on a single count or measurement variable</td>
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<tr>
<td>1. Represent data with plots on the real number line (dot plots, histograms, and box plots).</td>
<td>A1.0, A2.0</td>
<td>C3.0</td>
<td>D11.0</td>
<td>E4.0, E5.0, E6.0</td>
<td>F5.0</td>
<td>G7.0</td>
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<tr>
<td>2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</td>
<td>A1.0, A2.0</td>
<td>C3.0</td>
<td>D11.0</td>
<td>E4.0, E5.0, E6.0</td>
<td>F5.0</td>
<td>G7.0</td>
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<tr>
<td>Interpret linear models</td>
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<tr>
<td>7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.</td>
<td>A1.0, A2.0</td>
<td>C3.0</td>
<td>D11.0</td>
<td>E4.0, E5.0, E6.0</td>
<td>F5.0</td>
<td>G7.0</td>
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#### SCIENCE

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<tbody>
<tr>
<td>1. Asking questions (for science) and defining problems (for engineering)</td>
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<td>C13.0</td>
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<td>ESS3.B: Natural Hazards</td>
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<td>ESS3.C: Human Impacts on Earth Systems</td>
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<td><strong>Engineering, Technology, and the Applications of Science – ETS</strong></td>
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# Academic Alignment Matrix

<table>
<thead>
<tr>
<th>AGRICULTURE AND NATURAL RESOURCES</th>
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<tbody>
<tr>
<td>A. Agricultural Business</td>
<td>B. Agricultural Mechanics</td>
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<tr>
<td>Engineering, Technology, and the Applications of Science – ETS (continued)</td>
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<tr>
<td>ETS2.A: Interdependence of Science, Engineering, and Technology</td>
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<td>ETS2.B: Influence of Engineering, Technology, and Science on Society and the Natural World</td>
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## HISTORY/SOCIAL SCIENCE

### Principles of Economics – PE

| 12.1 Students understand common economic terms and concepts and economic reasoning. | | | | | | |
| 12.1.1. Examine the causal relationship between scarcity and the need for choices. | A2.0 |
| 12.1.2. Explain opportunity cost and marginal benefit and marginal cost. | A2.0 |
| 12.1.3. Identify the difference between monetary and non-monetary incentives and how changes in incentives cause changes in behavior. | A2.0 |
| 12.1.4. Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources. | A2.0 | E2.0, E13.0 |
| 12.2 Students analyze the elements of America's market economy in a global setting. | | | | | | |
| 12.2.1. Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand. | A2.0 |
|----------------------------------------|----------|-------------------------|--------------------------|----------------|-----------------|---------------------------------|---------------------------|--------------------------|
| 12.2.2. Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products. | A.1.0, A.2.0 | | | | | | | |
| 12.2.3. Explain the roles of property rights, competition, and profit in a market economy. | A.1.0, A.2.0, A.3.0, A.4.0, A.5.0, A.7.0, A.8.0, A.9.0 | | | | | | | |
| 12.2.4. Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy. | A.2.0, A.7.0, A.9.0 | | | | | | | |
| 12.2.5. Understand the process by which competition among buyers and sellers determines a market price. | A.1.0, A.2.0, A.7.0, A.9.0 | | | | | | | |
| 12.2.6. Describe the effect of price controls on buyers and sellers. | A.2.0, A.7.0 | | | | | | | |
| 12.2.7. Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products. | A.9.0 | | | | | | | |
| 12.2.8. Explain the role of profit as the incentive to entrepreneurs in a market economy. | A.1.0, A.2.0, A.7.0 | | | | | | | |
| 12.2.10. Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities. | A.2.0 | | | | | | | |
| 12.4 Students analyze the elements of the U.S. labor market in a global setting. | | | | | | | | |
| 12.4.3. Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity. | A.2.0 | | | | | | | |
| 12.4.4. Explain the effects of international mobility of capital and labor on the U.S. economy. | A.9.0 | | | | | | | |
### Academic Alignment Matrix

#### Principles of Economics – PE (continued)

<table>
<thead>
<tr>
<th>12.6 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States' borders.</th>
<th>PATHWAYS</th>
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</thead>
<tbody>
<tr>
<td>12.6.1. Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere.</td>
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<tr>
<td>12.6.2. Compare the reasons for and the effects of trade restrictions during the Great Depression compared with present-day arguments among labor, business, and political leaders over the effects of free trade on the economic and social interests of various groups of Americans.</td>
<td>A9.0</td>
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<tr>
<td>12.6.3. Understand the changing role of international political borders and territorial sovereignty in a global economy.</td>
<td>A9.0</td>
</tr>
<tr>
<td>12.6.4. Explain foreign exchange, the manner in which exchange rates are determined, and the effects of the dollar’s gaining (or losing) value relative to other currencies.</td>
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<table>
<thead>
<tr>
<th>12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.</th>
<th>PATHWAYS</th>
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<td>12.7.5. Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders.</td>
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</table>
# Academic Alignment Matrix

<table>
<thead>
<tr>
<th>AGRICULTURE AND NATURAL RESOURCES</th>
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<tbody>
<tr>
<td>A. Agricultural Business</td>
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<td>B. Agricultural Mechanics</td>
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<tr>
<td>C. Agriscience</td>
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<tr>
<td>D. Animal Science</td>
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<tr>
<td>E. Forestry and Natural Resources</td>
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</tr>
<tr>
<td>F. Ornamental Horticulture</td>
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<tr>
<td>G. Plant and Soil Science</td>
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## U.S. History and Geography – US

**11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.**

**11.6.3. Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California.**

**11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.**

**11.11.5. Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.**

**11.11.7. Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.**

- C1.0
- E2.0, E10.0, E13.0
- E2.0
Appendix: CTE Model Curriculum Standards Contributors

Agriculture and Natural Resources

Bob Heuvel, Administrator, California Department of Education
Hugh Mooney, Education Consultant, California Department of Education

Standards Review Team
- Don Borges, Director, Agricultural Education Tech Prep, Modesto Junior College
- Glen Casey, Professor, California Polytechnic State University, San Luis Obispo
- Karen Dalton-Wemp, Owner, Mission Vineyard Sheep
- Bill Loveridge, Retired Instructor
- Cindy Rohde, Instructor, Pierce Joint Unified School District
- Mike Rourke, Instructor, Trinity County Office of Education
- Rosco Vaughn, Professor, California State University, Fresno

Standards Writing Team
- Karen Dalton-Wemp, Owner, Mission Vineyard Sheep
- Jill Sperling, Instructor, Kingsburg Joint Union High School District
Supporting Material 13: Teaching Credential

Below is a copy of my Clear Single Subject Teaching Credential and my Clear Specialist Instruction Credential in Agriculture. Both need to be renewed every five years with the California Department of Teacher Credentialing.
To view the educator's public records (current documents, all documents held in Adverse and Commission Actions), click on the educator's last name.

Educator Information:

Last Name: CAPILL
First Name: SAMMATHIA
Middle Name: ANN

Document Information:

Document Number: 140127-49
Document Title: Single Subject Teaching Credential
Term: Cerf
Status: Valid
Issue Date: 8/1/2014
Expiry Date: 8/31/2019
Original Issue Date: 8/31/2019
Grade: 
Special Grade: 
SB1969 (Title 5 § 80467):

Authorization / Subjects

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<th>Subject Code</th>
<th>Subject Description</th>
<th>Major/Minor</th>
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<td>R15</td>
<td>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 recognized subject area education credential or initial, 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) specify designated content instruction delivered in English to English language learners in grades twelve and below, including preschool, and in classes organized primarily for adults. The English learner authorization also covers classes authorized by other valid, non-emergency credential or permits held, as specified in Education Code Section 49353.</td>
<td>AGRI</td>
<td>Agriculture</td>
<td>MA</td>
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<tr>
<td>E1A1</td>
<td>NONE</td>
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Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column in the next to specific renewal require

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<td>R20</td>
<td>To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is two years.</td>
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Employment Restrictions

https://educator.coe.ca.gov/credentials/start.sw?SWFRowId=1-2V001V&SWFfield=3.1 ... 1/19/2016
To view the educator’s public record (curriculum, documents, all documents held and adverse and commission actions), click on the educator’s last name.

Educator Information:
- **Last Name:** COWELL
- **First Name:** SAMANTHA
- **Middle Name:** ANN

Document Information:
- **Document Number:** 201061902
- **Document Title:** Specialist Instruction Credential (Agriculture)
- **Term:** Clear
- **Status:** Valid
- **Issue Date:** 7/29/2012
- **Expiration Date:** 7/29/2017
- **Original Issue Date:**
- **Grade:**
- **Special Grade:** SB6409 (Title 5 §80487)

### Authorization / Subjects

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<th>Subject Description</th>
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<td>R2A</td>
<td>This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, and in a selected area level, and for adults. It also authorizes the holder to develop and coordinate curricula, develop programs, and provide staff development for agriculture educators, programs, and organizations.</td>
<td>AG01</td>
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### Renewal Requirements

Please disregard any if signs you may see before and refer to the "Additional Description" column to the right for specific renewal requirements.

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<td>To renew this credential, the holder must submit an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.</td>
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<tr>
<td>RL5P</td>
<td>The term of this credential is limited by the term of the program certificate. To renew this credential, the holder must also renew the program certificate.</td>
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### Employment Restrictions

https://educator.cte.ca.gov/4sales_enw/start_swe/SWERowId-1-11/DMJL&SWF/Field-s 1...

1/19/2016
Supporting Material 14: Calendar of Activities

The calendar of activities is a combination of Patterson FFA and above chapter level events set forth by the FFA. The chapter officers review the calendar at the officer retreat each year to set monthly FFA meetings, community service events, fundraisers, and other events. This calendar is available via the district’s Google Calendar. In addition, each student will receive a paper calendar at the beginning of the year with the events for Patterson FFA. Furthermore, these events will be uploaded to the iRecordbook for each student.
<table>
<thead>
<tr>
<th>August</th>
<th>November</th>
<th>March</th>
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<tbody>
<tr>
<td>15 Back to School Block Party 9 AM-1 PM</td>
<td>2-13 Holiday Fundraiser Sales</td>
<td>5 UC Davis FFA Field Day</td>
</tr>
<tr>
<td>26 Welcome Back BBQ FFA Meeting 6:30 PM</td>
<td>2-13 FFA Canned Food Drive</td>
<td>8 FFA Meeting 6:30 PM</td>
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<tr>
<td></td>
<td>10 Greenhand/Chapter Degree Banquet 6:30 PM</td>
<td>12 Chico FFA Field Day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TBD Livestock FFA Trip Tip Fundraiser 5-7 PM</td>
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<tr>
<td>September</td>
<td>December</td>
<td>19 Merced FFA Field Day</td>
</tr>
<tr>
<td>5 PJUSD Centennial Celebration</td>
<td>1-11 FFA Coats for Kids Collection</td>
<td>21 Central Region State Degree Ceremony 6 PM</td>
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<tr>
<td>10 FFA vs. Staff Softball Game 3:30 PM</td>
<td>1 Tri Rivers FFA Section Ice Skating Trip 4-7 PM</td>
<td>26 Modesto Junior College FFA Field Day</td>
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<tr>
<td>12 Local Greenhand Leadership Conference</td>
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<tr>
<td>15 FFA Meeting 6:30 PM</td>
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<td></td>
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<tr>
<td>24 Regional FFA Greenhand Leadership Conference</td>
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<tr>
<td>October</td>
<td>January</td>
<td>April</td>
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<tr>
<td>3-4 Central Region FFA Chapter Officer Leadership Conference</td>
<td>19 FFA Meeting 6:30 PM</td>
<td>9 Converse River College FFA Field Day</td>
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<tr>
<td>5-16 FFA Costume Drive</td>
<td>29 Tri Rivers FFA Sectional Public Speaking Contest Super Day</td>
<td>9 Madera Welding Contest</td>
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<tr>
<td>6 Oakdale Invitational Opening and Closing Contest 4 PM</td>
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<td>9 Reedley FFA Field Day</td>
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|2015-2016 Calendar

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<tr>
<td>6 Arbuckle FFA Field Day</td>
<td>5 UC Davis FFA Field Day</td>
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<tr>
<td>19-20 MFE/ALA Conference</td>
<td>8 FFA Meeting 6:30 PM</td>
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<tr>
<td>20 Merced College Ag Welding Contest</td>
<td>12 Chico FFA Field Day</td>
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<tr>
<td>21-27 National FFA Week Dress Up Days/ Lunch Time Activities</td>
<td>23 Fresno State FFA Field Day</td>
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<td>23 FFA Week Bowling 3-7 PM</td>
<td>23-26 California FFA State Conference</td>
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<td>25 FFA Staff Appreciation Breakfast 7 AM</td>
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<td>27 Central Region FFA Meeting</td>
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<table>
<thead>
<tr>
<th>May</th>
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<tr>
<td>6-7 State FFA Judging Finals at Cal Poly</td>
</tr>
<tr>
<td>24 FFA End of the Year Banquet</td>
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Supporting Material 15: Comprehensive Program Plan

The Comprehensive Program Plan contains all information vital to the Patterson High School Agriculture Department. It is updated annually as part of the Agriculture Incentive Grant, either by the department, Advisory Committee, and/or the Regional Supervisor. The Plan is kept available in the Agriculture Office and Administration Office at Patterson High School.
Patterson High School
Agriculture Department
Comprehensive Program Plan

November 2014
Patterson, CA
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Staff Minutes .................................................................................................................................... V
### Gender

<table>
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### Hispanic

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### Race*

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### Grade Level

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<tr>
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<td>21</td>
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<td>Total</td>
<td>174</td>
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<td>116</td>
<td>119</td>
<td>1</td>
<td>2</td>
<td>1</td>
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<td>549</td>
</tr>
</tbody>
</table>
Freshman Persistence:
Cohort Year: 2011-2012

<table>
<thead>
<tr>
<th>Years in Ag Completed</th>
<th>Count</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>72</td>
<td>51%</td>
</tr>
<tr>
<td>2</td>
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<td>24%</td>
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<td>3</td>
<td>21</td>
<td>15%</td>
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<td>4</td>
<td>13</td>
<td>9%</td>
</tr>
<tr>
<td>Freshman Cohort Students</td>
<td>140</td>
<td></td>
</tr>
<tr>
<td>Average Years Completed</td>
<td>1.8</td>
<td></td>
</tr>
</tbody>
</table>

*Prior to 2010 Hispanic is listed as a race.
Printed: 10/22/2014 2:02:47 PM

Site developed and maintained by the California FFA Association.
A. Job Market
Industry Employment, which includes self-employment, unpaid family workers, private household workers, farm, and nonfarm employment in Stanislaus County, is expected to reach 207,100 by 2020, an increase of 16 percent over the 10-year projections period. This increase represents a gain of 28,600 jobs.

Occupational Employment, forecasts approximately 28,700 new jobs from industry growth and more than 42,700 job openings from replacement needs for a combined total of nearly 71,500 job openings.

The 50 occupations with the most job openings are forecasted to generate about 4,000 total job openings annually, which is about 55 percent of all job openings in Stanislaus County. The top three occupations with the most job openings are cashiers; farmworkers and laborers, crop, nursery, and greenhouse; Laborers and freight, stock, and material movers, hand. These occupations have median wages ranging from $9 to $13 per hour and require short-term on-the-job training. Higher-skilled occupations, requiring an associate's degree or higher, include teachers (elementary, middle school, and secondary); accountants and auditors; and registered nurses.

The 50 fastest growing occupations anticipate an annual growth rate of 1.8 percent or higher. Occupations range from food preparation workers that require less than a high school education and earn $9 per hour to software developers that require a bachelor's degree and pay median wages of $46 per hour.

Total nonfarm employment is projected to grow by nearly 25,900 jobs by 2020. Fifty-nine percent of all projected nonfarm job growth is concentrated in four industry sectors.

- Professional and business services employment is projected to grow by 31.2 percent through the projection period and will have more than a half of its growth in administrative and support and waste management and remediation services.
- Educational services, health care and social assistance industry is expected to increase by 16.8 percent, with the health care and social assistance subsector contributing 3,600 jobs.
- The retail trade sector anticipates job gains of 3,800, led by a growth of 900 jobs in general merchandise stores.
- Mining, Logging and Construction is expected to be the fastest growing industry sector at a 62.7 growth rate (3,700 jobs).

The following table, categorized by entry-level education, provides a summary of the fastest- and largest-growing occupations.
## 2010-2020 Comparison of Growing Occupations by Entry Level Education
### Stanislaus County

<table>
<thead>
<tr>
<th>Fastest Growing (New Jobs from Industry Growth)</th>
<th>Entry Level Education</th>
<th>Largest Growing (New Jobs and Replacement Needs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pharmacists (17.2% or 50 jobs)</td>
<td>Doctoral or Professional Degree</td>
<td>Lawyers (140 jobs)</td>
</tr>
<tr>
<td>Lawyers (13.6% or 50 jobs)</td>
<td></td>
<td>Pharmacists (120 jobs)</td>
</tr>
<tr>
<td>Clinical, Counseling, and School Psychologists (12.5% or 30 jobs)</td>
<td></td>
<td>Clinical, Counseling, and School Psychologists (110 jobs)</td>
</tr>
<tr>
<td>Instructional Coordinators (16.1% or 50 jobs)</td>
<td>Master's Degree</td>
<td>Instructional Coordinators (120 jobs)</td>
</tr>
<tr>
<td>Educational, Guidance, and Vocational Counselors (10.7% or 30 jobs)</td>
<td></td>
<td>Education Administrators, Elementary and Secondary School (100 jobs)</td>
</tr>
<tr>
<td>Education Administrators, Elementary and Secondary School (3.1% or 10 jobs)</td>
<td></td>
<td>Educational Guidance, School, and Vocational Counselors (90 jobs)</td>
</tr>
<tr>
<td>Cost Estimators (54.5% or 120 jobs)</td>
<td>Bachelor's Degree</td>
<td>Elementary School Teachers, Except Special Education (890 jobs)</td>
</tr>
<tr>
<td>Management Analysts (28.3% or 130 jobs)</td>
<td></td>
<td>Secondary School Teachers, Except Special and Career/Technical Education (380 jobs)</td>
</tr>
<tr>
<td>Software Developers, Applications (27.3% or 60 jobs)</td>
<td></td>
<td>Accountants and Auditors (360 jobs)</td>
</tr>
<tr>
<td>Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products (17.9% or 50 jobs)</td>
<td></td>
<td>Middle School Teachers, Except Special and Career/Technical Education (330 jobs)</td>
</tr>
<tr>
<td>Accountants and Auditors (17.8% or 160 jobs)</td>
<td></td>
<td>Sales Managers (210 jobs)</td>
</tr>
<tr>
<td>Construction Managers (40.9% or 140 jobs)</td>
<td>Associate's Degree</td>
<td>Registered Nurses (1,250 jobs)</td>
</tr>
<tr>
<td>Radiologic Technologists and Technicians (20.8% or 50 jobs)</td>
<td></td>
<td>General and Operations Managers (580 jobs)</td>
</tr>
<tr>
<td>Registered Nurses (19.5% or 650 jobs)</td>
<td></td>
<td>Preschool Teachers, Except Special Education (170 jobs)</td>
</tr>
<tr>
<td>Preschool Teachers, Except Special Education (13.0% or 60 jobs)</td>
<td></td>
<td>Construction Managers (160 jobs)</td>
</tr>
<tr>
<td>Dental Hygienists (12.1% or 40 jobs)</td>
<td></td>
<td>Dental Hygienists (110 jobs)</td>
</tr>
<tr>
<td>Heating, Air Conditioning, and Refrigeration Mechanics and Installers (60.7% or 170 jobs)</td>
<td>Postsecondary Non-degree Award</td>
<td>Nursing Aides, Orderlies, and Attendants (450 jobs)</td>
</tr>
<tr>
<td>Hairdressers, Hairstylists, and Cosmetologists (19.0% or 120 jobs)</td>
<td></td>
<td>Licensed Practical and Licensed Vocational Nurses (250 jobs)</td>
</tr>
<tr>
<td>Licensed Practical and Licensed Vocational Nurses (12.5% or 80 jobs)</td>
<td></td>
<td>Hairdressers, Hairstylists, and Cosmetologists (240 jobs)</td>
</tr>
<tr>
<td>Nursing Aides, Orderlies, and Attendants (12.2% or 220 jobs)</td>
<td></td>
<td>Heating, Air Conditioning, and Refrigeration Mechanics and Installers (220 jobs)</td>
</tr>
<tr>
<td>Medical Records and Health Information Technicians (12.0% or 30 jobs)</td>
<td></td>
<td>Dental Assistants (160 jobs)</td>
</tr>
<tr>
<td>Computer Support Specialists (15.4% or 60 jobs)</td>
<td>Some College, No Degree</td>
<td>Computer Support Specialists (160 jobs)</td>
</tr>
<tr>
<td>First-Line Supervisors of Construction Trades and Extraction Workers (67.6% or 230 jobs)</td>
<td>High School Diploma or Equivalent</td>
<td>Office Clerks, General (1,230 jobs)</td>
</tr>
<tr>
<td>Plumbers, Pipefitters, and Steamfitters (63.5% or 230 jobs)</td>
<td></td>
<td>Heavy and Tractor-Trailer Truck Drivers (1,190 jobs)</td>
</tr>
<tr>
<td>Electricians (53.2% or 350 jobs)</td>
<td></td>
<td>Farmers, Ranchers, and Other Agricultural Managers (1,190 jobs)</td>
</tr>
<tr>
<td>Carpenters (49.4% or 480 jobs)</td>
<td></td>
<td>First-Line Supervisors of Retail Sales Workers (830 jobs)</td>
</tr>
<tr>
<td>Operating Engineers and Other Construction Equipment Operators (40.7% or 110 jobs)</td>
<td></td>
<td>First-Line Supervisors of Office and Administrative Support Workers (710 jobs)</td>
</tr>
<tr>
<td>Drywall and Ceiling Tile Installers (57.8% or 190 jobs)</td>
<td>Less than High School</td>
<td>Cashiers (3,020 jobs)</td>
</tr>
<tr>
<td>Painters, Construction and Maintenance (46.3% or 340 jobs)</td>
<td></td>
<td>Farmworkers and Laborers, Crop, Nursery, and Greenhouse (2,730 jobs)</td>
</tr>
<tr>
<td>Roofers (46.9% or 120 jobs)</td>
<td></td>
<td>Laborers and Freight, Stock, and Material Movers, Hand (2,650 jobs)</td>
</tr>
<tr>
<td>Construction Laborers (44.4% or 320 jobs)</td>
<td></td>
<td>Retail Salespersons (2,480 jobs)</td>
</tr>
<tr>
<td>Home Health Aides (44.4% or 280 jobs)</td>
<td></td>
<td>Combined Food Preparation and Serving Workers, Including Fast Food (2,070 jobs)</td>
</tr>
</tbody>
</table>

Excludes "All-Other" occupations and those with employment less than 200 in 2010.

Source: California Employment Development Department

Visit our website [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov) or contact the local labor market consultant at (203) 941-6551. August 2013
STANISLAUS COUNTY
Agricultural Crop Report
2012
STANISLAUS COUNTY
AGRICULTURAL COMMISSIONER’S OFFICE

2012 ANNUAL CROP REPORT

The Honorable Board of Supervisors
County of Stanislaus

William O’Brien  Supervisor District 1
Vito Chiesa, Chairman  Supervisor District 2
Terry Withrow  Supervisor District 3
Dick Monteith  Supervisor District 4
Jim DeMartini, Vice-Chairman  Supervisor District 5

Monica Nino
Chief Executive Officer

Milton O’Haire
Agricultural Commissioner/Sealer
Karen Ross, Secretary  
California Department of Food and Agriculture  
and  
The Honorable Board of Supervisors of Stanislaus County

We are pleased to submit, in accordance with Section 2279 of the California Food and Agricultural Code, Stanislaus County’s Annual Crop and Livestock Report for 2012. This report provides a statistical description of Stanislaus County’s agricultural production. We must emphasize that this report represents gross values of agricultural commodities and does not reflect production costs or profits.

The value of agricultural commodities produced last year in Stanislaus County increased almost 7% to $3,277,843,000. This represents an all time high in Crop Production Values with an increase of $208,020,000 from the 2011 gross production value of $3,069,823,000. This is primarily attributed to an increase in the Fruit and Nut Crops, most notably almonds, walnuts and grapes, along with tomatoes and chickens. Overall, Livestock and Poultry Products decreased mainly due to lower milk prices.

We wish to express our appreciation to agricultural producers, industry representatives and public agencies who have cooperated in providing data for this report. We would also like to express sincere thanks to the Agricultural Commissioner’s staff, especially Agricultural Inspector Richard Homer who compiled the report, and Susan Azevedo who prepared the information for publication.

Respectfully submitted,

Milton O’Haire  
Agricultural Commissioner/Sealer  
Stanislaus County  

Theresa Spezzano  
County Director, UC Cooperative Extension  
Stanislaus County
The almond tree, native to the Middle East region was first planted in California's coastal areas by Spanish padres near Franciscan missions in the mid 1700's. The moist, cool weather of the coastal areas, however, did not provide optimum growing conditions. In the 1800's, growers seeking a more favourable growing climate began planting almond trees further inland leading to almonds eventually being planted in the San Joaquin Valley.

During the 1800's some of today's prominent almond varieties were being developed through research and crossbreeding. By the turn of the 20th century, the almond industry was firmly established in the Central Valley. However, almonds from Spain and Italy continued to dominate world markets. Production increased after World War I and growers began to mechanize to compete with hand shelling and very low wages in Spain and Italy.

In 1941, production from almond orchards in Stanislaus County averaged just 300 pounds per acre with growers receiving $0.26/lb for their crop. From 1941 to 1960 the County's almond acreage increased slowly to just under 7,000 acres in 1960.

In the 1950's the industry experienced advances in many areas connected to growing and harvesting almonds, from changes in irrigation practices to the use of mechanical harvesting equipment and sprayers. The University of California helped growers improve their cultural practices resulting in higher yields and better profits. In Stanislaus County, as in other almond growing areas in California, acreage increased rapidly from the early 1960's through the 1980's.

With the United States as the largest market in the world for almonds, California almond growers now produce nearly 100% of the domestic almond supply and account for over 75% of the worldwide production. Stanislaus County is one of California's top almond producing counties with more than 155,000 acres, 20% of the acres in the State. Stanislaus County currently has more than 1,200 almond growers and yields regularly exceed 2,000 pounds per acre. More than 30 local export companies shipped over 235 million pounds of almonds to international markets in 2012.

It took more than 100 years for the almond to become the number two crop in Stanislaus County, a position it has held consistently since 1992. Although many challenges lay ahead for the agricultural community, such as water availability, water quality, land use issues, and pest and disease pressures, the almond industry has met past challenges and now stands at the threshold of being the number one agricultural commodity in Stanislaus County. Only time will tell whether or not almonds will become the top crop, but one thing is certain, the almond has already made its mark on California and Stanislaus County.
## Fruit & Nut Crops

<table>
<thead>
<tr>
<th>Category</th>
<th>Year</th>
<th>Harvested Acres</th>
<th>Per Acre</th>
<th>Total</th>
<th>Unit</th>
<th>Per Unit</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almond Meat</td>
<td>2012</td>
<td>155,114</td>
<td>1.09</td>
<td>169,000</td>
<td>Tcn</td>
<td>$4,354</td>
<td>$735,826,000</td>
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<tr>
<td></td>
<td>2011</td>
<td>149,876</td>
<td>1.12</td>
<td>168,000</td>
<td>Tcn</td>
<td>$3,740</td>
<td>$628,320,000</td>
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<tr>
<td>Almond Hulls</td>
<td>2012</td>
<td>338,000</td>
<td></td>
<td>338,000</td>
<td>Tcn</td>
<td>$140</td>
<td>$47,320,000</td>
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<tr>
<td></td>
<td>2011</td>
<td>335,000</td>
<td></td>
<td>335,000</td>
<td>Tcn</td>
<td>$130</td>
<td>$43,550,000</td>
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<tr>
<td>Almond Shells</td>
<td>2012</td>
<td>169,000</td>
<td></td>
<td>169,000</td>
<td>Tcn</td>
<td>$22</td>
<td>$3,718,000</td>
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<td>2011</td>
<td>168,000</td>
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<td>168,000</td>
<td>Tcn</td>
<td>$20</td>
<td>$3,360,000</td>
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<td>Apples</td>
<td>2012</td>
<td>687</td>
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<td>15,100</td>
<td>Tcn</td>
<td>$1,475</td>
<td>$22,273,000</td>
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<td>2011</td>
<td>772</td>
<td>20.20</td>
<td>15,600</td>
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<td>$655</td>
<td>$10,374,000</td>
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<td>Apricots</td>
<td>2012</td>
<td>4,585</td>
<td>12.00</td>
<td>55,000</td>
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<td>$475</td>
<td>$26,125,000</td>
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<td>2011</td>
<td>4,678</td>
<td>12.00</td>
<td>56,100</td>
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<td>$22,608,000</td>
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<td>Cherries</td>
<td>2012</td>
<td>3,085</td>
<td>3.80</td>
<td>11,700</td>
<td>Tcn</td>
<td>$4,050</td>
<td>$47,385,000</td>
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<td>2011</td>
<td>3,161</td>
<td>2.76</td>
<td>8,700</td>
<td>Tcn</td>
<td>$4,840</td>
<td>$42,108,000</td>
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<tr>
<td>Citrus*</td>
<td>2012</td>
<td>752</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$6,760,000</td>
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<tr>
<td></td>
<td>2011</td>
<td>487</td>
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<td></td>
<td></td>
<td></td>
<td>$5,437,000</td>
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<tr>
<td>Grapes, All</td>
<td>2012</td>
<td>13,640</td>
<td>13.90</td>
<td>118,000</td>
<td>Tcn</td>
<td>$483</td>
<td>$56,441,000</td>
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<td>2011</td>
<td>10,998</td>
<td>10.23</td>
<td>71,200</td>
<td>Tcn</td>
<td>$509</td>
<td>$36,241,000</td>
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<td>Red Varieties</td>
<td>2012</td>
<td>8,457</td>
<td>13.90</td>
<td>118,000</td>
<td>Tcn</td>
<td>$483</td>
<td>$56,994,000</td>
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<td>2011</td>
<td>6,958</td>
<td>10.23</td>
<td>71,200</td>
<td>Tcn</td>
<td>$509</td>
<td>$36,241,000</td>
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<tr>
<td>White Varieties</td>
<td>2012</td>
<td>5,183</td>
<td>13.90</td>
<td>55,800</td>
<td>Tcn</td>
<td>$456</td>
<td>$25,445,000</td>
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<td></td>
<td>2011</td>
<td>4,040</td>
<td>10.00</td>
<td>40,400</td>
<td>Tcn</td>
<td>$500</td>
<td>$20,200,000</td>
</tr>
<tr>
<td>Peaches, All</td>
<td>2012</td>
<td>8,075</td>
<td></td>
<td>167,000</td>
<td>Tcn</td>
<td>$317</td>
<td>$62,490,000</td>
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<tr>
<td></td>
<td>2011</td>
<td>8,088</td>
<td></td>
<td>163,000</td>
<td>Tcn</td>
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<td>Cling</td>
<td>2012</td>
<td>7,345</td>
<td>22.68</td>
<td>167,000</td>
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<td>$52,939,000</td>
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<td>2011</td>
<td>7,352</td>
<td>22.20</td>
<td>163,000</td>
<td>Tcn</td>
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<td>$47,596,000</td>
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<tr>
<td>Freestone</td>
<td>2012</td>
<td>730</td>
<td>14.50</td>
<td>10,600</td>
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<td>$9,551,000</td>
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<tr>
<td></td>
<td>2011</td>
<td>736</td>
<td>15.00</td>
<td>11,000</td>
<td>Tcn</td>
<td>$875</td>
<td>$9,462,000</td>
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<tr>
<td>Walnuts</td>
<td>2012</td>
<td>36,295</td>
<td>1.66</td>
<td>71,200</td>
<td>Ton</td>
<td>$3,000</td>
<td>$213,800,000</td>
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<tr>
<td></td>
<td>2011</td>
<td>31,873</td>
<td>1.90</td>
<td>60,800</td>
<td>Ton</td>
<td>$2,900</td>
<td>$175,740,000</td>
</tr>
<tr>
<td>Miscellaneous*</td>
<td>2012</td>
<td>2,880</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$17,055,000</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>1,905</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$15,888,000</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2012</td>
<td>227,113</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$1,284,991,000</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>211,638</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$1,081,047,000</td>
</tr>
</tbody>
</table>

*Citrus includes: Grapefruit, Lemons, Oranges, Pomelos and Tangerines (all prices and yields averaged together)

*Miscellaneous includes: Avocados, Berries (Blackberries, Boysenberries, Blueberries & Strawberries), Chestnuts, Figs, Jujube, Kiwi, Nectarines, Olives, Pears, Pecans, Persimmons, Pistachios, Plums, Pluots, Pomegranates, Prunes, Quince and Table Grapes
## Vegetable Crops

<table>
<thead>
<tr>
<th>Category</th>
<th>Year</th>
<th>Harvested Acres</th>
<th>Per Acre</th>
<th>Total</th>
<th>Unit</th>
<th>Per Unit</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beans, Succulent</td>
<td>2012</td>
<td>3,348</td>
<td>1.25</td>
<td>4,190</td>
<td>Ton</td>
<td>$900</td>
<td>$3,771,000</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>4,113</td>
<td>2.05</td>
<td>8,400</td>
<td>Ton</td>
<td>$638</td>
<td>$5,399,000</td>
</tr>
<tr>
<td>Broccoli</td>
<td>2012</td>
<td>2,120</td>
<td>5.00</td>
<td>10,600</td>
<td>Ton</td>
<td>$440</td>
<td>$4,864,000</td>
</tr>
<tr>
<td></td>
<td>2011</td>
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*Melons, Other includes: Crenshaw and Watermelon

## Field Crops

<table>
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<tr>
<th>Category</th>
<th>Year</th>
<th>Harvested Acres</th>
<th>Per Acre</th>
<th>Total</th>
<th>Unit</th>
<th>Per Unit</th>
<th>Total</th>
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*Hay, Other includes: Grass, Sudan, Teff, Wheat, and Winter Forage

*Silage, Other includes: Alfalfa (1 cutting), Barley, Grass, Oats, Ryegrass, Sorghum, Triticale, Vetch, Wheat, and Winter Forage
### Field Crops (con't)

<table>
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<th>Category</th>
<th>Year</th>
<th>Harvested Acres</th>
<th>Per Acre</th>
<th>Total</th>
<th>Unit</th>
<th>Per Unit</th>
<th>Total</th>
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<tr>
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<td>2011</td>
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<td>2.90</td>
<td>10.000</td>
<td>Ton</td>
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*Miscellaneous includes: Barley, Corn Grain, Corn Human Consumption, Oat Grain and Sunflower

### Other Agriculture

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*Other Agriculture includes:
- Firewood (orchard prunings and tree removal for firewood), Fuel Cogeneration (orchard prunings and orchard removal for fuel),
- Compost & Worm Castings (worm castings and all wood and green waste recycling),
- Aquaculture (Silver Carp, Sturgeon, Large Mouth Bass and Channel Catfish)
## Seed Crops

<table>
<thead>
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<th>Category</th>
<th>Year</th>
<th>Harvested Acres</th>
<th>Per Acre</th>
<th>Total</th>
<th>Unit</th>
<th>Per Unit</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<td>$1,470,000</td>
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</tbody>
</table>

*Field Crop includes: Cowpea, Dried Bean and Lima Bean

*Other includes: Oat, Onion, Rice, Squash and Tomato

## Nursery Products

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<th>Quantity Sold</th>
<th>Unit</th>
<th>Per Unit</th>
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*Miscellaneous includes: Christmas Trees, Turf, Evergreen Fruit & Nut Shrubs, Perennials and Vegetable Transplants

## Organic Products

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*Honey and Beeswax are based off of resident colonies plus the value of the colonies during almond pollination season.
## Livestock and Poultry

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</tbody>
</table>

*Beef Feeders includes: Feed Lots, Beef Steers, Beef Heifers, Beef Replacement Heifers, Transient Cattle, Dairy Drop Calves less Replacement Heifers

*Beef Slaughter includes: Beef Cows, Beef Bulls, Dairy Beef

*Dairy Slaughter includes: Spent Cows and Bulls

*Game Birds include: Ducks, Geese, Pheasant, Partridge, Quail and Swans

*Goats includes: Dairy Goat Offspring, Dairy Goat Slaughter and Meat Goats. The 2011 Goat Number of Head was adjusted from 11,000 to 15,006.
## Livestock and Poultry Products

<table>
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<tr>
<th>Category</th>
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<td>2012</td>
<td>1,006,995</td>
<td>$3,277,843,000</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>1,034,831</td>
<td>$3,069,823,000</td>
</tr>
</tbody>
</table>

### 50 Years of Production Summary Totals

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1963</td>
<td>$158,551,000</td>
</tr>
<tr>
<td>1964</td>
<td>$167,878,000</td>
</tr>
<tr>
<td>1965</td>
<td>$165,546,000</td>
</tr>
<tr>
<td>1966</td>
<td>$192,813,000</td>
</tr>
<tr>
<td>1967</td>
<td>$193,223,000</td>
</tr>
<tr>
<td>1968</td>
<td>$199,311,000</td>
</tr>
<tr>
<td>1969</td>
<td>$220,454,000</td>
</tr>
<tr>
<td>1970</td>
<td>$237,210,000</td>
</tr>
<tr>
<td>1971</td>
<td>$243,287,000</td>
</tr>
<tr>
<td>1972</td>
<td>$269,541,000</td>
</tr>
<tr>
<td>1973</td>
<td>$379,530,000</td>
</tr>
<tr>
<td>1974</td>
<td>$409,538,000</td>
</tr>
<tr>
<td>1975</td>
<td>$397,311,000</td>
</tr>
<tr>
<td>1976</td>
<td>$423,761,000</td>
</tr>
<tr>
<td>1977</td>
<td>$501,367,000</td>
</tr>
<tr>
<td>1978</td>
<td>$533,376,000</td>
</tr>
<tr>
<td>1979</td>
<td>$706,595,000</td>
</tr>
<tr>
<td>1980</td>
<td>$743,584,000</td>
</tr>
<tr>
<td>1981</td>
<td>$781,185,000</td>
</tr>
<tr>
<td>1982</td>
<td>$743,637,000</td>
</tr>
<tr>
<td>1983</td>
<td>$720,740,000</td>
</tr>
<tr>
<td>1984</td>
<td>$794,623,000</td>
</tr>
<tr>
<td>1985</td>
<td>$787,142,000</td>
</tr>
<tr>
<td>1986</td>
<td>$790,764,000</td>
</tr>
<tr>
<td>1987</td>
<td>$881,306,000</td>
</tr>
<tr>
<td>1988</td>
<td>$957,568,000</td>
</tr>
<tr>
<td>1989</td>
<td>$963,891,000</td>
</tr>
<tr>
<td>1990</td>
<td>$1,038,356,000</td>
</tr>
<tr>
<td>1991</td>
<td>$1,070,154,000</td>
</tr>
<tr>
<td>1992</td>
<td>$1,073,930,000</td>
</tr>
<tr>
<td>1993</td>
<td>$1,174,140,000</td>
</tr>
<tr>
<td>1994</td>
<td>$1,115,361,000</td>
</tr>
<tr>
<td>1995</td>
<td>$1,115,492,000</td>
</tr>
<tr>
<td>1996</td>
<td>$1,254,633,000</td>
</tr>
<tr>
<td>1997</td>
<td>$1,316,942,000</td>
</tr>
<tr>
<td>1998</td>
<td>$1,302,714,000</td>
</tr>
<tr>
<td>1999</td>
<td>$1,2,021,100,000</td>
</tr>
<tr>
<td>2000</td>
<td>$1,197,302,000</td>
</tr>
<tr>
<td>2001</td>
<td>$1,353,300,000</td>
</tr>
<tr>
<td>2002</td>
<td>$1,367,971,000</td>
</tr>
<tr>
<td>2003</td>
<td>$1,454,932,000</td>
</tr>
<tr>
<td>2004</td>
<td>$1,978,434,000</td>
</tr>
<tr>
<td>2005</td>
<td>$1,977,595,000</td>
</tr>
<tr>
<td>2006</td>
<td>$2,148,152,000</td>
</tr>
<tr>
<td>2007</td>
<td>$2,421,650,000</td>
</tr>
<tr>
<td>2008</td>
<td>$2,473,843,000</td>
</tr>
<tr>
<td>2009</td>
<td>$2,312,669,000</td>
</tr>
<tr>
<td>2010</td>
<td>$2,572,434,000</td>
</tr>
<tr>
<td>2011</td>
<td>$3,069,823,000</td>
</tr>
<tr>
<td>2012</td>
<td>$3,277,843,000</td>
</tr>
</tbody>
</table>
## Top Ten Commodities

<table>
<thead>
<tr>
<th>Category</th>
<th>2012 Rank</th>
<th>2012 Value</th>
<th>2011 Rank</th>
<th>2011 Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milk, All</td>
<td>1</td>
<td>$739,630,000</td>
<td>1</td>
<td>$766,186,000</td>
</tr>
<tr>
<td>Almonds</td>
<td>2</td>
<td>$735,826,000</td>
<td>2</td>
<td>$628,320,000</td>
</tr>
<tr>
<td>Chickens, All</td>
<td>3</td>
<td>$245,771,000</td>
<td>3</td>
<td>$220,080,000</td>
</tr>
<tr>
<td>Cattle &amp; Calves, All</td>
<td>4</td>
<td>$214,217,000</td>
<td>4</td>
<td>$207,649,000</td>
</tr>
<tr>
<td>Walnuts</td>
<td>5</td>
<td>$213,600,000</td>
<td>5</td>
<td>$175,740,000</td>
</tr>
<tr>
<td>Silage, All</td>
<td>6</td>
<td>$148,557,000</td>
<td>6</td>
<td>$156,311,000</td>
</tr>
<tr>
<td>Tomatoes, All</td>
<td>7</td>
<td>$121,148,000</td>
<td>7</td>
<td>$91,014,000</td>
</tr>
<tr>
<td>Grapes, All</td>
<td>8</td>
<td>$82,439,000</td>
<td></td>
<td>$56,441,000</td>
</tr>
<tr>
<td>Turkeys, All</td>
<td>9</td>
<td>$74,515,000</td>
<td>10</td>
<td>$67,240,000</td>
</tr>
<tr>
<td>Deciduous Fruit &amp; Nut Nursery</td>
<td>10</td>
<td>$64,398,000</td>
<td>8</td>
<td>$71,412,000</td>
</tr>
</tbody>
</table>

---

![Bar chart showing the top ten commodities in 2012 and 2011](chart.png)
Top Exports for 2012

In 2012, Stanislaus County Issued 8,800 Export Certificates for 121 Commodities

Exports by Country

Afghanistan  
Algeria  
Argentina  
Australia  
Austria  
Azerbaijan  
Bahrain  
Barbados  
Belgium  
Belize  
Bolivia, Plurinational State of  
Bosnia and Herzegovina  
Brazil  
Bulgaria  
Burkina Faso  
Canada  
Chad  
Chile  
China  
Colombia  
Costa Rica  
Croatia  
Cyprus  
Czech Republic  
Denmark  
Dominican Republic  
Ecuador  
Egypt  
El Salvador  
Ethiopia  
Finland  
France  
French Polynesia  
Georgia  
Germany  
Greece  
Guatemala  
Guyana  
Honduras  
Hong Kong  
Hungary  
India  
Indonesia  
Iran, Islamic Republic of  
Iraq  
Ireland  
Israel  
Italy  
Jamaica  
Japan  
Jordan  
Kazakhstan  
Kenya  
Korea, Democratic People's Republic of  
Korea, Republic of  
Kuwait  
Latvia  
Lebanon  
Libya  
Libyan Arab Jamahiriya  
Lithuania  
Malaysia  
Malta  
Mauritius  
Mexico  
Morocco  
Nepal  
Netherlands  
Netherlands Antilles  
New Caledonia  
New Zealand  
Nicaragua  
Norway  
Oman  
Pakistan  
Panama  
Peru  
Philippines  
Poland  
Portugal  
Qatar  
Russian Federation  
Saudi Arabia  
Serbia  
Singapore  
Slovakia  
Slovenia  
Somalia  
South Africa  
Spain  
Sri Lanka  
Sudan  
Sweden  
Switzerland  
Syrian Arab Republic  
Taiwan  
Thailand  
Trinidad and Tobago  
Tunisia  
Turkey  
Ukraine  
United Arab Emirates  
United Kingdom  
Uruguay  
Venezuela, Bolivarian Republic of  
Viet Nam  
Yemen
# Pest Detection & Emergency Projects 2012

To protect the agricultural and horticultural industries in Stanislaus County, various traps are placed to monitor for specific insects. Trapping allows for the possible early detection of invasive and destructive pests that would be detrimental to our economy, the environment, and our health.

<table>
<thead>
<tr>
<th>Pest</th>
<th># of Traps</th>
<th>Crops Affected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mediterranean Fruit Fly</td>
<td>439</td>
<td>Walnut, tomato, apple, almond, plum, peach, nectarine, pear, grape, orange, lemon, grapefruit, fig, pomegranate, kumquat and olive</td>
</tr>
<tr>
<td>Mexican Fruit Fly</td>
<td>221</td>
<td>Apple, apricot, citrus, pear, plum, peach, nectarine and pomegranate</td>
</tr>
<tr>
<td>General Fruit Fly</td>
<td>85</td>
<td>Citrus, stone fruit and pome fruit</td>
</tr>
<tr>
<td>Light Brown Apple Moth</td>
<td>439</td>
<td>Alfalfa, almond, apple, berries, broccoli, citrus, corn, grape, olive, stone fruit and tomatoes</td>
</tr>
<tr>
<td>Japanese Beetle</td>
<td>201</td>
<td>Turf and roses</td>
</tr>
<tr>
<td>Gypsy Moth</td>
<td>201</td>
<td>Most trees</td>
</tr>
<tr>
<td>Oriental Fruit Fly</td>
<td>221</td>
<td>Apple, citrus, cucumber, fig, grape, pear, pomegranate, stone fruit, tomato and walnut</td>
</tr>
<tr>
<td>Melon Fly</td>
<td>221</td>
<td>Peaches, oranges, beans, tomato, cucumber, apple, cantaloupe, grape, pear and watermelon</td>
</tr>
<tr>
<td>Glassy-winged Sharpshooter</td>
<td>2,186</td>
<td>Grape, almond, peach and citrus / vector for Pierce’s Disease</td>
</tr>
<tr>
<td>Apple Maggot</td>
<td>70</td>
<td>Stone fruit and pome fruit</td>
</tr>
<tr>
<td>Vine Mealy Bug</td>
<td>35</td>
<td>Grapes</td>
</tr>
<tr>
<td>Khapra Beetle</td>
<td>250</td>
<td>Grain and grain products</td>
</tr>
<tr>
<td>European Corn Borer</td>
<td>16</td>
<td>Corn, potatoes, oat, green bean, and rhubarb</td>
</tr>
<tr>
<td>Asian Citrus Psyllid</td>
<td>849</td>
<td>Citrus</td>
</tr>
<tr>
<td>European Grapevine Moth</td>
<td>321</td>
<td>Grapes and spurge laurel</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pest Found</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td># of Finds</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Apple Maggot</td>
</tr>
<tr>
<td>1</td>
<td>Light Brown Apple Moth</td>
</tr>
<tr>
<td>2</td>
<td>Red Imported Fire Ant</td>
</tr>
</tbody>
</table>

Our survey includes traps to check for the Glassy-winged Sharpshooter (GWSS). Traps are set out at nurseries and residential sites, and inspections are done of all incoming plant shipments originating from GWSS infested counties.
B. Targeted Occupation
TARGETED OCCUPATIONS

Listed below are various jobs within each of the Patterson High School Agriculture Department Program Areas:

**Horticulture/ Floriculture**
- Greenhouse Management
  - Greenhouse Worker, Foreman Maintenance, Propagator, Tissue Culture, Grower, Plant Breeder
- Nursery & Turf Operator
  - Nursery Worker, Salesman, Plant Propagator, Gardener, Golf Course Maintenance, Nursery Operator, Turf Farmer, Turf Manager
- Landscape
  - Grounds Worker, Gardening Business, Garden Store Sales, Landscape Architect, Landscaper
- Floriculture
  - Florist, Floral Sales, Floral Delivery, Floral Shop Operator, Flower Grader
- Crop Production
  - Irrigator, Propagator, Farmhand, Foreman, Ranch Laborer, Feed Lot Hand, Field Crop Grower, General Maintenance

**Agriculture Mechanics**
- Mechanics
  - Small Engine Mechanic, Equipment Operator, Parts Person, Shop Foreman, Repairman, General Maintenance/ Mechanics, Ag Electrician, Ag Plumber, Irrigation Engineer, Safety Inspector
- Welding
  - Welder/Helper, Fabricator, Specialized Repair and Maintenance
Small Engines

Agricultural Science

Animal Science

Jobs


Ag Biology

Lab Technician, Animal Geneticist, Animal Scientist, Biochemist, Botanist, Embryologist, Entomologist, Food Chemist, Marine Biologist, Parasitologist, Pharmaceutical Chemist, Plant Geneticist, Plant Pathologist, Poultry Scientist,

Ag Earth Science

Environmental Educator, Scientific Writer, Soil Scientist, Environmental Conservation Officer, Environmentalist, Fire Warden, Game Warden, Ground Water Geologist, Park Ranger, Soil Conservationist, Water Resources Manager, Wildlife Manager
C.

Total Program
Goals and Objectives
Patterson High School Agriculture Education
Goals and Objectives

1. To develop in the student an appreciation and understanding of the importance of agriculture to all citizens.
2. To prepare the student for higher education in agriculture or its related fields.
3. To promote the great opportunities of agricultural careers and to prepare members to pursue such careers.
4. To improve communication between chapter officers, advisors, members as well as the community, parents and school leaders.
5. To improve member involvement in fair, judging teams, meetings and other FFA related activities.
6. To make the public aware of our chapter's success and activities.
7. To provide opportunities for FFA members to grasp new leadership and public speaking skills in preparation for the future.
8. To develop a competitive attitude as well as a sense of fairness at all FFA activities.
PROGRAM GOALS AND OBJECTIVES

A. Agricultural Mechanics

This instructional program is designed to prepare persons for employment in enterprises associated with any agricultural industry but requiring primarily mechanical competencies of the worker. Agricultural mechanics maintain and repair farm equipment and machinery, fabricate parts, and perform welding tasks. Courses at Patterson High School that fit within this program include: Ag Mechanics 1, Ag Mechanics 2, ROP Welding and Small Engines.

The goals and objectives of this instructional program are:

1. To supply students with the knowledge and skills required for entry and successful progress in those agricultural mechanics occupations that do not require education beyond the secondary school level.

2. To prepare students for advanced post secondary vocational education in agricultural mechanics.

3. To enable students to acquire and understanding of the economic and social impact of the agricultural mechanics industry upon society and its relationship to agriculture in general.

4. To provide the agricultural mechanics industry with appropriate numbers of persons adequately prepared for successful employment in those occupations which presently exist and which are developing in the industry.
B. Ornamental Horticulture

This instructional program is designed to prepare persons for employment in enterprises associated with greenhouse operation, turf production and management. The occupations in this industry involve mostly outdoor work growing and managing plants. Courses at Patterson High School that fit within this program include: Ornamental Horticulture.

The goals and objectives of this instructional program are:

1. To supply students with the knowledge and skills required for entry into and successful progress in those ornamental horticulture occupations that do not require education beyond the secondary school level.

2. To prepare students for post secondary vocational education in agriculture.

3. To enable students to acquire an understanding of the economic and social impact of the ornamental horticulture industry on society and its relationship to agriculture in general.

4. To provide the ornamental horticulture industry with appropriate numbers of persons adequately prepared for successful employment in those occupations that presently exist and that are developing in the industry.

C. Floriculture

This instructional program is designed to prepare persons for employment in enterprises associated with floral design. The occupations in this industry involve retail floristry. Courses at Patterson High School that fit within this program include: Ag Floral and ROP The Art and History of Floral Design.

The goals and objectives of this instructional program are:

1. To supply students with the knowledge and skills required for entry into and successful progress in those floriculture occupations that do not require education beyond the secondary school level.

2. To prepare students for post secondary vocational education in agriculture.
3. To enable students to acquire an understanding of the economic and social impact of the floriculture industry on society and its relationship to agriculture in general.

4. To provide the floriculture industry with appropriate numbers of persons adequately prepared for successful employment in those occupations that presently exist and that are developing in the industry.

D. Ag Earth Science

Courses at Patterson High School that fit within this program include: Ag Earth Science. This course is the introductory vocational agricultural course that is taught to mostly 9th graders.

The goals and objectives of this course are:

1. To supply students with some of the basic agricultural knowledge and skill required for entry and common to most agricultural occupations.

2. To supply students with the knowledge and understanding about natural resources and environmental issues.

3. To assist students to prepare a personal plan of preparation for their chosen agricultural careers or higher education.

E. Ag Biology

Courses at Patterson High School that fit within this program include: Ag Biology. This course is mostly taught to 9th and 10th graders.

The goals and objectives of this course are:

1. To supply students with some of the basic agricultural knowledge and skill required for entry and common to most agricultural occupations.

2. To supply students with the knowledge and understanding about biological sciences.

4. To assist students to prepare a personal plan of preparation for their chosen agricultural careers or higher education.
F. **Animal Science**

Courses at Patterson High School that fit within this program include: Animal Science. This course is an upper level science course.

The goals and objectives of this course are:

1. To supply students with the some of the basic agricultural knowledge and skills required for entry and common to most agricultural occupations.

2. To supply students with knowledge and understanding about animal sciences.

3. To assist students to prepare a personal plan of preparation for their chosen agricultural careers or higher education.

G. **Ag Leadership**

Courses at Patterson High School that fit within this program include: Ag Leadership. This course is a pass/ fail course.

The goals and objectives of this course are:

1. To supply students with the basic knowledge of the FFA and to build committees within the Agriculture department.

2. To assist students with the ability to assess and develop personality traits that a leader should possess.

3. To encourage communication skills in speaking, listening and writing within an agriculture field.

4. To develop team building skills among FFA members.

5. To develop presentation skills to be used in the format of sales in agriculture.
D. Program Description of included Courses, SOE and Leadership
Agriculture

Agriculture has been developed as a career pathway for students who have an interest in agronomy, the animal industry, mechanized agriculture, and ornamental horticulture. Upon enrollment in all agriculture classes, students will automatically become a member of the FFA (Future Farmers of America) – no fee required. Students will be expected to participate in six FFA activities a semester as in integral part of their agricultural class. 10% of a student’s grade will be based upon involvement in FFA activities. All activities are outside of school time. An additional 10% will be based on the student’s Record Book of their Supervised Agricultural Experience (SAE) project throughout enrollment in agriculture classes. Please see the Ag Department Chair regarding questions about these policies.
# AGRICULTURE DEPARTMENT PATHWAYS

<table>
<thead>
<tr>
<th></th>
<th>Ag Mechanics</th>
<th>Horticulture/Floriculture</th>
<th>Agriscience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>Mechanized Ag 1</td>
<td>Ag Earth Science* Ornamental Horticulture</td>
<td>Ag Earth Science*</td>
</tr>
<tr>
<td>Sophomore</td>
<td>Mechanized Ag 2</td>
<td>Ag Biology* Ornamental Horticulture</td>
<td>Ag Biology*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ag Floral Design</td>
<td></td>
</tr>
<tr>
<td>Junior</td>
<td>Advanced Mechanized Agriculture</td>
<td>Ag Floral Design ROP The History and Art of Floral Design*</td>
<td>Animal Science* Ornamental Horticulture</td>
</tr>
<tr>
<td>Senior</td>
<td>ROP Agricultural Welding and Fabrication</td>
<td>ROP The History and Art of Floral Design</td>
<td>Animal Science Ornamental Horticulture</td>
</tr>
</tbody>
</table>

*These serve as a guideline for students to follow throughout their high school career in the agriculture department. Pathways may be changed and courses may be added.

**Agriculture Leadership is a zero period class that a student may take any year, and in any pathway.
<table>
<thead>
<tr>
<th>COURSE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGRICULTURAL EARTH &amp; ENVIRONMENT SCIENCE (P):</td>
<td>This course will include earth science, chemistry, forces, work, energy, waves, alternative energy sources and nuclear energy as it pertains to agriculture. Students are expected to function in both lab and lecture situations and to work basic equations. This course meets the physical science requirement for graduation. This course is part of a series of courses to prepare the student for college level entry into the various disciplines of agricultural science. Grades: 9-12 Prerequisite: None</td>
</tr>
<tr>
<td>AGRICULTURAL BIOLOGY (P):</td>
<td>This course presents biological concepts including ecology, population biology, cell structure and function, genetics, evolution, biochemistry, DNA structure and function, protein synthesis, enzyme structure and function, photosynthesis, cellular respiration, viruses and bacteria, and investigation and experimentation. Students will also be involved in leadership skills/training and record keeping. This course meets the life science requirement for graduation. Class includes significant homework and laboratory activities. Grades: 9-12 Prerequisite: Algebra 1P with a C- or better</td>
</tr>
<tr>
<td>ANIMAL SCIENCE (ANATOMY AND PHYSIOLOGY) (P):</td>
<td>This course will provide the student with the principles in Animal Anatomy and Physiology focusing on the areas of mammalian reproduction, anatomy, physiology, reproduction, nutrition, respiration, and genetics. This course is intended to successfully prepare those students who plan on majoring in Agricultural Sciences at a college or university. The hands-on science experiences are designed to enhance the student's understanding of Agriculture, the environment, and society. Grades: 11-12 Prerequisite: Ag Biology P or Bio P with a C- or better</td>
</tr>
<tr>
<td>AG FLORAL DESIGN 1:</td>
<td>Students will explore elements and principles of design, two or three dimensional designs, history of floral art, arrangement styles and techniques, seasonal holidays and occasional designs. The students will use their skills to make a variety of floral arrangements. In addition all students will learn various types of cut and potted foliage, potted flowering plants, fresh flowers, tools, materials, display techniques, and cut flower care. Students will learn to recognize balance, and harmony within arrangement, along with scale, color, and design. The historical and cultural past of the floral industry will be discussed as it related to modern floral design and tradition. Because of the nature of this class, many projects will be created. A fee will be charged or fundraising will be an option to offset the cost. Grades: 10-12 Prerequisite: None</td>
</tr>
<tr>
<td>HISTORY &amp; ART OF FLORAL DESIGN ROP:</td>
<td>This advanced floral design class is designed to give the students advanced design techniques including wedding, sympathy, and high-style floral design. This includes everlasting flowers, oriental style of design, contemporary design and techniques, and harvest and distribution. This class also goes into greater detail of operating a retail flower shop and covers careers and continuing education. In addition, the class will also cover the employment application elements and process, interview skills and create a complete portfolio of work. A fee will be charged or fundraising will be an option to offset the cost. Grades: 11-12 Prerequisite: Ag Floral Design 1 with a C- or better</td>
</tr>
<tr>
<td>MECHANIZED AGRICULTURE 1:</td>
<td>This course is designed to familiarize students with shop safety and general shop practices. The course work will include units in measurement, tool and fastener identification, rope work, soldering, cold metal work, woodworking, plumbing, tool repair, concrete/bricklaying work, electricity, and careers. <strong>Students must supply their own safety glasses and coveralls.</strong> Because of the nature of this class, many projects will be created. A fee will be charged for the cost of each project that you wish to keep as well as for any additional material you desire for projects that you choose to work on. The cost will be determined by the complexity of the project and the amount of material needed. Grades: 9-12 Prerequisite: None</td>
</tr>
<tr>
<td>MECHANIZED AGRICULTURE 2:</td>
<td>This course builds on basic shop knowledge gained in Mechanized Agriculture 1. Using safe shop practices, students will begin using oxy-acetylene equipment to develop skills in cutting and welding. Other course-work includes a review of measurement, arc welding, MIG welding, instruction and practice in safe use of metal cutting saws and iron working shears. <strong>Students must supply their own safety glasses &amp; coveralls.</strong> Safety glasses must be worn at all times in the shop. Because of the nature of this class, many projects will be created. A fee will be charged for the cost of each project that you wish to keep as well as for any additional material you desire for projects that you choose to work on. The cost will be determined by the complexity of the project and the amount of material needed. Grades: 10-12 Prerequisite: Mech Agriculture 1 with a C- or better</td>
</tr>
<tr>
<td>COURSE CODE</td>
<td>COURSE NAME</td>
</tr>
<tr>
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<tr>
<td>ADVANCED MECHANIZED AGRICULTURE - PROJECT CONSTRUCTION:</td>
<td>This course builds on the knowledge and mechanical skills learned in Mechanized Agriculture 1 and 2. Using safe shop practices, students will fabricate wooden and metal projects. Coursework includes measurement, record keeping, project plan drafting, and a project portfolio. <strong>Students must supply their own safety glasses and coveralls.</strong> Because of the nature of this class, many projects will be created. A fee will be charged for the cost of each project that you wish to keep as well as for any additional material you desire for projects that you choose to work on. The cost will be determined by the complexity of the project and the amount of material needed.</td>
</tr>
<tr>
<td>AGRICULTURE LEADERSHIP:</td>
<td>This course is designed to promote and develop leadership in the Agriculture Industry. Topics will include current issues in Ag, Ag legislation, development of personal leadership skills, FFA operation and Judging Teams and exploration of past and present needs in the Ag industry and its leaders. A supervised occupational project is required and will be developed with the aid of the instructor. Students will help plan, organize and put on events in FFA. Students are required to complete 20 hours per semester. FFA participation will be part of the grade for this course. <strong>This course is offered zero period.</strong></td>
</tr>
<tr>
<td>ROP AGRICULTURAL WELDING AND FABRICATION:</td>
<td>Students will learn skills in arc welding, MIG welding, oxy-acetylene cutting, brazing and welding. Plasma Arc cutting will also be covered. Instruction will include lecture, demonstration, and hands-on work. Students will be required to complete large and small projects during the school year. Students will be responsible for the cost of materials needed to complete the large projects. Second semester activities will include co-operative or community classroom experience. Students must supply their own safety glasses and coveralls. Safety glasses must be worn at all times in the shop.</td>
</tr>
<tr>
<td>ORNAMENTAL HORTICULTURE:</td>
<td>This course will provide the student with the necessary entry level techniques for a career in ornamental horticulture and the nursery industry. Topics covered include the anatomy and physiology of plants and the requirements for plant growth. Other coursework includes units on plant identification, tool identification, plant propagation, fertilizers, herbicide and pesticide use, irrigation, and landscape design.</td>
</tr>
<tr>
<td>AG POWER AND SMALL ENGINES:</td>
<td>Small Engines is a course designed to give students an overview of two and four stroke engines. The course covers safety, tools, disassembly, assembly, ignition systems, carburetors, maintenance, and troubleshooting. During second semester the class will consist of a large engine related project the students will work on in partners or on their own. <strong>SAFETY GLASSES REQUIRED.</strong></td>
</tr>
</tbody>
</table>
E.

Program and/or
Course Subject Matter
Content Outline
## Course Outline

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Ag Leadership</th>
<th>Grade Level(s):</th>
<th>9-12</th>
<th>Duration:</th>
<th>1 year</th>
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<td>Meets UC and CSU Requirements:</td>
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<td>Textbook(s)/Supplementary Books/Materials:</td>
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### Course Description:
This course is designed to promote and develop leadership in the Agriculture Industry. Topics will include current issues in Ag, Ag legislation, development of personal leadership skills, FFA operation and Judging Teams and exploration of past and present needs in the Ag Industry and its leaders. A supervised occupational project is required and will be developed with the aid of the instructor. Students will help plan, organize and put on events in FFA. Students are required to complete 20 hours per semester. FFA participation will be part of the grade for this course. This course is offered zero period.

### Key Concepts/ Learning Goals:
- Key concepts include

### Dates

<table>
<thead>
<tr>
<th>Dates</th>
<th>Week(s) of School Year</th>
<th># of Days</th>
<th>Unit</th>
<th>Activities/Labs</th>
<th>Standards</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>8/11-8/15</td>
<td>1</td>
<td>5</td>
<td>Intro/FFA</td>
<td>FFA Emblem</td>
<td>AG 10.1, 10.2, 10.3</td>
<td>FFA Quiz</td>
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<td>Date Range</td>
<td>Week</td>
<td>Pages</td>
<td>Course Module</td>
<td>Topics</td>
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</tbody>
</table>
| 8/18-8/29 | 2-3  | 10    | Personality and Leadership | Personal Assessment  
4 Sets of Differences  
Group Personalities  
Effectively Working With Other Personality Types  
Mutual Usefulness of Opposite Types  
Personality Assessment |
| 9/1-9/12  | 4-5  | 10    | Emotional Intelligence | Emotional Intelligence Overview  
Three Good Employees  
Emotional Intelligence at Work  
EQ Skill Building  
EQ Development  
Emotional Intelligence Competency |
| 9/15-10/10| 6-9  | 20    | Conflict Resolution/Assertiveness Decisions/Problem Solving | Handling Emotions Effectively  
Modes of Handling Conflict  
Assertiveness – A Behavior Choice  
Assertiveness Exercise  
The Case of Mr. Mechanics  
Handling Conflict and Being Assertive  
3 D Decisions  
Survival Exercise  
Analyzing Your Decisions |
| 10/13-10/31| 10-12| 15    | Leading a Team | Win As Much As You Can  
Are You Rude  
How Trusting and Trustworthy Am I?  
Ten Coaching Skills |

AG 7.3, 9.1, 9.2, 9.4, 9.5, 9.6
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<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Days</th>
<th>Topic</th>
<th>Subtopics</th>
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<tr>
<td>11/3-12/5</td>
<td>13-17</td>
<td>25</td>
<td>Career Readiness</td>
<td>Developing a Cover Letter, Resume, Completing an Application Interview Skills, Ag Sales Interview, Job Interview Competition</td>
<td>AG 2.2 (2.5), 2.4 (2.3), 3.0, 3.1</td>
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<td>Semester 2</td>
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<td>1/5-1/30</td>
<td>19-22</td>
<td>20</td>
<td>Communication</td>
<td>Communication Styles, Johari's Window, Listening Quiz, The Extra Crew Case, Absence of Non Verbal Communications Exercise, Non Verbal Communication, The 10 Tools for Effective Listening, Listening and Questioning Medics, Computers, Steamrollers, Cheerleaders</td>
<td>AG 9.6</td>
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<td>2/2-2/27</td>
<td>23-26</td>
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<td>Parliamentary Procedure</td>
<td>Public Meeting Review</td>
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<td>4/13-5/22</td>
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<td>Sales Pitch or Ag Issue??</td>
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<td>30 Second Commercial Sales Presentation Guideline</td>
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<td>Making a Presentation</td>
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<td>World's Worst and Best Presentations</td>
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<td>Basic Presentation Skills</td>
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<td>The Top 10 Tools of Selling</td>
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<td>Stephan Covey Sales Message</td>
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<td>Key Rules of Successful Selling</td>
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<td>Overcoming Speaking Anxiety</td>
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<td>Sales Career Interview Sheets</td>
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<td>AG 2.2 (2.6), 2.4 (2.2), 8.1</td>
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<tr>
<td></td>
<td></td>
<td>Issues Forum?</td>
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</tbody>
</table>
Mrs. Samantha Cahill/ Ms. Green
scahill@patterson.k12.ca.us/ kgreen@patterson.k12.ca.us

Course Description
This course is designed to promote and develop leadership in the Agriculture Industry. Topics will include current issues in Ag, Ag legislation, development of personal leadership skills, FFA operation and Judging Teams and exploration of past and present needs in the Ag industry and its leaders. A supervised occupational project is required and will be developed with the aid of the instructor. Students will help plan, organize and put on events in FFA.

Grading
Tests, Quizzes, and Written Assignments 70%
FFA Record Book (SAE) 10%
FFA Committee Participation 10%
FFA Participation 10%

Letter Grades will be earned for the following overall percentages:

100 - 90% A
89 - 80% B
79 - 70% C
69 - 60% D
Below 60% F

Class Materials
- 1+ inch binder
- Pens/pencils
- Markers and/or colored pencils
- Highlighter (optional)

FFA Participation
Students enrolled in agriculture classes are automatically enrolled in FFA. Students must participate in at least 6 FFA activities per semester in order to receive the full 10% of their grade. Activities may include monthly meetings, community service, competitions, field trips, etc. Students will receive a calendar of activities at the beginning of the year.
FFA Committee Participation
Students must also participate on one of the standing committees available through Patterson FFA. These committees include Fundraising, Publicity, Scrapbook, and Community Service. Each student must participate on at least one committee and attend the committee meetings and events outside of class time to receive the full 10% of their grade. These committee meetings will not count towards overall FFA activity points. Your committee participation will be evaluated by the advisor in charge of that committee.

Supervised Agricultural Experience (SAE)
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 record book procedures. Projects may include livestock, crops, gardening, plants, home improvement, work experience, etc.

Classroom Rules and Policies
1. Students should give their best effort at all times during class.
2. Each student should respect the rights and property of the teacher and other students.
3. Each student should be prepared for class each day.
4. Cell phones and electronic devices are not allowed unless instructed by teacher.

Discipline Procedures
1. Verbal warning
2. Student/teacher conference
3. Referral to administration for disciplinary action

Absences
If a test, assignment, etc. was missed during the absence, it is the student's responsibility to find out from the instructor what was missed upon returning to class. Any missed work will be kept in the classroom "Make Up Work" folder on the wall.

All make-up work must be done before school, after school or at lunch. The student is responsible for making arrangements with the teacher for a time convenient for both.

Academic Integrity
While students are encouraged to work together and discuss topics, copying another student's work is ethically unacceptable. Violations of academic integrity include, but are not limited to: cheating, plagiarism, or misrepresentation of information in oral or written form. Any infraction will be dealt with severely. There is a ZERO TOLERANCE POLICY FOR PLAGARISM. The assignment will be given a zero and the matter will be brought to the attention of the school administration. A repeat offense will result in an administrative referral and could place the student in danger of failing the course.

Student Name: ___________________ Student Signature: ___________________

Parent Name: ___________________ Parent Signature: ___________________
# Patterson High School
## Course Outline

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Agricultural Earth and Environmental Science (P)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level(s):</td>
<td>9th - 12th</td>
</tr>
<tr>
<td>Duration:</td>
<td>1 year</td>
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<td>Grading Format:</td>
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<td>Required for Graduation:</td>
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<td>Meets UC/CSU requirements:</td>
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<tr>
<td>Co/Prerequisite(s):</td>
<td>Textbook(s)/Supplementary Books/Material: Earth Science</td>
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### Course Description:
This course will include earth science, chemistry, forces, work, energy, waves, alternative energy sources and nuclear energy as it pertains to agriculture. Students are expected to function in both lab and lecture situations and to work basic equations. This course meets the physical science requirement for graduation. This course is part of a series of courses to prepare the student for college level entry into the various disciplines of agricultural science.

### Key Concepts/ Learning Goals:
- Geology, Meteorology, Astronomy, Oceanography

<table>
<thead>
<tr>
<th>Week(s) of School Year</th>
<th># of Days</th>
<th>Chapter/Unit</th>
<th>Strand/Key Idea/Theme</th>
<th>Standard(s)</th>
<th>CST%</th>
<th>Activities/Labs</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>1st - 5th (8/13 - 9/14)</td>
<td>25</td>
<td>Unit 1 Ch 1</td>
<td>Earth as a System</td>
<td>AG E1.1, 4:a,b,c</td>
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<td>Subspecialties Fold-Out, Discovery Lab</td>
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<td></td>
<td></td>
<td>Ch 2</td>
<td>Intro to Earth Science</td>
<td>7: a,b,c,d AG C13.1, C13.3</td>
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<td>Mapping the Earth, Open vs. Closed Systems Demo</td>
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<td>Ch 3</td>
<td>Mapping, Cycles in the Earth</td>
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<td>Earth’s Cycles Drawings, Making a Map</td>
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<td>6th - 12th (9/17 - 10/30)</td>
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<td>Unit 4</td>
<td>Dynamic Earth Process</td>
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<td>Ch 6</td>
<td>Rock types</td>
<td>9:a, 3: b, c</td>
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<td>10/1 - 10/2</td>
<td>Benchmark 1</td>
<td>Administration</td>
<td>Window</td>
<td>Snack Tectonics Lab</td>
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<td>Plate Tectonics Earthquakes</td>
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<td>Research Major Earthquakes</td>
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<td>Volcanoes</td>
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<td>Ranking Hazardous Volcanoes</td>
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<td>13th - 17th (11/5 - 12/7)</td>
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<td>Ocean Basins Ocean Water</td>
<td>3:a, 7: c 5: d, 7: b,d</td>
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<td>Earth's Place in the Universe</td>
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*California Geology is integrated into the course.*
Agricultural Earth and Environmental Science
Course Syllabus

Teacher: Mrs. Lopes
Email: mlopes@patterson.k12.ca.us

Course Description: This course will include earth science, chemistry, forces, work, energy, waves, alternative energy sources and nuclear energy as it pertains to agriculture. Students are expected to function in both lab and lecture situations and to work basic equations. This course meets the physical science requirement for graduation. This course is part of a series of courses to prepare the student for college level entry into the various disciplines of agricultural science.

Materials Needed:
- 3 Ring Binder (Needed by Friday, August 15th)
- 5 Dividers for Binder (Needed by Friday, August 15th)
- Pencils or Pens
- Dry erase marker (white board marker)

Grading:
I do not give out grades, you earn them! Think of my class as your job. If you want to get your paycheck at the end of the week, or month, then you need to put in the time and the effort to get your check. If you don’t put in the time and the effort, then I can’t pay you for the work you didn’t do.

Grading Scale:

A= 90% and above
B= 80-89%
C= 70-79%
D= 60-69%
F= 59% and below

Quarter Grades will be based on the following weighted categories:

Class Participation and Homework 35%
Tests, Labs and Projects 45%
FFA 10%
SAE 10%
Class Participation and Homework: Binder checks will be included as a grade towards class participation. Homework will include short homework assignments and worksheets as well as larger take home projects. Prior to tests, flash cards and/or a study guide will be assigned. These flashcards and study guides will be turned in the day of the test or quiz.

Tests, Labs and Projects: Anytime we have a quiz or a test the points will count in this category. This will include semester finals. There will be labs completed during class. If they are mini labs, which mean a shorter lab, an informal lab write up will be assigned. For larger labs, a formal lab write up will be assigned.

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Late Work: Late work will NOT be accepted.

Absent Work: If absent it is the student’s responsibility to ask the teacher for any works that the student may be missing prior to their absence. You will have the number of days absent to make up any absent work. For example: if absent for 3 days you have 3 days after you return to turn in your work. If you know you will be absent for a test or quiz prior to leaving, it is your responsibility to make arrangements with Mrs. Lopes to take the test or quiz before leaving. If you did not expect to be absent and missed a test or quiz, it is also your responsibility to arrange for a make up test or quiz with Mrs. Lopes.

“No Name” Work: If a name is not written on an assignment, you will receive a ZERO on that assignment. We are all capable of writing our names on our papers and being responsible of our work.
By signing below I recognize that I have read and received the class syllabus, outline and grading procedures; and I agree to these standards and requirements.

_________________________________________  __________________________
Student Signature                          Date

_________________________________________  __________________________
Parent Signature                           Date
Course Description
This course will include earth science, chemistry, forces, work, energy, waves, alternative energy sources, and nuclear energy as it pertains to agriculture. Students are expected to function in both lab and lecture situations and to work basic equations. This course meets the physical science requirement for graduation. This course is part of a series of courses to prepare the student for college level entry into the various disciplines of agricultural science.

Grading
Tests, Quizzes, and Written Assignments 70%
FFA Record Book (SAE) 10%
Class Notebook (*checked once per grading period) 10%
FFA Participation 10%

Letter Grades will be earned for the following overall percentages:

100 - 90% A
89 - 80% B
79 - 70% C
69 - 60% D
Below 60% F

Class Materials
• 1+ inch binder (may be left in classroom in designated cabinet)
• Pens/pencils
• Markers and/or colored pencils
• Highlighter (optional)

Required

FFA Participation
Students enrolled in agriculture classes are automatically enrolled in FFA. Students must participate in at least 6 FFA activities per semester in order to receive the full 10% of their grade. Activities may include monthly meetings, community service, competitions, field trips, etc. Students will receive a calendar of activities at the beginning of the year.
Supervised Agricultural Experience (SAE)
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 record book procedures. Projects may include livestock, crops, gardening, plants, home improvement, work experience, etc.

Classroom Rules and Policies
1. Students should give their best effort at all times during class.
2. Each student should respect the rights and property of the teacher and other students.
3. Each student should be prepared for class each day.
4. Cell phones and electronic devices are not allowed unless instructed by teacher.

Discipline Procedures
1. Verbal warning
2. Student/teacher conference
3. Referral to administration for disciplinary action

Absences
If a test, assignment, etc. was missed during the absence, it is the student's responsibility to find out from the instructor what was missed upon returning to class. Any missed work will be kept in the classroom "Make Up Work" folder on the wall.

All make-up work must be done before school, after school or at lunch. The student is responsible for making arrangements with the teacher for a time convenient for both.

Academic Integrity
While students are encouraged to work together and discuss topics, copying another student's work is ethically unacceptable. Violations of academic integrity include, but are not limited to: cheating, plagiarism, or misrepresentation of information in oral or written form. Any infraction will be dealt with severely. There is a ZERO TOLERANCE POLICY FOR PLAGARISM. The assignment will be given a zero and the matter will be brought to the attention of the school administration. A repeat offense will result in an administrative referral and could place the student in danger of failing the course.

______________  ________________
Student Name:                Student Signature:

______________  ________________
Parent Name:                 Parent Signature:
Course Title: Agriculture Biology  
Grade Level(s): 9-12  
Duration: 1 Yr  
Credits: 10  
Grading Format: A-F  
Meets Graduation Requirement: Yes  
Meets UC and CSU requirements: Yes  
Co/Prerequisite(s):  
Text Book: Biology—Glencoe  Copyright 2007  
Course Description: This course presents biological concepts including ecology, population biology, cell structure and function, genetics, evolution, biochemistry, DNA structure and function, protein synthesis, enzyme structure and function, photosynthesis, cellular respiration, viruses and bacteria, and investigation and experimentation. Students will also be involved in leadership skills/training and record keeping. This course meets the life science requirement for graduation. Class includes significant homework and laboratory activities.  
Courses at Patterson High School that fit within this program include: Ag Biology. This course is mostly taught to 9th and 10th graders. The goals and objectives of this course are:  
1. To supply students with some of the basic agricultural knowledge and skill required for entry and common to most agricultural occupations.  
2. To supply students with the knowledge and understanding about biological sciences.  
1. To assist students to prepare a personal plan of preparation for their chosen agricultural careers or higher education.  

<table>
<thead>
<tr>
<th>Week(s) of school year</th>
<th>Chapter/Unit</th>
<th>Key Theme</th>
<th>Standard(s)</th>
<th>CST %</th>
<th>Activities</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1-2                    | 1            | *Establish Class Rules  
*Scientific Method  
*Introduction to FFA | Investigation and Experimentation  
1: d, f, k  
AG 1.2, C13.1, C13.2, C13.3 | 10%   | *Various Handouts  
*Scientific Method Labs | |
| 3-5                    | 6            | Macromolecules | 1: b, h  
AG C8.1 | 10%   | *Curds and Whey pH Lab  
*Drawing Macromolecules Activity | Macromolecules Test |
|                        | 7            | Cell Biology (touch upon 18.2) | 1: a, c, e  
AG C5.1, C5.2, C5.4, G2.1, G2.6 | 10%   | *Cell Structure Worksheet  
*Cell Analogy Worksheet | |
<p>| 5-9                    | 8            | Cell Energy | 1: f, g | 10%   | *Photosynthesis | Cell Energy Test |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Resource</th>
<th>Subject/Topic</th>
<th>Notes</th>
<th>Quizzes/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>(10/8-10/26)</td>
<td>AG C11.5, C11.6</td>
<td>Concept Map</td>
<td>*Photosynthesis/Cell Respiration Worksheet *Photosynthesis/Cellular Respiration Lab</td>
<td>Vocabulary Quizzes</td>
</tr>
<tr>
<td>10-11</td>
<td>9.1 &amp; 9.2</td>
<td>Mitosis</td>
<td>Review 7th grade Standard AG C5.3, C7.5</td>
<td>*Diagram Mitosis Activity *Mitosis Model *Mitosis Lab Mitosis Test Vocabulary Quizzes</td>
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<tr>
<td>12-13</td>
<td>10.1</td>
<td>Meiosis</td>
<td>2: a, b 3: b AG C7.5</td>
<td>*Diagram Meiosis Activity *Meiosis Model         Meiosis Test Vocabulary Quizzes</td>
</tr>
<tr>
<td>14-15</td>
<td>10.2</td>
<td>Mendelian Genetics</td>
<td>2: a – g AG C7.1, C7.2, C7.3, G2.5</td>
<td>*Genetics Worksheets *Reebop Lab *Edible DNA Lab Mendelian Genetics Test Vocabulary Quizzes</td>
</tr>
<tr>
<td>17 Final Review (12/7-12/11)</td>
<td></td>
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<tr>
<td>18 (12/12-12/14) FINALS</td>
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<tr>
<td>16-20</td>
<td>11</td>
<td>Complex Inheritance</td>
<td>2: c, d 3: a</td>
<td>*Various Worksheets *Karyotype Lab</td>
</tr>
<tr>
<td>21-24</td>
<td>12 (touch upon 13)</td>
<td>Molecular Genetics (Touch upon Genetic Engineering)</td>
<td>1: d 4: a-d 5: a-c</td>
<td>*Strawberry lab *DNA replication activity *DNA synthesis activity Complex Inheritance and Molecular Genetics Test</td>
</tr>
<tr>
<td>25-29</td>
<td>14.1</td>
<td>Evolution</td>
<td>8: e 7: a-d 8: a-d</td>
<td>*Natural Selection Activity *Evolution Worksheets Evolution Test</td>
</tr>
<tr>
<td>30-33</td>
<td>2</td>
<td>Ecology</td>
<td>6: a-f</td>
<td>*Food Web Activity                              Ecology Test</td>
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<td>3.1</td>
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<td>5.1</td>
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<tr>
<td>35</td>
<td>Careers in Agricultural Science</td>
<td>AG 3.2</td>
<td>*Career Presentations</td>
<td>Verbal Presentations</td>
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<td>---------------------</td>
</tr>
<tr>
<td>36 (5/15-5/21)</td>
<td>Review for Finals</td>
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<td></td>
</tr>
<tr>
<td>37</td>
<td><strong>FINALS (5/22-5/24)</strong></td>
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</tr>
</tbody>
</table>

Physiology Standards are covered in health (CST's 18%).
Agricultural Biology
Course Syllabus

Teacher: Mrs. Lopes
Email: mlopes@patterson.k12.ca.us

Course Description: This course presents biological concepts including ecology, population biology, cell structure and function, genetics, evolution, biochemistry, DNA structure and function, protein synthesis, enzyme structure and function, photosynthesis, cellular respiration, viruses and bacteria, and investigation and experimentation. Students will also be involved in leadership skill/training and record keeping. This course meets the life science requirement for graduation. Class includes significant homework and laboratory activities.

Materials Needed:
- 3 Ring Binder (Needed by Friday, August 15th)
- 5 Dividers for Binder (Needed by Friday, August 15th)
- Pencils or Pens and Dry erase marker (white board marker)

Grading:
I do not give out grades, you earn them! Think of my class as your job. If you want to get your paycheck at the end of the week, or month, then you need to put in the time and the effort to get your check. If you don’t put in the time and the effort, then I can’t pay you for the work you didn’t do.

Grading Scale:
- A= 90% and above
- B= 80-89%
- C= 70-79%
- D= 60-69%
- F= 59% and below

Quarter Grades will be based on the following weighted categories:

<table>
<thead>
<tr>
<th>Category</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation and Homework</td>
<td>35%</td>
</tr>
<tr>
<td>Tests, Labs and Projects</td>
<td>45%</td>
</tr>
<tr>
<td>FFA</td>
<td>10%</td>
</tr>
<tr>
<td>SAE</td>
<td>10%</td>
</tr>
</tbody>
</table>

Class Participation and Homework: Binder checks will be included as a grade towards class participation. Homework will include short homework assignments
and worksheets as well as larger take home projects. Prior to tests, flash cards and/or a study guide will be assigned. These flashcards and study guides will be turned in the day of the test or quiz.

Tests, Labs and Projects: Anytime we have a quiz or a test the points will count in this category. This will include semester finals. There will be labs completed during class. If they are mini labs, which mean a shorter lab, an informal lab write up will be assigned. For larger labs, a formal lab write up will be assigned.

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By signing below I recognize that I have read and received the class syllabus, outline and grading procedures; and I agree to these standards and requirements.

______________________________  ______________________
Student Signature               Date

______________________________  ______________________
Parent Signature                Date
Agricultural Biology

Course Syllabus

Teacher: Ms. Green

Email: kgreen@patterson.k12.ca.us

Course Description: This course presents biological concepts including ecology, population biology, cell structure and function, genetics, evolution, biochemistry, DNA structure and function, protein synthesis, enzyme structure and function, photosynthesis, cellular respiration, viruses and bacteria, and investigation and experimentation. Students will also be involved in leadership skills/training and record keeping. This course meets the life science requirement for graduation. Class includes significant homework and laboratory activities.

Materials Needed:

- 3 Ring Binder (Needed by Friday, August 15th)
- 5 Dividers for Binder (Needed by Friday, August 15th)
- Pencil or Pen

Grading:

Grading Scale:

A= 90% and above
B= 80-89%
C= 70-79%
D= 60-69%
F= 59% and lower

Quarter Grades will be based on the following weighted categories:

Class Participation and Homework 35%
Tests, Labs and Projects 45%
FFA 10%
SAE 10%

Class Participation and Homework: Most of the class assignments will be in provided weekly packets. Weekly packets will be passed out starting on Mondays and collected on Fridays. All activities within the packet should be complete and ready to be turned in on Friday. Binder
checks will be included as a grade towards class participation. Homework will include short homework assignments and worksheets as well as larger take home projects. On every Monday and Wednesday, you will get a homework assignment called an Ag Connection that connects biology to Agriculture. These are due on Tuesday and Thursday every week. Prior to tests, flash cards and/or a study guide will be assigned. These flashcards and study guide will be turned in the day of the test or quiz.

Tests, Labs and Projects: Anytime we have a quiz or a test the points will count in this category. This will include semester finals. There will be labs completed during class. If they are a mini lab, which means a shorter lab, an informal lab write up will be assigned. For larger labs, a formal lab write up will be assigned.

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Late Work: Late work will not be accepted.

Absent Work: If absent on a Monday when the weekly packet was passed out, ask Ms. Green for a new weekly packet. You will have the number of days you were absent to make up any absent work. For example, if absent for 3 days, you have 3 days after you return to turn in your absent work. If you know that you will be absent for a test or quiz prior to leaving, you need to make arrangements with Ms. Green to take the test before leaving. If you did not expect to be absent and missed a test or quiz, it is also your responsibility to arrange for a make up test with Ms. Green.

“No Name” Work: If a name is not written on an assignment, you will receive a zero on that assignment.
By signing below I recognize that I have read and received the class syllabus, classroom expectations and grading procedures; and I agree to these standards and requirements.

______________________________  _________________________
Student Signature               Date

______________________________  _________________________
Parent/ Guardian Signature      Date

______________________________
Parent/ Guardian Email Address
### Key Concepts/ Learning Goals

- **Key concepts include:**
  - Introduction to General Chemistry
  - Chemical Reactions
  - Chemical Equations
  - Chemical Names and Formulas
  - Matieries: States of Matter, Atomic Model, Periodic Table, Bonding
  - Scientific Method
  - Scientific Measurement
  - Safety in Chemistry
  - Stoichiometry
  - Thermochemistry: Reaction Rates and Equilibrium
  - Acids, Bases, and Salts
  - Nuclear Chemistry
  - Hydrosoluble Compounds
  - Ideal Gas and Mixtures of Gas

### Course Description

The course objective is to develop students' ability to think critically and apply scientific principles to real-world problems. Students will learn to apply the principles of chemistry to understand and describe the physical world. The course includes lectures, laboratories, and problem-solving exercises. Students will work on individual and group projects to enhance their understanding of chemical concepts. This course is designed to provide a strong foundation in chemistry for students who plan to pursue further studies in science, engineering, or related fields.

### Prerequisites

- **Textbooks and/or Supplementary Materials:**
  - Pearson/Prentice Hall

### Credits

- **Credits:** 10 credits
- **Required for Graduation:** 10-12 credits
- **Duration:** 1 year
- **AP recommended:**
  - **Course Title:** Advanced Placement Chemistry
  - **Prerequisites:** Placement in AP Chemistry
  - **Grade Level:** 12th grade
  - **GPA:** 3.0
- **A&P:**
  - **Prerequisites:** Placement in AP Chemistry
  - **Grade Level:** 12th grade
  - **GPA:** 3.0
  - **Recommended:**
    - **Course Title:** Advanced Placement Chemistry
    - **Prerequisites:** Placement in AP Chemistry
    - **Grade Level:** 12th grade
    - **GPA:** 3.0

### CBEDS Code

- **Code:** 1001
- **Length of Course:** 1 year
- **Teacher Contact:** Mr. Smith

### Class Schedule

- **Periods:** Monday, Wednesday, and Friday
- **Time:** 3:00 PM - 4:00 PM
<table>
<thead>
<tr>
<th>Lab Activity</th>
<th>Dimensional Analysis Practice Lab</th>
<th>Review the Chemical Method of Experimentation and Investigation.</th>
<th>Scientific Method with chemicals. Review of the Scientific Method.</th>
<th>CTE</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scientific Lab</td>
<td>Chemical Method Workersheets</td>
<td>Scientific Method Workersheets</td>
<td>Scientific Method Workersheets</td>
<td>3.1, 1.6, 1.4</td>
<td>5</td>
</tr>
<tr>
<td>Safety Test</td>
<td>Anthropological Safety Lab</td>
<td>Anthropological Safety Lab</td>
<td>Anthropological Safety Lab</td>
<td>6.2, 6.4, 6.5, 6.6</td>
<td>4</td>
</tr>
<tr>
<td>Laboratory Equipment and Tool</td>
<td>Classroom Safety Situations Worksheets</td>
<td>Classroom Safety Situations Worksheets</td>
<td>Classroom Safety Situations Worksheets</td>
<td>1.1, 1.2, 1.3</td>
<td>2-3</td>
</tr>
<tr>
<td>CTE</td>
<td>FFA History Timeline</td>
<td>FFA History Timeline</td>
<td>FFA History Timeline</td>
<td>10.1, 10.2, 10.3</td>
<td>1</td>
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<tr>
<td>-</td>
<td>FFA Introduction to Classroom Safety</td>
<td>FFA Introduction to Classroom Safety</td>
<td>FFA Introduction to Classroom Safety</td>
<td>FFA Introduction to Classroom Safety</td>
<td>5</td>
</tr>
</tbody>
</table>

### Assessment
- **Activities**: CST
- **% Standard(s)**
- **Theme**: CST
- **Key Idea(s)**
- **Unit**: CST
- **Chapter**: CST
- **Days of School Year**: CST
- **Week(s)**: CST
<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Models</td>
<td>10</td>
<td>5</td>
<td>7</td>
</tr>
</tbody>
</table>

**Element: Test**

- Electron Configuration Problems
- Quantum Mechanical Model
- Electron Configuration Determining
- Atomic Theorems Worksheet

**Research Paper**

- Mixtures Lab
- Mixtures Worksheet
- Research Paper
- Chemical Advances

**Temperature Conversion Practice**

- Metric System Worksheet
- Scientific Notation Practice

**- Be able to write:**
  - Atomic theorems of development of quantum mechanics led to the quantum model and the theory of the atom.
  - Develop an atomic model that can not explain the electron transitions. Each model can not explain electron transitions without a gap in its theory.

**- Present advances in chemistry:**
  - Research and mixture of heterogeneous and homogenous systems.
  - Examine the mixture of states of matter:
    - Physical chemistry.
    - The use of will culminate in problems which conversion analysis and dimensional understanding of students.
    - Building skill in the density of the soil.
    - Tools to determine mass, and density:
      - Mass volume
      - Momental line
      - Equation of state

**- Measure:**
  - Units of purpose.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bonding Quiz</td>
<td>- Intermolecular Forces Worksheet</td>
</tr>
<tr>
<td>Levors Do Structure Activity</td>
<td>3, HS-P4-4, HS-P5-1, HS-P6-2</td>
</tr>
<tr>
<td></td>
<td>Bonding Materials</td>
</tr>
<tr>
<td>Periodic Table</td>
<td>- Be able to relate periodic table trends</td>
</tr>
<tr>
<td>Element Poster</td>
<td>- Electrons in modern atomic models</td>
</tr>
<tr>
<td>Elements Poster</td>
<td>- Describe the role of an atom's structure</td>
</tr>
<tr>
<td></td>
<td>- Electronic configuration for elements</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Project</th>
<th>Semester Final Exam or Project</th>
<th>Worksheet  The Mole Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project</td>
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<tr>
<td>--------------</td>
<td>------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Worksheets</td>
<td>Determine the chemical problems.</td>
<td></td>
</tr>
<tr>
<td>Stoichiometry Lab</td>
<td>Solve algebraic equations and analyze and interpret three-dimensional models.</td>
<td></td>
</tr>
<tr>
<td>Chemical Practice Problems</td>
<td>Understand the relationship between the equilibrium constant and the reaction quotient.</td>
<td></td>
</tr>
<tr>
<td>Stoichiometry Lab</td>
<td>Analyze the structure and properties of the reactants.</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
- Worksheets: Chemical Practice Problems
- Stoichiometry Lab
- CTE
- Chemistry: 34

**Concepts:**
- Determining chemical problems
- Solving algebraic equations
- Analyzing and interpreting three-dimensional models
- Understanding the relationship between the equilibrium constant and the reaction quotient
- Analyzing the structure and properties of reactants
<table>
<thead>
<tr>
<th>Task Description</th>
<th>CTE</th>
<th>Grade Level</th>
<th>Case Study</th>
<th>Standards of Mathematical Practice</th>
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<tr>
<td>Oxygen Lab</td>
<td>6.2.6.3</td>
<td>4C, 4D, 4F</td>
<td>4C</td>
<td>Solving problems of gases and liquids, and then comparing the numerical values of gases and chemicals for solving chemical problems.</td>
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<td>4C</td>
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<td>6.2.6.3</td>
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<td>Pressure/volume</td>
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<td>4C</td>
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<td>Assumptions, Law</td>
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<td>4C</td>
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<td>4C</td>
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<td>Angenous Solutions Worksheet</td>
<td>Angenous Solutions Lab</td>
<td>Angenous Solutions Worksheet</td>
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<tr>
<td>-Saturated Solutions Quiz -</td>
<td>-Food Heat Lab -</td>
<td>-Equilibrium Quiz -</td>
<td>-Research Paper Visual -</td>
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<td>-Food Heat Lab -</td>
<td>-Reacation Rates and</td>
<td>-Equilibrium in Food Processing -</td>
<td>-Equilibrium in Food Processing -</td>
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<td>-Equilibrium visualization -</td>
<td>-Thermodynamics -</td>
<td>-Reaction Rates Investigation Activity -</td>
<td>-Flow of Heat Worksheet -</td>
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<tr>
<td>-Chemistry: 6a. 6b. 6c. 3.4. C3.3 -</td>
<td>6a. HS-P51. -</td>
<td>6g. HS-P51. -</td>
<td>6g. HS-P51. -</td>
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</table>

- Equilibrium chemical to reaction rate and of heat as it relates to the concept of freeing energy (heat). and flow topics of the flow diagram. Discuss the related 10.

- Equilibrium by Reaction Rate and Topics of the Flow Diagram 28.9

- Angenous Solutions Lab 5 27

- Saturated Solutions Quiz 6 27

- Angenous Solutions Worksheet 6 27

- Angenous Solutions Lab 6 27

- Angenous Solutions Worksheet 6 27
<table>
<thead>
<tr>
<th>G6.2, G6.4</th>
<th>Chemistry: 5e.</th>
<th>Acid and Base Theory Project: Introduction of Acids and Bases Research Lab - Acids and Bases Worksheet</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-31</td>
<td>10</td>
<td>acids, bases, reaction with acids and bases, demonstrative productivity, equilibrium, empirical, to soil science and applications of acids and bases, describe the nature of acids and bases, main types of chemical reactions, acid-base, and salt, discribe the three products, modern food chemicals found in reactions in biochemical and analytical processes, in modern food chemistry of hemochromatosis, and use of chemical equilibrium, equilibrium of chemical reaction rates and of the flow of heat, assess knowledge, and salt.</td>
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</table>

<table>
<thead>
<tr>
<th>A. For Science Fair Project</th>
<th>CTE</th>
<th>Fair Project Category: Chemistry</th>
<th>Fair Project Category: Agriculture</th>
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<tr>
<td>Atmospheric Gas Research Project</td>
<td>C1.0</td>
<td>Atmosphere: 11.0</td>
<td>DESCRIBE THE EFFECT OF SCIENTIFIC METHODS ON CHEMISTRY.</td>
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<td>Ideal Gas Law Worksheet</td>
<td>C.1</td>
<td>Atmosphere: 11.1.2.2</td>
<td>DEVELOP, EXECUTE, AND ANALYZE A RESEARCH PROGRAM RELATED TO BOTH ATMOSPHERE AND CHEMISTRY.</td>
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<tr>
<td>Helium Phase Diagram</td>
<td>C.3</td>
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<tr>
<td>Mixtures of Ideal Gases</td>
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<th>CTE</th>
<th>Fair Project Category: Chemistry</th>
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<td>C.1</td>
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<td>C.3</td>
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<tr>
<td>Mixtures of Ideal Gases</td>
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# Animal Science

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Animal Science</th>
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<tbody>
<tr>
<td>Grade Level(s):</td>
<td>11-12</td>
</tr>
<tr>
<td>Duration:</td>
<td>1 year</td>
</tr>
<tr>
<td>Credits:</td>
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<table>
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<tr>
<th>Grading Format:</th>
<th>Required for Graduation:</th>
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<tr>
<td></td>
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<tr>
<td>Meets UC and CSU Requirements:</td>
<td>CBEDS Code:</td>
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<tr>
<td>Class set:</td>
<td>Introduction to Livestock and Companion Animals</td>
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## Course Description:
This course will provide the student with the principles in Animal Anatomy and Physiology focusing on the areas of mammalian reproduction, anatomy, physiology, reproduction, nutrition, respiration, and genetics. This course is intended to successfully prepare those students who plan on majoring in Agricultural Sciences at a college or university. The hands-on science experiences are designed to enhance the student’s understanding of Agriculture, the environment, and society.

## Key Concepts/ Learning Goals:

<table>
<thead>
<tr>
<th>Week(s) of School Year</th>
<th># of Days</th>
<th>Chapter/Unit</th>
<th>Strand/Key Idea/Theme</th>
<th>CTE Standard(s)</th>
<th>Activities/Labs</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>FFA</td>
<td>FFA</td>
<td>Your emblem</td>
<td>Quiz</td>
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<tr>
<td>2</td>
<td>5</td>
<td>Domestication</td>
<td></td>
<td>Timeline</td>
<td>Quiz</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>Importance of Animals/Lab Safety</td>
<td>D 2.1</td>
<td>What is YOUR name? Animal Industry Fold Out Lab Safety Poster</td>
<td>Quiz</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Days</td>
<td>Classification</td>
<td>Sheep/Goats</td>
<td>Anatomy</td>
<td>Classification Rap</td>
<td>Goat Lab</td>
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<tr>
<td>6</td>
<td>5</td>
<td>Pigs</td>
<td>D 1.0, D 10.0, D 3.1, 3.2, D 9.0, D 12.0</td>
<td>Anatomy, Operations, Ear Notching</td>
<td>Quiz</td>
<td>Ear Notching</td>
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<tr>
<td>7</td>
<td>5</td>
<td>Beef</td>
<td>D 1.0, D 10.0, D 3.1, 3.2, D 9.0, D 12.0</td>
<td>Anatomy, Industry Operations, Branding, Rangeland Management</td>
<td>Quiz</td>
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<tr>
<td>8-9</td>
<td>10</td>
<td>Dairy</td>
<td>D 1.0, D 10.0, D 3.1, 3.2, D 9.0, D 12.0</td>
<td>Lactation cycle comic strip, Ice Cream Lab, Waste Management</td>
<td>Quiz</td>
<td></td>
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<tr>
<td>10-11</td>
<td>10</td>
<td>Poultry</td>
<td>D 1.0, D 10.0, D 3.1, 3.2, D 9.0, D 12.0</td>
<td>Naked egg, egg strength lab, porosity lab,</td>
<td>Quiz</td>
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<tr>
<td>12-15</td>
<td>5</td>
<td>Other Species (Horses, dogs, cats, etc.)</td>
<td>D 1.0, D 10.0, D 3.1, 3.2, D 9.0, D 12.0, D 11.0</td>
<td>Group presentations</td>
<td>Quiz</td>
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**Winter Break**

<table>
<thead>
<tr>
<th>Week</th>
<th>Days</th>
<th>Classification</th>
<th>Sheep/Goats</th>
<th>Anatomy</th>
<th>Classification Rap</th>
<th>Goat Lab</th>
<th>Pin the Term Competition</th>
<th>Quiz</th>
<th>Picasso Animals</th>
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<tbody>
<tr>
<td>19-23</td>
<td>20</td>
<td>Musculoskeletal System</td>
<td>D 6.0, D 12.0</td>
<td>Build a spine, toothpick skeleton, femur lab, chicken wing dissection</td>
<td>Test</td>
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<tr>
<td>24-27</td>
<td>15</td>
<td>Digestive Systems</td>
<td>D 2.3, D 6.0</td>
<td>Monogastric, Ruminant, Other, Build a digestive tract, Ruminant digestive tract dissection, Clay models</td>
<td>Build a digestive tract Quiz</td>
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<td>28-29</td>
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<td>Nutrition</td>
<td>D 2.2, D 2.4, D 6.0</td>
<td>Grasses vs. Legumes, Feedstuffs ID, Feed Tags, Silage</td>
<td>Feedstuffs ID</td>
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<tr>
<td>30-35</td>
<td>30</td>
<td>Reproduction</td>
<td>D 3.3, D 4.0, D 6.0</td>
<td>Different systems, Gestation, Parturition, Artificial Insemination Semen lab, AI lab, Incubation</td>
<td>Lab write ups Quiz</td>
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<td>36-37</td>
<td>10</td>
<td>Genetics</td>
<td>D 5.0, D 6.0</td>
<td>Cloning, Punnet Square, Selecting Traits, Pedigrees</td>
<td>Quiz</td>
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<tr>
<td>Quiz</td>
<td>Lab Safety Poster</td>
<td>Animal Industry Poll Out</td>
<td>Your Emphasis</td>
<td>Quiz</td>
<td>Assessment</td>
<td>Activity/Labs</td>
<td>Quiz</td>
<td>Lab Safety Poster</td>
<td>Importance of Animal/Lab Demonstration</td>
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<td>Standard(s)</td>
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<td>Quiz</td>
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<td>PPFA</td>
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<td>Quiz</td>
<td>Key Ideas/Learning</td>
<td>Standard(s)</td>
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<td></td>
<td>Quiz</td>
<td>Course Unit #</td>
<td>Chapter(s)</td>
<td>Quiz</td>
<td></td>
<td>PPFA School of Year</td>
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</table>

**Course Title:** Animal Science

**Course Outline:**

**Board Approved:** March 4, 2013

**Learning Goals:**

- Understanding of Agriculture, the environment, and society.
- Science as a college of university. The hands-on science experiences are designed to enhance the students' knowledge of agricultural science.

**Description:**

This course will provide the student with the principles in Animal Anatomy and Physiology focusing on the areas of mammalian reproduction, anatomy, physiology, reproduction, nutrition, respiration and genetics.

**Arumids:**

- Class: Introduction to Livestock and Companion
- Textbook(s)/Supplement(s):
- Co/Prerequisite(s):
- Course Title:

**Credits:**

- Duration: 1 year
- Grade: 11-12

**Grading Format:**

- No
| Quiz | Selective Traits, Pedigrees, Colony Prune, Square Germes | 36-37 | 10 | 02 | Reproduction | 30-35 | 30 | 09 |
| Quiz | Sheep, Feed, Feed, Ears, Grass, Ears, Legumes | Nutrition | 28-29 | 10 | 09 | Digestive Systems | 24-27 | 15 | 09 |
| Test | Clay models, Digestion, Human digestion, Meat, Build a Digestive tract, Monogastric, Ruminant, Other, Exercise lab, Chicken, Build a spine, Footprint | Musculoskeletal System | 19-23 | 20 | 09 | 02 | 02 | 02 |

Winter Break

| Quiz | Review, Group, Reading, Activity, Section | Horses | 16 | 5 | 09 | 02 | 02 | 02 |
| Quiz | Porosity lab, Naked Egg, Cover Slips, Lab | Poultry | 13-15 | 13 | 09 | 02 | 02 | 02 |
| Quiz | Neck lab, Bacterer lab | Dairy | 10-12 | 12 | 09 | 02 | 02 | 02 |
| Quiz | Breeding, Anatomy, Nervous, Operations | Beef | 8-9 | 10 | 09 | 02 | 02 | 02 |
| Quiz | Fore, Noculation, Anatomy, Operations, Ear, Pin the Item | Pigs | 6-7 | 10 | 09 | 02 | 02 | 02 |
| Quiz | Pin the Item, Completion, Goal Lab | Anatomy, Speech, Goals, Classification Camp | 4-5 | 6 | 09 | 02 | 02 | 02 |
Course Description
This course will provide the student with principles in Animal Anatomy and Physiology focusing on the areas of mammalian reproduction, nutrition, respiration, and genetics. This course is intended to successfully prepare those students who plan on majoring in Agricultural Sciences at a college or university. The hands-on science experiments are designed to enhance the students' understanding of Agriculture, the environment, and society.

Grading
Tests, Quizzes, and Written Assignments  70%
FFA Record Book (SAE)  10%
Class Notebook (*checked once per grading period)  10%
FFA Participation  10%

Letter Grades will be earned for the following overall percentages:

100 - 90%  A
89 - 80%  B
79 - 70%  C
69 - 60%  D
Below 60%  F

Class Materials
- 1+ inch binder (may be left in classroom in designated cabinet)
- Pens/pencils
- Markers and/or colored pencils
- Highlighter (optional)

Required

FFA Participation
Students enrolled in agriculture classes are automatically enrolled in FFA. Students must participate in at least 6 FFA activities per semester in order to receive the full 10% of their grade. Activities may include monthly meetings, community service, competitions, field trips, etc. Students will receive a calendar of activities at the beginning of the year.
Supervised Agricultural Experience (SAE)
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 record book procedures. Projects may include livestock, crops, gardening, plants, home improvement, work experience, etc.

Classroom Rules and Policies
1. Students should give their best effort at all times during class.
2. Each student should respect the rights and property of the teacher and other students.
3. Each student should be prepared for class each day.
4. Cell phones and electronic devices are not allowed unless instructed by teacher.

Discipline Procedures
1. Verbal warning
2. Student/teacher conference
3. Referral to administration for disciplinary action

Absences
If a test, assignment, etc. was missed during the absence, it is the student's responsibility to find out from the instructor what was missed upon returning to class. Any missed work will be kept in the classroom "Make Up Work" folder on the wall.

All make-up work must be done before school, after school or at lunch. The student is responsible for making arrangements with the teacher for a time convenient for both.

Academic Integrity
While students are encouraged to work together and discuss topics, copying another student's work is ethically unacceptable. Violations of academic integrity include, but are not limited to: cheating, plagiarism, or misrepresentation of information in oral or written form. Any infraction will be dealt with severely. There is a ZERO TOLERANCE POLICY FOR PLAGARISM. The assignment will be given a zero and the matter will be brought to the attention of the school administration. A repeat offense will result in an administrative referral and could place the student in danger of failing the course.

-----------------------------------------------

Student Name: ___________________________ Student Signature: ___________________________

Parent Name: ___________________________ Parent Signature: ___________________________
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credit Hours</th>
<th>Requirements</th>
<th>Graduation</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBEDS</td>
<td>10</td>
<td>Yes</td>
<td>Required</td>
<td>Ornamental Horticulture</td>
</tr>
</tbody>
</table>

**Course Outline**

- **Semester 1**
  - Project & Presentations
  - Create Your Own Dichotomous Key
  - Key-Answer Dichotomous Key
  - Classification Webquest
  - Kerribee E-Momemt

- **Semester 2**
  - PPQ Quiz
  - PPQ Emblems

**Assessment**

- Activities/Labs

**Key Idea/Theme**

- Plant Tashonomy
- Dichotomous Key
- General Classification

---

**Learning Goals/Key Concepts**

- Demonstrate understanding of plant classification, propagation, growth, and landscape design.
- Illustrate application of horticultural, soil, and landscape sciences.
- Read and interpret landscape plans.
- Identify and classify plant materials.

**Course Description**

- This course will provide the student with the necessary entry level techniques for a career in ornamental horticulture and the industry.

**Textbook(s)**

- Biology by Glencoe Science/McGraw-Hill

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**Prerequisites**

- CBEDS
<table>
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<th>Project</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Pest Management</td>
<td>25-27</td>
<td>Integrated Pest Management, Pest/Disease Identification and control.</td>
</tr>
<tr>
<td>Quiz</td>
<td>21-22</td>
<td>Water Issues, Water Installation and Design.</td>
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</table>

Each week will include 10 tool identification, including standards 9.1-9.4. The students will properly identify the tool and demonstrate or describe. Semester 2

**Week 18: Finals**

**Week 17: Review for Finals**

<table>
<thead>
<tr>
<th>Test</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Cultivating Lab</td>
<td>13-16</td>
<td>Monitoring Plant Reproduction</td>
</tr>
<tr>
<td>- Cootie Caper (a la Cootie)</td>
<td></td>
<td>Propagation and Sexual and Asexual</td>
</tr>
<tr>
<td>- Seedling Lab</td>
<td></td>
<td>Plant Processes</td>
</tr>
<tr>
<td>- Rainbow Flower Lab</td>
<td>9-12</td>
<td>Anatomical and Internal Plant</td>
</tr>
<tr>
<td>Seedling Lab</td>
<td></td>
<td></td>
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<tr>
<td>- Watch me Grow Lab</td>
<td>6-8</td>
<td>Plant Anatomy</td>
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<tr>
<td>- Worksheet - Stem Identification</td>
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<td>- Why do leaves change color? Lab</td>
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<tr>
<td>- Tree Identification</td>
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<td>Description</td>
<td>Tool ID</td>
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<td>Field Trip to a Nursery - Merchandising</td>
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Mr. Costa
Email: mcosta@patterson.k12.ca.us

Course Description:
This course will provide the student with the necessary entry level techniques for a career in ornamental horticulture and the nursery industry. Topics covered include the anatomy and physiology of plants and the requirements for plant growth. Other coursework includes units on plant identification, tool identification, plant propagation, fertilizers, herbicide and pesticide use, irrigation, and landscape design.

Materials:
- 3 Ring binder
- Pen or pencil
- Binder paper for note taking
- Highlighter (optional)
- Markers (optional)

Make-up Policy:
- NO MAKE UP WORK WILL BE PERMITTED FOR UNEXCUSED ABSENCES INCLUDING STUDENT SUSPENSION FROM SCHOOL.
- Tests and assignments missed must be up within the same number of days of your absence. It is the STUDENTS RESPONSIBILITY to ask for make up work!!
- Late work will receive a 20% penalty for each day late and will not be accepted if the assignment has already been returned to the class.

FFA & SAE
FFA is an integral part of our class!

Students will be required to have a Supervised Agricultural Experience project (SAE). These include, but are not limited to, raising a project for fair, agriculturally-related work experience, yard maintenance, etc, etc, etc! We will discuss the projects in class, and each student will complete the FFA record book to track their project.
Assessment

Grading standards:
A = 100 – 90%
B = 89 – 80%
C = 79 – 70%
D = 69 – 60%
F = below 60%

Weighted Assignments:
Tests & Class Assignments, FFA/ SAE 40%
Class Work 40%
Attendance Citizenship 20%

Class Rules

1. All school rules must be followed.
2. Respect others and school equipment/facilities.
3. Be on time and be prepared.
4. Phones, MP3 players, etc. are not tolerated.

Discipline Procedures

1. Verbal warning
2. Teacher/student conference and phone call to student’s parents
3. Detention with teacher and phone call to student’s parents
4. Detention with teacher and Teacher/student/parent conference
5. Refer student to administration (Principal, Vice Principal) for discipline

Academic Integrity

While students are encouraged to work together and discuss topics, copying another student’s work is ethically unacceptable. Violations of academic integrity include, but are not limited to: cheating, plagiarism, or misrepresentation of information in oral or written form. Plagiarism means presenting someone else’s idea or writing as if it were your own. There is a ZERO TOLERANCE POLICY FOR PLAGIARISM. The assignment will be given a zero and the matter will be brought to the attention of the school administration. A repeat offense will result in an administrative referral and could place the student in danger of failing the course.

________________________________________  __________________________
Student Name: ___________________________ Student Signature: __________________________

________________________________________  __________________________
Parent Name: ___________________________ Parent Signature: __________________________
Ag Floral Design I

Course Syllabus

Teacher: Ms. Green

Course Description: Students will explore elements and principles of design, two or three dimensional designs, history of floral art, arrangement styles and techniques, seasonal holidays and occasional designs. The students will use their skills to make a variety of floral arrangements. In addition all students will learn various types of cut and potted foliage, potted flowering plants, fresh flowers, tools, materials, display techniques, and cut flower care. Students will learn to recognize balance, and harmony within arrangement, along with scale, color, and design. The historical and cultural past of the floral industry will be discussed as it related to modern floral design and tradition. Because of the nature of this class, many projects will be created.

Materials Needed:

- 3 Ring Binder (Needed by Friday, August 15th)
- Pencil or Pen

Grading:

Grading Scale:

A= 90% and above
B= 80-89%
C= 70-79%
D= 60-69%
F= 59% and lower

Quarter Grades will be based on the following weighted categories:

Class Participation and Assignments 35%
Tests, Labs and Projects 45%
FFA 10%
SAE 10%
Course Title: Ag Floral Design  
Grade Level(s): 10-12  
Duration: 1 year  
Credits: 10

Grading Format: Required for Graduation: No  
Meets UC and CSU Requirements: CBEDS Code:

Co/Prerequisite(s)  
Textbook(s)/Supplementary Books/Materials: The Art of Floral Design by Norah Hunter

Course Description: Students will explore elements and principles of design, two or three dimensional designs, history of floral art, arrangement styles and techniques, seasonal holidays and occasional designs. The students will use their skills to make a variety of floral arrangements. In addition all students will learn various types of cut and potted foliage, potted flowering plants, fresh flowers, tools, materials, display techniques, and cut flower care. Students will learn to recognize balance, and harmony within arrangement, along with scale, color, and design. The historical and cultural past of the floral industry will be discussed as it related to modern floral design and tradition. Because of the nature of this class, many projects will be created. A fee will be charged or fundraising will be an option to offset the cost. 2 + 2 articulated with MJC.

Key Concepts/Learning Goals: This instructional program is designed to prepare persons for employment in enterprises associated with floral design. The occupations in this industry involve retail floristry. Courses at Patterson High School that fit within this program include: Ag Floral and ROP The Art and History of Floral Design.

The goals and objectives of this instructional program are:

1. To supply students with the knowledge and skills required for entry into and successful progress in those floriculture occupations that do not require education beyond the secondary school level.

2. To prepare students for post secondary vocational education in agriculture.

3. To enable students to acquire an understanding of the economic and social impact of the floriculture industry on society and its relationship to agriculture in general.

4. To provide the floriculture industry with appropriate numbers of persons adequately prepared for successful employment in those occupations that presently exist and that are developing in the industry.
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<th># of Days</th>
<th>Chapter/Unit</th>
<th>Strand/Key Idea/Theme</th>
<th>Standard(s)</th>
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<th>Activities/Labs</th>
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<td>Direct Instruction on Overall Rules, Use of Knives, Shears, Scissors, Helium, Wire, Hot Glue, Floral Cooler and Aerosol Cans Posters based on Specific Safety Sections Demonstration of Proper Use of Floral Supplies</td>
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<td>Direct Instruction on Tools and Materials “Name That Tool” Activity Interactive Worksheets on Ribbon, Wire and Floral Foam</td>
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<td>Demonstration and Hands on Activity including taping wooden dowels and floral wire Creating Flower Pen using taping skills Direct Instruction on Bow Making Arranging a Floral Bud Vase with floral bow Direct Instruction on Wiring Techniques Hands on Activity using Clutch Wiring and Stitch Wiring Creating a Professional Boutonniere</td>
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<td>Ag Foundation – Math 1.0 (13.0) History/Soc. 1.3, Writing 2.2 (2.3.d), 2.4 (1.7) VA – Artistic Perc.: 1.4, 1.5 Creative Exp.: 2.1, 2.6 History/ Culture: 3.1, 3.3, 3.4 Aesthetic Val.: 4.4, 4.5</td>
<td>Direct Instruction on Floristry with Weddings Wedding Consultation Worksheet Wedding Project</td>
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Class Participation and Homework: Most of the class assignments will be in provided weekly packets. Weekly packets will be passed out on Mondays and collected on Fridays. All activities within the packet should be complete and ready to be turned in on Friday. For your class participation and assignments grade, all daily activities are counted such as the daily warm up, class notes, worksheets and floral arrangement grades. Homework will include short homework assignments and worksheets as well as larger take home projects. Prior to tests and quizzes, flash cards from a provided study guide will be assigned. These flashcards will be turned in the day of the test or quiz.

Tests, Labs and Projects: Anytime we have a quiz or a test the points will count in this category. There will be Flower Identification Quizzes on Friday of every week. This will also include semester finals. All large project grades will be entered under the category as well.

FFA and SAE: FFA is an organization 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 attending and participating in 3 FFA activities per quarter with a total of 6 per semester. In addition, students will complete a Record Book and maintain the information pertaining to their approved Supervised Agricultural Experience Project and all FFA Activities. 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).

Late Work: Late work will not be accepted.

Absent Work: If absent on a Monday when the weekly packet was passed out, ask Ms. Green for a new weekly packet. You will have the number of days you were absent to make up any absent work. For example, if absent for 3 days, you have 3 days after you return to turn in your absent work. If you know that you will be absent for a test or quiz prior to leaving, you need to make arrangements with Ms. Green to take the test before leaving. If you did not expect to be absent and missed a test or quiz, it is also your responsibility to arrange for a make up test with Ms. Green.

“No Name” Work: If a name is not written on an assignment, you will receive a zero on that assignment.
Arrangement Cost or Fundraising Option: Because of the nature of this class, many projects will be created. A fee will be charged for each arrangement if taken home or fundraising will be an option to offset the cost. If you chose to not pay the arrangement fee or do the fundraising, you will still be able to make all the arrangements, but those arrangements will not go home with you and will be sold to a community member. There will be two fundraising options: 1) selling flower bulbs or selling flower of the month subscriptions.
By signing below I recognize that I have read and received the class syllabus, classroom expectations and grading procedures; and I agree to these standards and requirements.

____________________________________________________________________________________

Student Signature

____________________________________________________________________________________

Date

____________________________________________________________________________________

Parent/ Guardian Signature

____________________________________________________________________________________

Date

____________________________________________________________________________________

Parent/ Guardian Email Address
# Course Outline

<table>
<thead>
<tr>
<th>Course Title: ROP Advanced Floral Design: The Art and History of Floral Design</th>
<th>Grade Level(s): 11-12</th>
<th>Duration: 1 year</th>
<th>Credits: 10</th>
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<tr>
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<td>Meets UC and CSU Requirements: CBEDS Code:</td>
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<tr>
<td>Co/Prerequisite(s)</td>
<td>Textbook(s)/Supplementary Books/Materials:</td>
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</table>

## Course Description:

The Art and History of Floral Design provides an introduction to artistic and creative perception including aesthetic valuing through a series of projects in various media including tempera, pencil, flowers, tile, and a variety of papers. Students are also introduced to the elements and principles of visual art design such as line, shape/form, color, balance, and emphasis using a series of floral-based projects to explore the connections, relations, and application to visual arts design. Students will research and study floral trends to understand and develop an appreciation for floral design within historical and cultural, formal and casual, ceremonial and traditional, including an understanding that floral designs are affected by society, culture, history, politics, and economic influence. Various assignments based on abstract two and three dimensional designs, historical culture and theory, color theory, and analytical critiques of various floral art works using design vocabulary in conjunction with development of technical skills in floral art will serve as a foundation for more complex works such as multi-part floral designs and creative expression through wedding consultations.
This advanced floral design class is designed to teach the students advanced design techniques including wedding, sympathy, and high-style floral design. This includes everlasting flowers, oriental style of design, contemporary design and techniques, and harvest and distribution. This class also goes into greater detail of operating a retail flower shop and covers careers and continuing education. In addition, the class will also cover the employment application elements and process, interview skills and create a complete portfolio of work. A fee will be charged or fundraising will be an option to offset the cost.

This instructional program is designed to prepare persons for employment in enterprises associated with floral design. The occupations in this industry involve retail floristry. Courses at Patterson High School that fit within this program include: Ag Floral and ROP The Art and History of Floral Design.

The goals and objectives of this instructional program are:

1. To supply students with the knowledge and skills required for entry into and successful progress in those floriculture occupations that do not require education beyond the secondary school level.

2. To prepare students for post secondary vocational education in agriculture.

3. To enable students to acquire an understanding of the economic and social impact of the floriculture industry on society and its relationship to agriculture in general.

4. To provide the floriculture industry with appropriate numbers of persons adequately prepared for successful employment in those occupations that presently exist and that are developing in the industry.

<table>
<thead>
<tr>
<th>Week(s) of School Year</th>
<th># of Days</th>
<th>Chapter/Unit</th>
<th>Strand/Key Idea/Theme</th>
<th>Standard(s)</th>
<th>CST %</th>
<th>Activities/Labs</th>
<th>Assessment</th>
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<td>Syllabus/Classroom Management</td>
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<td>Syllabus Handout Parent Signature Sheet Student Data Sheet</td>
<td>Signed Syllabus by Parent and Student</td>
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<td>3 Circles Worksheet FFA Emblem Assignment</td>
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<td>Floral Safety</td>
<td>AG Foundation - Health &amp; Safety: 6.1, 6.2, 6.4, 6.5, 6.6 Tech. Skills: 10.0, 11.0</td>
<td>Direct Instruction on Overall Rules, Use of Knives, Shears, Scissors, Helium, Wire, Hot Glue, Floral Cooler and Aerosol Cans Demonstration of Proper Use of Floral Supplies</td>
<td>Safety Test</td>
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<td>Tool Identification</td>
<td>AG Foundation - Technology 4.0 Health &amp; Safety 6.2, 6.4, 6.5 Tech. Skills 10.0 Demo/Apply 11.0 AG OH – F 11.1</td>
<td>Direct Instruction on Tools and Materials “Name That Tool” Activity Interactive Worksheets on Ribbon and Wire</td>
<td>Tools and Materials Test Name That Tool Activity Worksheet Ribbon and Wire Worksheets</td>
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<td>Ribbon, Wire and Floral Tape</td>
<td>AG Foundation - Technology 4.0 Health &amp; Safety 6.2, 6.4, 6.5 Tech. Skills 10.0 Demo/Apply 11.0 AG OH – F 11.1</td>
<td>Creating Flower Pen using taping skills Direct Instruction on Bow Making Basket Handle Enhancement Project Direct Instruction on Wiring Techniques Hands on Activity using Clutch Wiring and Stitch Wiring Creating a Professional Boutonniere</td>
<td>Flower Pen Basket Handle Enhancement Project Tools and Materials Test Boutonniere</td>
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<td>5-6</td>
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<td>Arrangement and Flower Shapes and Styles</td>
<td>VA – Artistic Perc.: 1.4, 1.5 Creative Exp: 2.1 History/Culture: 2.3, 3.4 Connect Apply : 5.4</td>
<td>Direct Instruction on Arrangement Shapes and Styles Shapes Posters Shapes Worksheet Flower Types Worksheets Vertical Arrangement</td>
<td>Shapes and Styles Quiz Vertical Arrangement</td>
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|   |   | Introduction to Art and Artists | AG OH – F 11.1  
|   |   | VA – Art. Perc.: 1.1, 1.2, 1.4,  
|   |   | Creative Exp.: 2.1  
|   |   | History/Culture: 3.1, 3.2, 3.3, 3.4  
|   |   | Aesthetic Val.: 4.1  
|   |   | Connect/Apply: 5.4  
|   |   | Introduction to Art Concepts Worksheets  
|   |   | Introduction to Artists Worksheet: Vincent Van Gogh,  
|   |   | Pablo Picasso, Edouard Monet, Edward Manet,  
|   |   | Gregor Lersch, Els and George Hazenberg, Georgia O’Keeffe, Pierre Renoir and Diego Rivera  
|   |   | Flower Symbolism Worksheets  
|   |   | Flower Symbolism Mini Project  
|   |   | Artist Research Paper and Floral Art Piece  
|   |   |   |
|   |   | 8-11  
|   |   | 20  
|   |   | Floral and Art History  
|   |   | AG Foundation – Comm. 2.2, 2.4  
|   |   | AG OH – F 11.0  
|   |   | VA – Artistic Perc.: 1.3, 1.5  
|   |   | Creative Exp.: 2.2, 2.6  
|   |   | History/Culture: 3.1, 3.2, 3.3, 3.4  
|   |   | Aesthetic Val.: 4.1, 4.5  
|   |   | Connect Apply: 5.2, 5.4  
|   |   | Direct Instruction on Ancient, Renaissance,  
|   |   | Baroque & Dutch Flemish, Impressionism and Modern Art  
|   |   | Direct Instruction on Ancient, European,  
|   |   | American, Colonial, Oriental and Modern Floral Art  
|   |   | Activity: Garland or Head Wreath  
|   |   | Activity: Victorian Posy  
|   |   | Timeline or Time Period Project  
|   |   | Floral and Art History Test  
|   |   | Victorian Posy Project  
|   |   | Head Wreath/Garland Project  
|   |   |   |
|   |   | 12  
|   |   | 2  
|   |   | Round Arrangement  
|   |   | Demonstration on Proper Steps to arranging a round arrangement  
|   |   | Round Arrangement  
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<td>Advanced Floral Techniques</td>
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<td>Advanced Wedding Flowers Pricing Assignment</td>
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<td>History of Floral Design</td>
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<td>Spring Advanced Arrangement</td>
<td>Demonstration on proper steps to arranging a spring advanced arrangement</td>
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|     |     | Wedding | Ag Foundation  
Math 1.0 (13.0)  
History/Soc. 1.3,  
Writing  
2.2 (2.3.d), 2.4 (1.7)  
VA – Artistic Perc.  
1.4, 1.5  
Creative Exp.: 2.1,  
2.6  
History/ Culture:  
3.1, 3.3, 3.4  
Aesthetic Val.: 4.4,  
4.5 | Direct Instruction on  
Floristry with Weddings  
Wedding Consultation  
Worksheet  
Wedding Project | Wedding Project  
including table  
arrangement |
ROP Advanced Floral Design: The Art and History of Floral Design

Course Syllabus

Teacher: Ms. Green  
Email: kgreen@patterson.k12.ca.us

Course Description: This advanced floral design class is designed to give the students advanced design techniques including wedding, sympathy, and high-style floral design. This includes everlasting flowers, oriental style of design, contemporary design and techniques, and harvest and distribution. This class also goes into greater detail of operating a retail flower shop and covers careers and continuing education. In addition, the class will also cover the employment application elements and process, interview skills and create a complete portfolio of work.

Materials Needed:

- 3 Ring Binder Any Color (Needed by Friday, August 1st)
- 3 Ring Binder White (Needed by beginning of May)
- Pencil or Pen

Grading:

Grading Scale:

A = 90% and above
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% and lower

Quarter Grades will be based on the following weighted categories:

Class Participation and Homework 35%
Tests, Labs and Projects 45%
FFA 10%
SAE 10%

Class Participation and Homework: Most of the class assignments will be in provided weekly packets. Weekly packets will be passed out on Mondays and collected on Fridays. All activities within the packet should be complete and ready to be turned in on Friday. For your class
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Tests, Labs and Projects: Anytime we have a quiz or a test the points will count in this category. There will be Flower Identification Quizzes on Friday of every week. This will also include semester finals. The First Semester final will consist of a 3-5 page written paper on Floral Art History as well as an in class floral arrangement. The Second Semester Final will consist of a complete Professional Portfolio including but not limited to a resume, cover letter, table of contents, samples of work, job application.

FFA and SAE: FFA is an organization 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 attending and participating in 3 FFA activities per quarter with a total of 6 per semester. FFA points can be earned with attendance to the different FFA events. In addition, students will complete a Record Book and maintain the information pertaining to their approved Supervised Agricultural Experience Project and all FFA Activities. 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).

Late Work: Late work will not be accepted.

Absent Work: If absent on a Monday when the weekly packet was passed out, ask Ms. Green for a new weekly packet. You will have the number of days you were absent to make up any absent work. For example, if absent for 3 days, you have 3 days after you return to turn in your absent work. If you know that you will be absent for a test or quiz prior to leaving, you need to make arrangements with Ms. Green to take the test before leaving. If you did not expect to be absent and missed a test or quiz, it is also your responsibility to arrange for a make up test with Ms. Green.
"No Name" Work: If a name is not written on an assignment, you will receive a zero on that assignment.

Arrangement Cost or Fundraising Option: Because of the nature of this class, many projects will be created. A fee will be charged for each arrangement if taken home or fundraising will be an option to offset the cost. If you choose to not pay the arrangement fee or do the fundraising, you will still be able to make all the arrangements, but those arrangements will not go home with you and will be sold to a community member. There will be two fundraising options: 1) selling flower bulbs or selling flower of the month subscriptions.
By signing below I recognize that I have read and received the class syllabus, classroom expectations and grading procedures; and I agree to these standards and requirements.

_________________________________________________________  ____________
Student Signature                                            Date

_________________________________________________________  ____________
Parent/Guardian Signature                                   Date

_________________________________________________________
Parent/Guardian Email Address
# Patterson High School

**Course Title:** Ag Mechanics 1  
**Grade Level(s):** 9-12th  
**Credits:**

<table>
<thead>
<tr>
<th>Grading Format: A-F</th>
<th>Required for Graduation:</th>
<th>Meets UC and CSU Requirements:</th>
<th>CBEDS Code:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Co/Prerequisite(s):**  
Textbooks(s)/Supplementary Books/Materials:  
Agricultural Mechanics Fundamentals and Applications

**Course Description:** The Ag mechanics pathway prepares students for careers related to the construction, operation, and maintenance of equipment used in the Ag industry. Students will be introduced to general shop safety, electrical systems, concrete work, plumbing, cold metal work, Oxyfuel welding and cutting, SMAW welding, woodworking, and project layout.

**Key Concepts/ Learning Goals:**

<table>
<thead>
<tr>
<th>Week of school</th>
<th># of days</th>
<th>Text Ch/Unit</th>
<th>Theme</th>
<th>Standard</th>
<th>Activities</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>Syllabus and classroom management</td>
<td>Syllabus and classroom management</td>
<td>B1.2</td>
<td>Shop orientation, demonstration of shop practices and expectations,</td>
<td>FFA Quiz</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>notes and review worksheets.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>FFA</td>
<td>FFA</td>
<td></td>
<td>Notes and review worksheet</td>
<td></td>
</tr>
<tr>
<td>3-6</td>
<td>20</td>
<td>Unit 4, 5</td>
<td>General Safety</td>
<td>B1.1, B1.2, B1.3</td>
<td>Students will see demonstrations of proper shop safety. Students will discuss shop safety in groups</td>
<td>General shop safety test that students must pass with 100%</td>
</tr>
<tr>
<td>7-8</td>
<td>10</td>
<td>Unit 31</td>
<td>Electrical Principles</td>
<td>B3.1, B3.4</td>
<td>Chapter notes and review worksheets. Wire an electrical</td>
<td>Electrical quiz and wire a new plug on an extension cord and</td>
</tr>
<tr>
<td>Unit 38 Concrete</td>
<td>Unit 35 Plumbing</td>
<td>Unit 9-11 Woodworking</td>
<td>Unit 17 Cold Metal Working</td>
<td>Unit 12, 13 Oxy Fuel welding and cutting</td>
<td>Unit 22-24 SMAW welding</td>
<td>Semester Final</td>
</tr>
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<tr>
<td>10</td>
<td>10</td>
<td>15</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
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<tr>
<td>11-12 B6.1, B6.2, B6.3</td>
<td>13-15 B4.1, B4.2</td>
<td>17 B2.1 B2.2</td>
<td>18 B5.1 B5.3</td>
<td>19-23 B7.1 B7.2</td>
<td>24-32 B8.1 B8.2</td>
<td>33 5 34 5</td>
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<td>9-10</td>
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<td></td>
</tr>
<tr>
<td>16 Finals</td>
<td>25 Final</td>
<td>45 Unit 25</td>
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<td>2</td>
<td>3</td>
<td>4</td>
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<td>6</td>
<td>7</td>
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# Patterson High School

<table>
<thead>
<tr>
<th>Course Title: Ag Mechanics 2</th>
<th>Grade Level(s): 10-12th</th>
<th>Credits:</th>
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<tbody>
<tr>
<td><strong>Grading Format:</strong> A-F</td>
<td><strong>Required for Graduation:</strong></td>
<td><strong>Meets UC and CSU Requirements:</strong></td>
</tr>
<tr>
<td><strong>Co/Prerequisite(s):</strong> Ag Mechanics 1</td>
<td><strong>Textbooks(s)/Supplementary Books/Materials:</strong> Agricultural Mechanics Fundamentals and Applications</td>
<td><strong>CBEDS Code:</strong></td>
</tr>
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</table>

**Course Description:** The Ag mechanics pathway prepares students for careers related to the construction, operation, and maintenance of equipment used in the Ag industry. The Ag mechanics 2 course further familiarizes students with shop safety, shop safety, project design and fabrication.

**Key Concepts/ Learning Goals:**

<table>
<thead>
<tr>
<th>Week of school</th>
<th># of days</th>
<th>Text Ch/Unit</th>
<th>Theme</th>
<th>Standard</th>
<th>Activities</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>Syllabus and classroom management</td>
<td>Syllabus and classroom management</td>
<td>B1.2</td>
<td>Shop orientation, demonstration of shop practices and expectations, notes and review worksheets.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>FFA</td>
<td>FFA</td>
<td></td>
<td>Notes and review worksheet</td>
<td>FFA Quiz</td>
</tr>
<tr>
<td>3-6</td>
<td>20</td>
<td>Unit 4, 5</td>
<td>General Safety</td>
<td>B1.1, B1.2, B1.3</td>
<td>Students will see demonstrations of proper shop safety. Students will discuss shop safety in groups</td>
<td>General shop safety test that students must pass with 100%</td>
</tr>
<tr>
<td>7-8</td>
<td>10</td>
<td>Unit 1,2</td>
<td>Careers</td>
<td></td>
<td>Students will be introduced to Ag mech careers, work on a</td>
<td>2-3 page paper on Ag mech careers</td>
</tr>
<tr>
<td>Week</td>
<td>Days</td>
<td>Unit</td>
<td>Lesson</td>
<td>Details</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>9-10</td>
<td>10</td>
<td>14-16</td>
<td>Tool ID</td>
<td>Students will review common shop tools from their Ag mech 1 class</td>
<td>Tool ID quiz</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>5</td>
<td></td>
<td>Measuring</td>
<td>Student will learn/review how to read a tape measure</td>
<td>Tape measure quiz</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>5</td>
<td></td>
<td>Project Planning</td>
<td>Students will take notes on project planning and get hands on practice</td>
<td>Students design a project they want to complete</td>
<td></td>
</tr>
<tr>
<td>14-20</td>
<td>35</td>
<td>22-26</td>
<td>Arc welding (SMAW, MIG), Oxyfuel cutting and welding</td>
<td>Review notes, practicing running beads on scrap metal and practice cutting different thicknesses of metal. Students will be introduced to out of position welds</td>
<td>Practical Unit Final</td>
<td></td>
</tr>
<tr>
<td>21-34</td>
<td>70</td>
<td></td>
<td>Project Construction</td>
<td>Students select and design a wood or metal project of their choice</td>
<td>Project is graded by the instructor based on the student drawn plans, and overall workmanship</td>
<td></td>
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</table>
PATTERSON HIGH SCHOOL

<table>
<thead>
<tr>
<th>Course Title: ROP Agricultural Welding and Fabrication</th>
<th>Grade Level(s): 11-12th</th>
<th>Credits: 10</th>
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<table>
<thead>
<tr>
<th>Grading Format: A-F</th>
<th>Required for Graduation: No</th>
<th>Meets UC and CSU Requirements: No</th>
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<table>
<thead>
<tr>
<th>Co/Prerequisite(s):</th>
<th>Textbooks(s)/Supplementary Books/Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ag Mechanics 1</td>
<td>Agricultural Mechanics Fundamentals and Applications</td>
</tr>
<tr>
<td>Ag Mechanics 2</td>
<td></td>
</tr>
</tbody>
</table>

**Course Description:** The Ag mechanics pathway prepares students for careers related to the construction, operation, and maintenance of equipment used in the Ag industry. The welding course further familiarizes students with shop safety, shop safety, project design and fabrication.

**Key Concepts/ Learning Goals:**
Students will learn skills in arc welding, MIG welding, oxy-acetylene cutting, brazing and welding. Plasma Arc cutting will also be covered. Instruction will include lecture, demonstration, and hands-on work. Students will be required to complete large and small projects during the school year. Students will be responsible for the cost of materials needed to complete the large projects. Second semester activities will include co-operative or community classroom experience.

<table>
<thead>
<tr>
<th>Week of school</th>
<th># of days</th>
<th>Text Ch/Unit</th>
<th>Theme</th>
<th>Standard</th>
<th>Activities</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>Syllabus and classroom management</td>
<td>Syllabus and classroom management</td>
<td>CTE Agriculture: B1.2</td>
<td>A shop orientation will occur. Demonstrations on safe shop practices will be given. Students will complete notes and worksheets based on safe shop procedures.</td>
<td>FFA Quiz</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>FFA</td>
<td>FFA</td>
<td>CTE</td>
<td>Introduction to the FFA will</td>
<td></td>
</tr>
<tr>
<td>Occur.</td>
<td>Students will complete an FFA packet while creating a timeline of FFA history. Students will complete an FFA emblem project.</td>
<td>General Shop Safety Test (100% score is required to participate in the shop)</td>
<td>Ag Mechanics Career Research Paper</td>
<td>Tool ID and Measurement Quiz</td>
<td>Project Planning Assignment</td>
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<tr>
<td>Foundation: 10.1, 10.2, 10.3</td>
<td>Students will see demonstrations of proper shop safety. Students will discuss shop safety in collaborative activities. Students will be introduced to Ag mechanics careers. Speakers from technical schools will introduce a variety of Ag Mechanics careers. Students will complete a portfolio and resume.</td>
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</tr>
<tr>
<td>CTE Agriculture: B1.1, B1.2, B1.3</td>
<td>CTE Foundation: 2.2 (2.5)</td>
<td>CTE Agriculture: 2.2 (2.5)</td>
<td>CTE Agriculture: B5.1, B5.2, B5.3</td>
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<tr>
<td>General Safety</td>
<td>Careers</td>
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<tr>
<td>Unit 4, 5</td>
<td>Unit 1, 2</td>
<td>Unit 14-16</td>
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<td>3-6</td>
<td>7-8</td>
<td>9-10</td>
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<td>5</td>
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<tr>
<td>Unit</td>
<td>12-13</td>
<td>14-15</td>
<td>15-34</td>
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</tbody>
</table>

### Are welding (SMAW, MIG)

<table>
<thead>
<tr>
<th>B8.1 B8.2</th>
<th>B8.3 B8.4</th>
<th>B7.1 B7.2</th>
<th>B7.3 B7.4</th>
<th>B7.5</th>
</tr>
</thead>
</table>

### Oxyfuel cutting and welding


### Project Construction


### Project is graded by the instructor based on the student workmanship.
PATTERSON HIGH SCHOOL

<table>
<thead>
<tr>
<th>Course Title: Advanced Ag Mechanics</th>
<th>Grade Level(s): 11-12th</th>
<th>Credits:</th>
</tr>
</thead>
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<tr>
<td>Grading Format: A-F</td>
<td>Required for Graduation:</td>
<td>Meets UC and CSU Requirements:</td>
</tr>
<tr>
<td>Co/Prerequisite(s):</td>
<td>Textbooks(s)/Supplementary Books/Materials:</td>
<td></td>
</tr>
<tr>
<td>Ag Mechanics 1</td>
<td>Agricultural Mechanics Fundamentals and Applications</td>
<td></td>
</tr>
<tr>
<td>Ag Mechanics 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Course Description: The Ag mechanics pathway prepares students for careers related to the construction, operation, and maintenance of equipment used in the Ag industry. The Advanced Ag mechanics course further familiarizes students with shop safety, shop safety, project design and fabrication

Key Concepts/ Learning Goals:

<table>
<thead>
<tr>
<th>Week of school</th>
<th># of days</th>
<th>Text Ch/Unit</th>
<th>Theme</th>
<th>Standard</th>
<th>Activities</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>Syllabus and classroom management</td>
<td>Syllabus and classroom management</td>
<td>B1.2</td>
<td>Shop orientation, demonstration of shop practices and expectations, notes and review worksheets.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>FFA</td>
<td>FFA</td>
<td>B1.1, B1.2, B1.3</td>
<td>Notes and review worksheet</td>
<td>FFA Quiz</td>
</tr>
<tr>
<td>3-6</td>
<td>20</td>
<td>Unit 4, 5</td>
<td>General Safety</td>
<td></td>
<td>Students will see demonstrations of proper shop safety. Students will</td>
<td>General shop safety test that students must pass with 100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>discuss shop safety in groups</td>
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<td></td>
</tr>
<tr>
<td>7-8</td>
<td>10</td>
<td>Unit 1,2</td>
<td>Careers</td>
<td>Students will be introduced to Ag mech careers, work on a portfolio and resume and listen to speakers form technical schools</td>
<td>2-3 page paper on Ag mech careers</td>
<td></td>
</tr>
<tr>
<td>9-10</td>
<td>10</td>
<td>Unit 14-16</td>
<td>Tool ID and Measuring</td>
<td>Students will review common shop tools and measurement</td>
<td>Tool ID and measurement quiz</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>5</td>
<td></td>
<td>Project Planning</td>
<td>Students will take notes on project planning and get hands on practice</td>
<td>Students design a project they want to complete</td>
<td></td>
</tr>
<tr>
<td>12-15</td>
<td>20</td>
<td>Unit 22-26</td>
<td>Arc welding (SMAW, MIG), Oxyfuel cutting and welding</td>
<td>B7.1 B7.2 B7.3 B7.4 B7.5 B8.1 B8.2 B8.3 B8.4</td>
<td>Review notes, practicing running beads on scrap metal and practice cutting different thicknesses of metal</td>
<td>Practical Unit Final</td>
</tr>
<tr>
<td>15-34</td>
<td>100</td>
<td></td>
<td>Project Construction</td>
<td>Students select and design a wood or metal project of their choice</td>
<td>Project is graded by the instructor based on the student drawn plans, and overall workmanship</td>
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<tr>
<td>Course Title: Ag Power and Small Engines</td>
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<td>CBEDS Code:</td>
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<td>Grade Level(s): 9th-12th</td>
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<td>Meets UC and CSU Requirements:</td>
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<td>Textbooks(s) / Supplementary Books/Materials: Small Gas Engines by Alfred C. Roth</td>
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</tbody>
</table>

**Course Description:** This course is designed to give students an introduction to working with small engines. It includes shop safety, measurement and tools, fasteners, gaskets, engine construction, engine operation, two cycle engines, four cycle engines, fuel systems, carburetors, ignition systems, lubrication systems, cooling systems, maintenance, and diagnostics.

**Key Concepts / Learning Goals:**

<table>
<thead>
<tr>
<th>Week of school</th>
<th># of days</th>
<th>Ch/unit</th>
<th>Theme</th>
<th>Standard</th>
<th>Activity</th>
</tr>
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<tbody>
<tr>
<td>1-4</td>
<td>20</td>
<td>Syllabus and classroom management</td>
<td>B1.1, B1.2, B1.3</td>
<td>Shop orientation, demonstration of safe shop practices, notes and review worksheets, Chapter outline and review</td>
<td>FFA, FFA, FFA</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>Tool ID Quiz</td>
</tr>
<tr>
<td>6</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>Part ID Quiz</td>
</tr>
<tr>
<td>7-8</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td>Part ID Quiz</td>
</tr>
<tr>
<td>Date Range</td>
<td>Class Time</td>
<td>Days</td>
<td>Lesson Topic</td>
<td>Lesson Section</td>
<td>Description</td>
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<tr>
<td>9</td>
<td>5</td>
<td>4</td>
<td>Principles of operation</td>
<td>B10.1, B10.2</td>
<td>Chapter outline and review. Use engines to demonstrate principles</td>
</tr>
<tr>
<td>10-12</td>
<td>15</td>
<td>5,8,9</td>
<td>Carburetion, ignition and compression</td>
<td>B10.3</td>
<td>Chapter outline and review. Notes and review worksheets. Disassembly and reassembly of carburetor</td>
</tr>
<tr>
<td>13-14</td>
<td>10</td>
<td></td>
<td>Problem Solving</td>
<td>B10.6</td>
<td>Notes and review worksheets. Real life engine problems discussed and how to go about fixing them</td>
</tr>
<tr>
<td>15-18</td>
<td>20</td>
<td>12</td>
<td>Trouble shooting</td>
<td>B10.4</td>
<td>Students will work in groups to discuss how to troubleshoot certain engine problems</td>
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<td>19-24</td>
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<td>Engine Disassembly</td>
<td>B10.5</td>
<td>Chapter outline and notes. Students will disassemble one of the class set engines</td>
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<td>25-31</td>
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<td>16,17</td>
<td>Overhaul and Reassembly</td>
<td>B10.5, B10.6</td>
<td>Chapter outline and notes. Students will overhaul and reassemble one of the engines form the class set</td>
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<td>32-34</td>
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<td>18,19</td>
<td>Tune Up Service</td>
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<td>Students will have the opportunity to bring in an engine of their own to tune up or to work on one of the class engines</td>
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<td>Notes and review worksheets</td>
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Patterson High School
Agriculture Department

Course Title: Ag Mechanics
Length of Class: One Year
Prerequisites: 9-12 grade

Materials Needed: Notebook, three ring Binder, pencil/pen everyday, appropriate clothing (pants, long sleeve shirt, no open toed shoes), Personal Safety Glasses Z87.1

Recommended: Coveralls, auto darkening welding hood, welding gloves, soapstone or silver pencil, 25’ tape measure.

Instructors: Mr. Costa
(mcosta@patterson.k12.ca.us)

Course Description: This course is designed to introduce students to various Ag mechanics principals and techniques used in industry. Students will study safety, tool identification, woodworking, basic electrical work, basic irrigation/plumbing principles, basic concrete work, Oxyacetylene welding/cutting, and Shielded Metal Arc Welding

GRADING: A-F:
A- 90-100%
B- 80-89%
C- 70-79%
D- 60-69%
F- Below 60%
A point system will be used for grading:
Approximately 50% will come from work in the shop
Approximately 30% will come from classroom work/participation
Approximately 20% will come from attendance, citizenship, and FFA SAE. This includes attitude, clean-up and punctuality.
Class Rules:
1. Be in your assigned seat ready to work.
2. Respect the rights of others within the classroom. Rude comments, swearing, and disruptive behavior will not be tolerated.
3. Respect the classroom, shop, and the equipment within it.
4. No food or drink, IPOD’s, cell phones, or inappropriate attire (dress code)
   Bottled water is fine.

**SAFETY:** All students must pass the mandatory safety exam with a 100% score before they may beginning work. It is expected that all students observe the safety rules at all times. Failure to do so can result in removal from the class. Safety glasses must be worn in the Shop/Lab at all times… NO EXCEPTIONS. Proper protective clothing (including closed toed shoes) must be worn at all times in the Shop/Lab…NO EXCEPTIONS.

Infractions of rules will result in one or more of the following:
- Verbal Warning
- Reduction in grade
- Removal from class
- Parent/teacher conference
- Referred to office
- Removal from the class

**Attendance/Tardy Policy:**
- School tardy policy will be enforced
- Attendance is critical in this course because there is limited outside assignments. Each Cut will cost daily attendance and citizenship points.

**Make-up Policy:**
- NO MAKE UP WORK WILL BE PERMITTED FOR UNEXCUSED ABSENCES INCLUDING STUDENT SUSPENSION FROM SCHOOL.
- Tests and assignments missed must be up within the same number of days of your absence. It is the STUDENTS RESPONSIBILITY to ask for make up work!!
Patterson High School
Agriculture Department

Course Title: Introduction to Small Engines
Length of Class: One Year
Prerequisites: 9-12 grade
Materials Needed: Notebook, three ring Binder, pencil/pen everyday, appropriate clothing (pants, long sleeve shirt, no open toed shoes), Personal Safety Glasses Z87.1
Recommended: Coveralls, thin gloves.
Instructors: Mr. Costa
   (mcosta@patterson.k12.ca.us)
Course Description: This course is designed to introduce students to various aspects of small engines, including; safety, engine part identification, principles of operation, carburetion systems, ignition systems, service procedures, trouble shooting

GRADING: A-F:
   A- 90-100%
   B- 80-89%
   C- 70-79%
   D- 60-69%
   F- Below 60%
A point system will be used for grading:
Approximately 50% will come from work in the shop
Approximately 30% will come from classroom work/participation
Approximately 20% will come from attendance, citizenship, and FFA/SAE. This includes attitude, clean-up and punctuality.
Class Rules:
1. Be in your assigned seat ready to work.
2. Respect the rights of others within the classroom. Rude comments, swearing, and disruptive behavior will not be tolerated.
3. Respect the classroom, shop, and the equipment within it.
4. No food or drink, IPod’s, cell phones, or inappropriate attire (dress code) Bottled water is fine.
5. Clean up is expected after each days work.

**SAFETY:** All students must pass the mandatory safety exam with a 100% score before they may begin working. It is expected that all students observe the safety rules at all times. Failure to do so can result in removal from the class. Safety glasses must be worn in the Shop/Lab at all times... NO EXCEPTIONS. Proper protective clothing (including closed toed shoes) must be worn at all times in the Shop/Lab...NO EXCEPTIONS.

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____________________  ______________________  ________
Student (print)       Student Signature       Date

____________________  ______________________  ________
Parent/Guardian (print) Parent/Guardian Signature Date
F. Program Completion Standards
Patterson High School Agriculture Department
Program Completion Standards

In order to be considered a program completer, a student must complete a pathway of courses by taking Agriculture courses for 4 years.

Students should meet the 70% California State Agriculture Standards for their chosen pathway when considered a program completer. In addition, upon completion of the following pathway, students should be proficient in the following:

Agriculture Mechanics:

1. Students show competency in measurement.
2. Students understand personal and group safety in the shop.
3. Students understand the basic electricity principles and wiring practices commonly used in agriculture.
4. Students understand basic plumbing system practices commonly used in agriculture.
5. Students understand cold metal processes.
6. Students understand concrete and masonry practices commonly used in agriculture.
7. Students understand oxy fuel cutting.
8. Students understand electric arc welding processes.
9. Students understand the principles of basic woodworking.
10. Students understand the basic construction of small engines.

Agriculture Science:

1. Students can identify and understand the importance of production agriculture.
2. Students understand the importance of the role of agriculture in California economy.
3. Students understand the interrelationship between agriculture and the environment.
4. Students identify lab equipment and materials used in the Ag Science lab setting.
5. Students understand the importance of animals in modern society and agriculture.
6. Students understand basic animal health and reproduction.
7. Students understand plant growth and development.
8. Students understand soils and plant production.
9. Students understand the scientific method.

Ornamental Horticulture and Floriculture:
1. Students identify and understand the importance of horticulture production.
2. Students understand plant classification.
3. Students understand sexual and asexual plant reproduction.
4. Students understand ornamental and floral plant nutrition practices and needs.
5. Students understand the use of containers, tools, equipment and facilities related to horticulture and floral design.
6. Students understand agribusiness as it applies to the horticulture and floral industry.
7. Students know the elements and principles of design as they apply to floral design.
8. Students identify common flowers and plants from the United States.
9. Students know the eras and art for each period of floral design.
G. Description of Facilities and Major Equipment
Patterson High School Facilities and Major Equipment Description

Patterson High School Facilities:
- School Farm Laboratory with 5 Sheep and Goat Pens, 3 Hog Pens, Central Show Ring and Wash Rack
  - Greenhouse
  - Shade House
- Storage Shed with Show Equipment, Horticulture Equipment and Supplies
  - 2 Classrooms
  - 1 Mechanics Shop with Welding Booths

Patterson High School Major Equipment:
- 1 Suburban
- 1 Truck
- 1 Livestock Scale
- 1 Plasma Cam and Table
- 2 Floral Coolers

See W. Department Inventory for more details.
H.
Five Year Facility
And Equipment
Acquisition
Schedule
Patterson High School
Agriculture Department
Five Year Plan

Year 1 2014-2015
1. Upgrade the Agriculture Department Laptop Cart if possible.
2. Update School Farm Wash rack.
3. Purchase livestock trailer.
4. Update Ag Mechanics shop equipment by adding at least 4 MIG welders, spool gun, tool set, oxyacetylene torches and lines, slip roller and a blast cabinet.
5. Finish raised planter beds near shade house.
6. Landscape area around the greenhouse and shade house.
7. Repair plasma cam.
8. Build up Poultry SAE projects.
9. Start a horticulture and floriculture flower Identification garden for student use.
10. Start fundraising for the new Agriculture department truck.

Year 2 2015-2016
1. Purchase new laptop cart to be used for online record keeping.
2. Continue to improve landscaping for horticulture area.
3. Add trees to horticulture area that serve to practice for Horticulture Team Identification.
4. Purchase a new TIG welder for Ag Mechanics Shop.
5. Start to market flowers, plants, vegetables and mechanics projects at a local farmers market.
6. Purchase Ag Chemistry equipment and supplies.

Year 3 2016-2017
1. Purchase new Agriculture department truck.
2. Build mobile welding trailer to encourage welding projects outside of school for students.
3. Take FFA members to National FFA Convention.

Year 4 2017-2018
1. Create Ag Market on campus to market flowers and projects.
2. Invest in breeding stock for SAE projects and for use in Animal Science and Ag Biology classes.
3. Renovate School Farm.

Year 5 2018-2019
1. Renovate School Farm.
2. Purchase equipment and supplies for new Ag Business pathway.
Patterson High School  
Agriculture Department  
Five Year Plan

Year 1 2013-2014
1. Upgrade the Agriculture Department Laptop Cart.
2. Update and Move School Farm Wash rack.
3. Replace cooling cells and nonfunctioning parts of the Greenhouse to make it functional.
4. Put in raised planter beds near shade house.
5. Landscape area around the greenhouse and shade house.
6. Repair walk in floral cooler.
7. Repair plasma cam computer.
8. Build up Poultry SAE projects.
9. Add plants to greenhouse and shade house that can be used as practice for horticulture and floral identification.

Year 2 2014-2015
1. Purchase new Agriculture Department Truck.
2. Expand School Farm and add a storage facility to the school farm.
3. Continue landscaping for horticulture area.
4. Purchase a new TIG welder for Ag Mechanics Shop.

Year 3 2015-2016
1. Start to market flowers, plants, vegetables and mechanics projects at a local farmers market.
2. Continue to improve landscaping in horticulture area.
3. Add trees to horticulture area that serve to practice for Horticulture Team Identification.
4. Invest in breeding stock for SAE projects and for use in Animal Science and Ag Biology classes.

Year 4 2016-2017
1. Buy Livestock Trailer.
2. Add 4 new MIG welders to the shop.
3. Purchase new science lab equipment.

Year 5 2017-2018
1. Create Ag Market on campus to market flowers and projects.
2. Purchase a new class set of laptops to use for record book keeping.
I.

Staff Assignments
<table>
<thead>
<tr>
<th>AREA</th>
<th>Samantha Cahill (1st sem)</th>
<th>Kendall Green (2nd sem)</th>
<th>Monica Lopes</th>
<th>Michael Costa</th>
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Dairy Products

FAIR and DUTIES AT FAIR
Stanislaus County Fair Attend
Dairy
Sheep
Rabbits
Meat Goats
Dairy Goats
Horse
Swine
Beef
Landscape
Floral
Ag Mechanics
Poultry
Judges for Fair Contests

APPLICATIONS, AWARDS and FORMS
Program of Activities
State Degree Applications
American Degree Applications
Proficiency Awards
Star Counselor/ Administrator
Regional/ State Chapter Awards
R2
Ag Incentive Grant
Scholarships

VEHICLE and EQUIPMENT MAINTENANCE
Truck
Shop
Suburban
Ag Science Equipment
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<th>William Pierce</th>
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<td>X KG</td>
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| Preparing and Typing Minutes | MC
| Preparing Agenda | KG
| Advisory Binder | KG

| Vehicle and Equip. Maintenance |  
|-------------------------------|--
| Truck | KG
| Shop | MC
| Suburban | MC
| Ag Science equipment | MC
| OH | MC
| Floral | KG

| PROFESSIONAL INVOLVEMENT |  
|---------------------------|--
| Sectional Meetings | MC
| Regional Meetings | X
| CATA State Conference | X
| Fair Meetings | X
| Voc Ed Meetings | X

| ACCOUNTS |  
|----------|--
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| VEA | X
| Ag Incentive | X
| Ag Shop | MC
| Livestock | X
| Ag Floral | X
| OH | MC
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<tr>
<td>Ag Incentive</td>
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<td>Ag Shop</td>
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<td>Livestock</td>
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<td>Ag Floral</td>
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<td>OH</td>
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<tr>
<td>Ag Scholarships</td>
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<td>X</td>
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</tbody>
</table>
J. FFA
Program of Activities
PRESIDENT’S WELCOME

August 10th, 2014

Dear Students, Parents, and FFA Supporters,

As a representative of the 2015-2015 Patterson FFA Officer Team, I would like to sincerely welcome you! Our officer team has a fun year planned, full of leadership conferences, community service, meetings, and more!

Our unique program offers our FFA members an opportunity to grow and develop as leaders regardless of grade level. Students can enjoy a wide range of activities, which you can find on our calendar in this booklet. You can also find information about our organization, Supervised Agricultural Experience, Career Development Events, as well as our chapter constitution.

Again, I would like to welcome you to become involved in our organization. We have opportunities to meet any interest, including members in our community. I urge you to join us at our first meeting of the year, on August 26th. I look forward to meeting each of you!

Sincerely,

Luis Lopez

Luis Lopez
Patterson FFA President
ADVISOR’S WELCOME

June 11th, 2014

Dear Students, Parents, and FFA Supporters,

Welcome! My name is Samantha Cahill and I am one of the advisors for Patterson FFA. Along with my partners, Michael Costa, Kendall Green, and Monica Lopes, we have a great year planned! It will be full of activities and opportunities for you to participate in. It is my sincere hope that each of you get involved in our program in some way.

In addition to the FFA activities offered, we have many opportunities for students to improve and develop skills in agriculture. The Patterson High School Agriculture Department offers comprehensive courses and Career Pathways in Agriscience, Ornamental Horticulture/Floriculture, and Agricultural Mechanics. These pathways are designed to prepare students for entrance to the community college or university or for employment upon graduation from high school. We have courses that are articulated with Modesto Junior College, as well, so students can get a head-start on their college education!

Our facilities also offer unique opportunities for our students. We have a complete mechanics shop, floriculture classroom, science classroom, greenhouse, shade house, and school farm. Students who live in town have the opportunity to raise market animals, like sheep, goats, and pigs, here at school. In addition, we are constantly striving to improve access to and regularly update our computers and technology in the department.

Again, I invite all of you to become an active participant in our program. When you leave our program, you will be able to take with you new skills and a positive attitude towards your future. On behalf of Mr. Costa, Ms. Green, Mrs. Lopes, and myself, thank you for your interest and participation!

Sincerely,

Samantha Cahill

Samantha Cahill
Patterson FFA Advisor
2014-2015 Chapter Officer Team

President- Luis Lopez
Vice President- Samantha Calvert
2nd Vice President- Ivan Barbontin
Secretary- Kim Johnson
Treasurer- Dillon Huereca
Reporter- Alie Tyler
Sentinel- Austin Luckert

2014-2015 Advisors

Mrs. Samantha Cahill
Mr. Michael Costa
Ms. Kendall Green
Mrs. Monica Lopes
PATTYON FFA 2014-2015
CALENDAR

DECEMBER
1-11 Collecting Coats for Kids
2 Tri Rivers Sectional Bowling 5-7 PM
12 Del Osso Farms Ice Skating

JANUARY
13 FFA Meeting 6:30 PM
29 Tri Rivers Super Thursday - Pitman

FEBRUARY
9 Central Region FFA Officer Interviews
20-21 MFE ALA Modesto
21 Central Region CATA Meeting
23-27 FFA WKND!
24 FFA Meeting 6:30 PM
26 FFA Staff Appreciation Breakfast

MARCH
7 UC Davis Field Day
10 FFA Meeting 6:30
18 Ag Day at the Capitol
21 Merced Field Day
TBD Livestock Tri Tip Fundraiser
28 MJC Field Day
30 Central Region State Degree Ceremony

APRIL
4 Consumnes River College Field Day
14 FFA Meeting 6:30 PM
18 Fresno State Field Day
18-21 State FFA Conference Fresno

MAY
2 FFA State Finals Cal Poly SLO
7-8 FFA Plant Sale
19 FFA End of the Year Banquet 6:00 PM

AUGUST
9 Back to School Block Party
21 Patterson Livestock Boosters
Thank You Dinner
26 Welcome Back BBQ and FFA
Meeting 6:30 PM

SEPTEMBER
6 Local Greenhand Leadership
Conference
9 FFA Meeting 6:30 PM
16 Stan Tri Rivers Sectional Picture
Night - Hughson
17 Staff vs. FFA Softball Game
24 Greenhand Conference (Modesto,
CA)

OCTOBER
TBD Tri Tip Fundraiser
4-5 Central Region COLC (Dexter,
CA)
6-17 Costume Drive
7 FFA Meeting 6:30 PM
9 MJC Open House
14 Pizza Fundraiser (Tentative)
15 Tri Rivers Sectional Opening and
Closing Contest 4 PM (Newman, CA)
23 Del Osso Farms Corn Maze
TBD Associated Feed Jr. Livestock
Camp

NOVEMBER
3-14 Canned Food Drive
3-14 Wreath and Poinsettia Sales
4 Greenhand/Chapter Degree Banquet
7 MJC Senior Day
WHAT IS FFA?

FFA is a dynamic youth organization within agricultural education that changes lives and prepares students for premier leadership, personal growth, and career success. FFA was created in 1928 as the Future Farmers of America; the name was changed in 1988 to the National FFA Organization to represent the growing diversity of agriculture. Today, nearly one half-million student members are engaged in a wide range of agricultural education activities, leading to over 300 career opportunities in the agriculture sciences, food, fiber and natural resources industries. Student success remains the primary mission of FFA.

THE THREE CIRCLE MODEL

The Patterson Agriculture Department is founded on the three-circle model of agricultural education. The three circles include classroom instruction, Supervised Agricultural Experience (SAE) Projects, and FFA.

All three circles are an important component of student success and diversity of experiences available to all agriculture students.

THE FFA MISSION

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

To accomplish its mission, FFA:
- Develops competent and assertive agricultural leadership.
- Increases awareness of the global and technological importance of agriculture and its contribution to our well-being.
- Strengthens the confidence of agriculture students in themselves and their work.
• Promotes the intelligent choice and establishment of an agricultural career.
• Encourages achievement in supervised agricultural experience programs.
• Encourages wise management of economic, environmental and human resources of the community.
• Develops interpersonal skills in teamwork, communications, human relations and social interaction.
• Builds character and promotes citizenship, volunteerism and patriotism.
• Promotes cooperation and cooperative attitudes among all people.
• Promotes healthy lifestyles.
• Encourages excellence in scholarship

**FFA COLORS AND MOTTO**

The rich and cheerful colors that proudly represent FFA are National Blue and Corn Gold. These colors appear in connection with all meetings and paraphernalia or equipment used.

The FFA motto gives members twelve short words to live by as they experience the opportunities of the organization. The FFA Motto is:

\[
\begin{align*}
\text{Learning to do} \\
\text{Doing to learn} \\
\text{Earning to live} \\
\text{Living to serve}
\end{align*}
\]

**OFFICIAL DRESS UNIFORM**

The official dress uniform for female members is a knee-length black skirt, white collared blouse with the official FFA blue scarf, black shoes with neutral colored nylons, and the official jacket zipped to the top. Black slacks may be worn for outdoor activities, such as judging.

The official dress uniform for male members is black slacks, white collared shirt, official FFA blue tie, black shoes and socks, and the official jacket zipped to the top.
OFFICIAL SHOW UNIFORM

The official show uniform for FFA members includes a white collared shirt, white pants, the FFA tie or scarf, and the FFA jacket zipped to the top. Shoes should be appropriate for what is being shown.

THE FFA CREED
By E.M. Tiffany

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

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

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

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

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

THE FFA EMBLEM

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

The rising sun symbolizes progress in agriculture (a new era, a new day, a new beginning).

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

The owl symbolizes wisdom and knowledge.

The eagle is symbolic of freedom and the national scope of the FFA.
The words “agricultural education” surround the letters “FFA”. This tells us that FFA is an important part of agriculture programs.

THE FFA CODE OF ETHICS

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

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

Adopted by delegates at the 1952 National FFA Convention. The Code of Ethics was revised by the delegates at the 1995 National FFA Convention.
<table>
<thead>
<tr>
<th>CLASSES OFFERED BY THE AGRICULTURE DEPARTMENT</th>
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**AGRICULTURE**

<table>
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<tr>
<th>AGRICULTURAL EARTH &amp; ENVIRONMENT SCIENCE (P):</th>
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<tbody>
<tr>
<td>Grades: 9-12</td>
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<tr>
<td>Prerequisite: None</td>
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</table>

This course will include earth science, chemistry, forces, work, energy, waves, alternative energy sources and nuclear energy as it pertains to agriculture. Students are expected to function in both lab and lecture situations and to work basic equations. This course meets the physical science requirement for graduation. This course is part of a series of courses to prepare the student for college level entry into the various disciplines of agricultural science.

<table>
<thead>
<tr>
<th>AGRICULTURAL BIOLOGY (P):</th>
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<tbody>
<tr>
<td>Grades: 9-12</td>
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<tr>
<td>Prerequisite: Algebra 1P with a C- or better</td>
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</table>

This course presents biological concepts including ecology, population biology, cell structure and function, genetics, evolution, biochemistry, DNA structure and function, protein synthesis, enzyme structure and function, photosynthesis, cellular respiration, viruses and bacteria, and investigation and experimentation. Students will also be involved in leadership skills/training and record keeping. This course meets the life science requirement for graduation. Class includes significant homework and laboratory activities.

<table>
<thead>
<tr>
<th>AGRICULTURE LEADERSHIP:</th>
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<tbody>
<tr>
<td>Grades: 9-12</td>
</tr>
<tr>
<td>Prerequisite: FFA Officer or Consent of Instructor. This is a PASS or FAIL course</td>
</tr>
</tbody>
</table>

This course is designed to promote and develop leadership in the Agriculture Industry. Topics will include current issues in Ag, Ag legislation, development of personal leadership skills, FFA operation and Judging Teams and exploration of past and present needs in the Ag industry and its leaders. A supervised occupational project is required and will be developed with the aid of the instructor. Students will help plan, organize and put on events in FFA. Students are required to complete 20 hours per semester. FFA participation will be part of the grade for this course. This course is offered zero period.

<table>
<thead>
<tr>
<th>ANIMAL SCIENCE (ANATOMY AND PHYSIOLOGY) (P):</th>
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<tbody>
<tr>
<td>Grades: 11-12</td>
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<tr>
<td>Prerequisite: Ag Biology P or Bio P with a C- or better</td>
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</table>

This course will provide the student with the principles in Animal Anatomy and Physiology focusing on the areas of mammalian reproduction, anatomy, physiology, reproduction, nutrition, respiration, and genetics. This course is intended to successfully prepare those students who plan on majoring in Agricultural Sciences at a college or university. The hands-on science experiences are designed to enhance the student's understanding of Agriculture, the environment, and society.

<table>
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<tr>
<th>AG FLORAL DESIGN 1:</th>
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<tr>
<td>Grades: 10-12</td>
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<tr>
<td>Prerequisite: None</td>
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</tbody>
</table>

Students will explore elements and principles of design, two or three dimensional designs, history of floral art, arrangement styles and techniques, seasonal holidays and occasional designs. The students will use their skills to make a variety of floral arrangements. In addition all students will learn various types of cut and potted foliage, potted flowering plants, fresh flowers, tools, materials, display techniques, and cut flower care. Students will learn to recognize balance, and harmony within arrangement, along with scale, color, and design. The historical and cultural past of the floral industry will be discussed as it related to modern floral design and tradition. Because of the nature of this class, many projects will be created. A fee will be charged or fundraising will be an option to offset the cost 2 + 2 articulated with MJC.

<table>
<thead>
<tr>
<th>HISTORY &amp; ART OF FLORAL DESIGN ROP:</th>
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<tr>
<td>Grades: 11-12</td>
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<tr>
<td>Prerequisite: Ag Floral Design 1 with a C- or better</td>
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</table>

This advanced floral design class is designed to give the students advanced design techniques including wedding, sympathy, and high-style floral design. This includes everlasting flowers, oriental style of design, contemporary design and techniques, and harvest and distribution. This class also goes into greater detail of operating a retail flower shop and covers careers and continuing education. In addition, the class will also cover the employment application elements and process, interview skills and create a complete portfolio of work. A fee will be charged or fundraising will be an option to offset the cost.
MECHANIZED AGRICULTURE 1:
Grades: 9-12
Prerequisite: None

This course is designed to familiarize students with shop safety and general shop practices. The course work will include units in measurement, tool and fastener identification, rope work, soldering, cold metal work, woodworking, plumbing, tool repair, concrete/bricklaying work, electricity, and careers. **Students must supply their own safety glasses and coveralls.** Because of the nature of this class, many projects will be created. A fee will be charged for the cost of each project that you wish to keep as well as for any additional material you desire for projects that you choose to work on. The cost will be determined by the complexity of the project and the amount of material needed.

MECHANIZED AGRICULTURE 2:
Grades: 10-12
Prerequisite: Mechanized Agriculture 1 with a C- or better

This course builds on basic shop knowledge gained in Mechanized Agriculture 1. Using safe shop practices, students will begin using oxy-acetylene equipment to develop skills in cutting and welding. Other course-work includes a review of measurement, arc welding, MIG welding, instruction and practice in safe use of metal cutting saws and iron working shears. **Students must supply their own safety glasses & coveralls.** Safety glasses must be worn at all times in the shop. Because of the nature of this class, many projects will be created. A fee will be charged for the cost of each project that you wish to keep as well as for any additional material you desire for projects that you choose to work on. The cost will be determined by the complexity of the project and the amount of material needed.

ADVANCED MECHANIZED AGRICULTURE - PROJECT CONSTRUCTION:
Grades: 11-12
Prerequisite: Mechanized Agriculture 2 with a C- or better

This course builds on the knowledge and mechanical skills learned in Mechanized Agriculture 1 and 2. Using safe shop practices, students will fabricate wooden and metal projects. Coursework includes measurement, record keeping, project plan drafting, and a project portfolio. **Students must supply their own safety glasses and coveralls.** Because of the nature of this class, many projects will be created. A fee will be charged for the cost of each project that you wish to keep as well as for any additional material you desire for projects that you choose to work on. The cost will be determined by the complexity of the project and the amount of material needed.

ROP AGRICULTURAL WELDING AND FABRICATION:
Grades: 11-12
Prerequisite: Mechanized Agriculture 2 and/or approval of the instructor

Students will learn skills in arc welding, MIG welding, oxy-acetylene cutting, brazing and welding. Plasma Arc cutting will also be covered. Instruction will include lecture, demonstration, and hands-on work. Students will be required to complete large and small projects during the school year. Students will be responsible for the cost of materials needed to complete the large projects. Second semester activities will include co-operative or community classroom experience. Students must supply their own safety glasses and coveralls. Safety glasses must be worn at all times in the shop.

ORNAMENTAL HORTICULTURE:
Grades: 9-12
Prerequisites: None

This course will provide the student with the necessary entry level techniques for a career in ornamental horticulture and the nursery industry. Topics covered include the anatomy and physiology of plants and the requirements for plant growth. Other coursework includes units on plant identification, tool identification, plant propagation, fertilizers, herbicide and pesticide use, irrigation, and landscape design.

AG POWER AND SMALL ENGINES:
Grades: 9-12
Prerequisites: None

Small Engines is a course designed to give students an overview of two and four stroke engines. The course covers safety, tools, disassembly, assembly, ignition systems, carburetors, maintenance, and troubleshooting. During second semester the class will consist of a large engine related project the students will work on in partners or on their own. **SAFETY GLASSES REQUIRED.**
# AGRICULTURE DEPARTMENT PATHWAYS

<table>
<thead>
<tr>
<th></th>
<th>Ag Mechanics</th>
<th>Horticulture/Floriculture</th>
<th>Agriscience</th>
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<tr>
<td>Freshman</td>
<td>Mechanized Ag 1</td>
<td>Ag Earth Science*</td>
<td>Ag Earth Science*</td>
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<td></td>
<td>Ornamental Horticulture</td>
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<tr>
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<td>Mechanized Ag 2</td>
<td>Ag Biology*</td>
<td>Ag Biology*</td>
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<tr>
<td></td>
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<td>Ornamental Horticulture</td>
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<tr>
<td></td>
<td></td>
<td>Ag Floral Design</td>
<td></td>
</tr>
<tr>
<td>Junior</td>
<td>Advanced Mechanized Agriculture</td>
<td>Ag Floral Design</td>
<td>Animal Science*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ROP The History and Art of Floral Design*</td>
<td>Ornamental Horticulture</td>
</tr>
<tr>
<td>Senior</td>
<td>ROP Agricultural Welding and Fabrication</td>
<td>ROP The History and Art of Floral Design</td>
<td>Animal Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ornamental Horticulture</td>
</tr>
</tbody>
</table>

*These serve as a guideline for students to follow throughout their high school career in the agriculture department. Pathways may be changed and courses may be added.

**Agriculture Leadership is a zero period class that a student may take any year, and in any pathway.
STUDENT PROJECTS

Supervised Agricultural Experience (SAE) Projects are an integral part of the agriculture curriculum. The intent of this vital component is to benefit the student by starting the development of job skills while still in school. Money can be earned from a variety of ag-related projects.

All students will be given a record book to be used in conjunction with their SAE. With this record book the student keeps track of money invested, money earned, and hours of labor spent on the project among other items. It is hoped that students learn responsibility and the value of work through their project. Whenever possible the student should develop a project related to their career goal. The following is an overview of some potential student projects.

Agriscience Fair – Students design an experiment, gather data, analyze data, and report their results. There are categories to choose from but topics are endless as long as the project relates to agriculture and has a scientific basis.

Fair Animals – There are a variety of livestock that students raise for the fair. Most students raise a market animal that will be sold at the Junior Livestock Auction. The animals that can be sold at auction include Market Steers, Market Lambs, Market Hogs, Market Goats, Rabbit Meat Pens, and Chicken Meat Pens. Depending on the type of animal the investment ranges from $1,200 or more for a steer to $20 for a pen of chickens. There is no guarantee that a student’s project will qualify for the sale. Just like in the agriculture industry, there is a risk. There is also the potential to sell a project for a significant profit. All Patterson FFA members are eligible to show and sell at the Stanislaus County Fair as long as they are in good standing with the chapter.

Some students who choose to show at the California State Fair, the Junior Grand National or other shows. Only the champions qualify for sale at these shows. The level of competition is quite high. The financial investment to be competitive is quite high as well. This is a great experience for students who want to participate and learn how to show animals.

Livestock Breeding Projects – Some students have projects in which they raise livestock for purposes other than the show ring. Any type of livestock can be raised for the student project provided it is something other than a pet. For example, a pet rat would not be considered a project. A student could raise pigs or sheep and sell the offspring for meat or breeding purposes. There are a variety of these types of projects to choose from. For more information, consult an agriculture teacher.

Plant and Crop Projects – Some traditional crop projects would include raising hay, grain, or row crops. It seems as though few of our students have this opportunity to produce acres of crops. A student who has the use of a greenhouse could grow plants for a project. A student could grow a garden. A student could design and landscape an area at their home. A student could grow wine grapes, Christmas trees, or sweet corn. They could grow ornamental plants. They can grow these crops in large or small quantities. The requirement is that the goal be to make a profit. Through keeping records, they will learn what the value of their project was. They will learn how to determine the cost of production and profit margin. These are all skills that will be beneficial to a student regardless of their career goal.
Work Experience Projects - Any work done in an agriculturally related field is acceptable. This is a very broad area. A student could work on a farm, for a veterinarian, or at a feed store. A student could work in a law office if the clients of the lawyer are agricultural clients. A student could work for a construction company building barns. A student could work for an irrigation supply company. A student could work at a grocery store if they work in the produce or meat department. The potential is endless. Discuss potential work experience projects with an agriculture teacher.

Un-Paid Work Experience Projects - These projects can be in any of the areas previously mentioned. A student can have a home improvement project. This project could be anything that improves the appearance of the home or farm. It could start with mowing the lawn. Over the four years that student are involved in the agriculture program, we expect their project to grow. This would mean they have additional responsibilities. Just remember projects need to have an agricultural connection.

If you have questions about a potential project speak to an agriculture teacher. They can help you develop the project in a manner that will meet the requirement of the program while also helping the student develop an appreciation for the value of setting and attaining goals.
## LIVESTOCK PROJECT BUDGETS

*Livestock insurance is available. The price is TBD.*

### Dairy Replacement Heifer

<table>
<thead>
<tr>
<th>Estimated Expenses</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Cost of Animal</td>
<td>$750.00</td>
</tr>
<tr>
<td>Feed</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>Vet Supplies</td>
<td>$40.00</td>
</tr>
<tr>
<td>Show Supplies</td>
<td>$75.00</td>
</tr>
<tr>
<td>Straw</td>
<td>$15.00</td>
</tr>
<tr>
<td>Fair Entry</td>
<td>$35.00</td>
</tr>
</tbody>
</table>

Total Estimated Expenses $1,915.00

### Estimated Receipts

| Sale of Heifer           | $2,100.00 |

### Estimated Net Profit

| Receipts – Expenses      | $185.00 |

### Market Steer

<table>
<thead>
<tr>
<th>Estimated Expenses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost of Animal</td>
<td>$1,200.00</td>
</tr>
<tr>
<td>Feed</td>
<td>$800.00</td>
</tr>
<tr>
<td>Supplies</td>
<td>$40.00</td>
</tr>
<tr>
<td>Vet Supplies</td>
<td>$20.00</td>
</tr>
<tr>
<td>Equipment</td>
<td>$80.00</td>
</tr>
<tr>
<td>Fair Entry</td>
<td>$35.00</td>
</tr>
</tbody>
</table>

Total Estimated Expenses $2,175.00

### Estimated Receipts

| Sale of Steer            | $2,500.00 |
| (1,250 lbs @ $2.00/lb)   |     |

### Estimated Net Profit

| Receipts – Expenses      | $315.00 |
### Market Swine

**Estimated Expenses**
- Cost of Animal: $250.00
- Feed: $200.00
- Vet Supplies: $20.00
- Show Supplies: $25.00
- Shavings at Fair: $30.00
- Fair Entry: $35.00

Total Estimated Expenses: $560.00

**Estimated Receipts**
- Sale of Hog: $750.00
  (250 lbs @ $3.00/lb)

**Estimated Net Profit**
- Receipts – Expenses: $190.00

### Market Lamb

**Estimated Expenses**
- Cost of Animal: $300.00
- Feed: $150.00
- Vet Supplies: $15.00
- Show Supplies: $20.00
- Bedding: $15.00
- Fair Entry: $35.00

Total Estimated Expenses: $535.00

**Estimated Receipts**
- Sale of Lamb: $728.00
  (130 lbs @ $5.60/lb)

**Estimated Net Profit**
- Receipts – Expenses: $193.00
**Market Goat**

**Estimated Expenses**
- Cost of Animal: $200.00
- Feed: $100.00
- Vet Supplies: $15.00
- Show Supplies: $20.00
- Fair Entry: $35.00

Total Estimated Expenses: $370.00

**Estimated Receipts**
- Sale of Goat: $437.75
  (85 lbs @ $5.15/lb)

**Estimated Net Profit**
- Receipts – Expenses: $67.75
CAREER DEVELOPMENT EVENTS (CDE)

Career opportunities abound within today's agriculture industry. Career Development Events (CDEs) help students develop the abilities to think critically, communicate clearly, and perform effectively in a competitive job market.

There are 24 CDEs, covering job skills in everything from communications to mechanics. Some events allow students to compete as individuals, while others allow them to compete in teams.

Public Speaking Contests

Creed Speaking Contest – (This is a skill development activity.) The creed-speaking contest is restricted to freshmen students. It is intended as an introduction to public speaking. The speaker delivers, by memory, the FFA Creed. The contestant then answers three questions from the judges concerning the creed. The judges consider both the delivery of the creed and the quality of the answers to questions in choosing the winner. (The state winner advances to the national contest.)

Parliamentary Procedure Contest – (This is a skill development activity.) In the Parli-Pro contest, members compete as a team of six members in a "mock chapter meeting." Each team is judged on the basis of its skill and proper use of Parliamentary Procedure. The competition includes a test, secretary minutes and a demonstration of Parli-Pro. There are 24 different motions used in the contest. All six team members must be knowledgeable of all motions. There are two levels of competition. The novice level is for freshmen and sophomore students who have not yet competed. The advanced level is open to juniors, seniors and underclassmen who have already competed at the novice level. (The state winner of the advanced contest advances to the national contest.)

Prepared Public Speaking – (This is a skill development activity.) Public speaking is a very important contest. To compete in and win at any of the difficult levels of competition is quite an achievement. By using a topic related to agriculture, participants must write and deliver a six to eight minute speech to a panel of judges. Following the oral presentation, the speaker will be asked questions by the judges concerning their speech. The judges consider manuscript quality, oral delivery, and responses to questions when determining the winner. (The state winner advances to the national contest.)

Extemporaneous Public Speaking – (This is a skill development activity.) Students who participate in this contest develop skills to speak on technical subjects with little preparation time. Students draw a topic and then have 30 minutes to prepare a speech. This speech will be between 4 and 6 minutes in length. After presenting the speech to a panel of judges, competitors will submit to questioning on their subject for 5 minutes. (The state winner advances to the national contest.)

Job Interview Contest – (This is a skill development activity.) The Job Interview contest is designed to stimulate interest and acquaint FFA members with the employment procedures they will face when applying for a job. The contest requires students to prepare a resume, cover letter,
and complete a job application. Students are then interviewed for a pre-determined job. (The state winner advances to the national contest.)

**Judging Teams**

**Agricultural Mechanics** - (This is a skill development activity.) This contest is open to students of all grade levels. The agricultural mechanics event seeks to effectively prepare the students for the expectations of the agricultural mechanics workplace. The contest may include tool and material identification, written test, arc welding, problem solving and plan interpretation, sheet metal fabrication, and electrical skills. (The state winner advances to the national contest.)

**Farm Power** - (This is a skill development activity.) This contest is open to students of all grade levels. Contestants will demonstrate their ability to perform jobs and skills that are reflective of those required in the farm power industry. Specific competency areas will include safety and driving of farm power machinery such as tractors. (The state winner advances to the national contest.)

**Agricultural Welding** - This is a skill development activity.) This contest is open to students of all grade levels. Contestants will demonstrate their ability to perform jobs and skills that are reflective of those required in the welding industry. Specific competency areas will include safety, measurement, blueprint reading, project layout, weld testing/inspection, as well as skills in the various welding styles. (The state winner advances to the national contest.)

**Agriscience Fair** - (This is a skill development activity.) The objective of the Agriscience Fair is to recognize students in Agriscience who are pursuing an academically challenging course of high school study that focuses on the application of scientific principles, research, and emerging technologies in an agricultural subject area. For the Agriscience Fair, student design an experiment, gather data, analyze data, and report their results. There are two divisions of competition, novice and advanced. The novice division is limited to freshmen students. The advanced division is open to all students. (The state winner in each of ten divisions advances to the national contest.)

**Best Informed Greenhand Contest** - (This is a skill development activity.) This contest is restricted to freshmen students. In this contest, students are tested on their knowledge of the activities and history of the FFA. The contest consists of a test. This is a good contest for those students who are shy, as there is no oral communication in the contest. (The state winner advances to the national contest.)

**Floriculture** - (This is a skill development activity.) This contest is open to students in any grade level. In this contest, the students will be able to demonstrate quality evaluation by judging potted foliage plants, cut flowers, flowering potted plants, and floral design classes. The students will identify the many cut flowers, potted plants, and tools and materials commonly used in the floral industry. Students will also construct a corsage and floral arrangement according to the floral industry standards. Students will have to be able to communicate reasoning for two of the classes. (The state winner advances to the national contest.)
Nursery/Landscape - (This is a skill development activity.) This contest is open to students in any grade level. The Nursery/Landscape contest prepares students for careers in the nursery and landscaping industry. Topics include plant identification, plant physiology, soil science, plant reproduction, and nursery production, as well as landscaping design, installation, and maintenance. Students will have to be able to communicate reasoning for two of the classes. (The state winner advances to the national contest.)

Veterinary Science - (This is a skill development activity.) This contest is open to students in any grade level. The Veterinary science contest prepares students for careers in the veterinary science industry. Topics include tool, breed and parasite identification as well as practical handling skills of veterinary animals. (The state winner advances to the national contest.)

Milk Quality and Dairy Foods (Dairy Products) - (This is a skill development activity.) This contest is open to students of any grade level. In this contest, students are tested on their knowledge of dairy products. They will be tested on their ability to identify thirteen different cheeses, real versus artificial dairy products, milk fat content, milk quality, and their completion of a written test. There is no oral communication in the contest. (The state winner advances to the national contest.)

Small Engines - (This is a skill development activity.) This contest is open to students of any grade level. The purpose of the contest is to stimulate an appreciation for small engine repair and serve as one method of training in the skills and safety practices needed in diagnosing engine malfunctions. The competition will include identification, theory, problem solving, and troubleshooting. (The state winner advances to the national contest.)
LEADERSHIP DEVELOPMENT ACTIVITIES

The Greenhand Conference - (This is a skill development activity.) This leadership development conference is designed for freshmen students. Participants are provided an overview of the opportunities in the FFA. They also become involved in goal-setting activities. If you are a freshman, you will want to get one of the limited seats to attend this exciting activity.

The Made for Excellence Conference - (This is a skill development activity.) This leadership development conference is designed for sophomore students and is the second in the Integrated Leadership Development Program. This conference builds on the Greenhand Conference. It continues with goal setting and helps to develop self-esteem and confidence.

The Advanced Leadership Academy - (This is a skill development activity.) The leadership development conference is designed for junior students and is the third in the Integrated Leadership Development Program. This activity builds on the two previous conferences. The focus is on the continued development of leadership skills and how to best use them for success.

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

LEADERSHIP ACTIVITIES OUTSIDE OF THE LEADERSHIP DEVELOPMENT PROGRAM

Opening and Closing Ceremonies - (This is a skill development activity.) The Tri Rivers Section FFA has three divisions for this activity. There is the competition for Officer Teams, one for an open team, and one for Greenhands. All students in Agriculture Students are encouraged to participate in this activity. Students in groups of six, one for each of the six offices, recite from memory the FFA Opening and Closing Ceremony. Teams are compared to the ideal and not each other. Teams are awarded Gold, Silver, and Bronze awards depending on their score.

Tri Rivers Section and Central Region FFA Activities - (This is a participation activity.) There are several sectional and regional activities. For students interested in becoming leaders beyond the chapter level, both the section and region elect officers. These officers become involved as a host for sectional and regional activities.

State FFA Convention - (This is a participation activity.) The State FFA Convention is held each year at the Fresno Convention Center. At the state convention chapter delegates conduct the business of the state association. The Patterson chapter elects their state delegates at a chapter FFA meeting in the spring. Students enjoy the opportunity to attend the State FFA Convention.

National FFA Convention - (This is a participation activity.) The National FFA Convention is held each year in Indianapolis, Indiana. This is a convention that each student should hope to one day
attend. In addition to conducting the business of the National FFA, the convention includes some of the most motivational speakers, workshops and a very large career and trade show.

_There are many other activities above the chapter level for Patterson FFA members to become involved in._
STUDENT RECOGNITION

There are many opportunities for student recognition. They include:

- **The Greenhand Degree** - (This is a recognition degree.) This is the first degree that a member may earn. The requirements to earn the degree include, being familiar with the FFA Creed, Motto, Salute and FFA Mission Statement, the FFA colors, the Code of Ethics and proper use of the FFA jacket. Additionally, a student must complete an application for the degree.

- **The Chapter FFA Degree** - (This is a recognition degree.) This is the highest degree that a chapter may award. The requirements of the degree include, must have received the greenhand degree, must have satisfactorily completed one-year of systematic school instruction in agriculture, have participated in the planning and conducting of at least three official functions, have in operation a project, have earned or productively invested at least $150 or worked 45 hours on their project, have led a group discussion for 15 minutes, have demonstrated 5 procedures of parliamentary law, have a satisfactory scholastic record and they must complete an application.

- **The State FFA Degree** - (This is a recognition degree.) This is the highest degree that a state may award. The requirements of the State FFA degree include, have received the Chapter FFA Degree, have been an active member for at least 2 years, have completed 2 years of systematic school instruction in agriculture, have earned or productively invested $1000 on their project, worked 500 hours, demonstrated leadership ability, have a satisfactory scholastic record, participated in at least 5 different FFA activities above the chapter level. An application must be completed and submitted with a minimum of two years of record books.

- **The American FFA Degree** - (This is a recognition degree.) To be eligible to receive the American FFA Degree from the National FFA Organization, the member must meet the following minimum qualifications. Must have received the State FFA Degree. Have been an active member for the past three years and have graduated from high school at least 12 months prior to the national convention at which the degree is to be granted. Have in operation and have maintained records to substantiate an outstanding project, have earned or productively invested at least $7,500, have 1000 hours labor and have a record of outstanding leadership abilities and community involvement.

- **Proficiency Awards** - (These are recognition awards.) There are a wide variety of Proficiency award areas. These awards are to recognize students with outstanding projects. Students may apply for proficiency awards at the chapter and sectional level. If a student wins the sectional award their application then moves to the regional competition. If the student wins the regional award, their application moves to the state competition. State winners then submit an application for the National Award. A student can apply for an award as an entrepreneur or as a work-experience project.
• Project Competition – (This is a recognition activity.) Each year we provide an opportunity for students with outstanding projects to compete for recognition. For our sectional competition, we have two judges visit each student’s project(s). The student has about 10-15 minutes to present their project to the judges. Students earn awards based on their knowledge of and experience with their project.
Point Award System
2014-2015

The Patterson FFA Chapter offers this program to award our members for all the hard work and dedication that they put into our chapter. A selected number of members with the highest number of points will be awarded a trip and will be recognized at the Chapter Banquet. This is an end of the year trip for the top members.

Each member is required to fulfill six activity points in order to receive full credit for their grade. However, each activity could be worth multiple “Point Award” points. Activity points and point award points will be determined by the advisors and officer team prior to announcing the event.

*Example* - Showing an animal at the Stanislaus County Fair is 1 activity point for the entire fair. However, that activity point is worth 300 point award points.
*Example* - Attending a chapter meeting is 1 activity point but 50 point award points.

*The Point Award Schedule is subject to change each year at the Officer’s Retreat. Please direct any questions about this system to an agricultural advisor.*
PATTERSON FFA CHAPTER CONSTITUTION
Adopted September 2006

ARTICLE I – Name and Purposes

Section A  The name of this organization shall be the Patterson Chapter of the Future Farmers of America” and the letters, “FFA” may be used to designate the chapter, its activities, or members thereof.

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

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

ARTICLE II – Organization

Section A  The Patterson Chapter of FFA is a chartered local unit of the California Association of Future Farmers of America which is chartered by the National FFA Organization.

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

ARTICLE III – Membership

Section A  Membership in this chapter shall be of three kinds: (1) Active; (2) Alumni; and (3) Honorary, as defined by the National FFA Constitution.
Section B  The regular work of this chapter shall be carried on by the active membership.

Section C  Honorary membership in this chapter shall be limited to the Honorary Chapter FFA Degree.

Section D  Active members in good standing may vote on all business brought before the chapter. An active member shall be considered in good standing when:

1. They attend local chapter meetings with reasonable regularity.
2. They show an interest in, and take part in the affairs of the chapter.
3. Are properly affiliated with the state and national FFA organizations.

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

ARTICLE IV - Emblems

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

Section B  Emblems used by the members shall be designated by the national organization of FFA.

ARTICLE V – Membership Degrees and Privileges

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

All “Greenhands” are entitled to wear the regulation bronze emblem pin. All members holding the Degree of Chapter FFA are entitled to wear the silver emblem pin. All members holding the State FFA Degree are entitled to wear the regulation gold emblem charm. All members holding the American FFA Degree are entitled to wear the regulation gold emblem key.

Section B  Greenhand FFA Degree. Minimum qualifications for election: (Refer to State Constitution for a complete list of degree requirements.)

1. Be regularly enrolled in a class in vocational education course for an agricultural occupation and have satisfactory and acceptable plans for a program of supervised farming, and/or other agricultural occupational experiences.
2. Learn and explain the FFA Creed, Motto, and Salute.
3. Describe the FFA emblem, colors, and symbols.
4. Explain the proper use of the FFA jacket.
5. Have satisfactory knowledge of the history of the organization.
6. Know the duties and responsibilities of the FFA members.
7. Personally own or have access to Official FFA Manual.
8. Submit written application for the Degree for Chapter records.

Section C

Chapter FFA Degree. Minimum qualifications for election: (Refer to State Constitution for a complete list of degree requirements.)

1. Must have the Degree of Greenhand and have a record of satisfactory participation in the activities of the local chapter.
2. Must have satisfactorily completed at least one year of instruction in vocational agriculture, have in operation an approved supervised farming, and/or other agricultural occupational experience program, and be regularly enrolled in a vocational agriculture class.
3. Be familiar with the purposes and programs of activities of the state association and national organization.
4. Be familiar with the provisions of the constitution of the local chapter.
5. Be familiar with parliamentary procedure.
6. Be able to lead a group discussion for fifteen minutes.
7. Must have earned by his/her own efforts from his/her supervised farming and/or other agricultural occupations program and deposited in a bank or otherwise productively invested at least $150 or worked 100 hours on his/her SAE in excess of scheduled class time.

Section D

State FFA Degree: Minimum qualifications for election:

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

Section E

American FFA Degree. Minimum qualifications for election:

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

Section F

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

ARTICLE VI - Officers

Section A

The officers of the chapter shall be as follows: President, Vice President, Secretary, Treasurer, Reporter, Sentinel, and Historian. The local Advisor shall be the teacher of vocational agriculture in the school where the chapter is located. Officers shall perform the usual duties of their respective offices.
Section B  Officers shall be elected semi-annually or annually by a majority vote of the members present at a regular meeting. If at anytime an officer fails to complete the duties of their office or is unable to maintain their office, it is at the discretion of the Advisor to appoint a new member for that office.

Section C  The officers of the chapter together with the chairmen in charge of the major sections of the annual program of activities shall constitute the Chapter Executive Committee. The Executive Committee shall have full power to act as necessary for the chapter in accordance with actions taken at chapter meetings and various regulations or bylaws adopted from time to time.

Section D  Honorary members shall not vote nor shall they hold any office in the chapter except that of Advisor.

Section E  Chapter officers must hold the Chapter FFA Degree, except during the first year after the chapter is organized.

Section F  Candidates must submit an application, go through the interview process, be voted in by members, and then slated by advisors.

ARTICLE VII – Meetings

Section A  Regular chapter meetings shall be held once a month during the school year and once during the remaining months of the year at such time and place as is designated by the Chapter Executive Committee. Special meetings may be called at any time.

Section B  Standard meeting equipment shall be used at each meeting. All regular meetings shall open and close with the official ceremony. Parliamentary procedure shall be used in transacting all business at each meeting.

Section C  Delegates, as specified by the State Constitution, shall be elected annually from the active membership to represent the chapter at the State Leadership Conference. Other delegates may be named as necessary in order to have proper representation at various other FFA meetings within the State.
Section D  A majority of the active members listed on the secretary’s membership roll shall constitute a quorum, and a quorum must be present at any meeting at which business is transacted or a vote taken committing the chapter to any proposal or action.

ARTICLE VIII – Dues

Section A  Local dues in this chapter shall be fixed annually by a majority vote of the active members.

Section B  Full local, state, and national dues shall be paid by all active members.

Section C  No member shall be considered as active and in good standing unless he pays full local, state, and national FFA dues.

ARTICLE IX – Amendments

Section A  This constitution may be amended or changed at any regular chapter meeting by a two-thirds vote of the active members present providing it is not in conflict with the state association constitution or that of the National FFA Organization.

Section B  Bylaws may be adopted to fit the needs of the chapter at any regular chapter meeting by a two-thirds vote of the active members present providing such bylaws conflict in no way with the constitution and bylaws of either the state association or the national organization.

Article X- Expenditures and Budget

Section A  Budget must be presented to the members at the 1st meeting of the school year and be approved by the members.

Section B  Members present at the meetings will vote and must be passed with a majority vote in order to pay all receipts.
PATTERSON AGRICULTURE DEPARTMENT

PROGRAM OF ACTIVITIES
ADVISOR'S WELCOME

August 12, 2013

Dear Students, Parents, and FFA Supporters,

Welcome! My name is Samantha Cahill and I am one of the advisors for Patterson FFA. Along with my partners, Kendall Green and William Pierce, we have a great year planned! It will be full of activities and opportunities for you to participate in. It is my sincere hope that each of you get involved in our program in some way.

In addition to the FFA activities offered, we have many opportunities for students to improve and develop skills in agriculture. The Patterson High School Agriculture Department offers comprehensive courses and Career Pathways in Agriscience, Ornamental Horticulture/Floriculture, and Agricultural Mechanics. These pathways are designed to prepare students for entrance to the community college or university or for employment upon graduation from high school.

Our facilities also offer unique opportunities for our students. We have a complete mechanics shop, floriculture classroom, science classroom, greenhouse, shade house, and school farm. Students who live in town have the opportunity to raise market animals, like sheep, goats, and pigs, here at school. In addition, we are constantly striving to improve access to and regularly update our computers and technology in the department.

Again, I invite all of you to become an active participant in our program. When you leave our program, you will be able to take with you new skills and a positive attitude towards your future. On behalf of Ms. Green, Mr. Pierce, and myself, thank you for your interest and participation!

Sincerely,

Samantha Cahill
Patterson FFA Advisor
2013-2014 Chapter Officer Team

President- Luis Lopez
Vice President- Cerena Clifford
Secretary- Vanessa Beltran
Treasurer- Ivan Barbontin
Reporter- Lanaeya Banks
Sentinel- Victoria Rodgers
Historian- Cassey Nelson

2013-2014 Advisors

Mrs. Samantha Cahill
Ms. Kendall Green
Mr. William Pierce
WHAT IS FFA?

FFA is a dynamic youth organization within agricultural education that changes lives and prepares students for premier leadership, personal growth, and career success. FFA was created in 1928 as the Future Farmers of America; the name was changed in 1988 to the National FFA Organization to represent the growing diversity of agriculture. Today, nearly one half-million student members are engaged in a wide range of agricultural education activities, leading to over 300 career opportunities in the agriculture sciences, food, fiber and natural resources industries. Student success remains the primary mission of FFA.

THE THREE CIRCLE MODEL

The Patterson Agriculture Department is founded on the three-circle model of agricultural education. The three circles include classroom instruction, Supervised Agricultural Experience (SAE) Projects, and FFA.

All three circles are an important component of student success and diversity of experiences available to all agriculture students.

THE FFA MISSION

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

To accomplish its mission, FFA:
- Develops competent and assertive agricultural leadership.
- Increases awareness of the global and technological importance of agriculture and its contribution to our well-being.
- Strengthens the confidence of agriculture students in themselves and their work.
• Promotes the intelligent choice and establishment of an agricultural career.
• Encourages achievement in supervised agricultural experience programs.
• Encourages wise management of economic, environmental and human resources of the community.
• Develops interpersonal skills in teamwork, communications, human relations and social interaction.
• Builds character and promotes citizenship, volunteerism and patriotism.
• Promotes cooperation and cooperative attitudes among all people.
• Promotes healthy lifestyles.
• Encourages excellence in scholarship

**FFA COLORS AND MOTTO**

The rich and cheerful colors that proudly represent FFA are National Blue and Corn Gold. These colors appear in connection with all meetings and paraphernalia or equipment used.

The FFA motto gives members twelve short words to live by as they experience the opportunities of the organization. The FFA Motto is:

\[
Learning\; to\; do \\
Doing\; to\; learn \\
Earning\; to\; live \\
Living\; to\; serve
\]

**OFFICIAL DRESS UNIFORM**

The official dress uniform for female members is a knee-length black skirt, white collared blouse with the official FFA blue scarf, black shoes with neutral colored nylons, and the official jacket zipped to the top. Black slacks may be worn for outdoor activities, such as judging.

The official dress uniform for male members is black slacks, white collared shirt, official FFA blue tie, black shoes and socks, and the official jacket zipped to the top.
OFFICIAL SHOW UNIFORM

The official show uniform for FFA members includes a white collared shirt, white pants, the FFA tie or scarf, and the FFA jacket zipped to the top. Shoes should be appropriate for what is being shown.

THE FFA CREED
By E.M. Tiffany

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

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

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

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

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

THE FFA EMBLEM

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

The rising sun symbolizes progress in agriculture (a new era, a new day, a new beginning).

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

The owl symbolizes wisdom and knowledge.

The eagle is symbolic of freedom and the national scope of the FFA.
The words "agricultural education" surround the letters "FFA". This tells us that FFA is an important part of agriculture programs.

THE FFA CODE OF ETHICS

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

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

Adopted by delegates at the 1952 National FFA Convention. The Code of Ethics was revised by the delegates at the 1995 National FFA Convention.
# Classes Offered by the Agriculture Department

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Agriculture</strong></td>
<td></td>
</tr>
<tr>
<td>Agricultural Earth &amp; Environment Science (P):</td>
<td>This course will include earth science, chemistry, forces, work, energy, waves, alternative energy sources and nuclear energy as it pertains to agriculture. Students are expected to function in both lab and lecture situations and to work basic equations. This course meets the physical science requirement for graduation. This course is part of a series of courses to prepare the student for college level entry into the various disciplines of agricultural science.</td>
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<tr>
<td>Grades: 9-12</td>
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<tr>
<td>Prerequisite: None</td>
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<tr>
<td>Agricultural Biology (P):</td>
<td>This course presents biological concepts including ecology, population biology, cell structure and function, genetics, evolution, biochemistry, DNA structure and function, protein synthesis, enzyme structure and function, photosynthesis, cellular respiration, viruses and bacteria, and investigation and experimentation. Students will also be involved in leadership skills/training and record keeping. This course meets the life science requirement for graduation. Class includes significant homework and laboratory activities.</td>
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<tr>
<td>Grades: 9-12</td>
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<tr>
<td>Prerequisite: Algebra 1P with a C- or better</td>
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<tr>
<td>Animal Science (Anatomy and Physiology) (P):</td>
<td>This course will provide the student with the principles in Animal Anatomy and Physiology focusing on the areas of mammalian reproduction, anatomy, physiology, reproduction, nutrition, respiration, and genetics. This course is intended to successfully prepare those students who plan on majoring in Agricultural Sciences at a college or university. The hands-on science experiences are designed to enhance the student's understanding of Agriculture, the environment, and society.</td>
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<tr>
<td>Grades: 11-12</td>
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<tr>
<td>Prerequisite: Ag Biology P or Bio P with a C- or better</td>
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<tr>
<td>AG Floral Design 1:</td>
<td>Students will explore elements and principles of design, two or three dimensional designs, history of floral art, arrangement styles and techniques, seasonal holidays and occasional designs. The students will use their skills to make a variety of floral arrangements. In addition all students will learn various types of cut and potted foliage, potted flowering plants, fresh flowers, tools, materials, display techniques, and cut flower care. Students will learn to recognize balance, and harmony within arrangement, along with scale, color, and design. The historical and cultural past of the floral industry will be discussed as it related to modern floral design and tradition. Because of the nature of this class, many projects will be created. A fee will be charged or fundraising will be an option to offset the cost. 2 + 2 articulated with MJC.</td>
</tr>
<tr>
<td>Grades: 10-12</td>
<td></td>
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<tr>
<td>Prerequisite: None</td>
<td></td>
</tr>
<tr>
<td>History &amp; Art of Floral Design ROP:</td>
<td>This advanced floral design class is designed to give the students advanced design techniques including wedding, sympathy, and high-style floral design. This includes everlasting flowers, oriental style of design, contemporary design and techniques, and harvest and distribution. This class also goes into greater detail of operating a retail flower shop and covers careers and continuing education. In addition, the class will also cover the employment application elements and process, interview skills and create a complete portfolio of work. A fee will be charged or fundraising will be an option to offset the cost.</td>
</tr>
<tr>
<td>Grades: 11-12</td>
<td></td>
</tr>
<tr>
<td>Prerequisite: Ag Floral Design 1 with a C- or better</td>
<td></td>
</tr>
<tr>
<td>Mechanized Agriculture 1:</td>
<td>This course is designed to familiarize students with shop safety and general shop practices. The course work will include units in measurement, tool and fastener identification, rope work, soldering, cold metal work, wookworking, plumbing, tool repair, concrete/bricklaying work, electricity, and careers. Students must supply their own safety glasses and coveralls. Because of the nature of this class, many projects will be created. A fee will be charged for the cost of each project that you wish to keep</td>
</tr>
</tbody>
</table>
as well as for any additional material you desire for projects that you choose to work on. The cost will be determined by the complexity of the project and the amount of material needed.

**MECHANIZED AGRICULTURE 2:**
Grades: 10-12
Prerequisite: Mech Agriculture 1 with a C- or better

This course builds on basic shop knowledge gained in Mechanized Agriculture 1. Using safe shop practices, students will begin using oxy-acetylene equipment to develop skills in cutting and welding. Other course-work includes a review of measurement, arc welding, MIG welding, instruction and practice in safe use of metal cutting saws and iron working shears. **Students must supply their own safety glasses & coveralls.** Safety glasses must be worn at all times in the shop. Because of the nature of this class, many projects will be created. A fee will be charged for the cost of each project that you wish to keep as well as for any additional material you desire for projects that you choose to work on. The cost will be determined by the complexity of the project and the amount of material needed.

**ADVANCED MECHANIZED AGRICULTURE - CONSTRUCTION:**
Grades: 11-12
Prerequisite: Mech Agriculture 2 with a C- or better

This course builds on the knowledge and mechanical skills learned in Mechanized Agriculture 1 and 2. Using safe shop practices, students will fabricate wooden and metal projects. Coursework includes measurement, record keeping, project plan drafting, and a project portfolio. **Students must supply their own safety glasses and coveralls.** Because of the nature of this class, many projects will be created. A fee will be charged for the cost of each project that you wish to keep as well as for any additional material you desire for projects that you choose to work on. The cost will be determined by the complexity of the project and the amount of material needed.

**ROP AGRICULTURAL WELDING AND FABRICATION:**
Grades: 11-12
Prerequisite: Mechanized Agriculture 2 and/or approval of the instructor

Students will learn skills in arc welding, MIG welding, oxy-acetylene cutting, brazing and welding. Plasma Arc cutting will also be covered. Instruction will include lecture, demonstration, and hands-on work. Students will be required to complete large and small projects during the school year. Students will be responsible for the cost of materials needed to complete the large projects. Second semester activities will include co-operative or community classroom experience. Students must supply their own safety glasses and coveralls. Safety glasses must be worn at all times in the shop.

**ORNAMENTAL HORTICULTURE:**
Grades: 9-12
Prerequisites: None

This course will provide the student with the necessary entry level techniques for a career in ornamental horticulture and the nursery industry. Topics covered include the anatomy and physiology of plants and the requirements for plant growth. Other coursework includes units on plant identification, tool identification, plant propagation, fertilizers, herbicide and pesticide use, irrigation, and landscape design.

**AG POWER AND SMALL ENGINES:**
Grades: 9-12
Prerequisites: None

Small Engines is a course designed to give students an overview of two and four stroke engines. The course covers safety, tools, disassembly, assembly, ignition systems, carburetors, maintenance, and troubleshooting. During second semester the class will consist of a large engine related project the students will work on in partners or on their own. **SAFETY GLASSES REQUIRED.**
# AGRICULTURE DEPARTMENT PATHWAYS

<table>
<thead>
<tr>
<th></th>
<th>Ag Mechanics</th>
<th>Horticulture/Floriculture</th>
<th>Agriscience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>Mechanized Ag 1</td>
<td>Ag Earth Science*</td>
<td>Ag Earth Science*</td>
</tr>
<tr>
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<td>Ornamental Horticulture</td>
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<tr>
<td>Sophomore</td>
<td>Mechanized Ag 2</td>
<td>Ag Biology*</td>
<td>Ag Biology*</td>
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<td></td>
<td>Ornamental Horticulture</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Ag Floral Design</td>
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</tr>
<tr>
<td>Junior</td>
<td>Advanced Mechanized</td>
<td>Ag Floral Design</td>
<td>Animal Science*</td>
</tr>
<tr>
<td></td>
<td>Agriculture</td>
<td>ROP The History and Art of Floral Design*</td>
<td>Ornamental Horticulture</td>
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</tr>
<tr>
<td>Senior</td>
<td>ROP Agricultural Welding and Fabrication</td>
<td>ROP The History and Art of Floral Design*</td>
<td>Animal Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ornamental Horticulture</td>
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**These serve as a guideline for students to follow throughout their high school career in the agriculture department. Pathways may be changed and courses may be added.**
STUDENT PROJECTS

Supervised Agricultural Experience (SAE) Projects are an integral part of the agriculture curriculum. The intent of this vital component is to benefit the student by starting the development of job skills while still in school. Money can be earned from a variety of ag-related projects.

All students will be given a record book to be used in conjunction with their SAE. With this record book the student keeps track of money invested, money earned, and hours of labor spent on the project among other items. It is hoped that students learn responsibility and the value of work through their project. Whenever possible the student should develop a project related to their career goal. The following is an overview of some potential student projects.

Agriscience Fair – Students design an experiment, gather data, analyze data, and report their results. There are categories to choose from but topics are endless as long as the project relates to agriculture and has a scientific basis.

Fair Animals – There are a variety of livestock that students raise for the fair. Most students raise a market animal that will be sold at the Junior Livestock Auction. The animals that can be sold at auction include Market Sires, Market Lambs, Market Hogs, Market Goats, Rabbit Meat Pens, and Chicken Meat Pens. Depending on the type of animal the investment ranges from $1,200 or more for a steer to $20 for a pen of chickens. There is no guarantee that a student’s project will qualify for the sale. Just like in the agriculture industry, there is a risk. There is also the potential to sell a project for a significant profit. All Patterson FFA members are eligible to show and sell at the Stanislaus County Fair as long as they are in good standing with the chapter.

Some students who choose to show at the California State Fair, the Junior Grand National or other shows. Only the champions qualify for sale at these shows. The level of competition is quite high. The financial investment to be competitive is quite high as well. This is a great experience for students who want to participate and learn how to show animals.

Livestock Breeding Projects – Some students have projects in which they raise livestock for purposes other than the show ring. Any type of livestock can be raised for the student project provided it is something other than a pet. For example, a pet rat would not be considered a project. A student could raise pigs or sheep and sell the offspring for meat or breeding purposes. There are a variety of these types of projects to choose from. For more information, consult an agriculture teacher.

Plant and Crop Projects – Some traditional crop projects would include raising hay, grain, or row crops. It seems as though few of our students have this opportunity to produce acres of crops. A student who has the use of a greenhouse could grow plants for a project. A student could grow a garden. A student could design and landscape an area at their home. A student could grow wine grapes, Christmas trees, or sweet corn. They could grow ornamental plants. They can grow these crops in large or small quantities. The requirement is that the goal be to make a profit. Through keeping records, they will learn what the value of their project was. They will learn how to determine the cost of production and profit margin. These are all skills that will be beneficial to a student regardless of their career goal.
**Work Experience Projects** - Any work done in an agriculturally related field is acceptable. This is a very broad area. A student could work on a farm, for a veterinarian, or at a feed store. A student could work in a law office if the clients of the lawyer are agricultural clients. A student could work for a construction company building barns. A student could work for an irrigation supply company. A student could work at a grocery store if they work in the produce or meat department. The potential is endless. Discuss potential work experience projects with an agriculture teacher.

**Un-Paid Work Experience Projects** - These projects can be in any of the areas previously mentioned. A student can have a home improvement project. This project could be anything that improves the appearance of the home or farm. It could start with mowing the lawn. Over the four years that student are involved in the agriculture program, we expect their project to grow. This would mean they have additional responsibilities. Just remember projects need to have an agricultural connection.

If you have questions about a potential project speak to an agriculture teacher. They can help you develop the project in a manner that will meet the requirement of the program while also helping the student develop an appreciation for the value of setting and attaining goals.
LIVESTOCK PROJECT BUDGETS
*Livestock insurance is available. The price is TBD.*

Dairy Replacement Heifer

Estimated Expenses
Cost of Animal $750.00
Feed $1,000.00
Vet Supplies $40.00
Show Supplies $75.00
Straw $15.00
Fair Entry $35.00

Total Estimated Expenses $1,915.00

Estimated Receipts
Sale of Heifer $2,100.00

Estimated Net Profit
Receipts – Expenses $185.00

Market Steer

Estimated Expenses
Cost of Animal $1,200.00
Feed $800.00
Supplies $40.00
Vet Supplies $20.00
Equipment $80.00
Fair Entry $35.00

Total Estimated Expenses $2,175.00

Estimated Receipts
Sale of Steer $2,500.00
(1,250 lbs @ $2.00/lb)

Estimated Net Profit
Receipts – Expenses $315.00
Market Swine

Estimated Expenses
Cost of Animal $250.00
Feed $200.00
Vet Supplies $20.00
Show Supplies $25.00
Shavings at Fair $30.00
Fair Entry $35.00

Total Estimated Expenses $560.00

Estimated Receipts
Sale of Hog $750.00
(250 lbs @ $3.00/lb)

Estimated Net Profit
Receipts – Expenses $190.00

Market Lamb

Estimated Expenses
Cost of Animal $300.00
Feed $150.00
Vet Supplies $15.00
Show Supplies $20.00
Bedding $15.00
Fair Entry $35.00

Total Estimated Expenses $535.00

Estimated Receipts
Sale of Lamb $728.00
(130 lbs @ $5.60/lb)

Estimated Net Profit
Receipts – Expenses $193.00
### Market Goat

<table>
<thead>
<tr>
<th>Estimated Expenses</th>
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<tbody>
<tr>
<td>Cost of Animal</td>
<td>$200.00</td>
</tr>
<tr>
<td>Feed</td>
<td>$100.00</td>
</tr>
<tr>
<td>Vet Supplies</td>
<td>$15.00</td>
</tr>
<tr>
<td>Show Supplies</td>
<td>$20.00</td>
</tr>
<tr>
<td>Fair Entry</td>
<td>$35.00</td>
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</table>

**Total Estimated Expenses** $370.00

<table>
<thead>
<tr>
<th>Estimated Receipts</th>
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</thead>
<tbody>
<tr>
<td>Sale of Goat</td>
<td>$437.75</td>
</tr>
<tr>
<td>(85 lbs @ $5.15/lb)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Estimated Net Profit</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Receipts – Expenses</td>
<td>$67.75</td>
</tr>
</tbody>
</table>
CAREER DEVELOPMENT EVENTS (CDE)

Career opportunities abound within today's agriculture industry. Career Development Events (CDEs) help students develop the abilities to think critically, communicate clearly, and perform effectively in a competitive job market.

There are 24 CDEs, covering job skills in everything from communications to mechanics. Some events allow students to compete as individuals, while others allow them to compete in teams.

Public Speaking Contests

Creed Speaking Contest - (This is a skill development activity.) The creed-speaking contest is restricted to freshmen students. It is intended as an introduction to public speaking. The speaker delivers, by memory, the FFA Creed. The contestant then answers three questions from the judges concerning the creed. The judges consider both the delivery of the creed and the quality of the answers to questions in choosing the winner. (The state winner advances to the national contest.)

Parliamentary Procedure Contest - (This is a skill development activity.) In the Parli-Pro contest, members compete as a team of six members in a "mock chapter meeting." Each team is judged on the basis of its skill and proper use of Parliamentary Procedure. The competition includes a test, secretary minutes and a demonstration of Parli-Pro. There are 24 different motions used in the contest. All six team members must be knowledgeable of all motions. There are two levels of competition. The novice level is for freshmen and sophomore students who have not yet competed. The advanced level is open to juniors, seniors and underclassmen who have already competed at the novice level. (The state winner of the advanced contest advances to the national contest.)

Prepared Public Speaking - (This is a skill development activity.) Public speaking is a very important contest. To compete in and win at any of the difficult levels of competition is quite an achievement. By using a topic related to agriculture, participants must write and deliver a six to eight minute speech to a panel of judges. Following the oral presentation, the speaker will be asked questions by the judges concerning their speech. The judges consider manuscript quality, oral delivery, and responses to questions when determining the winner. (The state winner advances to the national contest.)

Extemporaneous Public Speaking - (This is a skill development activity.) Students who participate in this contest develop skills to speak on technical subjects with little preparation time. Students draw a topic and then have 30 minutes to prepare a speech. This speech will be between 4 and 6 minutes in length. After presenting the speech to a panel of judges, competitors will submit to questioning on their subject for 5 minutes. (The state winner advances to the national contest.)

Job Interview Contest - (This is a skill development activity.) The Job Interview contest is designed to stimulate interest and acquaint FFA members with the employment procedures they will face when applying for a job. The contest requires students to prepare a resume, cover letter,
and complete a job application. Students are then interviewed for a pre-determined job. (The state winner advances to the national contest.)

Judging Teams

Agricultural Mechanics - (This is a skill development activity.) This contest is open to students of all grade levels. The agricultural mechanics event seeks to effectively prepare the students for the expectations of the agricultural mechanics workplace. The contest may include tool and material identification, written test, arc welding, problem solving and plan interpretation, sheet metal fabrication, and electrical skills. (The state winner advances to the national contest.)

Agricultural Welding - This is a skill development activity. This contest is open to students of all grade levels. Contestants will demonstrate their ability to perform jobs and skills that are reflective of those required in the welding industry. Specific competency areas will include safety, measurement, blueprint reading, project layout, weld testing/inspection, as well as skills in the various welding styles. (The state winner advances to the national contest.)

Agriscience Fair - (This is a skill development activity.) The objective of the Agriscience Fair is to recognize students in Agriscience who are pursuing an academically challenging course of high school study that focuses on the application of scientific principles, research, and emerging technologies in an agricultural subject area. For the Agriscience Fair, student design an experiment, gather data, analyze data, and report their results. There are two divisions of competition, novice and advanced. The novice division is limited to freshmen students. The advanced division is open to all students. (The state winner in each of ten divisions advances to the national contest.)

Best Informed Greenhand Contest – (This is a skill development activity.) This contest is restricted to freshmen students. In this contest, students are tested on their knowledge of the activities and history of the FFA. The contest consists of a test. This is a good contest for those students who are shy, as there is no oral communication in the contest. (The state winner advances to the national contest.)

Floriculture - (This is a skill development activity.) This contest is open to students in any grade level. In this contest, the students will be able to demonstrate quality evaluation by judging potted foliage plants, cut flowers, flowering potted plants, and floral design classes. The students will identify the many cut flowers, potted plants, and tools and materials commonly used in the floral industry. Students will also construct a corsage and floral arrangement according to the floral industry standards. Students will have to be able to communicate reasoning for two of the classes. (The state winner advances to the national contest.)

Nursery/Landscape – (This is a skill development activity.) This contest is open to students in any grade level. The Nursery/Landscape contest prepares students for careers in the nursery and landscaping. Topics include plant identification, plant physiology, soil science, plant reproduction, and nursery production, as well as landscaping design, installation, and maintenance. Students will have to be able to communicate reasoning for two of the classes. (The state winner advances to the national contest.)
Milk Quality and Dairy Foods (Dairy Products) – (This is a skill development activity.) This contest is open to students of any grade level. In this contest, students are tested on their knowledge of dairy products. They will be tested on their ability to identify thirteen different cheeses, real versus artificial dairy products, milk fat content, milk quality, and their completion of a written test. There is no oral communication in the contest. (The state winner advances to the national contest.)

Small Engines – (This is a skill development activity.) This contest is open to students of any grade level. The purpose of the contest is to stimulate an appreciation for small engine repair and serve as one method of training in the skills and safety practices needed in diagnosing engine malfunctions. The competition will include identification, theory, problem solving, and troubleshooting. (The state winner advances to the national contest.)
LEADERSHIP DEVELOPMENT ACTIVITIES

The Greenhand Conference – (This is a skill development activity.) This leadership development conference is designed for freshmen students. Participants are provided an overview of the opportunities in the FFA. They also become involved in goal-setting activities. If you are a freshman, you will want to get one of the limited seats to attend this exciting activity.

The Made for Excellence Conference – (This is a skill development activity.) This leadership development conference is designed for sophomore students and is the second in the Integrated Leadership Development Program. This conference builds on the Greenhand Conference. It continues with goal setting and helps to develop self-esteem and confidence.

The Advanced Leadership Academy – (This is a skill development activity.) The leadership development conference is designed for junior students and is the third in the Integrated Leadership Development Program. This activity builds on the two previous conferences. The focus is on the continued development of leadership skills and how to best use them for success.

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

LEADERSHIP ACTIVITIES OUTSIDE OF THE LEADERSHIP DEVELOPMENT PROGRAM

Opening and Closing Ceremonies – (This is a skill development activity.) The Tri Rivers Section FFA has three divisions for this activity. There is the competition for Officer Teams, one for an open team, and one for Greenhands. All students in Agriculture Students are encouraged to participate in this activity. Students in groups of six, one for each of the six offices, recite from memory the FFA Opening and Closing Ceremony. Teams are compared to the ideal and not each other. Teams are awarded Gold, Silver, and Bronze awards depending on their score.

Tri Rivers Section and Central Region FFA Activities – (This is a participation activity.) There are several sectional and regional activities. For students interested in becoming leaders beyond the chapter level, both the section and region elect officers. These officers become involved as a host for sectional and regional activities.

State FFA Convention – (This is a participation activity.) The State FFA Convention is held each year at the Fresno Convention Center. At the state convention chapter delegates conduct the business of the state association. The Patterson chapter elects their state delegates at a chapter FFA meeting in the spring. Students enjoy the opportunity to attend the State FFA Convention.

National FFA Convention – (This is a participation activity.) The National FFA Convention is held each year in Indianapolis, Indiana. This is a convention that each student should hope to one day
attend. In addition to conducting the business of the National FFA, the convention includes some of the most motivational speakers, workshops and a very large career and trade show.

There are many other activities above the chapter level for Patterson FFA members to become involved in.
STUDENT RECOGNITION

There are many opportunities for student recognition. They include:

- **The Greenhand Degree** - (This is a recognition degree.) This is the first degree that a member may earn. The requirements to earn the degree include, being familiar with the FFA Creed, Motto, Salute and FFA Mission Statement, the FFA colors, the Code of Ethics and proper use of the FFA jacket. Additionally, a student must complete an application for the degree.

- **The Chapter FFA Degree** - (This is a recognition degree.) This is the highest degree that a chapter may award. The requirements of the degree include, must have received the greenhand degree, must have satisfactorily completed one-year of systematic school instruction in agriculture, have participated in the planning and conducting of at least three official functions, have in operation a project, have earned or productively invested at least $150 or worked 45 hours on their project, have led a group discussion for 15 minutes, have demonstrated 5 procedures of parliamentary law, have a satisfactory scholastic record and they must complete an application.

- **The State FFA Degree** - (This is a recognition degree.) This is the highest degree that a state may award. The requirements of the State FFA degree include, have received the Chapter FFA Degree, have been an active member for at least 2 years, have completed 2 years of systematic school instruction in agriculture, have earned or productively invested $1000 on their project, worked 500 hours, demonstrated leadership ability, have a satisfactory scholastic record, participated in at least 5 different FFA activities above the chapter level. An application must be completed and submitted with a minimum of two years of record books.

- **The American FFA Degree** - (This is a recognition degree.) To be eligible to receive the American FFA Degree from the National FFA Organization, the member must meet the following minimum qualifications. Must have received the State FFA Degree. Have been an active member for the past three years and have graduated from high school at least 12 months prior to the national convention at which the degree is to be granted. Have in operation and have maintained records to substantiate an outstanding project, have earned or productively invested at least $7,500, have 1000 hours labor and have a record of outstanding leadership abilities and community involvement.

- **Proficiency Awards** - (These are recognition awards.) There are a wide variety of Proficiency award areas. These awards are to recognize students with outstanding projects. Students may apply for proficiency awards at the chapter and sectional level. If a student wins the sectional award their application then moves to the regional competition. If the student wins the regional award, their application moves to the state competition. State winners then submit an application for the National Award. A student can apply for an award as an entrepreneur or as a work-experience project.
• **Project Competition** – (This is a recognition activity.) Each year we provide an opportunity for students with outstanding projects to compete for recognition. For our sectional competition, we have two judges visit each student’s project(s). The student has about 10-15 minutes to present their project to the judges. Students earn awards based on their knowledge of and experience with their project.
Point Award System
2013-2014

The Patterson FFA Chapter offers this program to award our members for all the hard work and dedication that they put into our chapter. A selected number of members with the highest number of points will be awarded a trip and will be recognized at the Chapter Banquet. This is an end of the year trip for the top members.

Each member is required to fulfill six activity points in order to receive full credit for their grade. However, each activity could be worth multiple “Point Award” points. Activity points and point award points will be determined by the advisors and officer team prior to announcing the event.

Example - Showing an animal at the Stanislaus County Fair is 1 activity point for the entire fair. However, that activity point is worth 200 point award points.
Example - Attending a chapter meeting is 1 activity point but 50 point award points.

*The Point Award Schedule is subject to change each year at the Officer’s Retreat. Please direct any questions about this system to an agricultural advisor.
Section B  The regular work of this chapter shall be carried on by the active membership.

Section C  Honorary membership in this chapter shall be limited to the Honorary Chapter FFA Degree.

Section D  Active members in good standing may vote on all business brought before the chapter. An active member shall be considered in good standing when:

1. They attend local chapter meetings with reasonable regularity.
2. They show an interest in, and take part in the affairs of the chapter.
3. Are properly affiliated with the state and national FFA organizations.

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

ARTICLE IV - Emblems

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

Section B  Emblems used by the members shall be designated by the national organization of FFA.

ARTICLE V - Membership Degrees and Privileges

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

All “Greenhands” are entitled to wear the regulation bronze emblem pin. All members holding the Degree of Chapter FFA are entitled to wear the silver emblem pin. All members holding the State FFA Degree are entitled to wear the regulation gold emblem charm. All members holding the American FFA Degree are entitled to wear the regulation gold emblem key.

Section B  Greenhand FFA Degree. Minimum qualifications for election: (Refer to State Constitution for a complete list of degree requirements.)

1. Be regularly enrolled in a class in vocational education course for an agricultural occupation and have satisfactory and acceptable plans for a program of supervised farming, and/or other agricultural occupational experiences.
2. Learn and explain the FFA Creed, Motto, and Salute.
3. Describe the FFA emblem, colors, and symbols.
4. Explain the proper use of the FFA jacket.
5. Have satisfactory knowledge of the history of the organization.
6. Know the duties and responsibilities of the FFA members.
7. Personally own or have access to Official FFA Manual.
8. Submit written application for the Degree for Chapter records.

Section C  Chapter FFA Degree. Minimum qualifications for election: (Refer to State Constitution for a complete list of degree requirements.)

1. Must have the Degree of Greenhand and have a record of satisfactory participation in the activities of the local chapter.
2. Must have satisfactorily completed at least one year of instruction in vocational agriculture, have in operation an approved supervised farming, and/or other agricultural occupational experience program, and be regularly enrolled in a vocational agriculture class.
3. Be familiar with the purposes and programs of activities of the state association and national organization.
4. Be familiar with the provisions of the constitution of the local chapter.
5. Be familiar with parliamentary procedure.
6. Be able to lead a group discussion for fifteen minutes.
7. Must have earned by his/ her own efforts from his/ her supervised farming and/or other agricultural occupations program and deposited in a bank or otherwise productively invested at least $150 or worked 100 hours on his/her SAE in excess of scheduled class time.

Section D  State FFA Degree: Minimum qualifications for election:

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

Section E  American FFA Degree. Minimum qualifications for election:

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

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

ARTICLE VI - Officers

Section A  The officers of the chapter shall be as follows: President, Vice President, Secretary, Treasurer, Reporter, Sentinel, and Historian. The local Advisor shall be the teacher of vocational agriculture in the school where the chapter is located. Officers shall perform the usual duties of their respective offices.
Section B  Officers shall be elected semi-annually or annually by a majority vote of the members present at a regular meeting. If at anytime an officer fails to complete the duties of their office or is unable to maintain their office, it is at the discretion of the Advisor to appoint a new member for that office.

Section C  The officers of the chapter together with the chairmen in charge of the major sections of the annual program of activities shall constitute the Chapter Executive Committee. The Executive Committee shall have full power to act as necessary for the chapter in accordance with actions taken at chapter meetings and various regulations or bylaws adopted from time to time.

Section D  Honorary members shall not vote nor shall they hold any office in the chapter except that of Advisor.

Section E  Chapter officers must hold the Chapter FFA Degree, except during the first year after the chapter is organized.

Section F  Candidates must submit an application, go through the interview process, be voted in by members, and then slated by advisors.

ARTICLE VII – Meetings

Section A  Regular chapter meetings shall be held once a month during the school year and once during the remaining months of the year at such time and place as is designated by the Chapter Executive Committee. Special meetings may be called at any time.

Section B  Standard meeting equipment shall be used at each meeting. All regular meetings shall open and close with the official ceremony. Parliamentary procedure shall be used in transacting all business at each meeting.

Section C  Delegates, as specified by the State Constitution, shall be elected annually from the active membership to represent the chapter at the State Leadership Conference. Other delegates may be named as necessary in order to have proper representation at various other FFA meetings within the State.
Section D  A majority of the active members listed on the secretary's membership roll shall constitute a quorum, and a quorum must be present at any meeting at which business is transacted or a vote taken committing the chapter to any proposal or action.

ARTICLE VIII – Dues

Section A  Local dues in this chapter shall be fixed annually by a majority vote of the active members.

Section B  Full local, state, and national dues shall be paid by all active members.

Section C  No member shall be considered as active and in good standing unless he pays full local, state, and national FFA dues.

ARTICLE IX – Amendments

Section A  This constitution may be amended or changed at any regular chapter meeting by a two-thirds vote of the active members present providing it is not in conflict with the state association constitution or that of the National FFA Organization.

Section B  Bylaws may be adopted to fit the needs of the chapter at any regular chapter meeting by a two-thirds vote of the active members present providing such bylaws conflict in no way with the constitution and bylaws of either the state association or the national organization.

Article X- Expenditures and Budget

Section A  Budget must be presented to the members at the 1st meeting of the school year and be approved by the members.

Section B  Members present at the meetings will vote and must be passed with a majority vote in order to pay all receipts.
### ANNUAL FFA CHAPTER ACTIVITIES CHECK SHEET

**Criteria 2e Year 2012-2013 School Patterson High School**

**Must meet at least 12 areas**

<table>
<thead>
<tr>
<th>LEADERSHIP ACTIVITY</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attended State Leadership Conference</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Attended Regional Meeting</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Attended Regional Leadership Conference</td>
<td></td>
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<tr>
<td>Attended Greenhand Conference</td>
<td></td>
<td>x</td>
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<tr>
<td>Attended Made for Excellence Conference</td>
<td></td>
<td>x</td>
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<tr>
<td>Attended Advanced Leadership Academy</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Attended Sacramento Experience</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Participated in Opening-Closing Contest - Sectional</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Participated in Best Informed Contest - Sectional</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Participated in Parliamentary Pro Contests - Sectional</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Participated in Prepared Public Speaking - Sectional</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Participated in Extemporaneous Speaking - Sectional</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Participated in Creed Recitation - Sectional</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Participated in Job Interview Contest - Sectional</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Participated in Agricultural COOP Quiz Contest - Sectional</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Submitted State FFA Degree Application</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Submitted American FFA Degree Application</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Submitted Proficiency Application - Sectional or Regional</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Submitted Chapter Award Application - Sectional or Regional</td>
<td></td>
<td>x</td>
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<tr>
<td>Participated in Project Competition - Sectional</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Participated in any FFA Judging Activity (other than above)</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Participated in any other FFA Sectional Activity</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Participated in Local Leadership Activities (3 maximum - list below)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Participated in Impromptu Public Speaking - Sectional</td>
<td></td>
<td>x</td>
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<td>2</td>
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</tr>
</tbody>
</table>

**TOTAL AREAS MET**

13
K. School and/or Department Policies Pertaining to:

*Student Eligibility to Participate in out-of-class Activities
*Leadership Development Integrations into Program
*SOE Integration into Program and other Policies
Patterson Joint Unified School District
Request for Leave

Site: □ Certificated □ Classified Sub Name ________________________
Employee Name: ___________________________ Total Number of Hours ______
Date(s) of Leave: ____________________________

I. PAID LEAVE – DEDUCTED FROM ACCUMULATED LEAVE
(Refer to your contract for compelling events/days allowed)

□ Illness, Maternity Leave, Doctor/Dental Appointment
□ Paternity Leave
□ Sick Child

PAID LEAVE – DEDUCTED FROM ACCUMULATED LEAVE
(Options #3 - #6 MUST have a 24-hour prior approval)

□ 1. Death/serious illness of immediate family member (Specify) __________
□ 2. Unforeseen accident involving employee’s person, property or that of an immediate family member (Specify) __________
□ 3. Court or tribunal appearance as a litigant
□ 4. Child Adoption
□ 5. Professional Courtesy Day
□ 6. Other Personal and Compelling Concerns (Specify in writing)

II. PAID LEAVE – NOT DEDUCTED FROM ACCUMULATED LEAVE

□ Subpoena
□ Military

□ School Business (Specify) __________
□ Industrial Accident
□ Jury Duty (Certificate of Jury Service must be submitted)
□ Bereavement (Specify) __________

OTHER
□ Vacation – Classified (12-month employees)
□ Unused Compensation time
□ Accumulated Compensation – Date: _________ Time: ______ Specify: _________

III. UNPAID LEAVE
(Specify in writing)

______________________________
________________________________________
Employee Signature/Date □ Approved □ Disapproved Superintendent/Designee/Date □ Approved □ Disapproved

Distribution: White/District Office Yellow/Supervisor Pink/Employee
Revised 08/2014
**Example of Extra Duty form for Summer pay**

**Patterson Unified School District**
**Classified (Extra Duty and Subs)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Employee Name</th>
<th>Explanation</th>
<th>No of Hours Worked</th>
<th>Hourly Rate</th>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

**SITE**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Alarm</td>
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<td>00</td>
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<tr>
<td>Attend</td>
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<td>00</td>
</tr>
<tr>
<td>ASP</td>
<td>01</td>
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<tr>
<td>ASP Student</td>
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<td>00</td>
</tr>
<tr>
<td>Babysit</td>
<td>01</td>
<td>00</td>
</tr>
<tr>
<td>Campus</td>
<td>01</td>
<td>00</td>
</tr>
<tr>
<td>Church</td>
<td>01</td>
<td>00</td>
</tr>
<tr>
<td>Clerical</td>
<td>01</td>
<td>00</td>
</tr>
<tr>
<td>Coach</td>
<td>01</td>
<td>00</td>
</tr>
<tr>
<td>Custodian</td>
<td>01</td>
<td>00</td>
</tr>
<tr>
<td>Cust FS</td>
<td>13</td>
<td>00</td>
</tr>
<tr>
<td>Food Serv</td>
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<td>00</td>
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<tr>
<td>Interp</td>
<td>01</td>
<td>00</td>
</tr>
<tr>
<td>Maint</td>
<td>01</td>
<td>00</td>
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<tr>
<td>Para</td>
<td>01</td>
<td>00</td>
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<tr>
<td>Para PS</td>
<td>12</td>
<td>00</td>
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<tr>
<td>Para SpEd</td>
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<td>Sprv sport</td>
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<td>00</td>
</tr>
<tr>
<td>Sumr Sch</td>
<td>01</td>
<td>00</td>
</tr>
<tr>
<td>YD</td>
<td>01</td>
<td>00</td>
</tr>
</tbody>
</table>

---

I hereby certify that the services about by me and approved by me and approved by the District Office.

**Supervisor’s Signature**

Date

I hereby certify that the above claims and the items are true and correct, and that no part has been paid.

**Claimant’s Signature**

Date
PATTERSON JOINT UNIFIED SCHOOL DISTRICT

FIELD TRIP REQUEST FORM FOR BOARD APPROVAL (overnight & out-of-state)

District Sponsored Event – Attendance Voluntary

Date Requested: ________________________________

Purpose of the trip: ________________________________

Destination: ________________________________

Date(s) of trip: ________________________________

Departure time: __________  Return Time: __________

Person in Charge: ________________________________ Title: ________________________________

Other adults on trip/title: ________________________________

______________________________

Number of students: ________________

Number of nights: __________ Out of State _____ Foreign Country _____

Transportation: Bus______ Air______ Private Vehicle _________

Cost of Trip: ________________________________

Funding Source: ________________________________

I have read and will abide by the Board Policy and Administrative Regulations pertaining to field trips.

Person in charge ________________ Date ________________

Approved by:

Principal ________________ Date ________________

Superintendent ________________ Date ________________

Board of Trustees/Clerk ________________ Date ________________
PATTERSON UNIFIED SCHOOL DISTRICT

REQUEST FOR DISTRICT VEHICLE

INSTRUCTIONS: This form must be completed for all out-of-district-trips. Please complete in duplicate and submit to District Office 24 hours in advance of time vehicle will be required.

If more than 1 car is requested, please list other driver.

NAME Kendall Green DATE SUBMITTED 7/22/14

DATE VEHICLE REQUESTED TIME

DESTINATION

REASON

APPROVED: 

DISAPPROVED: 

PRINCIPAL AND/OR SUPERVISOR

APPROVED: 

DISAPPROVED: 

ASST. SUPT. OF ADMIN. SERVICES AND/OR DESIGNEE
Patterson Unified School District

REQUEST FOR USE OF SCHOOL PREMISES

The ____________________________
(Name of Organization)

Through its authorized agent requests the use of the school premises listed below. (School functions shall have priority, which may result in cancellation of an approved date).

NAME OF SCHOOL ____________________________
FACILITY IN SCHOOL ____________________________
DATE(S) REQUIRED ____________________________

HOURS DESIRED ____________________________
NUMBER OF ADULTS __________ CHILDREN __________

******************************************************************************

KITCHEN TO BE OPEN (hours) __________ to __________
ALL EQUIPMENT AND UTENSILS AVAILABLE.
CAFETERIA WORKER TO REPORT TO __________
TYPE OF FOOD SERVICE (Dinner, Potluck, Light Refreshments) __________
ESTIMATED NUMBER TO BE SERVED __________
KITCHEN IS NOT OPEN. NO FOOD IS TO BE SERVED.
******************************************************************************

The purpose of the meeting: __________
Admission Charge: Yes No
Proceeds will be used for: __________

SPECIAL EQUIPMENT NEEDED:

******************************************************************************

2. The using organization is expected to pick up debris after using school facilities.
3. Any change in the hours desired must be arranged ahead of time.
4. The organization is expected to provide reasonable supervision of minors.
5. A food service person and/or custodian is paid by the District to oversee the program for authorized school related events.
6. Please refrain from entering kitchen or multi-use room before hour of request.
7. Please do not bring children into kitchen for safety reasons.
8. Organizations may be required to pay users/facility fees.
9. Observe all school policies. (No smoking allowed on school campuses).
******************************************************************************

We hereby undertake and agree that the above named organization and its members shall be responsible and pay for any damage caused to the school premises, furniture or equipment because of the use of occupancy of said premises by said organization.

Signature of Authorized Agent: ____________________________
(Print or Type Name): ____________________________
Address: ____________________________
Telephone: Business ________ Home ________

******************************************************************************

DISTRICT USE ONLY

Approved __________ Disapproved __________

DATE __________ SCHOOL PRINCIPAL ____________________________

Approved __________ Disapproved __________

DATE __________ FOOD SERVICE SUPERVISOR ____________________________

Approved __________ Disapproved __________

DATE __________ DIRECTOR/DESIGNEE ____________________________

_______ Approval of Certificate of Insurance

_________________________
Example of Purchase Order Request Form

PATTERSON HIGH SCHOOL
REQUEST FOR SUPPLIES

TEACHER_________________ FUND__________________

DATE___________________ DEPT. CHAIRPERSON APPROVAL__________

PURCHASING HOUSE_________ PHONE#______________
MAILING ADDRESS__________ FAX#______________
CITY, STATE, ZIP__________

<table>
<thead>
<tr>
<th>QTY ORD’S</th>
<th>STOCK #</th>
<th>DESCRIPTION</th>
<th>UNIT PRICE</th>
<th>TOTAL</th>
</tr>
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<td></td>
</tr>
</tbody>
</table>

Subtotal

add 8% shipping

add .08375 for tax

Total
DATE: ______________________

The treasurer of the Patterson Associated Student fund will please pay to the order of

________________________________________ the amount of $____________________

________________________________________

ASB Treasurer’s Signature

________________________________________

Club Advisor’s Signature

________________________________________

Administrator’s Signature

NAME OF STUDENT ACCOUNT_______________________________________________________

Description: ___________________________________________________________________

P.O. #: ___________________________

Invoice #: _________________________

Amount $ ________________________

Address to send check:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

TRANSFER OF FUNDS

Please transfer $__________ from ____________________________ fund

To ____________________________ fund.
Patterson Unified School District -- Request for Inservice Training

Request for (check one box):
I. [ ] Out-of-District Staff Development (3 wks prior approval required). All expenses
   must be submitted within 45 days following the date of the conference/workshop. If no reimbursement
   is needed, a conference report must be submitted within 30 days. See Conference Guidelines.

[ ] In-District Staff Development (Prior approval required). No conference report needed.
   Submitting for college/university units. If yes, attach Request for Approval of Courses form.

Name ___________________________ School ___________________________ Date __________

Total number of leave hours _______ Initial here ____

Title of Conference or Workshop ____________________________________________

Location ___________________________ Date(s) of Attendance ___________________________

Departure Date and Time ___________________________ Return Date and Time ___________________________

II. Funding Source

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Estimate</th>
<th>To be completed after attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration Fee:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>District Car [ ] (v) (Attach Request Form)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Car Mileage:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. miles _______ x $ _______ =</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(maximum miles are 300)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lodging:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_______ days x $170.00/day =</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meals:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$6 Breakfast, $8 Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$20 Dinner =</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Please complete registration form.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If you choose to use personal vehicle, one-way mileage will be reimbursed. Refer to Inservice Procedures guidelines</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

III. Funding Source

| Substitute teacher costs: | |
| $______ per day x _______ days = | |

Total Costs: ___________________________

Please attach conference brochure
Please describe expected benefit from training

_________________________ ___________________________
Approval: Site Administrator Date

Assistant Superintendent Date
Educational Services

Superintendent Date

Verify: P.O. # _________
Receipts _________
Report _________

Revised 7/1/12
Patterson Joint Unified School District

PUPIL FIELD TRIP PERMISSION SLIP
AND MEDICAL AUTHORIZATION

(To be completed by parent/guardian)

Please complete and return this form to the supervising teacher of the field trip/activity. **No pupil will be permitted to participate in this activity without this form on file.**

[Pupil’s Name (print)]

[Date of Birth], a pupil

at ___________________________ School, has our (my) permission to participate in the following:

Activity:

Destination:

Method of Transportation:

Departure Date & Time:

Return Date & Time:

Departure Location:

Return Location:

ASSUMPTION OF RISK, WAIVER, INDEMNIFICATION AND MEDICAL AUTHORIZATION

I am aware and acknowledge that any activity covered by this permission slip, by its very nature, poses the potential risk of injury/illness or death to the individuals who participate.

For and in consideration of the opportunity for my child/ward to participate in the activities covered by this permission slip, I do hereby agree as follows:

1. All persons making the field trip or excursion shall be deemed to have assumed liability and waived all claims against the Patterson Joint Union School District ("District") or the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion.
2. In the event of illness or injury, we (I) consent to all routine and/or emergency medical treatments and/or services prescribed by the attending physician, surgeon, or dentist, and to the administration and performance of all examinations, treatments, anesthetics, operations, and other procedures which are deemed necessary or advisable by the attending physician at the scene and/or at the hospital or other medical facility.
3. That I am solely financially responsible for any cost and/or all indebtedness incurred as a result of any emergency and/or routine medical and/or surgical treatment and services prescribed by the attending physician for our (my) child/ward, including all charges not covered by insurance.
4. To indemnify and hold harmless the PJUSD, its officers, employees, agents, representatives, and volunteers from each and every claim or demand made, and each and every liability, action, loss, debt, or damage which may arise by or in connection with, or result from, any routine and/or emergency medical services, or participation of our (my) child/ward in any activities covered by this permission slip.
5. I fully understand that all persons making the field trip or excursion are to abide by all rules and regulations governing conduct during the trip. Any violation of these rules and regulations may result in the individual being sent home at my expense.
6. If my child/ward has a special medical condition and/or physical disability diagnosed by a physician, a description of that medical condition and/or physical disability is attached hereto.

A special note to Parent/Guardian:
PATTERSON JOINT UNIFIED SCHOOL DISTRICT

FIELD TRIP REQUEST FORM FOR BOARD APPROVAL (overnight & out-of-state)

District Sponsored Event – Attendance Voluntary

Date Requested: 10/28/14

Purpose of the trip: Pick up plants from Duarte

Destination: Duarte Nursery

Date(s) of trip: 10/30/14

Departure time: 3 PM Return Time: 7 PM

Person in Charge: Kendall Green Title: Agriculture Teacher

Other adults on trip/title: __________________________

________________________

Number of students: 5

Number of nights: 0 Out of State 0 Foreign Country 0

Transportation: Bus Air Private Vehicle Ag Truck

Cost of Trip: $0

Funding Source: __________________________

I have read and will abide by the Board Policy and Administrative Regulations pertaining to field trips.

Kendall Green 10/28/14

Person in charge Date

Approved by:

Principal 10-28-14

Date

Superintendent Date

Board of Trustees/Clerk Date
Patterson Joint Unified School District

PUPIL FIELD TRIP PERMISSION SLIP
AND MEDICAL AUTHORIZATION
(To be completed by parent/guardian)

Please complete and return this form to the supervising teacher of the field trip/activity. No pupil will be permitted to participate in this activity without this form on file.

[Pupil's Name (print)]

[Date of Birth]

at Patterson High School, has our (my) permission to participate in the following:

Activity: Duarte Nursery Trip

Destination: Duarte Nursery

Method of Transportation: Suburban

Departure Date & Time: 10/30/14 3 PM

Return Date & Time: 10/30/14 7 PM

Departure Location: PHS Agriculture Dept

Return Location: PHS Agriculture Dept

ASSUMPTION OF RISK, WAIVER, INDEMNIFICATION AND MEDICAL AUTHORIZATION

I am aware and acknowledge that any activity covered by this permission slip, by its very nature, poses the potential risk of injury/illness or death to the individuals who participate.

For and in consideration of the opportunity for my child/ward to participate in the activities covered by this permission slip, I do hereby agree as follows:

1. All persons making the field trip or excursion shall be deemed to have assumed liability and waived all claims against the Patterson Joint Union School District ("District") or the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion.

2. In the event of illness or injury, we (I) consent to all routine and/or emergency medical treatments and/or services prescribed by the attending physician, surgeon, or dentist, and to the administration and performance of all examinations, treatments, anesthetics, operations, and other procedures which are deemed necessary or advisable by the attending physician at the scene and/or at the hospital or other medical facility.

3. That I am solely financially responsible for any cost and/or all indebtedness incurred as a result of any emergency and/or routine medical and/or surgical treatment and services prescribed by the attending physician for our (my) child/ward, including all charges not covered by insurance.

4. To indemnify and hold harmless the PJUSD, its officers, employees, agents, representatives, and volunteers from each and every claim or demand made, and each and every liability, action, loss, debt, or damage which may arise by or in connection with, or result from, any routine and/or emergency medical services, or participation of our (my) child/ward in any activities covered by this permission slip.

5. I fully understand that all persons making the field trip or excursion are to abide by all rules and regulations governing conduct during the trip. Any violation of these rules and regulations may result in the individual being sent home at my expense.

6. If my child/ward has a special medical condition and/or physical disability diagnosed by a physician, a description of that medical condition and/or physical disability is attached hereto.

A special note to Parent/Guardian:
PATTERSON JOINT UNIFIED SCHOOL DISTRICT

FIELD TRIP REQUEST FORM FOR BOARD APPROVAL (overnight & out-of-state)

District Sponsored Event – Attendance Voluntary

Date Requested: 8/13/14
Purpose of the trip: UC Davis FFA Judging Field Day
Destination: UC Davis
Date(s) of trip: 3/17/2015
Departure time: 4:45 AM Return Time: 8 PM
Person in Charge: Kendall Green Title: Agriculture Teacher
Other adults on trip/title: Michael Costa Sam Cahill Monica Lopes
Number of students: 30
Number of nights: 0 Out of State 0 Foreign Country 0
Transportation: Bus Air Private Vehicle
Cost of Trip: $150
Funding Source: AIG

I have read and will abide by the Board Policy and Administrative Regulations pertaining to field trips.

Kendall Green 8/13/14
Person in charge

Approved by: Tony Ball 8/14/14
Principal

Superintendent

Board of Trustees/Clerk
- Field Trip Permission Form
Patterson Joint Unified School District

PUPIL FIELD TRIP PERMISSION SLIP
AND MEDICAL AUTHORIZATION
(To be completed by parent/guardian)

Please complete and return this form to the supervising teacher of the field trip/activity. No pupil will be permitted to participate in this activity without this form on file.

Pupil’s Name (print): [Name]

Patterson High School, has our (my) permission to participate in the following:

Activity: UC Davis FFA Judging Field Day

Destination: UC Davis

Method of Transportation: District Vans and Ag Suburban

Departure Date & Time: 3/7/19 4:45 AM

Return Date & Time: 3/7/19 8 PM

Departure Location: PHS Agriculture Dept

Return Location: PHS Agriculture Dept

ASSUMPTION OF RISK, WAIVER, INDEMNIFICATION AND MEDICAL AUTHORIZATION

I am aware and acknowledge that any activity covered by this permission slip, by its very nature, poses the potential risk of injury/illness or death to the individuals who participate.

I, [Parent/Guardian Name], do hereby agree as follows:

1. All persons making the field trip or excursion shall be deemed to have assumed liability and waived all claims against the Patterson Joint Union School District ("District") or the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion.

2. In the event of illness or injury, we (I) consent to all routine and/or emergency medical treatments and/or services prescribed by the attending physician, surgeon, or dentist, and to the administration and performance of all examinations, treatments, anesthetics, operations, and other procedures which are deemed necessary or advisable by the attending physician at the scene and/or at the hospital or other medical facility.

3. That I am solely financially responsible for any cost and/or all indebtedness incurred as a result of any emergency and/or routine medical and/or surgical treatment and services prescribed by the attending physician for our (my) child/ward, including all charges not covered by insurance.

4. To indemnify and hold harmless the PJUSD, its officers, employees, agents, representatives, and volunteers from each and every claim or demand made, and each and every liability, action, loss, debt, or damage which may arise by or in connection with, or result from, any routine and/or emergency medical services, or participation of our (my) child/ward in my activities covered by this permission slip.

5. I fully understand that all persons making the field trip or excursion are to abide by all rules and regulations governing conduct during the trip. Any violation of these rules and regulations may result in the individual being sent home at my expense.

6. If my child/ward has a special medical condition and/or physical disability diagnosed by a physician, a description of that medical condition and/or physical disability is attached hereto.
PATTERSON JOINT UNIFIED SCHOOL DISTRICT

FIELD TRIP REQUEST FORM FOR BOARD APPROVAL (overnight & out-of-state)

District Sponsored Event – Attendance Voluntary

Date Requested: 8/13/14

Purpose of the trip: Central Region FFA Meeting

Destination: Consumers River College, Elk Grove

Date(s) of trip: 2/3-5/15

Departure time: 6 AM  Return Time: 5 PM

Person in Charge: Kendall Green  Title: Agriculture Teacher

Other adults on trip/title: Michael Costa  Sam Cahill  Monica Lopez

Number of students: 2  

Number of nights: 0  Out of State  0  Foreign Country  0

Transportation: Bus  Air  Private Vehicle  — Ag Suburban

Cost of Trip: $30

Funding Source: FFA ASB account

I have read and will abide by the Board Policy and Administrative Regulations pertaining to field trips.

Person in charge: Kendall Green  Date: 8/13/14

Approved by:  

Principal: Date: 8/14/14

Superintendent: Date:  

Board of Trustees/Clerk: Date:  
Field Trip Permission Form
Patterson Joint Unified School District

PUPIL FIELD TRIP PERMISSION SLIP
AND MEDICAL AUTHORIZATION
(To be completed by parent/guardian)

Please complete and return this form to the supervising teacher of the field trip/activity. No pupil will be
permitted to participate in this activity without this form on file.

Pupil’s Name (print): Patterson High School, has our (my) permission to participate in the following:

Activity: Central Region FFA Meeting
Destination: Consumer's River College, Elk Grove, CA
Method of Transportation: Subway
Departure Date & Time: 2/19/15 @ 6 PM
Return Date & Time: 2/19/15 @ 10 PM
Departure Location: PHS Agriculture Dept
Return Location: PHS Agriculture Dept

ASSUMPTION OF RISK, WAIVER, INDEMNIFICATION AND MEDICAL AUTHORIZATION

I am aware and acknowledge that any activity covered by this permission slip, by its very nature, poses the potential risk
of injury/illness or death to the individuals who participate.

In consideration of the opportunity for my child/ward to participate in the activities covered by this permission
lip, I do hereby agree as follows:

All persons making the field trip or excursion shall be deemed to have assumed liability and waived all claims
against the Patterson Joint Union School District ("District") or the State of California for injury, accident, illness or death
occurring during or by reason of the field trip or excursion.

In the event of illness or injury, we (I) consent to all routine and/or emergency medical treatments and/or services
prescribed by the attending physician, surgeon, or dentist, and to the administration and performance of all examinations,
treatments, anesthetics, operations, and other procedures which are deemed necessary or advisable by the attending
physician at the scene and/or at the hospital or other medical facility.

That I am solely financially responsible for any cost and/or all indebtedness incurred as a result of any emergency
and/or routine medical and/or surgical treatment and services prescribed by the attending physician for our (my)
child/ward, including all charges not covered by insurance.

To indemnify and hold harmless the PJUSD, its officers, employees, agents, representatives, and volunteers from
each and every claim or demand made, and each and every liability, action, loss, debt, or damage which may arise by or in
connection with, or result from, any routine and/or emergency medical services, or participation of our (my) child/ward in
my activities covered by this permission slip.

I fully understand that all persons making the field trip or excursion are to abide by all rules and regulations
governing conduct during the trip. Any violation of these rules and regulations may result in the individual being sent
home at my expense.

If my child/ward has a special medical condition and/or physical disability diagnosed by a physician, a description
of that medical condition and/or physical disability is attached hereto.
PATTERSON JOINT UNIFIED SCHOOL DISTRICT

FIELD TRIP REQUEST FORM FOR BOARD APPROVAL (overnight & out-of-state)

District Sponsored Event – Attendance Voluntary

Date Requested: 8/13/14

Purpose of the trip: Central Region FFA Officer Interviews

Destination: Hughson High School, Hughson CA

Date(s) of trip: 8/19/15

Departure time: 12 PM  
Return Time: 9 PM  
Depends on scheduled interviews

Person in Charge: Kendall Green  
Title: Agriculture Teacher

Other adults on trip/title:

Number of students: 5

Number of nights: 0  Out of State  0  Foreign Country  0

Transportation: Bus  Air  Private Vehicle

Cost of Trip: N/A

Funding Source: N/A

I have read and will abide by the Board Policy and Administrative Regulations pertaining to field trips.

Kendall Green  
Person in charge  8/13/14

Approve by:

Principal  
Date  8/13/14

Superintendent

Date

Board of Trustees/Clerk

Date
- Field Trip Permission Form
Patterson Joint Unified School District

PUPIL FIELD TRIP PERMISSION SLIP
AND MEDICAL AUTHORIZATION
(To be completed by parent/guardian)

Please complete and return this form to the supervising teacher of the field trip/activity. No pupil will be permitted to participate in this activity without this form on file.

Pupil’s Name (print) ___________________________ [Date of Birth] __________, a pupil

Patterson High School, has our (my) permission to participate in the following:

Activity: Central Region FFA Officer Interviews

Destination: Hughson High School, Hughson 4A

Method of Transportation: Ag Suburban

Departure Date & Time: 3/9/15 12 PM

Return Date & Time: 3/9/15 3 PM

Departure Location: DHS Agriculture Dept.

Return Location: DHS Agriculture Dept.

ASSUMPTION OF RISK, WAIVER, INDEMNIFICATION AND MEDICAL AUTHORIZATION

I am aware and acknowledge that any activity covered by this permission slip, by its very nature, poses the potential risk of injury/illness or death to the individuals who participate.

I, or and in consideration of the opportunity for my child/ward to participate in the activities covered by this permission slip, do hereby agree as follows:

All persons making the field trip or excursion shall be deemed to have assumed liability and waived all claims against the Patterson Joint Union School District ("District") or the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion.

In the event of illness or injury, we (I) consent to all routine and/or emergency medical treatments and/or services prescribed by the attending physician, surgeon, or dentist, and to the administration and performance of all examinations, treatments, anesthetics, operations, and other procedures which are deemed necessary or advisable by the attending physician at the scene and/or at the hospital or other medical facility.

That I am solely financially responsible for any cost and/or all indebtedness incurred as a result of any emergency and/or routine medical and/or surgical treatment and services prescribed by the attending physician for our (my) child/ward, including all charges not covered by insurance.

To indemnify and hold harmless the PJUSD, its officers, employees, agents, representatives, and volunteers from each and every claim or demand made, and each and every liability, action, loss, debt, or damage which may arise by or in connection with, or result from, any routine and/or emergency medical services, or participation of our (my) child/ward in any activities covered by this permission slip.

I fully understand that all persons making the field trip or excursion are to abide by all rules and regulations governing conduct during the trip. Any violation of these rules and regulations may result in the individual being sent home at my expense.

If my child/ward has a special medical condition and/or physical disability diagnosed by a physician, a description of that medical condition and/or physical disability is attached hereto.
PATTERSON JOINT UNIFIED SCHOOL DISTRICT

FIELD TRIP REQUEST FORM FOR BOARD APPROVAL (overnight & out-of-state)

District Sponsored Event – Attendance Voluntary

Date Requested: 8/13/14

Purpose of the trip: Tri-Rivers FFA Super Thursday Public Speaking Contest

Destination: Pitman High School, Turlock 95382

Date(s) of trip: 11/29/2015

Departure time: 2 PM  Return Time: 10 PM

Person in Charge: Kendall Green  Title: Agriculture Teacher

Other adults on trip/title: Monica Lopez  Sam Cahill  Michael Costa

Number of students: 25

Number of nights: 0  Out of State 0  Foreign Country 0

Transportation: Bus  Air  Private Vehicle

Cost of Trip: $0

Funding Source: N/A

I have read and will abide by the Board Policy and Administrative Regulations pertaining to field trips.

Kendall Green  8/13/14

Person in charge  Date

Approved by:

Principal  8/14/14

Date

Superintendent  

Date

Board of Trustees/Clerk  

Date
- Field Trip Permission Form

Patterson Joint Unified School District

PUPIL FIELD TRIP PERMISSION SLIP
AND MEDICAL AUTHORIZATION

(To be completed by parent/guardian)

Please complete and return this form to the supervising teacher of the field trip/activity. No pupil will be permitted to participate in this activity without this form on file.

Pupil’s Name (print) [Date of Birth]

Paterson High School, has our (my) permission to participate in the following:

Activity: Trx Rivers FTA Super Thursday Public Speaking Contest

Destination: Pitman High School, Turlock, CA

Method of Transportation: District Vans and Ag Suburban

Departure Date & Time: 11/29 2 PM

Return Date & Time: 11/29 10 PM

Departure Location: PHS Agriculture Dept

Return Location: PHS Agriculture Dept

ASSUMPTION OF RISK, WAIVER, INDEMNIFICATION AND MEDICAL AUTHORIZATION

I am aware and acknowledge that any activity covered by this permission slip, by its very nature, poses the potential risk of injury/illness or death to the individuals who participate.

I, or and in consideration of the opportunity for my child/ward to participate in the activities covered by this permission slip, I do hereby agree as follows:

All persons making the field trip or excursion shall be deemed to have assumed liability and waived all claims against the Patterson Joint Union School District ("District") or the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion.

In the event of illness or injury, we (I) consent to all routine and/or emergency medical treatments and/or services prescribed by the attending physician, surgeon, or dentist, and to the administration and performance of all examinations, treatments, anesthetics, operations, and other procedures which are deemed necessary or advisable by the attending physician at the scene and/or at the hospital or other medical facility.

That I am solely financially responsible for any cost and/or all indebtedness incurred as a result of any emergency and/or routine medical and/or surgical treatment and services prescribed by the attending physician for our (my) child/ward, including all charges not covered by insurance.

To indemnify and hold harmless the PJUSD, its officers, employees, agents, representatives, and volunteers from each and every claim or demand made, and each and every liability, action, loss, debt, or damage which may arise by or in connection with, or result from, any routine and/or emergency medical services, or participation of our (my) child/ward in my activities covered by this permission slip.

I fully understand that all persons making the field trip or excursion are to abide by all rules and regulations covering conduct during the trip. Any violation of these rules and regulations may result in the individual being sent home at my expense.

If my child/ward has a special medical condition and/or physical disability diagnosed by a physician, a description of that medical condition and/or physical disability is attached hereto.
PATTERSON JOINT UNIFIED SCHOOL DISTRICT
FIELD TRIP REQUEST FORM FOR BOARD APPROVAL (overnight & out-of-state)

District Sponsored Event – Attendance Voluntary

Date Requested: 8/13/14

Purpose of the trip: FFA Ice Skating Trip

Destination: Del Dios Farms, Lakeside, CA

Date(s) of trip: 12/12/14

Departure time: 1 PM Return Time: 8 PM

Person in Charge: Kendall Green Title: Agriculture Teacher

Other adults on trip/title: Monica Lopes Agriculture Teacher, Michael Costa Agriculture Teacher

Number of students: 50

Number of nights: 0 Out of State 0 Foreign Country 0

Transportation: Bus    Air    Private Vehicle    Bus

Cost of Trip: $500 for ice skating, $280 for bus

Funding Source: Students pay for their ice skating trip and FFA ASB account covers bus.

I have read and will abide by the Board Policy and Administrative Regulations pertaining to field trips.

Kendall Green 8/13/14

Person in charge

Approved by: 8/14/14

Principal

Superintendent

Board of Trustees/Clerk
- Field Trip Permission Form
Patterson Joint Unified School District

PUPIL FIELD TRIP PERMISSION SLIP
AND MEDICAL AUTHORIZATION
(To be completed by parent/guardian)

Please complete and return this form to the supervising teacher of the field trip/activity. No pupil will be permitted to participate in this activity without this form on file.

Pupil’s Name (print): [ ]

[Date of Birth]

School, has our (my) permission to participate in the following:

Activity: Del Osso Farms FFA Ice Skating Trip

Destination: Del Osso Farms

Method of Transportation: [ ] Bus

Departure Date & Time:

Return Date & Time:

Departure Location: [ ]

Return Location: [ ]

ASSUMPTION OF RISK, WAIVER, INDEMNIFICATION AND MEDICAL AUTHORIZATION

I am aware and acknowledge that any activity covered by this permission slip, by its very nature, poses the potential risk of injury/illness or death to the individuals who participate.

I, and in consideration of the opportunity for my child/ward to participate in the activities covered by this permission slip, do hereby agree as follows:

1. All persons making the field trip or excursion shall be deemed to have assumed liability and waived all claims against the Patterson Joint Union School District ("District") or the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion.

2. In the event of illness or injury, we(I) consent to all routine and/or emergency medical treatments and/or services prescribed by the attending physician, surgeon, or dentist, and to the administration and performance of all examinations, treatments, anesthetics, operations, and other procedures which are deemed necessary or advisable by the attending physician at the scene and/or at the hospital or other medical facility.

3. That I am solely financially responsible for any cost and/or all indebtedness incurred as a result of any emergency and/or routine medical and/or surgical treatment and services prescribed by the attending physician for our (my) child/ward, including all charges not covered by insurance.

4. To indemnify and hold harmless the PJUSD, its officers, employees, agents, representatives, and volunteers from each and every claim or demand made, and each and every liability, action, loss, debt, or damage which may arise by or in connection with, or result from, any routine and/or emergency medical services, or participation of our (my) child/ward in any activities covered by this permission slip.

5. I fully understand that all persons making the field trip or excursion are to abide by all rules and regulations governing conduct during the trip. Any violation of these rules and regulations may result in the individual being sent home at my expense.

6. If my child/ward has a special medical condition and/or physical disability diagnosed by a physician, a description of that medical condition and/or physical disability is attached hereto.
PATTERSON JOINT UNIFIED SCHOOL DISTRICT

FIELD TRIP REQUEST FORM FOR BOARD APPROVAL (overnight & out-of-state)

District Sponsored Event – Attendance Voluntary

Date Requested: 8/13/14

Purpose of the trip: Tri. Rivers FFA Sectional Bowling Night

Destination: Modesto Bowl

Date(s) of trip: 12/2/14

Departure time: 3:30 PM Return Time: 8 PM

Person in Charge: Kendall Green Title: Agriculture Teacher

Other adults on trip/title: Monica Lopez Michael Costa

Sam Cahill

Number of students: 20

Number of nights: 0 Out of State 0 Foreign Country 0

Transportation: Bus Air Private Vehicle

Cost of Trip: $10 per student – $200

Funding Source: students pay for their own bowling costs.

I have read and will abide by the Board Policy and Administrative Regulations pertaining to field trips.

Person in charge: Kendall Green

Date: 8/13/14

Approved by:

Principal: Jon Smith

Date: 8/14/14

Superintendent

Date

Board of Trustees/Clerk

Date
- Field Trip Permission Form
Patterson Joint Unified School District

PUPIL FIELD TRIP PERMISSION SLIP
AND MEDICAL AUTHORIZATION

(To be completed by parent/guardian)

Please complete and return this form to the supervising teacher of the field trip/activity. No pupil will be permitted to participate in this activity without this form on file.

Pupil's Name (print) [ ]

School has our (my) permission to participate in the following:

Activity: [ ] Tri Rivers FFA Sectional Bowling Night
[ ]

Method of Transportation: District Vans and Ag Suburban

Departure Date & Time: 1/21/14 3:30 PM

Return Date & Time: 1/21/14 9 PM

Assumption of Risk, Waiver, Indemnification and Medical Authorization

I am aware and acknowledge that any activity covered by this permission slip, by its very nature, poses the potential risk of injury/illness or death to the individuals who participate.

I, and in consideration of the opportunity for my child/ward to participate in the activities covered by this permission slip, I do hereby agree as follows:

1. All persons making the field trip or excursion shall be deemed to have assumed liability and waived all claims against the Patterson Joint Union School District ("District") or the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion.

2. In the event of illness or injury, we (I) consent to all routine and/or emergency medical treatments and/or services prescribed by the attending physician, surgeon, or dentist, and to the administration and performance of all examinations, treatments, anesthetics, operations, and other procedures which are deemed necessary or advisable by the attending physician at the scene and/or at the hospital or other medical facility.

3. That I am solely financially responsible for any cost and/or all indebtedness incurred as a result of any emergency and/or routine medical and/or surgical treatment and services prescribed by the attending physician for our (my) child/ward, including all charges not covered by insurance.

4. To indemnify and hold harmless the PJUSD, its officers, employees, agents, representatives, and volunteers from and against every claim or demand made, and each and every liability, action, loss, debt, or damage which may arise by or in connection with, or result from, any routine and/or emergency medical services, or participation of our (my) child/ward in my activities covered by this permission slip.

5. I fully understand that all persons making the field trip or excursion are to abide by all rules and regulations governing conduct during the trip. Any violation of these rules and regulations may result in the individual being sent home at my expense.

6. If my child/ward has a special medical condition and/or physical disability diagnosed by a physician, a description of that medical condition and/or physical disability is attached hereto.
PATTERSON JOINT UNIFIED SCHOOL DISTRICT
FIELD TRIP REQUEST FORM FOR BOARD APPROVAL (overnight & out-of-state)

District Sponsored Event – Attendance Voluntary

Date Requested: 8/13/14

Purpose of the trip: FFA Corn Maze Trip

Destination: Del Bosso Farms, Lathrop CA

Date(s) of trip: 10/23/14

Departure time: 3 PM  Return Time: 9 PM

Person in Charge: Kendall Green Title: Agriculture Teacher

Other adults on trip/title: Monica Lopes Agriculture Teacher
Michael Costa Agriculture Teacher

Number of students: 50

Number of nights: 0 Out of State 0 Foreign Country 0

Transportation: Bus  Air  Private Vehicle

Cost of Trip: $500 for corn maze and haunted house and $200 for bus

Funding Source: Students pay for corn maze and haunted house while the FFA ASB account pays for the bus.

I have read and will abide by the Board Policy and Administrative Regulations pertaining to field trips.

Kendall Green  8/13/14
Person in Charge  Date

Approved by:

Principal  8/14/14
Date

Superintendent

Date

Board of Trustees/Clerk

Date
PATTERSON JOINT UNIFIED SCHOOL DISTRICT

FIELD TRIP REQUEST FORM FOR BOARD APPROVAL (overnight & out-of-state)

District Sponsored Event – Attendance Voluntary

Date Requested: 7/22/14

Purpose of the trip: FFA Greenhand leadership conference (Modesto)

Destination: Modesto Ag Center

Date(s) of trip: 9/24/14

Departure time: 7 AM  Return Time: 4 PM

Person in Charge: Kendall Green  Title: Agriculture Teacher

Other adults on trip/title: Monica Lopes    Michael Costa

Number of students: 25

Number of nights: 0  Out of State  0  Foreign Country  0

Transportation: Bus  Air  Private Vehicle  √District Vans

Cost of Trip: $30.00 per student

Funding Source: Students pay $15 and $15 for each student comes from the ASB FFA account.

I have read and will abide by the Board Policy and Administrative Regulations pertaining to field trips.

Person in Charge: Kendall Green

Date: 7/22/14

Approved by:

Principal

Date: 7/22/14

Superintendent

Date

Board of Trustees/Clerk

Date
PATTERSON JOINT UNIFIED SCHOOL DISTRICT

FIELD TRIP REQUEST FORM FOR BOARD APPROVAL (overnight & out-of-state)

District Sponsored Event – Attendance Voluntary

Date Requested: 7/22/14

Purpose of the trip: FFA Opening and Closing Contest

Destination: Crestimba High School

Date(s) of trip: 10/15/14

Departure time: 3 PM Return Time: 10 PM

Person in Charge: Kendall Green Title: Agriculture Teacher

Other adults on trip/title: Michael Costa Monica Lopes

Samantha Lam

Number of students: 20

Number of nights: 0 Out of State 0 Foreign Country 0

Transportation: Bus Air Private Vehicle District Vans

Cost of Trip: $0

Funding Source: N/A

I have read and will abide by the Board Policy and Administrative Regulations pertaining to field trips.

Kendall Green 7/22/14

Person in charge

Approved by:

7/29/14

Principals

7/29/14

Superintendent

Date

Date

Board of Trustees/Clerk

Date

Date
Field Trip Permission Form
Patterson Joint Unified School District

Pupil Field Trip Permission Slip
AND MEDICAL AUTHORIZATION
(To be completed by parent/guardian)

Case complete and return this form to the supervising teacher of the field trip/activity. No pupil will be permitted to participate in this activity without this form on file.

[Student's Name (print)] [Date of Birth]

[Student's high school], School, has our (my) permission to participate in the following:

Activity: Farm Cooking and Curing Contest
Destination: Bear Valley High School
Method of Transportation: District Tours and Ag Suburban
Depart Date & Time: 10/15/14 3:30 PM
Return Date & Time: 10/15/14 9:15 PM
Departure Location: PHS Agriculture Dept
Return Location: PHS Agriculture Dept

ASSUMPTION OF RISK, WAIVER, INDEMNIFICATION AND MEDICAL AUTHORIZATION

I am aware and acknowledge that any activity covered by this permission slip, by its very nature, poses the potential risk of injury/illness or death to the individuals who participate.

I, or in consideration of the opportunity for my child/ward to participate in the activities covered by this permission slip, I do hereby agree as follows:

All persons making the field trip or excursion shall be deemed to have assumed liability and waived all claims against the Patterson Joint Union School District ("District") or the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion.

In the event of illness or injury, I consent to all routine and/or emergency medical treatments and/or services prescribed by the attending physician, surgeon, or dentist, and to the administration and performance of all examinations, treatments, anesthetics, operations, and other procedures which are deemed necessary or advisable by the attending physician at the scene and/or at the hospital or other medical facility.

That I am solely financially responsible for any cost and/or all indebtedness incurred as a result of any emergency, routine medical and/or surgical treatment and services prescribed by the attending physician for our (my) child/ward, including all charges not covered by insurance.

To indemnify and hold harmless the PJUSD, its officers, employees, agents, representatives, and volunteers from any claim or demand made, and each and every liability, action, loss, debt, or damage which may arise by or in connection with, or result from, any routine and/or emergency medical services, or participation of our (my) child/ward in any activities covered by this permission slip.

I fully understand that all persons making the field trip or excursion are to abide by all rules and regulations governing conduct during the trip. Any violation of these rules and regulations may result in the individual being sent me at my expense.

If my child/ward has a special medical condition and/or physical disability diagnosed by a physician, a description thereof medical condition and/or physical disability is attached hereto.
PATTERSON JOINT UNIFIED SCHOOL DISTRICT

FIELD TRIP REQUEST FORM FOR BOARD APPROVAL (overnight & out-of-state)

District Sponsored Event – Attendance Voluntary

Date Requested: 7/22/14

Purpose of the trip: Modesto Junior College Agriculture Open House

Destination: Modesto Junior College

Date(s) of trip: 10/9/14

Departure time: 4PM Return Time: 9PM

Person in Charge: Kendall Green Title: Agriculture Teacher

Other adults on trip/title: Michael Costa

Monica Lopes

Number of students: 18

Number of nights: 0 Out of State 0 Foreign Country 0

Transportation: Bus Air Private Vehicle District Van

Cost of Trip: $0

Funding Source: N/A

I have read and will abide by the Board Policy and Administrative Regulations pertaining to field trips.

Kendall Green 7/22/14

Person in charge Date

Approved by:

J. Baker 7/29/14

Principal Date

Superintendent

Date

Board of Trustees/Clerk

Date
Field Trip Permission Form
Patterson Joint Unified School District

PUPIL FIELD TRIP PERMISSION SLIP
AND MEDICAL AUTHORIZATION
(To be completed by parent/guardian)

'Please complete and return this form to the supervising teacher of the field trip/activity. No pupil will be permitted to participate in this activity without this form on file.

Pupil’s Name (print) [Date of Birth]

Patterson High School, has our (my) permission to participate in the following:

Activity: Modesto Junior College Agriculture Open House

Destination: Modesto Junior College

Method of Transportation: District vans

Departure Date & Time: 10/19/14 4 pm

Return Date & Time: 10/19/14 4 pm

Departure Location: PHS Agriculture Dept

Return Location: PHS Agriculture Dept

ASSUMPTION OF RISK, WAIVER, INDEMNIFICATION AND MEDICAL AUTHORIZATION

I am aware and acknowledge that any activity covered by this permission slip, by its very nature, poses the potential risk of injury/illness or death to the individuals who participate.

I do hereby agree as follows:

1. All persons making the field trip or excursion shall be deemed to have assumed liability and waived all claims against the Patterson Joint Union School District (“District”) or the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion.

2. In the event of illness or injury, we (I) consent to all routine and/or emergency medical treatments and/or services prescribed or administered by the attending physician, surgeon, or dentist, and to the administration and performance of any examinations, treatments, anesthetics, operations, and other procedures which are deemed necessary or advisable by the attending physician at the scene and/or at the hospital or other medical facility.

3. That I am solely financially responsible for any cost and/or all indebtedness incurred as a result of any emergency medical and/or surgical treatment and services prescribed by the attending physician for our (my) child/ward, including all charges not covered by insurance.

4. To indemnify and hold harmless the PJUSD, its officers, employees, agents, representatives, and volunteers from and every claim or demand made, and each and every liability, action, loss, debt, or damage which may arise by or in connection with, or result from, any routine and/or emergency medical services, or participation of our (my) child/ward in my activities covered by this permission slip.

5. I fully understand that all persons making the field trip or excursion are to abide by all rules and regulations governing conduct during the trip. Any violation of these rules and regulations may result in the individual being sent home at my expense.

6. If my child/ward has a special medical condition and/or physical disability diagnosed by a physician, a description of the medical condition and/or physical disability is attached hereto.
PATTERSON JOINT UNIFIED SCHOOL DISTRICT

FIELD TRIP REQUEST FORM FOR BOARD APPROVAL (overnight & out-of-state)

District Sponsored Event – Attendance Voluntary

Date Requested: 7/2/14

Purpose of the trip: Stanislaus County Fair

Destination: Stanislaus County Fairgrounds, Turlock CA

Date(s) of trip: 7/7 - 22/14

Departure time: 6 AM  Return Time: 6 PM

Person in Charge: Kendall Green  Title: Agriculture Teacher

Other adults on trip/title: Michael Costa  Agriculture Teacher

Number of students: 34

Number of nights: 0  Out of State 0  Foreign Country 0

Transportation: Bus  Air  Private Vehicle

Cost of Trip: N/A

Funding Source: N/A

I have read and will abide by the Board Policy and Administrative Regulations pertaining to field trips.

Kendall Green  7/2/14

Person in charge Date

Approved by:

Principal  7/2/14

Date

Superintendent  Date

Board of Trustees/Clerk  Date
- Field Trip Permission Form
Patterson Joint Unified School District

PUPIL FIELD TRIP PERMISSION SLIP
AND MEDICAL AUTHORIZATION
(To be completed by parent/guardian)

Please complete and return this form to the supervising teacher of the field trip/activity. No pupil will be permitted to participate in this activity without this form on file.

Pupil's Name (print)]

[Date of Birth]

t Patterson High School, has our (my) permission to participate in the following:

Activity:  Ag Day at the State Capitol
Destination: State Capitol, Sacramento CA
Method of Transportation: District Van and Ag Suburban
Departure Date & Time: 3/18/15 7 AM
Return Date & Time: 3/18/15 4 PM
Departure Location: PHS Agriculture, Dept
Return Location: PHS Agriculture, Dept

ASSUMPTION OF RISK, WAIVER, INDEMNIFICATION AND MEDICAL AUTHORIZATION

I am aware and acknowledge that any activity covered by this permission slip, by its very nature, poses the potential risk of injury/illness or death to the individuals who participate.

In consideration of the opportunity for my child/ward to participate in the activities covered by this permission slip, I hereby agree as follows:

. All persons making the field trip or excursion shall be deemed to have assumed liability and waived all claims against the Patterson Joint Union School District ("District") or the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion.

. In the event of illness or injury, we (I) consent to all routine and/or emergency medical treatments and/or services prescribed by the attending physician, surgeon, or dentist, and to the administration and performance of all examinations, treatments, anesthetics, operations, and other procedures which are deemed necessary or advisable by the attending physician at the scene and/or at the hospital or other medical facility.

. That I am solely financially responsible for any cost and/or all indebtedness incurred as a result of any emergency and/or routine medical and/or surgical treatment and services prescribed by the attending physician for our (my) child/ward, including all charges not covered by insurance.

. To indemnify and hold harmless the PJUSD, its officers, employees, agents, representatives, and volunteers from each and every claim or demand made, and each and every liability, action, loss, debt, or damage which may arise by or in connection with, or result from, any routine and/or emergency medical services, or participation of our (my) child/ward in any activities covered by this permission slip.

. I fully understand that all persons making the field trip or excursion are to abide by all rules and regulations governing conduct during the trip. Any violation of these rules and regulations may result in the individual being sent home at my expense.

. If my child/ward has a special medical condition and/or physical disability diagnosed by a physician, a description of the medical condition and/or physical disability is attached hereto.
PATTERSON JOINT UNIFIED SCHOOL DISTRICT

FIELD TRIP REQUEST FORM FOR BOARD APPROVAL (overnight & out-of-state)

District Sponsored Event – Attendance Voluntary

Date Requested: 8/14/14

Purpose of the trip: Ag Day at the Capitol

Destination: State Capitol, Sacramento CA

Date(s) of trip: 3/18/15

Departure time: 7AM  Return Time: 4PM

Person in Charge: Daniel Kendall Green  Title: Agriculture Teacher

Other adults on trip/title: Samantha Cahill

Number of students: 17

Number of nights: 0 Out of State 0 Foreign Country 0

Transportation: Bus  Air  Private Vehicle District Van  Ag Suburban

Cost of Trip: $0

Funding Source: N/A

I have read and will abide by the Board Policy and Administrative Regulations pertaining to field trips.

Person in charge

Approved by:

Principal

Superintendent

Board of Trustees/Clerk

Date

Date

Date
PATTERSON JOINT UNIFIED SCHOOL DISTRICT

FIELD TRIP REQUEST FORM FOR BOARD APPROVAL (overnight & out-of-state)

District Sponsored Event – Attendance Voluntary

Date Requested: 8/13/14

Purpose of the trip: Fresno State FFA Field Day

Destination: Fresno State University

Date(s) of trip: 4/18/15

Departure time: 5 AM  Return Time: 3 PM

Person in Charge: Kendall Green Title: Agriculture Teacher

Other adults on trip/title: Sam Cahill  Monica Lopes  Michael Costa

Number of students: 30

Number of nights: 0 Out of State 0 Foreign Country 0

Transportation: Bus  Air  Private Vehicle

Cost of Trip: $280

Funding Source: AIG

I have read and will abide by the Board Policy and Administrative Regulations pertaining to field trips.

Kendall Green  8/13/14

Person in charge  Date

Approved by:  8/13/14

Principal

Superintendent

Board of Trustees/Clerk
Field Trip Permission Form
Patterson Joint Unified School District

PUPIL FIELD TRIP PERMISSION SLIP
AND MEDICAL AUTHORIZATION
(To be completed by parent/guardian)

Please complete and return this form to the supervising teacher of the field trip/activity. No pupil will be permitted to participate in this activity without this form on file.

Pupil's Name (print): [ ]

[Date of Birth]: [ ]

[ ] Patterson High School, has our (my) permission to participate in the following:

Activity: Fresno State FA Field Day
Destination: Fresno State University
Method of Transportation: District trans., Agriculture Dept. vehicles
Departure Date & Time: 4/18/15 5 AM
Return Date & Time: [ ]
Departure Location: PHS Agriculture Dept
Return Location: [ ]

ASSUMPTION OF RISK, WAIVER, INDEMNIFICATION AND MEDICAL AUTHORIZATION

I am aware and acknowledge that any activity covered by this permission slip, by its very nature, poses the potential risk of injury/illness or death to the individuals who participate.

I, and in consideration of the opportunity for my child/ward to participate in the activities covered by this permission slip, I do hereby agree as follows:

All persons making the field trip or excursion shall be deemed to have assumed liability and waived all claims against the Patterson Joint Union School District ("District") or the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion.

In the event of illness or injury, we (I) consent to all routine and/or emergency medical treatments and/or services prescribed by the attending physician, surgeon, or dentist, and to the administration and performance of all examinations, treatments, anesthetics, operations, and other procedures which are deemed necessary or advisable by the attending physician at the scene and/or at the hospital or other medical facility.

That I am solely financially responsible for any cost and/or all indebtedness incurred as a result of any emergency and/or routine medical and/or surgical treatment and services prescribed by the attending physician for our (my) child/ward, including all charges not covered by insurance.

To indemnify and hold harmless the PJUSD, its officers, employees, agents, representatives, and volunteers from each and every claim or demand made, and each and every liability, action, loss, debt, or damage which may arise by or in connection with, or result from, any routine and/or emergency medical services, or participation of our (my) child/ward in any activities covered by this permission slip.

I fully understand that all persons making the field trip or excursion are to abide by all rules and regulations governing conduct during the trip. Any violation of these rules and regulations may result in the individual being sent home at my expense.

If my child/ward has a special medical condition and/or physical disability diagnosed by a physician, a description of said medical condition and/or physical disability is attached hereto.
PATTERSON JOINT UNIFIED SCHOOL DISTRICT

FIELD TRIP REQUEST FORM FOR BOARD APPROVAL

District Sponsored Event – Attendance Voluntary

Date Requested: 8/13/14

Purpose of the trip: Consumnes River College, FFA Field Day

Destination: Consumnes River College, Elk Grove

Date(s) of trip: 4/4/15

Departure time: 5 AM  Return Time: 9 PM

Person in Charge: Kendall Green  Title: Agriculture Teacher

Other adults on trip/title: Sam Cahill  \nMonica Lopez

Number of students: 26

Number of nights: 0 Out of State 0 Foreign Country 0

Transportation: Bus  Air  Private Vehicle  Dist. Vans  Ag Suburban

Cost of Trip: $260

Funding Source: A1G

I have read and will abide by the Board Policy and Administrative Regulations pertaining to field trips.

Kendall Green

Date 8/13/14

Approved by:

Principal

Date 8/14/14

Superintendent

Date

Board of Trustees/Clerk

Date
Field Trip Permission Form
Patterson Joint Unified School District

PUPIL FIELD TRIP PERMISSION SLIP
AND MEDICAL AUTHORIZATION
(To be completed by parent/guardian)

Please complete and return this form to the supervising teacher of the field trip/activity. No pupil will be permitted to participate in this activity without this form on file.

Pupil's Name (print) ___________________________ [Date of Birth] _______________, a pupil

t Patterson High School, has our (my) permission to participate in the following:

Activity: Consumer's River College FFA Field Day
Destination: Consumer's River College, CA
Method of Transportation: District Vans and Ag Suburban
Departure Date & Time: 4/14/15 8 AM
Return Date & Time: 4/14/15 3 PM
Departure Location: PHS Agriculture Dept.
Return Location: PHS Agriculture Dept.

ASSUMPTION OF RISK, WAIVER, INDEMNIFICATION AND MEDICAL AUTHORIZATION

I am aware and acknowledge that any activity covered by this permission slip, by its very nature, poses the potential risk of injury/illness or death to the individuals who participate.

In consideration of the opportunity for my child/ward to participate in the activities covered by this permission slip, I do hereby agree as follows:

1. All persons making the field trip or excursion shall be deemed to have assumed liability and waived all claims against the Patterson Joint School District ("District") or the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion.

2. In the event of illness or injury, we (I) consent to all routine and/or emergency medical treatments and/or services prescribed by the attending physician, surgeon, or dentist, and to the administration and performance of all examinations, treatments, anesthetics, operations, and other procedures which are deemed necessary or advisable by the attending physician at the scene and/or at the hospital or other medical facility.

3. That I am solely financially responsible for any cost and/or all indebtedness incurred as a result of any emergency and/or routine medical and/or surgical treatment and services prescribed by the attending physician for our (my) child/ward, including all charges not covered by insurance.

4. To indemnify and hold harmless the PJUSD, its officers, employees, agents, representatives, and volunteers from each and every claim or demand made, and each and every liability, action, loss, debt, or damage which may arise by or in connection with, or result from, any routine and/or emergency medical services, or participation of our (my) child/ward in any activities covered by this permission slip.

5. I fully understand that all persons making the field trip or excursion are to abide by all rules and regulations governing conduct during the trip. Any violation of these rules and regulations may result in the individual being sent home at my expense.

6. If my child/ward has a special medical condition and/or physical disability diagnosed by a physician, a description of medical condition and/or physical disability is attached hereto.
PATTERTON JOINT UNIFIED SCHOOL DISTRICT

FIELD TRIP REQUEST FORM FOR BOARD APPROVAL (overnight & out-of-state)

District Sponsored Event – Attendance Voluntary

Date Requested: 8/13/14

Purpose of the trip: Modesto Junior College FFA Judging

Destination: MJC, Modesto

Date(s) of trip: 3/29/15

Departure time: 6 AM  Return Time: 9 PM

Person in Charge: Kendall Green  Title: Agriculture Teacher

Other adults on trip/title: Sam Cahill  Michael Costa  Monica Lopez

Number of students: 30

Number of nights: 0  Out of State 0  Foreign Country 0

Transportation: Bus  Air  Private Vehicle  District vans  Ag Truck  Ag Suburban

Cost of Trip: $300

Funding Source: AIG

I have read and will abide by the Board Policy and Administrative Regulations pertaining to field trips.

Kendall Green  8/13/14

Approved by: Tony Smith  8/14/14

Principal

Superintendent

Board of Trustees/Clerk
- Field Trip Permission Form
Patterson Joint Unified School District

PUPIL FIELD TRIP PERMISSION SLIP
AND MEDICAL AUTHORIZATION
(To be completed by parent/guardian)

Please complete and return this form to the supervising teacher of the field trip/activity. No pupil will be permitted to participate in this activity without this form on file.

Pupil's Name (print) ___________________________ [Date of Birth] ______

School, has our (my) permission to participate in the following:

Activity: MJC Judging Team Field Day
Destination: MJC, Modesto Ag Department
Method of Transportation: District Van and Agriculture Dept Vehicles
Departure Date & Time: 3/28 8 AM
Return Date & Time: ___________________________
Departure Location: DHS Agriculture Dept
Return Location: DHS Agriculture Dept

ASSUMPTION OF RISK, WAIVER, INDEMNIFICATION AND MEDICAL AUTHORIZATION

I am aware and acknowledge that any activity covered by this permission slip, by its very nature, poses the potential risk of injury/illness or death to the individuals who participate.

I, or and in consideration of the opportunity for my child/ward to participate in the activities covered by this permission slip, I do hereby agree as follows:

1. All persons making the field trip or excursion shall be deemed to have assumed liability and waived all claims against the Patterson Joint Union School District (“District”) or the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion.
2. In the event of illness or injury, I (we) consent to all routine and/or emergency medical treatments and/or services prescribed by the attending physician, surgeon, or dentist, and to the administration and performance of all examinations, treatments, anesthetics, operations, and other procedures which are deemed necessary or advisable by the attending physician at the scene and/or at the hospital or other medical facility.
3. That I am solely financially responsible for any cost and/or all indebtedness incurred as a result of any emergency and/or routine medical and/or surgical treatment and services prescribed by the attending physician for our (my) child/ward, including all charges not covered by insurance.
4. To indemnify and hold harmless the PJUSD, its officers, employees, agents, representatives, and volunteers from each and every claim or demand made, and each and every liability, action, loss, debt, or damage which may arise by or in connection with, or result from, any routine and/or emergency medical services, or participation of our (my) child/ward in any activities covered by this permission slip.
5. I fully understand that all persons making the field trip or excursion are to abide by all rules and regulations governing conduct during the trip. Any violation of these rules and regulations may result in the individual being sent home at my expense.

If my child/ward has a special medical condition and/or physical disability diagnosed by a physician, a description thereof and/or physical disability is attached hereto.
PATTERTON JOINT UNIFIED SCHOOL DISTRICT

FIELD TRIP REQUEST FORM FOR BOARD APPROVAL (overnight & out-of-state)

District Sponsored Event – Attendance Voluntary

Date Requested: 8/13/14

Purpose of the trip: Merced College FFA Judging Field Day

Destination: Merced College

Date(s) of trip: 3/21/15

Departure time: 6 AM  Return Time: 8 PM

Person in Charge: Kendall Green  Title: Agriculture Teacher

Other adults on trip/title: Michael Costa  Monica Lopez  Sam Cahi

Number of students: 30

Number of nights: 0  Out of State  0  Foreign Country  0

Transportation: Bus  Air  Private Vehicle

Cost of Trip: $140

Funding Source: AIG

I have read and will abide by the Board Policy and Administrative Regulations pertaining to field trips.

Kendall Green 8/13/14

Person in charge  Date

Approved by:

Principal  8/14/14  Date

Superintendent

Board of Trustees/Clerk
Field Trip Permission Form
Patterson Joint Unified School District

PUPIL FIELD TRIP PERMISSION SLIP
AND MEDICAL AUTHORIZATION
(To be completed by parent/guardian)

Please complete and return this form to the supervising teacher of the field trip/activity. No pupil will be permitted to participate in this activity without this form on file.

Pupil's Name (print):

[Date of Birth]

a pupil

Patterson High School, has our (my) permission to participate in the following:

Activity: Merced College FFA Judging Field Day

Destination: Merced College

Method of Transportation: Van, Ag Suburban, Ag Truck

Departure Date & Time: 3/21/13 6 PM

Return Date & Time: 3/21/13 8 PM

Department: PHI Agriculture Dept.

ASSUMPTION OF RISK, WAIVER, INDEMNIFICATION AND MEDICAL AUTHORIZATION

I am aware and acknowledge that any activity covered by this permission slip, by its very nature, poses the potential risk of injury/illness or death to the individuals who participate.

I, the parent or guardian of the above-named student, do hereby agree as follows:

All persons making the field trip or excursion shall be deemed to have assumed liability and waived all claims against the Patterson Joint Union School District ("District") or the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion.

In the event of illness or injury, we (I) consent to all routine and/or emergency medical treatments and/or services prescribed by the attending physician, surgeon, or dentist, and to the administration and performance of all examinations, treatments, anesthetics, operations, and other procedures which are deemed necessary or advisable by the attending physician at the scene and/or at the hospital or other medical facility.

That I am solely financially responsible for any cost and/or all indebtedness incurred as a result of any emergency medical and/or surgical treatment and services prescribed by the attending physician for our (my) child/ward, including all charges not covered by insurance.

To indemnify and hold harmless the PJUSD, its officers, employees, agents, representatives, and volunteers from and against all claims or demand made, and each and every liability, action, loss, debt, or damage which may arise by or in connection with, or result from, any routine and/or emergency medical services, or participation of our (my) child/ward in any activities covered by this permission slip.

I fully understand that all persons making the field trip or excursion are to abide by all rules and regulations governing conduct during the trip. Any violation of these rules and regulations may result in the individual being sent home at my expense.

If my child/ward has a special medical condition and/or physical disability diagnosed by a physician, a description of the medical condition and/or physical disability is attached hereto.
Field Trip Permission Form
Patterson Joint Unified School District

PUPIL FIELD TRIP PERMISSION SLIP
AND MEDICAL AUTHORIZATION
(To be completed by parent/guardian)

Please complete and return this form to the supervising teacher of the field trip/activity. No pupil will be permitted to participate in this activity without this form on file.

Pupil’s Name (print)_________________________ [Date of Birth]_________________________, a pupil

Patterson High School, has our (my) permission to participate in the following:

Activity: Cal Poly FFA State Judging Finals
Destination: Cal Poly San Luis Obispo
Method of Transportation: District Van and Agriculture Vehicles
Departure Date & Time: 5/17/15 8 AM
Return Date & Time: 5/17/15 11 PM
Departure Location: Patterson High Agriculture Dept.
Return Location: Patterson High Agriculture Dept.

ASSUMPTION OF RISK, WAIVER, INDEMNIFICATION AND MEDICAL AUTHORIZATION

I am aware and acknowledge that any activity covered by this permission slip, by its very nature, poses the potential risk of injury/illness or death to the individuals who participate.

I, or and in consideration of the opportunity for my child/ward to participate in the activities covered by this permission slip, I do hereby agree as follows:

I. All persons making the field trip or excursion shall be deemed to have assumed liability and waived all claims against the Patterson Joint Union School District ("District") or the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion.

II. In the event of illness or injury, we (I) consent to all routine and/or emergency medical treatments and/or services prescribed by the attending physician, surgeon, or dentist, and to the administration and performance of all examinations, treatments, anesthetics, operations, and other procedures which are deemed necessary or advisable by the attending physician at the scene and/or at the hospital or other medical facility.

III. I am solely financially responsible for any cost and/or all indebtedness incurred as a result of any emergency and/or routine medical and/or surgical treatment and services prescribed by the attending physician for our (my) child/ward, including all charges not covered by insurance.

IV. To indemnify and hold harmless the PJUSD, its officers, employees, agents, representatives, and volunteers from each and every claim or demand made, and each and every liability, action, loss, debt, or damage which may arise by or in connection with, or result from, any routine and/or emergency medical services, or participation of our (my) child/ward in any activities covered by this permission slip.

I fully understand that all persons making the field trip or excursion are to abide by all rules and regulations governing conduct during the trip. Any violation of these rules and regulations may result in the individual being sent home at my expense.

If my child/ward has a special medical condition and/or physical disability diagnosed by a physician, a description of the medical condition and/or physical disability is attached hereto.
- Field Trip Permission Form
Patterson Joint Unified School District

PUPIL FIELD TRIP PERMISSION SLIP
AND MEDICAL AUTHORIZATION

(To be completed by parent/guardian)

Please complete and return this form to the supervising teacher of the field trip/activity. No pupil will be permitted to participate in this activity without this form on file.

Pupil’s Name (print) ____________________________ [Date of Birth] ____________

School: ____________________________ a pupil

Activity: FFA State Conference
Destination: Selland Arena, Fresno, CA
Method of Transportation: District Van, Ag Suburban, Ag Truck

Departure Date & Time: 3/4/18 7:15 AM
Return Date & Time: 3/6/18 3 PM
Departure Location: PHS Agriculture Dept
Return Location: PHS Agriculture Dept

ASSUMPTION OF RISK, WAIVER, INDEMNIFICATION AND MEDICAL AUTHORIZATION

I am aware and acknowledge that any activity covered by this permission slip, by its very nature, poses the potential risk of injury/illness or death to the individuals who participate.

I, ____________________________, the parent/guardian of ____________________________, a pupil, authorize the school, Patterson Joint Unified School District, to provide the medical care and attention necessary for my child/ward during the field trip/activity and hereby agree:

1. All persons making the field trip or excursion shall be deemed to have assumed liability and waived all claims against the Patterson Joint Union School District (“District”) or the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion.

2. In the event of illness or injury, we (I) consent to all routine and/or emergency medical treatments and/or services necessary for the attending physician, surgeon, or dentist, and to the administration and performance of all examinations, treatments, anesthetics, operations, and other procedures which are deemed necessary or advisable by the attending physician at the scene and/or at the hospital or other medical facility.

3. That I am solely financially responsible for any cost and/or all indebtedness incurred as a result of any emergency and/or routine medical and/or surgical treatment and services prescribed by the attending physician for our (my) child/ward, including all charges not covered by insurance.

4. To indemnify and hold harmless the PJUSD, its officers, employees, agents, representatives, and volunteers from and against any claim or demand made, and each and every liability, action, loss, debt, or damage which may arise by or in connection with, or result from, any routine and/or emergency medical services, or participation of our (my) child/ward in any activities covered by this permission slip.

5. I fully understand that all persons making the field trip or excursion are to abide by all rules and regulations governing conduct during the trip. Any violation of these rules and regulations may result in the individual being sent home at my expense.

If my child/ward has a special medical condition and/or physical disability diagnosed by a physician, a description of the medical condition and/or physical disability is attached hereto.
Patterson High School Agriculture Department Policies:

All students in the Patterson Joint Unified School District Agriculture Education Department are members of the FFA program. FFA counts for 10% of the student’s grade and SAE is another 10%.

FFA activities may include chapter meetings, public speaking teams, judging teams and participation in chapter fundraisers or community services. All students are eligible to attend FFA meetings, FFA fun nights or recreational activities, community service activities, fundraisers and judging teams to receive their FFA grade. There is no GPA requirements for these activities. If students act inappropriately at these events, the Agriculture teachers have the right to withhold their “FFA activity” and ask the students to leave the event.

SAE projects can vary and will be based on the approval of the individual instructor. For students to obtain their SAE grade, they must complete the FFA record book and be graded by their teacher. To keep an animal on the school farm, students must meet the requirements set aside by the School Farm Contract. See contract on next page. In addition, students will sign an additional fair contract requiring them to follow school policies while on the fairgrounds. This also outlines the student’s responsibilities when it comes to thank you letters and cleanliness and care of their animal.

FFA Officers have an additional contract that they must sign. Eligibility to be an FFA officer is outlined on this contract in the next few pages.
CHAPTER FFA DEGREE APPLICATION

As you complete each of the following requirements for the Chapter FFA Degree, place a check in the box.

Name: _______________________________ Date Submitted: ______________

Chapter Name: Patterson FFA Due Date: Friday, October 31st

Requirements:

☐ I hold the Greenhand FFA Degree and have completed two semesters of agricultural course work.

☐ I have satisfactory SAE program in operation. My SAE project is:

________________________________________. In my project, I am __________________________

________________________________________

☐ I have effectively led a group discussion for 15 minutes.

When: __________________________ Topic: __________________________

☐ I have demonstrated five procedures of parliamentary law. List the 5 procedures below:

1. __________________________________

2. __________________________________

3. __________________________________

4. __________________________________

5. __________________________________

☐ I have performed 10 community service hours.

Activity Performed: __________________________________________

☐ I have satisfactory scholastic record. GPA should be at least a 2.0 overall.

GPA: __________________________

Having met these requirements, I hereby submit this application for the Chapter FFA degree.

________________________________________ __________________________
Member’s Signature Date
GREENHAND FFA DEGREE APPLICATION

As you complete each of the following requirements for the Greenhand FFA Degree, place a check in the box and write the date on the line to the right.

Name: ___________________________ Date Submitted: ____________

Chapter Name: Patterson FFA Due Date: Friday, October 31st

Requirements:

☐ I am enrolled in the following Agriculture class:

☐ I have satisfactory plans for a Supervised Agricultural Experience Program (SAE).

☐ I have learned and explained the FFA motto, salute and creed.

☐ I have described and explained the meaning of the FFA emblem, colors and symbols.

☐ I understand and have explained the FFA Code of Ethics and the proper use of the FFA jacket.

☐ I have demonstrated an understanding of the organization’s history, the chapter constitution and bylaws and the chapter Program of Activities.

☐ I own or have access to the Official FFA Manual.

Having met these requirements, I hereby submit this application for the Greenhand FFA degree.

______________________________    __________________________
Member’s Signature              Date
Get Ready for MFE/ALA!!!
Please share this information with your parents in preparation for MFE/ALA.

When and where is MFE/ALA?
MFE/ALA is on February 7th and 8th in Modesto. The conference will take place in the Doubletree that is downtown in Modesto. We will also be staying at the hotel overnight.

What paperwork do you need to turn in before the conference trip?
You need to submit your signed Rules for Participants (on next page) paper to Ms. Green and you must turn in your signed in lieu slip to the attendance office at least 2 days prior to the trip on February 5th.

What time will you be leaving for MFE/ALA?
There will be two groups leaving for MFE/ALA on February 7th. The first group will leave at 10:15 AM. The first group will go to periods 1 and 2 and then get changed for the conference. The second group will be leaving at 11:30 AM. The second group will go to periods 1-3 and then will get changed for the conference after 3rd period. Please look at the list below to see which group you are in and when you will be leaving for MFE/ALA. Remember, that you will be missing classes on that Friday, so you must have your in lieu slip completed and turned in to the attendance office at least 2 days before.

Group 1
Kayley Vaid
Noah Rodriguez
Katherine Cardoza
Megan Cuellar
Kimberly Pires
Jennifer Martinez Hernandez
Tyler Luu
Terrence Luu
Isabel Contreras
Jose Alvarado
Cassey Nelson
Breanna Zovich
Soleil Jones
Alie Tyler
Lanaeya Banks
Hayley Borba

Group 2
Ivan Barbontin
Kierstan Rhodes
What do you need to bring with you to MFE/ALA?

The following is a sample packing list for you so you can prepare for the conference:
  - If you need to borrow an FFA Jacket, Tie or Scarf, you need to see your FFA advisor at least 1 week before the conference.
  - You will wear your FFA uniform on both Friday and Saturday. For girls, it is recommended to bring 2 pairs of nylons.
- Casual School Appropriate Clothes to Wear to the Dance
- Pajamas
- Swim suit
- Toiletries
- Spending Money for Lunch on Friday and Saturday

What will you be doing at MFE/ALA?

You will be attending 7 sessions about the FFA and leadership skills over the two days. On Friday, you will have dinner with all the conference participants and then will go to a dance.

What are the behavior expectations at MFE/ALA?

At all times during the conference, you are a representative of Patterson FFA. Your behavior and actions represent our chapter. Hence, at all time you must follow the rules set aside in the Rules for Participants agreement on the next page.

What time will we be coming home from MFE/ALA?

The conference ends on February 8th at 12 PM. We will stop for lunch prior to heading home but should be back at Patterson High School around 2 PM.
RULES FOR PARTICIPANTS

In order to maintain an orderly conference, to achieve the greatest amount of success, and for the health and safety of all participating FFA members, the following rules listed below must be read and signed by the participating member. The member must submit his/her signed copy of the rules by February 5th to Ms. Green.

I will respect the authority of advisors in charge of FFA activities.
I will be in my assigned room at the prescribed curfew time of 11:00 pm and be ready for bed.
I will attend every session and be in my assigned position prior to starting time.
I will not do anything detrimental to the health and safety of other members and will respect their rights to safety and comfort at all times.
I will not be in my room at a time when the conference is in session.
I will keep my room neat and clean and I understand that any damages that occur to my room will be paid for by those staying in the room.
I will remain in my room that I was assigned to and will not switch rooms unless approved by my FFA Advisor.
I will not allow anyone in my room that is not assigned to the room.
I will turn out the lights at 11:00 p.m. and be ready for bed check.
I realize that positive conduct is expected from FFA members at all times. Obscene language, roughhousing, or throwing objects will not be tolerated at any time.
I will not smoke, gamble, use any illegal drugs, or drink alcoholic beverages at any conference activities.

I realize that as an FFA member, if I am found to be in violation of any of the above rules, I will be subject to disciplinary action. The determination of any disciplinary action will be made by my FFA advisor. I fully understand that an infraction of any of these rules may be just cause for being immediately sent home at my expense and barred from any further participation at the conference.

☐ I have read and fully understand the rules and agree to abide by each of them.

Participant Name: ____________________________________________________________

Participant Cell Phone Number: ________________________________________________

Participant Signature: ___________________________________ Date: __________

Signature of Parent/ Guardian: ___________________________________ Date: __________
Interested in attending the FFA State Conference?

What is the FFA State Conference?

The FFA State Conference is an annual FFA leadership conference in which students will have the opportunity to travel to Fresno CA and meet thousands of other FFA members. The Conference will take place on April 12th-15th. We will leave Patterson High School on Saturday, April 12th and return to Patterson High School on Tuesday, April 15th. During the conference, students will attend "general sessions" which are sessions lead by the FFA State Officers in the Selland Arena. In these sessions, students will hear from FFA Talent such as the State FFA Band and Choir as well as learn about the awards and opportunities available through the FFA State Officers. In addition to the general sessions, students will be attending leadership workshops at Fresno State University and a Career Show with tons of Agricultural companies and universities. The students will also have the opportunity to take part in their Regional FFA meeting and vote on upcoming State FFA issues. And as a highlight to many students, they will be able to attend a concert with the chapter in the Selland Arena. Overall, this conference is a great opportunity for our Patterson FFA students to learn more about the FFA while building their leadership skills. By attending State Conference, our students get a hands on opportunity to be a part of the California FFA experience.

What does attending the FFA State Conference Cost?

The cost for attending the FFA State Conference is $225 plus spending money for food and purchases while on the trip. The $225 fee covers the following:
1. Conference Registration (Every student receives a wristband for entry)
2. Conference T-Shirt
3. Conference Program
4. Conference Gift
5. Conference Workshops at Fresno State University
6. Three Conference Meals (Sunday Lunch & Dinner, Monday Lunch)
7. Career Show & Agri-Science Fair
8. Monday Night Entertainment or Concert
9. Hotel Room Cost for 3 Nights

In addition to the $225 paid to the Agriculture Department at PHS, students should bring additional spending money to pay for meals and for buying gifts at the FFA Store. Payment of the $225 can be made on a payment plan schedule as follows:

To reserve spot on trip: $50
2nd payment due on February 3rd: $50
3rd payment due on February 17th: $50
4th payment due on March 3rd: $50
5th payment due on March 17th: $25

Payments via checks should be made out to Patterson FFA.
State Conference Application

Students interested in attending the State FFA Convention in Fresno as a participant or as an Official Delegate, must fill out this application completely. All applications will be reviewed and you will be notified if you are eligible to attend the conference. The cost of the conference this year will be approximately $225 per person. Please see an advisor if you have further questions.

Name: ___________________________ Grade: ________
GPA: ___________________________
Counselor signature for GPA: ___________________________
Ag Class(es) currently enrolled in: ___________________________

Please check the boxes of the FFA activities you have participated in:

- Greenhand Conference
- Made for Excellence
- Advanced Leadership Academy
- Judging Teams:
  - ___________________________
  - ___________________________
- Opening/Closing Contest
  - ___________________________
- State FFA Conference
  - ___________________________
  - Years: ____________________
- Speaking Contest:
  - ___________________________
  - ___________________________

Please list any local (school-wide) FFA activities you have participated in this year:

____________________________________________________________________

Please answer the following questions. Attach additional pages if needed.

Why do you want to attend the State FFA Leadership Conference?

Why should you be selected to represent Patterson FFA at this conference?

What do you plan to bring back to the chapter after attending the conference?

Only 9th-11th grade students can participate in the following.
Are you interested in representing Patterson FFA as a delegate? ________
If you answered yes, explain why you would like to be a delegate.

Registration fees are non-refundable. If you are selected to attend the conference and decide not to go for any reason, you will be responsible to pay for the full amount of the conference.

Student signature: ___________________________ Date: __________
Parent signature: ___________________________ Date: __________
Patterson Joint Unified School District

PUPIL FIELD TRIP PERMISSION SLIP
AND MEDICAL AUTHORIZATION

(To be completed by parent/guardian)

Please complete and return this form to the supervising teacher of the field trip/activity. **No pupil will be permitted to participate in this activity without this form on file.**

<table>
<thead>
<tr>
<th>[Pupil’s Name (print)]</th>
<th>[Date of Birth]</th>
</tr>
</thead>
</table>

at **Patterson High School**, has our (my) permission to participate in the following:

Activity: **FET State Conference**
Destination: **Fresno Convention Center, Fresno CA**
Method of Transportation: **Suburban**
Departure Date & Time: **7/12/14 at 4:45 PM**
Return Date & Time: **7/15/14 at 3:00 PM**
Departure Location: **Patterson High School**
Return Location: **Patterson High School**

**ASSUMPTION OF RISK, WAIVER, INDEMNIFICATION AND MEDICAL AUTHORIZATION**

I am aware and acknowledge that any activity covered by this permission slip, by its very nature, poses the potential risk of injury/illness or death to the individuals who participate.

For and in consideration of the opportunity for my child/ward to participate in the activities covered by this permission slip, I do hereby agree as follows:

1. All persons making the field trip or excursion shall be deemed to have assumed liability and waived all claims against the Patterson Joint Union School District ("District") or the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion.
2. In the event of illness or injury, we (I) consent to all routine and/or emergency medical treatments and/or services prescribed by the attending physician, surgeon, or dentist, and to the administration and performance of all examinations, treatments, anesthetics, operations, and other procedures which are deemed necessary or advisable by the attending physician at the scene and/or at the hospital or other medical facility.
3. That I am solely financially responsible for any cost and/or all indebtedness incurred as a result of any emergency and/or routine medical and/or surgical treatment and services prescribed by the attending physician for our (my) child/ward, including all charges not covered by insurance.
4. To indemnify and hold harmless the PJUSD, its officers, employees, agents, representatives, and volunteers from each and every claim or demand made, and each and every liability, action, loss, debt, or damage which may arise by or in connection with, or result from, any routine and/or emergency medical services, or participation of our (my) child/ward in any activities covered by this permission slip.
5. I fully understand that all persons making the field trip or excursion are to abide by all rules and regulations governing conduct during the trip. Any violation of these rules and regulations may result in the individual being sent home at my expense.
6. If my child/ward has a special medical condition and/or physical disability diagnosed by a physician, a description of that medical condition and/or physical disability is attached hereto.

A special note to Parent/Guardian:
AUTHORIZATION TO CONSENT TO MEDICAL TREATMENT

I/We, the undersigned, parent(s)/legal guardian(s) of

of the ____________________________________________ FFA Chapter do hereby authorize consent to any x-ray examination, anesthetic, medical or surgical diagnosis, or treatment and hospital care for the above named individual which is deemed advisable by and is to be rendered under the general or special supervision of any physician and/or surgeon licensed under the provisions of the Medical Practice Act whether such diagnosis or treatment is rendered at the office of said physician or at a hospital.

It is understood that this authorization is given in advance of any specific diagnosis, treatment, or hospital care being required and is given to provide authority and power on the part of said physician to render any and all such diagnoses, treatment, or hospital care which the aforementioned physician, in the exercise of his/her best judgement, may deem advisable for my/our son/daughter.

This authorization shall be effective during the month of April 2014 while my/our son/daughter is participating in the 2014 State FFA Leadership Conference coordinated by the California Association Future Farmers of America.

In case of emergency, please try to contact:

Daytime: __________________________________________ Phone: ______________________

Evening: __________________________________________ Phone: ______________________

A. Special conditions which physician should be aware of (include any prescribed medications being taken, any medications individual allergic to, etc.) and any other pertinent information.

B. Data on my/our son/daughter named on this form:

   Full Name: ___________________________ SSN: ___________________________

   Address: ___________________________ City: ___________________________ Zip: ___________________________

   Home Phone: _________________________ Birth Date: _________________________

   Parent/Legal Guardian Name: ___________________________

C. Medical Insurance Data relative to my/our son/daughter named on this form:

   Insurance Company: ___________________________

   Company Address: ___________________________

   Company Phone: ___________________________ Group Policy: ___________________________

   Name of Policy Holder: ___________________________ Policy #: ___________________________
Dear Student and Parent,

The Patterson Agriculture Department is very excited to offer the opportunity for students to raise their Supervised Agriculture Experience Project on the Patterson High School campus. It is with great pleasure that we offer you the chance to house your animal at the school farm. With the obligation of raising an animal also comes the responsibility of keeping an animal at a facility, most importantly on the Patterson High campus. The Agriculture Department has worked very diligently to design a school farm facility to accommodate students whom do not have a place to house their supervised agriculture experience project. The school farm is designed as a learning environment for all students, it is to be understood that all students are given the opportunity to apply to house their animals at this location and a select few are granted the opportunity.

The following are the rules for the usage of the school farm and a list of requirements that need to be met in order to house your animal at our facility. Failure to follow the rules and requirements will result in the consequences that are provided in the attached packet. All rules, requirements and consequences have been approved by the school administration.

Please read and follow the directions to this packet thoroughly. Please do not hesitate to ask an advisor any questions regarding this packet and housing your animal at the school farm.

Sincerely,

Mr. Pierce
Department Chair
Dairy & Sheep Advisor

Mrs. Cahill
Swine Advisor

Miss Green
Steer, Goat, & Rabbit Advisor
Patterson High School
Farm Facilities Rules

Following are a list of rules compiled by the Agriculture Advisors, at any time these rules may be motivated and revised.

1. Students will be permitted access to the school farm from the hours of 7 am to 7 pm, 7 days a week.
   
   **IF YOU ARE AT THE SCHOOL FARM AFTER HOURS AND NOT WITH YOUR ADVISOR the following will serve as consequences:**
   
   1- Warning
   2- Parent contact
   3- Animal will be removed from the school farm

2. Only students with an animal project housed at the school farm are allowed to be on the premises UNLESS supervised by an Agriculture Advisor.

3. Gate MUST remained locked when all students are gone

4. NO HORSEPLAY at any time. You are there to work and feed your animal, this is not a time nor an area to be goofing off.

5. Students are responsible for themselves and their animals at all times. Be sure to wear proper attire in order to prevent injury. Agriculture Advisors and Patterson High School are not responsible for damage to yourself and/or your animal.

**If at anytime rules need to be adjusted or added, they may be done so at the direction of the Agriculture Advisors and Patterson High School Administration.

Patterson High School
School Farm Requirements for Housing Animals

Student must be in good scholastic standing with the school, a 2.0 GPA is required to keep your animal at the school farm. This will be verified with the student’s counselor.

Student must be in good disciplinary standing with the school. This will be verified with the school Vice Principle of Discipline.

School Farm Rent: Students will pay a flat fee of 20.00 to house their animal. This will help to keep up the school farm, utilities and maintenance needed on the facilities. This may be paid either upfront or it will be attached to the feed bill.
Student’s animals will be housed with at least one other student’s animal and up to 4 student’s animals. It is the job of the student to work with the other students in their pens to coordinate feed, feeding times and cleaning duties.

Students will be required to keep their pen area clean as well as their pens.

Students will be required to feed their animal on a daily basis

Students are required to pay for their own feed, supplies, and animal

School Farm Clean up: There will be at least 2 MANDATORY school farm clean ups for those housing their animals at the fair. The first clean up with be on TBD.

Feed: All feed will be purchased through the Advisor; feed bills will be split amongst the entire group of students. Bills will be distributed monthly.

Patterson High School
School Farm Consequences for Housing Animals
Failure to follow any of the rules and requirements while keeping your animal at the school farm will result in any and/or all of the following consequences. These will be determined by the advisor.

If at anytime you are found to neglect** your animal, the animal becomes owned by the Patterson Agriculture Department, thus determined by Advisors and Administration. You will not be refunded any monies paid on the project.

**NEGLECT: failure to feed, water, exercise, and clean pen

Discipline Policy
This policy will be followed for all events related to the student and their project (raising of animal, meetings, fair)

1st- Warning
2nd- Call Parent
3rd- Student will not show animal at the fair
Signature Page

______________________________ is in good academic standing with a GPA of ________________ (Students Name)

______________________________
Counselors Signature

______________________________ is in good discipline standing with Patterson High School (Students Name)

______________________________
VP of Discipline Signature

I approve that ______________________ house his animal on the Patterson High School Campus

______________________________
Mr. Stubbs Signature
Principal

I hereby have read the rules, requirements and consequences for keeping an animal on campus at Patterson High School. If I fail to follow these rules and requirements, I am fully aware of what will happen to me and my project.

______________________________
Students Signature

______________________________
Students Cell/House #

______________________________
Parents Signature

______________________________
Parents Emergency Contact #

______________________________
Advisors Signature
Patterson FFA Officer Contract

AS A FFA OFFICER, I WILL:

- Be dedicated and committed to FFA and the total agricultural education program.
- Be willing to commit the entire year to FFA activities.
- Become knowledgeable of agriculture, agricultural education and the FFA.
- Be willing to take and follow instructions as directed by those responsible for me.
- Forgo all tobacco while involved in official and unofficial FFA activities and at all times refrain from consumption or possession of alcohol or any substance, which is not legal for me to consume or possess.
- Treat all FFA members equally by not favoring one over another.
- Conduct myself in a manner that earns respect without display of superiority.
- Maintain dignity while being personable, concerned and interested in my contacts with others.
- Avoid places or activities which in any way would raise questions as to my moral character or conduct.
- Consider FFA officer activities and school as my primary responsibilities.
- Use wholesome language in all speeches and informal conversation.
- Work in harmony with fellow FFA officers, and not knowingly engage in conversations detrimental to other FFA members, officers, advisors and other adults.
- Serve as a member of the officer team always maintaining a cooperative attitude.
- Keep myself up-to-date on current items.
- Be a professional and be on time.
- Be mindful of the impact that I will have during my year as an officer and always act or behave accordingly.
- Respectfully adhere to board policy and treat all students, teachers and staff with proper deference.

CONSEQUENCES
Strike One: Conference with Patterson FFA Advisors. Officer will be put on Probation. Parent will be contacted.
Strike Two: Parent Conference and possible exclusion from FFA Activities.
Strike Three: Removal from office.

CERTIFICATION
I have read, studied, understand and accept the above provisions. As a Patterson FFA Officer, I will carry out my responsibilities in accordance with these statements and understand that I will be warned, suspended or discharged from office by the Patterson FFA Advisors if I do not satisfactorily follow these established standards for the Patterson FFA chapter officers. Furthermore, I have read and understand the provisions of the student officer job description, and the student officer discipline policy and commit myself to full compliance to these provisions.

I also understand that I must maintain a 2.0 GPA at each grading period to be eligible to retain my office. Failure to maintain a 2.0 GPA at each grading period, including progress reports, will result in my expulsion from the Patterson FFA officer team.

Signature

Date

PARENTAL CERTIFICATION
I have reviewed this pledge with my son or daughter, understand all policy provisions, support the Patterson FFA Chapter in the enforcement and fulfillment of these policies and all other relevant policies. I also understand that my son or daughter must maintain a 2.0 GPA at each grading period, including progress reports, to retain their position on the Patterson FFA officer team.

Parent/Legal Guardian Signature

Date
L.
Proficiency Standards for Program Completers
Students who meet the guidelines to be classified as a program completer at Patterson High School should be able to show the following level of proficiency.

Students should be able to show or have completed 70% of the state standards in their area of emphasis.
Agriculture and Natural Resources Industry Sector

Career Pathways

- Agricultural Business
- Agricultural Mechanics
- Agriscience
- Animal Science
- Forestry and Natural Resources
- Ornamental Horticulture
- Plant and Soil Science
B. Agricultural Mechanics Pathway

The Agricultural Mechanics Pathway prepares students for careers related to the construction, operation, and maintenance of equipment used by the agriculture industry. Basic agricultural mechanics skills and safety, standards B1.0 through B8.0, cover woodworking, electrical systems, plumbing, cold metal work, concrete, and welding technology. Advanced topics, standards B9.0 through B12.0, deal with metal fabrication, small engines, agriculture power and technology, and agriculture construction.

B1.0 Students understand personal and group safety:
   B1.1 Practice the rules for personal and group safety while working in an agricultural mechanics environment.
   B1.2 Know the relationship between accepted shop management procedures and a safe working environment.
   B1.3 Know how to safely secure loads on a variety of vehicles.

B2.0 Students understand the principles of basic woodworking:
   B2.1 Know how to identify common wood products, lumber types, and sizes.
   B2.2 Know how to calculate board feet, lumber volume, and square feet.
   B2.3 Know how to identify, select, and implement basic fastening systems.
   B2.4 Complete a woodworking project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, shaping, joining, and finishing.

B3.0 Students understand the basic electricity principles and wiring practices commonly used in agriculture:
   B3.1 Understand the relationship between voltage, amperage, resistance, and power in single-phase alternating current (AC) circuits.
   B3.2 Know how to use proper electrical test equipment for AC and direct current (DC).
   B3.3 Analyze and correct basic circuit problems (e.g., open circuits, short circuits, incorrect grounding).
   B3.4 Understand proper basic electrical circuit and wiring techniques with nonmetallic cable and conduit as defined by the National Electric Code.
   B3.5 Interpret basic agricultural electrical plans.

B4.0 Students understand plumbing system practices commonly used in agriculture:
   B4.1 Know basic plumbing fitting skills with a variety of materials, such as copper, PVC (polyvinyl chloride), steel, polyethylene, and ABS (acrylonitrile butadiene styrene).
   B4.2 Understand the environmental influences on plumbing system choices (e.g., filter systems, water disposal).
B4.3 Know how various plumbing and irrigation systems are used in agriculture.
B4.4 Complete a plumbing project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, joining, and testing.

B5.0 Students understand agricultural cold metal processes:
B5.1 Know how to identify common metals, sizes, and shapes.
B5.2 Know basic tool-fitting skills.
B5.3 Know layout skills.
B5.4 Know basic cold metal processes (e.g., shearing, cutting, drilling, threading, bending).
B5.5 Complete a cold metal project, including interpreting a plan, developing a bill of materials, selecting materials, shaping, fastening, and finishing.

B6.0 Students understand concrete and masonry practices commonly used in agriculture:
B6.1 Understand how to accurately calculate volume, materials needed, and project costs for a concrete or masonry project.
B6.2 Know proper bed preparation, concrete forms layout, and construction.
B6.3 Complete a concrete or masonry project, including developing a bill of materials, assembling, mixing, placing, and finishing.

B7.0 Students understand oxy-fuel cutting and welding:
B7.1 Understand the role of heat and oxidation in the cutting process.
B7.2 Know how to properly set up, adjust, shut down, and maintain an oxy-fuel system.
B7.3 Know how to flame-cut metal with an oxy-fuel cutting torch.
B7.4 Know how to fusion-weld mild steel with and without filler rod by using oxy-fuel equipment.
B7.5 Know basic repair skills using a variety of techniques, such as brazing or hard surfacing.

B8.0 Students understand electric arc welding processes:
B8.1 Know how to select, properly adjust, safely employ, and maintain appropriate welding equipment (e.g., gas metal arc welding, shielded metal arc welding, gas tungsten arc welding).
B8.2 Apply gas metal arc welding, shielded metal arc welding, or flux core arc welding processes to fusion-weld mild steel with appropriate welding electrodes and related equipment.
B8.3 Weld a variety of joints in various positions.
B8.4 Know how to read welding symbols and plans, select electrodes, fit-up joints, and control heat and distortion.
B9.0 Students understand advanced metallurgy principles and fabrication techniques:
B9.1 Understand metallurgy principles, including distortion, hardening, tempering, and annealing.
B9.2 Operate and maintain various arc welding and cutting systems safely and appropriately.
B9.3 Operate and maintain fabrication tools and equipment safely and appropriately.
B9.4 Understand how to design project plans by using mechanical drawing techniques.
B9.5 Understand how to finish a metal project by implementing proper sequencing.
B9.6 Know how to manipulate and finish metal by using a variety of machines and techniques (e.g., lathe, mill, CNC plasma, shears, press break).
B9.7 Construct a welding project (using any electric welding process, appropriate products, joints, and positions), including interpreting a plan, developing a bill of materials, selecting materials, and developing a clear and concise fabrication contract.

B10.0 Students understand small and compact engines:
B10.1 Understand engine theory for both two- and four-stroke cycle engines.
B10.2 Know different types of small engines and their applications.
B10.3 Know small engine parts and explain the various systems (e.g., fuel, ignition, compression, cooling, lubrication systems).
B10.4 Know how to troubleshoot and solve problems with small engines.
B10.5 Know how to disassemble, inspect, adjust, and reassemble a small engine.
B10.6 Know how to look up parts, apply repair and maintenance recommendations from a repair manual, and complete appropriate forms, including work orders.

B11.0 Students understand the principles and applications of various engines and machinery used in agriculture:
B11.1 Understand how to identify common agricultural machinery.
B11.2 Operate and maintain equipment safely and efficiently.
B11.3 Know the various types of engines found on agricultural machinery and understand the theory and safe operation of their systems (e.g., cooling, electrical, fuel).
B11.4 Know the theory and operation of mobile hydraulic systems and power take-off systems.
B11.5 Troubleshoot common problems with engines and agricultural equipment.
B11.6 Understand the theory and operation of 12-volt DC electronic and electrical systems (e.g., circuit design, starting, charging, and safety circuits).
B12.0 Students understand land measurement and construction techniques commonly used in agriculture:

B12.1 Understand common surveying techniques used in agriculture (e.g., leveling, land measurement, building layout).

B12.2 Know how to draw and interpret architectural plans.

B12.3 Know how to install single- and three-phase wiring and control systems found in agricultural structures, pumps, and irrigation systems.

B12.4 Install plumbing in agricultural structures (e.g., potable water, sewer, irrigation).

B12.5 Form, place, and finish concrete or masonry (e.g., concrete block).

B12.6 Understand how to construct agricultural structures by using wood framing and steel framing systems (e.g., barns, shops, greenhouses, animal structures).

B12.7 Develop clear and concise agricultural construction contracts.
C. Agriscience Pathway

The Agriscience Pathway helps students acquire a broad understanding of a variety of agricultural areas, develop an awareness of the many career opportunities in agriculture, participate in occupationally relevant experiences, and work cooperatively with a group to develop and expand leadership abilities. Students study California agriculture, agricultural business, agricultural technologies, natural resources, and animal, plant, and soil sciences.

C1.0 Students understand the role of agriculture in the California economy:
C1.1 Understand the history of the agricultural industry in California.
C1.2 Understand how California agriculture affects the quality of life.
C1.3 Understand the interrelationship of California agriculture and society at the local, state, national, and international levels.
C1.4 Understand the economic impact of leading California agricultural commodities.
C1.5 Understand the economic impact of major natural resources in California.
C1.6 Know the economic importance of major agricultural exports and imports.

C2.0 Students understand the interrelationship between agriculture and the environment:
C2.1 Understand important agricultural environmental impacts on soil, water, and air.
C2.2 Understand current agricultural environmental challenges.
C2.3 Understand how natural resources are used in agriculture.
C2.4 Compare and contrast practices for conserving renewable and nonrenewable resources.
C2.5 Understand how new energy sources are developed from agricultural products (e.g., gas-cogeneration and ethanol).

C3.0 Students understand the effects of technology on agriculture:
C3.1 Understand how an agricultural commodity moves from producer to consumer.
C3.2 Understand how technology influences factors such as labor, efficiency, diversity, availability, mechanization, communication, and so forth.
C3.3 Understand public concern for technological advancements in agriculture, such as genetically modified organisms.
C3.4 Understand the laws and regulations concerning biotechnology.

C4.0 Students understand the importance of animals, the domestication of animals, and the role of animals in modern society:
C4.1 Understand the evolution and roles of domesticated animals in society.
C4.2 Know the differences between domestication and natural selection.
C4.3 Understand the modern-day uses of animals and animal by-products.
C4.4 Understand various points of view regarding the use of animals.
C4.5 Understand unique and alternative uses of animals (e.g., Handi-Riders and companion animals).

C5.0 Students understand the cell structure and function of plants and animals:
C5.1 Understand the purpose and anatomy of cells.
C5.2 Know how cell parts function.
C5.3 Understand various cell actions, such as osmosis and cell division.
C5.4 Understand how plant and animal cells are alike and different.

C6.0 Students understand animal anatomy and systems:
C6.1 Know the names and locations of the external anatomy of animals.
C6.2 Know the anatomy and major functions of vertebrate systems, including digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory, and endocrine systems.

C7.0 Students understand basic animal genetics:
C7.1 Differentiate between genotype and phenotype, and describe how dominant and recessive genes function.
C7.2 Compare genetic characteristics among cattle, sheep, swine, and horse breeds.
C7.3 Understand how to display phenotype and genotype ratios (e.g., by using a Punnett Square).
C7.4 Understand the fertilization process.
C7.5 Understand the purpose and processes of mitosis and meiosis.

C8.0 Students understand fundamental animal nutrition and feeding:
C8.1 Know types of nutrients required by farm animals (e.g., proteins, minerals, vitamins, carbohydrates, fats/oils, water).
C8.2 Analyze suitable common feed ingredients, including forages, roughages, concentrates, and supplements, for ruminant, monogastric, equine, and avian digestive systems.
C8.3 Understand basic animal feeding guidelines and evaluate sample feeding programs for various species, including space requirements and economic considerations.

C9.0 Students understand basic animal health:
C9.1 Assess the appearance and behavior of a normal, healthy animal.
C9.2 Understand the ways in which housing, sanitation, and nutrition influence animal health and behavior.
C9.3 Understand the causes and control of common animal diseases.
C9.4 Understand how to control parasites and why.
C9.5 Understand the legal requirements for the procurement, storage, methods of application, and withdrawal times of animal medications and know proper equipment handling and disposal techniques.

C10.0 Students understand soil science principles:
C10.1 Recognize the major soil components and types.
C10.2 Understand how soil texture, structure, pH, and salinity affect plant growth.
C10.3 Understand water delivery and irrigation system options.
C10.4 Understand the types, uses, and applications of amendments and fertilizers.

C11.0 Students understand plant growth and development:
C11.1 Understand the anatomy and functions of plant systems and structures.
C11.2 Understand plant growth requirements.
C11.3 Know annual, biennial, and perennial life cycles.
C11.4 Examine plant sexual and asexual reproduction.
C11.5 Understand the photosynthesis process and the roles of the sun, chlorophyll, sugar, oxygen, carbon dioxide, and water in the process.
C11.6 Understand the respiration process in the breakdown of food and organic matter.

C12.0 Students understand fundamental pest management:
C12.1 Understand the major classifications of pests (e.g., insects, weeds, disease, vertebrate pests).
C12.2 Understand chemical, mechanical, cultural, and biological methods of plant pest control.
C12.3 Understand the major principles, advantages, and disadvantages of integrated pest management.

C13.0 Students understand the scientific method:
C13.1 Understand the steps of the scientific method.
C13.2 Analyze an animal or plant problem and devise a solution based on the scientific method.
C13.3 Use the scientific method to conduct agricultural experiments.
D. Animal Science Pathway

In the Animal Science Pathway, students study large, small, and specialty animals. Students explore the necessary elements—such as diet, genetics, habitat, and behavior—to create humane, ecologically and economically sustainable animal production systems. The pathway includes the study of animal anatomy and physiology, nutrition, reproduction, genetics, health and welfare, animal production, technology, and the management and processing of animal products and by-products.

D1.0 Students understand the necessary elements for proper animal housing and animal-handling equipment:

D1.1 Understand appropriate space and location requirements for habitat, housing, feed, and water.

D1.2 Understand how to select habitat and housing conditions and materials (such as indoor and outdoor housing, fencing materials, air flow/ventilation, and shelters) to meet the needs of various animal species.

D1.3 Understand the purpose and the safe and humane use of restraint equipment, such as squeeze chutes, halters, and twitches.

D1.4 Understand the purpose and the safe and humane use of animal husbandry tools, such as hoof trimmers, electric shears, elastrators, dehorning tools, and scales.

D2.0 Students understand key principles of animal nutrition:

D2.1 Understand the flow of nutrients from the soil, through the animal, and back to the soil.

D2.2 Understand the principles for providing proper balanced rations for a variety of production stages in ruminants and monogastrics.

D2.3 Understand the digestive processes of the ruminant, monogastric, avian, and equine digestive systems.

D2.4 Understand how animal nutrition is affected by the digestive, endocrine, and circulatory systems.

D3.0 Students understand animal physiology:

D3.1 Understand the major physiological systems and the function of the organs within each system.

D3.2 Understand the animal management practices that are likely to improve the functioning of the various physiological systems.
D4.0 **Students understand animal reproduction, including the function of reproductive organs:**

D4.1 Understand animal conception (including estrus cycles, ovulation, and insemination).

D4.2 Understand the gestation process and basic fetal development.

D4.3 Understand the parturition process, including the identification of potential problems and their solutions.

D4.4 Understand the role of artificial insemination and embryo transfer in animal agriculture.

D4.5 Understand commonly used animal production breeding systems (e.g., purebred compared with crossbred) and reasons for their use.

D5.0 **Students understand animal inheritance and selection principles, including the structure and role of DNA:**

D5.1 Evaluate a group of animals for desired qualities and discern among them for breeding selection.

D5.2 Understand how to use animal performance data in the selection and management of production animals.

D5.3 Research and discuss current technology used to measure desirable traits.

D5.4 Understand how to predict phenotypic and genotypic results of a dominant and recessive gene pair.

D5.5 Understand the role of mutations (both naturally occurring and artificially induced) and hybrids in animal genetics.

D6.0 **Students understand the causes and effects of diseases and illnesses in animals:**

D6.1 Understand the signs of normal health in contrast to illness and disease.

D6.2 Understand the importance of animal behavior in diagnosing animal sickness and disease.

D6.3 Understand the common pathogens, vectors, and hosts that cause disease in animals.

D6.4 Understand prevention, control, and treatment practices related to pests and parasites.

D6.5 Apply quality assurance practices to the proper administration of medicines and animal handling.

D6.6 Understand how diseases are passed among animal species and from animals to humans and how that relationship affects health and food safety.

D6.7 Understand the impacts on local, national, and global economies as well as on consumers and producers when animal diseases are not appropriately contained and eradicated.
D7.0  Students understand common rangeland management practices and their impact on a balanced ecosystem:
   D7.1  Understand the role of rangeland use in an effective animal production program.
   D7.2  Know how rangeland management practices affect pasture production, erosion control, and the general balance of the ecosystem.
   D7.3  Understand how to manage rangelands (including how to calculate carrying capacity) for a variety of animal species and locations.
   D7.4  Understand how to balance rangeland use for animal grazing and for wildlife habitat.

D8.0  Students understand the challenges associated with animal waste management:
   D8.1  Understand animal waste treatment and disposal management systems.
   D8.2  Understand various methods for using animal waste and their environmental impacts.
   D8.3  Understand the health and safety regulations that are an integral part of properly managed animal waste systems.

D9.0  Students understand animal welfare concerns and management practices that support animal welfare:
   D9.1  Know the early warning signs of animal distress and how to rectify the problem.
   D9.2  Understand public concerns for animal welfare in the context of housing, behavior, nutrition, transportation, disposal, and harvest of animals.
   D9.3  Understand federal and state animal welfare laws and regulations, such as those dealing with abandoned and neglected animals, animal fighting, euthanasia, and medical research.
   D9.4  Understand the regulations for humane transport and harvest of animals, such as those delineated by the U.S. Department of Agriculture, Food Safety and Inspection Service, and the Humane Methods of Slaughter Act.

D10.0 Students understand the production of large animals (e.g., cattle, horses, swine, sheep, goats) and small animals (e.g., poultry, cavy, rabbits):
   D10.1 Know how to synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of large and small animals.
   D10.2 Understand how to develop, maintain, and use growth and management records for large or small animals.
D11.0 Students understand the production of specialty animals (e.g., fish, marine animals, llamas, tall flightless birds):

D11.1 Understand the specialty animal's role in agriculture (e.g., fish farms, pack animals, working dogs).

D11.2 Understand the unique nutrition, health, and habitat requirements for specialty animals.

D11.3 Know how to synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of specialty animals.

D11.4 Understand how to develop, maintain, and use growth and management records for specialty animals.

D12.0 Students understand how animal products and by-products are processed and marketed:

D12.1 Understand animal harvest, carcass inspection and grading, and meat processing safety regulations and practices and the removal and disposal of nonedible by-products, such as those outlined in Hazard Analysis and Critical Control Point documents.

D12.2 Understand the relative importance of the major meat classifications, including the per capita consumption and nutritive value of those classifications.

D12.3 Understand how meat-based products and meals are made.

D12.4 Understand how nonmeat products (such as eggs, wool, pelts, hides, and by-products) are harvested and processed.

D12.5 Understand how meat products and nonmeat products are marketed.

D12.6 Understand the value of animal by-products to nonagricultural industries.
F. Ornamental Horticulture Pathway

The Ornamental Horticulture Pathway prepares students for careers in the nursery, landscaping, and floral industries. Topics include plant identification, plant physiology, soil science, plant reproduction, nursery production, and floriculture as well as landscaping design, installation, and maintenance.

F1.0 Students understand plant classification and use principles:
F1.1 Understand how to classify and identify plants by order, family, genus, and species.
F1.2 Understand how to identify plants by using a dichotomous key.
F1.3 Understand how common plant parts are used to classify the plants.
F1.4 Understand how to classify and identify plants by using botanical growth habits, landscape uses, and cultural requirements.
F1.5 Understand plant selection and identification for local landscape applications.

F2.0 Students understand plant physiology and growth principles:
F2.1 Understand plant systems, nutrient transportation, structure, and energy storage.
F2.2 Understand the seed's essential parts and functions.
F2.3 Understand how primary, secondary, and trace elements are used in plant growth.
F2.4 Understand the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
F2.5 Understand the tissues seen in a cross section of woody and herbaceous plants.
F2.6 Understand the factors that affect plant growth.

F3.0 Students understand sexual and asexual plant reproduction:
F3.1 Understand the different forms of sexual and asexual plant reproduction.
F3.2 Understand the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, seeds).
F3.3 Understand how to monitor plant reproduction for the development of a saleable product.

F4.0 Students understand basic integrated pest management principles:
F4.1 Read and interpret pesticide labels and understand safe pesticide management practices.
F4.2 Understand how pesticide regulations and government agencies affect agriculture.
F4.3 Understand common horticultural pests and diseases and methods of controlling them.
F4.4 Understand the systematic approach to solving plant problems.
F5.0  
**Students understand water and soil (media) management practices:**
F5.1  Understand how basic soil science and water principles affect plant growth.
F5.2  Know basic irrigation design and installation methods.
F5.3  Prepare and amend soils, implement soil conservation methods, and compare results.
F5.4  Understand major issues related to water sources and water quality.
F5.5  Know the components of soilless media and the use of those media in various types of containers.

F6.0  
**Students understand ornamental plant nutrition practices:**
F6.1  Analyze how primary and secondary nutrients and trace elements affect ornamental plants.
F6.2  Understand basic nutrient testing procedures on soil and plant tissue.
F6.3  Analyze organic and inorganic fertilizers to understand their appropriate uses.
F6.4  Understand how to read and interpret labels to properly apply fertilizers.

F7.0  
**Students understand the selection, installation, and maintenance of turf:**
F7.1  Understand the selection and management of landscape and sports field turf.
F7.2  Understand how to select, install, and maintain a designated turfgrass area.
F7.3  Understand how the use of turf benefits the environment.

F8.0  
**Students understand nursery production principles:**
F8.1  Understand how to properly use production facilities and common nursery equipment.
F8.2  Understand common nursery production practices.
F8.3  Understand how to propagate and maintain a horticultural crop to the point of sale.
F8.4  Understand marketing and merchandising principles used in nursery production.

F9.0  
**Students understand the use of containers and horticultural tools, equipment, and facilities:**
F9.1  Understand the use of different types of containers and demonstrate how to maintain growing containers in controlled environments.
F9.2  Operate and maintain selected hand and power equipment safely and appropriately.
F9.3  Select proper tools for specific horticultural jobs.
F9.4  Understand how to install landscape components and electrical land and water features.
F10.0 Students understand basic landscape planning, design, construction, and maintenance:
   F10.1 Know the terms associated with landscape and design and their appropriate use.
   F10.2 Understand the principles of residential design, including how to render design to scale.
   F10.3 Understand proper landscape planting and maintenance practices.
   F10.4 Prune ornamental shrubs, trees, and fruit trees.
   F10.5 Develop clear and concise landscape business contracts.

F11.0 Students understand basic floral design principles:
   F11.1 Understand the use of plant materials and tools.
   F11.2 Apply basic design principles to products and designs.
   F11.3 Handle, prepare, and arrange cut flowers appropriately.
   F11.4 Understand marketing and merchandising principles used in the floral industry.
M.
Teacher Data Sheet for each Teacher
### R2 Teacher Information

**Patterson HS, Patterson**

**Year: 2014**

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Site developed and maintained by the California FFA Association.
GREEN, KENDALL

New Search

Last Name: GREEN
First Name: KENDALL
Middle Name: ALLISON

Last Known County of Employment: Adverse and Commission Actions Indicator:
Note: Please verify County of Employment is current.
If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Status field under the All Documents tab to view any adverse action taken.

Current Document | All Documents | Adverse and Commission Actions

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Authorization/Subjects

Authorization Code: Authorization Description

R3A1

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.

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code: Renewal Description

R15P
The term of this credential is limited by the term of the prerequisite credential. To renew this credential, the holder must also renew the prerequisite credential.

TC Code Not Required

R20
To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.

TC Code Not Required

Employment Restrictions

No Records

10/1/2014 7:43 PM
**New Search**

Note: If you have questions about the information displayed below, please click here for a listing of Commission contacts.

**Last Name:** MOULES  
**First Name:** MONICA  
**Middle Name:** TEDXEIRA  
**Last Known County of Employment:** MERCEDE COUNTY  
**Office of Education:** OFFICE OF EDUCATION

Note: Please verify County of Employment is current. If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Status field under the All Documents tab to view any adverse action taken.

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                  | Agriculture  
                  | MAJ  
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                  | MAJ  

### Renewal Requirements

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### Employment Restrictions

| No Records |
COSTA, MICHAEL

New Search Note: If you have questions about the information displayed below, please click here for a listing of Commission contacts.

Last Name: COSTA  First Name: MICHAEL  Middle Name: JERED

STANISLAUS COUNTY OFFICE OF EDUCATION

Adverse and Commission Actions Indicator:

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Renewal Requirements

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Employment Restrictions

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- **Renewal Code**: R20
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### Employment Restrictions

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**Authorization/Subjects**

- **R4T**: This credential authorizes the holder to teach in the subject or subjects listed in grades twelve and below and in classes organized primarily for adults, in career technical instruction courses.

**Renewal Requirements**

- **R20**: To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.

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**Employment Restrictions**

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### Authorization/Subjects

- **R1S**: AGRI, Agriculture
- **ELA1**: NONE

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.

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<td>Daniel Bays</td>
<td>11331 Raines Road, Patterson, CA 95363</td>
<td>Bays Ranch</td>
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<tr>
<td></td>
<td>(209) 681- 6510</td>
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<td></td>
<td><a href="mailto:Daniel@baysranch.com">Daniel@baysranch.com</a></td>
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<tr>
<td>Ken Bays</td>
<td>11331 Raines Road, Patterson, CA 95363</td>
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<td><a href="mailto:ken@baysranch.com">ken@baysranch.com</a></td>
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<td>John Azevedo</td>
<td>1343 Magnolia Ave, Patterson, CA 95363</td>
<td>Azevedo Dairy</td>
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<tr>
<td>Barbara Cohello</td>
<td>1249 Olive Ave, Patterson, CA 95363</td>
<td>Modesto Garden Club</td>
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<tr>
<td>Nancy Sill</td>
<td>(209) 613- 5776</td>
<td>Modesto Junior College</td>
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<td><a href="mailto:silln@mjc.edu">silln@mjc.edu</a></td>
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<tr>
<td>Melissa Magee</td>
<td><a href="mailto:mmagee95385@gmail.com">mmagee95385@gmail.com</a></td>
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### Patterson High School Agriculture Advisory Committee Roster for 2013-2014

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<td>Daniel Bays</td>
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<tr>
<td>Jim Melo</td>
<td>P.O. Box 517, Patterson, CA 95363</td>
<td>Melo Machine</td>
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<td>Ken Bays</td>
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<td>Barbara Cohello</td>
<td>1249 Olive Ave, Patterson, CA 95363</td>
<td>Modesto Garden Club</td>
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<tr>
<td>Chris Bettencourt</td>
<td>2121 Elm Ave, Modesto, CA 95363 (209) 985- 8392</td>
<td>Bettencourt Farms</td>
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<tr>
<td>Nancy Sill</td>
<td>(209) 613- 5776</td>
<td>J&amp;M Equipment</td>
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O.
Advisory Committee Minutes
Patterson High School
Advisory Committee Meeting Minutes

Name of Department: Agriculture Department

Meeting Date: 11.12.14

Meeting Goal(s): Our main goal for this meeting was to discuss upcoming FFA and Agriculture Department events as well as update the Agriculture Department Program Plan documents for the Agriculture Incentive Grant process.

Agriculture Teachers Present: Michael Costa, Kendall Green, Monica Lopes

Advisory Committee Members Present: Ken Bays, Daniel Bays, Nancy Sill, John Azevedo

Guests Present:

Topics/ Meeting Outcomes:

Approval of Past Minutes: Motion to approve minutes by Daniel Bays. John Azevedo seconded. Motion passed.

Old Business

Past FFA Events:
  - Opening and Closing Sectional Speaking Contest (10/15/14): Patterson FFA received 3 gold and 1 silver awards at the contest.
  - Del Cuyo Farms Corn Maze Trip (9/23/14): 67 students attended the Corn Maze as a chapter building activity.

New Business

Upcoming FFA Events:
  - Canned Food Drive (11/3-14/14): Classes are competing to bring the most cans as a community service event.
  - Wreath and Poinsettia Sales (11/3-14/14): FFA members are selling wreaths for $20 each and Poinsettias for $10 each.
  - Coat Drive (12/1-11/14): Coats will be collected and donated to Coats for Kids.

Program Plan Updates
  - 5 Yea. Facility and Equipment Acquisition
  - Graduate Follow Up
  - Program Description- Courses, SAE and FFA
  - List of Active Placement Sites

Kendall explained the following documents and asked for improvements or comments based upon them. The committee members said they would email in suggestions for active placement sites as they become available.
Agriculture Incentive Grant Review

AIG Review Checklist: We went through the entire AIG review checklist with the committee and presented evidence of the items on the checklist.

Campus Renovations: Kendall, Monica and Michael showed the committee the changes to the Agriculture department due to the construction of the logistics building.

Next Advisory Committee Meeting: The next meeting will be in February or March 2015. Kendall will call to schedule as the time comes closer to the meeting.

Questions/Concerns: Daniel Bays recommended that the department take a look at the California Career Pathways Trust Grant.
Patterson High School
Advisory Committee Meeting Minutes

Name of Department: Agriculture Department

Meeting Date: 10.13.2014

Meeting Goal(s): Our main goal for this meeting was to discuss upcoming FFA and Agriculture Department events as well as update the Agriculture Department Program Plan documents for the Agriculture Incentive Grant process.

Agriculture Teachers Present: Samantha Cahill, Michael Costa, Kendall Green, Monica Lopes

Advisory Committee Members Present: Daniel Bays, John Azevedo, Ken Bays, Nancy Sill, Barbara Coelho

Guests Present: Catherine Aumoeualogo

Topics/ Meeting Outcomes:

Approval of Past Minutes: Minutes were read by all members. A motion to approve the minutes as read was made by Daniel Bays. Motion seconded by Nancy Sill. Motion passed.

Old Business

Past FFA Events: Reports were given by the following Agriculture teachers on the past FFA events.

FFA Meetings (8/19/14, 9/9/14): Monica Lopes talked about the August and September FFA meetings. She estimated that 350 students came to the August meeting and about 150 students came to the September meeting.

Patterson Livestock Auction Boosters Thank You Dinner (8/21/14): Michael Costa spoke about the dinner in which we had three shifts of about 30 students total working to thank their auction buyers.

Local Greenhand Conference (9/6/14): Kendall Green discussed how we had about 60 FFA members attend the first annual local greenhand conference which was a completely student lead activity.

Staff vs. FFA Softball (9/17/14): Monica Lopes talked about the softball game in which about 50 students came to watch as 20 FFA members played against 12 of our PHS teachers.

GLC Modesto (9/24/14): Monica Lopes talked about the 16 FFA members who attended the greenhand conference in Modesto.

Tri Tip Fundraiser (10/7/14): Kendall Green talked about the tri tip fundraiser in which FFA received a profit of $4433.70 after selling 350 meals.

Chapter Officer Leadership Conference (9/4-5/14): Kendall Green discussed the conference that the officers attended and how excited they are about their new ideas from the conference.
New Business: Reports were given by the following Agriculture teachers on the upcoming FFA events.

Upcoming FFA Events:
Opening and Closing Sectional Speaking Contest (10/15/14): Monica Lopes mentioned that four teams are practicing the upcoming contest.
Del Osso Farms Corn Maze Trip (9/23/14): Kendall talked about how the students are excited to attend this annual trip.
Costume and Canned Food Drives: Samantha Cahill talked about the two upcoming community service drives.
Wreath and Poinsettia Sales (11/3-14/14): Kendall mentioned this upcoming fundraiser which will start in November.

Program Plan Updates
The Job Market Descriptions, Targeted Occupations, Total Program Goals and Objectives, Course Outlines, Program Completion Standards and Current Year Budget were all presented to the advisory committee for suggestions. Nancy Sill wanted to make sure that not all of our targeted occupations were just for career technology jobs. We showed her that many of the careers have college requirements as well. In the total program goals and objectives, we have included goals for Ag leadership. We introduced all of our course outlines and any changes made to them this year. Lastly, Kendall Green explained the reasoning behind this year’s budget items. The only questions about the budget were related to the purchase of a livestock trailer.

Agriculture Incentive Grant Review
AIG Review Checklist: Kendall Green introduced the checklist to the committee and mentioned that at the next meeting, we would like to go through the detailed checklist in preparation for our upcoming review by Mr. Parker.
Campus Renovations: Cathy Aumoeualo discussed the upcoming campus changes relating to the construction of the new logistics building. We discussed that the grass area near the Ag Shop would possibly be destroyed but she said that it would be replaced. The raised planter beds may be in the way of construction but no final word has been given yet. Cathy is taking more questions about the space behind the Ag shop to the contractor when they are hired.

Next Advisory Committee Meeting: The next meeting is scheduled for November 6th at 5:30 PM.

Questions/Concerns: None at this time. Meeting adjourned at 7:00 pm.
Patterson High School
Advisory Committee Meeting Minutes

Name of Department: Agriculture Department

Meeting Date: 4.29.14

Meeting Goal(s): Our main goal for this meeting was to discuss upcoming FFA and Agriculture Department events and issues.

Agriculture Teachers Present: Samantha Cahill, Kendall Green

Advisory Committee Members Present: Daniel Bays, Ken Bays, John Azevedo, Nancy Sill, Barbara Coelho

Guests Present:

Topics/ Meeting Outcomes:

Approval of Past Minutes
Old Business
   Past FFA Events:
      Judging Field Days: FFA members have attending UC Davis Field Day, Merced College Field Day, MJC Field Day, Dinuba Vet Science Field Day, Consumnes River College Field Day, Fresno State Field Day and will be attending the Cal Poly State Finals at Cal Poly.
      Livestock Tri Tip Fundraiser (4/3/14): Over 600 meals were sold for the Tri Tip Fundraiser. At least $3500 will be donated to the Patterson Auction Boosters in support of their purchasing livestock projects.
      FFA State Conference (4/12-15/14): Seventeen FFA members attending State Conference for the four days.
      Garden Tour (4/26/14): Patterson FFA members welcomed the Patterson Garden Club to campus to see the horticulture program at PHS.

New Business
   Upcoming FFA Events:
      FFA State Finals (5/2-3/14): The veterinary science, floriculture, horticulture, BIG and dairy products teams will be competing at State Finals.
      Ag Day (5/6/14): Approximately 200 third graders will be coming to PHS to learn about agriculture. FFA members will be presenting on livestock, horticulture and farm power machinery. A suggestion for Ag Day would be to hold it in the parks in Patterson.
      Plant Sale (5/8-9/14): Students will be selling bedding plants, succulents and perennials at the upcoming plant sale. Proceeds go towards the horticulture account.
Relay for Life (5/17/14): FFA members will be participating in the Relay for Life event to support a fellow FFA member with cancer.

FFA Banquet (5/21/14): The end of the year banquet will be a chance to recognize the students who have put in time and effort into FFA this year.

Honor a Veteran (5/26/14): Floral students will be selling flowers in conjunction with the American Legion in Patterson.

Agriculture Department Budget: Kendall Green presented updates on the Agriculture Incentive Grant and the new funding formula and what it means for the Patterson Agriculture Department.

Campus Renovations: The committee walked around the Agriculture department to see the impact of the logistics building and discussed the expansion of the school farm.

New Agriculture Teachers: Two new Agriculture teachers will be hired this upcoming year. One will be a replacement and one will be a growth position.

Next Advisory Committee Meeting: The next advisory committee meeting will be scheduled during the new school year.

Questions/ Concerns
## Patterson High School Agriculture Department Budget 2013-2014

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Patterson High School
Advisory Committee Meeting Minutes

Name of Department: Agriculture Department

Meeting Date: 12.2.13

Meeting Goal(s): Our main goal for this meeting was to discuss upcoming FFA and Agriculture Department events and complete the Agriculture Incentive Grant Checklist.

Agriculture Teachers Present: Samantha Cahill, William Pierce, Kendall Green

Advisory Committee Members Present: Barbara Cohello, Ken Bays, Daniel Bays, John Azevedo, Nancy Sill

Topics/ Meeting Outcomes:

Approval of Past Minutes: Daniel Bays moved to have minutes approved. Ken Bays seconded. Motion approved.

Old Business
Past FFA Events: Summaries of the following past FFA activities took place.

Opening and Closing Sectional Speaking Contest (10/16/13): Three teams participated and received 2 silvers and 1 gold.
Tri Tip Fundraiser (10/22/13): 267 meals were sold!
Del Osso Farms Corn Maze and Haunted House (10/29/13): 50 FFA members attended!
Canned Food Drive (11/4-11/13): Over 1000 cans were donated to the Westside Food Pantry.
Wreath and Poinsettia Sales (11/4-11/13): Expected income is $400.
Greenhand/ Chapter Degree Banquet (11/12/13): Approximately 180 greenhand degrees and 80 chapter degrees were given.

New Business
Upcoming FFA Events: Summaries of the following upcoming FFA activities took place.

Coats for Kids Drive (12/2-12/13)
Del Osso Farms Ice Skating (12/14/13)
Holiday Parade/ Tree in the Park (12/7/13)
MFE/ALA (2/7/2013)
Relay for Life (5/17/2014)
Tackle Cancer Dinner (12/12/2013): Dinner in support of two students fighting cancer. Tickets are $10/ dinner.
Program Plan Updates: The advisory committee members reviewed the following parts of the program plan:

Job Market Description: A discussion about jobs available included areas such as management positions, processing positions such as with almonds, water conservation and Ag Business positions. A discussion on a possible Ag Business pathway took place because of the job market description. Overall the job market information was approved.

Targeted Occupations: A specific targeted occupation not listed could include Dairy Technology or Electrician. Overall the targeted occupations were approved.

Total Program Goals and Objectives: Goals and Objectives were approved.

Course Subject Matter Outlines and Program Descriptions: Outlines and Descriptions were approved. A discussion about the possibility of adding Ag Chemistry to the Ag Science pathway occurred due to subject matter course outline descriptions.

Program Completion Standards: Standards were approved. A discussion about the assessment of these standards took place.

Current Year Budget: Budget was approved.

List of Active Placement Sites: Suggested additions to the placement sites included: Del Mar- Kenny Herger, Westan- Rob Brooks, Belkorp- JD, JM Equipment, River Partners, Del Mar Seeds and Perez Brothers. Afterwards, we talked about how we would like to plan more visits to local community agricultural businesses for our FFA members as FFA activities.

5 Year Acquisition Schedule: Plan was approved.

Graduate Follow Up: The new graduate follow up plan was presented. Advisory committee approved of this new plan. In addition, a discussion on our retention numbers occurred from this new follow up plan. We explained how an addition of Ag Chemistry would help with retention numbers.

Agriculture Incentive Checklist: Daniel Bays went through the checklist and signed the checklist cover page. Kendall showed him evidence from the Program Plan binder.

Letter to Governor/ Legislators: Kendall discussed how the Governor is reviewing the Ag Incentive Grant and the impacts of cutting this grant. She encouraged writing letters to the governor and the local representatives.

Campus Renovations: An update on the campus renovations will be made by Kendall prior to the next advisory committee meeting.

Next Advisory Committee Meeting: The next advisory committee meeting will be on February 26 at 5 PM.

Questions/ Concerns: Daniel Bays asked about students apply to Sacramento Leadership Experience. Sam and Kendall plan to announce this opportunity to seniors interested.
Patterson High School
Advisory Committee Meeting Minutes

Name of Department: Agriculture Department

Meeting Date: 10/14/2013

Meeting Goal(s): Our main goal for this meeting was to discuss upcoming FFA and Agriculture Department events.

Agriculture Teachers Present: Samantha Cahill, William Pierce, Kendall Green

Advisory Committee Members Present: Ken Bays, Jim Melo, Daniel Bays

Guests Present: Dave Stubbs

Topics/ Meeting Outcomes:

Approval of Past Minutes: Minutes were read by all committee members. Jim Melo moved to approve the provided minutes. Daniel Bays seconded.

Old Business

Past FFA Events:

Patterson FFA Officer Retreat (6/13): Samantha Cahill introduced the new officer team. The 2013-2014 Patterson FFA Officers are Luis Lopez (President), Cerena Clifford (Vice President), Vanessa Beltran (Secretary), Ivan Barbontin (Treasurer), Lanaeya Banks (Reporter), Victoria Rodgers (Sentinel) and Cassey Nelson (Historian). All officers attended the officer retreat in Bodega Bay this summer to plan out the FFA year.

Stanislaus County Fair (7/13): William Pierce gave an overview of the Patterson FFA fair exhibitors and their experience. He informed the committee about the change in how the fair was releasing the checks to exhibitors based on the amount paid by the buyer. The committee members asked about beef exhibitors and why there were none last year. Kendall Green informed them that she would love to have beef exhibitors but due to the large expense in the project that last year there were not students with the monetary means to take on such projects.

FFA Meetings (Back to School BBQ, Minute to Win It, Halloween Costumes): Samantha Cahill gave an overview of the three FFA meetings that have taken place since the beginning of the school year. The Back to School BBQ meeting was in August and had approximately 175 FFA members present. The Minute to
Canned Food Drive (11/4-13/13): William Pierce mentioned the upcoming canned food drive. All cans will be donated to the local food bank.

Wreath and Poinsettia Sales (11/4-19/13): Kendall Green explained how FFA members will be selling wreaths and poinsettias as a fundraiser.

Greenhand/ Chapter Degree Banquet (11/12/13): Samantha Cahill invited all the advisory committee members to Greenhand/ Chapter Degree banquet in which we will recognize our first and second year FFA members.

Judging Teams: Kendall Green explained that the Floral, OH and Veterinary Science Judging teams are starting their practices soon. A large amount of interest has been shown in all teams so far. Samantha Cahill and William Pierce will start their teams next semester.

Classes: Course descriptions and outlines were discussed as the course offerings were described by all three teachers. Kendall Green is teaching 3 periods of Ag Floral, 1 period of ROP The Art and History of Floral Design and 1 period of Ag Biology. Samantha Cahill is teaching 2 periods of Ag Earth Science, 1 period of Ag Biology, 1 period of Ornamental Horticulture and 1 period of Animal Science. William Pierce is teaching Ag Mechanics 1, Ag Mechanics 2, Small Engines and Welding.

Campus Renovations: The Patterson High School Campus has been renovated with a new building of classrooms, a new office building and refurbished buildings on 9th street. In addition, a proposed building for the Logistics pathway will possibly be coming soon. This building will be placed where the current Maintenance department sits. David Stubbs updated the committee with information that he knew about the project. He suggested we discuss our concerns with Cathy Aumaoulo. Jim Melo and Daniel Bays had concerns about traffic to the Agriculture department and storage facilities after this new building is built. David Stubbs said that the Agriculture department would "be better off" as far as storage facilities go. The floral cooler will also be moved due to this new building. During this discussion, the committee walked around the Agriculture department outside and discussed equipment and facilities available in the department. In addition, they discussed the current year’s budget in regards to these new changes and maintenance on vehicles and fixing both the Greenhouse and the Walk in Floral Cooler.

Next Advisory Committee Meeting: The next Advisory Committee meeting will be held on December 2, 2013. Possible new advisory committee members were presented. One of these possibilities is Nicole Morris. Jim Melo officially resigned from the chair of the committee and Daniel Bays accepted the position.

Questions/ Concerns: Daniel Bays asked about how active the community is in the Agriculture program. He mentioned how when he was in the program they went on
Win It meeting was based on the quick game show and the Halloween meeting had a Halloween costume contest.

Greenhand Conference (9/12/13): Kendall Green discussed how 12 students attended the conference and showed excitement about the FFA. This conference allowed students to learn about FFA and the opportunities available to them in their next 4 years.

Staff vs. FFA Softball Game (9/18/13): William Pierce talked about how we held a softball game as an FFA activity to get more staff aware of the FFA chapter and its students on campus. The staff won the game easily but the FFA members had a great time seeing their teachers support them.

Chapter Officer Leadership Conference (10/5-6/13): Samantha Cahill explained how the seven officers attended COLC, a leadership conference made just for the officers at Denair High School. They each got to work with other officers from the region and learn more about their individual offices.

Costume Drive (10/7-18/13): Kendall Green discussed the costume drive in which FFA members collected costumes to donate to the local elementary school for Halloween.

MJC Open House (10/10/13): Kendall Green explained how she took 2 Seniors to the MJC Open House to learn more about their opportunities at MJC for next year. This was a great opportunity to learn more about the Agriculture department at MJC.

New Business

Upcoming FFA Events:

Opening and Closing Sectional Speaking Contest (10/16/13): Samantha Cahill talked about how three Opening and Closing teams have been practicing for this contest at Orestimba High School.

Tri Tip Fundraiser (10/22/13): William Pierce explained how 267 Tri Tip dinners have been sold for the upcoming fundraiser. The meat was purchased from Sanders Meat and there will be 4 pits to cook on according to Jim Melo.

Del Osso Farms Corn Maze and Haunted House (10/29/13): Kendall Green discussed the upcoming FFA activity in which FFA members will attend the corn maze and haunted house at Del Osso Farms.
tours of local industry businesses and that helped build contacts for him. He suggested we revamp this idea to work for the program now. Kendall Green plans on contacting local businesses and setting up small tours as FFA activities for FFA members.
Patterson High School

Advisory Committee Meeting Minutes

Name of Department: Agriculture Department

Meeting Date: 2/12/2013

Meeting Goal(s): Our main goal for this meeting was to discuss upcoming FFA and Agriculture Department events.

Agriculture Teachers Present: William Pierce, Samantha Cahill and Kendall Green

Advisory Committee Members Present: John Azevedo, Ken Bays, Daniel Bays and Jim Melo

Topics/Meeting Outcomes:

Approval of Past Minutes: Minutes from previous advisory committee meeting were read. Jim Melo moved to approve minutes. Daniel Bays seconded. Motion approved.

Introductions: Introductions were made to new member Daniel Bays.

What is an advisory committee? A discussion on what an advisory committee is took place. A discussion about the paperwork the advisory committee should help review for the Agriculture Department took place. In addition, the advisory committee members emphasized that we should keep adding new members. They also encouraged the Agriculture teachers to emphasize judging teams and parliamentary procedure in the future.

Old Business

Past FFA Events:

Speaking Contests: FFA members competed in the Sectional Speaking Contests. Kierstan Rhodes took 5th place in Job Interview and three sophomores got 3rd, 4th and 5th in the Impromptu contest.

FFA Meetings: An overview of past FFA meetings occurred. The advisory committee meeting emphasized the importance of the FFA jacket and FFA pride.

New Business

Upcoming FFA Events:

Made for Excellence Conference: Sixteen students will be attending the Made for Excellence Leadership Conference in Modesto. It was a Friday and Saturday event.
Valentine’s Day Roses: Roses will be sold by Floral design students for Valentine’s Day.

FFA Week: FFA Week will include lunch time activities with raffle and dress up days. The advisory committee recommended ideas from past FFA weeks such as window displays in the community businesses.

FFA State Conference: Sixteen students will be attending the FFA State Conference.

Judging Teams: Judging Teams are practicing in preparation for field days.

Classes: A discussion on classes included information from the Program Description and Course Matter Subject Outlines. The class offerings this year were discussed along with plans for each class.

Ag Earth Science: Taught by Samantha Cahill

Ag Earth Science is prepping for the CSTs.

Animal Anatomy: Taught by Samantha Cahill

Animal Anatomy/ Animal Science is covering the skeletal, muscular and digestive systems.

Ornamental Horticulture: Taught by Samantha Cahill

OH is completing AgriScience Fair projects.

Ag Biology: Taught by Kendall Green

There are 2 periods of Ag Biology. There is a real push to improve CST scores in this course.

Floral/ Advanced Floral: Taught by Kendall Green and William Pierce

Ag Floral is preparing for Valentine’s Day and Advanced Floral is creating portfolios.

Small Engines: Taught by William Pierce

There is 1 period of Small Engines. Currently, William has 18 engines to work with.

Ag Mechanics: Taught by William Pierce
Ag Mechanics 2 are completing their senior projects or working on projects such as wind mills, fire pits, BBQs and horse shoe projects. Ag Mechanics 1 are working on metal working and arc welding. Small Engines is focusing on troubleshooting with engines. They are all completing research projects.

Fundraisers:

Livestock Fundraiser: The money from this fundraiser will go to the Ag Boosters. It will occur at the end of March on the 21st.

See’s Candies Fundraiser: This should take place around Mother’s Day.

Stanislaus County Fair: There was a livestock meeting in January. There should be 15 hogs, 7 goats, 8 sheep and 4 rabbits being raised this year.

Next Advisory Committee Meeting: A tentative date for the next advisory committee meeting will be in April.

Questions/Concerns: Daniel Bays recommended that more students be involved as National Delegates and attend SLE.
Patterson High School

Advisory Committee Meeting Minutes

Name of Department: Agriculture Department

Meeting Date: 8/23/12

Meeting Goal(s): Our main goal for this meeting was to discuss upcoming FFA and Agriculture Department events.

Agriculture Teachers Present: William Pierce, Samantha Cahill and Kendall Green

Advisory Committee Members Present: John Azevedo and Jim Melo

Topics/Meeting Outcomes:

Old Business

New Agriculture Teachers: The two new Agriculture teachers are Samantha Cahill and Kendall Green. Introductions were made to the advisory committee members. Samantha will be teaching Ag Earth Science, Animal Science and Horticulture. Kendall will be teaching Ag Biology and Floral Design.

Stanislaus County Fair: Stanislaus County Fair was between July 12th and 21st this year. Samantha was the advisor for the pigs. For the pigs, 13 out of 15 sold. Two were under the weight limit. William was the advisor for the sheep, goats and dairy cattle. There were 3 sheep and 6 goats sold. Kendall was the advisor for the 2 steers and rabbits. We discussed the changes in the fair considering both the positive and negative. Once positive change discussed was that the move in process was much smoother this year than in the past. However, negatives included the fact that due to the new fair schedule, the length of the fair was quite long. In addition, the fees for both entry and showmanship were increased.

New Business

FFA Officers: This year, Patterson FFA has 6 FFA officers. During the summer, these officers planned out the year year of FFA activities under the FFA Program of Activities. There officer positions were announced as the following: President- Kierstan Rhodes, Vice President- Mikaela Green, Secretary- Karissa Allmon, Treasurer- Jenny Rodriguez, Reporter- Hailee Schilp and Sentinel- Luis Lopez.
Upcoming FFA Events: The FFA Calendar to be included in the FFA Program of Activities was described by Samantha Cahill. She emphasized upcoming events during the first semester. Some of the events she discussed included: Tri Tip Fundraiser, Monthly FFA Meetings, Greenhand Conference and the Wreath Fundraiser. In addition, she discussed our plan to continue with Prepared and Extemporaneous Speakers as well as Opening and Closing Teams.

Tri Tip Dinner Fundraiser: The Tri Tip Dinner Fundraiser is scheduled to be on September 25th. Mr. Pierce is ordering the tickets online and they will cost roughly $42 for 500 tickets. Tickets will start being sold on September 3rd and continue to be sold until September 14th. Tickets cost $40 each. Students who sell 3 tickets will receive credit for 1 FFA activity. All three teachers will sign up students to help at the fundraiser on September 7th. Preparations will occur on September 24th after school. A discussion on preferred vendors for each food product was discussed.

Floral Fundraiser: The floral account is rather low on funds. A quick budget discussion took place. Hence, a floral fundraiser was needed to start off the beginning of the year. The fundraiser will run through Dutch Mill Flower Bulbs in the form of flower bulb sales. Students received order forms on August 22nd and will turn in forms on September 5th.

Outside Area: Along with a discussion on the Five Year Plan, Samantha discussed improvements she is considering making to the outside area of the Agriculture department. She is looking into providing some sort of landscaping to the area in front of classrooms. However, she is very focused on making raiser planter beds next to the shade house.

Classes: A discussion on classes included information from the Program Description and Course Matter Subject Outlines. The class offerings this year were discussed along with plans for each class.

Ag Earth Science: Taught by Samantha Cahill

There are 2 periods of Ag Earth Science. There is a real push to improve CST scores in this course.

Animal Anatomy: Taught by Samantha Cahill

There are 2 periods of Animal Anatomy.

Ornamental Horticulture: Taught by Samantha Cahill
There is 1 period of OH. This class will be starting with horticultural commodities. This class is in the process of receiving A-G approval. This class will be putting on the plant sale in the spring.

Ag Biology: Taught by Kendall Green

There are 2 periods of Ag Biology. There is a real push to improve CST scores in this course.

Floral/ Advanced Floral: Taught by Kendall Green and William Pierce

Kendall will be teaching 2 periods of Ag Floral and 1 period of Advanced Floral. William will be teaching 1 period of Ag Floral. The Advanced Floral class is in the process of receiving A-G approval.

Small Engines: Taught by William Pierce

There is 1 period of Small Engines. Currently, William has 18 engines to work with.

Ag Mechanics: Taught by William Pierce

There are 2 periods of Ag Mechanics and 1 period of Advanced Mechanics. William has seniors who are excited to be in the Advanced class and would like to use his class as their prep projects to graduate. Both of these classes will be starting with safety units.

Next Advisory Committee Meeting: A tentative date for the next advisory committee meeting will be scheduled shortly.

Questions/Concerns: Jim Melo asked that more meetings with the three Agriculture teachers on a regular basis.
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Revised as of 9/15/13

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Q. Signed Articulation Agreement and/or Evidence of Articulation
### MODESTO JUNIOR COLLEGE

#### 2013-2014 MASTER LIST - High School 2 + 2 Articulation Agreements

Courses that expired in 2014 will be honored through December of each academic year. Except for courses that are no longer offered at MJC, or courses MJC is no longer willing to articulate. In order to articulate a new class or re-articulate an existing class, please submit a Request to Articulate form, a board-approved course outline from your district, and a copy of the final exam to Floria Arias at ariasf@mjc.edu. The forms can be downloaded from: [http://www.mjc.edu/highschool/getstarted/earlycollege/techprep.html](http://www.mjc.edu/highschool/getstarted/earlycollege/techprep.html)

(pending) = Pending signatures  * = courses linked together

**Special Conditions exist for Math, AG, and Foreign Language Courses. (See Attachment)**

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March 31, 2014

Patterson High School
David Stubbs, Principal
Samantha Cahill, Instructor
200 North 7th Street
Patterson, CA 95363

Articulation Approved

Greetings,

The articulation of ANSC 55 – Introduction to Veterinary Technology with Patterson High School and Modesto Junior College has been approved and will be valid through Summer 2017, once we receive the signed 2 + 2 Agreement back from you. Please obtain all the appropriate signatures and return to our office:

Modesto Junior College
Early College/ Tech Prep 2+2
435 College Avenue
Modesto, CA 95350

Thank you for your interest and assistance.

If you have any questions, please do not hesitate to call me, 575-7858.

Sincerely,

[Signature]
Florida Arias
Director
ariasf@mjc.edu
SECONDARY-POST SECONDARY ARTICULATION
2+2 AGREEMENT

STATEMENT OF INTENT
This agreement enables students to receive college credit and/or a prerequisite waiver for course work completed at the secondary level. The granting of college credit is based on the achievement of competencies through a course or sequence of courses as defined below.

TERMS OF AGREEMENT
This agreement shall remain in force for three years but shall be reviewed at the completion of each academic year or if there is a change in teaching faculty, course outlines, or final examination. College faculty may require a discussion of current teaching methodologies. Either party may terminate this agreement at the close of any academic year by written notice to the MJC Early College Director or the principal/ROP Director of the high school.

SECONDARY INSTITUTION

Patterson High School
School/District or ROP

agrees to certify those students who have successfully completed
Animal Science (Anatomy and Physiology)
with a letter grade of B or better.

COLLEGE DATA

Upon receipt of the Request to Participate form from the students and final grades from the high school teacher, Modesto Junior College will allow the student to earn 3 college credits for the below-listed MJC course. All students must complete the online application for summer term to MJC Admissions and Request a high school transcript to be sent to MJC and 9th-11th grades must fill out a High School Petition for Advanced Placement.

ANSC 55 – Introduction to Veterinary Technology (3)

Maximum Articulated Agriculture Units Per Student: 3 units

Contract Date: FALL 2014 – SUMMER 2017

Modesto Junior College

Julie Haynes, MJC Faculty
Mark Anglin, Dean

Patterson High School

Samantha Cahill, Faculty
David Stubbs, Principal

Flerida Arias, Director
Early College/Tech Prep 2 + 2
Date: May 15, 2014

To: Kendall Green, Instructor

From: Flerida Arias/Nichole Loera
       Early College/Tech Prep 2+2

Subject: Articulation Agreement

Articulation Approved

Enclosed are copies of the articulation agreement for EHS 280 – Beginning Floral Design at Patterson High School. The attached articulation will be valid through Summer 2017.

Thank you for your efforts. 2+2 offers a great opportunity for high school students to earn college credits when they enroll at MJC. If you have any questions, please do not hesitate to call the Early College/ TechPrep office at 575-7858.
R.
Graduate Follow-up System
Graduate Follow Up 2014

The results from our graduate follow up surveys are recorded in the R2 database. From looking at this year’s data, we had 107 seniors at Patterson High School in the Agriculture department. Of those 107 seniors, 49 of them completed three or more years of instruction in our department. Of those 49, four of them are in a two year college pursuing an Agriculture major. In addition, two of them are in a two year college, studying for a non-Agriculture major and then seven of them are in a four year college studying a non-Agriculture major. Three of them are in a job that is agriculturally related and seven of them are working full time in a non-Agriculture job. And lastly, 27 of them did not respond to the surveys. Of those who did respond to the surveys, they said the following areas were areas of importance in the Agriculture department: Officer Experience, Judging Contests, Participation in Chapter Activities, Livestock SAE projects at the Stanislaus County Fair and SAE projects.

In the future, I hope to receive more responses back from past graduates. This was a new year of sending out digital surveys as well as hard copies because we found that very few students actually send back the hard copies. We did receive more digital responses but I hope that in the future our graduate follow up responses can be much stronger.
# CA0173 Patterson
Patterson HS
200 North 7th St.
Patterson, CA 95363

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<table>
<thead>
<tr>
<th>Total Seniors (Year=2013)</th>
<th>107</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Seniors having completed 3 or more years of Ag Instruction</td>
<td>49</td>
</tr>
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</table>

**Program Completer Status**

<table>
<thead>
<tr>
<th>Status</th>
<th>Count</th>
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<tbody>
<tr>
<td>Two Year College Ag Major</td>
<td>4</td>
</tr>
<tr>
<td>Two Year College Non-Ag Major</td>
<td>2</td>
</tr>
<tr>
<td>Four Year College Non-Ag Major</td>
<td>7</td>
</tr>
<tr>
<td>Employed - Fulltime Ag Job</td>
<td>3</td>
</tr>
<tr>
<td>Employed - Fulltime Non-Ag Job</td>
<td>7</td>
</tr>
<tr>
<td>Location or Position Unknown</td>
<td>26</td>
</tr>
</tbody>
</table>

Site developed and maintained by the California FFA Association.
Welcome to the PHS Ag Dept Graduate Follow Up

Dear Recent Graduate:

As a program completer of the Patterson High School Agriculture Department, you were one of the few devoted FFA members and students to complete four years of instruction in Agriculture. You should be commended for your dedication to the Agriculture industry. In addition, as an FFA advisor and teacher myself, I want to thank you personally for your devotion to our PHS Agriculture department. As the new school year starts, I hope that you find yourself with new challenges and excitement as you embark on your next journey.

This year at Patterson High School, we are looking for new ways to better our program. I figured who better to ask about their experience in our program than those who spent four years with us just like you! Attached to this letter is an eight question follow up document that I hope that you could complete for our department. Your answers will help us determine how many of our students are going on to careers or furthering their education. We then look at these numbers to see if our program is being successful. In addition, we use it to take a deeper look into our FFA program and the value of the leadership component of our program. This helps us continually grow and build our FFA chapter. Please if you have just a few minutes, complete the following survey by October 6th, 2014. Your feedback could help make our program more successful.

Thank you in advance for your support.

Sincerely,

Kendall Green

Agriculture Department Head
1. What is your full name?

2. What is your phone number?

3. What are you doing at the present time?
   - Attending Four Year College Full Time
   - Attending Four Year College Part Time
   - Attending Community College Full Time
   - Attending Community College Part Time
   - Working Part Time in Agriculture
   - Working Full Time in Agriculture
   - Working Full Time in Non Agriculture Field
   - Working Part Time in Non Agriculture Field
   - Not Working
   - In the Military
4. In what type of business or industry are you employed?

5. What is your job title or job description?

6. Which statement best applies to your present occupation?
   - I am using most of the skills I learned in the Ag program at PHS.
   - I am using some of the skills I learned in the Ag program at PHS.
   - I am not using any of the skills I learned in the Ag program at PHS.

7. If you are in school, what is your major course of study?
8. How would you rate the training, career guidance and counseling received in the PHS agriculture program?
   - Excellent
   - Good
   - Fair
   - Poor

9. Please check the following areas you feel are valuable components of FFA.
   - [ ] Officer Experience
   - [ ] Judging Contests
   - [ ] Participation in chapter activities in which you work with others
   - [ ] Livestock raising for the Stanislaus County Fair
   - [ ] Supervised Agricultural Experience projects
   - Other (please specify)

10. Please note any suggestions you have for improving the Instructional Program, including the following areas: classroom, shop, greenhouse, school farm, etc; FFA; SAE (supervised projects); teaching methods used; facilities/equipment.
Graduate Follow Up is part of the comprehensive Program Plan that has been updated this year. In the previous years, the graduate follow up has been phone calls determining the status of graduates relating to their careers or education. The following R2 report outlines the career or education status of the 2013 graduates. Of the 2013 graduates, we obtained information on 74% of the graduates. Of these graduates, 65% of them continued on to either a 2 year or 4 year college. Of those graduates that are attending college, 45% of them are in a 4 year college and 55% of them went to a 2 year college. Of all of the graduates who responded, 29% of them went to either college or a career in the field of Agriculture.

In the future years, phone calls will still be made to graduates. However, the following form will be used to keep notes on the results from the phone calls. This form should allow us to better use the graduate follow up information to educate our students.
Patterson High School Ag Department
Graduate Follow-up
2013-2014

Name:______________________________________________________________

Address:_____________________________________________________________________

Phone:_______________________________________________________________________

1. What are you doing at the present time?

   _____ Attending school
   ______Full-time
   ______Part-time

   _____ In the military

   _____ Working
   ______Full-time
   ______Part-time

   _____ Not working
   ______Looking for work
   ______Not looking for work

   _____ Other __________________________

2. In what type of business or industry are you employed?

   _________________________________________________________________________

3. What is your job title or job description?

   _________________________________________________________________________

4. Which statement best applies to your present occupation?

   _____ I am using most of the skills I learned in the vo-ag program at PHS.
   _____ I am using some of the skills I learned in the vo-ag program at PHS.
   _____ I am not using any of the skills I learned in the vo-ag program at PHS.

5. What type of school are you currently attending?

   _____ High school
   _____ Trade/technical school
   _____ 4-year college
   _____ Private business school
   _____ Adult education
   _____ Other __________________________

6. What is your major course of study? ________________________________
7. How would you rate the training, career guidance and counseling received in the PHS agriculture program?

_____ Excellent  _____ Good  _____ Fair  _____ Poor

FFA

1. Please check the following areas you feel are valuable components of FFA.

_____ Officer experience
_____ Judging contests
_____ Participation in chapter activities, working with others
_____ Livestock raising, shows, fairs, etc.
_____ Other – please describe

2. What were the most valuable aspects of the SOEP (supervised projects)?

_____ Learning skills related to future ag employment
_____ Development of responsibility
_____ Learning record keeping
_____ Other – please describe

_____ Other – please describe

Please note any suggestions you have for improving the Instructional Program, including the following areas: classroom, shop, greenhouse, school farm, etc; FFA; SOEP (supervised projects); teaching methods used; facilities/equipment.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
S.
List of Active Placement Sites
ACTIVE PLACEMENT SITES IN WORK EXPERIENCE
The following is a list of possible or current placement sites for students at Patterson High School.

<table>
<thead>
<tr>
<th>Work Site</th>
<th>Animal Science</th>
<th>Plant and Soil Science</th>
<th>Ag Business</th>
<th>OH</th>
<th>Ag Mechanics</th>
<th>Forestry and Natural Resources</th>
<th>Floriculture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melo Machine</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Blue's Floral</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Crimson Floral</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>
T.
Recruitment Activities
And Materials
Career Development Opportunities

Agriculture Mechanics
Best Informed Greenhand
Creed Speaking
Dairy Products
Extemporaneous Public Speaking
Farm Power
Floriculture
Impromptu
Job Interview
Nursery Landscape
Prepared Public Speaking
Veterinary Science

Contact us!

Mrs. Samantha Cahill
Mr. Michael Costa
Ms. Kendall Green
Mrs. Monica Lopes

200 North 7th Street
Patterson, CA 95363

(209) 892-4750

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.

Patterson High School Agriculture Department
Agricultural Education

Agricultural Education is built in three core areas of classroom/laboratory instruction, supervised agricultural experience programs, and student activities and opportunities through FFA.

Classroom/Laboratory Instruction:
Offering quality instruction in and about agriculture that utilizes a "learn by doing" philosophy.

Supervised Agricultural Experience:
All students are expected to have an agriculturally related work-based learning experience while enrolled in agricultural education classes.

FFA Activities/Opportunities:
FFA activities are an integral part of the agricultural education program that all agriculture students should participate in if they are to fully benefit from the program.

Classes Offered:
Advanced Mechanized Agriculture - Project Construction
Ag Floral Design 1
Ag Power and Small Engines
Agricultural Biology*
Agricultural Earth & Environment Science*
Agriculture Leadership
Animal Science (Anatomy and Physiology)*
History and Art of Floral Design ROP
Mechanized Agriculture 1
Mechanized Agriculture 2
Ornamental Horticulture
ROP Agricultural Welding and Fabrication

*Meets UC/CSU/Grad Requirements
FFA & Agriculture

Agriculture has been developed as a career pathway for students who have an interest in agronomy, the animal industry, mechanized agriculture, and ornamental horticulture. **Courses are targeted for those students interested in careers in the agriculture industry as well as those pursuing a two or four year degree.** Upon enrollment in all agriculture classes, students will automatically become a member of the FFA (Future Farmers of America) – no fee required. They will maintain a record book based on their Supervised Agricultural Experience (SAE) project.

**Why choose Agriculture Education?**

Students are provided opportunities for **leadership development, personal growth and career success.** The Agricultural Education model includes:

1) **classroom/laboratory instruction:** Quality instruction based on agriculture that utilizes a “learn by doing” philosophy.

2) **supervised agricultural experience** programs: Agriculturally-related work-based learning experience while enrolled in agriculture classes.

3) **student leadership organizations** (FFA): A leadership organization that operates on a local, sectional, regional, state, and national level.

### Agricultural Career Pathways

<table>
<thead>
<tr>
<th>9th Grade Freshman</th>
<th>10th Grade Sophomore</th>
<th>11th Grade Junior</th>
<th>12th Grade Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AgMechanics</strong></td>
<td><strong>Horticulture/Floral</strong></td>
<td><strong>AgScience</strong></td>
<td></td>
</tr>
<tr>
<td>Mechanized Agriculture 1</td>
<td>Agricultural Biology (P)</td>
<td>Animal Science (Anatomy and Physiology) (P)</td>
<td>ROP Agricultural Welding and Fabrication</td>
</tr>
<tr>
<td>Agricultural Earth and Environmental Science (P)</td>
<td>Ornamental Horticulture</td>
<td>Ornamental Horticulture</td>
<td>ROP The History and Art of Floral Design</td>
</tr>
<tr>
<td>Ornamental Horticulture</td>
<td>Ag Floral Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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![Image of Agriculture activities]
Career Development Opportunities
Best Informed Greenhand
Farm Records
Dairy Products
Ornamental Horticulture
Floriculture
Ag Mechanics
Farm Power
Creed Speaking
Extemporaneous Speaking
Prepared Public Speaking
Impromptu
...and more!

Contact us!
Mrs. Samantha Cahill
Ms. Kendall Green
Mr. William Pierce

200 North 7th Street,
Patterson, CA  95363

(209) 892-4750

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.

Patterson High School Agriculture Department
U.
Staff In-Service Record
INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

CRITERIA 4.B

Based on the previous year's record, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of four of the following professional development activities:

Qualified and Competent Personnel

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>TEACHERS NAMES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Kendall Green</td>
</tr>
<tr>
<td>Fall Region Meeting</td>
<td>x x</td>
</tr>
<tr>
<td>Region In-service Day</td>
<td>x</td>
</tr>
<tr>
<td>Spring Region Meeting</td>
<td>x x x</td>
</tr>
<tr>
<td>Section In-service*</td>
<td>x x x</td>
</tr>
<tr>
<td>Section In-service*</td>
<td>x x x</td>
</tr>
<tr>
<td>Section In-service*</td>
<td>x x</td>
</tr>
<tr>
<td>Summer Conference</td>
<td></td>
</tr>
<tr>
<td>University AgEd Skills Week</td>
<td></td>
</tr>
<tr>
<td>Professional Development **</td>
<td>x x</td>
</tr>
</tbody>
</table>

* Four Section In-service Meetings equals one Professional Development Activity

** Can utilize a maximum of two other "Agriculturally Related" Professional Development activities than those listed above. Explain the Professional Development:

1. New Professionals Institute: Professional Development for 1st-3rd year teachers in Agriculture Teaching Profession

2.

3.

4.

5.
INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

CRITERIA 4.B  School Year  2012-2013  School  Patterson High School

Based on the previous year's record, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of four of the following professional development activities:

Qualified and Competent Personnel

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<thead>
<tr>
<th>ACTIVITIES</th>
<th>TEACHERS NAMES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Samantha Cahil</td>
</tr>
<tr>
<td>Fall Region Meeting</td>
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</tr>
<tr>
<td>Region In-service Day</td>
<td></td>
</tr>
<tr>
<td>Spring Region Meeting</td>
<td>x</td>
</tr>
<tr>
<td>Section In-service*</td>
<td>x</td>
</tr>
<tr>
<td>Section In-service*</td>
<td>x</td>
</tr>
<tr>
<td>Section In-service*</td>
<td></td>
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<tr>
<td>Summer Conference</td>
<td>x</td>
</tr>
<tr>
<td>University AgEd Skills Week</td>
<td></td>
</tr>
<tr>
<td>Professional Development **</td>
<td>x(#1)</td>
</tr>
</tbody>
</table>

* Four Section In-service Meetings equals one Professional Development Activity

** Can utilize a maximum of two other "Agriculturally Related" Professional Development activities than those listed above. Explain the Professional Development:

1. New Professionals Institute
2. 
3. 
4. 
5. 
V. Staff Minutes
AGRICULTURE DEPARTMENT  
WEEKLY MEETING MINUTES

DATE: 11/24/14

In Attendance: Monica Lopes, Michael Costa, Kendall Green, Samantha Cahill

Important Dates During the Month:
11/3-14: Wreath/ Poinsettia Sales: Wreaths are $20. Poinsettia sales are done. Encourage students to sell!
11/25: Food Court: If students purchase a cupcake at food court, it counts as 1 FFA activity. It counts as a maximum of 1 FFA activity for this event.
12/1-11: Coats for Kids Drive: If students donate any slightly used or new coats, it counts as 1 FFA activity.
12/12: Del Osso Farms Ice Skating: We can take 58 students. Kendall will call tomorrow to double check details.

Vehicle Needs for the Coming Week: Michael needs the suburban for picking up tanks for the shop on Monday (today).

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:
Old Business:

Ag Incentive Grant Review:
  Student Files need to be finished.
  Nov 25th: Student Data Sheets
  Nov 25th & 26th: Record Books need to be updated

Account Updates
  FFA: $4115.30
  FFA Conferences: $275.70
  Floral: $4757.46
  FFA Livestock: $71.71
  FFA Scholarships: $925.00
  OH: $4,495.48
  Ag Shop: $625.21
  VEA Supplies: $11307.76
  VEA Subs/ Conferences: $8487.98
  AIG: $18,628.85

Canned Food Drive: Cans need to be delivered.

Wreath and Poinsettias Sales

New Business:

Food Court: Sam is picking up the cupcakes.

Del Osso Farms Ice Skating: Kendall is double checking the bookings.

Sectional Bowling Trip: Due to timing, we are not attending the sectional bowling trip this year.

Coats for Kids Drive: The Ag leadership class is working on promoting this event.

Tree in the Park: Kendall will find out details about this event.

Christmas Parade: Kendall will find out details about this event.
FFA State Degrees: We put together a list of eleven students who we believe are eligible for their State FFA Degree. There will be an informational meeting on 12/2 at 3 PM for these members.
AGRICULTURE DEPARTMENT  
WEEKLY MEETING AGENDA  

DATE: 11/17/14  

In Attendance: Monica Lopes, Michael Costa, Kendall Green, Samantha Cahill  

Important Dates During the Month:  
11/3-14: Wreath/ Poinsettia Sales: Wreaths are $20 and Poinsettias are $10. By selling 3, it counts for 1 FFA activity. Encourage students to sell! 
11/17: Officer Dinner 6:30 PM at Austin’s house 
11/18: CATA Counselor’s Night MRC- MJC West Campus 5 PM 
11/19-20: New Professionals 
11/21-22: CATA Road Show/ Regional Meeting 
12/1-11: Coats for Kids Drive 
12/12: Del Osso Farms Ice Skating  

Vehicle Needs for the Coming Week:. 

Project Visitations Made (prior week): 

Informational Items for Departmental Consideration:  
Old Business:  

Ag Incentive Grant Review:  
Student Files need to be finished  
Nov 24th: Student Data Sheets 
Nov 24th & 25th: Record Books need to be updated  

Account Updates  
FFA: $4622.71 
FFA Conferences: $275.70 
Floral: $4757.46 
FFA Livestock: $71.71 
FFA Scholarships: $925.00 
OH: $4,495.48 
Ag Shop: $625.21 
VEA Supplies: $11307.76 
VEA Subs/ Conferences: $8487.98 
AIG: $19,628.85  

Canned Food Drive: Cans need to be delivered.  

Wreath and Poinsettias Sales  

New Business: None at this time.
AGRICULTURE DEPARTMENT
WEEKLY MEETING MINUTES

DATE: 11/10/14

In Attendance: Monica Lopes, Michael Costa, Kendall Green, Samantha Cahill

Important Dates During the Month:
11/3-14: Wreath/ Poinsettia Sales: Wreaths are $20 and Poinsettias are $10. By selling 3, it counts for 1 FFA activity. Encourage students to sell!
11/3-14: Canned Food Drive: If students bring in 3 cans, it counts as 1 FFA activity.
11/12: Ag Advisory Committee Meeting 5:30 PM
11/13: Bays Ranch Field Trip
11/17: Officer Dinner 6:30 PM at Austin’s house
11/18: CATA Counselor’s Night MRC- MJC West Campus 5 PM
11/19-20: New Professionals
11/21-22: CATA Road Show/ Regional Meeting

Vehicle Needs for the Coming Week:

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:

Old Business:

Ag Incentive Grant Review:
Student Files need to be finished by Wednesday.

Agriculture Advisory Committee Meeting:
Kendall is preparing the paperwork. The committee will go through the AIG checklist and make suggestions on the Five Year Plan, Course Descriptions, and a couple other documents for the Program Plan.

Account Updates
FFA: $5290.15
FFA Conferences: $275.70
Floral: $3,048.87
FFA Livestock: $71.71
FFA Scholarships: $925.00
OH: $4,495.48
Ag Shop: $625.21
VEA Supplies: $11307.76
VEA Subs/ Conferences: $8487.98
AIG: $19,628.85

Bays Ranch Visit: Sign ups will start this week. Kendall will get the permission slip for the trip.

New Business: None at this time.
AGRICULTURE DEPARTMENT
WEEKLY MEETING MINUTES

DATE: 11/3/14

In Attendance: Monica Lopes, Michael Costa, Kendall Green

Important Dates During the Month:
11/3-14: Wreath/ Poinsettia Sales: Starting tomorrow. Flyers will be passed out in classes. Wreaths are $20 and Poinsettias are $10. By selling 3, it counts for 1 FFA activity.
11/3-14: Canned Food Drive: If students bring in 3 cans, it counts as 1 FFA activity.
11/4: Greenhand/ Chapter Degree Banquet
11/6: Ag Advisory Committee Meeting 5:30 PM: Meeting was rescheduled due to Daniel Bays, Ken Bays and Melissa Magee being unable to attend the meeting. It was rescheduled to 11/12 at 5:30 PM. Kendall sent out a new invitation for the meeting.
11/13: Bays Ranch
11/17: Officer Dinner 6:30 PM at Austin’s house
11/18: CATA Counselor’s Night MRC- MJC West Campus 5 PM
11/19-20: New Professionals
11/21-22: CATA Road Show/ Regional Meeting

Vehicle Needs for the Coming Week:

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:

Old Business:

Ag Incentive Grant Review: To be discussed at the next department meeting.

Greenhand Degree/ Chapter Degree Banquet: Jobs were discussed and last minute plans were made for details of the banquet.
Samantha- Working on certificates and getting food
Kendall- Organizing Officers and helping with certificates
Michael- Cooking and Organizing morning ceremony
Monica- Decorations

Account Updates
FFA: $5290.15
FFA Conferences: $275.70
Floral: $3,048.87
FFA Livestock: $71.71
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AIG: $19,628.85

New Business:

Bays Ranch Visit: Sign ups will start this week. Kendall will get the permission slip for the trip.
AGRICULTURE DEPARTMENT
WEEKLY MEETING MINUTES

DATE: 10/27/14

In Attendance: Monica Lopes, Michael Costa, Kendall Green, Samantha Cahill

Important Dates During the Month:
10/28: Pizza Fundraiser- Rescheduled to November
11/3-14: Wreath/ Poinsettia Sales- Kendall is working on the pamphlet for the sales.
11/4: Greenhand/ Chapter Degree Banquet- Officers have been practicing.
11/6: Ag Advisory Committee Meeting 5:30 PM
11/13: Bays Ranch
11/17: Officer Dinner 6:30 PM at Austin’s house
11/18: CATA Counselor’s Night MRC- MJC West Campus 5 PM
11/19-20: New Professionals
11/21-22: CATA Road Show/ Regional Meeting

Vehicle Needs for the Coming Week:

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:

Old Business:

Ag Incentive Grant Review
  SAE Plans- Sam and Monica will complete these with first year members in November.
  SAE Visitation Form- Sam and Kendall will sort through these forms.
  Permanent Student Files- New files are being made for all students this year.
  Inventory of Equipment: Completed by Oct 30th

Vehicle Maintenance: Ag Truck’s seat is being fixed.

Greenhand Degree/ Chapter Degree Banquet: Officers are practicing.

Account Updates
  FFA: $5290.15
  FFA Conferences: $275.70
  Floral: $3,048.87
  FFA Livestock: $71.71
  FFA Scholarships: $925.00
  OH: $4,495.48
  Ag Shop: $625.21
  VEA Supplies: $11307.76
  VEA Subs/ Conferences: $8487.98
  AIG: $19,628.85

New Business:

  Public Speaking Teams Meeting will be Monday, November 3rd at 3 PM.

  Judging Teams will start soon.
AGRICULTURE DEPARTMENT
WEEKLY MEETING MINUTES

DATE: 10/20/14

In Attendance: Monica Lopes, Michael Costa, Kendall Green, Samantha Cahill

Important Dates During the Month:
10/6-17: Costume Drive
10/21: Officer Dinner 6:30 PM at Sam Calvert’s house
10/23: Del Osso Farms Corn Maze: 15 students are needed to serve dinner in full uniform.
10/25: Lions Club Dinner
10/28: Pizza Fundraiser: Ag leadership students should be planning this event.
11/3-14: Wreath/ Poinsettia Sales
11/4: Greenhand/ Chapter Degree Banquet
11/6: Ag Advisory Committee Meeting 5:30 PM
11/13: Bays Ranch

Vehicle Needs for the Coming Week: None.

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:
Old Business:

Ag Incentive Grant Review
   FFA Chapter Activities Check Sheet
   In-Service Activities Documentation
   5 Year Plan
   Staff Responsibilities
   Program of Activities
   Copies of AIG Purchase Orders
   Inventory of Equipment: Completed by Oct 30th

Costume Drive: Delivery of costumes needs to occur.

Dell Osso Farms: 57 students will be attending this trip with the bus, high school van and suburban. Michael, Monica and Kendall will be attending this trip.

Agriculture Field Trips: Kendall brought up the idea of an Agriculture field trip 3-4 times a year. Her suggestion is to start with Bays Ranch and to ask Daniel Bays tonight. This trip will take place on November 13th.

New Business:

Lions Club Dinner: Need more volunteers! Sam is checking with the Ag Leadership class.

Cal Poly Visitor and Program Plan: Information on the following is needed:
   Officer Retreat Paperwork- Sam is sending it to Kendall.

Vehicle Maintenance: Truck seat is being fixed.

Greenhand Degree/ Chapter Degree Banquet: Sam is in charge of food and certificates. Kendall is in charge of officers. Monica is in charge of decorations and Michael is in charge of the morning ceremony and cooking the food.

Roadshow Preferences: Forms will be faxed in by Kendall.

Account Updates
FFA: $5410.15
FFA Conferences: $1,075.70
Floral: $3,548.87
FFA Livestock: $71.71
FFA Scholarships: $925.00
OH: $4,559.93
Ag Shop: $525.21
AGRICULTURE DEPARTMENT
WEEKLY MEETING MINUTES

DATE: 10/13/14

In Attendance: Monica Lopes, Michael Costa, Kendall Green, Samantha Cahill

Important Dates During the Month:
10/6-17: Costume Drive
10/7: Tri Tip Fundraiser- Profit was $4433.70
10/9: MJC Open House
10/14: FFA Meeting 6:30 PM
10/15: Opening and Closing Contest
10/21: Officer Dinner 6:30 PM at Sam Calvert’s house
10/23: Del Osso Farms Corn Maze: 15 students are needed to serve dinner in full uniform.
10/25: Lions Club Dinner
10/28: Pizza Fundraiser: Ag leadership students should be planning this event.

Vehicle Needs for the Coming Week: Two District vans will be used on 10/15. Michael and Kendall can pick them up at 3 PM. Monica will pick up the High School van.

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:
Old Business:

Opening and Closing Contest: A discussion drivers and vehicles took place. Sam may not be able to attend. Michael, Kendall and Monica will attend and drive students.

Ag Incentive Grant Review/ R2 Process
R2 Forms: The leftover R2 forms need to be completed so that Kendall can submit the R2 online this week. Kendall anticipated the final R2 number to be around 570 students.
An overview of the review process was given based on the letter sent by Charles Parker to the department. The review will be December 2nd.

Costume Drive: 1 costume is worth 1 FFA activity point- Michael will deliver them.

Dell Osso Farms: 57 students will be attending this trip with the bus and the suburban.

Ag Advisory Committee Meeting: A review of the Ag Advisory Committee agenda and packet occurred and we planned out each of our parts in the meeting.

Agriculture Field Trips: Kendall brought up the idea of an Agriculture field trip 3-4 times a year. Her suggestion is to start with Bays Ranch and to ask Daniel Bays tonight.

New Business:

None at this time.
AGRICULTURE DEPARTMENT
WEEKLY MEETING MINUTES

DATE: 10/9/14

In Attendance: Monica Lopes, Michael Costa, Kendall Green

Important Dates During the Month:
10/6-17: Costume Drive: The Ag Leadership class is spearheading the costume drive collection boxes by asking local businesses to allow them to place boxes during this week.
10/7: Tri Tip Fundraiser: See below for details.
10/14: FFA Meeting 6:30 PM: Halloween meeting is being planned by officers. There will be a costume contest like in the past. It will be worth 1 FFA activity to attend, 1 FFA activity to dress up and 1 FFA activity to enter the pumpkin carving contest. All pumpkins must be turned in by 5:30 PM on 10/14.
10/15: Opening and Closing Contest: Four teams are practicing for the contest.
10/21: Officer Dinner at Sam’s house
10/23: Del Osso Farms Corn Maze: Bus is reserved. Sign up will start soon.
10/25: Lions Club Dinner: Sign ups will start on Oct 13th.
10/28: Pizza Fundraiser: The Ag Leadership class/ Officers should be planning this event.

Vehicle Needs for the Coming Week:

Project Visitations Made (prior week): SAE project ideas are being discussed in Agriculture classes as students update/begin record books.

Informational Items for Departmental Consideration:
Old Business:

Tri Tip Fundraiser: Off the top of Kendall’s head, she reported that the estimated profit from the Tri Tip Fundraiser was approximately $4325.00.

Opening and Closing Contest: See above.

Ag Incentive Grant Review/ R2 Process
R2 Forms: Kendall will double check R2 forms with a list from PowerSchool and pass out hard copies to Monica, Michael and Sam of students who have not completed it.
Course Outlines: Course outlines need to be completed by 10/12 and given to Kendall to be put in the Program Plan binder before the Advisory Committee meeting. Kendall pulled up the CTE standards and explained how the outlines should be based off the CTE standards as well.
Updates for Ag Advisory Committee: See below.
Dell Osso Farms: Buses are booked. Permission slips will be passed out soon. Fifty students can attend the trip.

Costume Drive: The costume drive is being planned by the Ag Leadership class. Collections have started.

Dell Osso Farms: Buses are booked. Permission slips will be passed were distributed today. Fifty students can attend the trip. If the trip fills up quickly, we may expand the number of students who can attend. Kendall will check on getting vans.

New Business:

Ag Advisory Committee Meeting: The meeting will be on Monday 10/13. Kendall, Monica and Michael updated the Five Year Acquisition Plan and reviewed the other documents that are needed to be updated by the Advisory Committee for the AIG.
Agriculture Field Trips: Kendall brought up the idea of starting Agriculture field trips that count as FFA activity and taking small groups of students to different businesses. Monica and Michael really liked this idea! Kendall said she would start by contacting the Bays family or Fresh Ideas Flowers in Modesto.
DATE: 9/29/14

In Attendance: Monica Lopes, Michael Costa, Kendall Green

Important Dates During the Month:
10/4-5: COLC: This conference will take place at Denair High School. Kendall and Michael will be attending.
10/6-17: Costume Drive: The Ag Leadership class is spearheading the costume drive collection boxes by asking local businesses to allow them to place boxes during this week.
10/7: Tri Tip Fundraiser: See below for details.
10/9: MJC Open House: Open House this year has been changed by MJC.
10/14: FFA Meeting 6:30 PM: Halloween meeting is being planned by officers. There will be a costume contest like in the past.
10/15: Opening and Closing Contest: Four teams are practicing for the contest.
10/21: Officer Dinner
10/23: Del Osso Farms Corn Maze: Bus is reserved. Sign up will start soon.
10/25: Lions Club Dinner: Sign ups will start on Oct 15.
10/28: Pizza Fundraiser: The Ag Leadership class/ Officers should be planning this event.

Vehicle Needs for the Coming Week: Michael will use the suburban to take the officers to COLC. Kendall will meet them there.

Project Visitations Made (prior week): SAE project ideas are being discussed in Agriculture classes as students update/begin record books.

Informational Items for Departmental Consideration:
Old Business:

**COLC:** All officers should be attending COLC with Kendall and Michael.

**Raised Planter Beds:** We are waiting to hear from Daniel Saavedra about the construction and if it will inhibit the use of the raised planter beds.

**Tri Tip Fundraiser**
- Ticket Collection Process: Kendall has passed out envelopes to Michael and Monica to start selling tickets. Tickets should be collected by now. A total number of meals ordered came to 360 with about 20 extra and accounting for free meals to the BBQ crew.
- Rolls: Michael will pick up the rolls from Costco on 10/5 at 5 PM. Kendall has requested petty cash from the ASB account to cover the cost of the rolls.
- Tri Tip: Michael will pick up the tri tip on 10/7 from Sanders.
- Salads: Kendall will pick up the salads on 10/6 from Food Maxx and will use the Save Mart card to pay for them.
- Cookies: Monica will pick up the cookies on 10/6 from SaveMart in the morning and use the SaveMart card to pay for them.
- Baked Potatoes: Kendall has arranged with Bobby Yamamoto for the donation of potatoes to be delivered on 10/6.
- Bags (Sandwich bags, Gallon bags, Paper bags, Tin Foil, Charcoal, Coolers): Michael will take care of sandwich bags, gallon bags, tin foil. Monica will take care of charcoal and Kendall will take care of getting the coolers.

Opening and Closing Contest: See above.

**Ag Incentive Grant Review/ R2 Process**
R2 Forms: Monica has Chrome Book Cart 2 reserved for Sept 30th and Michael
has it reserved for October 1st. Forms will be done online. Kendall will double check R2 forms with a list from PowerSchool and pass out hard copies to Monica, Michael and Sam of students who have not completed it.
Course Outlines: Course outlines need to be completed by 10/10 and given to Kendall to be put in the Program Plan binder.

New Business:

Costume Drive: See above.

Dell Osso Farms: Buses are booked. Permission slips will be passed out soon. Fifty students can attend the trip.

VEA Purchase Orders: Kendall updated Michael on new funds for VEA and they started completing VEA purchase order forms.
DATE: 9/23/14

In Attendance: Monica Lopes, Michael Costa, Kendall Green

Important Dates During the Month:
9/15-26: Tri Tip Ticket Sales: Ticket Sales are on going.
9/23: Officer Dinner 6:30 PM (440 Sanderling Dr, Patterson): Dinner at Luis’s house.
9/24: GLC: Monica and Michael will be taking 17 students to GLC.
10/4-5: COLC: Kendall and Michael are attending with the 7 officers.
10/6-17: Costume Drive
10/7: Tri Tip Fundraiser
10/9: MJC Open House
10/14: FFA Meeting 6:30 PM
10/15: Opening and Closing Contest: Kendall will be requesting check for the O/C dinner for participants. No cost to students.
10/21: Officer Dinner
10/23: Del Osso Farms Corn Maze
10/25: Lions Club Dinner
10/28: Pizza Fundraiser

Vehicle Needs for the Coming Week: Ag Suburban and HS Van needed for GLC.

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:
Old Business:

Greenhand Leadership Conference: Michael and Monica are attending.

COLC: Kendall and Michael are attending. Officers will receive permission slips and more information at the officer dinner.

Raised Planter Beds

Tri Tip Fundraiser
- Rolls: Michael will pick up the rolls from Costco on 10/5 at 5 PM.
- Tri Tip: Michael will pick up the tip on 10/7 from Sanders.
- Salads: Kendall will pick up the salads on 10/6 from Food Maxx and will use the Save Mart card to pay for them.
- Cookies: Monica will pick up the cookies on 10/6 from SaveMart in the morning and use the SaveMart card to pay for them.
- Baked Potatoes: Kendall has arranged with Bobby Yamamoto for the donation of potatoes to be delivered on 10/6.
- Bags (Sandwich bags, Gallon bags, Paper bags, Tin Foil, Charcoal, Coolers): Michael will take care of sandwich bags, gallon bags, tin foil. Monica will take care of charcoal and Kendall will take care of getting the coolers. Kendall will take care of a donation letter to SaveMart for paper bags.

Opening and Closing Contest: Four teams are practicing. There is one novice team, two intermediate teams and one officer team. Registration has been turned in already. Kendall will be ordering scarves and ties for sale to participants.

Ag Incentive Grant Review/ R2 Process
Staff Salary: Kendall will be collecting staff salary from Michael and Monica.
R2 Forms: Monica has Chrome Book Cart 2 reserved for Sept 30th and Michael
has it reserved for October 1st. Forms will be done online. Please keep track of every student who completes it. Course Outlines need to be updated.

New Business:

Costume Drive: Ag Leadership is spearheading the costume drive. Kendall will email Angie Gonzalez about the costume drive to check with Walnut Grove.

Dell Osso Farms: Buses reserved.
DATE: 9/15/14

In Attendance: Monica Lopes, Michael Costa, Kendall Green

Important Dates During the Month:
9/15- 26: Tri Tip Ticket Sales
9/16: Stan T/ Tri Rivers Picture Night
9/17: FFA vs. Staff Softball Game
9/23: Officer Dinner 6:30 PM
9/24: GLC
10/4-5: COLC
10/6-17: Costume Drive
10/7: Tri Tip Fundraiser
10/9: MJC Open House
10/14: FFA Meeting 6:30 PM
10/15: Opening and Closing Contest
10/21: Officer Dinner
10/23: Del Osso Farms Corn Maze
10/25: Lions Club Dinner
10/28: Pizza Fundraiser

Vehicle Needs for the Coming Week:

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:
Old Business:

Greenhand Leadership Conference
  • Sign Ups with Mrs. Lopes starting Monday, 9/8
  • Subfinder: Kendall showed Michael and Monica how to request substitutes on subfinder for the conference.

FFA vs. Staff Softball Game
  • Reminders sent out!
  • Equipment Needed is being taken care of by Michael DeZego.

COLC: Just a reminder about the date.

Raised Planter Beds: Soil can be donated. We are just waiting on report about construction.

Tri Tip Fundraiser
  • Ticket distribution process: The process was explained.

Opening and Closing Contest: Teams are practicing.

New Business:

Ag Incentive Grant Review/ R2 Process: Kendall gave a quick overview of the process on R2s and the review.
AGRICULTURE DEPARTMENT
WEEKLY MEETING MINUTES

DATE: 9/3/14

In Attendance: Monica Lopes, Michael Costa, Kendall Green

Important Dates During the Month:
9/3: Sentinel Interviews 3:30 PM
9/4: Officer Meeting 3 PM
9/6: Local GLC
9/9: FFA Meeting 6:30 PM
9/15- 26: Tri Tip Ticket Sales
9/16: Stan T/ Tri Rivers Picture Night
9/17: FFA vs. Staff Softball Game
9/23: Officer Dinner 6:30 PM

Vehicle Needs for the Coming Week:

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:
Old Business:

Local GLC
- Officer’s Role: The officers are facilitating this workshop. We are expecting about 50 students to attend but are excited to try it out.

Greenhand Leadership Conference
- Sign Ups with Mrs. Lopes starting Monday, 9/8
- Subfinder: Reminder about getting subs for the conference day.

Sentinel Officer Elections: Interviews will be on 9/4. We have five candidates and need to check grades for eligibility. Advisors will be the only ones in the interviews due to rumors circulating about biases between the officers.

FFA vs. Staff Softball Game
- Sign Ups with Ms. Green starting Wednesday, 9/10

COLC: Just a reminder of the date!

Raised Planter Beds

Tri Tip Fundraiser
- Tickets coming in!

New Business:

Opening and Closing Contest: Contest is on 10/15.
AGRICULTURE DEPARTMENT
WEEKLY MEETING MINUTES

DATE: 8/25/14

In Attendance: Monica Lopes, Michael Costa, Kendall Green

Important Dates During the Month:
8/26: Welcome Back BBQ and FFA Meeting 6:30 PM
8/22- 8/28: Japanese Exchange Student Visit
9/6: Local GLC
9/9: FFA Meeting 6:30 PM
9/16: Stan T/ Tri Rivers Picture Night
9/17: FFA vs. Staff Softball Game

Vehicle Needs for the Coming Week: Michael will be using the Ag Truck on Thursday to pick up soil.

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:
Old Business:

Local GLC: Ag Leadership is planning!

Greenhand Leadership Conference: September 24th. Michael and Monica need to get subs for their classes.

Sentinel Officer Elections: Applications are due Friday.

Welcome Back BBQ: It’s tomorrow! The expected number of students is 445. Kendall and Monica are going shopping now to buy supplies.

FFA vs. Staff Softball Game

Website Biographies: Please send to llopez0497@live.com

Purchase Orders: Kendall asked if we needed any more purchase orders.

COLC

New Business:

Raised Planter Beds: The cost for soil is $25/ yard. Michael will pick up as much as he can in the Ag truck from Recology in Modesto.

Tri Tip Fundraiser: Date is set for Oct 7th.
AGRICULTURE DEPARTMENT
WEEKLY MEETING MINUTES

DATE: 8/18/14

In Attendance: Monica Lopes, Michael Costa, Kendall Green

Important Dates During the Month:
8/19: Officer Dinner at Kim’s House (2931 East Marshall Road in Patterson) 6:30 PM
8/21: Patterson Livestock Auction Boosters Thank You Dinner: Starts at 5 PM.
8/26: Welcome Back BBQ and FFA Meeting 6:30 PM: See below.
8/22- 8/28: Japanese Exchange Student Visit: Students arrive on Friday. There is a welcome dinner that night. Teachers are invited.
9/6: Local GLC
9/9: FFA Meeting 6:30 PM
9/16: Stan T Tri Rivers Picture Night: Starts at 4 PM.
9/17: FFA vs. Staff Softball Game at 3:30 PM: Kendall will send an email to staff inviting them to play.

Vehicle Needs for the Coming Week:

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:
Old Business:

Officer Dinner: Discussions will include local GLC and COLC as well as the upcoming FFA meeting. Roles for the FFA meeting will be clarified and the PowerPoint needs to be made by officers.

Local GLC: Ag Leadership class is planning away workshops!

Greenhand Leadership Conference: 17 students will be attending the conference on 9/24. The cost will be $20 per student due to the increase in the registration cost.

Sentinel Officer Elections: Interviews will be scheduled.

Welcome Back BBQ: Michael, Kendall and Monica will ask tomorrow for numbers to know how much food to buy for the BBQ.

FFA vs. Staff Softball Game: The field is booked for the event.

Website Biographies: Please send to llopez0497@live.com.

New Business:

COLC

Purchase Orders: Kendall walked Michael through the Purchase Order process.
AGRICULTURE DEPARTMENT
WEEKLY MEETING MINUTES

DATE: 8/13/14

In Attendance: Monica Lopes, Michael Costa, Kendall Green

Important Dates During the Month:
8/13: Host Family Orientation Meeting 7 PM
8/19: Officer Dinner at Kim’s House (Marshall Road in Patterson) 6:30 PM
8/21: Patterson Livestock Auction Boosters Thank You Dinner. The shifts are set up, serving and clean up. Set up is from 5- 6:30 PM. Serving is from 6-8 PM. Clean up is from 7:30- 9 PM. Students can sign up with Kendall.
8/26: Welcome Back BBQ and FFA Meeting 6:30 PM
8/22- 8/28: Japanese Exchange Student Visit
9/6: Local GLC: It will be from 8 AM- 12 PM. There will be 3 workshops for students to attend.
9/9: FFA Meeting 6:30 PM
9/16: Stan T/ Tri Rivers Picture Night
9/17: FFA vs. Staff Softball Game

Vehicle Needs for the Coming Week: Ag Truck will be needed.

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:
Old Business:

Chart of responsibilities: Mike, Monica and Kendall reviewed the chart of responsibilities. Kendall will email it when typed up.

Agriculture Incentive Grant and Budget: AIG has been signed by all parties and should be approved by the school board in September. Kendall has emailed Charles Parker to make sure this is an acceptable school board approval date. The budget has been approved by Tonya Bibbins and has been emailed to all involved.

New Business:

Officer Dinner: Kendall just reminded everyone.

Local GLC: Ag Leadership is planning their workshops!

Greenhand Leadership Conference: Monica and Kendall will be attending.

Sentinel Officer Elections: We need to elect a new sentinel.

Welcome Back BBQ: Planning on food will start next week.

FFA vs. Staff Softball Game

Gradebook, Edmodo and Remind 101: Kendall introduced these to Michael and Monica.

Website Biographies: Please send to llopez0497@live.com. Kendall gave Michael and Monica an example for their own biographies.
AGRICULTURE DEPARTMENT
WECKLY MEETING MINUTES

DATE: 3/24/14

In Attendance: Samantha Cahill, Kendall Green
Activities for the Week:

Monday: Officer Interviews at 4 PM
Tuesday: Sheep/ Goat Mtg 3 PM/ Officer Dinner at Vanessa’s house 6:30 PM/ Last day to turn in tri tip tickets!
Wednesday: Occupational Olympics
Thursday:
Friday: Farm Clean Up 3:30- 6:30 PM
Saturday: Modesto Junior College Field Day
Sunday: Pick up lambs

Important Dates During the Month:
3/25: Officer Dinner at Vanessa’s House 6:30 PM
3/29: MJC Field Day
4/1: FFA State Conference Parent Mtg 5:30 PM
4/3: Tri Tip Fundraiser
4/4: Ag Day Committee Sign Ups 3 PM
4/5: CRC Field Day
4/8: FFA Meeting 6:30 PM
4/8-11: STAR Testing
4/12-15: Fresno State Field Day/ State Conference
4/26: Patterson Garden Tour: Kendall will be arranging this tour with Barbara Cohello.
5/6: Ag Day

Vehicle Needs for the Coming Week: Suburban is needed on Thursday by Kendall.

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:
1. Account Updates
   FFA Account: $594.64 (Women’s apparel has not been paid for!)
   FFA Conferences: $1122.95
   Floral Account: $3596.36
   Livestock Account: $25.00
   OH Account: $5231.94
   VEA General Funds: $745.00—Supplies from Nasco will be bought with these funds.
   VEA Subs/ Conference Funds: $239.64
   AIG: $335.44

2. Occupational Olympics: Kendall will be attending.
3. Officers Candidates and Elections: Applications will be passed out.
4. School Farm: It needs the clean up.
5. State Conference Chaperone: If needed, we will ask Amy Castillo if she wants to chaperone.
6. Nasco Expenditures: We made a plan for the items we needed from Nasco.
AGRICULTURE DEPARTMENT
WEEKLY MEETING MINUTES

DATE: 3/10/14

In Attendance: Samantha Cahill, William Pierce, Kendall Green
Activities for the Week:

   Monday: LCAP Meeting 5:30 PM
   Tuesday: FFA Meeting 6:30 PM
   Wednesday:
   Thursday:
   Friday: Food Court
   Saturday: Merced College Field Day
   Sunday:

Important Dates During the Month:
3/15: Merced College Field Day
3/18: State Degree Ceremony at Turlock Community Theatre
4/3: Tentative Livestock Tri Tip Fundraiser: Changed date!
3/14: School Farm Clean Up 3:30- 6:30 PM
3/22: Dinuba Veterinary Science Contest
3/22: Picked up pigs/ Irrigation installed for raised planter beds
3/19: Ag Day at the Capital
3/21: School Farm Clean Up 3:30- 6:30 PM
3/24: Officer Interviews 4 PM
3/25: Officer Dinner at Vanessa’s House 6:30 PM
3/28: School Farm Clean Up 3:30 – 6:30 PM
3/29: MJC Field Day
4/1: Parent Meeting for State Conference at 5:30 PM
4/5: CRC Field Day
4/12-15: Fresno State Field Day/ State Conference

Vehicle Needs for the Coming Week: Kendall needs the suburban on Thursday.

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:
1. Account Updates
   FFA Account: $594.64 (Women’s apparel has not been paid for!)
   FFA Conferences: $2075.40
   Floral Account: $3596.36
   Livestock Account: $185.00
   OH Account: $5231.94
   VEA General Funds: $5075.00
   VEA Subs/ Conference Funds: $640.62
   AIG: $4488.59

2. Ag Day at the Capital: Kendall and Sam go with students.
3. Officer Applications: Applications need to be back by Friday 3/21. The officer interviews will be on 3/24 at 4 PM.
4. Plant Sale is May 8th and 9th from 3-6 PM
5. Department Expectations: There needs to be a school farm clean up.
AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA

DATE: 2/24/14

In Attendance: Samantha Cahill, William Pierce, Kendall Green

Activities for the Week:

Monday:
Tuesday: Officer Dinner at 6:30 PM (Ivan's house)
Wednesday:
Thursday:
Friday:
Saturday:
Sunday:

Important Dates During the Month:
2/25: Officer Dinner at Ivan's House 6:30 PM
2/25: Science Department Meeting 3 PM
2/27: Ag Advisory Committee Meeting 5 PM
3/4: Patterson FFA Relay for Life Meeting 3 PM
3/8: UC Davis Field Day
3/15: Merced College Field Day
3/18: State Degree Ceremony at Turlock Community Theatre
3/20: Tentative Livestock Tri Tip Fundraiser
3/22: Dinuba Veterinary Science Contest
3/25: Officer Dinner at Vanessa's House 6:30 PM
3/29: MJC Field Day
4/5: CRC Field Day
4/12-15: Fresno State Field Day/ State Conference

Vehicle Needs for the Coming Week:

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:
1. Account Updates
   FFA Account: $1168.80 (Apparel has not been paid for!)
   FFA Conferences: $1165.40
   Floral Account: $3596.36
   Livestock Account: $25.00
   OH Account: $5231.94
   VEA General Funds: $5075.00
   [VEA Subs/ Conference Funds: $2855.00
   AIG: $5305.26
   2. MJC Field Day
   3. FFA State Conference Drop Outs
   4. Advisory Committee Meeting
   5. SAE Project Requirements

email chad about project competition requirements
AGRICULTURE DEPARTMENT WEEKLY MEETING AGENDA

DATE: 1/27/14

In Attendance: Samantha Cahill, William Pierce, Kendall Green

Activities for the Week:

Monday:
Tuesday: Officer Dinner (Victoria's House) 6 PM
Wednesday:
Thursday: Super Thursday
Friday:
Saturday:
Sunday:

Important Dates During the Month:
1/28: Officer Dinner at Victoria's 6 PM
1/30: Tri Rivers Super Thursday (Pitman)
2/5: Spouse's Night
2/7-8: MFE/ALA Modesto
2/10: Central Region FFA Officer Interviews (MIC)
2/11: FFA Royalty Apps Passed Out
2/17: FFA Week Starts
2/18: FFA Meeting 6:30 PM
2/20: FFA Staff Appreciation Breakfast
2/22: Central Region CATA Spring Meeting
2/25: Officer Dinner at Ivan's 6 PM

Vehicle Needs for the Coming Week:

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:
1. Account Updates
   FFA Account: $638.64
   FFA Conferences: $3842.76
   Floral Account: $2984.22
   Livestock Account: $25.00
   OH Account: $5231.94
   VEA General Funds: $5075.00
   VEA Subs/Conference Funds: $2855.00
   AIG: $13388.06
2. FFA State Conference
3. Conferences/ CATA Summer Conference
4. School Farm Update
5. Sectional Leadership Conference
6. Occupational Olympics
7. Class Videos/Class Day
AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA

DATE: 2/3/14

In Attendance: Samantha Cahill, William Pierce, Kendall Green

Activities for the Week:

Monday:
Tuesday: Livestock Meeting 5:30 PM
Wednesday: Spouse’s Night
Thursday:
Friday: MFE/ ALA
Saturday: MFE/ ALA
Sunday:

Important Dates During the Month:
2/7-8: MFE/ ALA Modesto
2/10: Central Region FFA Officer Interviews (MIC)
2/11: FFA Royalty Apps Passed Out
2/17: FFA Week Starts
2/18: FFA Meeting 6:30 PM
2/20: FFA Staff Appreciation Breakfast
2/22: Central Region CATA Spring Meeting
2/25: Officer Dinner at Ivan’s 6 PM

Vehicle Needs for the Coming Week:

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:

1. Account Updates
   FFA Account: $638.64
   FFA Conferences: $4917.76
   Floral Account: $2984.22
   Livestock Account: $25.00
   OH Account: $5231.94
   VEA General Funds: $5075.00
   VEA Subs/ Conference Funds: $2855.00
   AIG: $12443.39

3. FFA State Conference
4. CATA Summer Conference
7. Occupational Olympics
AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA

DATE: 2/3/14

In Attendance: Samantha Cahill, William Pierce, Kendall Green

Activities for the Week:

Monday:
Tuesday: Livestock Meeting 5:30 PM
Wednesday: Spouse’s Night
Thursday:
Friday: MFE/ALA
Saturday: MFE/ALA
Sunday:

Important Dates During the Month:
2/7-8: MFE/ALA Modesto
2/10: Central Region FFA Officer Interviews (MJC)
2/11: FFA Royalty Apps Passed Out
2/17: FFA Week Starts
2/18: FFA Meeting 6:30 PM
2/20: FFA Staff Appreciation Breakfast
2/22: Central Region CATA Spring Meeting
2/25: Officer Dinner at Ivan’s 6 PM

Vehicle Needs for the Coming Week:

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:
1. Account Updates
   - FFA Account: $638.64
   - FFA Conferences: $4917.76
   - Floral Account: $2984.22
   - Livestock Account: $25.00
   - OH Account: $5231.94
   - VEA General Funds: $5075.00
   - VEA Subs/Conference Funds: $2855.00
   - AIG: $12443.39
2. FFA State Conference
3. CATA Summer Conference
4. Occupational Olympics
AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA

DATE: 1/13/14

In Attendance: Samantha Cahill, William Pierce, Kendall Green

Activities for the Week:

Monday: State Conference Applications Passed Out
Tuesday: FFA Meeting 6:30 PM
Wednesday:
Thursday:
Friday:
Saturday:
Sunday:

Important Dates During the Month:
1/14: FFA Meeting 6:30 PM
1/21: Mock Public Speaking Contest
1/22: Record Book Scoring (Gregori) 4 PM
1/28: Officer Dinner at Victoria's 6 PM
1/30: Tri Rivers Super Thursday (Pitman)
2/5: Spouse's Night
2/7-8: MFE/ALA Modesto
2/10: Central Region FFA Officer Interviews (MJC)
2/23: Central Region CATA Spring Meeting

Vehicle Needs for the Coming Week:

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:
1. Account Updates
   FFA Account: $926.57
   FFA Conferences: $3842.76
   Floral Account: $2984.22
   Livestock Account: $25.00
   OH Account: $5231.94
   VEA General Funds: $5075.00
   VEA Subs/Conference Funds: $2915.00
   AIG: $13495.06
2. State Degree Scoring
3. FFA State Conference
4. Public Speaking Teams
5. MFE/ALA Plans
AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA

DATE: 1/6/14

In Attendance: Samantha Cahill, William Pierce, Kendall Green

Activities for the Week:

Monday:
Tuesday:
Wednesday:
Thursday:
Friday:
Saturday:
Sunday:

Important Dates During the Month:
1/7: Officer Meeting 3 PM
1/14: FFA Meeting 6:30 PM
1/21: Mock Public Speaking Contest
1/22: Record Book Scoring (Gregori) 4 PM
1/28: Officer Dinner at Victoria’s 6 PM
1/30: Tri Rivers Super Thursday (Pitman)
2/5: Spouse’s Night
2/7-8: MFE/ ALA Modesto
2/10: Central Region FFA Officer Interviews (MJC)
2/23: Central Region CATA Spring Meeting

Vehicle Needs for the Coming Week:

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:
1. Account Updates
   - FFA Account: $559.57
   - FFA Conferences: $3842.76
   - Floral Account: $2984.22
   - Livestock Account: $25.00
   - OH Account: $5231.94
   - VEA General Funds: $5925.00
   - VEA Subs/ Conference Funds: $2990.00
   - AIG: $15525.06

2. MJC Articulation: Paperwork is due on January 13th.
3. FFA State Conference
AGRICULTURE DEPARTMENT  
WEEKLY MEETING AGENDA

DATE: 12/2/13

In Attendance: Samantha Cahill, William Pierce, Kendall Green

Activities for the Week:

Monday: Coats for Kids Drive Starts (2 coats= 1 FFA activity)
Tuesday: Pass out Permission Slip for Ice Skating (Cost is $15)
Wednesday: Pass out Wreaths and Poinsettias
Thursday:
Friday:
Saturday: Holiday Parade
Sunday:

Important Dates During the Month:
12/4: Wreath and Poinsettia Deliveries
12/2: Tree Decorating
12/3: Permission Slips for Ice Skating Passed Out
12/7: Holiday Parade—Meet at 3 PM
12/2-12: Coats for Kids Drive
12/13: MJC Articulation Meeting
12/14: Del Osso Farms Ice Skating at 9 AM
12/29: Tree in the Park Decoration Removal Date
1/22: State Degree Record Books Due
1/30: Super Thursday

Vehicle Needs for the Coming Week:

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:
1. Account Updates
   FFA Account: $435.30
   FFA Conferences: $3842.76
   Floral Account: $3161.77
   Livestock Account: $0.00
   OH Account: $5231.94
   VEA General Funds: $5925.00
   VEA Subs/Conference Funds:
     Green: $980.00
     Pierce: $1315.00
     Cahill: $905.00
   AIG: $17950.12

2. MJC Articulation

3. Program Plan Updates and AIG Checklist
AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA

DATE: 12/2/13

In Attendance: Samantha Cahill, William Pierce, Kendall Green

Activities for the Week:

Monday: Coats for Kids Drive Starts (2 coats= 1 FFA activity)
Tuesday: Pass out Permission Slip for Ice Skating (Cost is $15)
Wednesday: Pass out Wreaths and Poinsettias
Thursday:
Friday:
Saturday: Holiday Parade
Sunday:

Important Dates During the Month:
12/4: Wreath and Poinsettia Deliveries
12/2: Tree Decorating
12/3: Permission Slips for Ice Skating Passed Out
12/7: Holiday Parade—Meet at 3 PM
12/2-12: Coats for Kids Drive
12/13: MJC Articulation Meeting
12/14: Del Osso Farms Ice Skating at 9 AM
12/29: Tree in the Park Decoration Removal Date

Vehicle Needs for the Coming Week: None.

Project Visitations Made (prior week): Kendall visited rabbit project at Hailee Schilp’s house.

Informational Items for Departmental Consideration:
1. Account Updates
   FFA Account: $355.25-214.50=$140.75
   FFA Conferences: $3842.76
   Floral Account: $3161.77
   Livestock Account: $0.00
   OH Account: $5231.94
   VEA General Funds: $5925.00
   VEA Subs/ Conference Funds:
     Green: $980.00
     Pierce: $1315.00
     Cahill: $905.00
   AIG: $17950.12

2. MJC Articulation: Articulation meeting is on Dec 13th.
3. Program Plan Updates and AIG Checklist: We discussed the updates and AIG checklist in preparation for the Ag Advisory committee meeting.
AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA

DATE: 11/25/13

In Attendance: Samantha Cahill, William Pierce, Kendall Green

Activities for the Week:

Monday:
Tuesday:
Wednesday:
Thursday: Thanksgiving Break
Friday: Thanksgiving Break
Saturday:
Sunday:

Important Dates During the Month:
12/3-5: Wreath and Poinsettia Deliveries (Kendall will confirm)
11/29: Tree in the Park Decorating at 10 AM
12/7: Holiday Parade
12/2-12: Coats for Kids Drive
12/3: Permission Slips for Ice Skating Passed Out
12/14: Del Osso Farms Ice Skating at 9 AM
12/2-12: Patterson FFA Relay for Life Penny Drive
12/29: Tree in the Park Decoration Removal Date

Vehicle Needs for the Coming Week:

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:
1. Account Updates
   FFA Account: $876.52
   FFA Conferences: $3842.76
   Floral Account: $3161.77
   Livestock Account: $0.00
   OH Account: $5231.94
   VEA General Funds: $5925.00
   VEA_subs/ Conference Funds:
     Green: $980.00
     Pierce: $1315.00
     Cahill: $905.00
   AIG: $17950.12
2. MJC Articulation: Get applications ready to be submitted. William and Kendall are planning on going to the informational meeting.
3. Program Plan Updates
   The following were updated and Kendall added all suggestions to the binder.
   - Goals and Objectives
   - Policies
     o Need Exhibitor/Farm Contract
     o Need Officer Contract
   - Active Placement Sites: Placement sites included G-N Vet, Melo Machine, Floral Shops
   - Recruitment Materials
   - Equipment Inventory
   - Course Outlines
   - Proficiency Standards
AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA

DATE: 11/13/13

In Attendance: Samantha Cahill, William Pierce, Kendall Green

Activities for the Week:

  Monday: Veterans Day
  Tuesday: Greenhand/Chapter Degree Banquet
  Wednesday: Collaboration
  Thursday: ________________________________
  Friday: ________________________________
  Saturday: ________________________________
  Sunday: ________________________________

Important Dates During the Month:
11/4-13: Canned Food Drive (Kendall will call the Food Bank for a delivery on Friday)
11/4-19: Wreath and Poinsettia Sales (Brochures have been passed out)
12/???: Holiday Parade and Tree in the Park (Kendall will contact for registration)
12/???: Coats for Kids Drive (Kendall will call Tri Counties Bank)
12/13: Del Osso Farms Ice Skating (Kendall will contact First Student and Dell Osso about this date)

Vehicle Needs for the Coming Week: None.

Project Visitations Made (prior week): None.

Informational Items for Departmental Consideration:
1. Account Updates
   FFA Account: $876.52
   FFA Conferences: $3842.76
   Floral Account: $3161.77
   Livestock Account: $0.00
   OH Account: $5231.94
   VEA General Funds: $5925.00
   VEA Subs/Conference Funds:
      Green: $980.00
      Pierce: $1315.00
      Cahill: $905.00
   AIG: $17950.12

2. MJC Articulation

3. Program Plan Updates
   Budget: Kendall will be updating with changes to Vehicle Maintenance and School Farm.
   5 Year Expenditure Plan: Plan was created with 5 years in mind.
   FFA Program of Work: Sam is working on POA and Kendall will create the Points of
   Awards list.
   Ag Advisory Committee Roster: Roster is finished except for the addition of Nancy Sill.
AGRICULTURE DEPARTMENT WEEKLY MEETING AGENDA

DATE: 11/5/2013

In Attendance: Kendall Green, Samantha Cahill and William Pierce

Activities for the Week:
- Monday: Canned Food Drive Starts
- Tuesday: Wreath and Poinsettia Sales Start
- Wednesday:
- Thursday:
- Friday:
- Saturday:
- Sunday:

Important Dates During the Month:
- 11/4-11/13 Canned Food Drive
- 11/4-11/19 Wreath and Poinsettia Sales
- 11/12 Greenhand/ Chapter Degree Banquet 6:30 PM
- 11/26 Officer Dinner (Cerena)
- 12/13 Del Osso Farms Ice Skating

Vehicle Needs for the Coming Week: None.

Project Visitations Made (prior week): None.

Informational Items for Departmental Consideration:
1. Account Updates
   - FFA: $1157.79
   - Livestock: $0.00
   - OH: $5231.94
   - Ag Mechanics: $261.14
   - Floral: $3090.94
   - VEA:
     - Supplies Account: $9525.00
     - Conferences/ Subs:
       - Sam: $888
       - Kendall: $958
       - William: $1303

2. Upcoming FFA Activity Matters:
   a. MFE/ ALA Registration
   b. Greenhand/ Chapter Degree Banquet: An update from all three teachers was given.
   c. California Association Dues

3. Upcoming CATA Activities:
   b. Road Show/ Fall CATA Mtg: 11/22-11/23

4. CTE Update: 11/12 Department Mtg 3 PM
5. Science Update: 11/21 Department Mtg 3 PM
6. MJC Articulation
7. Advisory Committee Members
8. AIG Program Plan Update: Kendall asked for recommendations on all the Program Plan
Updates. Sam and William put in their input so we can update our program plan. Kendall is working on updating the rest of the binder.
AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA

DATE: 10/28/13

In Attendance: Kendall Green, Samantha Cahill and William Pierce

Activities for the Week:

Monday: Officer Meeting 5:30 PM
Tuesday: Corn Maze 3 PM
Wednesday:
Thursday:
Friday: Food Court
Saturday:
Sunday:

Important Dates During the Month:
10/29 Dell Osso Farms Corn Maze and Haunted House 3:00- 8:30 PM
11/4-11/13 Canned Food Drive
11/5 Officer Meeting
11/4-11/19 Wreath and Poinsettia Sales
11/12 Greenhand/ Chapter Degree Banquet 6:30 PM
11/26 Officer Dinner (Cerena)

Vehicle Needs for the Coming Week: None. Corn Maze trip will have a First Student Bus arrive at school.

Project Visitations Made (prior week): Kendall visited steer projects.

Informational Items for Departmental Consideration:

1. Account Updates
   FFA: $1608.79
   Livestock: $0.00
   OH: $5231.94
   Ag Mechanics: $261.14
   Floral: $3090.94
   VEA:
      Supplies Account: $9525.00
      Conferences/ Subs:
         Sam: $888
         Kendall: $958
         William: $1303

2. Upcoming FFA Activity Matters:
   a. MFE/ ALA Registration: Ready!
   b. Greenhand/ Chapter Degree Banquet: Kendall is arranging food and Sam is ordering all pins and awards.
   c. California Association Dues: These will be paid using AIG funds.

3. Upcoming CATA Activities:
   b. Road Show/ Fall CATA Mtg: 11/22-11/23

4. CTE Update: 11/12 Department Mtg 3 PM

5. Science Update: 11/21 Department Mtg 3 PM

6. MJC Articulation: Keep working on course outlines.
7. Advisory Committee Members: New members include Barbara Cohello, Chris Bettencourt and Nancy Sill.
DATE: 10/14/2013

In Attendance: Kendall Green, Samantha Cahill and William Pierce

Activities for the Week:

Monday: Deliver Halloween Costumes and Tri Tip Prep
Tuesday: Tri Tip BBQ Fundraiser
Wednesday: Collaboration
Thursday:
Friday:
Saturday:
Sunday:

Important Dates During the Month:
10/7-10/18 Costume Drive
10/29 Dell Osso Farms Corn Maze and Haunted House 3:00-8:30 PM
11/4-11/13 Canned Food Drive
11/5 Officer Meeting
11/4-11/19 Wreath and Poinsettia Sales
11/12 Greenhand/Chapter Degree Banquet 6:30 PM
11/12 MJC Counselor’s Night
11/26 Officer Dinner (Cerena)

Vehicle Needs for the Coming Week: None.

Project Visitations Made (prior week): None.

Informational Items for Departmental Consideration:
1. Account Updates
   FFA: $1857.26 (Not including recent deposits made by Cahill)
   Livestock: $63.78
   OH: $5231.94
   Ag Mechanics: $261.14
   Floral: $1500.00
   VEA:
      Supplies Account: $9525.00
      Conferences/ Subs:
         Sam: $888
         Kendall: $958
         William: $1303

2. Upcoming FFA Activity Matters:
   a. MFE/ALA Registration: Ready to go!
   b. Greenhand/Chapter Degree Banquet: Sam is working with the officers on the script. Kendall and William are getting the food in order. Sam is also ordering the pins and certificate folders.
   c. Sectional Dues: Kendall will request payment for these dues.
   d. California Association Dues: Kendall will request payment for these dues.

3. Upcoming CATA Activities:
   b. Road Show/ Fall CATA Mtg: 11/22-11/23
4. CTE Update: 11/12 Department Mtg 3 PM
5. Science Update: 11/21 Department Mtg 3 PM
6. MJC Articulation: Articulation informational meeting should be coming up.
7. Advisory Committee Members: William and Kendall have been talking to community members trying to get new members for the committee.
AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA

DATE: 10/7/2013

In Attendance: Kendall Green, Samantha Cahill and William Pierce

Activities for the Week:
Monday: Costume Drive Starts (Ends on 10/18)
Tuesday: FFA Meeting 6:30 PM (Set up starts at 5 PM)
Wednesday: Pass out Corn Maze and Jr. Livestock Camp Permission Slips
Thursday: MJC Open House (5-8 PM)
     Friday: Tri Tip Sales End
     Saturday: Associated Feed Jr. Livestock Camp
     Sunday: Associated Feed Jr. Livestock Camp

Important Dates During the Month:
10/8 October FFA Meeting 6:30 PM
10/10 MJC Open House 5:00 -8:00 PM (MJC East Campus)
10/7- 10/18 Costume Drive
10/16 Opening and Closing Contest 4:00 PM (Newman)
10/29 Dell Osso Farms Corn Maze and Haunted House 3:00- 8:30 PM

Vehicle Needs for the Coming Week:
10/10 MJC Open House 4-9 PM: Ag Suburban (Green)
10/12 Associated Feed Jr. Livestock Camp 7 AM- 2 PM: Suburban and 1 District Van
10/13 Associated Feed Jr. Livestock Camp 7 AM- 2 PM: Suburban and 1 District Van

Project Visitations Made (prior week): None.

Informational Items for Departmental Consideration:
1. Account Updates
   FFA: $253.04 (Not including recent deposits made by Cahill)
   Livestock: $63.78
   OH: $5231.94
   Ag Mechanics: $261.14
   Floral: $2000.00
   VEA:
      Supplies Account: $9525.00
      Conferences/ Subs:
         Sam: $1290
         Kendall: $1395
         William: $1500

2. Upcoming FFA Activity Matters:
   a. MFE/ ALA Registration: Kendall has sent it all in.

3. Upcoming CATA Activities:
   b. Road Show/ Fall CATA Mtg: 11/22-11/23
      Registration is in and Checks have been requested.

4. CTE Update: 10/8 Department Mtg 3 PM
5. Science Update: 10/22 Department Mtg 3 PM
6. MJC Articulation: Upcoming DCC Meeting: Sam and William will be attending the DCC meeting to get their course outlines approved.
7. Advisory Committee Meeting: A review of the agenda occurred.
8. R2 Report and Report of Expenditures: Kendall updated Sam and William on the progress for both of these assignments.
AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA

DATE: 9/30/2013

In Attendance: Kendall Green, Samantha Cahill and William Pierce

Activities for the Week:
   Monday:
   Tuesday: Officer Meeting 6:30 PM
   Wednesday:
   Thursday:
   Friday:
   Saturday: Central Region COLC
   Sunday: Central Region COLC

Important Dates During the Month:
10.5- 10.6 Central Region COLC (Denair)
10/8 October FFA Meeting 6:30 PM
10/10 MJC Open House 5:00 -8:00 PM (MJC East Campus)
10/7- 10/18 Costume Drive (Papa Murphy's 9/30- 10/13)
10/16 Opening and Closing Contest 4:00 PM (Newman)
10/29 Dell Osso Farms Corn Maze and Haunted House 3:00- 8:30 PM

Vehicle Needs for the Coming Week:

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:
1. Account Updates
   FFA: $593.00
   Livestock: $63.78
   OH: $5231.94
   Ag Mechanics: $261.14
   Floral: $2000.00
   VEA:
      Supplies Account: $9525.00
      Conferences/ Subs:
      Sam: $1395
      Kendall: $1395
      William: $1500

2. Upcoming FFA Activity Matters:
   a. MFE/ ALA Registration: Kendall is taking care of the registration.

3. Upcoming CATA Activities:
   b. Road Show/ Fall CATA Mtg: 11/22-11/23
      Checks and Request for Conference forms have been submitted.

4. CTE Update: 10/8 Department Mtg 3 PM
5. Science Update: TBD Department Mtg
6. MJC Articulation: Course outlines need to be submitted ASAP
7. Advisory Committee Meeting: We overviewed the agenda for the upcoming advisory committee meeting to be discussed with advisory committee members.
8. FFA Awards: FFA awards need to be sent in as recognition for the school district. Sam and Kendall worked on it together and sent it in.
AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA

DATE: 9/23/2013

In Attendance: Kendall Green, Samantha Cahill and William Pierce

Important Dates During the Month:
10/22: Tri Tip Fundraiser
10/7-18: Costume Drive
10/16: Opening and Closing Contest
10/24: Corn Maze
9/25: Lamppost Pizza Fundraiser

Vehicle Needs for the Coming Week: None.

Project Visitations Made (prior week): William and Kendall have visited with dairy cattle and beef cattle.

Informational Items for Departmental Consideration:
1. Account Updates: Kendall gave updates on all the ASB accounts.
   a. FFA: $1092.85
   b. Livestock: $63.78
   c. OH: $5231.94
   d. Ag Mechanics: $261.14
   e. Floral: $2230.94

2. Upcoming FFA Activities:
   a. Tri Tip Fundraiser 10/22: The date has been changed to 10/22. Tickets are being ordered.
   b. COLC: Registration has been sent in. Kendall will request the check from the ASB FFA account.
   c. Costume Drive: Students turn in 3 costumes for 1 FFA activity.
   d. Opening and Closing Contest: Three teams are practicing!
   e. Corn Maze: A bus has been reserved and Dell Osso Farms is expecting us!
   f. Lamppost Pizza Fundraiser: It will occur from 5-8 PM.
   g. MFE/ALA: Let's get the students registered early!

3. Upcoming CATA Activities:
   a. New Professionals: Nov 21-22- Registration is being sent in and a check requested!
   b. Road Show/ Fall CATA Mtg: Nov 22-23: Kendall and William will be attending Road Show and CATA Mtg. Sam will only be attending the CATA meeting.
AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA

DATE: 9/9/2013

In Attendance: Kendall Green, Samantha Cahill and William Pierce

Important Dates During the Month:
9/10 September FFA Meeting
9/12 Greenhand Conference
9/20 CTE Model Standards In Service

Vehicle Needs for the Coming Week: None.

Project Visitations Made (prior week): William and Kendall have visited with dairy cattle and beef cattle.

Informational Items for Departmental Consideration:
1. Account Updates: Kendall gave updates on all the ASB accounts.
   a. FFA: $1141.54 (not counting SaveMart receipt from Officer Retreat)
   b. Livestock: $63.78
   c. OH: $5231.94
   d. Ag Mechanics: $261.14
   e. Floral: $2830.94
2. Upcoming FFA Activities:
   a. September FFA Meeting: Sam is working with the officers to plan the meeting. The meeting will start at 6:30 PM. The activity will be Minute to Win It games.
   b. Greenhand Conference: Permission slips have been handed out. The conference is registered for and paid for. Request for Inservice Forms have been completed.
   c. Tri Tip Fundraiser 9/26: The date needs to be changed due to a conflict with the school master calendar. A new date is being proposed to Jim Melo and his crew.
AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA

DATE: 8/19/2013

In Attendance: Kendall Green, Samantha Cahill and William Pierce

Important Dates During the Month:
8/20 Welcome Back BBQ and FFA Meeting
8/22 Patterson Livestock Boosters Thank You Dinner
9/7 Cal Poly vs. Fresno State Football Game
9/10 September FFA Meeting
9/12 Greenhand Conference
9/20 CTE Model Standards In Service

Vehicle Needs for the Coming Week: None.

Project Visitations Made (prior week): William visited dairy heifers.

Informational Items for Departmental Consideration:

1. Account Updates: Kendall gave updates on all the ASB accounts.
   a. FFA: $1141.54 (not counting SaveMart receipt from Officer Retreat)
   b. Livestock: $63.78
   c. OH: $5231.94
   d. Ag Mechanics: $261.14
   e. Floral: $2830.94

2. MJC Articulation: Kendall passed out the application forms and information to get courses approved. Sam, Kendall and William are working on filing out the paperwork.

3. Upcoming FFA Activities:
   a. Welcome Back BBQ and FFA Meeting will start at 6:30 PM. Kendall and William will get the BBQ ready and Sam will prepare for the FFA meeting with the officers. Food is being purchased from SaveMart.
   b. Patterson Livestock Boosters Thank You Dinner: William has signed up the livestock showmen to work the thank you dinner. A double check of who still needs to sign up was done.
   c. Cal Poly vs. Fresno State Football Game: Kendall and William will drive the vans with students. Sam is unable to go so we need to find another driver. The tickets are bought—in total we have 31!
   d. September FFA Meeting: Sam is working with the officers to plan the meeting.
   e. Greenhand Conference: Permission slips have been handed out. The conference is registered for and paid for. Request for Inservice Forms need to be completed.
AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA

DATE: 8/12/2013

In Attendance: Kendall Green, Samantha Cahill and William Pierce

Important Dates During the Month:
8/20 Welcome Back BBQ and FFA Meeting
8/22 Patterson Livestock Boosters Thank You Dinner
9/7 Cal Poly vs. Fresno State Football Game
9/10 September FFA Meeting
9/12 Greenhand Conference
9/20 CTE Model Standards In Service

Vehicle Needs for the Coming Week: None.

Project Visitations Made (prior week): William visited dairy heifers.

Informational Items for Departmental Consideration:
1. Account Updates: Kendall gave updates on all the ASB accounts.
   a. FFA: $1717.04 (not counting SaveMart receipt from Officer Retreat)
   b. Livestock: $63.78
   c. OH: $5231.94
   d. Ag Mechanics: $261.14
   e. Floral: $2830.94
2. MJC Articulation: Kendall passed out the application forms and information to get courses approved. Sam, Kendall and William are working on filing out the paperwork.
3. Upcoming FFA Activities:
   a. Welcome Back BBQ and FFA Meeting will start at 6:30 PM. Kendall and William will get the BBQ ready and Sam will prepare for the FFA meeting with the officers. Food is being purchased from SaveMart.
   b. Patterson Livestock Boosters Thank You Dinner: William has signed up the livestock showmen to work the thank you dinner.
   c. Cal Poly vs. Fresno State Football Game: Kendall and William will drive the vans with students. Sam is unable to go so we need to find another driver.
   d. September FFA Meeting: Sam is working with the officers to plan the meeting.
   e. Greenhand Conference: Permission slips are ready to be handed out. They will be handed out soon.
AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA

DATE: 8/9/2013

In Attendance: Kendall Green, Samantha Cahill and William Pierce

Important Dates During the Month:
8/20 Welcome Back BBQ and FFA Meeting
8/22 Patterson Livestock Boosters Thank You Dinner
9/7 Cal Poly vs. Fresno State Football Game
9/10 September FFA Meeting
9/12 Greenhand Conference
9/20 CTE Model Standards In Service

Vehicle Needs for the Coming Week: None.

Project Visitations Made (prior week): William visited dairy heifers.

Informational Items for Departmental Consideration:
1. Account Updates: Kendall gave updates on all the ASB accounts.
2. Chart of Responsibilities: Kendall, William and Sam discussed the chart of responsibilities for this year. Kendall will type it up and add it to the Program Plan binder.
3. MJC Articulation: Kendall passed out the application forms and information to get courses approved.
4. Upcoming FFA Activities:
   a. Welcome Back BBQ and FFA Meeting will start at 6:30 PM. Kendall and William will get the BBQ ready and Sam will prepare for the FFA meeting with the officers.
   b. Patterson Livestock Boosters Thank You Dinner: William will sign up the livestock showmen to work the thank you dinner.
   c. Cal Poly vs. Fresno State Football Game: Kendall and William will drive the vans with students. Sam is unable to go so we need to find another driver.
   d. September FFA Meeting: Sam is working with the officers to plan the meeting.
   e. Greenhand Conference: Permission slips are ready to be handed out.
AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA

DATE: 5.20.13

In Attendance: Samantha Cahill, William Pierce, Kendall Green

Informational Items for Departmental Consideration:
Old Business:

    Officer Retreat: Officer Retreat will be in Bodega Bay again. The officers will be
camping. Sam is putting together the officer binders and plan for the retreat.

    Fair Forms and Fees: All fair entries are done hard copy.

    CATA Summer Conference: All three teachers will be attending summer conference. We
will be staying at the same hotel as last year. Conference Request Paperwork has been
submitted.

New Business:

    Fair Plans: The fair schedule was discussed. Kendall will be at the fair for both weeks
with the goats and rabbits. William will be there with the dairy cattle and sheep. Sam will
be there with the pigs.
AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA

DATE: 5.6.13

In Attendance: Samantha Cahill, William Pierce, Kendall Green

Informational Items for Departmental Consideration:

Old Business:

Project Visits: Project Visits and Showmanship Practices are scheduled. We shared the calendar with each other. Sam and Kendall figured out a schedule to share the scale.

Sectional Officer Applications: Kierstan is applying for sectional office. William is going to drive her to Camp Sylvester.

New Business:

Officer Retreat: Officer Retreat will be in Bodega Bay again. The officers will be camping. Sam is putting together the officer binders and plan for the retreat.

Fair Forms and Fees: All fair entries are done hard copy.

CATA Summer Conference: All three teachers will be attending summer conference. We will be staying at the same hotel as last year. Conference Request Paperwork has been submitted.
AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA

DATE: 4.24.13

In Attendance: Samantha Cahill, William Pierce, Kendall Green

Informational Items for Departmental Consideration:
Old Business:
  Officer Dinner: Reminder- it starts at 6:30 PM.

  Consumnes River College Field Day: Dairy Products is going!

  State Conference: State Conference is almost here! We have 25 students signed up to attend. William has been taking care of registration, hotel booking and collecting student payments. Room assignments are ready to go. We need to register one more student when we arrive at State Conference.

  April FFA Meeting: April FFA meeting will be the elections meeting. We discussed the elections process this year. Voting and speeches will take place at the meeting. There are 9 candidates for the positions. A review of officers elections took place. The new officers are: Luis Lopez, Cerena Clifford, Cassey Nelson, Vanessa Beltran, Lanaeya Banks, Ivan Barbontin and Victoria Rodgers.

  Ag Day: Sam is working with Kierstan to plan Ag Day. Committees include the following topics: Poultry (with chicks), Rabbits (with rabbits), Dairy Cattle (with calves), Sheep, Goats, Pigs (with animals from the school farm) and Horticulture (with a seed planting area).

New Business:

  Project Visits: Project Visits and Showmanship Practices are scheduled. We shared the calendar with each other.

  Finalize Banquet: William introduced the options for banquet food. Kendall has planned out all the thank yous and awards. The officers have been practicing the banquet script in preparation.
AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA

DATE: 4.9.13

In Attendance: Samantha Cahill, William Pierce, Kendall Green

Informational Items for Departmental Consideration:

Old Business:

   Officer Dinner: Reminder- it starts at 6:30 PM.

   Consumnes River College Field Day: Dairy Products is going!

State Conference: State Conference is almost here! We have 25 students signed up to attend. William has been taking care of registration, hotel booking and collecting student payments. Room assignments are ready to go. William has updated us on payments.

April FFA Meeting: April FFA meeting will be the elections meeting. We discussed the elections process this year. Voting and speeches will take place at the meeting. There are 9 candidates for the positions.

Ag Day: Sam is working with Kierstan to plan Ag Day.

New Business:

Finalize State Conference: William is finalizing all plans.

Ag Day Committees: Sam is creating committees of students. All students who go to the informational meeting will be on a committee. Committees are broken up by species.

Fair Forms: Dairy forms need to be completed.

End of the Year Banquet: We discussed the budget and plans on how to split the responsibilities of the banquet. William is taking care of food while Kendall is working with the officers.

State Finals: Sam and Kendall will be taking teams to State Finals.
DATE: 3.18.13

In Attendance: Samantha Cahill, William Pierce, Kendall Green

Informational Items for Departmental Consideration:

Old Business:

    Officer Dinner: Reminder- it starts at 6:30 PM.

    Sectional Fun Night: The Fun Night will be Bowling in Modesto. We will be taking the Suburban and a van full of students to the bowling alley. All the students are signed up and ready to go.

    Fresno Field Day: Kendall is planning on taking her floral team and her OH team. Sam is planning on taking her Dairy Products and BIG teams.

    State Conference: State Conference is almost here! We have 25 students signed up to attend. William has been taking care of registration, hotel booking and collecting student payments.

    School Farm Set Up/ Move In: Weeds need to be cut down and the farm needs to ready for animals coming! A meeting time has been scheduled for students to help clean up the farm. It is mandatory for any student keeping an animal on the farm.

New Business:

    Room Assignments for State Conference: We put together the room assignments for the students going to State Conference.

    Consumnes River College Field Day: Dairy Products is going!

    April FFA Meeting: April FFA meeting will be the elections meeting. We discussed the elections process this year.

    Ag Day: Sam is contacting the schools to attend our Ag Day on campus.
DATE: 3.4.13

In Attendance: Samantha Cahill, William Pierce, Kendall Green

Informational Items for Departmental Consideration:
Old Business:
   Officer Dinner: Reminder- it starts at 6:30 PM.

   March FFA Meeting: Officers are all set!

   Livestock Tri Tip Fundraiser: William is ordering the meat and cookies. Sam is picking up the rolls and salad.

   State Degree Ceremony: Sam and Kendall are attending the State Degree Ceremony.

New Business:
   Sectional Fun Night: The Fun Night will be Bowling in Modesto. We will be taking the Suburban and a van full of students to the bowling alley.

   Fresno Field Day: Registration is up.

   School Farm Set Up/ Move In: Weeds need to be cut down and the farm needs to ready for animals coming!
AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA

DATE: 2.18.13

In Attendance: Samantha Cahill, William Pierce, Kendall Green

Important Dates During the Month:
Feb 15-16: MFE/ALA
Feb 23: Spring CATA Meeting

Informational Items for Departmental Consideration:
Old Business:
CTE Money: Discussion about plans for CTE money.

Galt Prelims: Kendall will take the suburban to take the Impromptu students to the Galt Prelims.

Officer Dinner: Reminder- it starts at 6:30 PM.

State Convention: Students need to pay their 2nd payment.

Field Days:
Merced: All contests except Ag Mechanics and Nursery Landscape have $5.00 per person registration fee.

MJC: Floriculture, Dairy Products and Small Engines have materials fees.

Livestock Payments: We need to set a date for students to pay for animals.

New Business:
March FFA Meeting: Officers are planning it!

Livestock Tri Tip Dinner: William is organizing this fundraiser.

State Degree Ceremony: Sam and Kendall will be attending the ceremony.
AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA

DATE: 1.8.13

In Attendance: Samantha Cahill, William Pierce, Kendall Green

Important Dates During the Month:
Jan 8: FFA Meeting
Jan 22: Record Book Scoring
Feb 15-16: MFIE/ALA
Feb 23: Spring CATA Meeting

Informational Items for Departmental Consideration:
Old Business:
  Record Book Scoring: This will take place at Gregori on January 22. All record books for
  state degrees need to be done before this. Sam is working with students wanting state
degrees.

  Hollywood Movie FFA meeting: This should be on Jan 8th. To show a movie, we have a
  movie license that costs $100. A vote on the movie has been made.

  State Conference: We have 16 students wanting to attend State Conference.

  Meeting for Fair: Fair meeting is upcoming! William is organizing materials to be
  discussed at the meeting.

New Business:
  Central Region CATA Spring Meeting at MJC Sat, Feb. 23rd: Conference Requests have
  been turned in.

  UC Davis Field Day: Registration for teams need to be submitted.

  Occupational Olympics: William and Kendall will be taking mechanics and floral
  students. Sam will be sending her Job Interview students.

  FFA Week: FFA Week plans are being made by the officers.

  Ag @ Elementary School: Sam will be taking students, goats and calves to the local
  elementary school to see Mrs. Vargas's class.

  See's Candy: This fundraiser is being postponed.

  Valentines letter writing: FFA members will be writing letters to soldiers overseas.
DATE: 12.3.12

In Attendance: Samantha Cahill, William Pierce, Kendall Green

Important Dates During the Month:
Dec. 14: Ice Skating
Feb 15-16: MFE/ALA

Informational Items for Departmental Consideration:
Old Business:
Super Thursday: It will take place on Jan 30th at Pitman High School. Both vans and the Suburban will be used to take the students. Permission slips should have been collected by this time.

Officer: Reminder- it starts at 6:30 PM.

New Business:
Record Book Scoring: This will take place at Gregori on January 22. All record books for state degrees need to be done before this.

Hollywood Movie FFA meeting: This should be on Jan 8th. To show a movie, we need a movie license that costs $100. A vote on the movie needs to be made.

State Conference: We will be having an informational meeting on State Conference. Students must complete an application to go.

Meeting for Fair: Informational meeting for fair needs to happen so we can get students signed up for livestock animals.
DATE: 11.19.12

In Attendance: Samantha Cahill, William Pierce, Kendall Green

Important Dates During the Month:
Dec. 14: Ice Skating
Feb 15-16: MFE/ALA

Informational Items for Departmental Consideration:

Old Business:
Speaking Contest: Teams are signed up. Practices are starting for Impromptu, BIG, Creed and Job Interview.

Tree in the park: We are signed up for the Tree in the Park. The officers want to decorate it themselves. They have looked through the decorations in the office.

Christmas parade: We need to make a float. Officers will come up with ideas. Float will be made the week before the parade. We need hay bales.

Officer dinner: Reminder- it starts at 6:30 PM.

Counselor night Nov. 14: Kathy, Hugh and Stubbs should be attending. It takes place at the Ag Center in Modesto. We need a door prize for the event. We are meeting all the counselors there.

New Business:
Super Thursday: It will take place on Jan 30th at Pitman High School. Both vans and the Suburban will be used to take the students. Permission slips were passed out.

Officer: Reminder- it starts at 6:30 PM.
AGRICULTURE DEPARTMENT 
WEEKLY MEETING AGENDA

DATE: 11.5.12

In Attendance: Samantha Cahill, William Pierce, Kendall Green

Important Dates During the Month: 
Nov 6: FFA Meeting
Dec. 14: Ice Skating
Feb 15-16: MFE/ALA

Informational Items for Departmental Consideration:

Old Business:

- Officer Dinner: Dinner will start at 6:30 PM. There will be a thanksgiving theme.
- Coats for kids: Coats for Kids Drive will start in December and will be taken to the local bank for collection. We have lots of coats so far! William is going to deliver them!
- Greenhand banquet: Greenhand and Chapter degree Banquet is coming up! Kendall will make certificates and order pins. Sam will take care of food and William will man the grill. The officers are practicing the script.
- Officer dinner: Dinner will start at 6:30 PM. Just a reminder!
- Ice skating Dec. 14th: There are spots for 50 students for ice skating. The bus is reserved! All the spots for Ice Skating are taken!

New Business:

- Speaking Contest: We need to start announcing for the contests and take sign ups.
- Tree in the park: We are signed up for the Tree in the Park. The officers want to decorate it themselves.
- Christmas parade: We need to make a float. Officers will come up with ideas.
- Officer dinner: Reminder- it starts at 6:30 PM.
- Counselor night Nov. 14: Kathy, Hugh and Stubbs should be attending. It takes place at the Ag Center in Modesto. We need a door prize for the event.
AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA

DATE: 10.8.12

In Attendance: Samantha Cahill, William Pierce, Kendall Green

Important Dates During the Month:
Oct 17: OC Contest
Oct 9: FFA Meeting
Oct 25: Del Osso Farms Corn Maze
Nov 6: FFA Meeting
Feb 15-16: MFE/ALA

Informational Items for Departmental Consideration:
Old Business:

Del Osso Corn Maze: Spots for 50 students are available for the corn maze.

MFE/ALA: Permission Slips will be collected first come first serve for MFE/ALA. All students will be MFE because none have gone before.

New Business:

Thanksgiving FFA Meeting: Turkey bowling will be the activity!

Canned Food Drive: Canned Food will go to the local food bank. Deliveries take place on Thursdays. The classes will have a competition for the most brought in.

Christmas Wreath Fundraiser: Kendall provided pamphlets and wreaths will be ordered through Matranga Floral.

Officer Dinner: Dinner will start at 6:30 PM.

Ag Advisory Committee Meeting: Discussions about when the next meeting is scheduled took place.
AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA

DATE: 9/24/12

In Attendance: Samantha Cahill, William Pierce, Kendall Green

Important Dates During the Month:
Sept 25: Tri Tip Fundraiser
Oct 6-7: COLC
Oct 17: OC Contest
Oct 9: FFA Meeting
Oct 25: Del Osso Farms Corn Maze
Feb 15-16: MFE/ALA

Informational Items for Departmental Consideration:
Old Business:

Tri tip fundraiser Sept. 25: Potatoes are being donated by Bobby Yamamoto. Tri Tip will be cooked by Jim Melo and company. Salad will come from Food Maxx and rolls will come from Costco. The cookies will come from SaveMart. Ticket counts are in and orders are made. Sam will drive the meat back and forth. Kendall will help with setting up bags and William will be on the street passing out bags.

COLC Oct. 6-7th: COLC will take place in Denair. All the students are registered. Kendall will drive the van with officers not taking the SATs. William will bring the rest of the officers after the SATs.

Halloween FFA mtg Oct. 9th: There will be a Halloween costume contest! The officers are ready to go!

Opening and closing contest Oct. 17th: There will be 1 novice team, 2 intermediate teams and 1 officer team going this year!

New Professionals: Kendall and Sam will be attending New Professionals. Conference Request forms have been submitted. They will be taking the suburban on this conference and meet William in Tahoe.

Road Show and regional mtg. Tahoe: All three will be attending the Regional Meeting. Conference Request forms have been submitted. William will attend Road Show and will take the Ag Truck.

New Business:

Del Osso Corn Maze: Spots for 50 students are available for the corn maze.

MFE/ALA: Permission Slips will be collected first come first serve for MFE/ALA. All students will be MFE because none have gone before.
AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA

DATE: 8/20/12

In Attendance: Samantha Cahill, William Pierce, Kendall Green

Important Dates During the Month:
Sept 11: September FFA Meeting
Sept 22: Sectional Softball at Denair High School
Sept 25: Tri Tip Fundraiser

Informalional Items for Departmental Consideration:
Old Business:

Fair: Checks should be handed out soon.

Five year plan: Sam, William and Kendall created the Five year plan to be sent to Mr. Parker.

Chart of responsibilities: Sam, William and Kendall reviewed the chart of responsibilities.

Officer retreat: Officer retreat was a success!

August FFA meeting: August FFA meeting included a welcome back BBQ- the students seemed to really like the food portion of the meeting.

New Business:

Greenhand Conference: Approximately 15 students are attending the upcoming Greenhand Conference. Due to problems reserving vans, we need to find 1 more driver for the event. Mr. Cahill may be available.

Sectional Softball Sept. 22: Students are signed up. We have enough to form 2 teams for softball.

Tri tip fundraiser Sept. 25: Potatoes are being donated by Bobby Yamamoto. Tri Tip will be cooked by Jim Melo and company. Salad will come from Food Maxx and rolls will come from Costco. The cookies will come from SaveMart.

September FFA mtg Sept. 11: The officers are working on plans for the upcoming meeting.

Officer dinner: The officer dinner will take place at 6:30 PM.
W.
Department Inventory
### EQUIPMENT INVENTORY

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<td>(set of five, nested beakers (50, 100, 250, 500, and 1000 ml), 25 ml cylinder, and a set of twelve 15 ml plastic tubes)</td>
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Section III

AGED 539 Project
AGED 539 Project Description: Raised Garden Beds

The project for AGED 539 was to address Quality Criteria 3: Practical Application of Agricultural Skills as well as Quality Criteria 5: Facilities, Equipment, and Materials.

**Goal:**

The purpose of this project is to create ten raised garden beds for the Patterson High School Agriculture Department. The raised beds will be used by the department’s students for Supervised Agricultural Experience projects, plant identification for Career Development Event teams, and overall beautification of the department.

**Process and Design:**

To begin the project, I researched raised garden bed designs, materials, sizes of beds, etc. I decided a 4 foot by 8 foot rectangular garden bed design was the most economical use of the redwood lumber I planned to purchase. Each bed would be approximately one foot tall. The walkway between each bed would be approximately 3 feet wide to incorporate an entire class of students working at once. The irrigation panel and valves would be located in the corner by the fence and shade house, allowing easy access to the water lines that were already present.

A budget was developed using the horticulture class’ funds. These funds were available due to plant sales over the past few years and resulted in a hefty profit. After research, a budget of $2,000 was presented to the Agriculture Department. This budget was approved, and a purchase order was requested for Home Depot in Turlock, California. Once the purchase order was secured, the list of supplies was purchased and stored at the Patterson High School Agriculture Department. Over the course of one month, the students in the agricultural mechanics and ornamental horticulture classes made the raised garden beds. The beds were installed into the area by Tim Johnson of Johnson Landscape Company free of charge. The irrigation was installed by Anthony Goodeill of AGI free of charge. The soil was donated from a community member as well, so the cost for the soil in the budget was eliminated. All other modifications seen in the final product were made by the ornamental horticulture class at a later date.

**Outcome:**

The raised garden beds are completed, and the area is updated regularly. These garden beds gave students an opportunity to build them for their SAE project, as well as use them for future SAE projects. In the future, the department hopes to use them to produce goods for the local farmer’s market as well as other fundraising opportunities. The classes also continue to renovate the area to this day, and have added landscape cloth, gravel for the pathways, and improvements to the irrigation lines.
Project Proposal
(to be completed in conjunction with AGED 539)

Quality Criteria Number Addressed: 5

Goal or Purpose of the Project: We have an open area in our department that was the perfect size for ten raised garden beds to be installed. Our goal is to use these beds for SAE projects, Agriscience fair projects, and to grow produce for the Farmer’s Market.

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

Installed (with students) ten 4 ft x 8 ft (redwood) raised garden beds in our 25 ft x 25 ft open plot near the shade house. Each pair of beds will be equipped with their own Rain Bird irrigation valve so we can shut off irrigation for some beds as necessary. The beds will have the capability to use drip, micro sprinkler, or soaker hose irrigation, depending on the project being completed and plants being grown.

Estimated number of hours on this project: 150
Estimated expenditures ($) on this project (your costs): $1,500
Proposed timeline for completion of the project: May 2014

Progress Report: How will you inform the Cal Poly faculty of your progress on a regular basis?

The project is completed.

For Office Use Only:

Project Approved By: 
Date of Approval: 12/13/14
Quarter student will enroll in AGED 539: 5/02/18
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<td><strong>$1,737.75</strong></td>
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</tbody>
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Project Evidence

Students in the agriculture department were involved in the installation and maintenance of the raised garden beds. Students in the Agricultural Mechanics pathway assisted with constructing the beds from the supplies provided by the horticulture class.

Students in the horticulture class prepped the garden bed area by tilling the soil. They assisted Tim Johnson of Johnson Landscape Company in digging the holes with the auger, as well as installing the beds into the ground. Students were also selected in assisting Anthony Goodeill in installing the irrigation lines, including designing the irrigation area, trenching the lines, and mounting the irrigation panel.

Finally, the students filled the garden beds with soil. The horticulture class planted winter vegetables for the initial crop. In the spring, the class planted various plants for identification purposes for the Floriculture and Nursery Landscape Career Development Event teams.

Additional modifications were made after the completion of this project, including the installation of landscape cloth, gravel for the walkways, and additional irrigation lines.
The Final Product